The Chancellor’s Best Practices Archive provides information to assist college leaders in developing innovative solutions for the challenges facing their respective institutions. This information may be utilized to learn about new techniques, improve processes, create new programs, enhance outreach and make current programs more effective.
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Cornerstone Experience: Building the Foundation for Success

Program Area: Division of College and Career Readiness

Program Title: Cornerstone Experience: Building the Foundation for Success

Institution Name: Edison State College

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Position/Title: Dean, College and Career Readiness Phone:

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Goals/Objectives:
1. All Edison State College faculty, staff, and administrators will complete a series of five professional development modules and apply newly obtained knowledge to their practices to promote critical thinking and enhance the likelihood of success for first-year students.
2. The Cornerstone Experience will facilitate an increase in student retention rates, rates of persistence, and graduation rates.
3. The Cornerstone Experience will foster increased rates of student satisfaction and engagement.
Summary (750 character limit):
To promote personal growth and academic success of first-time in college (FTIC) degree-seeking students, Edison State College (ESC) designed a three-credit course titled SLS 1515: Cornerstone Experience. Emphasizing critical thinking, self-reliance, and persistence, the course empowers students with knowledge-based skills and enhances their capacity to apply critical thinking to their professional and personal lives, supporting success in their studies at ESC and beyond. For faculty and staff, the Cornerstone Experience training includes a comprehensive suite of professional development experiences that fosters a common understanding of critical thinking and engenders an appreciation for the strengths and needs of first-year students.

Full Description of Program (4500 character limit):
Over a two-year period beginning in August 2008, faculty, students, administrators, staff and consultants participated in internal and external research to identify a Quality Enhancement Plan (QEP) topic that would have the greatest impact on student learning. Included in the process was a nine-month, externally guided self-study using the Foundations of Excellence® (FOE) in the First College Year assessment model. In April 2009, the QEP focus crystallized as a unique version of a first-year experience (FYE) course infused with critical thinking. The focus is aligned with the College’s mission of inspiring learning and preparing students for responsible participation in a global society. Student success is enhanced by training ranging from understanding the first-year student to topic specific activities targeting each of the four frameworks. To achieve the goal of engendering self-reliant learners who apply critical thinking in the academic setting as well as their personal lives, the college has designed a series of professional development workshops for faculty, staff, and administrators. Training began in the summer of 2011 with a two-day workshop by Dr. Gerald Nosich, Senior Fellow from the Foundation for Critical Thinking. Subsequently, additional external consultants with expertise in critical thinking or supporting first-year students have been brought in including Dr. Mary Stuart Hunter, Associate Vice President and Executive Director for University 101 Programs and The National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, and Dr. Saundra McGuire, Emeritus Professor, Louisiana State University. Additionally, the college continues to offer a series of 10 workshops facilitated by internal and external trainers. Topics include Critical Thinking, Universal Design, Understanding the First-Year Student, Constructivist Pedagogy, Career Planning, Diversity on the College Campus and Beyond, and Learning Styles as well as workshops designed to familiarize faculty with the goals of the Cornerstone Course and program. The SLS 1515: Cornerstone Experience curriculum is grounded in four foundational frameworks of Critical Thinking, Applied Learning, Relevancy and Success Strategies. While students are introduced to all of Edison State College’s General Education competencies, they specifically explore issues about the nature and techniques of critical thought as a way to establish a reliable basis for claims, beliefs, and attitudes based on the Paul and Elder's "Elements of Reasoning and the Universal Intellectual Standards" model adopted by faculty. The course requirement for all degree-seeking FTIC students will be phased in over the next academic year. Course content and student learning outcomes emerged from best-practice literature review and the FOE self-study, and are tailored to
what is unique to the student experience at Edison State College. The QEP Committee was guided by expert assistance from the National Resource Center for the First-Year Experience and Students in Transition at the University of South Carolina. Students also benefit from the comprehensive and coordinated support initiatives of Edison State College’s first-year experience (FYE) program, Foundations of Self-Reliant Learning. This umbrella program bolsters the new student experience through an enhanced College orientation, an early alert system, a series of programming aligned with the course outcomes, a peer mentoring program, and service learning opportunities.

**Target Population:** First-time in College (FTIC) degree-seeking students

**Number of People in Target Population:** Spring 2012-Summer 2013: SLS 1515 was required for FTIC students testing into two or more developmental courses. 1,496 students have participated. There is a phased-in requirement. Beginning 2014-2015, SLS 1515 is required for all FTIC.

**Estimated Start-up Cost:** The estimated cost for year one was $385,302.

**Start-up Cost Description:** The costs include adjunct and full-time faculty salaries, coordinator salaries, funding for peer mentors, funding for professional development and consulting.

**Estimated Recurring Cost:** The six-year, $5.2 million QEP operating budget was determined to be offset by tuition due to enhanced retention and State FTE funding generated by Cornerstone Experience enrollment.

**Recurring Cost Description:** The costs include adjunct and full-time faculty salaries, coordinator salaries, funding for peer mentors, funding for professional development and consulting.

**Date Program was First Initiated:** Training began in Summer 2011. Pilot sections of the course were offered in Spring 2012.

**Sustainability: Did the program show results that were sustainable over time? If so, describe.**

Since summer 2012, students completing the SLS 1515 course have shown significant gains in Critical Thinking as measured by the CCTDI. Additionally, students testing into two or more developmental courses who complete the SLS 1515 course have significantly higher term-to-term retention rates than students testing into two or more developmental courses who do not complete SLS 1515. Since spring 2012, overall SIR II mean scores have exceeded those of comparative four-year institutions. Since implementation of training, the majority of faculty, staff and administrator professional development completers have reported (via survey) applying knowledge gained to promote Critical Thinking and Success Strategies among students.
Innovation: Has the program met or set new standards or introduced innovative practices? If so, describe.
The course is an emergent "hybrid" model of a first-year seminar that includes both academic development as well as an extended college orientation. The innovative Peer Architect (peer mentor) program provides additional support to FTIC students and has academic and social benefits for both the mentors and mentees (as demonstrated through GPA studies and self-evaluations). The assessment plan uses Mixed Methods to provide direct and indirect measures of success.

Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
Initial assessment results demonstrate that participation in the courses leads to higher levels of retention and increases critical thinking skills.

Evaluation: Have the program’s outcomes been evaluated? If so, describe.
The QEP has a comprehensive assessment plan that includes both qualitative and quantitative measures of achievement. The QEP Assessment Subcommittee has evaluated the program since the pilot semester (spring 2012). Assessments include achievement on common course assignments measured on faculty-designed rubrics; pre- and post-standardized assessments: California Critical Thinking Disposition Inventory (CCTDI) and Smarter Measure Learning Inventory; student satisfaction surveys and focus groups; term-to-term and year-to-year retention studies; SENSE and CCSSE surveys; Student Instructional Report II (SIR II) evaluations; and Faculty and Staff professional development surveys.

Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
A focused effort on supporting first-year students and developing critical thinking skills to increase retention and success may be beneficial to other state colleges. Designing targeted professional development for faculty, staff, and administrators to improve student learning outcomes can increase an institution’s academic quality as well as serve as the focus of a Quality Enhancement Plan as part of reaffirmation with SACSCOC. Peer mentoring programs can be supported with course student activity fees. Using quantitative and qualitative measures to provide formative and summative assessments of achievement and disseminating the results to inform improvement allows institutions to "close the loop" in unit and program planning.

Recognition: Provide details about any recognition, media coverage, or honors achieved by program.
Elements of the Program have been presented at refereed proceedings: DeLuca, E. and Coughlin, K. (February 26, 2013) Using Mixed Methods to Assess the Efficacy of a First-Year Experience Course and Program. Presented at the Annual Conference on The First-Year Experience, Orlando, FL.

Chancellor’s Best Practices Archive
Developmental Education/Remediation

Program Area: Academic Affairs

Program Title: Developmental Education/Remediation

Institution Name: Miami Dade College

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Program Area: Academic Affairs

Program Title: Developmental Education/Remediation

Goals/Objectives:
(1) Reduce or eliminate the need for developmental courses, (2) prepare students to complete successfully the PERT, and (3) increase readiness for college-level courses through a combination of academic competency and study skills reinforcement in a week-long boot camp environment.

Summary (750 character limit):
Intensive one-week boot camps in reading, writing and mathematics were offered for First Time in College, direct entry from high school students with developmental placements scores. The program was implemented as a pilot program in summer 2012, and rolled out with full implementation in summer 2013. The content of the courses is modularized and supported by computer software programs; students take a diagnostic the first day of class and a personalized learning plan is developed for each student based on individual skill gaps. Instructors were trained in both pedagogy and technology.
Full Description of Program (4500 character limit):
In the pilot implementation in 2012, the boot camps were provided free of charge to eligible students and attendance was voluntary. Approximately 1900 boot camp seats in 120 classes were filled. A minority of students had both pre- and post-boot camp scores, but half of those with scores placed at least one level higher on the PERT after attending boot camp, and 25% of all students with pre- and post-scores tested out of developmental education. During the fall term 2012-1, students who attended boot camps passed the math, reading and writing courses into which they were placed post-boot camp at higher than overall passing rates. As a result, the boot camp program was expanded for summer 2013 with 160 sections and 2700 student seats (a 33% and 42% increase, respectively), despite the fact that two campuses could not participate at prior rates due to construction. Students were charged a nominal $26 fee to cover the cost of the software (provided at no cost by the vendors during the pilot period) and the re-testing fee. Targeted and focused communication strategies were developed to reach students placing in the lower levels of developmental education, and the messages were reinforced when students tested on campus and attended mandatory first-year orientation. This outreach was effective: 41%, 31% and 60% of students who attended math, reading and writing boot camps, respectively, placed at the lowest developmental levels pre-boot camp. Pre-boot camp surveys indicate that while 89% of students self-reported taking English 4 or English 4 Honors in the 12th grade, 56% of students reported taking college readiness math as their senior level course.

Target Population: First Time in College (FTIC), direct-entry from high school students placing into developmental courses

Number of People in Target Population: Approximately 4500 students in fall term and 5000 students annually

Estimated Start-up Cost: $100,000

Start-up Cost Description: Instructional

Estimated Recurring Cost: $100,000

Recurring Cost Description: Instructional

Date Program was First Initiated: June 2012

Sustainability: Did the program show results that were sustainable over time? If so, describe.
The program has shown results that are sustainable over time. A large percentage of students who participated in the summer 2012 boot camps performed as well or better than students who placed into the higher level courses without boot camps, and their course passing rates exceeded college averages. This performance improvement continued in the second year of the program, even with significant increases in the
overall number of students and the number of students in the lowest levels of developmental education.

**Innovation: Has the program met or set new standards or introduced innovative practices? If so, describe.**
The program is one of the first, if not the first, in the nation to provide comprehensive boot camp instruction to several thousand students with sustainable performance results, at scale, from its inception.

**Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.**
The program reduced the number of developmental education courses that more than a thousand students would have been required to complete, and improved the college-readiness of hundreds of FTIC-direct entry students. Historically, 39% of college-ready students completed a degree or certificate at MDC within 5 years, compared to 22% of students who started in developmental education. By reducing the need to complete developmental education courses, large numbers of students should be able to complete their education more efficiently, at lower cost and in less time.

