SFSC District Board of Trustees
2013 Planning Workshop

SOUTH FLORIDA State College

SOUTH FLORIDA State College

OFFICE OF THE PRESIDENT

MEMORANDUM

TO: **South Florida State College District Board of Trustees**

FROM: **Tom Leitzel**

DATE: **December 11, 2013**

SUBJECT: **Annual Planning Workshop**

South Florida State College, serving DeSoto, Hardee, and Highlands counties, is the higher education epicenter of the community, providing high quality learning opportunities through a variety of modalities. The key to our success is the committed effort from all individuals, led by a dedicated and experienced faculty, backed up by a talented and caring staff. At the core of service excellence is the undergirding support from our District Board of Trustees who serve at the highest level of organizational governance.

The annual Planning Workshop is the mechanism we use to report progress and confirm our plans for the coming year. As we confirm plans, various tangential activities, including the formulation of the fiscal budget, results in resource allocation to support initiatives.

At the time of my hire, you challenged me to lead with bold conviction, committed to making a difference through our higher education platform. I have not swayed in my convictions to uphold your challenge in the discharge of my daily obligations. I credit an outstanding leadership team with their support, collaboration, and their commitment to uphold the mission of SFSC. I am truly humbled and grateful for my colleagues who welcomed me into their family.

My first five months have been filled with exciting opportunities as I continue to become familiar with my new surroundings. Thank you for providing the opportunity to lead. Thank you for all of your conversations and warm messages of support. I have learned we serve a community that can be transformed through the programs and services offered through South Florida State College. To that end, I remain joyful in hope as we change lives and uplift our core values, which ground us in our sacred covenant to serve.

As I look toward formulating bold goals, I am focused on an operational strategy – to create a "Culture of Service Excellence" at the College that extends into the community. Excellence needs to be a watchword and a mindset. Excellence needs to be interspersed in our actions, through exemplary service in our daily work. You have my pledge that as we serve:

> **..we will stretch our capabilities,**
>
> **..we will lead with bold conviction,**
>
> **..we will provide quality educational opportunities,**
>
> **..and we will become a responsive community partner to encourage regional economic development.**

In short, SFSC will be known for excellence in service to its constituents. This is the backdrop for our Annual Planning Workshop. The meeting will include a focus on what SFSC can become. Through your support and endorsement, it will be a compelling and inspirational calling to establish excellence thresholds through a new vision that becomes a branding strategy for the College.

We have allocated 120 minutes for the Planning Workshop, and it will involve two parts, near-term and long-term planning. The agenda is prepared to reflect on our past accomplishments and to look to the future with optimism, embracing possibilities that go deep into what we can become as an agent of change through our higher education platform.

A small part of the Planning Workshop will be devoted to the consideration of electronic communication devices that facilitate effective and efficient information exchanges. Members of the IT team will be present before the workshop and at break times to answer your questions related to email passwords.

I am grateful for your service, and I look forward to your involvement in our upcoming Planning Workshop. It is an honor to join you in dedicated service.

Tab 1

Introduction of New Employees

SOUTH FLORIDA State College

OFFICE OF THE PRESIDENT

Item 2.1

PRESENT TO BOARD: DECEMBER 11, 2013

TO: SOUTH FLORIDA STATE COLLEGE
DISTRICT BOARD OF TRUSTEES

FROM: THOMAS C. LEITZEL

SUBJECT: NEW EMPLOYEE INTRODUCTIONS

Employee	Position	Supervisor	Hired
Melanie Boulay	Resource Development Assistant, Title III Project	Lindsay Lynch	08/19/13
Beth Burch	Lead Instructor, Bioenergy Program	Kevin Brown	08/20/13
Johanna Johnston	Program Specialist, Agriculture Programs	Thomas Bush	07/24/13
Robert Land	General Maintenance	Robert Mathy Introduced by Robert Flores	08/06/13
John Landry	Director, Criminal Justice Program	Kevin Brown	07/01/13
Claire Miller	Librarian	Michael McLeod	08/19/13
Brian Narciza	End-User Support Analyst	Clifford Hangley Introduced by Christopher van der Kaay	09/23/13
Sonji Nicholas	Instructor, Sociology	Michele DeVane	08/19/13
Jessica Pantoja	Accountant	Theresa Elders Introduced by Anita Kovacs	08/19/13
Monica Powers	Director, Student Support Services	Michael McLeod	06/10/13

Tab 2

Affirm SFSC Mission

SOUTH FLORIDA State College

OFFICE OF THE PRESIDENT

Item 6.1

PRESENT TO BOARD: DECEMBER 11, 2013

TO: SOUTH FLORIDA STATE COLLEGE
DISTRICT BOARD OF TRUSTEES

FROM: THOMAS C. LEITZEL

SUBJECT: SFSC MISSION STATEMENT

According to The Principles of Accreditation set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Core Requirement 2.4 requires the College to have "a clearly defined, comprehensive and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service" (p.18). Additionally, Comprehensive Standard 3.1.1, states "The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies" (p. 25).

SUGGESTED MOTION:

Move to affirm the South Florida State College Mission Statement as presented.

Mission Statement

The function of our organization

South Florida State College is an open-access, higher education institution dedicated to providing a learning-centered environment through quality programs, training, and services. Working in partnership with organizations and communities, the college provides leadership and a comprehensive range of opportunities for the educational, cultural, and economic development of the service district.

The college assists the people of its service district DeSoto, Hardee, and Highlands counties regardless of economic, social, or educational background to achieve success in

- completing an associate degree in preparation for pursuing a baccalaureate or other professional degree or credential;
- completing a baccalaureate degree, associate degree, or certificate related to career and technical preparation to enter the workforce or to improve career circumstances;
- completing college preparatory programs of study including those leading to the high school diploma;
- obtaining basic skills in literacy, numeracy, and citizenship to prosper as a contributing member of society;
- gaining personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society;
- pursuing advanced academic preparation and credentials available through partnerships with colleges and universities; and
- participating in the social, cultural, environmental, and economic development of the communities served by the college.

We believe in the worth of each of our students and, through all of our educational programs and services, we seek to develop human potential and to create brighter futures.

Tab 3

Core Indicators of Effectiveness

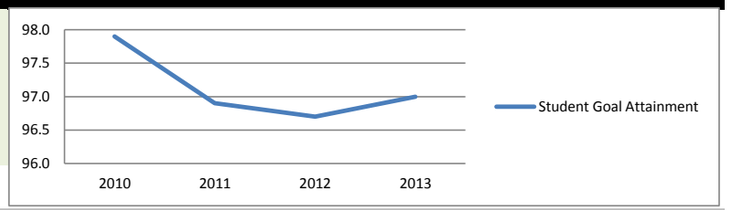
SFSC Core Indicators of Effectiveness: 2010-2013

LEGEND

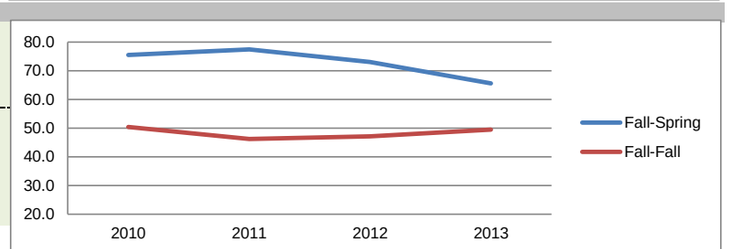
SFSC attainment has been maintained or increased in comparison to previous year

SFSC attainment has met or exceeded the national or state comparison figure

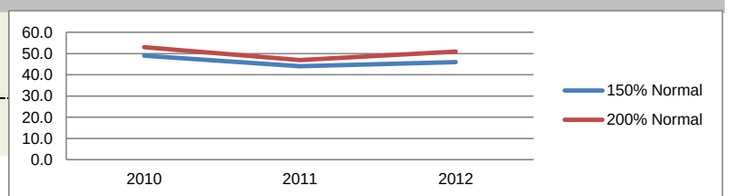
SFSC attainment has met or exceeded established goal

	Core Indicator	Indicator Description		2014 Goals	SFSC Attainment (%) 2010	2011	2012	2013	Average Attainment %	National or State Comparison 2010	2011	2012	2013	Average Attainment %	Trend Line
1	Student Goal Attainment	The proportion of students whose goals for attaining a college education upon enrolling or during attendance in a college were met upon exit from the college.	Graduates		97.9	96.9	96.7	97.0	97.1	93.8	95.0	94.9	94.3	93.8	
			Annual Goals	98.5%	98.0	98.5	98.5	98.5							

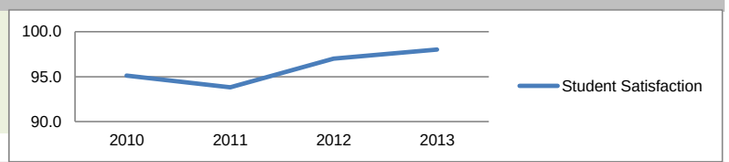
Note. Percent of graduates who indicated they had achieved their educational objective. Data obtained from SFSC' the annual Graduate Satisfaction Survey (GSS).

2	Persistence Rates	The proportion of students who enrolled for the first time at the beginning of one academic year and who were still enrolled for at least one credit at the beginning of the next academic year and had not yet completed a degree or certificate.	Persistence		2010	2011	2012	2013		2010	2011	2012	2013		
			Fall-Spring		75.5	77.4	73.0	65.6	72.9	70.9	71.8	71.6	71.7	71.5	
			Annual Goals	78.0%	68.5	76.0	78.0	78.0							
			Fall-Fall		50.4	46.2	47.1	49.5	48.3	49.7	49.5	48.4	48.3	49.0	
			Annual Goals	51.5%	48.0	51.5	51.5	51.5							

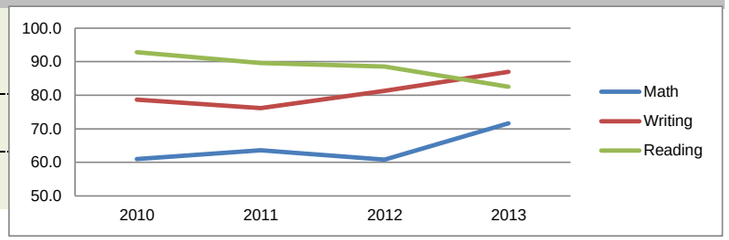
Note. Data obtained from the National Community College Benchmark Project (NCCBP).

3	Graduation Rates	The proportion of first-time, full-time students who enrolled in and subsequently completed a degree or certificate program.	Graduation		2010	2011	2012	2013		2010	2011	2012	2013		
			150% Normal		49.0	44.0	46.0	PEND	46.3	35.0	41.0	36.0	PEND	37.3	
			Annual Goals												
			200% Normal		53.0	47.0	51.0	PEND	50.3	47.0	48.0	43.0	PEND	46.0	
			Annual Goals												

Note. Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% and 200% of normal time to completion. Data obtained from Integrated Postsecondary Education Data System (IPEDS).

4	Student Satisfaction	The proportion of graduates whose college experience met or exceeded the expectations they held upon initial enrollment.	Satisfaction		2010	2011	2012	2013		2010	2011	2012	2013		
			Graduates		95.1	93.8	97.0	98.0	96.0	Data not available					
			Annual Goals	98.5%	99.0	97.0	97.0	98.0							

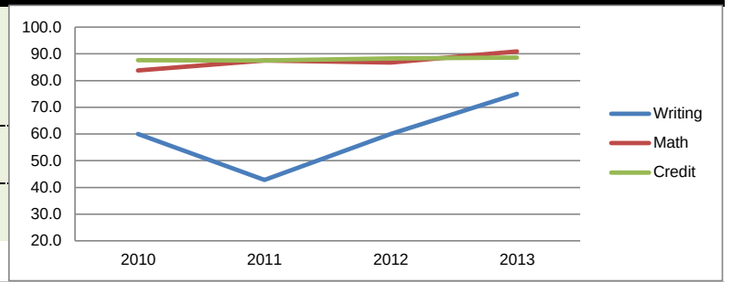
Note. Percent of graduates who were very satisfied or satisfied with the college overall. Data obtained from the GSS.

5	Credit Developmental Success	The proportion of students who earned a grade of "C" or better in math, writing, and reading credit developmental/remedial courses at the end of the fall term	Completer Success		2010	2011	2012	2013		2010	2011	2012	2013		
			Math		61.0	63.6	60.8	71.7	64.2	68.1	67.6	69.0	68.3	68.2	
			Annual Goals	73.0%	68.0	68.0	68.0	68.0							
			Writing		78.7	76.2	81.3	87.0	80.8	74.7	74.3	74.3	73.7	74.2	
			Annual Goals	89.0%	70.0	80.0	80.0	83.0							
			Reading		92.9	89.6	88.5	82.5	88.4	76.1	76.6	76.7	75.8	76.3	
			Annual Goals	90.0%	85.0	90.0	90.0	90.0							

Note. Figures represent completer in lieu of enrollee success rates (i.e., only A, B, C, D, F grades used in calculations). Data obtained from NCCBP.

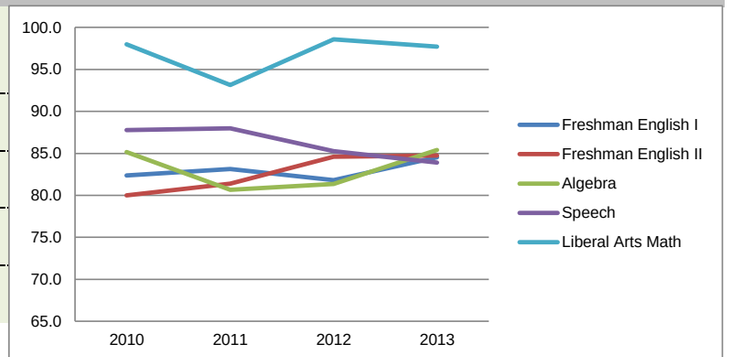
Core Indicator	Indicator Description		2014 Goals	SFSC Attainment (%)				Average Attainment %	National or State Comparison				Average Attainment %
		Completer Success		**2010**	**2011**	**2012**	**2013**		**2010**	**2011**	**2012**	**2013**	
6 Credit College-Level and Credit Developmental Success, First College-level	The proportion of students who earned a grade of "C" or better in credit, college-level courses at the end of the fall term	**Credit**		87.7	87.5	88.3	88.7	**88.0**	83.6	84.4	83.0	83.3	**83.6**
		Annual Goals	90.0%	94.0	88.0	88.0	90.0						
	The proportion of students who earned a grade of "C" or better in the next highest-level, college level courses at the end of the fall term.	**Math**		83.8	87.5	86.8	90.9	**87.2**	78.5	80.2	77.4	77.5	**78.4**
		Annual Goals	92.0%	85.0	85.0	88.0	88.0						
		Writing		60.0	42.9	60.0	75.0	**59.5**	80.6	80.9	80.6	80.8	**80.7**
		Annual Goals	78.0%	82.0	65.0	65.0	65.0						

Note. Figures represent completer in lieu of enrollee success rates (i.e., only A, B, C, D, F grades used in calculations). Population includes both credit level, PSAV, and PSV students. Data obtained from NCCBP.



