



SPC Board of Trustees – Strategic Planning Workshop

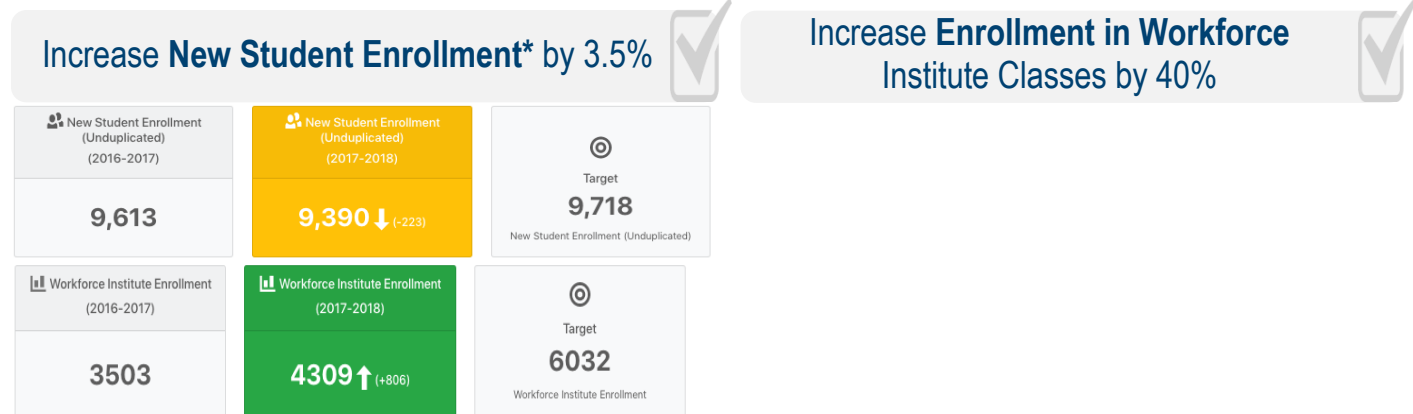
December 11, 2018
Real Time Record



**Board of Trustees Strategic Planning Retreat
December 11, 2018
Executive Summary**

Recruitment Plan

Annual Update on Strategic Metrics



6 Month Top Achievements

- Enrollment down just -0.9% compared to Fall 2017
- New staffing model – increased recruiters (from 3 to 7)
- PATHe (Pinellas Access to Higher Education) – new partnership with USFSP
- New view for class schedules & expanded class offerings – Winter session, 12-wk, 8-wk 2
- Expanded marketing materials
- Increased cooperation between Workforce Institute & credit side
- Business leader convening by campus

2018-19 Strategic Priorities

1. Develop a strategic **outreach plan** to target recruitment of **adult learners** (25-45 year-olds).
2. **Strengthen partnerships** and continue targeted outreach to increase the numbers of FUSE, IGNITE, and PATHe students.
3. Workforce Institute (non-credit)/Credit coordination to:
 - a. **Streamline articulation** of short-term certifications into degree programs;
 - b. Build specific Partnerships with businesses who offer **tuition reimbursement**.
4. Build **communication pipeline/relationships with local chambers**, businesses, and community partners to increase their knowledge of college offerings, as well as awareness of events and opportunities to engage with the institution and SPC students.
5. Develop, implement, and market a **referral program** for students that encourages them to enroll at SPC with their circle of friends.

Retention Plan

Annual Update on Strategic Metrics

Increase **Retention Rate** by 3.2%



Increase **Persistence Rate** by 1.8% (Fall to Spring and by 0.7% (Spring to Fall))



<p>Retention Rate (Fall 2016 - Spring 2017)</p> <p>68.8%</p>	<p>Retention Rate (Fall 2017 - Fall 2018)</p> <p>69.3% ↑ (+0.5%)</p>	<p>Target 72.0% Retention Rate</p>
<p>Persistence (Fall 2016 - Spring 2017)</p> <p>79.2%</p>	<p>Persistence (Fall 2017 - Spring 2018)</p> <p>79.8% ↑ (+0.6%)</p>	<p>Target 81.0% Persistence</p>
<p>Persistence (Spring 2017 - Fall 2017)</p> <p>74.3%</p>	<p>Persistence (Spring 2018 - Fall 2018)</p> <p>74.5% ↑ (+0.5%)</p>	<p>Target 75.0% Persistence</p>

Increase **Completion Rate** by 2.3%



<p>Performance Funding 150% Completion Rate (2016-2017)</p> <p>46.7%</p>	<p>Performance Funding 150% Completion Rate (2017-2018)</p> <p>47.8% ↑ (+1.1)</p>	<p>Target 49.0% Performance Funding 150% Completion Rate</p>
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6 Month Top Achievements

- 10.4% decrease in withdrawals
- Increased success rates
- FTEIC focus
- New dashboard creation for data tracking
- Communicating with African-American males
- Development of Career and Academic Community milestones
- Expansion of LRC and tutoring services
- Increased in-house online tutoring
- Evaluation of the Math Pathways
- Registration based on completion

2018-19 Strategic Priorities

1. Increased support for students on their Path:
 - a. Implement **new Advising report** mimicking Pathways;
 - b. Track Career and Academic **Community Milestones**.
2. Tracking **student engagement** on-campus and online and continuing to compare student success between those who are engaged and those who are not.

3. Increase **Learning Resource usage** by all, as well as diverse populations by creating learning communities.
4. Finalize **Math Pathways** to accelerate completion of math requirements.

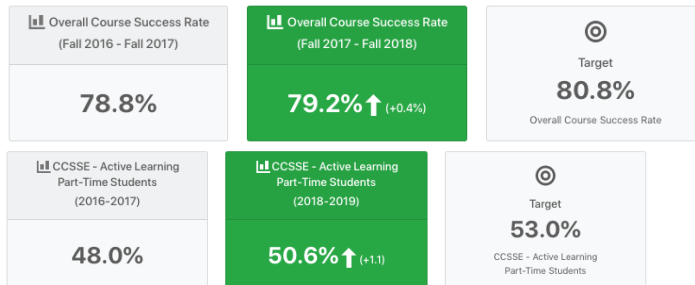
Learning Experience

Annual Update on Strategic Metrics

Increase **Course Success** by 2.0%



Increase **CCSSE Active & Collaborative Learning** by Part-Time Students by 4%



6 Month Top Achievements

- 10.4% decrease in withdrawals
- Increased success rates
- Developed feedback communication to enhance student engagement
- Developed Gradebook reporting protocols
- Identified criteria for creating an engaging syllabus
- Increased faculty tools SParC usage
- Identified methods to support students with life issues
- Took a deep data dive
- Developed the Periodic Course Review – faculty-led

2018-19 Strategic Priorities

1. Develop and implement strategies to increase success rates for minority males to close the success gap.
2. Track the posting of “engaging” syllabi three days prior to courses starting.
3. Track use of course gradebook to provide timely feedback to students. (weekly for 8 and 12 week courses, bi-weekly for 16 week courses)
4. Review and revise the Student Survey of Instruction (SSI).
5. Use student focus groups to help identify best practices and design faculty resources to support enhanced use (for example – culturally responsive pedagogy).

Employee Experience & Engagement

Annual Update on Strategic Metrics

Increase Employee experience and engagement **Survey Participation Rate by 10%**



Increase Employee Survey **Overall Favorable Rate by 5%**



Baseline	1-Yr Target	Goal
2018-19	2019-20	2020-21
44.0%	49%	54%

Baseline	1-Yr Target	Goal
2018-19	2019-20	2020-21
72.0%	74.5%	77%

Increase **Employee experience and engagement Level by 10.0%**



Baseline	1-Yr Target	Goal
2018-19	2019-20	2020-21
74.0%	79.0%	84.0%

6 Month Top Achievements

- Communication to employees throughout process, including pre-and post-communication from President
- Transparent website for all
- Survey launched
- Results received and reviewed by President
- Process developed for focus groups to ensure diversity of voices
- Post-results Action Plan developed

2018-19 Strategic Priorities

1. Disseminate baseline survey results to the college family to establish the current state of employee experience and engagement at SPC.
2. Conduct Employee Focus Groups representative of the diversity of the college (i.e. pay, ethnic, and gender groups) to clarify survey results, identify improvement areas, and prioritize and develop improvement strategies.
3. Develop and implement Employee Experience and Engagement Response Plan, including resources needed, milestones, strategy teams/leads, and timeframes.
4. Convene Engagement Summit with college leadership and employees to review and celebrate progress of Employee Experience and Engagement Response Plan, and identify next steps.

Resource Alignment

Annual Update on Strategic Metrics

Increase **Budgeted Overall SSH Enrollment** by 2.0%



Increase **State Funding** by \$5.2 million (2019-20)



Baseline	1-Yr Target	Goal
2018-19	2019-20	2020-21
532,218	537,540	542,915

Achieve **Performance Funding Gold Level**



6 Month Top Achievements

- Hired Government Relations Director
- Began switch from technology lease program to VDI
- Saved \$900K in restructuring
- Changed Health insurance plan
- Increased alumni engagement by 658%
- Received final portion of \$20M for Student Success Center @ Gibbs (\$3.5M) and approx. \$700K in new funding with \$550K pending for new Collegiate H.S.
- Began ongoing real estate review
- Received funding to build Cybersecurity Baccalaureate Degree

2018-19 Strategic Priorities

1. Streamline business model and realign resources to capitalize on current and future economic conditions.
2. Focus on enrollment for increased revenue generation and offer more programs that align directly with student and workforce needs.
3. Draw conclusions on physical footprint and implement changes to consolidate programs/functions, dispose of assets, and improve space utilization collegewide.
4. Engage Foundation and new VP of Institutional Advancement to revamp fundraising structure, processes and campaign readiness, leading to increased restricted and unrestricted dollars.
5. Cultivate relationships with legislators to share SPC purpose and benefits, and solidify legislative budget requests for FY19-20 and future years.

