



St. Petersburg College Board of Trustees Collaborative Engagement

December 9, 2014
Real Time Record



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SPC Board of Trustees - Strategic Planning Workshop
 St. Petersburg College, Epi Center, 13805 58th Street N. Clearwater, FL 33760
 Collaborative Labs (Tropics Lab)
 Tuesday, December 9, 2014, 9am – 12pm

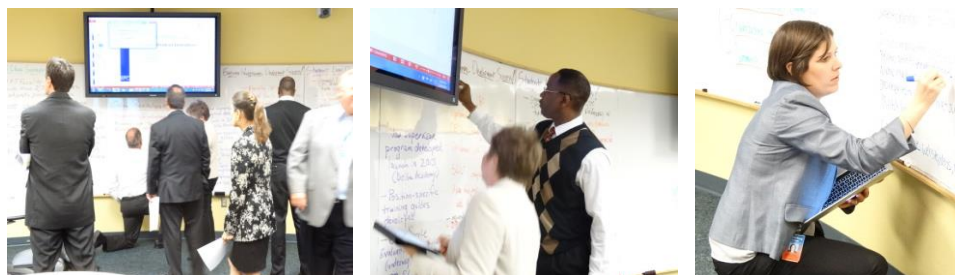
Building SPC's 2015-16 Strategic Direction

Time	Agenda Items	Collaborative Activity
8:45am – 9:00am	Capturing SPC's <u>2014 Successes</u>	Board of Trustee Members, as well as Faculty, Staff and Students will be asked to capture and highlight SPC's "2014 Successes"
9:00am – 9:25am	Welcome, <u>Objectives for Strategic Planning Workshop and 2014 Successes</u> <ul style="list-style-type: none"> • Welcome: Chairman Fine, Trustees, and Dr. Law • Objectives & SPC's 2014 Successes: Andrea Henning 	Board of Trustee Members and volunteers will highlight SPC's " <u>2014 Successes</u> ": <ol style="list-style-type: none"> 1. College Experience-Student Success 2. Workforce Expansion 3. Out of Class Support 4. Online Revitalization 5. Employee Professional Development 6. Student Loan Default 7. Refocused Marketing and Information Campaign 8. Operational and Process Improvements 9. Partnerships/Foundation
9:25am – 10:00am	<u>Round 1: 2015-16 Student Initiatives – Part 1</u> <ol style="list-style-type: none"> 1. College Experience <ol style="list-style-type: none"> a. Learning Plan b. Early Alert c. New Student Orientation 2. Advising Model 3. Intervention Strategies 4. Career Center Redesign 5. Disability Resources 	Round 1 (35-min.): <ul style="list-style-type: none"> • 5-min. "Just the Facts" Overview • 20-min. Collaborative Discussions 10-min. Team Reports - Top Next Steps
10:00am – 10:35am	<u>Round 2: 2015-16 Student Initiatives – Part 2</u> <ol style="list-style-type: none"> 1. On-line Revitalization (OLR) 2. Strategic Enrollment Growth (SEG) <ol style="list-style-type: none"> a. Dean's Progression, Retention, Completion and Academic Pathways plan 3. New Academic Certificates and Programs 4. Adjunct Instructor Support 	Round 2 (35-min.): <ul style="list-style-type: none"> • 5-min. "Just the Facts" Overview • 20-min. Collaborative Discussions • 10-min. Team Reports - Top Next Steps

Building SPC's 2015-16 Strategic Direction - Continued

10:35am – 11:10am	<p><u>Round 3: Organizational Health Initiatives</u></p> <ol style="list-style-type: none"> 1. Web-site Redesign 2. Customer Relationship Management System 3. Employee Development <ol style="list-style-type: none"> a. Leadership SPC and Delta Academy b. Career Employee Evaluation 4. Financial Projections/Budget Planning 	<p>Round 3 (35-min.):</p> <ul style="list-style-type: none"> • 5-min. “Just the Facts” Overview • 20-min. Collaborative Discussions • 10-min. Team Reports - Top Next Steps
11:10am – 11:45am	<p><u>Round 4: Community Initiatives</u></p> <ol style="list-style-type: none"> 1. Strategic Community Partnerships 2. Midtown Campus and Facility Planning 3. Midtown/Tarpon Eco Systems 	<p>Round 4 (35-min.):</p> <ul style="list-style-type: none"> • 5-min. “Just the Facts” Overview • 20-min. Collaborative Discussions • 10-min. Team Reports - Top Next Steps
11:45am – 12pm	<p><u>Wrap-Up & Next Steps</u></p>	<p>Dr. Law and the BOT will wrap-up by sharing highlights and next steps.</p>

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Welcome & Session Objectives



Chairman Robert Fine: Welcome everybody. This is one of my highlights every year. We have enjoyed some of the initiatives from last year as they played out.

Dr. Bill Law: We use this as the stake in the ground for the year. We have a big agenda that we execute month by month and day by day. But at this annual meeting, we communicate with you and watch it unfold. We want to let Board members speak. That is where my comfort level is the weakest. I would prefer to make presentations and answer questions, but today, you will talk in groups. There is virtually nothing on the agenda that you haven't heard throughout the year. As we look at the items, you will decide in your groups where we put our strategic priorities this year. This is free form. The Board needs to tell us if there is something you haven't heard or seen.

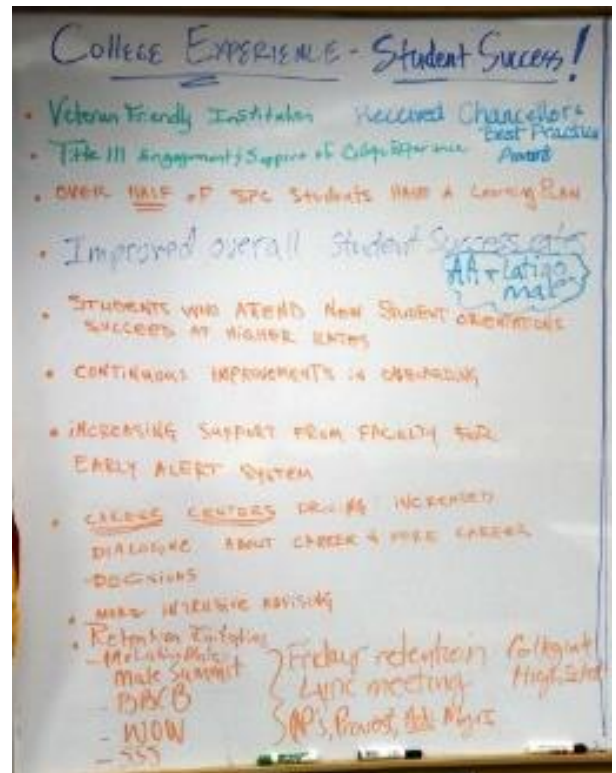


Andrea Henning Executive Director, Collaborative Labs: It will be a great morning of rich collaboration. There are two key agenda items. The first is we want to celebrate our 2014 successes. We have a gallery of successes. We want the Board to share some of their successes as well. The second part, the lion's share, is to get your direction for us for 2015.

First, we will ask volunteers to share successes for each of our nine walls.