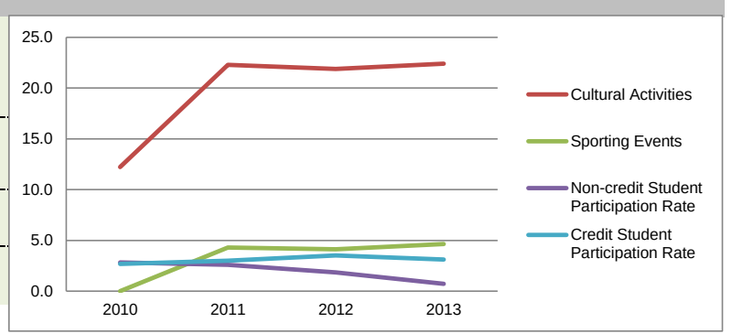
Core Indicator	Indicator Description		2014 Goals	SFSC Attainment (%)				Average Attainment %	National or State Comparison				Average Attainment %
		Completer Success		**2010**	**2011**	**2012**	**2013**		**2010**	**2011**	**2012**	**2013**	
7 Success Core Academic Skills	The proportion of students who earned a grade of "C" or better at the end of the fall term	**Freshman English I**		82.4	83.1	81.8	84.5	**83.0**	80.0	80.7	80.0	80.2	**80.2**
		Annual Goals	90.0%	86.5	85.0	90.0	90.0						
		Freshman English II		80.0	81.4	84.6	84.8	**82.7**	81.2	81.4	81.2	81.1	**81.2**
		Annual Goals	90.0%	83.5	85.0	90.0	90.0						
		Algebra		85.2	80.7	81.4	85.4	**83.2**	74.4	73.8	74.2	74.4	**74.2**
		Annual Goals	90.0%	83.0	85.0	90.0	90.0						
		Speech		87.8	88.0	85.3	83.9	**86.2**	85.9	86.8	85.6	85.9	**86.0**
		Annual Goals	90.0%	88.0	85.0	90.0	90.0						
		Liberal Arts Math		98.0	93.2	98.6	97.7	**96.9**	**Data not available**				
		Annual Goals	98.5%										

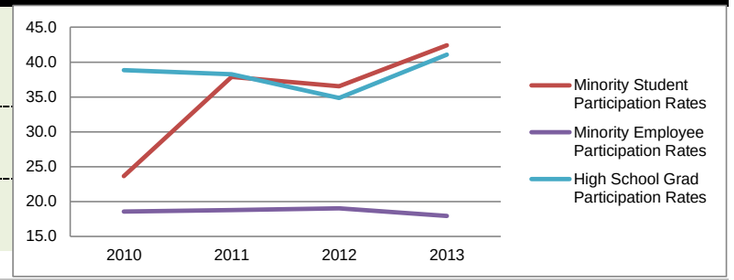
Note. Figures represent completer in lieu of enrollee success rates (i.e., only A, B, C, D, F grades used in calculations). Population includes both credit level, PSAV, and PSV students. Data obtained from NCCBP.



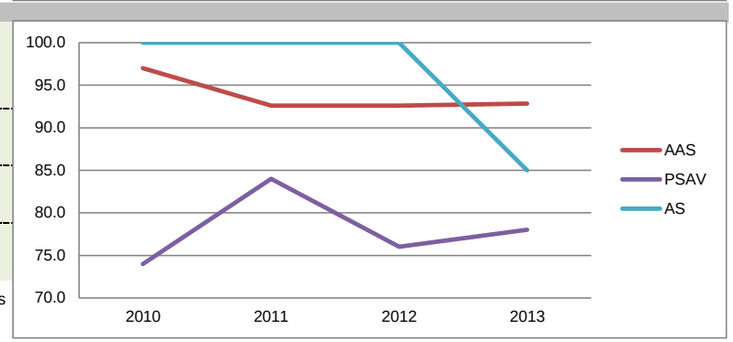
Core Indicator	Indicator Description		2014 Goals	SFSC Attainment (%)				Average Attainment %	National or State Comparison				Average Attainment %
		Penetration Rates		**2010**	**2011**	**2012**	**2013**		**2010**	**2011**	**2012**	**2013**	
8 Regional Market Penetration Rates	The proportion of the total population in the college's service area that has participated in at least one organized activity (course, program, service, event, etc.) sponsored by the college.	**Credit Student Participation Rate**		2.7	3.0	3.5	3.1	**3.1**	3.1	3.4	3.5	3.2	**3.3**
		Annual Goals	5	2.8	3.0	5.0	5.0						
		Non-credit Student Participation Rate		2.8	2.6	1.8	0.7	**2.0**	1.1	1.2	1.3	1.0	**1.1**
		Annual Goals	3	5.5	3.0	3.0	3.0						
		Cultural Activities		12.2	22.3	21.9	22.4	**19.7**	3.8	4.1	4.0	3.1	**3.8**
		Annual Goals	25	15.0	15.0	25.0	25.0						
		Sporting Events		n/a	4.3	4.1	4.7	**4.4**	1.7	4.0	1.6	2.0	**2.3**
		Annual Goals	5	3.2	n/a	5.0	5.0						

Note. Data obtained from the NCCBP



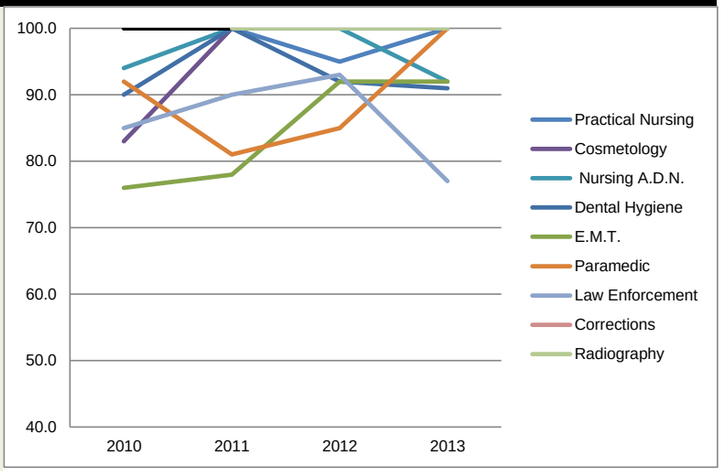
Core Indicator	Indicator Description		2014 Goals	SFSC Attainment (%)				Average Attainment %	National or State Comparison				Average Attainment %	Trend Line
				2010	2011	2012	2013		2010	2011	2012	2013		
9 Responsiveness to Community Needs	The proportion of community constituents whose needs are met by the college.	Minority Student Participation Rates		23.7	37.9	36.5	42.4	**35.1**	18.6	18.7	21.2	20.6	**19.8**	
		Annual Goals	45	29.0	30.0	33.0	38.0							
		Minority Employee Participation Rates		18.6	18.8	19.0	18.0	**18.6**	10.9	9.8	10.9	10.2	**10.5**	
		Annual Goals	20	18.5	19.0	19.0	20.0							
		High School Grad Participation Rates		38.8	38.2	34.9	41.1	**38.3**	21.3	21.7	22.0	22.1	**21.8**	
		Annual Goals	43	40.0	40.0	40.0	40.0							

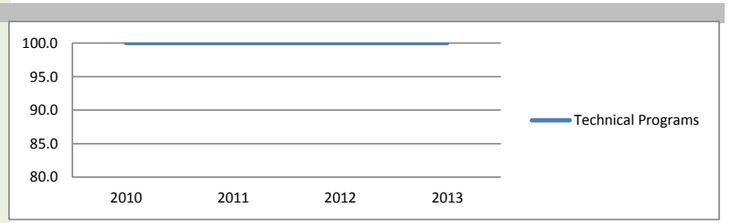
Note. High school graduation participation rate is defined as percent of public high school graduates enrolling next fall term. Data obtained from NCCBP.

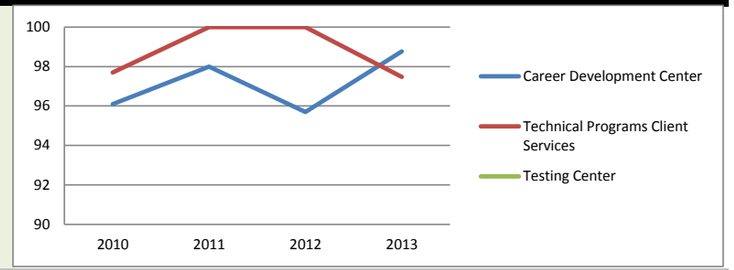
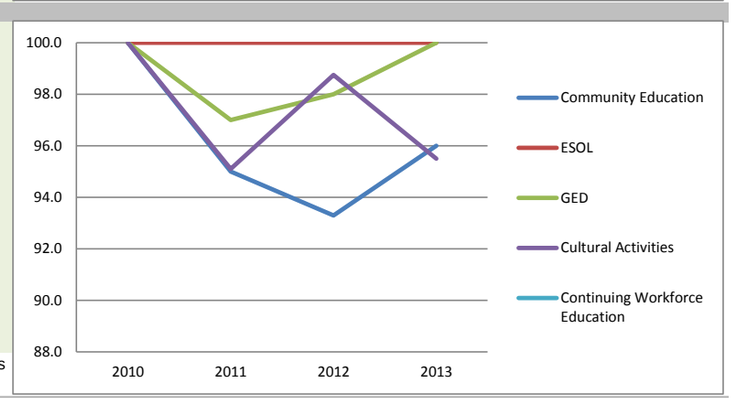
				2008	2009	2010	2011		2008	2009	2010	2011		
10 Placement Rates	The proportion of entering students acquiring a marketable skill who obtain employment in a field directly related to that skill within one year of last attendance.	AS		100.0	100.0	100.0	85.0	**96.3**	87.0	89.0	88.0	88.0	**88.0**	
		Annual Goals	100.0%			100.0	100.0							
		AAS		97.0	92.6	92.6	92.9	**93.8**	81.0	85.0	83.0	82.0	**82.8**	
		Annual Goals	95.0%				95.0							
		PSAV		74.0	84.0	76.0	78.0	**78.0**	79.0	82.0	81.0	80.0	**80.5**	
		Annual Goals	85.0%			85.0	85.0							
		PSVC		100.0	100.0	93.0	90.0	**95.8**	81.0	87.0	88.0	87.0	**85.8**	
		Annual Goals	100.0%			100.0	100.0							

Note. Figures represent Florida Education and Training Placement Information Program (FETPIP) current placement rates. Percentages reflect number of graduates found with employment related to training (includes individuals who are continuing their education or are in the military) divided by the number of graduates found employed, continuing their education, or are in the military.

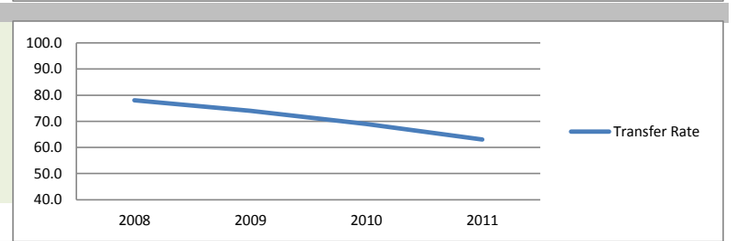
Core Indicator	Indicator Description		2014 Goals	SFSC Attainment (%)				Average Attainment %	National or State Comparison				Average Attainment %	Trend Line
		Pass Rates		**2010**	**2011**	**2012**	**2013**		**2010**	**2011**	**2012**	**2013**		
		Nursing A.D.N.		94.0	100.0	100.0	92.0	**96.5**						
		Annual Goals	100.0%	100.0	100.0	100.0	100.0							
		Practical Nursing		100.0	100.0	95.0	100.0	**98.8**						
		Annual Goals	100.0%	100.0	100.0	100.0	100.0							
		Cosmetology		83.0	100.0	100.0	100.0	**95.8**						
		Annual Goals	100.0%	100.0	100.0	100.0	100.0							
		Dental Hygiene		90.0	100.0	92.0	91.0	**93.3**						
		Annual Goals	100.0%	100.0	100.0	100.0	100.0							
11	**Licensure, Certification, and GED Pass Rates**	**E.M.T.**		76.0	78.0	92.0	92.0	**84.5**	Comparative data not available					
	The proportion of students completing a career or technical program who seek licensure or certification for the first time within a given year, and actually obtain licensure or certification.	**Annual Goals**	95.0%	85.0	85.0	85.0	95.0							
		Paramedic		92.0	81.0	85.0	100.0	**89.5**						
		Annual Goals	100.0%	85.0	85.0	85.0	87.0							
		Law Enforcement		85.0	90.0	93.0	77.0	**86.3**						
		Annual Goals	95.0%	85.0	85.0	85.0	95.0							
		Corrections		96.0	92.0	N/A	96.0	**94.7**						
		Annual Goals	98.0%	95.0	95.0	95.0	n/a							
		Radiography		100.0	100.0	100.0	100.0	**100.0**						
		Annual Goals	100.0%	100.0	100.0	100.0	100.0							
				2009	**2010**	**2011**	**2012**		**2009**	**2010**	**2011**	**2012**		
		GED					69.0		69.2	72.4	71.9	68.8		
		Annual Goals												
				2010	**2011**	**2012**	**2013**		**2010**	**2011**	**2012**	**2013**		
	The proportion of a sample of regional employers in a given field who indicate that their employees who are community college graduates exhibit skills and job performance that are equivalent or superior to those exhibited by other employees.	**Technical Programs**		100.0	100.0	100.0	100.0	**100.0**						
12	**Employer Satisfaction with Graduates**	**Annual Goals**				100.0	100.0		Comparative data not available					