New BI PULSE link:

<http://pulsebixp.spcollege.edu/>

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SPC Board of Trustees - Strategic Planning Workshop
 St. Petersburg College, EpiCenter, 13805 58th Street N. Clearwater, FL 33760
 Collaborative Labs (Tropics Lab)
 Tuesday, December 11, 2018, 9am – 12:30pm

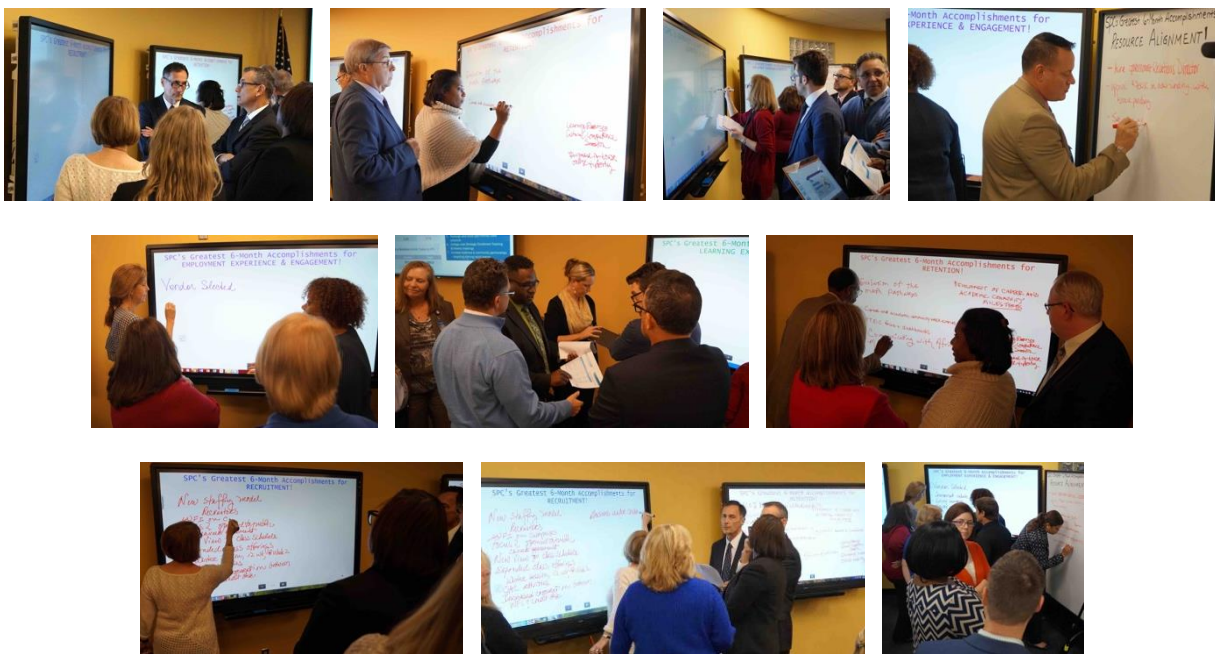
Time	Agenda Items	Collaborative Activity
8:45am – 9:00am	Warm-Up Activity: SPC’s Greatest Six-Month Accomplishments (July – Dec. ‘18): <ol style="list-style-type: none"> 1. Recruitment 2. Retention 3. Learning Experience 4. Employee Experience and Engagement 5. Resource Alignment 	We will invite participants to write Accomplishments for each priority area on the digital displays.
9:00am – 9:10am	Call to Order <ul style="list-style-type: none"> • Invocation • Pledge of Allegiance 	
9:10am – 10:00am	Welcome, Strategic Impact Plan Overview & Six-Month Accomplishments <ul style="list-style-type: none"> • Welcome: Chair Stonecipher, Trustees, and Dr. Williams, President • Overview of SPC’s 3-Year Strategic Impact Plan: Dr. Sabrina Crawford • SPC’s Greatest Six-Month Accomplishments (July – Dec. ‘18) 	Board of Trustee Members and volunteers will reference the digital displays and will share examples of SPC’s Greatest Six-Month Accomplishments.
10:00am – 11:15am	Board of Trustees Strategic Considerations for FY’19-20 <p>Breakouts:</p> <ol style="list-style-type: none"> 1. Recruitment (10am – 10:15am) 2. Retention (10:15am – 10:30am) 3. Learning Experience (10:30am – 10:45am) 4. Employee Experience and Engagement (10:45am – 11am) 5. Resource Alignment (11am – 11:15am) <p>Board of Trustee members will share and prioritize Strategic Considerations for each of the Team Champions to incorporate moving forward. Strategic Considerations will support the following 3 Overarching Strategic Impact Plan Outcomes:</p> <ul style="list-style-type: none"> • <i>Expand and maintain access to postsecondary education</i> • <i>Increase student achievement (student success)</i> • <i>Engage the community (internal and external</i> 	<p>The Board of Trustees will participate in “5 Team Rounds” – and will share and prioritize “BOT Strategic Considerations” for each priority area to incorporate:</p> <p>The Board of Trustees team:</p> <ul style="list-style-type: none"> • Nathan Stonecipher, Chair • Katie Cole, Vice Chair • Bridgette Bello, Trustee • Bill Foster, Trustee • Deveron Gibbons, Trustee • Dr. Tonjua Williams, President <p>SPC team members will be invited to join the BOT in 5 different Rounds – one per priority area. For each Round, BOT members will share and prioritize real-time strategic considerations for each area.</p>

Time	Agenda Items	Collaborative Activity
11:15am – 11:45pm	Full Group Highlights on Top Strategic Considerations Going Forward <ul style="list-style-type: none"> We will reconvene as a full group to review the Board of Trustees’ Top Strategic Considerations for each Action Plan Area. 	Each SPC Action Plan Champion will share the Top Strategic Considerations prioritized by the Board that will be incorporated in the Strategic Impact Plans going forward.
11:45am – 12:30pm	Evaluation Process for the President & the Board of Trustees Self-Evaluation <ul style="list-style-type: none"> Finalize the Components of the President’s 18-19 Evaluation & Process Timeline Review & Finalize the Board of Trustees’ Self-Evaluation & Process Timeline 	SPC leaders will be thanked for their participation and the Board of Trustee members and the President will remain to review and finalize the Evaluation Tools and Evaluation Process Timeline for both the President and the BOT members.

Breakouts: Board of Trustees – Strategic Considerations (10am – 11:15am)

Round 1: Recruitment	SPC Champions
<ul style="list-style-type: none"> Nathan Stonecipher, Chair Katie Cole, Vice Chair Bridgette Bello, Trustee Bill Foster, Trustee Deveron Gibbons, Trustee Dr. Tonjua Williams, President 	<ul style="list-style-type: none"> Jamelle Conner Pat Rinard Stan Vittetoe Rita Farlow Tashika Griffith Andrea Henning Susan Demers
Round 2: Retention	SPC Champions
<ul style="list-style-type: none"> Nathan Stonecipher, Chair Katie Cole, Vice Chair Bridgette Bello, Trustee Bill Foster, Trustee Deveron Gibbons, Trustee Dr. Tonjua Williams, President 	<ul style="list-style-type: none"> Anne Cooper Jimmy Chang Matt Bodie Joseph Smiley Misty Kemp Leslie Hafer Susan Colaric Sara Brzezinski
Round 3: Learning Experience	SPC Champions
<ul style="list-style-type: none"> Nathan Stonecipher, Chair Katie Cole, Vice Chair Bridgette Bello, Trustee Bill Foster, Trustee Deveron Gibbons, Trustee Dr. Tonjua Williams, President 	<ul style="list-style-type: none"> Shannon Ulrich Joe Leopold Djuan Fox Heather Roberson Christian Moriarty Mark Strickland
Round 4: Employee Experience & Engagement	SPC Champions
<ul style="list-style-type: none"> Nathan Stonecipher, Chair Katie Cole, Vice Chair Bridgette Bello, Trustee Bill Foster, Trustee Deveron Gibbons, Trustee Dr. Tonjua Williams, President 	<ul style="list-style-type: none"> Carol Brandt Carol Sumter Margaret Bowman Jeanne Trimble Susan Demers Rod Davis
Round 5: Resource Alignment Strategic Considerations	SPC Champions
<ul style="list-style-type: none"> Nathan Stonecipher, Chair Katie Cole, Vice Chair Bridgette Bello, Trustee Bill Foster, Trustee Deveron Gibbons, Trustee Dr. Tonjua Williams, President 	<ul style="list-style-type: none"> Brian Miles Janette Hunt Eired Eddy Diana Wright Theresa McFarland Jennifer McBride Eric Carver James Stewart

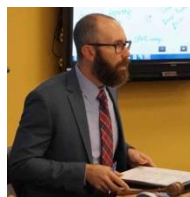
Warm-Up Activity: SPC’s Greatest Six-Month Accomplishments



Call to Order

The meeting was convened by Chair Stonecipher at 9:00 a.m. The invocation was given by Vice Chair Cole and was immediately followed by the Pledge of Allegiance.

Welcome, Strategic Impact Plan Overview & Six-Month Accomplishments



Chair Nathan Stonecipher: I have a few comments today. Thank you again for being here. Personally, this is one of my favorite meetings of the year. I hope that it is an opportunity for everyone to have a say and be open and transparent and get excited about where we hope to go in the next year and in the next few years. I am going to propose that at next year’s workshop, we all dress down a little bit; it will help us be relaxed, and I could do without the suit and tie for one meeting. *Laughter.*

I had the opportunity to go to graduation; it was a fantastic day. Thank you to the administrators and staff and faculty for all the hard work making sure it is a special day for our students and that they truly feel the weight of their accomplishment and are excited to move into the future. It always fills me with a lot of energy. It was nice that it was at Tropicana Field, so it was just one ceremony and not two.

Chair Stonecipher: Last week, I went to the last Model UN meeting of the semester. From the Board, I wanted to thank that group for the hard work they put in. They won some additional awards in DC and Atlanta. It was a fun meeting, passing out certificates and awards. I told them I would pass on the word from students and faculty there that they are very appreciative of the support the Board and the College gives them to be able to do that at the community college level and the state level. They compete and win awards with the best of the best; they beat 87% of universities that competed. It is an impressive group. Many of the students I talked to individually after the meeting talked about the ability to speak in front of people with confidence and the ability to debate and use factual information to give a rational argument, and the ability to write position papers. It will all help later in life. It was great to see what great friends they all are. Plus, the experience to travel to different cities and meet other students. It is a great program, and I am thankful for the time and energy they all put in.



Mr. Bill Foster, Trustee: My favorite exercise at graduation is when Dr. Williams has the student body stand up based on how many are graduating with honors, in extracurricular activities, how many have kids, are over a certain age, worked during school. To see them stand up – that is why we are here; so they can work, can raise a family, can have second and third chances. And so young people can get a degree and move into the workforce. And to see them walk the stage so excited and to shake their hands. That is up close and personal – that is why we have a mission statement.

Dr. Tonjua Williams: I am excited about the effort this team has done to support the students and to serve the community. Today, we get an opportunity to showboat a bit and show you what we have done and all the differences we have made. And also, to share our vision for going forward. It is a slightly different format than usual.



I am very proud of graduation and all of you who came. The minister told me that he had never been at anything like this. To see the pride and celebration that this stage and the faculty have given. He asked when he gets to come back; for him to say that, that was majorly huge. We had a great time. We missed you guys; hopefully we will catch you in May. I am ready for today.

Chair Stonecipher: Me, too.



Ms. Bridgette Bello, Trustee: I am excited to be here. I wanted to share this new brochure with you; it just came out, and you will all have a chance to see it.

Chair Stonecipher: With that, we will begin the meeting. I invite up Andrea Henning.



Andrea Henning, Executive Director, Collaborative Labs and Workforce Institute: Good morning Board of Trustee members, President Williams, college family – how is everyone doing? *The participants clapped and cheered.* We have an action-packed day, it will be great, I am feeling it. The key agenda items are to first look at our six-month accomplishments. Secondly, action plans. We will look at each of our five key action plans that we have created. We are looking for you to give us strategic guidance, so we can propel into 2019. And finally, evaluations. We will review and finalize the evaluation criteria for our President and Board of Trustees. Those are the three action items. Sound good? *The participants responded in the affirmative.*

Andrea: Before we jump in, we have set a solid foundation for our strategic plan this year. I would like to ask Dr. Sabrina Crawford to share the key strategic plan initiatives.

