



OFFICE OF THE PRESIDENT

## MEMORANDUM

TO: SFSC District Board of Trustees

FROM: Tom Leitzel

DATE: December 2, 2015

SUBJECT: Annual Planning Workshop - December 9 at 4:00 p.m.

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The annual planning workshop is the forum we use to report progress and discuss our plans for the coming year. This year's planning workshop will be important as we will focus on the release of a new strategic plan. I look forward to your involvement on December 9. As a reminder, we will begin this meeting at 4:00 p.m. on the Highlands Campus.

Linked below are several documents that we will examine in the workshop. We will begin our meeting by affirming our mission statement. Our current mission statement is provided by clicking on this link: [Mission Statement](#). Next, Dr. van der Kaay will provide an interpretation of the Core Indicators of Effectiveness. We will provide hard copies at the meeting. For your review, click on this link: [Core Indicators of Effectiveness](#).

We will spend the bulk of the Planning Meeting on strategic planning. The Leader Team and members of key constituencies spent considerable time in developing our new five-year plan. Now that we have a compelling statement of vision that you approved at last year's planning meeting we are able to present to you a new strategic plan that is much more streamlined than previous plans. We will spend time showing you how we arrived at the new plan and the planning assumptions we used in developing the strategic initiatives. Although we will have a hard copy for you at the meeting, click on this link: [Strategic Plan](#).

Our strategic plan is ambitious. It sets in motion unparalleled creativity as we fulfil our vision through our plans. I'm excited about what we plan to reveal at the meeting, and as always, I remain optimistic about what we can do through our product – the curriculum. I am also mindful of the talented individuals who deliver our product through quality learning initiatives.

You know that our leadership platform is shaped by a positive mindset, no matter how difficult it is to secure state funding. To properly set the stage for the planning meeting, I'm including a link to a video from one of my new heroes, Peter Diamandis. This video is from a 2012 Ted Talk. It is around 18 minutes in length. Regardless that it was recorded three years ago, I found Dr. Diamandis to be one of most optimistic and future focused thinkers of our time.

His new book, ***Bold: How to go big, create wealth, and impact the world***, provided a strategic platform for me and the direction I establish through your very wise admonition: Lead Boldly.

**Link to video:** <https://www.youtube.com/watch?v=BlRufe5kkl>

As always, I remain committed to serving our Tri-County District through innovative and responsive instructional initiatives. To do that I depend on your support that you continually provide, for which I am humbly grateful. I look forward to seeing you next week at our Annual Planning Workshop. If I can assist in any way prior to the meeting, don't hesitate to contact me or Tammy.

**P.S.** Dr. Valentine and I will be attending the SACSCOC Annual Meeting in Houston from December 6 to December 8, returning in time for our Planning Workshop and Board Meeting on December 9.

# Mission Statement

*The function of our organization*

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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.*

# SFSC Core Indicators of Effectiveness: 2010-2015

## 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	2016 Goals	SFSC Attainment (%)						Average Attainment %	National or State Comparison						Average Attainment %
				2010	2011	2012	2013	2014	2015		2010	2011	2012	2013	2014	2015	
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	98.0	99.0	97.6	93.8	95.0	94.9	94.3	95.0	93.9	94.5
			Annual Goals	99.5%	98.0	98.5	98.5	98.5	98.5								

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

		Persistence		2010	2011	2012	2013	2014	2015		2010	2011	2012	2013	2014	2015		
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.	Fall-Spring	75.5	77.4	73.0	65.6	67.9	72.2	71.9	70.9	71.8	71.6	71.7	71.0	71.8	71.4	
			Annual Goals	78.0%	68.5	76.0	78.0	78.0	78.0	78.0								
			Fall-Fall		50.4	46.2	47.1	49.5	52.4	59.1	50.8	49.7	49.5	48.4	48.3	47.5	48.8	48.7
			Annual Goals	56.0%	48.0	51.5	51.5	51.5	51.5	54.0								