**Evaluation: Have the program’s outcomes been evaluated? If so, describe.**
Approximately 90% of all students in summer 2013 had both pre- and post-boot camp PERT scores and placement improvement was strong. Forty-three percent (43%) of both math and reading students, and 51% of writing students placed up at least one level after completing boot camps. Seventeen percent (17%) of math students, 22% of reading students, and 29% of writing students placed out of developmental education altogether. The difference in pre-and post-boot camp mean PERT scores was statistically significant in all three subjects. In post-boot camp surveys, students overwhelmingly agreed that they learned new ideas and/or skills, that topics covered in the boot camps were "challenging," and that instructors explained the material clearly.

**Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.**
The program has broad impact and applicability given the large number of students who place into developmental education even after completing college readiness courses in high school. It has the potential to play an even more significant and important role in preparing students for the rigors of college-level courses in an environment where students chose to by-pass developmental education and other forms of remediation.

**Recognition: Provide details about any recognition, media coverage, or honors achieved by program.**
The summer 2012 boot camp success was mentioned in an article in the Miami Herald, "Study: Many don't need remedial classes" (http://www.miamiherald.com/2013/05/08/3387959_p2/study-manydont-need-remedial.html).
eStudent Services

Program Area: Student Affairs

Program Title: eStudent Services

Institution Name: Seminole State College of Florida

Name: Jacquelyn Thompson

Position/Title: Director of Student Services

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Goals/Objectives:
eStudent Services was established to meet the needs of our eLearning community by providing equitable services in admissions, advising, records and enrollment services, financial aid, and general student services functions using innovative methods supportive of distance learners.

Summary (750 character limit):
A group of cross-trained Student Success Specialists provides student services and academic advising services to help students plan, begin and successfully complete their educational goals. They assist with questions from first inquiry to application through graduation.

Full Description of Program (4500 character limit):
To meet the continuing demands and expectations of all students at Seminole State College of Florida, the eServices department provides convenient and thorough services covering end-to-end processes from application to degree completion for students… from the inquiry phase through college graduation. The eServices team is comprised of highly functional, cross-trained Student Success Specialists who provide individualized services based on the students' needs and availability. As eServices has evolved, the primary facet of their daily student interactions is to implement a comprehensive academic advising plan designed to lead individual students to the successful completion of their educational goals. Assisting students with successful navigation of their educational pathway has been well received by students, per student feedback on institutional surveys. Student feedback has centered around the individualized, personalized, convenient and comprehensive services offered by the eServices team. Since the implementation of this department, the Student Affairs division has implemented dynamic form capability, Skype technology, instant messaging technology, as well as text messaging functionality. The eServices department actively collaborates with our Academic Affairs’ e-Learning department, with the College Relations and Marketing department, and with the college’s Computer and
Technical Support area. One of the most significant demonstrations of providing enhanced service for distance learning students has been the ability to serve military students who are stationed overseas or who are on active duty in various locations throughout the United States.

**Target Population:** The online campus at Seminole State College is our fastest growing campus with an enrollment of almost 6,000 students. However, services are not limited to eLearning students as the entire college population of over 22,000 students is served.

**Number of People in Target Population:** College Population of 22,000; Online Learners 6,000

**Estimated Start-up Cost:** 200,000

**Start-up Cost Description:** Personnel

**Estimated Recurring Cost:** 200,000

**Recurring Cost Description:** Personnel

**Date Program was First Initiated:** August, 2011

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.

The eStudent Services Department was established in October 2011. It has evolved into a key component of Seminole State’s student-centered model of service delivery. The college’s eServices continues to cultivate collaborative relationships with eLearning Academic Services, Information Technology, and faculty. eServices also serves as a support mechanism during peak enrollment periods as the advising overflow office to serve the college’s 3 smaller campuses. The technology skill set of the eServices team is being integrated into the expected skill set of other cross-trained staff and academic advisors.

**Innovation:** Has the program met or set new standards or introduced innovative practices? If so, describe.

eServices sets the pace in innovative practices via a comprehensive student services model to meet nearly every student need... inquiry, application, advising, financial aid, records, registrar services, and graduation from a distance. Key innovative methods of student interaction include long-distance advising using Skype video and desktop sharing, an eForms portal for submission of electronic forms, real-time chat, text to email, online pre-advising, and tutorial videos. Innovative collaborative projects include embedded advisors in online courses, teaming with marketing to provide Facebook interactions to resolve student issues, and providing background support for staff members in remote classrooms.
Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
The most significant contribution eServices has made is to offer equitable student services to the college’s burgeoning online learning community, a requirement of the Southern Association of Colleges and Schools, (SACS). eServices provides extended hours into the evening and on weekends. Selected innovations such as the eForms Portal directly enhanced return on Investment by reducing paper consumption to 0% and decreasing the number of staff interactions in the records workflow process. The benefits also include increased student satisfaction and decreased campus wait times. Positions were created by repurposing positions and conducting employment searches, as opposed to adding new staff.

Evaluation: Have the program’s outcomes been evaluated? If so, describe.
We solicit direct student comment surveys at the point of service called "Tell Us Like It Is" surveys. Results are compiled every eight weeks; these evaluations continue to be positive. Institutionally, we conduct exit surveys of our graduates. In addition we recently received data from our Community College Survey of Student Engagement that included questions directed to online learning.

Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
Although eServices was established to meet the needs of our eLearning community we have discovered a tremendous desire by our larger student population for the service delivery methods offered through this department. We are planning to expand the use of technologies to every campus, increase our college-wide efficiencies through technological improvements, and embark on a comprehensive training program to increase staff competencies in these areas.

Recognition: Provide details about any recognition, media coverage, or honors achieved by program.
The eStudent Services Department has been selected as an Exemplary Practice by the Association of Florida Colleges Student Development Commission. Staff members presented at the state Student Development Commission Conference in May 2013. In addition, an abstract entitled "The Evolution of eServices at Seminole State College" was selected for a presentation topic at the October 2012 Association of Florida Colleges State Convention.