Strategic Impact Plan Overview



Dr. Sabrina Crawford, Associate Vice President, Institutional Research & Effectiveness: Good morning. Let me take two seconds to brag – I flew in from New Orleans last night, where I attended our SACS event. We presented in three areas: how to host an onsite visit, how to assess non-academic units, and how the student services side of the house supports Academic Pathways. We got accolades from all of the attendees there. It speaks to all of the direction we received from you at our December meeting. Our work is spot on.



Dr. Crawford: I am here today to talk about our strategic impact plan – I wanted to tie it together. There are many moving parts to the plan. We have last year’s work which set the foundation of everything we do here at the college, our mission, our vision, and our values. In addition, Dr. Williams shared our four guiding principles that make up the community of care, which is how we approach our work. When we look at the three pillars the Board defined – academic excellence, economic mobility, and community engagement – each has three main goals that we are trying to achieve – those are what we hope to get to in three years. Those are the big, overarching goals, and the three areas we want to focus our time in.

Although there are strategic goals under those, how we are reaching those is with five different annual plans. The one difference between how we are doing strategic planning now versus the past is, in the past we had one-year goals. Every year we set initiatives, and we came back each year and evaluated those. Now, we have three-year goals, which we will bring updates on each year. We brought those forward to you last summer, and kept bringing them back until they were finalized. The metrics that support these goals are now public and visible on mobile phones. Djuan Fox will highlight some of this. They are also on the BI site.

We are using Power BI now to show these metrics. How we are doing on each will be shown by being either red, yellow, or green – these are the core measures. The targets are all for 2021. We looked at where we were in 16-17 and now where we were in 17-18 to see how we are doing. For overall success, we are doing great. Retention rates also had an increase. We look at persistence, which is how students move from one term into the next. There are two sets – the most important is who was here in the Fall and came back in the Spring, but we are also looking at Spring-to-Fall.

Dr. Crawford: New student enrollment, minus all dual enrollment, was one of our major initiatives; this is down, but keep in mind that we are also slightly down in enrollment. It is not red, because do not forget that since enrollment is down, this would also be down.

Workforce Institute – this is the baseline and where we are looking to go. There have been huge gains.

And then we wanted to have something to do with completion. We chose the Performance funding rate – student who complete in 150% of the time needed for their degree – we looked at Fall 2014 students enrolled fulltime to see if they completed in 150% of time. The other measure is how many degrees are we conferring. As this is down, we are wondering if we set too high of a target, but we are going for it. We also have metrics to do with learning. For example, we offer the CCSSE every other year; there is one section where they compile a bunch of the questions – it is focused on active learning. We went up in this one. The next round of data will be ready soon.

There are also additional metrics underneath retention and recruitment. We will send you the link. It will become part of the SSO soon. This was great work from my BI Team.



Djuan Fox, Director, Academic Services, Institutional

Research & Effectiveness: If you are on campus and want to get into BI, you have the dashboard for data on success, enrollment, and student outcomes.

So to summarize – the Community of care is how we do everything. We have three pillars that are the foundation of our work that will be accomplished through five action plans. Each of the action plans are made up of a number of initiatives and activities that will get us to where we want to go.



Andrea: Thank you, Sabrina, for laying the foundation for today, which is all about those five action plans. This is the executive leadership team here. Raise your hands if you serve on the Executive Leadership Council. *Many participants raised their hand.* We meet after every Board meeting with Dr. Williams, and we work the plans. We are going to share with you what we have been up to the past six months. We will start with what I consider to be the best area. *Laughter.* First up is recruitment. Dr. Rinard, take it away.



Six-Month Accomplishments



Recruitment

SPC's Greatest 6-Month Accomplishments for RECRUITMENT!

New staffing model
Recruiters
WFI on campuses
Focus 2 opened to public
career assessment
New View for class schedules
Expanded class offerings
Winter session, 12 wk, 8 Week 2
OAC activities
Increased cooperation between
WFI & credit side

Business leader convening
by campus
PATHe rollout
FUSE/IGNITE
Expanded marketing
materials

- | Recruitment |
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| <ul style="list-style-type: none"> • New staffing model • Recruiters • WFI on campuses • Focus 2 open to public • Career assessment • New view for class schedules • Expanded class offerings • Winter session, 12-wk, 8-wk 2 • OAC activities • Increase cooperation between WFI & credit side • Business leader convening by campus • Paths rollout • FUSE/IGNITE • Expanded marketing materials |



1. RECRUITMENT

3-Year Strategic Metrics

Increase **New Student Enrollment*** by 3.5%

	Baseline	Target
2016-17	2017-18	2020-21
9,613	9,390	9,718

Increase **Enrollment in Workforce Institute Classes** by 40%

	Baseline	Target
2016-17	2017-18	2020-21
3,503	4,309	6,032

* Excludes Accelerated High School Program Enrollment

2018-19 Strategies

1. Refine new recruitment model with increased community presence
2. Increase collaboration with Marketing
3. Increase promotion of FUSE/IGNITE programs
4. Implement PATHe Educational Ecosystem
5. Redesign and more user-friendly class schedule
6. College-wide Strategic Enrollment Tracking Bi-Weekly meetings
7. Increase business & community partnerships – targeting working/adult learner





Dr. Patrick Rinard, Associate Vice President, Enrollment Services: I am going to share a few of these highlights. I want to share some data with you first. When Sabrina and I shared enrollment in August, we were down -2.5% in SSH; as of Friday, we are down just -0.9% compared to Fall 2017. We really closed the gap, which considering we budgeted to be down 3% is a huge success. *Applause.* It is all of these groups and the whole college family that did that.

Over the last six months, we have been working on a new staffing model with recruitment. Prior to last Fall, we had three recruiters; now we have seven. They are out there close to the campuses, working with provosts and finding the needs of the campus and communities. It is a much larger presence than a year ago.

I will also address PATHe (Pinellas Access to Higher Education). You may be familiar with this – it has had some media attention. We have been doing some outreach with USFSP – we started meeting in July. With the merger of the USF campuses, the admissions requirements for USFSP students will get a little higher. So, our goal is to determine what can we do to help those students who cannot get into USFSP. The second thing is to provide opportunities for all of Pinellas County: PTECH, Pinellas County Schools, we may bring in Eckerd. We want an educational ecosystem in the county.



Dr. Susan Demers, Dean, Public Policy & Legal Studies: As Dr. Rinard told you, we have been working to close that gap. It all happened on the front page of the website. We expanded our options, added more short-term classes. To let everyone know about it, Rita Farlow and her team worked on the front page of the website to create a clear, concise way for students to search for classes.. Now there is lots of opportunity for interaction. We had a lot of cooperation with marketing. In addition lots of great new materials were designed to be printed as needed and put in specific hands where they would do the most good. Rita has brought some to share with you.

The key message I would like for you to understand is, we are looking at the schedule all the time to figure out how to make it work for the current students we have. Their lives are so complicated. When I speak with students and ask them why they are not registering for next semester, they tell me they want a face-to-face teacher, but their job requires that they have a different schedule every week. Online is their only option. Our goal is to have a class available to them on their schedule.

Rita Farlow, Executive Director, Marketing & Strategic

Communication: We have got to talk about winter session. We sat down with Dean Demers, Djuan Fox, Dean Smiley, and Susan Colaric and created a short session during December and January for students to take classes in a condensed format. So far it has been a huge success. That is when we started talking about the new idea for class schedules. We got feedback that the scheduling system it is a little wonky. We came up with an opportunity for students to go in and click by modality, campus, day of the week, or keyword. It is beautiful and easy to read. They can add their favorites into a cart, and then it is ready for them when they go to register.



We also got feedback from deans about what students are asking for. We came up with a few ideas for new print materials. We have a pamphlet specifically for bachelor's programs and one each semester highlighting the CAC events. These go out at the beginning of term – the Welcome Back events – to current and prospective students. We have heard good feedback about it.

Dr. Demers: We have 373 students who have signed up for boot camp over the winter holiday, taking a single class. It is a test case for us, and we will see if it works.



Andrea: Workforce Institute – we are planning for a 40% increase over the next three years; we are making great strides with enrollment. We are being very intentional with offering the right programs to serve our employers and workforce.

To get a sense in the room, how many of you and your teams have been actively engaged with the Workforce Institute in creating academic pathways and connections?

A large number of leaders raised their hands.

Andrea: Workforce Institute on campus – we have been offering classes on every one of our campuses; the main ones are Downtown, Midtown, and Clearwater, and we will continue to expand to meet each campus community workforce program needs.

Business leader convenings – we have had five, with three over the past six months at Clearwater, Seminole, and St. Pete Gibbs. A total of over 250 leaders convened with our SPC Leaders to help identify workforce priorities. We are following up with each employer and are working with them to create workforce solution plans.

Andrea: Before we segway to retention, do any of the Board members have input?

Chair Stonecipher: As we move through each of these areas, are there measurables from almost every category?

Andrea: Yes, for every area has success measures associated.

Dr. Crawford: At the end of this year, you will get a compilation report.

Retention

SPC's Greatest 6-Month Accomplishments for RETENTION!

11.5% Decrease in Withdrawals
 Evolution of the math pathways
 Expansion of LRC and tutoring services
 Career and academic community week events
 FTEIC focus + dashboards
 Communicating with African-American males
 Increase success rates

DEVELOPMENT OF CAREER AND ACADEMIC COMMUNITY MILESTONES
 Registration based on completion
 Learning Resources Cultural Competence Session
 Increased in-house online tutoring
 4 new certificates
 5 new degree subplans

- | Retention |
|--|
| <ul style="list-style-type: none"> • 11.5% decrease in withdrawals • Evaluation of the Math Pathways • Expansion of LRC and tutoring services • Career and Academic Community week events • FTEIC focus & dashboards • Communicating with African-American males • Increase success rates • 4 new certificates • 5 new degree subplans • Development of Career and Academic Community milestones • Registration based on completion • Learning Resources cultural competence session • Increased in-house online tutoring |



SPC St. Petersburg College

3. RETENTION

3-Year Strategic Metrics

Increase Retention Rate by 3.2%

Baseline	2017-18	Target
2016-17	69.3%	72.0%
68.8%		

Increase Persistence Rate by 1.8% (Fall to Spring) and by 0.7% (Spring to Fall)

	Baseline	Target
Fall to Spring	F16 to S17 79.2%	F20 to S21 81.0%
	F17 to S18 79.8%	
Spring to Fall	S17 to F17 74.3%	S20 to F20 75.0%
	S18 to F18 74.5%	

2018-19 Strategies

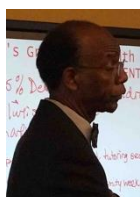
1. Create and begin tracking Community milestones
2. Track student engagement (F2F and online)
3. Increase Learning Resource Center usage (by all and diverse populations)
4. Finalize Math Pathways
5. New short-term & degree program development

Increase Completion Rate by 2.3%

Baseline	Target
Fall 2013	Fall 2016
46.7%	49.0%
	Fall 2014
	47.8%



Dr. Anne Cooper, Vice President, Academic Affairs: Good morning. Retention is the idea of keeping the students we have until they achieve some credential of value. One of the things that we are very proud of is, compared to last Fall, we have seen a decrease of 11.5% of withdrawals. We have seen an increase in success rates, even in some of our diverse populations. There is still a gap, and we are addressing that with various initiatives. For example, professional development on culturally appropriate pedagogy for faculty and learning support.