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

			Graduation		2010	2011	2012	2013	2014	2015		2010	2011	2012	2013	2014	2015	
3	Graduation Rates	The proportion of first-time, full-time students who enrolled in and subsequently completed a degree or certificate program.	150% Normal	48.9%	49.0	44.0	46.0	45.0	47.9	PEND	46.4	35.0	41.0	36.0	35.0	34.9	PEND	36.4
			Annual Goals						47.0									
			200% Normal	53.8%	53.0	47.0	51.0	49.0	52.7	PEND	50.5	47.0	48.0	43.0	41.0	41.0	PEND	44.0
			Annual Goals						50.0									

Note. Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% and 200% of normal time to completion. Data for 2010-2012 obtained from Integrated Postsecondary Education Data System (IPEDS). Data for 2013-14 obtained from Florida College System (FCS) IPEDS Graduation Rates 200 Survey; IPEDS does not populate the GRS 200 for 4 year colleges.

Core Indicator		Indicator Description	2016 Goals	SFSC Attainment (%)						Average Attainment %	National or State Comparison						Average Attainment %
Satisfaction				2010	2011	2012	2013	2014	2015		2010	2011	2012	2013	2014	2015	
4	Student Satisfaction	The proportion of graduates whose college experience met or exceeded the expectations they held upon initial enrollment.		95.1	93.8	97.0	98.0	98.0	98.0	96.7	Comparative Data not available						
		Graduates	98.5%	99.0	97.0	97.0	98.0	98.5	98.5								
		Annual Goals															

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

		Completer Success	2010	2011	2012	2013	2014	2015			2010	2011	2012	2013	2014	2015	
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															
		Math	61.0	63.6	60.8	71.7	72.7	74.4	67.3	68.1	67.6	69.0	68.3	67.9	67.7	68.1	
		Annual Goals	75.0%	68.0	68.0	68.0	68.0	73.0									
		Writing	78.7	76.2	81.3	87.0	89.5	94.1	84.5	74.7	74.3	74.3	73.7	75.8	75.2	74.7	
		Annual Goals	94.5%	70.0	80.0	80.0	83.0	89.0									
		Reading	92.9	89.6	88.5	82.5	88.8	97.1	89.9	76.1	76.6	76.7	75.8	77.4	77.4	76.7	
		Annual Goals	97.5%	85.0	90.0	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.

		Completer Success	2010	2011	2012	2013	2014	2015			2010	2011	2012	2013	2014	2015	
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	88.5	90.9	88.6	83.6	84.4	83.0	83.3	83.7	91.4	84.9	
		Annual Goals	91.0%	94.0	88.0	88.0	90.0	90.0									
		Math	83.8	87.5	86.8	90.9	76.1	79.6	84.1	78.5	80.2	77.4	77.5	77.9	78.0	78.3	
		Annual Goals	84.3%	85.0	85.0	88.0	92.0	92.0									
		Writing	60.0	42.9	60.0	75.0	69.2	51.9	59.8	80.6	80.9	80.6	80.8	79.8	78.5	80.2	
		Annual Goals	78.0%	82.0	65.0	65.0	78.0	78.0									

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	2016 Goals	SFSC Attainment (%)							Average Attainment %	National or State Comparison						Average Attainment %
		Completer Success	2010	2011	2012	2013	2014	2015		2010	2011	2012	2013	2014	2015		
7	Success Core Academic Skills	Freshman English I	82.4	83.1	81.8	84.5	80.8	87.5	83.4	80.0	80.7	80.0	80.2	80.6	80.5	80.3	
		Annual Goals	90.0%	86.5	85.0	90.0	90.0	90.0									
		Freshman English II	80.0	81.4	84.6	84.8	82.3	85.1	83.0	81.2	81.4	81.2	81.1	81.1	80.7	81.1	
		Annual Goals	90.0%	83.5	85.0	90.0	90.0	90.0									
		Algebra	85.2	80.7	81.4	85.4	83.1	88.7	84.1	74.4	73.8	74.2	74.4	75.5	74.6	74.5	
		Annual Goals	90.0%	83.0	85.0	90.0	90.0	90.0									
		Speech	87.8	88.0	85.3	83.9	86.9	89.7	86.9	85.9	86.8	85.6	85.9	86.6	86.8	86.3	
		Annual Goals	90.0%	88.0	85.0	90.0	90.0	90.0									
		Liberal Arts Math I		100.0	89.3	90.7	98.6	86.9	93.1	Comparative Data not available							
	Annual Goals					98.5	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.