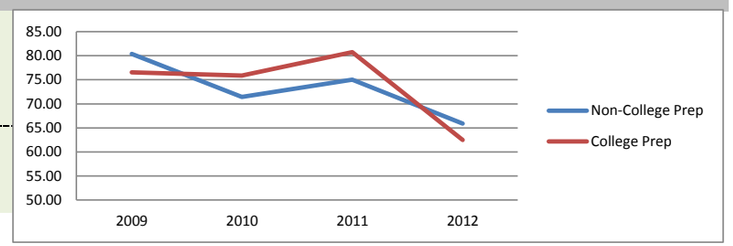


	Core Indicator	Indicator Description		2014 Goals	SFSC Attainment (%)				Average Attainment %	National or State Comparison				Average Attainment %	Trend Line
					2010	2011	2012	2013		2010	2011	2012	2013		
13	Client Satisfaction with Programs and Services	The proportion of community college clients who are satisfied with programs and services offered by a college.	Career Development Center		96.1	98.0	95.7	98.8	97.1	Comparative data not available					
			Annual Goals	99.0%		97.0	98.5	98.5							
			Technical Programs Client Services		97.7	100.0	100.0	97.5	98.8						
			Annual Goals	100.0%		98.0	100.0	100.0							
			Testing Center					98.0	98.0						
			Annual Goals	99.0%											
					2010	2011	2012	2013		2010	2011	2012	2013		
14	Value Added to the Community	The number and types of identified outcomes and benefits received by a community from programs, services, and activities offered by a community college. (The proportion of the respondents to a community survey who respond "satisfactory" to such a question).	Community Education		100.0	95.0	93.3	96.0	96.1	Comparative data not available					
			Annual Goals	100.0%		100.0	100.0	100.0							
			ESOL		100.0	100.0	100.0	100.0	100.0						
			Annual Goals	100.0%		100.0	100.0	100.0							
			GED		100.0	97.0	98.0	100.0	98.8						
			Annual Goals	100.0%		100.0	100.0	99.0							
			Cultural Activities		100.0	95.1	98.8	95.5	97.3						
			Annual Goals	99.0%		99.0	99.0	99.0							
			Continuing Workforce Education					94.0	94.0						
			Annual Goals	96.0%											

Note. Cultural Activities satisfaction figure represents an aggregate participant satisfaction score for the Artist, Matinee, Jazz, and Kaleidoscope series; 2013 figure is the percentage of participants who rated the series as "above average" or "excellent" response options (prior years included satisfactory and higher responses).

					2008	2009	2010	2011		2008	2009	2010	2011		
15	Transfer Rates	The proportion of Associate of Arts graduates continuing their education at a Florida university, institution within the Florida college system, or Florida post-secondary institution.	Transfer Rate		78.0	74.0	69.0	63.0	71.0	74.0	76.0	74.0	74.0	74.5	
			Annual Goals	76.0%			76	76							

Note. Figures are based on enrollment data for the fall semester and subsequent preliminary winter/spring data. Data obtained from FETPIP.

					2009	2010	2011	2012		2009	2010	2011	2012		
					SFSC Students										
16	Performance After Transfer	The proportion of SFSC AA graduates presently enrolled in the Florida State University System (SUS) with a GPA of 2.5 or higher	Non-College Prep		80.37	71.42	75.00	65.90	73.2	80.28	79.35	77.07	76.67	78.3	
			Annual Goals	77.0%				77.00							
			College Prep		76.53	75.90	80.76	62.50	73.9	74.67	74.38	72.79	69.63	72.9	
			Annual Goals	83.0%				83.00							

Note. College prep N = 16 (2012); non-college prep N = 88 (2012). Data obtained from Florida College System State Accountability Report.

Tab 4

Strategic Planning

A. Review of Current Plan

Comment [vdKC1]: Cover will be updated

SOUTH FLORIDA State College

STRATEGIC PLAN

January 2013-December 2017

Revised January 2013

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Comment [vdKC2]: Page numbers will be revised to reflect document revisions/additions

Introduction

This South Florida State College (SFSC) Strategic Plan ~~2013-2017~~2014-2018 provides direction for prioritizing future initiatives and allocating limited resources. The SFSC Strategic Plan assists the SFSC District Board of Trustees (DBOT) and college employees in focusing their efforts to ~~cost-effectively~~ serve students and their communities.

In fall 2008, the broadly based and representative Strategic Planning Task Force (SPT) was created to coordinate the development of the SFSC Strategic Plan. The SPT first reviewed the DBOT Policy 1.02: Vision, Mission, and Institutional Core Values. This review resulted in several recommendations including the addition of a new vision statement.

Enriching our communities through education . . . one life at a time

Additionally, the institutional core values of *integrity, service, community, learning, excellence, accountability, and responsibility* were reaffirmed and descriptors were revised to clarify their meaning. The new *Vision, Mission, and Institutional Core Values* policy was adopted by the DBOT in February 2009.

The SPT analyzed several available reference sources that provided information relating to national, state, and ~~county, and community college~~ local trends, as well as projections to assist in planning for the future. This research resulted in a set of *Strategic Planning Assumptions* for guiding strategic planning at SFSC.

Simultaneously during fall 2008, the SPT organized a process for gathering input from a wide variety of stakeholders, including students, staff, and various external constituents. A survey was developed and distributed to the identified individuals; feedback was solicited regarding current strengths and weaknesses of the college, community needs, and suggestions for future directions for the college. Surveys were also distributed to students, the community, and employees. Group response rates varied, but the 397 returned surveys from all groups provided a rich array of considerations for initial development of the strategic plan.

The SPT recommended adoption of four strategic goals determined to be core functions for achieving the college vision and mission. These strategic goals provide a framework for organizing, understanding, and responding to survey responses.

1. Identify and meet community educational needs
2. Enable all students to succeed
3. Enable all employees to succeed
4. Ensure institutional effectiveness

In August 2011, the SPT was formally reorganized into the Strategic Plan Review Committee. The committee is currently tasked with monitoring the strategic plan's progress and recommending changes. A formal and systematic process was adopted to guide the committee's review activities. The committee also adopted a rolling planning cycle that continually looks ahead over a five-year period and updates the plan each year.

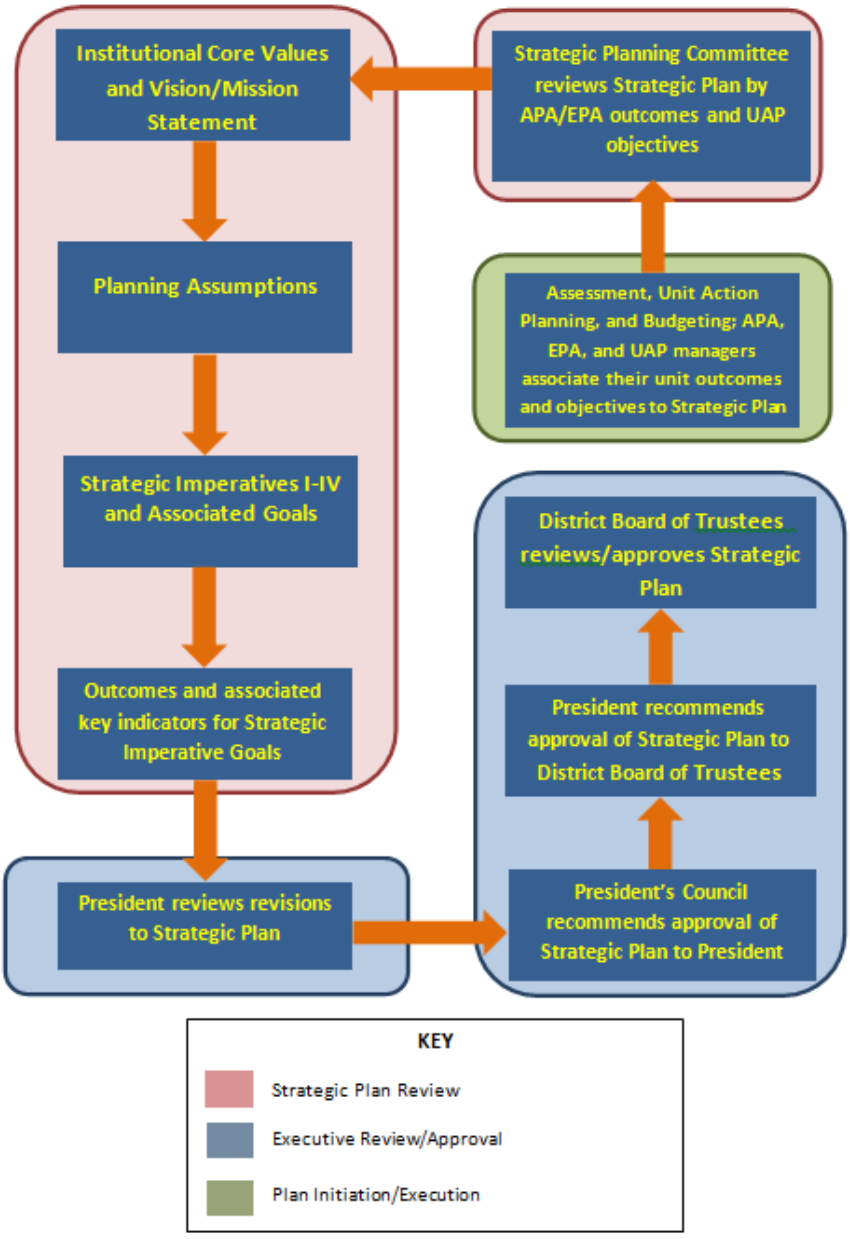
~~This proposed SFSC Strategic Plan 2013-2017 was presented to the SFSC DBOT for review, discussion, and consideration.~~

Comment [vdKC3]: Deleted per Dr. Leitzel and C. van der Kaay

Comment [vdKC4]: Deleted per Dr. Leitzel and C. van der Kaay

Annual Strategic Plan Review and Approval Process

~~2012-2013~~2013-2014



Institutional Core Values

The attributes that guide our behavior

I ntegrity: We encourage the free exchange of ideas in an environment that embraces honesty, fairness, personal responsibility, and ethical leadership.

S ervice: We actively seek opportunities to enhance achievement and success in our local and world communities.

C ommunity: We embrace cultural diversity, inclusiveness, collaboration, mutual respect, responsive and productive partnerships, and the sharing of resources.

L earning: We are committed to providing opportunities for students and staff to succeed in a highly competitive environment so that they can become effective lifelong learners.

E xcellence: We seek to provide high-quality, innovative, and flexible teaching and learning opportunities in a learning-centered environment.

A ccountability: We value personal and institutional investment in integrated planning and assessment of all programs.

R esponsibility: We honor our commitments in all initiatives and leadership endeavors. We promote environmental stewardship.

Vision Statement

Within the next decade, we desire to be known for

Enriching our communities through education… one life at a time

Comment [vdKC5]: Photograph will be updated/replaced

Mission Statement

The function of our organization

South Florida State College is an open-access, higher education institution dedicated to providing a learning-centered environment through quality programs, training, and services. Working in partnership with organizations and communities, the college provides leadership and a comprehensive range of opportunities for the educational, cultural, and economic development of the service district.

The college assists the people of its service district DeSoto, Hardee, and Highlands counties regardless of economic, social, or educational background to achieve success in

- completing an associate degree in preparation for pursuing a baccalaureate or other professional degree or credential;
- completing a baccalaureate degree, associate degree, or certificate related to career and technical preparation to enter the workforce or to improve career circumstances;
- completing college preparatory programs of study including those leading to the high school diploma;
- obtaining basic skills in literacy, numeracy, and citizenship to prosper as a contributing member of society;
- gaining personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society;
- pursuing advanced academic preparation and credentials available through partnerships with colleges and universities; and
- participating in the social, cultural, environmental, and economic development of the communities served by the college.

We believe in the worth of each of our students and, through all of our educational programs and services, we seek to develop human potential and to create brighter futures.

Planning Assumptions

~~Key points that will shape our future~~ These assumptions operationally define SFSC's present and future environment

The South Florida State College district, comprised of DeSoto, Hardee, and Highlands counties, has unique demographics, resources, and needs. The planning assumptions listed below generally pertain to the college service area as a whole.

1. **The demand for higher education will increase as individuals seek to improve their circumstances in an ever-changing world.**

   a. College enrollments in certain programs typically respond inversely to economic cycles—people tend to work more when the economy is good and continue their education more when work is less available. ~~The economic forecast for the next five years remains uncertain~~. Increased college enrollments during an economic downturn are historically attributed to older adults who have been displaced from the workforce and are seeking new or further training (Kantrowitz , 2010).

   b. The economic forecast for the next five years remains uncertain; however, the state-wide unemployment rate is anticipated to decline gradually through 2016. Payroll job growth may recover to pre-recession levels by 2nd quarter 2016.

   ~~a.~~

   c. Enrollment limits continue at Florida universities. ~~State~~ U~~u~~niversities ~~-~~are limiting first-time college student enrollment and giving preference to transfer students who have completed their associate degrees~~.~~ ~~Steady enrollment demand for college t~~Transfer program~~s~~ enrollment at four-year colleges ~~is anticipated.~~ will continue to increase.

   ~~b.~~ Postsecondary students are more likely to attend multiple institutions before earning a degree. Students are becoming increasingly mobile and more apt to pursue non-traditional degree paths.

   d. State colleges serve as a major facilitator of baccalaureate attainment. Research conducted by the National Student Clearinghouse revealed that students transferring to a four-year institution with a two-year degree or certificate were more likely to earn a baccalaureate degree than students without such academic credentials.

   ~~c.~~e. The demand for job retraining, upgrading employability skills, and lifelong learning will increase in the highly competitive global economy.

   ~~d.~~f. Education and training beyond high school will increase in importance for individuals seeking high-demand and fast-growing jobs in our economy. Demand for employment will increase in careers related to science, health care, information technology, business, and emerging industries.