Dr. Smiley: I am certainly impressed by Drs. Williams and Cooper and encouraged by all the deans.

We have been working towards addressing issues associated with African American males. We have over 1,000 enrolled, and we have our fingers on each of them. Each one received a personal email from us at strategic points. We believe it will impact students – we are working diligently to work with each one. We provide for them words of encouragement, so they will be empowered with their own sense of success. We also lay out specific strategies for things they can do to make them successful. We have had a tremendous amount of success.

Dr. Steele: One of our big accomplishments this year was to establish milestones for each career and academic community, and in some cases specific programs within each community. We focused on significant, measurable data points which are relevant to each quarter of the program – one academic metric and one student service metric. Those metrics will be tracked and measured against benchmarks to help reveal and remove roadblocks to success.



Mr. Matthew Bodie, Executive Director, Learning Resources: Learning Resources – the expansion of Learning Resources and tutoring. HEC had a wall removed. The NIP Center has grown over the years; there has been an expansion over there. Dr. Smiley hit upon the idea of relationships – that is critical to Learning Resources, both physical and online. We want an increase in online tutoring; we worked on that this semester. We provided 24 hours a week from in-house, and we have a third-party system also. It provides for us the ability to make relationships, connect, and provide support throughout.



Work with cultural competencies – we work with a wide variety of learners; we want to make sure we have what we need for them.



Dr. Jimmy Chang, Dean, Mathematics: Math pathways – since summer, math faculty have engaged in collegewide conversations to streamline math requirements to an accelerated fashion. Sometimes, students would take four-to-five semesters just to complete their math requirements. Over the next few semesters, as we implement, students will have the opportunity to complete math requirements in one year or less.



Chair Stonecipher: If we can shorten up the time students can get math requirements done – are we finding that the amount of time spent at SPC has a direct correlation to a student graduating with their degree?

Dr. Crawford: The national conversation says if you go full time, you are more likely to complete; we see that at SPC as well.





Learning Experience

SPC's Greatest 6-Month Accomplishments for LEARNING EXPERIENCE!

↑ Student Success Rates
 ↓ Withdrawal rates
 Shared values established!
 FTIC + AA Males +3.3% success rate
 Periodic Course Review - Faculty-led
 SSI Review - in progress
 Gradebook Reporting
 Syllabus Report
 Improved Faculty Evaluation
 Increased Faculty Tools SParC usage
 Took a Deep Data Dive
 CER Prof. Development
 • Creating an Engaging Syllabus
 • Supporting Students with Life Issues
 • Feedback to Enhance Student Engagement
 • What's Your Plan?
 Communication Plan
 Gradebook Practices
 Course Policies

- Learning Experience**
- Increased student success rates
 - Decreased withdrawal rates
 - FTIC & AA Males +3.3% success rate
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 - Supporting students with life issues
 - Feedback to enhance student engagement
 - What's you plan?
 - Communication plan
 - Gradebook practices
 - Course policies

2. LEARNING EXPERIENCE

3-Year Strategic Metrics

Increase Course Student Success by 2.0%


Baseline	2017-18	Target
2016-17	2017-18	2020-21
78.8%	79.2%	80.8%

Increase CCSSE Active & Collaborative Learning of Part-Time Students by 4%

Baseline	2017-18	Target
2015-16	2017-18	2020-21
48.0%	50.6%	52.0%

2018-19 Strategies

1. Provide a clear syllabus 3 days prior to class
2. Ensure continual feedback to students
3. Align SSI with CCSSE and SENSE
4. Develop and implement periodic course review
5. Train faculty, Deans, Program Directors on expectations and tracking of syllabi and grade metrics
6. Develop communication plan for disengaged students





Dr. Shannon Ulrich, Faculty, Natural Sciences: Student success rates have increased. We have a target of 80.8%; we are well on our way to getting there. We also piggybacked off retention and a reduced rate with withdrawals.

When we first started, we wanted to hone in on the fundamentals. We talked to faculty about reasonable expectations of them and of students. We aggregated some goals: (1) a robust and engaging syllabus – make sure students know where they stand in the course; (2) work with faculty to develop proactive outreach strategies so we have a plan of attack for unengaged or struggling students – there will be differences for face-to-face verses online; (3) we will apply communication plans; (4) increase student success rates – we will talk a bit about data we have looked at later.

A lot of work went into supporting those goals this past semester.

Dr. Heather Roberson, Academic Director, CETL: We established our shared values for the College after all the meetings last Spring. Once we established goals and milestones, we knew we needed professional development for our faculty. A lot of this, our faculty are already doing. The course syllabus – we have some webinars and professional development sessions; those will be ongoing. Focusing in on what makes a good syllabus that students will read and come up with their own pathway to success. How do you take away the stigma of reaching out for tutoring? How do you tell them how to be successful in your course?



Expectations for things like gradebooks – we are also looking at students' expectations for us – how and when do we communicate grades and respond to emails?

Student engagement – they need to know what they did well, so they can keep doing it and what they need to work on to improve it. We rounded out the semester with, what is your plan for your students?

Increase faculty tool usage – SParC replaced early alert. Faculty are coming up with a game plan for students who are going off the path. We want to nudge them with the negative, but also the positive.

Supporting students with life issues – we can do all of this great stuff, and life can still get in the way. We have a great mental health support system and other issues we are working on with Misty Kemp. If students come to faculty, they can triage and give them resources.

The deep data dive – we are still doing that. We really want faculty to dive into their own data, particularly with the achievement gaps.

Periodic course review – we do that with our courses annually. Periodically, we take a look from all of our faculty that teach that course – is it teaching our students what they need for the workforce? What can we do?

Employee Experience and Engagement

SPC's Greatest 6-Month Accomplishments for EMPLOYMENT EXPERIENCE & ENGAGEMENT!

- * Communication to Employees Throughout Process *
- ② Vendor Selected for Survey
- ④ Transparent website for all
- ④ Survey Launched
- ⑤ Results received & narrated by president
- ⑥ Process to ensure diversity of voices developed – for Focus Groups
- ③ Pre + Post Communication from president
- ⑦ Post-results Action Plan developed

- Employee Experience and Engagement**
- *Communication to employees throughout process *
 - Vendor selected for survey
 - Transparent website for all
 - Survey launched
 - Results received and reviewed by president
 - Process to ensure diversity of voices developed – for focus groups
 - Pre- and post-communication from president
 - Post-results Action Plan developed

4. EMPLOYEE EXPERIENCE & ENGAGEMENT

3-Year Strategic Metrics

Increase Employee Engagement Survey Participation Rate by 10%

Baseline	2019-20	Target
2018-19	2019-20	2020-21
44.0%	49%	54%

Increase Employee Survey Overall Favorable Rate by 5%

Baseline	2019-20	Target
2018-19	2019-20	2020-21
72.0%	74.5%	77%

2018-19 Strategies

1. Implement Employee Engagement Survey
2. Communicate results and follow through by prioritizing action items
3. Implement improvements
4. Use effective communication tools to keep College Family informed of activities and changes – e.g. State of the College quarterly videos

Increase Employee Engagement Level by 10%

Baseline	2019-20	Target
2018-19	2019-20	2020-21
74.0%	79.0%	84.0%



Carol Brandt, Senior Administrative Services Specialist, Provost Office, Seminole: Good morning. As we talked about the Community of Care, one of the areas that we do not always talk about is our employees. Employees that are engaged and enjoying their job have the opportunity to reflect on that and are better at influencing their students.

Ms. Brandt: This is our first opportunity where we have done a survey of our employees to gauge their engagement. We are at the inaugural stage of that. How do we implement change where necessary, and how do we celebrate our successes?

First, we created a website where all the information pertaining to an employee experience and engagement survey would take place. We provided information regarding the vendors; we gave a little background of what each vendor had to offer.

We made sure we have thorough survey implementation communication; we also had post communication from Dr. Williams. She just recently sent out an email to all staff members letting them know what the expectations will be next.

Dr. Williams has reviewed those results, and they will be brought to the Board in January. We wanted a process that employees felt comfortable with – confidential, no stress, the opportunity to freely share, and we made sure there were a couple of open-ended questions.

Mr. Foster: What was the participation rate?

Ms. Brandt: It was, overall, only 40%. But looking at fulltime budgeted only, it was 80%, which is over the benchmark average. All employees included adjuncts, OPS, and student employees.



Margaret Bowman, Director, Organizational & Employee Success:

Communication piece – we are taking the approach we take in our classrooms. We deliver information, what happens to that information, we assume it is read and people understand it perfectly; that is not always the case. A big piece is the communication plan. We are ready to roll into the employee focus group. We are getting employees ready for what is coming, but also checking for understanding.

We are using our frontline supervisors, and they are hearing questions and concerns. We asked them to please reinforce that it is confidential. We are using the frontline supervisors to funnel those questions back up to the team. As we say, we manage our process, but we lead our people through change. This is very exciting, thank you all for making this a priority. As our vendor calls it, this is where the magic really happens.

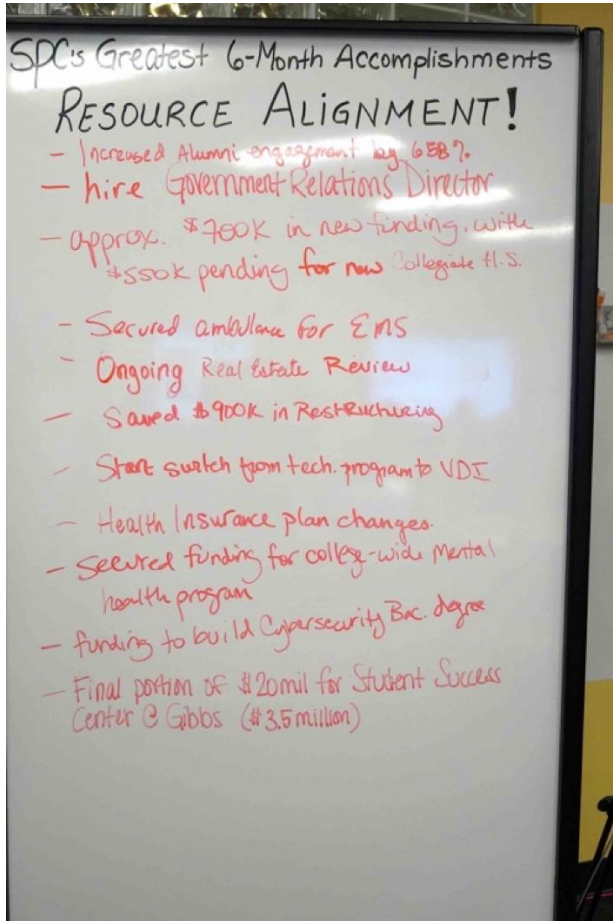
Ms. Bello: Is there a plan for what to do with the survey information afterwards? I know a challenge is we tell people they are being heard, and then we do nothing with it.