		Penetration Rates		2010	2011	2012	2013	2014	2015			2010	2011	2012	2013	2014	2015	
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	2.4	2.2	2.9	3.1	3.4	3.5	3.2	3.3	3.1	3.3
			Annual Goals	5.0%	2.8	3.0	5.0	5.0	5.0	5.0								
			Non-credit Student Participation Rate		2.8	2.6	1.8	0.7	2.0	2.0	2.0	1.1	1.2	1.3	1.0	1.1	1.0	1.1
			Annual Goals	3.0%	5.5	3.0	3.0	3.0	3.0	3.0								
			Cultural Activities		12.2	22.3	21.9	22.4	20.1	14.4	18.9	3.8	4.1	4.0	3.1	3.6	3.1	3.7
			Annual Goals	25.0%	15.0	15.0	25.0	25.0	25.0	25.0								
			Sporting Events		N/A	4.3	4.1	4.7	4.7	3.5	4.2	1.7	4.0	1.6	2.0	2.2	1.5	2.3
			Annual Goals	5.0%	3.2	N/A	5.0	5.0	5.0	5.0								

*Note.* Data obtained from the NCCBP

Core Indicator		Indicator Description	2016 Goals	SFSC Attainment (%)						Average Attainment %	National or State Comparison						Average Attainment %
				2010	2011	2012	2013	2014	2015		2010	2011	2012	2013	2014	2015	
9	Responsiveness to Community Needs	The proportion of community constituents whose needs are met by the college.	Minority Student Enrollment Rate	23.7	37.9	36.5	42.4	41.3	43.5	37.6	18.6	18.7	21.2	20.6	23.8	24.7	21.3
			Annual Goals	45.0%	29.0	30.0	33.0	38.0	45.0								
			Minority Employee Rate	18.6	18.8	19.0	18.0	20.6	21.3	19.4	10.9	9.8	10.9	10.2	10.5	11.6	10.7
			Annual Goals	21.5%	18.5	19.0	19.0	20.0	21.0								
			High School Graduate Enrollment Rate	38.8	38.2	34.9	41.1	36.2	36.2	37.6	21.3	21.7	22.0	22.1	22.8	22.7	22.1
			Annual Goals	43.0%	40.0	40.0	40.0	40.0	43.0								