~~e.~~g. The college will remain the primary institution for educational opportunities in ~~this rural area of Florida.~~ its service district.

~~f.~~h. The college will continue to partner with public and private ~~baccalaureate~~ degree-granting institutions to bring additional higher education opportunities to its region.

~~g. The college will continue to explore the demand and cost-effectiveness of offering additional baccalaureate programs of study.~~

~~h.~~i. Time limitations and economic pressures will influence students to enroll in distance learning classes and/or classes ~~-~~at sites closest to their homes and workplaces.

~~i.~~j. Job growth and development will require qualified applicants to display critical thinking and "soft skill" competencies.

~~*As a college diploma becomes more critical, higher education must be accessible to all Americans and meet the diverse and changing student population.*~~

~~***Spellings Report (2006)***~~ *Community colleges must reimagine their purposes and practices in order to meet the demands of the future, optimizing results for individuals, communities, and the nation.*

Reclaiming the American Dream: Community Colleges and the Nation's Future (American Association of Community Colleges, 2012)

Comment [vdKC6]: Move to Introduction

2. Political, environmental, educational, economic, and demographic characteristics of each of the three counties in our rural service district are diverse and unique.

a. Average per capita income of the service district is much lower than state or national averages. This is due in some part to large numbers of retirees in Highlands county and depressed economic circumstances with low wage and low skill jobs throughout the district.

b. With the increasing number of retirees impacting the national and local economy, a ~~significant~~ sizeable and increasing proportion of an older age and retiree population demands a more service-related economy with a high demand for medical, retail, and age-appropriate recreational and leisure opportunities. The organizational culture and structure of the college itself will also be impacted by the anticipated retirements of several members of the administration, faculty, and professional staff within the next five years.

c. ~~The percentage of minorities is increasing in the region at a faster rate than the majority population.~~ Hispanic enrollments across all academic programs at SFSC have grown steadily since 2001. Hispanic students presently comprise over one-fourth of the college's student population.

~~d.~~ d. Florida's population growth rate ~~is currently decelerating. State and regional population growth during the next five years will be slower than in the past decade and may actually decline.~~ is below average as compared to previous decades; however, its growth rate is presently increasing as a result of the state's economic recovery. Florida is expected to be one of the fastest growing for economic recovery in future years.

e. Enrollments in public and private K-12 schools are projected to ~~remain stable or slightly decrease~~ increase in the next three to five years.

~~e.~~f. High school completion rates in the college's service area fall below state and national averages

~~f.~~g. The average age of the college's associate degree-seeking students has trended younger than state and national averages for community colleges.

~~g.~~h. Qualified adjunct faculty in many disciplines in our ~~rural~~ service district, and particularly in DeSoto and Hardee counties, are scarce.

~~e.~~f. Future students will be increasingly diverse in their background, academic preparation, and demand for educational services.

a. Increasing numbers of underprepared students, including older adults and minorities needing academic intervention and remediation, are expected.

b. The proportion of first-generation college students will remain high.

c. Statewide and local initiatives will continue to focus on collaborative intervention to decreas~~eing~~ the number of high school students entering college with developmental education needs.

g. State and community colleges have a responsibility and role in strengthening economic development within their service area

~~3.~~a. Economic growth and recovery of a region is highly dependent on strong collaborations between local communities and various public/private organizations such as universities, state and community colleges, school districts, and business and industry.

~~a.~~b. State and community college-industry partnerships support alignment between academic credentials and job requirements. Cultivating successful partnerships are recognized as an effective way to prepare and train the local workforce for emerging job opportunities.

~~f.~~h. Workforce education and training as well as the demand for lifelong learning will continue to be a major focus of the college.

~~a.~~ Economic conditions and economic development initiatives may require new or modified educational programs and training.

b. Agriculture, phosphate mining, health care, and manufacturing industries will continue to be the economic mainstay of the three counties.

c. Because of its central location and the abundance of available land, water, and natural resources, the area should offer an opportunity for emerging industries, such as alternative energy, bio-~~fuels~~sciences, and medical services.

d. The demand for high-skills~~, high wage~~ jobs in the region is growing.

e. Employees will need to continue their career and professional development to keep pace with and anticipate emerging technologies and employability skills.

~~b.~~i. State and community colleges have an established history of providing local communities with cultural enrichment, personal development, and non-academic professional growth opportunities.

~~g.~~j. Technology increasingly influences working, learning, and daily living.

a. Generational influences on learning with technology differ and will require changes in the delivery of educational and ~~training~~ student services.

b. The demand for asynchronous and online learning opportunities for students will continue to increase.

c. Technology competence is required in most workplaces.

d. The use of asynchronous and distance learning modalities will increase as their educational viability improves and becomes more common and accepted.

~~c.~~ The demand for electronic or affordable ~~-~~textbooks and other alternative course materials, with a focus on lower costs, will ~~significantly~~ increase during the next five years. Florida law mandates that school districts must spend half of their instructional-materials budgets on digital content by 2015-2016. ~~currently requires that at least 50 percent of K-12 secondary courses provide digital content via e-texts by 2015-16; this will lead to increased expectations among incoming first-year students at post-secondary institutions.~~

~~h.~~k. Funding of higher education will remain limited from traditional state and federal sources.

~~a.~~ Pressure will continue to increase ~~tuition and fees to offset reduced state funding.~~ alternative funding sources.

~~b.~~a. The aggressive pursuit of public and private grants will be necessary to supplement traditional funding of the college.

~~c.~~b. Private fundraising efforts of the college's programs and f~~F~~oundation will grow in importance to assist students by removing financial barriers and to supplement funding for various college initiatives and operations.

~~d.~~c. Strong private and public partnerships to share and conserve limited resources will be a continuing necessity.

~~i.~~l. Demands for institutional accountability and effectiveness will continue to increase.

a. The college will need to embrace innovation and continuous quality improvement efforts in academic and administrative support programs and services.

~~b.~~ b. Information gathering and reporting will continue to be a major requirement of the college to monitor continuous improvement, ~~and~~ cost-effectiveness, and student progress and success~~.~~

c. Accrediting agency expectations will require more documented evidence of continuous quality improvement achievements.

d. Policy makers and policy advocates will promote performance-based funding at the college level. As a result, focus will be placed on these key accountability measures:

~~i. Program completion and graduation rates~~

~~ii. Transfer rates of associate degree graduates to the upper division~~

~~iii. Program cost-effectiveness~~

~~iv. Academic performance of developmental education students~~

e. College completion will become/will be emphasized through enhanced student development and success initiatives.

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Strategic Imperative I - Identify and Meet the Educational Needs of Our Communities

We proactively seek ways to understand the educational needs of our local communities and then offer programs to address those needs.

Goal A. Increase technical workforce programs to meet community demand

Outcome 1. ~~Expand~~ Maintain ongoing assessment of evolving needs for new workforce programs

Key Indicators:

a. ~~Conduct needs assessments~~ Respond to community needs for initiation and modification of local workforce programs
b. Explore state and national workforce trends for potential new programs
c. Partner with the Heartland Workforce Investment Board (HWIB), Florida Heartland Rural Economic Development Initiative (FHREDI), local economic development commissions, Institute of Food and Agricultural Services (IFAS), and other regional workforce planners in assessment initiatives

Outcome 2. Update, expand, and delete program offerings to meet demand and stay current with workforce needs

Key Indicators:

a. Increase technical offerings at all campuses to meet identified needs
b. Increase technical programs offered as part of the college's Career Academy
c. Discontinue programs ~~that~~ as they become ~~are~~ no longer viable

Goal B. Increase partnering efforts

Outcome 1. Actively seek partnerships with community agencies and businesses

Key Indicators:

a. Increase the number of students participating in service-learning projects
b. Expand cooperative education learning opportunities
c. Increase engagement of local industry to help shape technical program ~~curriculum~~ curricula and ensure courses are relevant to the work place
~~c.~~d. Partner in community economic development

Outcome 2. Intensify recruitment and engagement~~/involvement~~ with K-12 systems in our service district

Key Indicators:

~~a. Direct market to high schools using multiple approaches~~ Use multiple approaches to market and recruit in the high school
~~b.~~a. Increase number of high-achieving high school students selecting the SFSC Honors Program as their first step to a baccalaureate degree
c. Collaborate with local school districts to seek ways to increase the percentage of recent high school graduates who enroll at SFSC

Comment [vdKC7]: Dr. Revell

Comment [vdKC8]: Dr. Revell

Comment [vdKC9]: Dr. Revell recommendation to Delete

Comment [vdKC10]: Dr. Revell

Comment [vdKC11]: Dean McLeod

Comment [vdKC12]: Dr. Leitzel

Comment [vdKC13]: Dr. Revell

Comment [vdKC14]: Dr. Revell

Goal C. Increase awareness of the college through expanded marketing of college programs and services

Outcome 1. Expand the use of online marketing

Key Indicators:

a. ~~a.~~ Increase college information available to students online
b. Research and implement a customized, online program inquiry packet
b. Use social networking opportunities to reach potential students
c. ~~Incorporate student and faculty blogs on the college website~~
d. Increase online marketing efforts to non-traditional students
e. Develop mobile website to attract potential ~~prospective~~ students

Outcome 2. Promote workforce development

Key Indicators:

a. Integrate Panther Den (D2L) as a resource for workforce training programs
b. Develop and market the college's new bioenergy, cybersecurity, logistics, ~~,~~ and fire science program via print, electronic media, and recruitment activities
c. Provide additional online corporate training opportunities

Outcome 3. Promote bachelor's and advanced degree options

Key Indicators:

~~a. Provide regular university partnership information sessions~~
~~b.~~a. ~~Regularly p~~Publicize advanced degrees available at the University Center or college website
c. Increase number of students using SFSC Honors Program as a vehicle for transfer into rigorous university majors, including STEM majors
d. ~~Conduct a comprehensive needs assessment in the college' service area to evaluate the viability of offering~~ Implement a bachelor of science in nursing and bachelor of science in elementary education by Fall 2014
~~d.~~e. Partner with a university to initiate a masters level business degree

Outcome 4. Promote alumni association

Key Indicators:

a. Highlight alumni as guest speakers/participants during graduation and other campus events
b. ~~Focus on expanding~~ Expand Alumni Association membership and participation
c. Maintain communication with alumni via email and social media
d. Develop comprehensive mailing/contact lists from Banner, graduate exit interviews, and other sources
e. Encourage alumni involvement in philanthropic initiatives to support the c~~C~~ollege, its programs and students
~~e.~~f. Highlight alumni who make a difference in our community and serve as role models

Outcome 5. Implement Marketing Plan recommendations

Key Indicators

Comment [vdKC15]: Dr. Revell
Comment [vdKC16]: Dr. Revell
Comment [vdKC17]: Deborah Latter
Comment [vdKC18]: Mobile app referenced IV.B.2
Comment [vdKC19]: Dr. Revell
Comment [vdKC20]: Secure clarification of timeline for development. Deborah Latter
Comment [vdKC21]: Dr. Revell
Comment [vdKC22]: Dr. Revell
Comment [vdKC23]: Dr. Revell. Need Assessment Completed
Comment [vdKC24]: Dr. Revell
Comment [vdKC25]: Dr. Revell
Comment [vdKC26]: Dr. Revell
Comment [vdKC27]: Dr. Revell

a. Conduct the college's 50th Anniversary Celebration
b. Build foundation endowment
c. Create college vision statement
d. Address Marketing Task Force recommendations

Comment [vdKC28]: Dr. Leitzel

Goal D. Expand cultural program awareness

Outcome 1. Increase marketing efforts of cultural events and exhibits

Comment [vdKC29]: Dr. Andrews

Key Indicators:

a. ~~Target and market cultural events to low participating groups~~ Program cultural events and exhibits for low participating groups

Comment [vdKC30]: Dr. Andrews

b. ~~Target selection of artists and performances representing low participating groups~~ Market scheduled events and exhibits to low participating groups

Comment [vdKC31]: Dr. Andrews

c. Increase the distribution of marketing materials throughout the College's service district as well as other surrounding communities

Comment [vdKC32]: Ongoing initiative – Dean Andrews

e. ~~d.~~ Increase the use of electronic marketing (e.g., chamber blast e-mails)

Comment [vdKC33]: Ongoing initiative – Dean Andrews

f. Library will promote cultural programs and related resources in the library through electronic and physical displays and social media

Comment [vdKC34]: Dr. McLeod

Outcome 2. Expand cultural enrichment opportunities

Key Indicators:

a. Provide a student focused concert twice a year

Comment [vdKC35]: Dr. Revell

~~a.~~b. Survey the college students and community members to determine specific areas of interest

Comment [vdKC36]: Surveying of community members is ongoing; surveying of student body is being planned – Dean Andrews

~~b.~~c. Seek additional program funding for multicultural activities, performances, exhibitions, and participation through grants, sponsorships, and memberships

~~c.~~d. Offer diverse Florida–focused exhibits, artifacts, and programs

Comment [vdKC37]: Ongoing Initiative – Dean Andrews

Outcome 3. Increase participation of K-12 students in enrichment opportunities

Key Indicators:

a. Provide enrichment and cultural programs appropriate for K-12 students
b. Increase awareness of K-12 enrichment opportunities available through SFSC

Comment [vdKC38]: Ongoing Initiative – Dean Andrews

c. Provide offerings at K-12 schools (e.g., performances, SFSC clubs)

Comment [vdKC39]: Plans to increase this activity – Dean Andrews

Goal E. Expand, renovate, and maintain college facilities and equipment to meet educational needs

Outcome 1. Develop fire science training facilities

Outcome 2 Move Electrical Lineman Repair program and equipment to the Hardee campus by Fall 2014

Comment [vdKC40]: Dr. Revell

Outcome 3~~2~~. Expand and improve facilities in accordance with the Educational Plant Survey

Outcome 4. Construct a center for emerging technologies

Comment [vdKC41]: Dr. Leitzel

Strategic Imperative II - Enable All Students to Succeed

We keep student learning at the forefront of everything we do and actively seek ways to help our students be successful both in the classroom and as they transition beyond our campus.