2014 Successes:**College Experience Success**

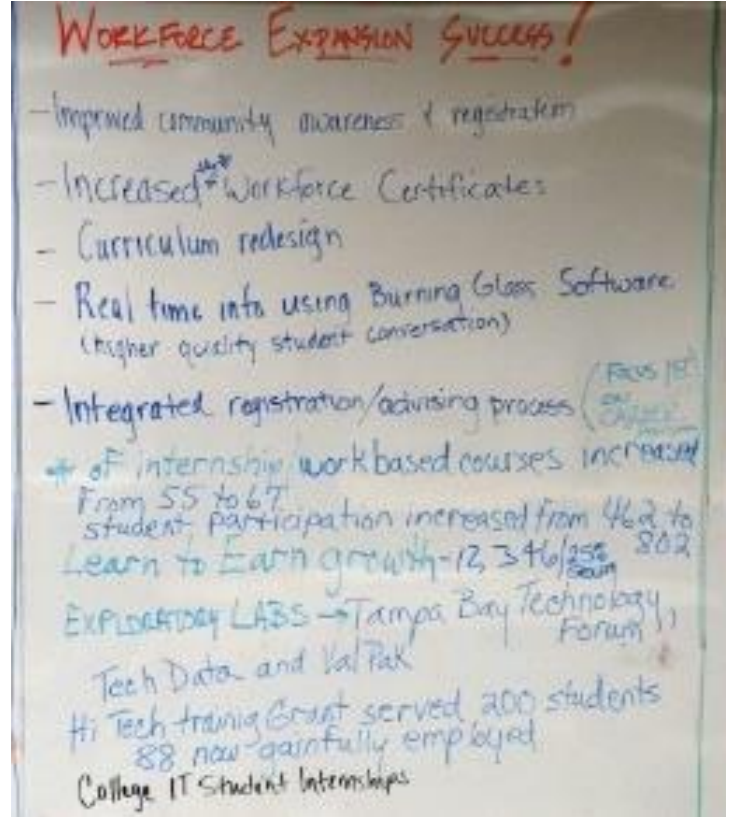
- Veteran friendly institution
- Title III Engagement & Support of College Experience
- Received Chancellor's Best Practice Award
- Over half of St. Petersburg College students have a Learning Plan
- Improved overall student success rates - AA & Latino males
- Students who attend new student orientations succeed at higher rates
- Continuous improvements in onboarding
- Increasing support from faculty for Early Alert system
- Career Centers driving increased dialogue about career & more career decisions
- More intrusive advising
- Retention Initiatives
- Male Summit
- BCB
- Women on the Way (WOW)
- Student Support Services (SSS)
- Friday retention focus
- Lync meetings (AP's, Provost, Adv Mgrs)
- Collegiate High School



Dr. Stan Vittetoe, Provost, Clearwater: This is a flagship for the college. We received the Chancellor's Award for Best Practices. It's clear that this will become a national model. More importantly, at home, we've seen our student success rates increase. We've had 20% improvements. Learning support commons – the more a student attends, the higher their success rate. We have other initiatives like the Title III grant. Outside evaluators have indicated that we have made strong progress. We've been recognized nationally for being veteran-friendly. Our student success has been stellar.

Workforce Expansion Success

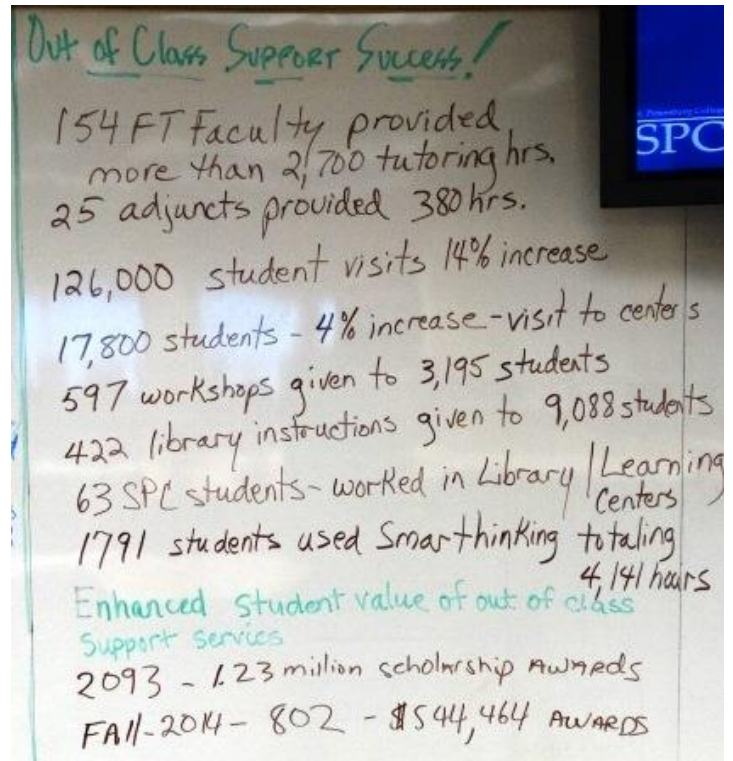
- Improved community awareness & registration
- Increased the # of Workforce Certificates
- Curriculum redesign
- Real time information using Burning Glass Software (higher quality student conversation)
- Integrated registration/advising process (Focus 1st on career decision)
- # of internship/work-based courses increased from 55 to 67.
- Student participation increased from 462 to 802.
- Learn to Earn growth – 12,346/25% growth
- Exploratory Labs -> Tampa Bay Technology Forum, Tech Data and ValPak
- Hi tech training grant served 200 students, 88 now gainfully employed
- College IT student internships



Dr. Jim Connolly, Director, Corporate Training: We've made great strides working with the academic side. We acquired Burning Glass software which indicated 4,654 open jobs last year. By increasing training, we can help our students gain employment. Workforce Certificates - The crown jewel is probably the Exploratory Labs (distributed handout) in conjunction with Tech Data, ValPak and the Tampa Bay Technology forum. The first 30 hours are pre-class preparation. Then they learn business topics. The students can be any major. Page 10 shows the registration process: letter of recommendation, cover letter. Three people from Tech Data then interview them. It increases their wages. Tech Data asked for first dibs as they go through the program.

Out of Class Support Success

- 154 FT Faculty provided 2,700 tutoring hrs.
- 25 adjuncts provided 380 hrs.
- 126,000 student visits 14% increase
- 17,800 students – 4% increase – visit to centers
- 597 workshops given to 3,195 students
- 422 library instructions given to 9,088 students
- 63 St. Petersburg College students – worked in Library/Learning Centers
- 1791 students used Smarthinking totaling 4,141 hours
- Enhanced student value of out of class support services
- 2093 – 1.23 million scholarship awards
- Fall 2014 – 802 - \$544,464 awards



Dr. Anne Cooper, Senior Vice President, Instructional & Academic Programs:

Our learning centers and libraries have become the hub of our campuses. Increased faculty participation. We've had a 14% increase in student attendance. There were 17,800 students, more than half of our students visited this semester. Increase in workshops and seminars. Going to the learning centers is their best shot at success. We also have online tutoring 24/7. We are very

proud of the success and the change in the culture – it's for all students to benefit from not just the ones who are failing.

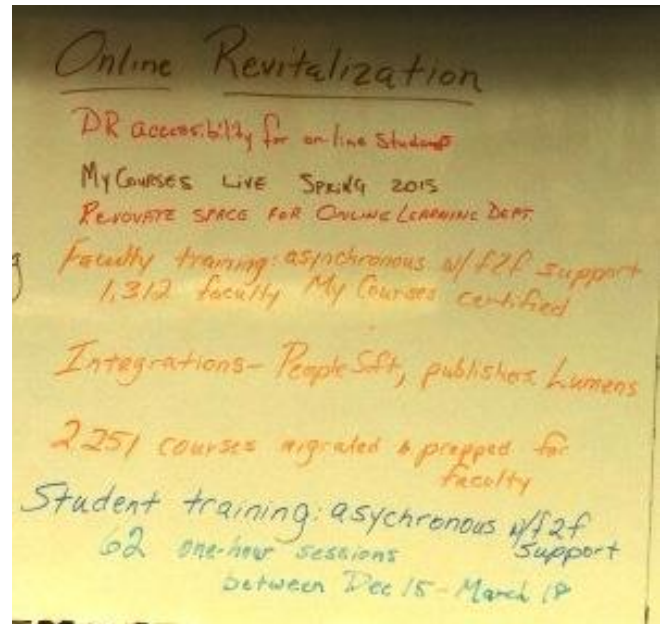


Dr. Rich Mercadante, President, Faculty Governance Organization

(FGO): It's amazing when students have an experience other than just taking a course. They are getting interaction, developing mentors. This is all on top of what faculty do in their offices on a daily basis. We're making huge strides to benefit student success.