*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	2012	2013		2008	2009	2010	2011	2012	2013	
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	93.0	88.0	94.3	87.0	89.0	88.0	88.0	87.0	86.0	87.5
			Annual Goals	100.0%		100.0	100.0	100.0	100.0								
			PSAV	74.0	84.0	76.0	78.0	77.0	74.0	77.2	79.0	82.0	81.0	80.0	77.0	76.0	79.2
			Annual Goals	85.0%		85.0	85.0	85.0	85.0								
			PSVC	100.0	100.0	93.0	90.0	100.0	47.0	88.3	81.0	87.0	88.0	87.0	87.0	84.0	85.7
			Annual Goals	100.0%		100.0	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 (may include 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	2016 Goals	SFSC Attainment (%)						Average Attainment %	National or State Comparison						Average Attainment %	
Pass Rates			2010	2011	2012	2013	2014	2015		2010	2011	2012	2013	2014	2015		
11	Licensure, Certification, and GED Pass Rates	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.	Nursing A.D.N.	93.9	98.2	100.0	88.7	62.0	96.0	89.8	74.2	76.04	79.51	71.1	72.0	70.0	73.8
	Annual Goals	100.0%	100.0	100.0	100.0	100.0	100.0	100.0									
	Practical Nursing		100.0	100.0	95.2	95.7	100.0	100.0	98.5	78.1	75.1	73.8	73.7	71.4	72.0	74.0	
	Annual Goals	100.0%	100.0	100.0	100.0	100.0	100.0	100.0									
	Cosmetology		85.7	100.0	100.0	66.7	93.0	90.9	89.4	Comparative data not available							
	Annual Goals	100.0%	100.0	100.0	100.0	100.0	100.0	100.0									
	Dental Hygiene		90.9	66.7	100.0	90.9	80.0	80.0	84.7	Comparative data not available							
	Annual Goals	100.0%	100.0	100.0	100.0	100.0	100.0	100.0									
	E.M.T.		75.9	78.3	96.2	85.7	56.0	73.0	77.5	66.0	67.0	70.0	68.0	68.0	PEND	67.8	
	Annual Goals	100.0%	85.0	85.0	85.0	95.0	95.0	100.0									
	Paramedic		91.7	81.3	85.0	75.0	94.4	78.0	84.2	70.0	69.0	71.0	72.0	75.0	PEND	71.4	
	Annual Goals	100.0%	85.0	85.0	85.0	87.0	100.0	100.0									
	Law Enforcement		84.9	76.0	74.0	77.3	69.0	79.5	76.8				82.3	86.0	86.0	84.8	
	Annual Goals	95.0%	85.0	85.0	85.0	95.0	95.0	95.0									
	Corrections		95.9	91.8	N/A	96.2	96.0	100.0	96.0				80.0	78.0	78.0	78.7	
	Annual Goals	100.0%	95.0	95.0	95.0	N/A	98.0	98.0									
	Radiography		100.0	100.0	100.0	80.0	82.0	70.0	88.7	92.4	92.7	93	89.6	89.0	PEND	91.3	
	Annual Goals	100.0%	100.0	100.0	100.0	100.0	100.0	100.0									
	CDL							97.3		Comparative data not available							
	Annual Goals	100.0%															
Pass Rates			2009	2010	2011	2012	2013	2014		2009	2010	2011	2012	2013	2014		
GED						69.0	81.0	100.0	83.3	69.2	72.4	71.9	68.8	75.7	PEND		
Annual Goals		85.0%						83.0									

Note. State board pass rates used for Dental Hygiene program.

Core Indicator		Indicator Description	2016 Goals	SFSC Attainment (%)						Average Attainment %	National or State Comparison						Average Attainment %																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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12	Employer Satisfaction with Graduates	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.	Allied Health and Technical Programs	100.0%	100.0	100.0	100.0	100.0	97.2	91.7	98.1	Comparative data not available																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
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Core Indicator	Indicator Description	2015 Goals	SFSC Attainment (%)							Average Attainment %	National or State Comparison						Average Attainment %
			2010	2011	2012	2013	2014	2015			2010	2011	2012	2013	2014	2015	
14	Value Added to the Community	Community Education		100.0	95.0	93.3	96.0	95.0	98.0	96.2	Comparative data not available						
		Annual Goals		100.0%	100.0	100.0	100.0	100.0	100.0								
		ESOL		100.0	100.0	100.0	100.0	93.7	94.7	98.1							
		Annual Goals		100.0%	100.0	100.0	100.0	100.0	100.0								
		GED		100.0	97.0	98.0	100.0	100.0	97.6	98.8							
		Annual Goals		100.0%	100.0	100.0	99.0	100.0	100.0								
		Cultural Activities		100.0	95.1	98.8	95.5	91.5	94.0	95.8							
		Annual Goals		99.0%	99.0	99.0	99.0	99.0	99.0								
		Continuing Workforce Education					94.0	98.0	97.5	96.5							
		Annual Goals		99.0%				96.0	99.0								
		College-for-a-Day						89.3	PEND								
		Annual Goals		PEND													

*Note.* Cultural Activities satisfaction figure represents an aggregate participant satisfaction score for the Artist, Matinee, Jazz, and Kaleidoscope series; 2014 figure is the percentage of participants who rated the series as "above average" or "excellent" response options. GED and ESOL figures for 2015 represents the percentage of adult education (ABE and GED) students who were "happy with [their] learning experience at SFSC".