Ms. Bowman: Absolutely. That is one of the things from the survey, is that employees have very little confidence they will be listened to. Dr. Williams emailed right away to let them know they were heard. That is where we move into those focus groups to get more feedback and constant communications. We are designing committees, and fully hitting the ground with that. The biggest piece is communication throughout the process.

Ms. Bello: Will we resurvey?

Ms. Bowman: Yes. We are looking at probably 18 months. We can also do these PULSE surveys and look at the areas we really want to focus on, maybe every six months.

Resource Alignment



Resource Alignment
<ul style="list-style-type: none"> • Increased alumni engagement by 658% • Hire Government Relations Director • Approx. \$700K in new funding with \$550K pending for new Collegiate H.S. • Secured ambulance for EMS • Ongoing real estate review • Saved \$900K in restructuring • Start switch from tech. program to VDI • Health insurance plan changes • Secured funding for college-wide mental health program • Funding to build Cybersecurity Bac. Degree • Final portion of \$20M for Student Success Center @ Gibbs (\$3.5M)





5. RESOURCE ALIGNMENT

3-Year Strategic Metrics

Increase Overall SSH Enrollment by 2%

Baseline	2019-20	Target
2018-19	2019-20	2020-21
532,218	537,540	542,915

Increase State Funding by \$5.2 million (2019-2020)

Achieve Performance Funding Gold Level (*increase in funding based on estimated institutional distributions from Bronze & Purple Level share)

2018-19 Strategies

1. Improve financial position through increased enrollment, fundraising, and streamlined operations
2. Assess physical footprint and organizational structure to find efficiencies (and reduce waste)
3. Refocus Institutional Advancement division in support of updated mission and goals
4. Expand and strengthen business partnerships
5. Proactively engage legislators and municipalities
6. Continue developing educational ecosystem tying programs, skills and communities




Mr. Brian Miles, Vice President, Administrative/Business Services & IT:

Good morning. We lead by example. We have yielded our opportunity to use the fancy electronic whiteboard and some of our time. *Laughter.*

We have taken significant efforts over past two years to align and realign resources collegewide; the last six months have been no different.

We have had some major accomplishments, including hiring a Government Relations Director, Eired Eddy. She has made several proposals following the legislative session this spring.

Also, we are making the switch from the technology refresh program, where we replace technology equipment every four years, to a system where all the desktops have their information stored on powerful central servers, which will go out to dummy computers collegewide. It will save us money.

Health insurance costs have risen significantly over the years. We are working on changes to help finance health insurance plans.



Theresa McFarland, Development Officer, Foundation Office:

Dr. Williams came to us and said we have to engage our Alumni Association; we had to come up with a plan for that. The Alumni Association usually has about 300 members. Working closely with Diana Sabino, we came up with a communications plan that would allow us to better engage our alumni. We started with a survey to see what our alumni expect from us. With that

communication plan we had through Diana Sabino, we were able to start with expanding the Alumni Board. We also started engaging them through a mixer; the first one was October 2nd – it was a success. With that, we also have a complete presence at graduation. At graduation, with the new alumni table, we stand out, and we have students who come up to us. We also engage them through social media. We have had a 658% increase since January.



Diana Wright, Acting Associate Vice President, Facilities Planning & Institutional Services: Student Success Center – in the beginning of October, we received the last \$3.5 million needed to complete the construction project at Gibbs.

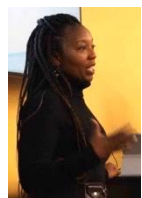
Real estate footprint – analyzing how we use our spaces, taking a look at exactly how we can better organize and utilize what we have. We are hoping through consolidation, we can generate one-time savings. Also, we have taken a look at the rental spaces and developed a manual that we give to all of the campuses, so they know how much they can rent the spaces for, and also our lease spaces and contracts. We will have additional information in the next couple of months.



Jennifer McBride, Grant Writer, Institutional Research & Effectiveness: We are currently managing 34 awards totaling \$19 million. We have \$700,000 from new opportunities and \$550,000 pending through the state to support the Collegiate High School; we are very hopeful that we will receive that. One was through SAMHSA to support a collegewide mental health effort; it makes it a collegewide effort to support students, to bring in community partners.

Another program is through the Department of Education to do a Cybersecurity Program; it will help build a bachelor's programs in Cyber Security.

We have funding to help drive student enrollment, to be at the forefront of what we can offer. We closed down \$5 million in Centers of Excellence Grants.



Ms. Janette Hunt, Associate Vice President, Budgeting & Compliance:

Over the last two years, we have done a lot of work realigning, but we knew we needed to go to another level, and that was looking at zero-based budgeting. We will implement for next year a comprehensive budget that looks at resources strategically. We will align resources to the five action plans. There is a pilot starting Monday for zero-based budgeting. We want to set a budget for even two years from now. We need to be agile and flexible. What do we want to invest in for the future? We will have training collegewide in January.

Dr. James Stewart, Dean, College of Computer & IT: When you take a look from an academic perspective, a couple of things come to mind. During my time in the corporate world, we were charged to be innovative to increase the revenue for corporations. We had to do that at an individual level. When I take a look at CCIT, we have been partnering with local businesses to create new programs.



We have been meeting with 21 companies to vet the need for a Cybersecurity Department. The goal is to partner with Dr. Middleton and her team to work on cybersecurity options for her area.

Community outreach – we have been working with the Department of Juvenile Justice, using their resources to help bring technology to their area. We are also getting ready to do a plan with Calvary Christian High School to utilize AR/VR technology to help promote learning in the classroom. We align ourselves with all these other organizations.

We are partnering with provosts to bring technology resources, and also with the Workforce Institute. We need a Mac lab – we are missing out on offering iPhone programs. We are aligning ourselves with what we have here at the college and also outside the college.



Dr. Eric Carver, Provost, Health Education Center: We recently had an ambulance donated to HEC, which helped set another piece in motion. We moved an ambulance we had down to Allstate, which is accredited as a satellite campus. We added 100 students just from the donation of this piece of equipment. We plan to build upon the success of the EMS program.

Board of Trustees Strategic Considerations for FY'19-20



Andrea: We are just getting started; now the action planning focus begins. We will dig into action plans for each of the five areas. This table closest to the Board and Dr. Williams is where each team will rotate in. We will start with our recruitment team. We will reference this slide – our 3-Year strategic metrics. On this screen, Tina will capture our Board member's key strategic considerations. Before we move on to the next area, we will ask our Board to help us prioritize the top two or three strategic considerations. We have a time clock; each section will have 15 minutes. We will also bring up Business Intelligence on this screen to view any metrics you need.

Recruitment

Recruitment

1. Marketing strategy to focus on adult learners - collateral and recruiters going out into the community
2. Focus on businesses and organizations that offer tuition reimbursement
3. Find organizations who may not currently offer tuition reimbursement and outline how this will benefit you and your employees
4. Create a referral program for students with circle of friends to encourage enrolling together at SPC
5. Focus on long-term employees who have not yet finished their degree (e.g. degree completion with County employees)
6. Collaborating with Workforce Institute to work with business leaders to create workforce plans (tuition reimbursement, memorandum of understanding)
7. Bring more community events to our campuses (resource alignment) - also serve as a recruitment tool
8. Bring in sales programs and communicating to the community that we are hosting business roundtables

Recruitment – Report Outs

Dr. Rinard: We see a couple of high-level recruitment goals. First, on academic and credit side of house, for 17-18, we had 9,390 new students, which excludes accelerated students. Our target is to increase by 3.5%. On the Workforce Institute side, Andrea has already done a great job, but she wants to increase that by 40% by 2020-21.

I want the whole team to pitch in. We do a very good job at recruiting our high school students. However, data that we have from Pinellas County shows that that population will continue to shrink 7% over the next three years; this is not where we need to focus our attention. We want to continue to recruit there, but our real bread and butter is adult learners. The 25-45-year-old that has no college but needs a credential. That is where we really need to focus our efforts.



Accomplishments with the new recruitment models – we have more recruiters now, but we need even more.

Chair Stonecipher: If the new recruiters are not in high school, where are they going for the most part?

Dr. Rinard: They still go to high schools, but principals want more of advisors. One of the challenges has been that the role of the recruiter is changing. Historically, it has been a motivational speaker, a seller.

Ms. Farlow: We are really trying to collaborate and communicate better with our deans and our faculty and our frontline staff. They know what students need. We will continue to do that moving forward. We do have student social ambassadors. We get a lot of great feedback from them as well. Nothing helps us better than to be able to communicate with our students.

Dr. Vittetoe: FUSE and IGNITE are some of the best recruitment tools we have. Not only is it cost saving, but all the admissions challenges are not as much of a concern. Students who are denied admission to USF were sent letters to recommend FUSE. It is a fantastic recruitment tool.

Dr. Rinard: We already increased the number of students this Fall. At the beginning of Fall, we had 380 students in either FUSE or Ignite; now we have 430. The goal is 760, which we should easily surpass.

Chair Stonecipher: Going back to the question I was getting at a few minutes ago – if we see the most potential getting adult learners, I am wondering what the most efficient method is. I see increased collaboration with marketing – is it a recruiter going to specific places, or is it more of a marketing strategy for the 25-35-year-old crowd?

Speaker: It is some of both. There is information to get out online, and recruiters are also going to businesses and events. We are working on what swag we have; people really like that. We are working on how to strategically do that.

Tashika Griffith, Provost, Downtown/Midtown: We are also looking at our businesses and organizations that offer tuition reimbursement.



Dr. Demers: With the challenges right now, a lot of baby boomers were retiring. A lot of companies have long-term, steady employees who have not achieved degrees, and they are ready for them to now. We have an outreach to the county right now.

Dr. Rinard: A strategy we have only scratched the surface on is collaborating with Workforce Institute – this is what they do. We are used to the high schools. We have to change our way of thinking.

Andrea: As we go to these companies, we are focusing on their immediate workforce needs to address. We are going to be inviting SPC leaders to attend these follow up employer meetings, including our deans, provosts, recruiters and others. We are intentionally tapping tuition reimbursement outreach. As an example, only 10% of Pinellas County employees take advantage of their tuition reimbursement. We have a plan to increase that by bringing classes onto their sites. Another example of a current proposal – Pinellas County has 60 engineers who need project management. That is a very specific need we can address immediately. We are also creating one-year MOU's and service agreements to serve each organization holistically.

Chair Stonecipher: That seems to be something that is very worthwhile in pursuing – the tuition reimbursement angle. There are a lot of companies in Pinellas County that have not even thought about giving their employees tuition reimbursement. It is a relatively cheap benefit to employees, and it creates loyalty. We need a way to outline how this helps you as a business and as part of a benefits package. It is something a little extra. I bet a lot of companies do not even think about that.