Online Revitalization Success

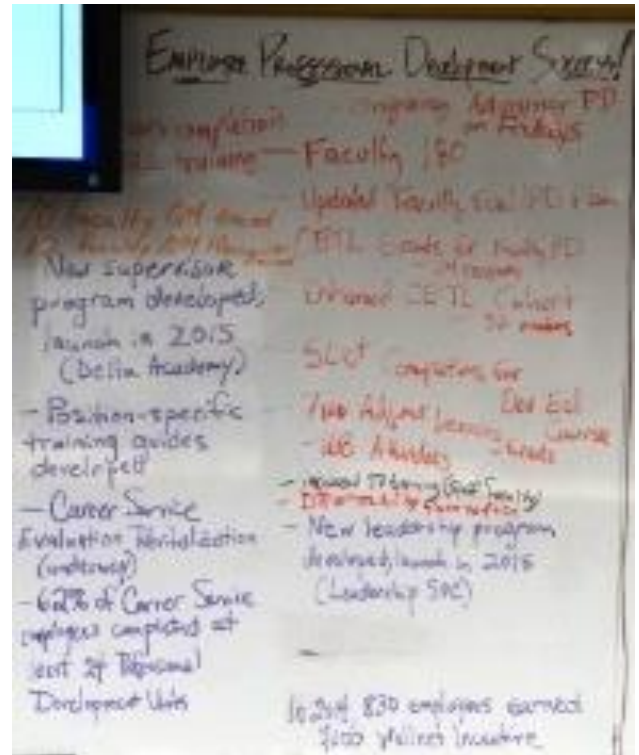
- DR accessibility for online students
- MyCourses live spring 2015
- Renovate space for online learning dept.
- Faculty training: asynchronous w/ f2f support.
- 1,312 faculty MyCourses certified
- Integrations – PeopleSoft, publishers, Lumens
- 2251 courses migrated & prepped for faculty
- Student training: asynchronous w/ f2f support
- 62 one-hour sessions between Dec 15 – March 18



Dr. Susan Colaric, Associate Vice President, Online Learning: We are transitioning to new Desire 2 Learn (D2L) software. We've improved the interface. We're getting everybody ready for spring 2015. We went from 300 faculty to over 1000 in three months. We're short about 75. They'll go next week. Students are ready: we had a pilot, got feedback from 1900 students who attended training. Improved asynchronous training. We are having 62 one-hour sessions. Angel to MyLearning courses have been transitioned to D2L. We'll be ready for the spring.

Employee Professional Development

- Advisors – completion of D2L training
- 70 faculty QM trained
- 12 faculty QM reviewer trained
- New supervisor program developed; launch in 2015 (Delta Academy)
- Position-specific training guides developed
- Career Service Evaluation Revitalization (underway)
- 62% of Career Service employees completed at least 24 professional development units
- Ongoing advising Professional Development on Fridays
- Faculty 180 evaluation
- Updated faculty eval/PD plan
- Center for Excellence in Teaching and Learning (CETL) Grants for faculty PD – 24 recipients
- Enhanced CETL cohorts – 32 members
- 500+ completions for DevEd course
- Two adjunct learning events – 168 attendees
- Increased Disability Resources (DR) training (staff, faculty)
- DR accessibility face to face
- New leadership program developed; launch in 2015 (Leadership SPC)
- In 2014, 830 employees earned \$100 wellness Incentive



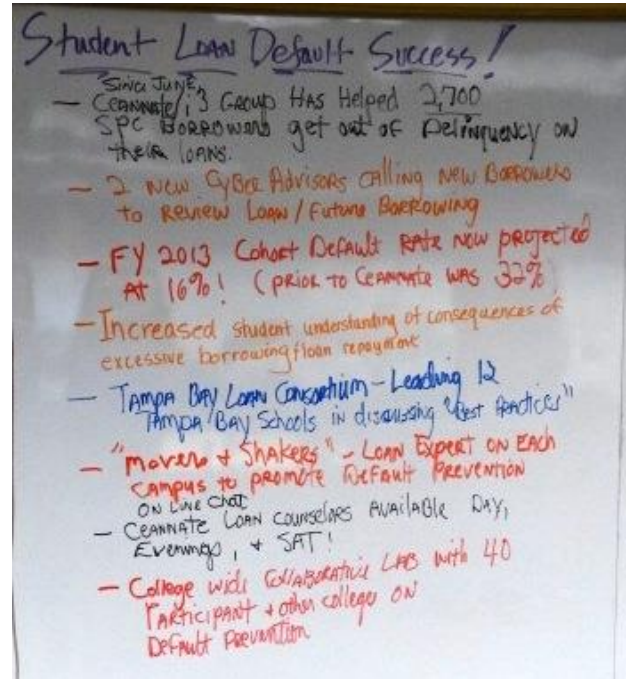
Ms. Patty Jones, Associate Vice President, Human Resources: We are committed to employee success. Leadership at SPC - we're kicking it off on Jan 22 with a dinner for all selected. We continue to work with Leslie Morrow, Career Service Steering Committee Chair and John Streitmatter, Consultant on the employee development process. We've piloted position-specific training guides. People are hired into positions in peak times. We need to get people hitting the ground running right away. It also needed to be coordinated with employee development and career laticing.



Dr. Eric Carver, Lead Faculty Associate, Center for Excellence in Teaching and Learning (CETL): We worked with our Faculty 1A. This captures faculty evaluation and builds a faculty development plan. It also captures their professional development throughout the year. CETL grants – get best practices in teaching and learning. Over 500 completers in DevEd best practices. We've also had two adjunct events - 168 came to the first one. Adjuncts are a little more engaged and participating in the online revitalization.

Student Loan Default Success

- Since June, Ceannate/i3 Group has helped 2,700 SPC borrowers get out of delinquency on their loans
- 2 new cyber advisors calling new borrowers to review loan/future borrowing.
- FY 2013 cohort default rate now projected at 16%! (prior to Ceannate was 32%)
- Increased student understanding of consequences of excessive borrowing/loan repayment.
- Tampa Bay Loan Consortium – leading 12 Tampa Bay Schools in discussing “best practices.”
- “Movers & Shakers” – loan expert on each campus to promote default prevention.
- Online chat – Ceannate loan counselors available day, evenings & Saturdays.
- College wide collaborative lab with 40 participants and other colleges on default prevention.

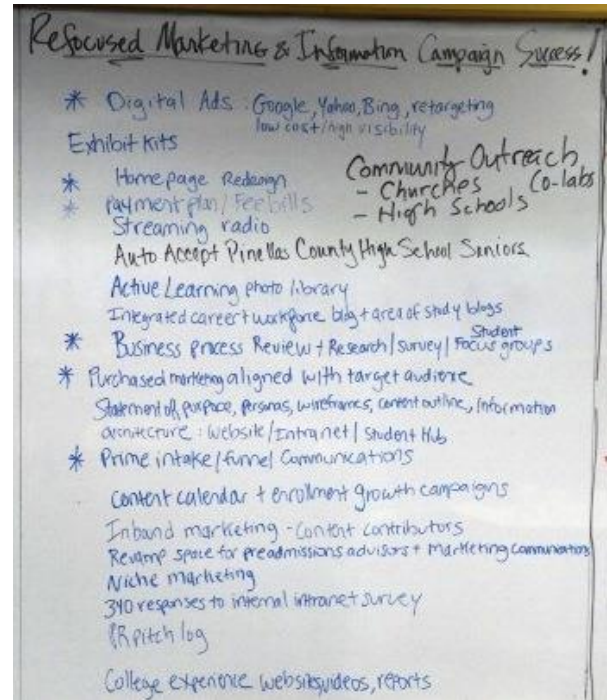


Mr. Michael Bennett, Associate Vice President, Financial Assistance

Services: Since we engaged the Ceannate/i3 group, they have helped 2700 SPC borrowers get out of delinquency. It's now at 16%. We're delighted with the work this company has been doing. They are available days, evenings and Saturdays and available for online chat. We have loan advisors. We have also identified an expert on each campus. We recently had a Collaborative Lab on default prevention and future strategies.