			2008	2009	2010	2011	2012	2013			2008	2009	2010	2011	2012	2013	
15	Transfer Rates	Transfer Rate	78.0	74.0	69.0	63.0	68.0	59.0	68.5		74.0	76.0	74.0	74.0	68.0	71.0	72.8
		Annual Goals	76.0%		76.0	76.0	76.0	76.0									

*Note.* Data obtained from FETPIP; figures are based on enrollment data for the fall semester and subsequent preliminary winter/spring data (2013 N = 280).

			2009	2010	2011	2012	2013	2014			2009	2010	2011	2012	2013	2014	
16	Performance After Transfer	Non-College Prep		80.4	71.4	75.0	65.9	71.9	74.6	73.2	Florida College System Averages						77.8
		Annual Goals		77.0%			77.0	77.0	77.0								
		College Prep		76.5	75.9	80.8	62.5	76.0	69.2	73.5	74.7	74.4	72.8	69.6	70.6	70.2	72.1
		Annual Goals		83.0%			83.0	83.0	83.0								

*Note.* Data obtained from the 2014 Florida College System State Accountability Report; 2011-12 Student Data Base and 2012-13 Summer, Fall, and Winter SUS Student Data Course Files.



# DESTINATION 2020





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## South Florida State College District Board of Trustees

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*Dean, Academic Support*

Rebecca A. Sroda  
*Dean, Health Sciences*

Dr. Timothy G. Wise  
*Dean, Student Services*

Anita A. Kovacs  
*Controller*

Dr. Deborah M. Fuschetti  
*Registrar*

Jamie Bateman  
*Executive Director, Institutional Advancement*

Dr. Christopher van der Kaay  
*Executive Director, Institutional Effectiveness, Planning, and Technology*

Teresa Crawford  
*Director, Hardee Campus*

Suzanne Demers  
*Director, DeSoto Campus*

Dr. Robert Flores  
*Director, Remodeling, Renovation and Maintenance*

Cynthia Garren  
*Director, Cultural Programs*

Susan Hale  
*Director, Human Resources*

Randy K. Paeplow  
*Director, Lake Placid Center*

# Message from the President

It is with pride and a purpose-driven commitment that I share with you **Destination 2020**, South Florida State College's strategic plan. This plan considers SFSC's strengths, values, and capabilities while providing direction for future initiatives and priorities focused on enhancing programs and services. The plan's development was comprehensive, inclusive, and inspired by the creation of SFSC's new vision statement: to become a globally aware academic destination driving regional transformation through innovative collaboration. **Destination 2020** represents the collective efforts of many members of the college community, including members of the SFSC District Board of Trustees, full- and part-time members of the faculty, staff, and administration, advisory committee members, and constituents of DeSoto, Hardee, and Highlands counties.

**Destination 2020** has six equally important strategic initiatives, as follows:

- Develop exemplary student services programs that support student success
- Formulate responsive programs that meet community needs
- Provide students with an engaging learning experience within and beyond the classroom
- Create innovative joint ventures and partnerships that drive regional economic growth
- Develop and implement diverse strategies that will increase funding needed to support institutional initiatives
- Provide programs and resources that inspire employee growth/development

Each strategic initiative contains various measurable goals that provide a clear framework for ongoing evaluation of progress.

To meet the strategic initiatives and goals put forth in **Destination 2020**, the President's



Leader Team assumes responsibility for evaluating and documenting progress and, if necessary, recommending changes. The plan follows a rolling cycle that continually looks ahead over a five-year period and is updated annually as goals are attained and new goals are envisioned.

It is an honor to present to you **Destination 2020**, with gratitude and hope for the opportunity to serve and make a lasting impact in the lives of our students. We pledge to maintain our commitment to providing affordable, accessible, and world-class delivery of curriculum content to the residents of the tri-county district.

Serving with pleasure,

A handwritten signature in black ink, which appears to read "Thomas C. Leitzel". The signature is stylized and fluid.

Thomas C. Leitzel, Ph.D.  
President

# Core Institutional Values

The attributes that guide our behavior as we pursue our vision are:

## Integrity

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

## Service

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

## Community

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

## Learning

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.

## Excellence

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

## Accountability

We value personal and institutional ownership through integrated planning and assessment of all programs.