Additional comments relating to program: Creation of eServices was the second of a multi-phase redesign of Student Service operations at Seminole State College. Integrated service delivery on the front lines with cross-trained staff handling end-to-end processes -- from inquiry to degree completion -- was implemented at new campuses as they were opened in 2007-08. eServices was created in Fall 2011. Continuous improvement now focuses on simplifying technological processes conducted by the front line staff who have direct interaction with students.
Falcon Victory Flag Program

Program Area: Employee Recognition

Program Title: Falcon Victory Flag Program

Institution Name: Daytona State College

Name: Robin Barr and Dr. Shana Deyo

Position/Title: Associate Vice President, Human Resources / Professor, Bachelor of Applied Science, School of Management

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Goals/Objectives: The Falcon Victory Flag Program recognizes accomplishments achieved by Daytona State departments, groups, clubs or teams which impact the College at large.

Full Description of Program (4500 character limit): The Falcon Victory Flag Program is designed to acknowledge and honor Daytona State College accomplishments that highlight College successes. Some examples might include the following:
- Significant increase in enrollment (College, individual campus, or program increase)
- State or national college-related award for a team, department, club, or group of students
- State or national championship (athletic or club-related)
- Increase in overall graduates, retention rates, completion rates, licensure rates, or placement rates in a specific program or as a College
- State or national award received by an individual employee related to pedagogy or field advancement
- Significant improvement made by a campus, division, department, committee, team, or club
{examples: the facilities department instituting a new recycling effort, or the enrollment services division implementing a new enrollment software, or the College opening additional Writing Centers at other campus locations, or a campus gaining a new classroom building}
The Falcon Victory Flag Program celebrates achievements that are “college-wide” in nature, meaning that the accomplishments affect the advancement of the College at large. Accomplishments which are selected for recognition should link to initiatives in the College’s Strategic Plan. After submitting nominations during designated periods, now three cycles per year, an Employee Recognition Task Force (comprised of a diverse and representative body) meets to determine which nominees should be deemed Victory Flag Champions (winners) for enhancing the College in some way. The College then holds a Victory Flag Ceremony at ALL College locations simultaneously where Victory Flags are raised to honor and publically recognize these
achievements. This not only brings our employees internal recognition for jobs well-done and highlights students' successes, it publically recognizes the great things that are happening at the College. Another benefit to the program is that our employees gain insight into all of the tremendous work happening around our campuses that they might not ordinarily know about; this helps our employees understand what other areas of the College are doing and, hopefully, motivates them to strive Victory Flag recognition in their areas. At the VF Ceremony, the President (and other designated Officiators) read remarks to congratulate our Champions (winners) for the period, take photos with them, and hand out smaller replica flags for the VF Champions to display in their areas.

Announcements are coordinated with our Marketing department to post reminders of the submission periods, announce ceremony dates/locations, and highlight the Champions after the ceremony by listing those accomplishments online and posting pictures which were taken during the flag-raising ceremonies at all campuses. These announcements are posted within our employee portal and on our public web pages (where appropriate) and sometimes picked up by our local media. Once the flag is raised, the Falcon Victory Flag is displayed at each campus for five business days recognizing the same accomplishments at all locations.

This Program brings both internal and external recognition to our College's achievements. Since the program's inception, a total of 15 nominations have been selected to receive recognition. The following is a sampling of some of the celebrants for the time period of August, 2012 through July, 2013:

* The School of Emergency Services, Criminal Justice Department for receiving a perfect audit by the Florida Department of Law Enforcement.
* Phi Theta Kappa Honor Society at Daytona State for increasing their student enrollment and participation by 30%.
* The development and opening of the new DSC Veteran's Center, serving over 700 veterans.
* Our QEP (Quality Enhancement Plan) team selected a topic through a stringent review process and will share our strategies with SACS as best practices.
* The Bachelor of Science (BSET and BAS) programs at Daytona State College ranked #2 in the nation by U.S. News and World Report for "best bachelor's online programs."
* The Human Patient Simulator Laboratory was selected to participate in the international meeting of Simulation in Healthcare. 7 of the 24 teachers in Volusia County selected for the "Teacher of the Year" award were alumni from DSC's College of Education.

**Target Population:** College wide community

**Number of People in Target Population:** 1,006 full-time employees and a student headcount of 28,549 for the 2012/2013 academic year.

**Estimated Start-up Cost:** $972

**Start-up Cost Description:** (8) x 6'x4' flags and (8) 24"x24" flags $936; 20 x 11"x8.5" document frames=$20; Certificates =$16; Total=$972
Estimated Recurring Cost: Less than $50 per year

Recurring Cost Description: Cost to produce approximately 30 certificates per year.

Date Program was First Initiated: Fall, 2012 (first Victory Flag Ceremony - December, 2012)

Sustainability: Did the program show results that were sustainable over time? If so, describe.
Yes, we are entering our second year so far, and momentum actually seems to have increased over the three Victory Flag nomination periods. We've had more nominations this cycle than in the two previous and will celebrate six different accomplishments at the August 16, 2013 ceremony. As the VF Program progresses, more employees know about the program, and thus, more areas are striving for and submitting nominations.

Innovation: Has the program met or set new standards or introduced innovative practices? If so, describe.
The Program itself was an innovative effort to increase our efforts to recognize employees for the great accomplishments they are achieving. There has never been a program of this kind, on a reoccurring, at-large scale, at the College. So far, it seems to provide motivation to our employees to strive for excellence in their areas, and it publically honors those who are advancing teaching, learning, and services.

Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
On our last CCESSE (spring 2011) Survey, Employees specifically mentioned wanting additional recognition for successes and did not feel that enough effort was being made to address this at our College. In response to those survey results, the Employee Recognition Task Force was created to review what efforts are underway, find ways to publicize existing efforts, and create new recognition opportunities. The Falcon Victory Flag Program was specifically initiated at our College to help address the need for an ongoing, at-large, public approach to celebrate our successes in a way which recognizes true achievements which advance the College and which would motivate and inspire other areas to strive to become Champions.

Evaluation: Have the program’s outcomes been evaluated? If so, describe.
The coordinators of this Program meet several times per year with the Task Force to determine Champions for the period, voting criteria, and review suggestions on the program’s effectiveness and reach. We also meet with the College President before each voting period to ensure that nominations fall in line with Strategic Priorities and have college-wide impact. For instance, after speaking with our President and the Task Force, we determined that rather than four nomination periods per year, we would only have three so that the awards ceremonies fall during the major fall and spring semesters, ensuring that as many faculty as possible are available to attend the celebrations. Continual improvement considerations are ongoing.
**Impact:** Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.

Maintaining employee satisfaction and improving employee motivation is common to all industries, including Education; therefore, we think this is a proactive approach to fulfilling the desire to be recognized for efforts above and beyond what is expected in daily operations. The Victory Flag program is an affordable, efficient, and public method of providing employees with much needed acknowledgement for exemplary efforts. This Program could easily be implemented at any institution, and we are willing to work with other institutions in their implementations if requested.

**Recognition:** Provide details about any recognition, media coverage, or honors achieved by program.

The Program itself is a recognition program highlighting accomplishments which affect College-wide advancement. News of the winning Victory Flag Awardees gets top billing on FalconCentral (our intranet) for excellent internal relations, raising morale and pride. We also note them proudly in photoessays on the DSC website. Many of the winning topics have already earned external news mentions and stories in the local media - even before they win a Victory Flag. And those that are fresh, newsworthy, and not yet shared are written up and sent to the media for further awareness opportunities. {See Dec 2012 and March 2013, http://www.daytonastate.edu/photoessay/index.html }

**Additional comments relating to program:**

**Florida College System Aerospace Consortium**

**Program Area:** Aerospace Sciences

**Program Title:** Florida College System Aerospace Consortium

**Institution Name:** Polk State College

**Name:** Kenneth S. Ross

**Position/Title:** VP for Academic and Student Services

**Phone:** 863-292-3605

**Email Address:** kross@polk.edu

**Goals/Objectives:**
The goal of this professional organization is to facilitate collaboration between entities within Florida that have an interest in aerospace education for the purpose of curricular improvement and alignment of curriculum with industry needs.
Summary (750 character limit):
In 2011, Polk State College began exploration of an aerospace program that would include a baccalaureate degree. Rather than develop this degree program in an isolated context, Polk State approached the aerospace faculty at other FCS institutions to assist with this project in order to leverage the collective expertise of the other state colleges, maximize input through industry advisory boards, and create consistency within the degree. The Florida College System Aerospace Consortium is the direct result of this project. While this group came together initially with a specific project in mind, its members found that the aerospace programs at the colleges had common issues that could be better addressed as a collective body.

Full Description of Program (4500 character limit):
In 2011, Polk State College began to explore the addition of an aerospace program that would include both associate and baccalaureate degree options. Research of aerospace programs at other colleges and universities in Florida showed that while several Florida College institutions had aerospace programs at the lower level, there were no public baccalaureate degree programs within the Florida higher education system. While a few universities offer aerospace engineering programs, none include a program that focuses on preparing technically proficient pilots, aviation maintenance technicians, and managers for the aerospace industry. Rather than develop a baccalaureate program isolated from the larger context within Florida, Polk State approached the aerospace faculty at other FCS institutions in order to leverage the collective expertise of the other state colleges, maximize input through the various industry advisory boards, and create efficiencies and consistencies within the degree. The Florida College System Aerospace Consortium is the direct result of this project. The group began initially with colleges that had existing aerospace programs; it has since expanded to include colleges that are considering the addition of aerospace programs in the future. Participating colleges include: Florida State College at Jacksonville, Miami Dade College, Polk State College, Broward College, Santa Fe College, Eastern Florida State College, and Pasco-Hernando Community College. The group also includes representatives from aviation-related secondary programs. To further industry collaboration, representatives from the hosting college’s program advisory committee are invited to each meeting. While this group initially met with a specific project goal (the development of a baccalaureate degree), resulting discussion indicated that the aerospace programs at all of the colleges had common issues and concerns that were better addressed as a collective body than separately by each institution. As a result, the group has officially organized into the Consortium and meets twice a year. The Consortium has met four times over the past two years. The project culminated in an outlined framework for a BS in Aerospace Sciences degree that all participating colleges have agreed to follow. While this framework provides guidelines, it also allows flexibility for colleges to select courses that best meet the needs of employers in their local service areas and that mesh with their existing lower-level programs. This new upper-level curriculum is inventive and modern, taking into account the latest trends and issues in aerospace education. In addition to developing the bachelor’s degree curriculum, members of the Consortium agreed to solicit aerospace industries in their service areas to provide letters of support for the bachelor’s degree.
offering on a statewide basis, as opposed to on behalf of a single college. The Consortium now has a repository of support letters from aerospace industries from Jacksonville to Miami that can be used by any college submitting a proposal to offer a BS in Aerospace Sciences. As the Consortium has worked on the baccalaureate project over the past two years, it also undertook and completed other projects: three colleges (Eastern Florida State College, Florida State College at Jacksonville and Polk State College) joined together to submit a TAACCCT grant application related to aviation, and the Consortium worked to create an aviation subgroup under the SCNS transportation cluster to review aviation-related course submissions. In addition, common issues were discussed such as a funding model for flight training, the role of simulation in flight training, changes in FAA regulations, and faculty credentials. Thus what began as a single project to develop the curriculum for an Aerospace Sciences bachelor’s degree developed into a partnership that continues to meet to address common issues and goals of aerospace faculty across the state. Through the Florida College System Aerospace Consortium, the state has a mechanism for addressing an industry sector that is much broader than any one county or region. As the Consortium continues to address the common issues that emerge within the aerospace field, it will encourage participation from others with similar interests, such as SUS members, emergent industries (i.e. unmanned aerial systems), and private post-secondary institutions.