Refocused Marketing & Information Campaign Success

- *Digital ads: Google, Yahoo, Bing, retargeting low cost/high visibility
- Exhibit kits
- *Homepage redesign
- *Payment plan/fee bills
- Streaming radio
- Auto accept Pinellas County high school seniors
- Active learning photo library
- Integrated career and workforce blog & area of study blogs
- *Business process review & research/survey/student focus groups
- *Purchased marketing aligned with target audience.
- Statement of purpose, personas, wireframes, content outline, information architecture: website/intranet/student hub
- *Prime intake/funnel communications
- Content calendar & enrollment growth campaigns
- Inbound marketing – content contributors
- Revamp space for preadmissions advisors & marketing communications.
- Niche marketing.
- 340 responses to internal intranet survey
- PR pitch log
- College Experience websites, videos, reports
- Community outreach – churches, high schools, co-labs



Ms. Diana Sabino, Executive Director, Marketing & Public Information:

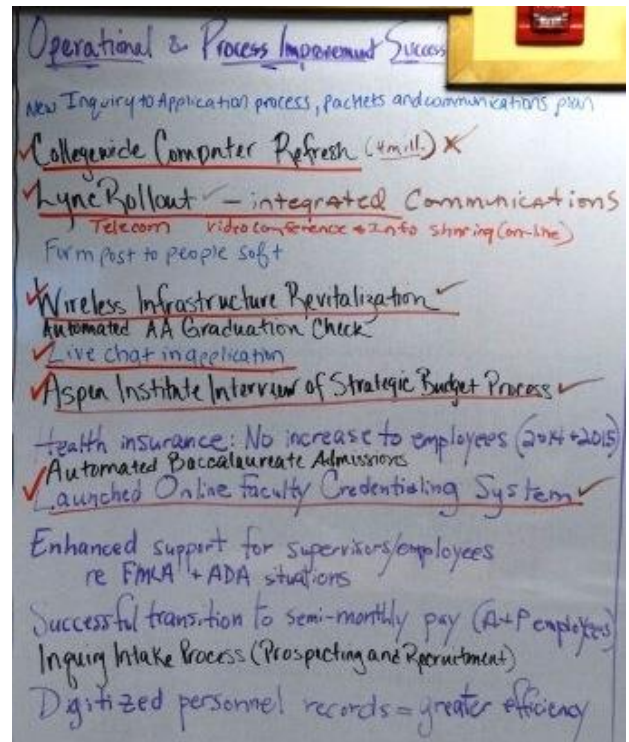
Better targeting our audience on the channels they are listening to. We are also starting earlier in the process for enrollment. We are up at least 3% enrollment this year. Digital campaign. We had over 7 million impressions. Top three of search results. We had 67% more inquiries at the home page.



Dr. Law: The numbers are starting to kick in. It is not an inconsequential body of work. We appreciate your guidance.

Operational & Process Improvement Success

- New inquiry to application process, packets and communications plan.
- *College wide computer refresh (\$4M)
- *LYNC rollout – integrated communications
- Telecom – video conference & info sharing (on-line)
- Form post to PeopleSoft
- *Wireless Infrastructure revitalization
- Automated AA graduation check
- *Live chat in application
- *Aspen Institute interview of strategic budget process
- Health insurance: no increase to employees (2014 & 2015)
- Automated baccalaureate admissions
- *Launched Online faculty credentialing system
- Enhanced support for supervisors/employees re FMLA & ADA situations.
- Successful transition to semi-monthly pay (A&P employees)
- Inquiry intake process (prospecting and recruitment)
- Digitized personnel records = greater efficiency



Dr. Doug Duncan. Senior Vice President, Administrative, Business

Services & Information Technology: We completed our fourth year of technology refresh. We have \$4M going in every year. LYNC Rollout – integrated communications platform. Replaced our phone system, which now allows video conference. Wireless Infrastructure revitalization. Doubled our coverage college-wide. Big improvement. Integrated live chat into the application process.

Recognized by the Aspen Institute for our budgeting process. They will feature us in their training next year. Our accreditations require that we credential all of our instructional staff. Launched our online faculty credentialing system.

Partnership Success

- LumaStream
- TEC Garage
- Project on Accountable Justice/FSU
- Statewide Civics Initiative Institute & all state colleges
- Seminole Community Educational Ecosystem
- Tampa Bay Educational partnership
- Community relations coordinators, ambassadors, event log
- Moving the Needle Conference/FL Pulse BI Consortium
- Operation Graduate
- Joint use library w/ City of Clearwater
- Goodwill Industries
- Community visioning (Salvation Army Strategic Plan)
- Statewide Bioethics Network
- Articulation with USF, Eckerd, Stetson
- 2yr to 4yr/4yr to grad school
- Continued partnership/articulation w/ PCS



Dr. Law: In your packet, the original list of partners had 600 entries and we got it down to our best 200 community partners. We're very proud of some of the key ones: TEC Garage –an entrepreneurial center. It's an offshoot of the Star Center in Largo. Project for Accountable Justice at Seminole. Our articulation with the area colleges: Complete College America. Consistent message throughout. Jim Connolly's work with the

Tampa Bay Tech Forum. Joint use with the libraries continues to grow. Visited Goodwill Industries and other community organizations that deal with a large number of people trying to get their lives back on track. The Learn-to-Earn program.

Partnerships is an area on my radar screen. It's almost too much. You asked us to focus on our mission. This part of the mission is branching out in ways we need to be careful with to make sure it doesn't distract us from our mission. If you know of areas where we are not making the right relationships, let us know.

Community Partnerships – Foundation Success

Partnership type	# of partners	% increase over last year	Total Cash Contributions
Individual	687	23%	
Corporate	55	17%	
Civic Clubs – community organization	47%	24%	
			\$1,653,878

Initiative supported	Partner contributions	Total Cast Contributions
Scholarships	\$795,039	
Programs	\$858,839	
		\$1,653,878



Ms. Frances Neu, Vice President, Institutional Advancement and Executive Director, SPC Foundation: The Foundation saw a nice increase in partnerships this year. They are underwriting scholarships for many things. Corporate partnerships have increased 17%. The business community is the biggest beneficiary of our work here. They also ensure that our students have the right skills and competencies. The foundation grew from \$46M to \$64M.

Andrea: We have another comment about the College Experience.

Ms. Leslie Morrow, Advisor, and Career Service Steering Committee Chair: I meet with students and families every day. The advisors have been a critical role in the College Experience.



Andrea: Are you proud Board members? May I ask you to share something you're proud of?



Chairman Fine: My highlights – what our libraries and learning centers have become. The amount of visits is staggering.

Mr. Gibbons: There are so many things I'm proud of. Mid-town campus and how we're moving that along. The partnerships in the community. I'm especially proud because we respond to the community's needs very well. It doesn't take the college long to get an idea and move it to the program level and meet the needs of the community.





Ms. Westine: Collegiate High School.

Mr. Oliver: In my discussions with the community, it doesn't take long for a discussion with the community to turn into something that puts people to work. Not everyone is cut out for two or four-year degrees. I'm proud that we've looked at other alternatives.



Ms. Bello: On the business community focus – that we are solving workforce issues. We are responsive to the business community in Tampa Bay.

Andrea: Let's give our Board members a round of applause. We couldn't do it without your support and direction. We're now segueing to the expectations mode. We have two rounds in the *student initiatives*, then one round each in *organization health* and *community initiatives*. Before each round, we'll be sharing a Just the Facts overview for five minutes. Then we'll deploy into teams for 20 minutes. We'll ask you to dive deep into areas where you need clarity and you want to weigh in on. Then you'll focus on the next steps. We'll then ask you to share those next steps.



The first section is on *student initiatives*. The best piece you can have in hand is the Just the Facts handout. I'll ask Dr. Williams to get us started.