Goal A. Improve student retention and success

Outcome 1. Increase student retention rates

Key Indicators:

a. Identify barriers to student learning and strategies for improvement
b. Evaluate the effectiveness of existing retention efforts and student success programs
c. Monitor the effects of the GPS on student retention rates
~~d. Provide intensive, subject-specific remediation for at-risk students~~ Modify and streamline developmental curriculum that fulfills the needs of at risk students
~~e. Institute a formal student mentoring program~~
d. Develop mechanisms to identify and track high-risk students
e. Evaluate the need for a supplemental instruction program
f. Increase integration between the library and academic coursework, including FYE, capstone projects, and research based projects

Outcome 2. Increase the use of technologies in the delivery of student services

Key Indicators:

a. ~~Implement the u~~Use ~~of D~~degree w~~W~~orks for student degree tracking
b. ~~Implement the u~~Use ~~of~~ social media and messaging for delivery of student services information
c. Expand the use of Career Development Center counseling to all off-site campuses/center through two-way face-to-face technologies
~~d. Expand the use of Banner module features in delivery of Student Services~~
~~e.~~d. Increase the ~~number~~ percentage of students who register online
~~f. Encourage students to use self-service features of Panther Central~~
e. Investigate the effectiveness of outside vendors in delivery of selected student services
f. Promote and expand Ask-A-Library service
g. Increase campus specific electronic resources that support course and curriculum needs

Outcome 3. Maintain a current and viable college curriculum

Key Indicators:

~~a. Evaluate Academic Foundation (developmental education) offerings~~
~~1) Establish best practices in developmental education~~
~~2) Evaluate possibilities of program/course redesign~~
~~3) Participate in state initiatives related to developmental education~~
a. Develop and initiate a college developmental education plan
1. Initiate new modular and compressed developmental curriculum and strategies
2. Participate in state initiatives related to developmental education legislated changes
b. ~~Initiate~~ Complete ~~revision of~~ General Education Curriculum
~~1) Participate in statewide discussions on General Education revisions~~
~~2) Revise College General Education requirements to 30 hours from 36 hours~~

Comment [vdKC42]: Per QEP Assessment Plan (indirect and direct assessment)
Comment [vdKC43]: Dean Batty-Herbert
Comment [vdKC44]: Dr. Revell
Comment [vdKC45]: Seek clarification from Dr. Revell
Comment [vdKC46]: Dean McLeod
Comment [vdKC47]: Implementation in progress: Deborah Latter (editorial revision) and Dr. Fuschetti (status update)
Comment [vdKC48]: Seek clarification—is item completed? Dr. Deborah Fuschetti
Comment [vdKC49]: Dr. Revell
Comment [vdKC50]: Indicator in progress. Dr. Revell (wording revision) and Dr. Fuschetti (status update)
Comment [vdKC51]: Completed. Student training regarding self-service is conducted via GPS Orientation and FYE Seminar – C. van der Kaay; Dr. Deborah Fuschetti
Comment [vdKC52]: Dr. Revell
Comment [vdKC53]: Dean McLeod
Comment [vdKC54]: Dr. Revell
Comment [vdKC55]: Dr. Revell
Comment [vdKC56]: Completed – Dr. Revell and Dr. Deborah Fuschetti

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Outcome 4. Increase student awareness of financial aid opportunities

Key Indicators:

a. Evaluate the effectiveness of existing financial aid services
b. Research current best practices in financial aid services
c. Develop and implement marketing strategies for students seeking financial aid and those who ~~are~~ may be reluctant to ask for financial aid services
d. Conduct routinely scheduled financial aid workshops for prospective and enrolled students at all college campuses
e. Provide support and update sessions for college financial aid recipients so that they understand how to maintain eligibility for financial aid
f. Conduct routinely scheduled financial aid workshops in the high schools and during special on campus activities (e.g., College-for-a-Day)
g. Increase student awareness of transfer scholarships and strategies for using them
~~g.~~h. Provide residency status training workshops at high school campuses

Comment [vdKC57]: Deborah Latter

Comment [vdKC58]: Dr. Revell

Outcome 5. Provide current classroom technology that is current and of value to faculty and students

Key Indicators:

a. Increase accessibility and availability of technology
   1) Establish a process to identify and communicate academic software needs
   ~~2) Expand distance learning offerings~~Assess the future use of two-way interactive television
b. Expand computer resources
   1) Install additional student computer stations at all campuses as needed
   ~~2) Expand wireless access at all campuses~~
   ~~3)~~2) Provide computerized general education classrooms
   4) Identify and prioritize classrooms for technology upgrades on each campus
   ~~4)~~5) Upgrade University Center Classroom Technologies

Comment [vdKC59]: Dr. Revell

Comment [vdKC60]: Wireless expansion project completed. Wireless network will be upgraded and expanded where needed – C. van der Kaay

Comment [vdKC61]: Dr. Revell

Outcome 6. Strengthen support mechanisms for high-risk students

Key Indicators:

a. Support under-prepared students
   1) Maintain support activities to prospective college students through College Reach Out Program and Panther Youth Program activities
   ~~2) Develop a new program for displaced workers and young adults who are returning to school~~
   3) Continue Adult Career Pathways efforts to move students from GED into college coursework
   4) Initiate FATDEC online GED offerings
   5) Upgrade the current AccuTrack system to a web-based platform (Accudemia) that will be available at all campus locations and support student attendance monitoring, lab activities and tutoring sessions
   ~~6~~4) Increase student awareness of available student support services
   ~~7~~5) Increase student awareness of available employability skills support at the Career Development Center (e.g., resume writing, interviewing)
   ~~8~~6) Assist students in application and transition to baccalaureate programs
   9) Assess level of academic preparedness

Comment [vdKC62]: Dr. Revell

Comment [vdKC63]: Moved to key indicator d

Comment [vdKC64]: Dr. Revell and Dean McLeod

Comment [vdKC65]: Dean McLeod

Comment [vdKC66]: Dr. Leitzel

b. Support under-represented students

1) Explore methods to recruit minority students
2) Investigate grant opportunities to ~~D~~develop new support programs for minority students
3) ~~Establish a Veterans support services program~~
4) Increase student awareness of available student support services
5) Provide professional development activities related to supporting under-represented students

c. Support veteran students
1) Expand veteran support services program
2) Establish advance loan program for textbooks
3) Maintain military friendly status

d. Investigate possible grant opportunities to develop a new program for displaced workers and young adults who are returning to school

Goal B. Evaluate student learning outcomes in each program and implement improvement strategies

Outcome 1. Provide professional development activities related to assessment of student learning

Outcome 2. Provide incentives to promote investigation of student learning outcomes

Goal C. Expand educational opportunities

Outcome 1. Expand ~~online, evening, flex session, and weekend offerings~~ modalities and scheduling to accommodate student demand

Key Indicators:

a. Assess the demand for online, evening, flex session, and weekend offerings
b. Market the availability of new course offerings
~~b.~~c. Expand course/program offerings at Hardee and DeSoto Counties

Outcome 2. Facilitate more baccalaureate, ~~and~~ advanced degree, and applied research opportunities

Key Indicators:

a. Expand 2+2 partnerships with other colleges and universities
~~1) Identify the bachelor's program(s) and courses most needed~~
~~2) Establish 2+2 partnerships that meet identified needs~~
~~3) Increase awareness of 2+2 transfer scholarship opportunities and requirements to prospective and incoming students~~
b. Expand the use of the college University Center for ~~college and university~~ partnerships
~~1) Increase the presence of advisors from various universities in the college's University Center~~
1~~2~~) Market bachelor's degrees to high school students, college graduates, and community members
2~~3~~) Increase the number of bachelor's and master's degrees available through the University Center
c. Create new marquee programs having applied research components

Comment [vdKC67]: Dr. Revell

Comment [vdKC68]: Moved to key indicator subsection c below to reflect stronger veteran support focus – Dean Batty Herbert

Comment [vdKC69]: Dean Batty-Herbert; additional input needed from Strategic Planning Committee

Comment [vdKC70]: Dr. Revell

Comment [vdKC71]: Dr. Leitzel

Comment [vdKC72]: Dr. Leitzel

Comment [vdKC73]: Dr. Revell

Comment [vdKC74]: Dr. Revell

Comment [vdKC75]: Dr. Leitzel

Outcome 3. Increase course offerings with a science, technology, engineering, and mathematics (STEM) focus in the A.A. track

Key Indicators:

a. Explore 2+2 partnerships in STEM related programs
b. Review curriculum in STEM courses for alignment with State University System (SUS) STEM programs
c. Build STEM degree support ~~courses~~ curriculum to be offered to the colleges' students
    ~~1) Technical Writing~~
    ~~2) Pre-engineering~~
    ~~3) Summer STEM related institutes~~
d. Partner with Heartland Educational Consortium (HEC) on STEM related activities and projects

Outcome 4. Expand student involvement in sports and clubs

Key Indicators:

a. Begin women's cross country team
b. Increase participation in student activities

Comment [vdKC76]: Establish Engineering? Dr. Revell

Comment [vdKC77]: Dean Batty-Herbert

Comment [vdKC78]: Completed – Dean Batty-Herbert

Comment [vdKC79]: Dr. Leitzel

Strategic Imperative III - Enable All Employees to Succeed

We actively support all our employees and seek ways for them to achieve personal and professional fulfillment in all that they do for the college.

Goal A. Actively support a dynamic workforce at the college

Outcome 1. Promote a work environment where employees are empowered and participate as respected team members

Key Indicators:

a. Promote college-wide communication through regular dialogue (virtual and face-to-face) between administration and all other employees
b. Conduct virtual meetings using available technology to include employees from all campuses
c. Promote opportunities for all employees to participate in decision making processes

Outcome 2. Ensure that we have a diverse workforce

Key Indicators:

a. Identify and recruit potential employees from diverse backgrounds
b. Implement strategies identified in the Annual Equity Plan to increase diversity in the workforce
c. Provide employee development workshops on cultural sensitivity and diversity

Outcome 3. Ensure that we have a highly qualified and competent workforce

Key Indicators:

a. Enhance new employee and adjunct faculty orientation
b. Establish a structured new faculty and adjunct mentoring program
c. Establish an interdepartmental mentoring program for new employees
d. Monitor applicant review and interviewing process to ensure consistency college-wide
e. Establish a leadership program for current and prospective college managers and administrators
f. Reward and recognize career and professional staff who seek or complete job-related educational advancement and degrees
g. Increase cross-training within departments

Outcome 4. Actively promote employee retention

Key Indicators:

a. Ensure competitive pay and benefits for all employees
~~Communicate existing benefits more effectively~~
b. Implement an online benefits administration program
~~b.~~c. Provide multiple opportunities to monitor employee satisfaction
~~1)~~ Assess existing employee job satisfaction ~~by conducting an individual employee personal satisfaction inventory~~
~~2)~~1) Identify areas ~~of concern related to employee morale~~ of employee concern and develop~~/ and~~ implement strategies to address ~~concerns~~them

Comment [vdKC80]: Strategic Planning Review Committee Recommendation – 10/30/13

Comment [vdKC81]: Strategic Planning Review Committee Recommendation – 10/30/13

Comment [vdKC82]: Strategic Planning Review Committee Recommendation – 10/30/13; further revision by Susie Hale.

Goal B. Expand professional development for all college employees

Outcome 1. **Increase ~~frequency and type of on-site~~ faculty and staff attendance at professional development opportunities**

Outcome 2. **Recognize and value the professional development activities pursued and completed by employees, including, but not limited to, advanced college coursework, professional organization certifications and approvals, continuing workforce education training, and other achievements that support the vision, mission, and core values of the college**

Outcome 3. **Support local and online professional development opportunities**

Outcome 4. Conduct Safety Audit

Key Indicators:

a. Develop table-top safety exercise
b. Implement practical simulations

Comment [vdKC83]: Strategic Planning Review Committee Recommendation – 10/30/13

Comment [vdKC84]: Dr. Leitzel

Strategic Imperative IV - Ensure Institutional Effectiveness

We regularly review how well we are doing, analyze our results, and then use our analyses to make improvements.

Goal A. Develop and implement formal systems to monitor, assess, enhance efficiency, and improve program accountability

Outcome 1. Enhance program quality

Key Indicators:

~~a.~~ ~~Strengthen the~~ Evaluate and create a program review process that includes ~~by creating~~ a comprehensive electronic clearinghouse of reports, evaluations, program review data, and data summaries. ~~to facilitate the measurement of institutional effectiveness~~

~~b.~~a. Implement a program leaver satisfaction survey

~~c.~~b. Develop and implement a broad-based needs assessment that provides information related to:

1) Additional program needs
2) Barriers to student retention and success
3) Student awareness of financial aid opportunities
4) Factors promoting or inhibiting success of under-prepared students
5) Barriers inhibiting success of under-represented students

d. ~~Evaluate community college transfer data using~~ Institute the full use of the National Student Clearinghouse (NSC) data

e. ~~Foster~~ Continue to foster a college-wide culture of continuous quality improvement

f. ~~Fully implement new unit planning and assessment software (Strategic Planning Online); provide training to faculty/staff unit managers~~

Outcome 2. Pursue relevant and appropriate grant funding opportunities

Key Indicators:

a. Establish and maintain communication with staff at ~~potential~~ grant funding agencies
b. Increase grant applications to appropriate federal, state, and local governmental granting opportunities
c. Increase grant applications to corporate and private foundation sources
d. Seek funding for new and current program expansion
e. Provide timely information to College staff on external grant opportunities

Outcome 3. Increase private gifts to support the institutional mission

Key Indicators:

a. Expand planned giving marketing and gift opportunities
b. Focus on expanding scholarship availability for baccalaureate degree students
c. Seek sponsors for additional endowed teaching chairs
d. Expand annual giving initiatives to increase charitable giving
e. Develop and manage capital campaigns as needed
    1. Conduct a capital campaign focused on building a larger unrestricted endowment to support the college mission
    2. Continue to explore institutional needs that require major target fundraising efforts

Comment [vdKC85]: Strategic Planning Review Committee Recommendation – 10/30/13

Comment [vdKC86]: Should this remain in document? Dr. Revell

Comment [vdKC87]: Dr. Revell

Comment [vdKC88]: Strategic Planning Review Committee Recommendation – 10/30/13

Comment [vdKC89]: Completed - C. van der Kaay

Comment [vdKC90]: Dean Appelquist

Comment [vdKC91]: Dean Appelquist

Comment [vdKC92]: Dean Appelquist

Outcome 4. Provide opportunities for college employees to receive individual grants to support the teaching and learning process.