Vice Chair Cole: Going with the marketing and the community presence, with the resource alignment – I was driving by the Seminole Campus the other day, and the City of Seminole holiday parade was convening on campus. It got me thinking about how active that campus is in the community. There are so many opportunities to bring in the community; the Clearwater



library has a significant community presence. It is a real opportunity to collaborate with resource alignment. If we are hosting athletic events, there is such an opportunity to get the community onto our campuses and potentially make some money for us. I would love to see that.

Ms. Bello: Rita and I spent about an hour on the phone a couple of weeks ago talking about this. Do we have any kind of a referral bonus for the ambassadors? My daughter wanted to go to Tallahassee because all her friends were going there. Do we have some kind of a referral program for enrollments?

Rita: We do not. I think it is a great idea.

Dr. Jamelle Conner, Vice President of Student Affairs: There is a whole new level of interest in SPC because of FUSE and IGNITE.

Ms. Bello: Making sure that we are communicating well with the communities about the business convenings.

Mr. Foster: I assume that the local Chambers are all involved in this.

Dr. Conner: Yes.

Mr. Foster: Susan talked about the county, hospitality – are they at the table?

Dr. Williams: We are having a county commissioners meeting to share those issues and needs. We also attended the Mayors' Council. Our provosts and deans are members of different Chambers and Rotaries; we address it there as well. I personally have been taking my rounds to the different city councils – Seminole, St Pete, Clearwater. There is not a time where I present that people are not shocked at all the things we offer. We have not cracked the code yet. We have to get to that.

Dr. Demers: We are planning a big mayoral convening in January.

Andrea: Actually, February 6th is the date.

Tina has captured your key input and considerations. Are there any that should be raised to the top?

There were no additional comments from the Board.

Retention

Retention

1. Continue supporting students who later change their pathway/end goal (first few courses are the same across the different Pathways so they won't lose as many credit hours); students can run a "what if" report if they want to explore changing their pathways
2. Continue offering tutoring as a free service paid for by student activity fees, etc.; we offer our students 24-hour tutoring service (helpful for our SPC student population)
3. Student engagement - continue to make sure students have a path and know what it is

Retention – Report Out

Dr. Cooper: I have more specifics on our goals. Our three-year strategic metric is 3.2% increase. In 2017-18, we moved from 68.8% to 69.3%. Then, we have a goal of achieving at least 72% in 2021.



Persistence is the term-to-term return of students. Fall-Spring 2017-18, we were at 79.8%, and we are aiming for 81% in 2021. Spring-to-Fall, which is the more difficult one, was at 74.5% for 2017-18, and we are aiming for 75% in Spring-to-Fall 2020.

If we can retain students, they are more likely to complete a credential of value, so we would like to see an increase in our completion rates of 2.3%. For example, FTIC degree-seeking students who started in Fall of 2013 had a completion rate of 46.7%. The new cohort in Fall 2014 had a 150%-completion rate of 47.8%. We are headed in right direction. We are hoping that the cohort that started in Fall 2016 will achieve 49% completion rate.

A number of things we are doing are the strategies you see up here. Career and Academic Community milestones – accelerate a student's progress or a remove barrier.

We are tracking Community milestones – each Community has multiple programs. We did quite a bit of drilling down by team to identify those metrics; they are relevant to each quarter.

Dr. Steele: Academic – it is course-specific. Every program is measured by academic metrics.

Dr. Steele: We have, secondly, the student services metric - did the student have My Learning Plan, were there visits to the classroom, is their LinkedIn account established, do they have a professional photo? All those are indicators of how they are doing. We say it accelerates – it just removes barriers and distractions. In the past, students jumped around; this keeps them focused.

Vice Chair Cole: I have a question – with Pathways, which I think is amazing – on the other hand, we have students who think they want this and then change their mind on their end goal, or their life circumstances change. Do we have a resource to take those students and show them where they could get with what they already have if their goal changes? I would think there is a significant number of students who change their mind.

Dr. Cooper: There are a couple of things we have done. For most of the programs, the first few courses are the same. There may be a course, depending on the degree path, that may have to go in an elective bucket if they change. We want to make this opportunity available to all of our current students to help them make an informed decision. We have a triad for each of these, made up of Learning Resources staff, faculty, deans, and advisors. As advisors move into a case management approach, we can work with students if they change their mind. We did have a video of a gentleman who though he wanted to be pre-med but soared when he changed to business.

Dr. Crawford: Students have the ability to go into MySPC, and it will tell them all the credits that will transfer.

Speaker: For tracking student engagement – we are able to track the volume and the individual students that are participating in activities. We use that data to see what students are participating. For our online students, we do have our Titan Thursdays webinars. As well as our Facebook-like platform, Workplace.

Mr. Bodie: Increased Learning Resource usage by all and by diverse populations – we know there are achievement gaps. We want to provide a guide for our students. Particularly the ones starting fresh. Provide to them the outreach, positive messaging, and, most of all, we provide genuine relationships for our students, working in tandem with our faculty.



Another piece of our puzzle is the online. Again, it goes back to making those relationships. We want to make sure we are connecting with them. We want to provide more online weekly skills workshops and more online tutoring.

Ms. Bello: Is there an opportunity for SPC to make money on tutoring instead of all these outside private tutoring services?

Dr. Williams: We have never charged students for tutoring.

Ms. Bello: Sometimes they want 24-hour access.

Mr. Bodie: We have that.

Ms. Bello: Because plenty of people pay for it.

Dr. Williams: They pay into it through their fees.



Dr. Chang: Part of the finalization of the Math Pathways would involve the phasing out of a couple of our prerequisite courses.

Allow more direct enrollment and access – students would be able to accelerate completion of math requirements. We will have full implementation in two years, and some we can do right away. If we have students who complete the requirements for a plan and they change, with revised Math Pathways, they can go directly into whatever college courses they need instead of having to take a different gateway course.

Dr. Cooper: If we have the right programs, they are likely to be retained. We have added four certificates. We have also added subplans to some of our bachelor degrees and three to associate degrees based on what we were hearing from the community and employers. We will continue that process of building the various types of programs we have.

Chair Stonecipher: For retention, the key point we keep coming back to is making sure that the students have a direction and updated information throughout the process, so they do not feel like they are floating. All these things and constant reminders are important.

The student engagement part is critical, too. Students are most likely to stay enrolled if they are engaged outside the classroom. Getting students involved is critical. You are on the right path – I do not have anything more to add.

Dr. Crawford: Our Curriculum Office has just redesigned our current advisement report to look exactly like the Pathways. One of the first things students see when they log on is how close they are to completion. With the next update, it will have even more about this.

Andrea: We captured three suggestions. Are there any others we should capture?

The Board members had no additional suggestions.

Learning Experience

Learning Experience

1. Focus on improving the gap between White and African American students
2. Create a Spanish version of the syllabus (poll students to determine if other languages are needed)
3. Offer incentives to faculty to be excited about creating engaging syllabi
4. Continue spotlighting faculty who are doing an amazing job with the learning experience
5. Continue focus on an "engaging" syllabus (one that students will want to read) - usable as a quick reference (a "human" document, add pictures, memes, etc.); approachable style; creating a persona for the faculty member with personalization to set the tone (first opportunity to sell the course and ourselves)
6. Focus and awareness on Gateway from high school to college

Learning Experience – Report Out

Dr. Ulrich: You guys know that I do a lot of personifying when teaching biology; I am going to use that tactic here. We have talked about these goals we set for the foundation. We want to make sure that we have the pieces and parts that are vital. The syllabus is the brain, and the gradebook is the heart. We have the syllabus posted three days in advance – we can track this through OLS.

We have the goal of making sure that we have an engaging syllabus; that is more qualitative. We talked about this at our last meeting and decided to come up with a rubric. We also worked on ideas of how to implement that.



Chair Stonecipher: What do you mean by 'engaging syllabus'?

Dr. Roberson: Something students will want to read and will come back to. Engaging for the students of today, chunking it out, making it readable. Also, so it can be used as a quick reference.

Mr. Christian Moriarty, Chair, Ethics Department: Make it a human document. Even put some memes in it. Have fun with it. Use it as a starting place for the relationship.

Dr. Roberson: Setting the tone for the course. We need to explore this quite heavily with faculty – creating a persona for faculty to make them approachable. Personalizing it and putting your stamp on it.

Dr. Ulrich: It is the first opportunity to sell the course.

Mr. Gibbons: Are we doing it in Spanish, too?

Dr. Ulrich: That is a good idea.

Mr. Gibbons: We also need to consider the environment students are coming from. It does not sound like you have thought about that at all.

Dr. Ulrich: I am sure some of our faculty has.

Vice Chair Cole: You have been working hard to engage the faculty – are you offering incentives for faculty to perform in this manner and be excited?

Dr. Ulrich: We asked the Learning Experience committee that a while back. There were some mixed responses as to whether or not we should. A lot of people said, this is the expectation, so we should not have to incentivize.



Dr. Roberson: Best practices, sharing expertise. It is a touchy area because that is their job. We also have some very humble faculty that do a great job. We have gotten a little fun with getting folks to attend our webinars, but it is essential to what we do.

Dr. Leopold: When we have our monthly meetings, we ask faculty what is working well.

Dr. Ulrich: We talked about how the gradebook is the heart. Giving timely feedback. We asked OLS to design a dashboard that will allow us to track faculty using that gradebook. That will give us a baseline.

We also have taken a look at the reflective piece of the Learning Experience. We have selectively found that we are not particularly happy with the SSI. We plan to revisit the SSI and implement a revised SSI by Fall 2019. FGO senate is meeting with deans. The topic of faculty evaluations came up; we want to take a look at that as well. That will allow us to pick out those target areas. We want to be purposeful with our faculty.

We do not want to forget about students; student focus groups are starting in Spring. We will start talking about best practices. That is the next big piece – which pieces do we need to work on?

We also will be working with CETL to design faculty resources for best practices.

Student success rates – overall, they have trended upwards. However, if we look at the disaggregated data, there are some horrible achievement gaps that are not acceptable.

Mr. Fox: Mr. Gibbons, to you point – are we meeting students where they are? Are we understanding that they may speak a second language, and our services may have to change to support those students? Looking at data for this Fall, we have seen our FTIC students, which is

about 3500 students, had an overall increase in the success rate by 1.2%. Our African-American student group improved about 0.2%, but there is a gap between our white students and our black students of almost 20%. 56.6% for African-American students versus 73.6% for our white students for overall success. Our call to action is to look at those student achievement gaps and address those gaps. We have about 187 black males in our FTIC group, and their success rate was 52.4%, and that was an increase of 3.4% from last Fall, but that gap is about 18%. We want to eliminate achievement gaps where possible. This is also evident in gateway courses.