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Teams: Round 1: 2015-16 Student Initiatives – Part 1

Team 1	Team 2	Team 3
Doug Duncan - Scribe Susan Colaric Richard Mercadante Eric Carver Linda Hogans Kevin Gordon Robert J. Fine, Jr., Chairman Lauralee Westine	Frances Neu Jamelle Conner Jessie Coraggio Tonjua Williams Patty Jones Stan Vittetoe – Scribe Deveron Gibbons Bridgette Bello	Diana Sabino Susan Demers - Scribe Anne Cooper Leslie Morrow Phil Nicotera Jim Olliver Dale Oliver, Vice Chairman Dr. Law

Round 1: 2015-16 Student Initiatives – Part 1: Just the Facts



Dr. Tonjua Williams, Senior Vice President, Student Services: I'll share highlights from the student services area and what we think needs to happen going forward. The College Experience. There are three critical areas we'll focus on. One is the Learning plan. Those with a Learning Plan have a higher success rate. We know they need to use this tool for registration and planning. Early Alert – the goal is to get fewer early alerts – we want to have students doing well in class. This year we've received 3800 which is a little higher than last fall. We want to make sure that it gets student view so they can see what's going on in the coaching portion. Finally, Developmental Ed changes resulted in fewer students taking New Student Orientation. We want to look at that. Maybe look at a four-week course. Also strengthen orientation.

There are other components to student success. One is advising. We've made a lot of changes in the advising model. We need to further develop the advising model. We still have a little siloing that needs to be fixed. Integrate career services and help students finish what they start.

Intervention strategies. We don't hear a lot about the students who don't succeed. We need a plan in place for them when they come back from a suspension experience to avoid repeating mistakes.

Career Center design. We changed the design; we also need to further integrate career services from end to end. From enrollment to job placement. There's more work to be done in this area. We'll be starting to work on the downtown campus.

Disability resources. We're receiving more students who could benefit from disability services. We haven't done a great job in marketing that we offer it. We need to provide a training plan to the team – offer the same services from campus to campus. We need to educate faculty and advisors on how to support these students.

Andrea: We're now ready to deploy to our first team activity. You'll have twenty minutes to pick two or three topics that you want to hone in on and provide guidance.

Round 1: 2015-16 Student Initiatives – Part 1: Team Reports

College Experience

1. Increase the number of students who complete a learning plan. (Team 2)
2. MLP should be part of the discussion every time a student registers or talks about registering (Team 3)
3. Mandatory new student orientation (Team 1)
4. Make the Learning Plan more user friendly. (Team 2)
5. MLP/Academic Pathways will assist students in sorting out their very next step. (Team 3)
6. Of the early alert students, what percentage withdraw or drop or receive a 2.0 or above (Team 1)
7. Learning Plan and other resources in one portal (Team 2)
8. NSO-setting the expectations right at the beginning-answer the question who should be

- required to take the NSO? (Team 3)
9. Structuring of SLS courses for greater focus on study skills with possible mandatory attendance (Team 1)
 10. Learning Plan should be a "one stop" place for students where students can do everything (Team 2)
 11. Extended orientation session-curriculum currently being developed (Team 3)
 12. Include search capability for all programs and services with contact information (Team 2)
 13. Continued focus on placement and exit services (Team 3)
 14. Research and develop summer and other pre-enrollment programs for at-risk students and other populations. (Team 2)
 15. Advising includes discussion of skills which might include non-credit training (Team 3)

Team 1:

Ms. Westine: We talked about #3 – making new student orientation mandatory. It works, we know it works. Early Alert – I would like to see statistics on what percentages drop, what grades they end up with. #9 – structuring SLS courses – making them mandatory. If they come in with a 2.1 from high school, make it (DevEd) mandatory.

Team 2:

Mr. Gibbons: Making the Learning Plan more of a one-stop. Work study or financial aid – along with all the academic plans. Allowing the student to go to one place that will be their tool to be successful at the College. Moving to the next step – Student Life Skills (SLS) courses – having a summer program that identifies students who are high risk. Put them through a summer program. Identify if they have a disability. Also helps the student identify their track. Put them on a workforce initiative if that's what fits. If a student can't get into the nursing program, give them a program that will help them understand what they can or can't do. There's a LEAP program – they were far ahead of me because they taught them all the things they needed to know up front.

Team 3:

Mr. Oliver: Learning Plan and new student orientation and career center redesign. Learning Plan needs to be part of every discussion with anyone at the College. Let it be a common point of reference. Academic pathways to help students sort out whatever curriculum they need, kind of like what Mr. Gibbons was talking about. If their plan is to transfer to USF, how well will this plan transfer? It gives them an opportunity at that point to decide if they want to do something else. Orientation – everybody needs to go. Gives the opportunity to set the expectations. The question is who should be required to take it. If you want to go to school here, this is what you have to do.

Continued placement, follow-up and exit services. Advising includes some non-credit training. Maybe they don't need a degree, maybe a certificate program. Or blend those certificates with the academic degree to expand their opportunity.

Advising Model

1. Technology by itself helps but quality of the interaction is key (Team 1)
2. Access to services for those who need assistance or can't come to centers (Team 1)

Team 1:

Ms. Westine: We have technology and know how much of an asset it is. But, at the end of the day, you need a live person. A person who can give proper advice, sympathize and encourage this young person. Using the flip side for folks who are disabled or are doing online classes. Another thing – are they prepared to do online classes? Are we providing the same services that we offer on the campuses?

Brutal honesty. If they tell us they want a career that requires certification and they have a petty theft on their record, we need to tell them on day one before they borrow one cent. Integrating that in career services.

Dr. Law: We introduced a term this morning – academic pathways. Prepopulating student plans as they register. We are giving a lot more guidance about which courses come first. We're looking at toxic pairs, a lot more on how students get through. There are too many courses available to tell them to just "pick one."

Mr. Gibbons: Orientation should be mandatory, but it also should give them a real good look at what it takes to go to college and give us the opportunity to assess each one to see if they are college ready. I don't think that will happen with DevEd going out the door.



Dr. Law: Lauralee, if there is a condition that would prevent a student from getting a certificate, we need to have that discussion up front. It's serious to not waste their time. We were using a cutoff score to say who had to go to orientation. The legislature cut that out. We need to take another look at that. We need to do more interventions early on. We now have the tools to do that. Make the Learning Plans more useful. We now have 17,000 students with plans. Use it as a two-way conversation. The coaching system – we can't scale it up fast enough. We are getting up to 400 hits a week. It doesn't help us to have 600 alerts if we can't get to 300 now.

Chairman Fine: I would like to have some perspective from the students who are getting alerts - what they'd like to see.

Ms. Westine: I had a conversation with a lady whose daughter was having trouble. She was pre-Learning Plan. They now have a Learning Plan and she is thrilled.

Chairman Fine: I think it's working, but I think we learn a lot from the people it's not working for.



Mr. Gibbons: I agree – we need to talk to the end user. Also, how do I get to USF? We need to find out if it's working.

Intervention Strategies

1. Mandatory learning support plan and intervention requirements (Team 1)
2. Responsibility of these students to follow through on intervention requirements (Team 1)

Ms. Westine: Mandatory is ok.

Career Center Redesign

1. Integrating career counseling with academic counseling (Team 1)
2. Emphasis on licensing requirements for employment in the field (Team 1)

Ms. Westine: Career counseling is just as important as academic counseling. If they can't be certified, let's not send them down the wrong path.

Disability Resources

(None)

Time	Agenda Items	Collaborative Activity
10:00am – 10:35am	Round 2: 2015-16 Student Initiatives – Part 2 5. On-line Revitalization (OLR) 6. Strategic Enrollment Growth (SEG) b. Dean’s Progression, Retention, Completion and Academic Pathways plan 7. New Academic Certificates and Programs 8. Adjunct Instructor Support	Round 2 (35-min.): <ul style="list-style-type: none"> • 5-min. “Just the Facts” Overview • 20-min. Collaborative Discussions • 10-min. Team Reports - Top Next Steps

Teams: Round 2: 2015-16 Student Initiatives – Part 2

Team 1	Team 2	Team 3
Diana Sabino - Scribe Eric Carver Jessie Coraggio Tonjua Williams Stan Vittetoe Mike Bennett Robert J. Fine, Jr., Chairman Deveron Gibbons	Susan Demers Anne Cooper Richard Mercadante Patty Jones Kevin Gordon – Scribe Phil Nicotera Frances Neu Dale Oliver, Vice Chairman Lauralee Westine	Jamelle Conner Susan Colaric Doug Duncan Leslie Morrow Jim Olliver Linda Hogans - Scribe Bridgette Bello Dr. Law

Round 2: 2015-16 Student Initiatives – Part 2: Just the Facts



Dr. Cooper: We are in the position to have all courses moved to the new learning system. All faculty will be trained by next spring. If we want to stay a front-runner, we need to move our courses to Quality Matters Standards for online courses. Make them engaging and interactive for our students. We’re working on building 30-40 courses per semester. Fifty-eight of the courses are responsible for 50% of online enrollment – those will be first.