**Target Population:** These objectives affect a statewide audience of administration, faculty, and students in the aerospace discipline at both the secondary and postsecondary levels; it also includes industry collaboration to better prepare graduates for the workforce.

**Number of People in Target Population:** The goals achieved by the Consortium affect seven state colleges, multiple school districts, multiple aerospace businesses, and a variety of industry sectors across Florida.

**Estimated Start-up Cost:** None

**Start-up Cost Description:** None

**Estimated Recurring Cost:** $2500 per year

**Recurring Cost Description:** The recurring costs are limited to travel expenditures for those attending meetings and the meeting luncheons provided at the hosting college.

**Date Program was First Initiated:** January 27, 2012

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.

The Consortium has met four times over the past two years. A fifth meeting is planned for September 2013. A Bachelor of Science in Aerospace Sciences program proposal has been submitted and other proposals will follow. Additionally, a Department of Labor
Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant was submitted in July 2013.

**Innovation:** Has the program met or set new standards or introduced innovative practices? If so, describe.
This group collaborated on the creation of a model for a unified degree program of study that would prevent divergent programs of study from forming across Florida. This model increases effectiveness and efficiency within the State. The overarching outcome of the group process has been the amalgamation of expertise for the creation of a standard degree framework to ensure a high quality experience with diverse course offerings for students across Florida. The resulting curriculum design and course content is innovative and responsive to workplace needs.

**Improvement:** Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
The projects achieved through this Consortium have improved efficiency, as a shared development of the baccalaureate degree program enables each college to contribute in the extensive content development workload, rather than engaging in this labor as an individual institutional process. Additionally, the collaboration will enable students to take advantage of specialty courses, concentrations, and degree options offered only at certain colleges.

**Evaluation:** Have the program’s outcomes been evaluated? If so, describe.
The first Bachelor of Science in Aerospace Sciences degree program proposal is in the process of being reviewed by the Florida College System, and approval of this proposal will be a clear positive outcome of the goals set by the Consortium. The SCNS subgroup has not had the opportunity to review aerospace courses or curriculum suggestions yet; however, as colleges begin to submit their BS in Aerospace Sciences program proposals, the feedback and input to the State will begin. There is an approximate six-month time frame for review of the TAACCCT grant, and this submission also shows positive goal completion for the Consortium.

**Impact:** Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
The projects completed and in progress through the collaboration of the Consortium impact aerospace education professionals across the state. The developed model of efficiency and partnership is adaptable to any discipline that wants to collaborate on discipline-specific projects.

**Recognition:** Provide details about any recognition, media coverage, or honors achieved by program.
N/A
Gaming unlocks virtual technology in the sciences: 3D education adds life to A and P and Health Science students

Program Area: Anatomy and Physiology/Nursing (with support from IT)

Program Title: Gaming unlocks virtual technology in the sciences: 3D education adds life to A and P and Health Science students.

Institution Name: Florida Gateway College

Name: Dr. Juan Guzman, Dr. Doris Lombo, Dr. Gabriel Pardo, Mr. Derriel Cribbs, and Ms. Tammy Martineau

Position/Title: Professor of Anatomy and Physiology (Dr. Juan Guzman, Dr. Doris Lombo, and Dr. Gabriel Pardo), Network Analyst (Derriel Cribbs), Ms. Tammy Martineau (Executive Director of Allied Health)

Phone: 386-754-4250

Email Address: juan.guzman@fgc.edu

Goals/Objectives:
Increase understanding of the anatomical body structures for students in Anantomy and Physiology classes. Actively engage students through innovative technological educational experiences. Optimize the students' ability to transition successfully to nursing and health science programs, and to understand the complexities of the human body.

Summary (750 character limit):
Florida Gateway College's three full-time A and P faculty (all medical doctors) requested a software called BodyViz so that students could learn body structure in a visual environment and control their learning using game-like controllers. The system enables students to view real-life MRI images to manipulate them in fly-through, cross-sections, etc, all in a 3-d environment. The use of the software has increased interest in Anatomy and Physiology, made our allied health students more prepared, and enabled us to reach and support our community with this technology.