Dr. Roberson: Culturally responsive pedagogy – we had faculty get together this Fall to gain a foundational understanding of what that is; Matthew Bodie and his team are in the trial course. It addresses the needs of and improves learning for all students. It is an inclusive and supportive learning environment. We want everyone to be comfortable, feel that their experiences are being heard, and reach out for help when they need it.

CETL would like to continue with the professional learning communities next Fall, so faculty can look at themselves and make sure they are listening and understanding the variety of students that we have. If you have seen our SPC reads book, it is *The Hate You Give*. We have a theme we are going to carry through next year of diversity, equity, and inclusion. Conversations are occurring at every turn and we are being reflective. We have a keynote speaker, Julian Gordon, for the Teaching and Learning Conference this year. He will speak to how to motivate and reach millennials; he has a variety of experiences in his life as well. We are also doing two sessions that day with students as well about facing challenges in college and how to translate that into a job.

Vice Chair Cole: You have created a plan that the entire faculty and school can implement that will help the lower performers and also enable the high performers to get even better.

Mr. Foster: I do not like the gap, but I do not have an answer.

Dr. Ulrich: Djuan calculated the 25 lowest success rates by course. Some of those – the top ten or so – are math. We are hoping the Pathways will help with that.

Dr. Roberson: Also, the reflective aspect. There are different populations in our courses. We are offering in March some webinars for faculty to get into their own data and improve this for various populations.

Andrea: We have a few suggestions here from the Board. Thank you.

Employee Experience and Engagement

Employee Experience and Engagement

1. Make sure we take action based on the survey responses

Employee Experience and Engagement – Report Out

Ms. Brandt: We just completed our first survey period. The vendor's framework was designed to engage employee experience and engagement in five areas: meaning, autonomy, growth, impact, and connection. For these areas, we could measure certain levels – my job, my team, my supervisor, and the college as a whole. We have that baseline information and we will look at three of the metrics, which are up on the board.



Margaret Bowman, Director, Organizational & Employee Success, Human Resources:

These are the overall metrics we will be looking at. The survey participation rate – participating in the survey alone is an engagement factor – it was 44%, but if we look at fulltime only, according to our vendor, DecisionWise, we are well above the global benchmark at 80%. The number of questions employees responded to with either an 'agree' or a 'strongly agree' was 72%, which indicates an emotional response. That tells us that if you look at the engagement of the hearts and the heads, we have the hearts.

Employee experience and engagement level – this looks at the level of discretionary effort that employees are giving – it was 74%. We plan to work on our opportunity group, those that are performers and highly engaged – how do we increase those levels of employee experience and engagement, get them to want to bring 110% every day and feel that their efforts are making a difference?

As we have these focus groups, we are targeting about 15% of the employee population for focus groups. The four-to-five lowest scoring items had to do with how employees feel about the organization – how we work across units, our processes. The confidence level is something that by the communication factor alone, you see that going up.

Dr. Williams, one of the questions you wanted to have asked was one of our highest responses. The question – I am committed to improve my knowledge and skills for my current and future roles. This is important because of how higher education is changing across the nation. That was our highest scoring item at 94%.

It is encouraging data; it is our baseline data. We will ask these series of questions in six-month PULSE checks internally and another full survey in probably 18 months.

Dr. Williams: I am really proud of the survey and the number of fulltime employees who participated and were very honest. It gives us a roadmap going forward. One of my number one priorities when I applied for the job was to improve the employee experience.

Ms. Bello: Do we know, on the ones we did really well on, where they fall in importance?

Ms. Bowman: They have linking questions that cut across every organization. We will present that to you. They tie to the five factors of engagement.

Speaker: The vendor can identify our low-hanging fruit and can assist us with implementation. We have their experience with their other clients.

Ms. Bello: Do you get the comments?

Ms. Bowman: Yes, we do get that. We do not get the raw data, but we do get the comments. The comments are basically the seasoning behind the survey, if you will.



The focus groups were selected randomly. We want to keep communicating that to employees. We used a logarithm to randomly select the focus groups while representing every demographic. We used 15% of the employee population for focus groups. That will kick off in February.

Mr. Foster: The most important thing about this is we have to do something about employees thinking nothing will be done; but it exposes a previous culture of lip service. Follow-through is the most important thing.

Ms. Bowman: In order to reach these targets, it is contingent on the best and the brightest of our employees. Creating the types of environments they need to do their absolute best.

Andrea: Any other key considerations for the employee experience and engagement team?

The Board members had no additional comments.

Resource Alignment

Resource Alignment

1. Currently focusing on one-year ask for funding; going forward look at doing a multi-year ask (also looking to shift resources to address workforce needs)
2. Look at restricted vs. unrestricted dollars (how the Foundation dollars fit into the ask); new Vice President to help with this process
3. Look at bringing on new baccalaureate degrees
4. Communicate to the legislators what programs we offer; continue to build relationships to create advocates for SPC

5. Continue our focus on the realignment of resources (assess commercial real estate footprint, performance funding improvements, recruitment, retention); efficiency is the key to success
6. Potentially increase alumni membership fee and inform them where the money specifically goes (currently \$15, recommended increase to \$25); set aside money for a scholarship fund
7. Putting together processes to engage new alumni with the association

Resource Alignment – Report Out

Mr. Miles: We have three metrics that we feel are important to track. The first one has to do with enrollment, and to translate it to percentage of our budget. Tuition is 43% of our revenue – that is a significant piece of financial resources we have. It is also the portion of revenue that we have the most control over. We get about 50% from the state – we do not have a lot of control over what the state sends us for revenue.



We can impact performance funding to some extent, the college program fund to some extent.

The greatest place for improvement is still with tuition dollars, which is based on enrollment. We are encouraged to see the enrollment efforts. A 2% increase over next three years is a realistic target for us, especially with the anticipated slowdown in the economy. We can capitalize on the counter-cyclical nature of enrollment, which will translate to a greater percentage of revenue over expense at that time.

The second metric is an increase in state funding that we hope to receive over the next year. It is an ask for operational dollars to help finance the educational ecosystem with Pinellas County Schools and USFSP to help bridge the gap between under-education and under-employment, matching what our students study with the job needs out in the marketplace. That will be a \$4 million ask, and a \$1.2 million ask to help cybersecurity and physical security. So, that will be a \$5.2 million ask from the legislature for operational dollars.

Third and finally, we really believe we can and should achieve Gold-level status for performance funding. Keep in mind that performance funding is only about 2% of the operating budget; right now, it is about \$3.2 million. If we achieve Gold-level status, that would translate into \$6-7 million easily.

If we look at the three most recent years for completion rate, we saw that in Fall 2012, SPC was at 46%; Fall 2013, 47%; Fall 2014, 47.8% - it was a steady increase. The goal is now 49%. To make it relative, the Florida College System average is 53.5% for 2012 and 55% for 2014. The Gold-school average is at about 61% for 2012, 64% for 2013, and 66% for 2014. I do not say that to discourage anyone, on the contrary, to encourage all of us because we have a tremendous opportunity to increase our performance funding.

Vice Chair Cole: When we did our priorities for our financial ask, did you all look at a multi-year plan? Or will we have to continue to ask?

Dr. Williams: We focused on one year at a time this year. I suspect we will need to continue to ask. We have a better strategy moving forward.

Ms. Eddy: Dr. Williams and I spoke about the educational ecosystem funding and a plan for us to support more of that funding and ask for less each year.

Mr. Miles: As we get better at aligning our asks with our priorities, you will see a shift in focus to aligning students with what the workforce needs.

Vice Chair Cole: I would be remiss – number three on your list, the Institutional Advancement position – really looking at the restricted dollars versus unrestricted dollars, I think we will hear from our legislators that it ties directly into the amount of our ask when we know that money may not be available, but they view it as available money.



Dr. Williams: The focus on hiring a new VP will be the first step in getting that structure, since we took that position back to the drawing board. The other piece is bringing on the new programs. Making sure we have programs students want to take. It has been eight or nine years since we have brought on a new bachelor's program.

Mr. Miles: The footprint is a big piece. We will make recommendations to the Board over the next months. We have a significant footprint, and not all of it is well-utilized. We are attempting to find ways to consolidate programs and functions into underutilized space. We are extremely encouraged with what we are finding with that assessment.

Ms. Eddy: We were really working on building relationships with legislatures and cultivating the ones I have. We have a few new members, but I am familiar with the existing ones and their staff. I am leaving today to go to Tallahassee and engage with those new representatives.

We have had a few conversations about HEC specifically; that is an incredibly large ask, and the capital outlay funds are just not there anymore. We will have to get creative – work on partnerships, fundraising, and building that ask from there. It is in the very early stages of planning.

Rep Latvala went out to Clearwater campus, and he was very impressed we were working with local business members; it made a great impression. He is committed to sponsor our ask for the educational ecosystem for \$4 million.

Mr. Gibbons: None of our leadership knows what we do.

Ms. Eddy: You are right. We do not have anyone on any education appropriation committees. It will be an uphill battle. I have scheduled meetings with education policy chairs and appropriation chairs.

I have a great relationship with Senator Diaz. He has always been focused on K-12; I am hoping we can get him a little more on our side.

Chair Stonecipher: As painful as it has been the last couple of years to focus on realignment of resources, this is really going to serve us well to succeed on even greater levels in the years to come. It was an important practice to go through; we are still going through it. To assess our commercial real estate footprint – it probably needed to be done for years. To look at where we are from a performance funding viewpoint – all these areas are connected to recruitment and retention. To be able to look at this now is exciting; it positions us for the future. The more efficient we can get, the better we will be.

Andrea: We highlighted several recommendations for our resource alignment team.

Full Group Highlights on Top Strategic Considerations Going Forward

Andrea: At this point, we want to give a highlight of all the key considerations from our Board. PJ will bring those up on the main screen for recruitment.

Dr. Rinard: First of all, thank you for your attention and insights. I love the idea about referrals. We do have a list of companies that students in recent terms have received tuition reimbursement from – it ranges from Jabil to mom-and-pop small businesses. We will work with Andrea's team.

Chair Stonecipher, I liked your idea of selling tuition reimbursement to companies. We will continue to work with Andrea on workforce plans and collaboration. That is always a win.



When we talk about campus tours, it is so much easier to sell students when they are on campus. I have some marching orders and some great ideas.

Andrea: Dr. Cooper, it is your turn to talk about retention.

Dr. Cooper: First of all, thank you to the Board for your belief in our Academic Pathways. We truly believe this is helping our retention and withdrawal rates. There is an opportunity here to improve further by creating learning communities within Learning Resources that students can join and be engaged. We will continue to improve student engagement, to keep students on their path.

Dr. Ulrich: Number one, we really need to focus on trying to improve that achievement gap.

Also, we are going to continue with some of the things we have outlined with the engaging syllabus. Offering incentives – I like that idea; I will revisit the committee with that. And recognizing the faculty that go above and beyond.



Mr. Foster: Can we offer Gateway math and English to the high school senior?

Dr. Leopold: We have dual enrollment. That includes gateway courses.

Mr. Foster: Does Pinellas County Schools encourage that?

Dr. Williams: We encourage it, but it is up to the students, so the school system does not promote it as much.