Forty-six percent of our students are taking at least one online course. We see a difference in success. Failure is 17% for online versus 12% for campus classes. We want to look at student readiness. We want to see if we can identify risk factors so we can reach out to them early on.

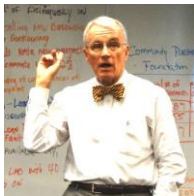
Students come to us with all kinds of backgrounds and may not be able to use our technological tools. We want to centralize it – now it comes to them from three different sources. If we look at 500 seminars in our learning centers, only 10% focus on technology. We’re talking to Joe Leopold, Director Learning Resources about increasing that.

Enrollment growth – we want to increase that to 3%. We want to keep them here. The academic pathways – we had an institute this summer with deans, faculty and chairs together. What is the best progression of courses and the best GenEd combinations? We have mapped that out for all of our programs. Along with the Learning Plan system, this will create more success.

As we looked at withdrawal rates, we saw for gateway courses, the online modality (22.1%) was higher than campus (12.3%). In the gateway courses, one-third of the withdrawals were occurring with three or fewer instructors. We are working with those instructors and their deans.

Workforce programs – if there is an opportunity to earn a certificate, we embed that into the program. We're bringing in two new science degrees having to do with Biomedical Engineering Technology and Biotechnology. There are currently 309 jobs available to graduates in those areas. It's expected to grow to 495 for 2016-2021.

Support for adjuncts: We have a course load of two courses per adjunct. If we want to maintain the quality of our programs, we need to support our adjuncts. We need to provide HR training, CETL training and discipline training. We want that to be a formal process that is embedded into the adjunct evaluation and that they do something each year to maintain that certification.



Dr. Law: I want to share with the Board that after working with Dr. Jesse Coraggio's Moving the Needle conference, we're about to acquire some very powerful software that addresses the onboarding of students. What has already been completed? What is the path? What are the onboarding programs? Students can use it themselves.



Dr. Jesse Coraggio, Associate Vice President of Institutional Effectiveness, Research, and Grants: It looks at plan courses by semester. It shows the various requirements. You can quickly look at other degrees. They can look at side-by-side comparisons. If they want to switch, it can show where they are in a different degree. It can also compare to a four-year degree at USF.

Dr. Law: I've given Jesse the go-ahead to get this software. It's a much more graphic and user-friendly tool for advisement. Once we bring your transcript in, they can play with it. You can do the what-ifs. The other side of it is "what's the best way to get through?" Develop the predictive models – look at course combinations to support success.

Dr. Coraggio: It will probably be later in the spring semester before it is fully functional.

Dr. Law: They implemented it at Austin College. Students jumped all over it.

Mr. Gibbons: Would it allow us to tailor it, say to USF? The courses and the grades they will need?



Dr. Law: Yes, we have to tell it and then it can remember that. I'm very excited about it. You asked us to work on the onboarding, the planning and guidance. We're moving forward.

Andrea: All right, I think we're ready for Round 2.



Round 2: 2015-16 Student Initiatives – Part 2: Team Reports

Andrea: In the interest of time, I'll ask you to pick two or three that were the most important.

On-line Revitalization (OLR)

1. How do you serve the student who is online? (Team 1)
2. Assess readiness for online learning (Team 2)
3. Determine why success rate is not higher; interventions at registration; (Team 3)
4. What is the professor's involvement in the process? (Team 3)
5. If online is where we are heading, have to serve that customer first. Respond to fully online students, even at midnight. Could lose someone for not answering that question. Respond very quickly. (Team 1)
6. What is plan to grow to respond to students just online and to those that use online services quickly. (Team 1)
7. How can we accurately determine readiness? (Team 2)
8. How can we determine technology readiness for students who want to take online courses? (Team 2)
9. A 17% failure rate is high. (Team 2)
10. If students do not assess ready, there should have an advising session (Team 2)
11. Front end process to determine appropriate courses for student. (Team 3)
12. Chat open in evenings, should be able to assist learners and service students at their time. Veterans, financial aid and any service we have on campus should be up and available online. (Team 1)
13. No late registration for on-line courses (Team 3)
14. Define the service model online, services and benchmarks. (Team 1)

Team 1:



Chairman Fine: The online advising. It needs to be as robust as what we do in person - 24/7 type of thing. The people doing it should be as trained as the face-to-face advisors. We talked about call centers. Looking at those types of amenities for our students.



Mr. Gibbons: Remember that some of our students are nontraditional, so if they need help at midnight, we need to be there at midnight.

Team 2:

Mr. Oliver: Some type of assessment in place for readiness for online courses. Not just maturity, but from a technology standpoint.

Team 3:

Ms. Bello: We talked about the fail rate and whether students are ready. Do they actually have a computer? Doing a better job of closing the door on registration. Sometimes the late registrants fill in classes with online and they are not ready to take them.

Dr. Law: There are questions about who ends up in online courses. We need to make sure that everybody who gets there is there on purpose. The faculty needs to be more organized about who succeeds in the course.



Ms. Westine: We need to accept that it's ok to say, "No, you are not ready for this." You are all kind, nice people, but it's ok to say no.

Mr. Gibbons: The instructors feel like they are responsible. Maybe in orientation, we have the faculty come in and explain to students what they need to be successful.

Dr. Law: Also, getting that information to the advisors.

Ms. Westine: Also, you need to take a nine-hour online assessment course in order to get prepared.

Dr. Cooper: Our advisors were given scripts and guidance on how to advise them. We need to give them the tools for the online modality as well.

Dr. Law: We literally gave them scripts. We need to do the same for online. Forty-six percent took online courses. Seventeen percent withdrew. The throughput gets reduced significantly. I don't think we have a more important problem to solve with the online revitalization.



Strategic Enrollment Growth (SEG)

1. In an effort to increase 3% enrollment, remove barriers, linking students to personal advisers, topical publications (Team 3)
2. Academic Pathways as a part of the Learning Plan to support self-execution of registration (Team 3)
3. We have to retain (Team 1)
4. Ensuring that transfer courses are accepted at other institutions (Team 3)
5. Work to re-recruit the students each year, celebrate the success to the people already at the college. (Team 1)
6. Advising supports student readiness for the workforce, soft skills (Team 3)
7. Need to have one advisor per student. Student relate to one person. (Team 1)
8. Emphasize the importance of making a connection with an advisor. (Team 1)
9. Teachers mention they are looking forward to next year to see students in a certain class. (Team 1)
10. Potential for faculty advising and lower division (Team 1)
11. Look at students with highest rate of withdrawal and failures. Better way of assessing them. By course, by instructor, by advisor. Consider success rate by each individual advisor. (Team 1)

Team 1:

Chairman Fine: Retain the students we have. Re-recruit our own students. My understanding is that we have faculty advisors. We'd like to see the results of the advisors and their retention rates.



Mr. Gibbons: We should be evaluating advisors and instructors on their success rates. We want students to be ambassadors to other students. Evaluate advisors and instructors.

Chairman Fine: Instructors have the most contact and influence. Gauge them on retention.

Team 2:

Mr. Oliver: We talked about failure rates and the retention of folks that withdraw. We talked about slicing the data a little better to find out why. When we have three instructors responsible for 33% of withdrawals... We need to understand if it's the course or the instructors. We need to figure out why. Allowing gateway courses to be taught online. Is that a good thing to do? Are we setting up the student and ourselves to fail when we push them down a path they are not ready

for?

Ms. Westine: I'd like to talk to the students that withdraw. We also talk to the ones that were successful. That's a matter of getting their cooperation.

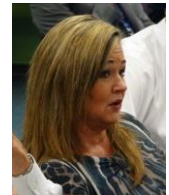
Dr. Law: Are we doing that?



Ms. Sabino: We've done a lot of focus groups. Many were those that withdraw. We can share that data.