Key Indicators:

a. Expand and promote the Mini-grant program for College faculty and administrators
b. Develop a Micro Mini-grant program for all college employees to seek funding for self-contained projects that make a contribution to the college

Comment [vdKC93]: Dean Appelquist

Goal B. Provide a technology environment that contributes to student learning and enhances the education experience

Outcome 1. Offer professional development training to facilitate the use of Panther Central and Banner

Comment [vdKC94]: Dr. Revell

Outcome 2. Develop mobile application to accommodate increased use of smartphones by students and employees

Outcome 3. Explore the feasibility and benefits of deploying cloud computing

~~**Outcome 4. Establish long-term planning for technology acquisition**~~

Comment [vdKC95]: Strategic Planning Review Committee Recommendation – 10/30/13

Outcome 5. Assess usage and projected needs of existing computer facilities for incorporation into the ~~Technology Plan~~ Strategic Plan

Comment [vdKC96]: Strategic Planning Review Committee Recommendation – 10/30/13

Goal C. Actively promote sustainable and energy-conserving activities throughout all college campuses, centers, and instructional sites

Outcome 1. Formalize and promote the campus recycling and energy conservation programs

Outcome 2. Secure funding opportunities for energy-conservation initiatives

Goal D. Evaluate ~~annually all~~ components (e.g., vision statement, mission statement, strategic imperatives, goals, and outcomes) of the college's strategic plan

Comment [vdKC97]: Dr. Leitzel

Outcome 1. Anticipate significant trends and determine strategies to achieve the college's vision statement, mission statement, strategic imperatives, and goals

Comment [vdKC98]: Dr. Leitzel

Outcome 2. Ensure appropriate allocation and effective use of college resources

Outcome 3. Monitor, evaluate, and communicate progress toward meeting goals identified in the college's strategic plan

Outcome 4. Create a strategic plan accountability matrix

Comment [vdKC99]: Strategic Planning Review Committee Recommendation – 10/30/13

Tab 4

Strategic Planning

B. Presentation of Five-Year Plan: 2014-2018

STRATEGIC PLAN

January 2014 - December 2018

SOUTH FLORIDA State College

Approved by District Board of Trustees: x/xx/xxxx

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Introduction

This South Florida State College (SFSC) Strategic Plan 2014-2018 provides direction for prioritizing future initiatives and allocating limited resources. The SFSC Strategic Plan assists the SFSC District Board of Trustees (DBOT) and college employees in focusing their efforts to serve students and their communities.

In fall 2008, the broadly based and representative Strategic Planning Task Force (SPT) was created to coordinate the development of the SFSC Strategic Plan. The SPT first reviewed the DBOT Policy 1.02: Vision, Mission, and Institutional Core Values. This review resulted in several recommendations including the addition of a new vision statement.

Enriching our communities through education . . . one life at a time

Additionally, the institutional core values of *integrity, service, community, learning, excellence, accountability, and responsibility* were reaffirmed and descriptors were revised to clarify their meaning. The new *Vision, Mission, and Institutional Core Values* policy was adopted by the DBOT in February 2009.

The SPT analyzed several available reference sources that provided information relating to national. State, and local trends, as well as projections to assist in planning for the future. This research resulted in a set of *Strategic Planning Assumptions* for guiding strategic planning at SFSC.

Simultaneously during fall 2008, the SPT organized a process for gathering input from a wide variety of stakeholders, including students, staff, and various external constituents. A survey was developed and distributed to the identified individuals; feedback was solicited regarding current strengths and weaknesses of the college, community needs, and suggestions for future directions for the college. Surveys were also distributed to students, the community, and employees. Group response rates varied, but the 397 returned surveys from all groups provided a rich array of considerations for initial development of the strategic plan.

The SPT recommended adoption of four strategic goals determined to be core functions for achieving the college vision and mission. These strategic goals provide a framework for organizing, understanding, and responding to survey responses.

1. Identify and meet community educational needs
2. Enable all students to succeed
3. Enable all employees to succeed
4. Ensure institutional effectiveness

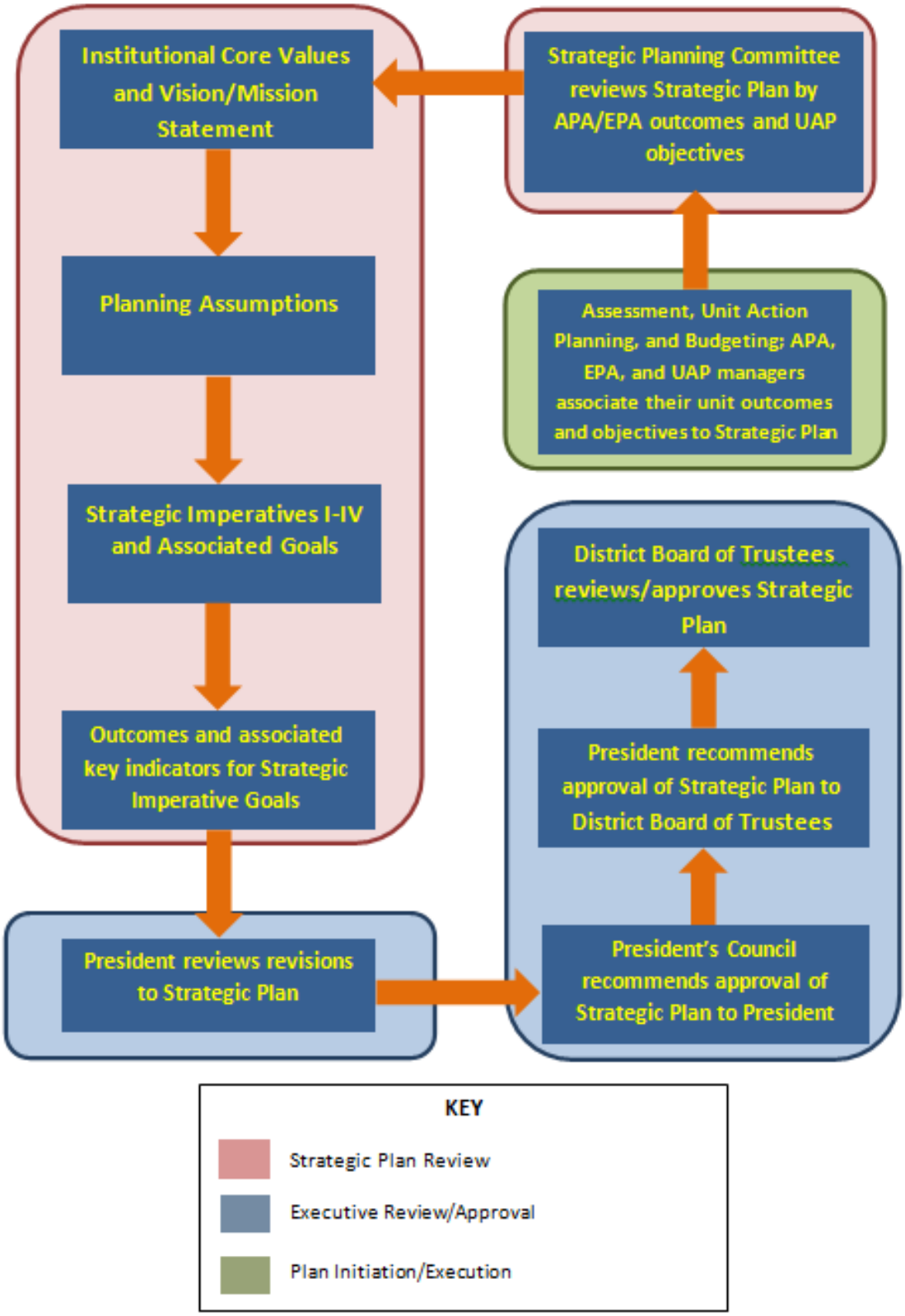
In August 2011, the SPT was formally reorganized into the Strategic Plan Review Committee. The committee is currently tasked with monitoring the strategic plan's progress and recommending changes. A formal and systematic process was adopted to guide the committee's review activities. The committee also adopted a rolling planning cycle that continually looks ahead over a five-year period and updates the plan each year.

Community colleges must reimagine their purposes and practices in order to meet the demands of the future, optimizing results for individuals, communities, and the nation.

Reclaiming the American Dream: Community Colleges and the Nation's Future (American Association of Community Colleges, 2012)

Annual Strategic Plan Review and Approval Process

2013-2014



Institutional Core Values

The attributes that guide our behavior

I ntegrity: We encourage the free exchange of ideas in an environment that embraces honesty, fairness, personal responsibility, and ethical leadership.

S ervice: We actively seek opportunities to enhance achievement and success in our local and world communities.

C ommunity: We embrace cultural diversity, inclusiveness, collaboration, mutual respect, responsive and productive partnerships, and the sharing of resources.

L earning: We are committed to providing opportunities for students and staff to succeed in a highly competitive environment so that they can become effective lifelong learners.

E xcellence: We seek to provide high-quality, innovative, and flexible teaching and learning opportunities in a learning-centered environment.

A ccountability: We value personal and institutional investment in integrated planning and assessment of all programs.

R esponsibility: We honor our commitments in all initiatives and leadership endeavors. We promote environmental stewardship.

Vision Statement

Within the next decade, we desire to be known for

Enriching our communities through education… one life at a time

Mission Statement

The function of our organization

South Florida State College is an open-access, higher education institution dedicated to providing a learning-centered environment through quality programs, training, and services. Working in partnership with organizations and communities, the college provides leadership and a comprehensive range of opportunities for the educational, cultural, and economic development of the service district.

The college assists the people of its service district DeSoto, Hardee, and Highlands counties regardless of economic, social, or educational background to achieve success in

- completing an associate degree in preparation for pursuing a baccalaureate or other professional degree or credential;
- completing a baccalaureate degree, associate degree, or certificate related to career and technical preparation to enter the workforce or to improve career circumstances;
- completing college preparatory programs of study including those leading to the high school diploma;
- obtaining basic skills in literacy, numeracy, and citizenship to prosper as a contributing member of society;
- gaining personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society;
- pursuing advanced academic preparation and credentials available through partnerships with colleges and universities; and
- participating in the social, cultural, environmental, and economic development of the communities served by the college.

We believe in the worth of each of our students and, through all of our educational programs and services, we seek to develop human potential and to create brighter futures.

Planning Assumptions

These assumptions operationally define SFSC's present and future environment

The South Florida State College district, comprised of DeSoto, Hardee, and Highlands counties, has unique demographics, resources, and needs. The planning assumptions listed below generally pertain to the college service area as a whole.

1. **The demand for higher education will increase as individuals seek to improve their circumstances in an ever-changing world.**

   a. College enrollments in certain programs typically respond inversely to economic cycles—people tend to work more when the economy is good and continue their education more when work is less available. Increased college enrollments during an economic downturn are historically attributed to older adults who have been displaced from the workforce and are seeking new or further training (Kantrowitz, 2010).

   b. The economic forecast for the next five years remains uncertain; however, the state-wide unemployment rate is anticipated to decline gradually through 2016. Payroll job growth may recover to pre-recession levels by 2nd quarter 2016.

   c. Enrollment limits continue at Florida universities. Universities are limiting first-time college student enrollment and giving preference to transfer students who have completed their associate degrees. Transfer program enrollment at four-year colleges will continue to increase.

   d. Postsecondary students are more likely to attend multiple institutions before earning a degree. Students are becoming increasingly mobile and more apt to pursue non-traditional degree paths.

   e. State colleges serve as a major facilitator of baccalaureate attainment. Research conducted by the National Student Clearinghouse revealed that students transferring to a four-year institution with a two-year degree or certificate were more likely to earn a baccalaureate degree than students without such academic credentials.

   f. The demand for job retraining, upgrading employability skills, and lifelong learning will increase in the highly competitive global economy.

   g. Education and training beyond high school will increase in importance for individuals seeking high-demand and fast-growing jobs in our economy. Demand for employment will increase in careers related to science, health care, information technology, business, and emerging industries.

   h. The college will remain the primary institution for educational opportunities in its service district.

   i. The college will continue to partner with public and private degree-granting institutions to bring additional higher education opportunities to its region.

j. Time limitations and economic pressures will influence students to enroll in distance learning classes and/or classes at sites closest to their homes and workplaces.

k. Job growth and development will require qualified applicants to display critical thinking and "soft skill" competencies.

2. Political, environmental, educational, economic, and demographic characteristics of each of the three counties in our rural service district are diverse and unique.

a. Average per capita income of the service district is much lower than state or national averages. This is due in some part to large numbers of retirees in Highlands county and depressed economic circumstances with low wage and low skill jobs throughout the district.

b. With the increasing number of retirees impacting the national and local economy, a sizeable and increasing proportion of an older age and retiree population demands a more service-related economy with a high demand for medical, retail, and age-appropriate recreational and leisure opportunities. The organizational culture and structure of the college itself will also be impacted by the anticipated retirements of several members of the administration, faculty, and professional staff within the next five years.

c. Hispanic enrollments across all academic programs at SFSC have grown steadily since 2001. Hispanic students presently comprise over one-fourth of the college's student population.

d. Florida's population growth rate is below average as compared to previous decades; however, its growth rate is presently increasing as a result of the state's economic recovery. Florida is expected to be one of the fastest growing for economic recovery in future years.

e. Enrollments in public and private K-12 schools are projected to increase in the next three to five years.

f. High school completion rates in the college's service area fall below state and national averages

g. The average age of the college's associate degree-seeking students has trended younger than state and national averages for community colleges.

h. Qualified adjunct faculty in many disciplines in our service district, and particularly in DeSoto and Hardee counties, are scarce.

3. Future students will be increasingly diverse in their background, academic preparation, and demand for educational services.

a. Increasing numbers of underprepared students, including older adults and minorities needing academic intervention and remediation, are expected.

b. The proportion of first-generation college students will remain high.

c. Statewide and local initiatives will continue to focus on collaborative intervention to decrease the number of high school students entering college with developmental education needs.