Dr. Leopold: With the AP courses, it is our curriculum, and the high school teachers teach it; many of them are also our adjuncts. It is at least 14 schools.

Mr. Foster: I can understand why students do not want to take these courses once they get to college, but why do they not take it in high school?

Dr. Demers: Because it is the God-given right of every Florida high school student to not do a lick of work in their senior year. *Laughter.* And we have to change that; we have to lift them up.

Mr. Foster: You are right. *Laughter.*

Dr. Ulrich: The lowest success rate course is MAT1033. We talked about perhaps having a math boot camp before the semester starts or having some of these courses offered as 16-week instead of 12-week, so students can be better prepared.

Dr. Crawford: We recently brought up the idea of taking math early on while high school math is still fresh in their minds. It will come back in the Spring when we have the ecosystem Collaborative Labs to talk about that Pathway. A lot of it has to do with changing the mindset of taking classes early.

Dr. Ulrich: We have to change the mindset of our students in a lot of ways. Some students quit because math scares them. We need to change that perception.

Andrea: Let's bring up our employee experience and engagement team.

Ms. Brandt: Once we gain that information, we will certainly have a more robust action plan and will develop the steps we should take. We will probably go for the low-hanging fruit first and then focus on the larger things.

Andrea: Next, Brian Miles for resource alignment.

Mr. Miles: In addition to focusing on our fiscal year ask, we focus on a multi-year ask, and focus on workforce needs.

Restricted versus unrestricted dollars – engaging the Foundation to raise money for scholarships and for expenses. The new VP will bring progress.

We need new bachelor's degrees to stay relevant and meet the needs of industry.

We need to communicate with our legislators and continue to build those relationships. We need many advocates statewide.

And we will continue to focus on realignment of resources, looking at our footprint, streamlining our business model, and efficient operation moving forward.

Chair Stonecipher: Where do alumni dollars go?

Ms. Hunt: They have their own program. The Alumni Association Board governs those dollars.

Dr. Williams: They basically do scholarships.



Chair Stonecipher: Considering the number of alumni, I wonder if there is a way to increase the membership amount slightly and communicate exactly where those dollars are going to give people more incentive to be a part of the Alumni Association.

Ms. Hunt: We have asked them for the last three years to increase from \$15 to at least \$25; however, they have voted against this time and again. Just this year, we started having an Alumni Community Fund, which would be unrestricted dollars.

Dr. Williams: We are working on the Alumni Board and helping them understand the College and putting together processes so that new alumni are on the Board.

Ms. Bello: We just grew it from 250 to 900?

Dr. Williams: Yes, but they have not been coming to the Board meetings.

Andrea: So, we have our roadmap for success. Thank you, Board members.

Chair Stonecipher: Thank you all for your hard work on this. It becomes more and more evident how all of these things connect. I hope everyone understands that the overall success of the college depends on all of these five areas.

The sense I got from today is that you all actually enjoy working with each other. *Laughter.* It looks like you guys are happy and having some fun doing this as well.

This is the exact direction we need to go in to continue to improve and to stay the best college in the state of Florida. If we can, moving forward, maybe get an update from one of these groups at each Board meeting. So, every six months we get an update as to where the teams are.

Artwork



Jonathan: I started in the middle here thinking about the mission and the values and letting that be the guide. You see the accomplishments for all of this as it effects recruitment, retention, the learning experience, the employee experience, and resource alignment – letting that highlight different keywords through each bucket and trying to visualize how each flows into the other. The connection between recruitment and retention and also resource alignment.

There is a lot of text here, more than we are used to capturing, but we wanted to make sure we captured all of those. In the blue, you see the accomplishments and in the red, the goals.





Evaluation Process for the President & the Board of Trustees Self-Evaluation

SPC St. Petersburg College

PRESIDENT'S EVALUATION

- **Reference:** 2018-2019 DRAFT Board Evaluation of President
- **Reference:** Board Workshop Comment RE President's Evaluation

ACTION is the key to SUCCESS

Mr. Gibbons: I had some time to reflect last week, and I had meetings with educational groups. These are all great meetings, they are all good things. The one thing that became very evident to me is that we will be judged and determined very differently going forward.

I started to look at how we are structured as a Board. We have failed as a Board to provide direct leadership. Our reappointments will be based upon some hard questions. We will have to drill down and create committees, and each Board member will have to be responsible for each committee. We need to be experts on the College – all topics related to the College. Building funding, workforce – those are the types of questions we will get going forward. We need to consider putting together some committees to meet every month. It needs to change every year. I am proposing personnel, legal, construction, budget/finance and purchasing, and legislative committees – Chair Stonecipher should always do that one. This meeting put a little more meat on the bones, and we give thanks to the president and the faculty and staff.

We keep talking about these five or six different things and talk about what we are doing right. We do not understand any of these concepts. Some of these things are business things – I do not feel comfortable that we do these things right or have any experts on these things at all. It will no longer be, you go in and know your legislators and get what you want. I am asking for us to put committees together and we each chair one. This is a proactive approach, so we can say to anybody, this organization is healthy moving forward.



Chair Stonecipher: Do you know how other Boards do this?

Dr. Williams: I can bring that back to you.

Chair Stonecipher: I do not think it is our role to know everything that is going on at an institution of this size. It is our job to be informed by the experts in the field. Can we be more informed? Absolutely. I think there is a happy medium.

Mr. Gibbons: I will bring it back in January. Other colleges and universities do it. My intent is for the Board to be more engaged in what is going on. We are held responsible for everything that happens, but we cannot speak to the specifics of anything that happens.

Chair Stonecipher: We can look at this in January. I want to think long and hard before we take action. I appreciate the information you have given.

Let's move on to the evaluation process.

Andrea: What we have before us is the draft presidential evaluation. You have seen this before – are there any additions we want to include?

Jackie Skryd, Chief of Staff: The highlighted areas are the areas that were brought up at the workshop in August. You also have a handout of the notes from the workshop.

Vice Chair Cole: I recall when we did your review a few months ago, there were some items – did you have this when you prepared your report to us, for your self-evaluation?

Dr. Williams: Right.

Vice Chair Cole: There were a couple of items on the self-evaluation where I did not know how to evaluate you.

Dr. Williams: I just use this same thing for my self-evaluation.

Vice Chair Cole: There were a couple of items –

Dr. Williams: Yes, the items you want me to work on are in here.

Vice Chair Cole: Work on informing us of what is going on.

Chair Stonecipher: There was a comment to add a core item that said, 'no opportunity to observe.' – if we can add that.

As far as the questions themselves, does the Board feel good about where we are at?

Ms. Bello: I thought we addressed this at that meeting, so I am wondering why we have to go back over it?



Chair Stonecipher: We want to finalize everything for next year in June when we do the evaluations. That includes Dr. Williams submitting a self-evaluation, and summary of accomplishments, and the 360 every other year. I want to make sure there is nothing else that you all have that we have not added to this process.

Suzanne Gardner, General Counsel: I think there were three different areas that were modified; they are highlighted.

Chair Stonecipher: The only other thing we did not finalize a solution on was for the Board to decide if there are any specific goals that we want to evaluate the President on after this workshop.

Ms. Bello: Did you say something about fundraising?

Vice Chair Cole: I had brought that up in August.

Dr. Williams: It is highlighted in yellow.

Ms. Bello: It says, 'lead the efforts.' We had talked about there being a dollar amount with it.

Chair Stonecipher: That should go in the specific goals. My proposal at the workshop, and today, is that each year after the December workshop, at the January Board meeting, if any Board member wants to propose additional items, that is when it can be added.

Dr. Williams: So, I have six months to do the highlighted pieces. Is it the same for the 2019 year?

Chair Stonecipher: The only changes we would make would be the specific goals.

Vice Chair Cole: We have a beautiful marketing piece. Do we have the full strategic plan down to the details?

Dr. Williams: You have an email with the detailed plan.

Vice Chair Cole: Can we get that sent back out to us? If we are choosing specific goals to evaluate on, they should be congruent with the strategic plan.

Dr. Williams: Remember, we talked about the strategic plan being three months out, and then we will modify that. You can go for three years, and things change with the state and the College and you have to adjust. We just adjusted for the 19-20 year.

Mr. Foster: As we go forward – I keep looking at the red on BI over there – the 20% gap is giving me heart palpitations. All of that will fall on you. It is all on you, and it will be reflected going forward on that. All of these committees and all of these presentations – keep on their butts. It starts there and trickles down.

Dr. Williams: You can see what an awesome job they have done for the past six months.

Mr. Foster: Which is why I gave you so many fives. I am hoping if we sit here next year, we do not have red and yellow, just green grass and declining gaps.

Vice Chair Cole: Mr. Chair, when you talked about the groups coming back on a monthly basis – President Williams and I talked about the dashboard data – can we have five minutes at each meeting to look at that as well?

Chair Stonecipher: I would rather get at least a semester of change.

Dr. Crawford: These are annual metrics. But you will have other weekly data points that are more aligned to what you are talking about.

Vice Chair Cole: If we had a monthly dashboard to know which ones are monthly, which ones are annual. Some will be trailing.

Dr. Williams: We will bring meaningful data for you.

Vice Chair Cole: Do we have access to BI?

Dr. Crawford: Yes, on SPC campuses, and soon from anywhere.



Chair Stonecipher: For the president's evaluations going forward, we are using 360 when available, Dr. Williams' self-evaluation and summary of accomplishments, we will do evaluations in the month of June, and we are adding a column to the report that says, 'no opportunity to observe.' If we have any specific goals that relate to strategic planning, we will bring that to the Board and vote.

Ms. Bello: Does that automatically become an agenda item every January?

Chair Stonecipher: Yes.

SPC St. Petersburg College

BOARD SELF-EVALUATION

- **Reference:** Draft BOT Evaluation Instrument 2018-2019
- **Reference:** FL Statute 1001.64

ACTION IS THE KEY TO SUCCESS

Chair Stonecipher: Last piece – self-evaluation. There is an example somewhere in your packet. This is my request going forward: this should not take more than 15 minutes for a Board member. Going back to accountability, I would like each Board member to fill out a self-

evaluation each year at the same time we are doing the president's evaluation to have on file. Please review in in the next month and bring any changes to the January meeting.

Dr. Williams: This one is a requirement for SACS, for accreditation.

Dr. Crawford: The other regulatory pieces I would need to have is whether or not it becomes a public record or not. I need to know action items – what the plans are for improvement – and who you would want to keep track of that, and who would you like to help facilitate it.

Ms. Gardner: It will be public.

Ms. Bello: Individual action items or as a Board?

Dr. Crawford: As a Board. The organization we got this from, they each brought their own and then talked about them and came up with common ones. It could be a part of this December meeting.

Chair Stonecipher: Okay, let me think on that.

Wrap Up



Dr. Williams: I have something to hand out and the Foundation and I have a gift for you for Christmas. I hope you all have a wonderful time and enjoy the time with your families.

Chair Stonecipher: Thank you everyone for coming, and happy holidays.

Chair Stonecipher adjourned the meeting at 12:26pm.