Dr. Law: Focus groups are powerful stuff. When you hear it from the student...

Ms. Bello: The instructors with high withdrawal rates - in the real world, we would fire those people. That information is out there, we just have to read it – Rate My Professor – it's all out there. We also talked about how the pathway part is going to integrate with the My Learning Plan. That will make a difference.

**New Academic Certificates and Programs**

1. Someone should be plugged in to chambers, businesses, and other community organizations. (Team 2)
2. Be sure that we get students into programs where they will be successful (intrusive advising) (Team 2)

Team 2:

Mr. Oliver: This stuff is real time. We just need to stay connected to the community and organizations to make sure we understand what they need. From an advising standpoint, we're helping folks understand whether they are cut out for degrees or certificates.

Mr. Gibbons: We respond well to the citizens with the programs. Dr. Law works well with the workforce and the industries so that we are an active player.

Dr. Law: What we do, we do fine. There's way more to do. How are we going to get the hundreds of jobs filled? Picking up the pace is the challenge.

Ms. Bello: Also, the skills that aren't certified. What about the soft skills? Not certification related. How do we get those skills to "Move the Needle?"



Adjunct Instructor Support

1. Certification for adjuncts (Team 2)
2. Perhaps online certification (Team 2)

Team 2:



Mr. Oliver: There is value in having the adjuncts have some minimum certification. Also, the support we provide. We wouldn't get the job done without the adjuncts. I sought out the adjuncts when I was in school because they brought a different perspective. We need to provide them the support they need to get their job done.

Ms. Westine: I love the idea of a certification process, but one of the things we can offer is if a student is taking night classes, the night adjunct may not know the college as well. We need to help them connect to the college.



Time	Agenda Items	Collaborative Activity
10:35am – 11:10am	<p><u>Round 3: Organizational Health Initiatives</u></p> <ol style="list-style-type: none"> 1. Web-site Redesign 2. Customer Relationship Management System 3. Employee Development <ol style="list-style-type: none"> a. Leadership SPC and Delta Academy b. Career Employee Evaluation 4. Financial Projections/Budget Planning 	<p>Round 3 (35-min.):</p> <ul style="list-style-type: none"> • 5-min. “Just the Facts” Overview • 20-min. Collaborative Discussions • 10-min. Team Reports - Top Next Steps
11:10am – 11:45am	<p><u>Round 4: Community Initiatives</u></p> <ol style="list-style-type: none"> 1. Strategic Community Partnerships 2. Midtown Campus and Facility Planning 3. Midtown/Tarpon Eco Systems 	<p>Round 4 (35-min.):</p> <ul style="list-style-type: none"> • 5-min. “Just the Facts” Overview • 20-min. Collaborative Discussions • 10-min. Team Reports - Top Next Steps

Teams: Rounds 3&4: 2015-16 Organizational Health/Community Initiatives

Team 1	Team 2	Team 3
Jamelle Conner - Scribe Susan Colaric Eric Carver Anne Cooper Phil Nicotera Stan Vittetoe Linda Hogans Dale Oliver, Vice Chairman Deveron Gibbons	Patty Jones - Scribe Jesse Coraggio Doug Duncan Richard Mercadante Mike Bennett Kevin Gordon Robert J. Fine, Jr., Chairman Dr. Law	Diana Sabino Susan Demers Tonjua Williams Jim Waechter - Scribe Leslie Morrow Jim Olliver Frances Neu Bridgette Bello Lauralee Westine

Round 3: Organizational Health Initiatives & Round 4: Community Initiatives: Just the Facts

Andrea: Maybe we combine Rounds 3 and 4 into a single round. I'll ask Dr. Duncan to present on organization health.



Dr. Duncan: The key to organizational health is communication. Two issues are not only how we communicate amongst ourselves but also with students. Our website redesign project and our customer relation management project. We have 15,000 pages on the website that have accumulated over the years. We need to clean it up. We have a lot more to do.

Customer relation management is huge and many of us have never used a system. We want to be in a training mode by 2015.

Leadership SPC and the SPC Delta Academy are launching in January. We're interested in learning what you have to say on this. In the career path navigational tools – we want to be sure there are Learning Plans and career plans for our employees just like our students.

Obviously financial health and budget planning is ongoing. Everything we've done today impacts finances. We're going into next year with a healthy fund balance. I want to focus on program cost analysis – we want to incorporate that into our planning for next year. What are the factors that are most important? We provided some factors that are considered for program analysis. We'd like to get your thoughts on those variables. We've also included our year-end projection which includes the one-time payment in December as well as where we will be on July 1st. We have some fee adjustments that will impact that.



Dr. Law: Mr. Chairman, you said you wanted to look at program costs. Maybe we raise the expertise of the Board over the next few months. I've never heard anyone say to discontinue the nursing program because it costs too much. We have to look at the impact of programs as well.

We have hundreds of relationships in the community. Some of them get big in a hurry. Some parts work well, some generate criticism. There's information coming out of the mayor's office on the 2020 plan. How do we participate without getting sidetracked? How do you want us to calibrate those, what do you hear from the community? I'm losing my center on this issue. If we need to pull back, I need some guidance from the Board on that.

Andrea: We'll allot 10 minutes each for organizational health initiatives and 10 minutes for community partnerships.

Round 3: Organizational Health Initiatives and Round 4: Community Initiatives: Team Reports



Strategic Community Partnerships

1. Stick to partnerships that fit our core mission (if not, say "no") (Team 1)
2. Be sure they address our core mission. (Team 3)
3. Partnerships stay tuned in to community and business needs (Team 1)
4. Ask the question: What's in it for us? It's OK to say "no". (Team 3)
5. Expect and require clear expectations (checklist). (Team 3)
6. Distinguish between Workforce, Foundation and Community partnerships. (Team 3)

Team 1:



Mr. Oliver: Making sure we stick to partnerships that fit our core mission. Sometimes we may have to say no. Bill, meeting with BayCare – we supply nurses. That's a great one. Partnerships are specific to the community. Where the campuses are and where the needs are.

Dr. Law: Maybe we send you a quarterly report. I'd like a checklist idea – what are the ones that are taking time? When our name is associated with a partnership, I want to be sure everyone's comfortable.

Ms. Westine: Foundation, community and workforce partnerships. If it doesn't meet our core goals, it doesn't mean it brings anything for us to use.

Dr. Law: People see us as a good partner. But if it is sapping our core strengths, then it isn't helpful.

Ms. Westine: Our core is to link to student success and jobs. What do we get out of it? If there is not a link, we need to reevaluate. If they want to partner with us, they need to disclose their treasure to us, maybe in a limited way. We will need to know about their leadership, who has access. Things we would never go into business with them if we didn't know.



We want one voice. One person speaking for the Board or the College. Bridgette brought up that someone should be media-trained. I think that's an excellent point.

Midtown Campus and Facility Planning

1. Stay focused on how to continue to develop and enhance that community (Team 1)
2. Remain focused on core mission at Midtown (Team 1)
3. Needs to result in quality education and successful completion for these students (Team 1)
4. SPC is going to make a difference in Midtown! It clearly aligns with our mission. (Team 3)
5. SPC should have a single voice with the community. (Team 3)

Mr. Gibbons: Remain focused on our core mission at Midtown. We can't be all things to everyone or get too far outside of the area we are trying to serve. We are not a social services organization.

Midtown/Tarpon Eco Systems

1. Make Eco Systems centerpiece of next steps in community engagement, particularly with K-12 system. (Team 2)
2. Provide to the BOT more data on effectiveness of the Eco Systems. (Team 2)
3. Leverage Eco Systems to build enrollment down the line by trying to make SPC the college of choice. (Team 2)
4. Important to understand needs and remain focused on core mission (Team 1)
5. Strong support from BOT. (Team 3)
6. Engage both parents and students - focused on how to be prepared and successful for college (Team 1)

Mr. Oliver: We have to stay in the areas where the campuses are and meet those specific needs. Not try to be everything to everybody. Understand that the needs in Tarpon may be 180 degrees from the needs in Midtown. Be a support pillar in that community.

Mr. Gibbons: We don't want to set Dr. Law and the College up for failure. Stay in line with what we are. Refer them to others that can help.