## Responsibility

We honor our commitments in all initiatives and leadership endeavors as well as promote environmental stewardship.



# Vision

South Florida State College will become ... a globally aware academic destination driving regional transformation through innovative collaboration.

# Mission

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 partnerships 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.



# Six Pillars of Excellence



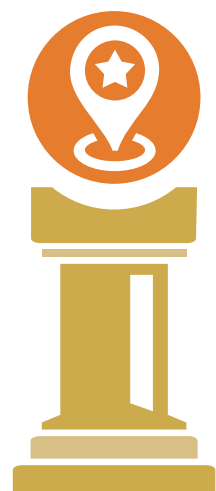
## Leadership

Driving regional transformation



## Relevance

Keeping local focus on the global pulse



## Destination

Premier academic programs that attract engaged learners



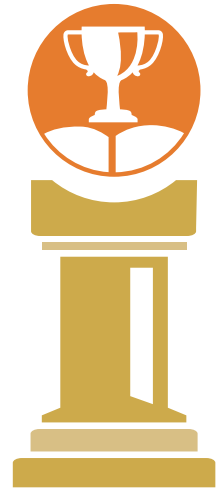
## Partnership

Accelerating change through bold collaboration



## Technology

Pushing the envelope of academic enterprise



## Quality

Personalized education via personal excellence

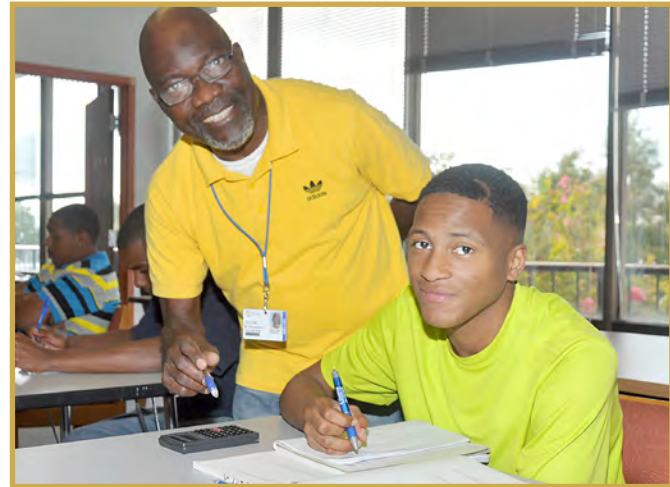
# Planning Assumptions

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, developed internally and externally, 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.
- b. Florida's economic recovery led the nation in 2014 and is expected to continue to outpace the nation in future years; moreover, state unemployment rates are expected to decline through 2017. Projections suggest, however, that DeSoto, Hardee, and Highlands counties will trail the state's strong economic recovery.
- c. 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.
- e. The demand for job retraining, industry certification, upgrading employability skills, and lifelong learning will increase in the highly competitive global economy.





- f.** Education and training beyond high school will increase in importance for individuals seeking high-demand, fast-growing and new jobs in our economy. Demand for employment will increase in careers related to science, health care, information technology, business, and emerging industries.
- g.** The college will remain the primary institution for educational opportunities in its service district.
- h.** Time limitations and work obligations will influence students to enroll in distance learning classes and/or classes at sites closest to their homes and workplaces.
- i.** Job growth and development will require qualified applicants to display critical thinking and “soft skill” competencies.
- j.** Nationally and state-wide, fewer high school graduates are financially and academically prepared for post-secondary education. Colleges must develop effective developmental education programs to address this growing population.

## 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 sizable 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.
- c. Hispanic enrollments across all academic programs at SFSC have grown steadily since 2001. Hispanic students presently comprise approximately 30% of the college's student population.
- d. Florida's population growth rate is presently increasing as a result of the state's strong economic recovery.
- e. High school completion rates in the college's service area fall below state and national averages
- f. 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 under-prepared 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.
- c. The college will provide leadership and help create opportunities to facilitate innovation and economic development in the communities it serves.