4. State and community colleges have a responsibility and role in strengthening economic development within their service area.

a. Economic growth and recovery of a region is highly dependent on strong collaborations between local communities and various public/private organizations such as universities, state and community colleges, school districts, and business and industry.

b. State and community college-industry partnerships support alignment between academic credentials and job requirements. Cultivating successful partnerships are recognized as an effective way to prepare and train the local workforce for emerging job opportunities.

5. Workforce education and training as well as the demand for lifelong learning will continue to be a major focus of the college.

a. Economic conditions and economic development initiatives may require new or modified educational programs and training.

b. Agriculture, phosphate mining, health care, and manufacturing industries will continue to be the economic mainstay of the three counties.

c. Because of its central location and the abundance of available land, water, and natural resources, the area should offer an opportunity for emerging industries, such as alternative energy, bio-sciences, and medical services.

d. The demand for high-skills jobs in the region is growing.

e. Employees will need to continue their career and professional development to keep pace with and anticipate emerging technologies and employability skills.

6. State and community colleges have an established history of providing local communities with cultural enrichment, personal development, and non-academic professional growth opportunities.

7. **Technology increasingly influences working, learning, and daily living.**

    a. Generational influences on learning with technology differ and will require changes in the delivery of educational and student services.

    b. The demand for asynchronous and online learning opportunities for students will continue to increase.

    c. Technology competence is required in most workplaces.

    d. The use of asynchronous and distance learning modalities will increase as their educational viability improves and becomes more common and accepted.

    e. The demand for electronic or affordable textbooks and other alternative course materials, with a focus on lower costs, will increase during the next five years. Florida law mandates that school districts must spend half of their instructional-materials budgets on digital content by 2015-2016.

8. **Funding of higher education will remain limited from traditional state and federal sources.**

    a. Pressure will continue to increase alternative funding sources.

    b. The aggressive pursuit of public and private grants will be necessary to supplement traditional funding of the college.

    c. Private fundraising efforts of the college's programs and foundation will grow in importance to assist students by removing financial barriers and to supplement funding for various college initiatives and operations.

    d. Strong private and public partnerships to share and conserve limited resources will be a continuing necessity.

9. **Demands for institutional accountability and effectiveness will continue to increase.**

    a. The college will need to embrace innovation and continuous quality improvement efforts in academic and administrative support programs and services.

    b. Information gathering and reporting will continue to be a major requirement of the college to monitor continuous improvement, cost-effectiveness, and student progress and success.

    c. Accrediting agency expectations will require more documented evidence of continuous quality improvement achievements.

    d. Policy makers and policy advocates will promote performance-based funding at the college level. As a result, focus will be placed on these key accountability measures.

    e. College completion will become/will be emphasized through enhanced student development and success initiatives.

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Strategic Imperative I - Identify and Meet the Educational Needs of Our Communities

We proactively seek ways to understand the educational needs of our local communities and then offer programs to address those needs.

Goal A. Increase technical workforce programs to meet community demand

Outcome 1. Maintain ongoing assessment of evolving needs for new workforce programs

Key Indicators:

a. Respond to community needs for initiation and modification of local workforce programs
b. Explore state and national workforce trends for potential new programs
c. Partner with the Heartland Workforce Investment Board (HWIB), Florida Heartland Rural Economic Development Initiative (FHREDI), local economic development commissions, Institute of Food and Agricultural Services (IFAS), and other regional workforce planners in assessment initiatives

Outcome 2. Update, expand, and delete program offerings to meet demand and stay current with workforce needs

Key Indicators:

a. Increase technical offerings at all campuses to meet identified needs
b. Increase technical programs offered as part of the college's Career Academy
c. Discontinue programs as they become no longer viable

Goal B. Increase partnering efforts

Outcome 1. Actively seek partnerships with community agencies and businesses

Key Indicators:

a. Increase the number of students participating in service-learning projects
b. Expand cooperative education learning opportunities
c. Increase engagement of local industry to help shape technical program curricula and ensure courses are relevant to the work place
d. Partner in community economic development

Outcome 2. Intensify recruitment and engagement with K-12 systems in our service district

Key Indicators:

a. Use multiple approaches to market and recruit in the high school.
b. Increase number of high-achieving high school students selecting the SFSC Honors Program as their first step to a baccalaureate degree
c. Collaborate with local school districts to seek ways to increase the percentage of recent high school graduates who enroll at SFSC

Goal C. Increase awareness of the college through expanded marketing of college programs and services

Outcome 1. Expand the use of online marketing

Key Indicators:

a. Increase college information available to students online
b. Research and implement a customized, online program inquiry packet
c. Use social networking opportunities to reach potential students
d. Increase online marketing efforts to non-traditional students
e. Develop mobile website to attract potential students

Outcome 2. Promote workforce development

Key Indicators:

a. Integrate Panther Den (D2L) as a resource for workforce training programs
b. Develop and market the college's new bioenergy, cybersecurity, logistics, and fire science program via print, electronic media, and recruitment activities
c. Provide additional online corporate training opportunities

Outcome 3. Promote bachelor's and advanced degree options

Key Indicators:

a. Publicize advanced degrees available at the University Center or college website
b. Increase number of students using SFSC Honors Program as a vehicle for transfer into rigorous university majors, including STEM majors
c. Implement a bachelor of science in nursing and bachelor of science in elementary education by Fall 2014
d. Partner with a university to initiate a masters level business degree

Outcome 4. Promote alumni association

Key Indicators:

a. Highlight alumni as guest speakers/participants during graduation and other campus events
b. Expand Alumni Association membership and participation
c. Maintain communication with alumni via email and social media
d. Develop comprehensive mailing/contact lists from Banner, graduate exit interviews, and other sources
e. Encourage alumni involvement in philanthropic initiatives to support the college, its programs and students
f. Highlight alumni who make a difference in our community and serve as role models

Outcome 5. Implement Marketing Plan recommendations

Key Indicators

a. Conduct the college's 50th Anniversary Celebration
b. Build foundation endowment
c. Create college vision statement
d. Address Marketing Task Force recommendations

Goal D. Expand cultural program awareness

Outcome 1. Increase marketing efforts of cultural events and exhibits

Key Indicators:

a. Program cultural events and exhibits for low participating groups
b. Market scheduled events and exhibits to low participating groups
c. Increase the distribution of marketing materials throughout the College's service district as well as other surrounding communities
d. Increase the use of electronic marketing (e.g., chamber blast e-mails)
e. Library will promote cultural programs and related resources in the library through electronic and physical displays and social media

Outcome 2. Expand cultural enrichment opportunities

Key Indicators:

a. Provide a student focused concert twice a year
b. Survey the college students and community members to determine specific areas of interest
c. Seek additional program funding for multicultural activities, performances, exhibitions, and participation through grants, sponsorships, and memberships
d. Offer diverse Florida–focused exhibits, artifacts, and programs

Outcome 3. Increase participation of K-12 students in enrichment opportunities

Key Indicators:

a. Provide enrichment and cultural programs appropriate for K-12 students
b. Increase awareness of K-12 enrichment opportunities available through SFSC
c. Provide offerings at K-12 schools (e.g., performances, SFSC clubs)

Goal E. Expand, renovate, and maintain college facilities and equipment to meet educational needs

Outcome 1. Develop fire science training facilities

Outcome 2 Move Electrical Lineman Repair program and equipment to the Hardee campus by Fall 2014

Outcome 3. Expand and improve facilities in accordance with the Educational Plant Survey

Outcome 4. Construct a center for emerging technologies

Strategic Imperative II - Enable All Students to Succeed

We keep student learning at the forefront of everything we do and actively seek ways to help our students be successful both in the classroom and as they transition beyond our campus.

Goal A. Improve student retention and success

Outcome 1. Increase student retention rates

Key Indicators:

a. Identify barriers to student learning and strategies for improvement
b. Evaluate the effectiveness of existing retention efforts and student success programs
c. Monitor the effects of the GPS on student retention rates
d. Modify and streamline developmental curriculum that fulfills the needs of at risk students
e. Develop mechanisms to identify and track high-risk students
f. Evaluate the need for a supplemental instruction program
g. Increase integration between the library and academic coursework, including FYE, capstone projects, and research based projects

Outcome 2. Increase the use of technologies in the delivery of student services

Key Indicators:

a. Use degree works for student degree tracking
b. Use social media and messaging for delivery of student services information
c. Expand the use of Career Development Center counseling to all off-site campuses/center through two-way face-to-face technologies
d. Increase the percentage of students who register online
e. Investigate the effectiveness of outside vendors in delivery of selected student services
f. Promote and expand Ask-A-Library service
g. Increase campus specific electronic resources that support course and curriculum needs

Outcome 3. Maintain a current and viable college curriculum

Key Indicators:

a. Develop and initiate a college developmental education plan
    1. Initiate new modular and compressed developmental curriculum and strategies
    2. Participate in state initiatives related to developmental education legislated changes
b. Complete General Education Curriculum

Outcome 4. Increase student awareness of financial aid opportunities

Key Indicators:

a. Evaluate the effectiveness of existing financial aid services
b. Research current best practices in financial aid services
c. Develop and implement marketing strategies for students seeking financial aid and those who may be reluctant to ask for financial aid services
d. Conduct routinely scheduled financial aid workshops for prospective and enrolled students at all college campuses
e. Provide support and update sessions for college financial aid recipients so that they understand how to maintain eligibility for financial aid
f. Conduct routinely scheduled financial aid workshops in the high schools and during special on campus activities (e.g., College-for-a-Day)
g. Increase student awareness of transfer scholarships and strategies for using them
h. Provide residency status training workshops at high school campuses

Outcome 5. Provide current classroom technology to faculty and students

Key Indicators:

a. Increase accessibility and availability of technology
    1) Establish a process to identify and communicate academic software needs
    2) Assess the future use of two-way interactive television
b. Expand computer resources
    1) Install additional student computer stations at all campuses as needed
    2) Provide computerized general education classrooms
    3) Identify and prioritize classrooms for technology upgrades on each campus
    4) Upgrade University Center Classroom Technologies

Outcome 6. Strengthen support mechanisms for high-risk students

Key Indicators:

a. Support under-prepared students
    1) Maintain support activities to prospective college students through College Reach Out Program and Panther Youth Program activities
    2) Continue Adult Career Pathways efforts to move students from GED into college coursework
    3) Initiate FATDEC online GED offerings
    4) Upgrade the current AccuTrack system to a web-based platform (Accudemia) that will be available at all campus locations and support student attendance monitoring, lab activities and tutoring sessions
    5) Increase student awareness of available student support services
    6) Increase student awareness of available employability skills support at the Career Development Center (e.g., resume writing, interviewing)
    7) Assist students in application and transition to baccalaureate programs
    8) Assess level of academic preparedness

b. Support under-represented students
    1) Explore methods to recruit minority students
    2) Investigate grant opportunities to develop new support programs for minority students
    3) Increase student awareness of available student support services

4) Provide professional development activities related to supporting under-represented students

c. Support veteran students
   1) Expand veteran support services program
   2) Establish advance loan program for textbooks
   3) Maintain military friendly status

d. Investigate possible grant opportunities to develop a new program for displaced workers and young adults who are returning to school

Goal B. Evaluate student learning outcomes in each program and implement improvement strategies

Outcome 1. Provide professional development activities related to assessment of student learning

Outcome 2. Provide incentives to promote investigation of student learning outcomes

Goal C. Expand educational opportunities

Outcome 1. Expand modalities and scheduling to accommodate student demand

Key Indicators:

a. Assess the demand for online, evening, flex session, and weekend offerings
b. Market the availability of new course offerings
c. Expand course/program offerings at Hardee and DeSoto Counties

Outcome 2. Facilitate more baccalaureate, advanced degree, and applied research opportunities

Key Indicators:

a. Expand 2+2 partnerships with other colleges and universities
b. Expand the use of the college University Center for partnerships
   1) Market bachelor's degrees to high school students, college graduates, and community members
   2) Increase the number of bachelor's and master's degrees available through the University Center
c. Create new marquee programs having applied research components

Outcome 3. Increase course offerings with a science, technology, engineering, and mathematics (STEM) focus in the A.A. track

Key Indicators:

a. Explore 2+2 partnerships in STEM related programs
b. Review curriculum in STEM courses for alignment with State University System (SUS) STEM programs
c. Build STEM degree support curriculum to be offered to the colleges' students

d. Partner with Heartland Educational Consortium (HEC) on STEM related activities and projects

Outcome 4. Expand student involvement in sports and clubs

Key Indicators:

a. Begin women's cross country team
b. Increase participation in student activities

Strategic Imperative III - Enable All Employees to Succeed

We actively support all our employees and seek ways for them to achieve personal and professional fulfillment in all that they do for the college.

Goal A. Actively support a dynamic workforce at the college

Outcome 1. Promote a work environment where employees are empowered and participate as respected team members

Key Indicators:

a. Promote college-wide communication through regular dialogue (virtual and face-to-face) between administration and all other employees
b. Conduct virtual meetings using available technology to include employees from all campuses
c. Promote opportunities for all employees to participate in decision making processes

Outcome 2. Ensure that we have a diverse workforce

Key Indicators:

a. Identify and recruit potential employees from diverse backgrounds
b. Implement strategies identified in the Annual Equity Plan to increase diversity in the workforce
c. Provide employee development workshops on cultural sensitivity and diversity

Outcome 3. Ensure that we have a highly qualified and competent workforce

Key Indicators:

a. Enhance new employee and adjunct faculty orientation
b. Establish a structured new faculty and adjunct mentoring program
c. Establish an interdepartmental mentoring program for new employees
d. Monitor applicant review and interviewing process to ensure consistency college-wide
e. Establish a leadership program for current and prospective college managers and administrators
f. Reward and recognize career and professional staff who seek or complete job-related educational advancement and degrees
g. Increase cross-training within departments

Outcome 4. Actively promote employee retention

Key Indicators:

a. Ensure competitive pay and benefits for all employees
b. Implement an online benefits administration program
c. Provide multiple opportunities to monitor employee satisfaction
    1) Assess existing employee job satisfaction
    2) Identify areas of employee concern and develop/implement strategies to address them

Goal B. Expand professional development for all college employees

Outcome 1. Increase faculty and staff attendance at professional development opportunities

Outcome 2. Recognize and value the professional development activities pursued and completed by employees, including, but not limited to, advanced college coursework, professional organization certifications and approvals, continuing workforce education training, and other achievements that support the vision, mission, and core values of the college

Outcome 3. Support local and online professional development opportunities

Outcome 4. Conduct Safety Audit

Key Indicators:

a. Develop table-top safety exercise
b. Implement practical simulations

Strategic Imperative IV - Ensure Institutional Effectiveness

We regularly review how well we are doing, analyze our results, and then use our analyses to make improvements.