Full Description of Program (4500 character limit):
In an effort to increase student engagement and interest in our Anatomy and Physiology classes, our three professors of A and P requested that we purchase a variety of equipment and upgrade our labs to include cadavers, audiometric equipment, kinesiology technology, and other hands on technology related to body structure and function. One of the primary upgrades was a software called BodyViz. The software enables faculty to import real patient MRI or Catscan images, and it transforms the images into 3-D color graphics that allows the faculty or student to manipulate the
image in multiple ways to examine the body structures in much greater detail and precision all using a hand-operated gaming controller. With BodyViz 3D MRI / CT software, faculty can utilize an Xbox 360 controller which can rotate, pan, zoom or fly-thru a patient's virtual anatomy. Faculty or students can create "clipping" or "slicing" planes and move the planes in and out to see the internal structure of the patient. Faculty or students can also choose what tissue densities they wish to view such as harder tissues (bone, muscle) or softer tissue (fat, skin). Using actual patient data, CT and MRIs can be placed in the 3D software to visualize and enhance the anatomical body structures of the patient. The clinical imaging software, visualization hardware and computing power have converged to a point where a few button actions on a game controller enable the user to render a patient's data into 3D images that become real to the students. The detailed images made possible by powerful software stimulate students' interest and facilitate the recognition of organs as well as other body structures. This software creates an environment for the student where the data is "real", and it provides students with the advantage of understanding actual patient studies (CT's and MRI's) widely used for diagnosis of different diseases. Our students come to the A and P class, place their 3-d glasses on, turn on the 3-d projector, and they take a tour of an artery or a vein, for instance. Another class period may involve, as an example, a flythrough of the air passages into the left and right lungs. Every instance of using the software can be combined with the curriculum and topics of that particular chapter so that students are no longer bound to viewing the images on a page in a book, or just static images on a powerpoint. Students have the advantage of actually viewing "real" scenarios of artery blockages, tumors, and other abnormalities, and they are able to compare that with healthy images….they are more in control of what they learn, and the images and technology allow them to "see" structures in much greater detail. Students are reporting much greater interest and insight into the human body as a result of the use of this technology. Students have the added advantage of staying current in technology (we believe we are one of the few community colleges in the Country utilizing the software), and all of our general education science students have access to relevant, powerful imagery that helps them understand the human body more fully.

We are also inviting doctors in our local hospitals to utilize the software in preparation for surgery or other important medical processes, and we hope to utilize the software in educating local school children in ways that interest them.

**Target Population:** Anatomy and Physiology students and Nursing and Health Science students

**Number of People in Target Population:** 350 per term

**Estimated Start-up Cost:** $100,000

**Start-up Cost Description:** Body Viz software, 20 case studies, 50 pairs of 3D glasses, 3D Rendering Server, 3D Stereoscopic projector with IR transmitter

**Estimated Recurring Cost:** None
Recurring Cost Description: None

Date Program was First Initiated: January 2013

Sustainability: Did the program show results that were sustainable over time? If so, describe.
Student interest in A and P is up (based on student feedback), and they have control and the ability to utilize a gaming software/control to analyze the structures in ways that interest them. Student success rates in A and P I and II are in the low to mid 80% range, which we believe to be significantly above the State average.

Innovation: Has the program met or set new standards or introduced innovative practices? If so, describe.
Body Viz helps to engage students through 3D images of real patient data. An open house was recently conducted for the local hospitals and private physicians in order to develop partnerships to further acquire real life patient scans to be utilized in the body viz software. Additionally, nursing faculty will use the software to further prepare their students. Our A and P students now have the ability to analyze and manipulate an image in a variety of "game-like" ways, and the subsequent student interest in A and P is stronger.

Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
Through utilization of this program, the students have the opportunity to experience new instructional methods that use real patient data encountered in current healthcare practices. This resource allows the students to view patient anatomy in a format not typically available in higher education. Multiple anatomical structures can be demonstrated in a single scan by manipulating the data customizing anatomy and physiology instruction. The result is that students are less bored, more in control of what knowledge they acquire, and they are more engaged because they have a chance to examine real-life scenarios visually and multi-dimensionally.

Evaluation: Have the program’s outcomes been evaluated? If so, describe.
Students utilizing this program have increased class attendance as well as active participation in hands-on learning activities. The students overall GPA has increased approximately 6.5% improving their eligibility for admission into the nursing programs. A video recording of FGC student feedback on the system is available upon request, but we were not sure we should provide it with this application.

Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
By utilization of other internal college resources, the IT department has been able to extend the program beyond the physical classroom through high quality images and
streaming media in nursing and health science programs, and to make the videos available to students in online A and P courses. Also, physicians in the area have already come to a campus meeting with our A and P instructors to observe the software. They have this software as a resource upon request.

**Recognition: Provide details about any recognition, media coverage, or honors achieved by program.**
Body Viz was featured in the local newspaper for the utilization of advanced technology in the college setting as well as on the local college TV show.

**Additional comments relating to program:** We hope you will allow us to demonstrate this to other colleges….it's amazing!

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**Habitat for Humanity Partnership**

**Program Area:** Career and Technical Education (Construction and Technical Programs)

**Program Title:** Habitat for Humanity Partnership

**Institution Name:** Santa Fe College

**Name:** Dr. Jackson Sasser

**Position/Title:** President

**Phone:** 352-395-5168

**Email Address:** j.sasser@sfcollege.edu

**Goals/Objectives:**
Within the College’s Building Construction Management and Apprenticeship programs, students acquire the most up-to-date curriculum available for meeting industry standards and achieve extraordinary rates of retention, licensure, graduation, and employment. A vital key to our students’ success is the Habitat for Humanity home construction project.

**Summary (750 character limit):**
The innovative Habitat for Humanity program combines best practices in building construction education with community service by enabling students to build low-cost, energy-efficient homes for families while acquiring hands-on training for good jobs in construction and building trades. In each of the past three years, a Gainesville family received a 1,248-square ft. three bedroom, two-bath Habitat for Humanity house built by Santa Fe students entirely inside the college’s construction institute. The newest home, which won a state award for its energy saving features, will give a Gainesville woman...
residing in public housing and the two grandchildren she is raising the opportunity for a better life.