Organizational Health

Web-site Redesign

1. Less is more....keep it simple! (Team 3)
2. Make sure intuitive, easy, welcoming, and informative if first thing someone sees (Team 1)
3. Highlight more students (potential students want to see other students) (Team 1)
4. Link all plans/pathways to the website (Team 3)
5. Assess other "front doors". Talk to those in this industry as to what works, what have they done, how did they redesign to meet core customer concerns (Team 1)

Mr. Oliver: The website is the portal to the college. It needs to be good.

Mr. Gibbons: We should talk to other organizations about what has made their website inviting.



Ms. Westine: Keeping it simple, uncluttered. Linking to My Learning Plan and Pathways. I compared it to American Express. I'm not tech savvy. It's easy and simple.

Chairman Fine: The website serves many purposes. It's for enrollment, it's student driven. It's not a one-purpose thing.

Customer Relationship Management System

1. Consistency & continuity in all communications (garbage in/garbage out) (Team 3)
2. Talk to the customer/user and then collect (Requires resources to appropriately manage and utilize fully) (Team 1)
3. Know what you want and what you'll use it for (collect the RIGHT data) (Team 1)
4. Ensure that it is easy to access and easy to use. (Team 3)

Ms. Bello: I have one. Garbage in, garbage out. Limit the number of people who can put information into it. College and workforce training should share the data.

Ms. Westine: Same voice, same page. The college is using the same language.

Ms. Bello: Make it easy.

Mr. Oliver: The system – people really need to know how to use it. You need to understand the data and what you want to get out of it. You have to manage what you want to get out of this. It can become a vast sea of useless data if you don't understand it. We let ours get away from us and we had to bring it back. You need to assign the right resources so it's properly cared for.

Ms. Sabino: What did you use?

Mr. Oliver: ACT. There are easier ones out there.

Employee Development

1. Great start with the leadership programs; keep it going. Consider luncheon with BOT. (Team 3)
2. 360 evaluations of faculty (include advisors and others that work with them on campus) (Team 1)
3. Career Service Employee evaluation is a good initiative. Keep it on a structured timeframe. (Team 3)
4. The more feedback on evaluations, the better. Make the right investment, to result in the best feedback to help the employee grow (including career mapping and honest conversations) (Team 1)

Ms. Westine: Great start. We would like some contact with staff. Not a formal presentation. Maybe visit at a luncheon.



Mr. Oliver: Leadership development program and the evaluations we talked about. Very valuable things going forward. Employee development is an investment in the faculty and staff. It's important. Along with that is the feedback and honesty in the discussions you have. If someone is doing well, they need to know it. If they need development, they need to know that as well. It needs to be a core part of that business.

Dr. Law: Dr. Rich Mercadante has been consistent in saying that the level of the dialog has to be raised between the faculty and the deans. For the non-academic side of the house, that has to be there as well. Can we do that without getting angry or personal?



Mr. Gibbons: This is a big challenge because it is changing the culture. Taking constructive feedback. Our advisors are advising based on what is in a book. Can the organization take really constructive feedback? We were talking about those instructors. They need to be prepared for feedback. In the academic areas, sometimes they are a little more rigid. Adjuncts bring more real-life experiences sometimes to their students.

Chairman Fine: Teachers and instructors don't like to be evaluated. They are gods and goddesses in their classrooms.

Andrea: How about financial projections?

Financial Projections/Budget Planning

1. Program cost analysis, not with expectation that necessarily will cut -- but greater insight that inform other decisions. (Team 2)
2. Align cost-analysis metrics with other data such as enrollment, community need, etc. (Team 2)
3. Start regular reporting to BOT re program costs. (Team 2)
4. Re Facilities: Continue the redesign of Career Centers, with Midtown a model. Also, consider how to "force" students to use these resources. (Team 2)
5. BOT likes to see the numbers. Consider providing costs at the program level. (Team 3)

Ms. Westine: This is fantastic. There are many things that are common sense, but I might have missed them. I don't need it in this detail. If something is proposed, is new, breaking it into these is helpful. Or if a program is struggling.

Dr. Law: We wanted to start at square one with the factors that influence analysis. It's not simplistic. You have to move it to the quality discussion – the "so what?" That's your discussion.

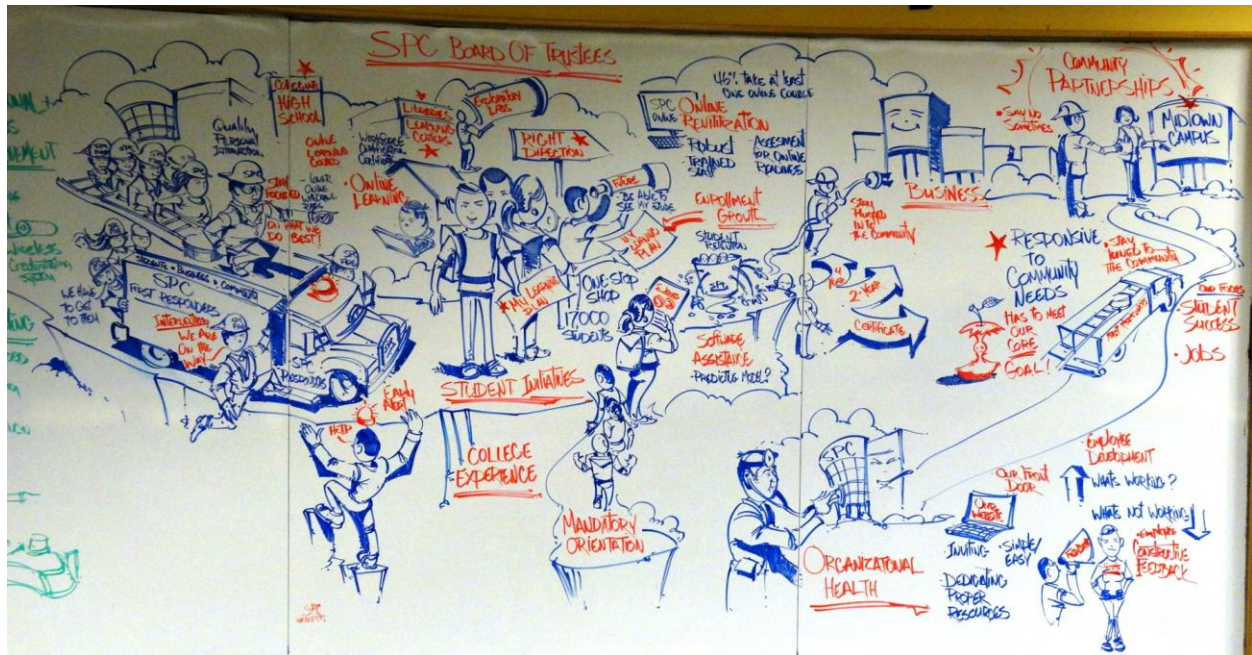
Time	Agenda Items	Collaborative Activity
11:45am – 12pm	<u>Wrap-Up & Next Steps</u>	Dr. Law and the BOT will wrap-up by sharing highlights and next steps .

Wrap-Up and Next Steps:

Andrea: All of your input will be captured into a Real Time Record available to you tomorrow. I will ask Jonathan to share his artwork with you.



Jonathan: There was a lot of energy this morning. The tone made me think about firemen putting out fires. St. Petersburg College has a reputation for being there. Responding to student, business and community needs. The fire truck responding first to the needs of the community. Early Alert – responding early to the student, getting them back on track. Raise students up to the level where they need to be. The success of My Learning Plan. Make sure they have the plan. They are pointed in the right direction. The starred items: the highlighted initiatives. Magical software – it can cook and clean! Enrollment growth – student retention is so important to that. The idea of triage – not everybody is going to school for four years. Being there for the student to get them what they need. Meeting our core goals. Our partnerships. Saying no sometimes. As firemen, it's important not to rush into every building. Then the organizational health items.



Chairman Fine: Thank you, everyone, for your insightful comments. Thanks to Andrea, Jonathan and your staff. We had a great 2014 and we look forward to a successful 2015. Finally, happy holidays. Thank you.