Goal A. Develop and implement formal systems to monitor, assess, enhance efficiency, and improve program accountability

Outcome 1. Enhance program quality

Key Indicators:

a. Evaluate and create a program review process that includes a comprehensive electronic clearinghouse of reports, evaluations, program review data, and data summaries.
b. Implement a program leaver satisfaction survey
c. Develop and implement a broad-based needs assessment that provides information related to:
    1) Additional program needs
    2) Barriers to student retention and success
    3) Student awareness of financial aid opportunities
    4) Factors promoting or inhibiting success of under-prepared students
    5) Barriers inhibiting success of under-represented students
d. Institute the full use of the National Student Clearinghouse (NSC) data
e. Continue to foster a college-wide culture of continuous quality improvement

Outcome 2. Pursue relevant and appropriate grant funding opportunities

Key Indicators:

a. Establish and maintain communication with staff at grant funding agencies
b. Increase grant applications to appropriate federal, state, and local governmental granting opportunities
c. Increase grant applications to corporate and private foundation sources
d. Seek funding for new and current program expansion
e. Provide timely information to College staff on external grant opportunities

Outcome 3. Increase private gifts to support the institutional mission

Key Indicators:

a. Expand planned giving marketing and gift opportunities
b. Focus on expanding scholarship availability for baccalaureate degree students
c. Seek sponsors for additional endowed teaching chairs
d. Expand annual giving initiatives to increase charitable giving
e. Develop and manage capital campaigns as needed
    1. Conduct a capital campaign focused on building a larger unrestricted endowment to support the college mission
    2. Continue to explore institutional needs that require major target fundraising efforts

Outcome 4. Provide opportunities for college employees to receive individual grants to support the teaching and learning process.

Key Indicators:

a. Expand and promote the Mini-grant program for College faculty and administrators
b. Develop a Micro Mini-grant program for all college employees to seek funding for self-contained projects that make a contribution to the college

Goal B. Provide a technology environment that contributes to student learning and enhances the education experience

Outcome 1. Offer professional development training to facilitate the use of Panther Central and Banner

Outcome 2. Develop mobile application to accommodate increased use of smartphones by students and employees

Outcome 3. Explore the feasibility and benefits of deploying cloud computing

Outcome 4. Assess usage and projected needs of existing computer facilities for incorporation into the Strategic Plan

Goal C. Actively promote sustainable and energy-conserving activities throughout all college campuses, centers, and instructional sites

Outcome 1. Formalize and promote the campus recycling and energy conservation programs

Outcome 2. Secure funding opportunities for energy-conservation initiatives

Goal D. Evaluate all components (e.g., vision statement, mission statement, strategic imperatives, goals, and outcomes) of the college's strategic plan

Outcome 1. Anticipate significant trends and determine strategies to achieve the college's vision statement, mission statement, strategic imperatives, and goals

Outcome 2. Ensure appropriate allocation and effective use of college resources

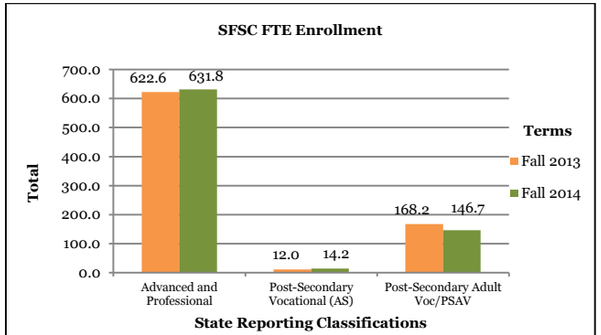
Outcome 3. Monitor, evaluate, and communicate progress toward meeting goals identified in the college's strategic plan

Outcome 4. Create a strategic plan accountability matrix

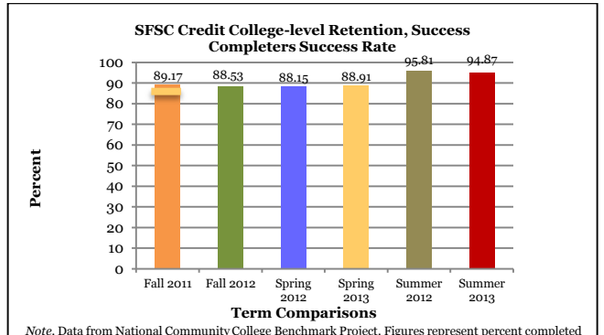
Tab 5

Introduction of Dashboard Indicators

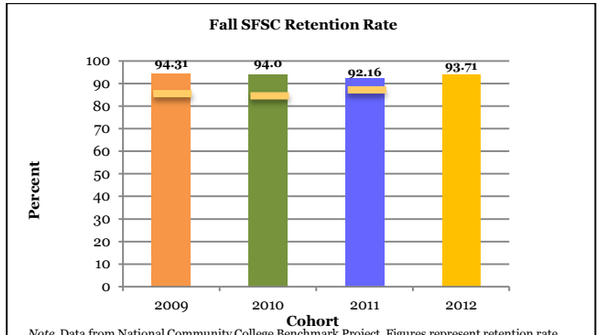
South Florida State College Performance Dashboard



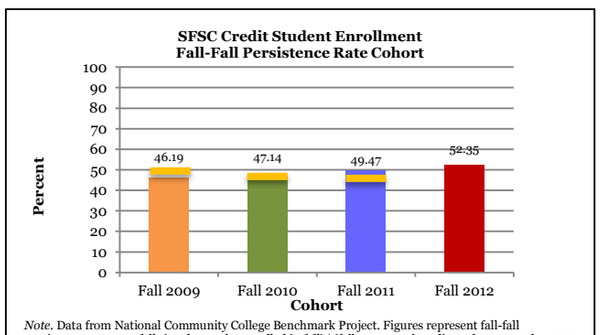
Note: Data from SFSC FTE Dashboard Database



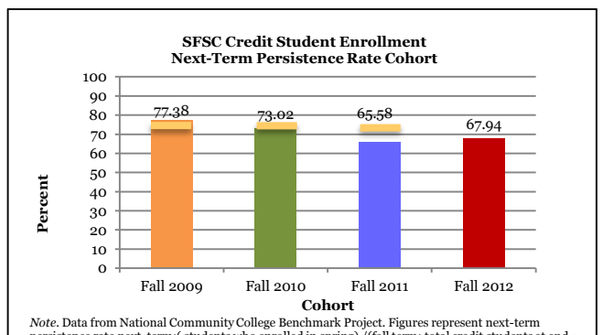
Note. Data from National Community College Benchmark Project. Figures represent percent completed (A,B,C,P) /(A,B,C,D,F,P). Excludes current and former dual enrollment students. Gold bars indicate NCCBP 50th percentiles (median).



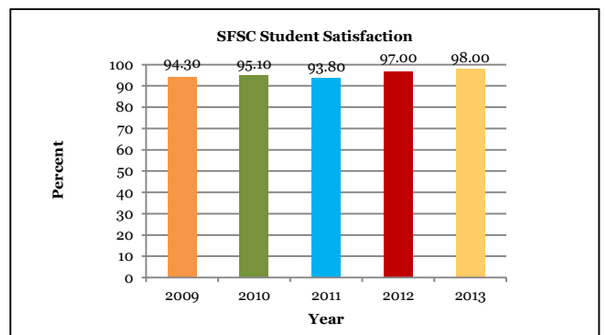
Note. Data from National Community College Benchmark Project. Figures represent retention rate (A,B,C,P,D,F/A,B,C,P,D,F,W). Excludes current and former dual enrollment students. Gold bars indicate NCCBP 50th percentiles (median).



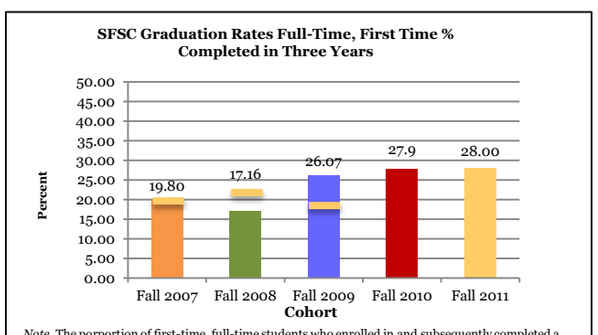
Note. Data from National Community College Benchmark Project. Figures represent fall-fall persistence rate next fall: (students who enrolled in fall)/ (fall term: total credit students at end – next fall: students who graduated before fall). Excludes current and former dual enrollment students. Gold bars indicate NCCBP 50th percentiles (median).



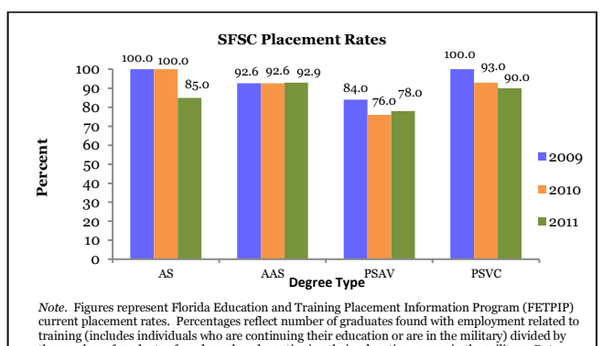
Note. Data from National Community College Benchmark Project. Figures represent next-term persistence rate next term:(students who enrolled in spring) /(fall term: total credit students at end - next term: students who graduate before spring). Excludes current and former dual enrollment students. Gold bars indicate NCCBP 50th percentiles (median).



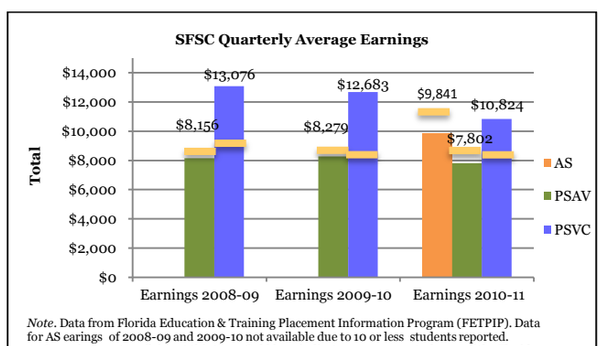
Note. Data from SFSC Core Indicators report. The portion of graduates whose college experience met or exceeded the expectations they held upon initial enrollment.



Note. The porportion of first-time, full-time students who enrolled in and subsequently completed a degree or certificate program. Date from National Community College Benchmark Project. Excludes current and former dual enrolled students. Gold bars indicate NCCBP 50th percentiles (median).



Note. Figures represent Florida Education and Training Placement Information Program (FETPIP) current placement rates. Percentages reflect number of graduates found with employment related to training (includes individuals who are continuing their education or are in the military) divided by the number of graduates found employed, continuing their education, or are in the military. Data from SFSC Core Indicator Report.



Note. Data from Florida Education & Training Placement Information Program (FETPIP). Data for AS earings of 2008-09 and 2009-10 not available due to 10 or less students reported. AAS earnings not available at this time. Gold bars indicate average quarterly pay of the Florida college system.

Tab 6

Developmental Education Plan

FLORIDA DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

GARY CHARTRAND, *Chair*

JOHN R. PADGET, *Vice Chair*

Members

ADA G. ARMAS, M.D.

SALLY BRADSHAW

JOHN A. COLÓN

BARBARA S. FEINGOLD

KATHLEEN SHANAHAN

Pam Stewart
Commissioner of Education

MEMORANDUM

TO: Florida College System Presidents

FROM: Randy Hanna

DATE: August 23, 2013

SUBJECT: Senate Bill 1720 – Developmental Education Reform Implementation

The passing of Senate Bill 1720 during the 2013 legislative session has launched the Florida College System into action and I applaud the active engagement I have seen throughout the state. While there are admitted challenges to implementation, the legislation also offers great opportunity for institutional flexibility in accelerating student progression and success. Pursuant to the new requirements in s. 1008.30, F.S., you are required to submit "a plan to implement the developmental education strategies…to the Chancellor of the Florida College System for approval no later than March 1, 2014, for implementation no later than fall semester 2014." As a result of a workshop held in Cape Coral, Florida this summer, with representation from nearly every college, the attached template has been developed for your developmental education implementation plan submission.

The legislation requires each Florida College System institution board of trustees to develop a plan; however, boards may delegate to you as its designee the responsibility of submitting the plan for approval. In an effort to assist your implementation efforts, I am requesting that developmental education implementation plans be submitted to the Division of Florida Colleges by January 15, 2014. By doing so, you will be guaranteed approval by March 1, 2014. This is intended to facilitate institutional communications and planning prior to the closing of the spring term.

RANDALL W. HANNA
CHANCELLOR, THE FLORIDA COLLEGE SYSTEM
325 W. GAINES STREET • TALLAHASSEE, FL 32399-0400 • 850-245-0407 • www.fldoe.org/fcs

Please send your completed plans by email to Ms. Julie Alexander at julie.alexander@fldoe.org. Ms. Alexander will conduct the initial review and contact your chief academic and student affairs officers if questions arise. Once approved, you will receive notification in the form of a letter from me.

I know your teams are working diligently to develop plans. To assist with those efforts, planning for a Developmental Education Summit is underway. The summit is tentatively scheduled for October 25, 2013, in conjunction with the October Councils of Instructional and Student Affairs meeting. As soon as the date is confirmed and details are available, I will share more information.

As we approach the spring, I encourage your continued commitment to developmental education reform and ask that you maintain open lines of communication with me as issues and implementation questions arise. I also welcome ideas and offer my team to assist you.

RH/jac

Attachment

cc: John Holdnak, Executive Vice Chancellor, Division of Florida Colleges (DFC)
Julie Alexander, Vice Chancellor for Academic and Student Affairs, DFC
Scott Parke, Vice Chancellor for Research and Analytics, DFC
Kasongo Butler, Assistant Chancellor, DFC
Tanya Cooper, Director of Governmental Relations, Florida Department of Education