## **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, retail, and healthcare are economic mainstays of DeSoto, Hardee, and Highlands Counties.
- c.** Workforce projections suggest that industries in the college's service area with the greatest projected employment growth (2014 to 2022) will include construction, education and health services, and professional and business services.
- d.** 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.
- 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, if not all, workplaces.
- d. The use of asynchronous and distance learning modalities will increase as their educational viability improves and becomes more common and accepted.

**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 through the college's programs and the SFSC Foundation will grow in importance to assist students by removing financial barriers and to supplement funding for various college initiatives and operations.
- d. Creating and maintaining strong private and public partnerships to share and conserve limited resources will be a continuing necessity.
- e. A growing number of colleges are building unrestricted endowments to respond quickly to emerging opportunities in the community and address immediate priorities.



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

- a. Policy makers and policy advocates at the state and national level will continue to emphasize accountability and monitor performance-based funding for colleges. The Florida College System performance funding model will focus on key accountability measures to include student success indicators (completion and retention rates) and graduate outcomes (job placement, continuing education, and entry level wages).
- b. The college will need to embrace innovation and continuous quality improvement efforts in academic and administrative support programs and services.
- c. 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.
- d. Accrediting agency expectations will require more documented evidence of continuous quality improvement achievements.
- e. College completion will be emphasized through enhanced student development and success initiatives.

# Strategic Initiatives and Goals

The vision statement is supported by six “pillars of excellence”: Leadership, Relevance, Destination, Partnership, Technology, and Quality. Pillars of excellence serve as broad, overarching themes and provide context to the plan’s strategic initiatives, which symbolize major thrusts SFSC will pursue to achieve its collective vision. Strategic initiatives are long-term (three to five years) and serve to provide focus for more specific goals. Goals, in contrast to initiatives, are short-term (e.g., two to three years); they represent specific steps or building blocks needed to accomplish a strategic initiative.



## 1 Develop Exemplary Student Services Programs that Support Student Success

- a. Develop best practice intervention programs and initiatives that increase retention and graduation to include intrusive academic advising, early alert, and initiatives for specific populations
- b. Expand advising services leading to increased retention and completion
- c. Develop enrollment analytics to project recruitment, enrollment, and graduation
- d. Create new financial support initiatives and opportunities for students



## 2 Formulate Responsive Programs that Meet Community Needs

- a. Develop initiatives to include ancillary organizations for high school students interested in enrolling at SFSC
- b. Present performances, workshops, lecture/demonstrations, classes, in-school residencies and other performing arts programs to reach 10,000 SFSC and non-SFSC students, ages 5 and over per year
- c. Create a Florida art and culture exhibit that travels throughout the state
- d. Develop a program review data repository, reporting system, and dashboard that will drive continuous improvement in both student performance and administrative efficiency
- e. Establish new educational partnerships that support SFSC programs
- f. Increase the number of available classes and programs during non-traditional times



### 3 Provide Students with an Engaging Learning Experience Within and Beyond the Classroom

- a. Create innovative teaching labs.
- b. Institute an annual professional development program that highlights current teaching methodologies aimed at increasing student engagement and learning
- c. Develop an open educational resource (OER) plan
- d. Integrate undergraduate research at the course level



### 4 Create Innovative Joint Ventures and Partnerships that Drive Regional Economic Growth

- a. Establish a public/private Center for Emerging Technology
- b. Create regional centers of excellence at all campus locations
- c. Develop a center for the study of agriculture advancement



### 5 Develop and Implement Diverse Strategies that will Increase Funding Needed to Support Institutional Initiatives

- a. Secure funding to support cost-intensive program start-up (firefighting, precision agriculture, and health sciences)
- b. Launch an annual giving campaign
- c. Implement a \$10,000,000 unrestricted endowment campaign to provide alternative funding for the college in perpetuity
- d. Secure capital funding to enhance facilities and equipment



## 6 Provide Programs and Resources that Inspire Employee Growth/Development

- a. Create a leadership program that will assist employees with career advancement, inspire excellence, and provide training/awareness of institutional practices, compliance issues, and personal responsibility.
- b. Enhance employee recognition for service, performance, and advancement.