**Full Description of Program (4500 character limit):**
An innovative Santa Fe College program has become a national model that combines higher education with public service by enabling students to build affordable, energy-efficient homes for families while acquiring training for good jobs in construction and building trades. In each of the past three years a Gainesville family received a three-bedroom two-bath home built entirely inside Santa Fe’s Charles R. Perry Construction Institute. Students, apprentices and volunteers from the college’s Student Builders Association worked alongside the homeowners, who contributed 400 hours of sweat equity, getting to know them, their children and grandchildren. The project, described as a “hand up, not a handout,” transforms lives while reflecting the best traditions of community colleges. Along with education and service, the program expands sustainability and workforce development. The groundwork for the program was laid with goodwill of the late Charles Perry, head of a large construction firm and a Santa Fe trustee who, through generous support and that of his wife Nancy, funded the college’s Perry Center for Emerging Technologies. Several of Perry’s friends, wanting to give to the college in his honor, developed the idea for the Charles R. Perry Construction Institute. There, theory taught in classes and labs would be applied to real-life construction projects benefiting the community. The Construction Institute was designed and built so that an entire house could be assembled under its roof in a large room next to classrooms in plumbing, electrical work and heating and cooling systems. After Hurricane Katrina, college leaders envisioned a program in which students could help rebuild a community by learning to construct “Katrina Cottages” on campus. Santa Fe’s longtime practice of having students work on Alachua Habitat for Humanity projects led to a partnership with that organization. In a model of collaboration, other partnerships followed, which included the City of Gainesville and the Bank of America Charitable Foundation, both of which donated funds; the Builders Association of North Central Florida Apprenticeships (BANCF) Program, which provides apprentices; BANCF contractors, who provide building supplies; the homeowners, who each contribute labor and a 30-year mortgage; and Santa Fe’s Building Construction Management Technology Program, which educates students. While building the houses, students in Construction Management Techniques courses I and II earn credit toward an associate of science degree from Santa Fe or an associate of arts degree for transfer to a Florida university. Students in the apprenticeship program take classes at night while working during the day as electricians, plumbers, carpenters or heating and air conditioning technicians. These partnerships are thriving. Once the 1,248-square ft. homes are completed and lifted onto a platform for delivery to a local neighborhood, the process begins anew. Santa Fe will continue to build a new home every year as part of the program. Like the first homes, each will feature the latest in energy conservation. The newest home, completed in July, earned the Florida Green Building Coalition’s bronze award. The owner, a University of Florida custodian who is raising two grandchildren, has lived in public housing her entire life. She and the children now enjoy their own home and low energy bills. Students can anticipate a bright future, too. Enrollment is full in most of the growing Construction Institute’s programs. The Air Conditioning,
Refrigeration, and Heating Service Technology program, for example, has tripled in the past three years. Students have no difficulty finding jobs. Eighty-two percent of graduates enter the workforce. Sixty-four percent find employment in the construction field as managers or contractors, or in design or development, sales, or other construction-related fields. Twenty-two percent continue their education. The students succeed because they graduate with the necessary skills and experience. Others are noticing. On a recent visit to Santa Fe College, Florida Department of Education Chancellor Rod Duckworth extolled the program. He called it a national model for cooperation between education and business, saying. "It’s a great example of what education should look like."

**Target Population:** Students enrolled in AS degree of Building Construction Management Technology, Apprenticeship Programs, and Heating, Air Conditioning and Refrigeration.

**Number of People in Target Population:** 160

**Estimated Start-up Cost:** $50,000

**Start-up Cost Description:** The costs are materials for building a three-bedroom, two-bath 1,248 square foot sustainable home.

**Estimated Recurring Cost:** $50,000

**Recurring Cost Description:** The costs are for lumber, roofing, plumbing, cabinetry and basic construction materials.

**Date Program was First Initiated:** Spring of 2010

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.
Noncollege partners work together to sustain a college program. The program is highly sustainable because costs are shared. Assets, such as tools and equipment, also are shared. Habitat for Humanity and various businesses donate funds and supplies that are used to build the houses. The labor is donated by students, apprentices, volunteers and the homeowners. Habitat for Humanity lends its expertise by providing permits and mortgages. The organization also conducts the screening to select the homeowners.

**Innovation:** Has the program met or set new standards or introduced innovative practices? If so, describe.
Formerly, student construction projects consisted of small sheds and sample roofs. These have now been permanently replaced with a three-bedroom, two-bath sustainable home. Many energy efficient features, increasingly important to building construction curriculum, have been added to the home design, such as e windows and Diakin air conditioning. The most recent home has a very efficient Home Energy Rating System (HERS) rating of 65 and received the Florida Green Building Coalition’s bronze...
award. Thus, the project has brought new curricular content relating to energy efficiency into the construction curriculum.

**Improvement:** Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
The collaboration includes our apprenticeship students who work full time while attending college at night, necessitating that the program’s instructors work together in proceeding with construction of the house and fitting the project into their curriculum. The program has lowered the costs of the building construction classes because Habitat provides all the construction materials for the classes, which cost nearly $50,000 per year. These funds are raised through a silent auction and contributions to Habitat. The program has saved the college these material costs on a yearly basis and encourages professors to collaborate on a single project, which enhances communication and scheduling of construction processes.

**Evaluation:** Have the program’s outcomes been evaluated? If so, describe.
Students in the Building Construction Management Technology Programs and Apprenticeship Programs have shown themselves to make sound construction decisions with knowledge of material specifications and restrictions imposed by codes and building regulations as they apply to durability, permeability, aesthetic qualities, internal stresses and other characteristics. They also communicate architectural ideas understandably, accurately and in an efficient manner. They exercise leadership and organizational skills on the job site and in conversing with skilled craftsmen in the trades. The skill and professional qualities of our students are confirmed by employers who find our graduates to be outstanding and eminently qualified for jobs.

**Impact:** Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
The program is easily transferable to any college in the Florida College System because most colleges have technical programs, supportive donors and Habitat for Humanity organizations in their communities. Students benefit by having a public service experience and the work gives them greater opportunities for employment when they graduate. The homeowners benefit by being better able to support their families, which has a broad impact in enhancing the opportunity of family members to achieve and to access and succeed in higher education and beyond.

**Recognition:** Provide details about any recognition, media coverage, or honors achieved by program.
Articles about the completed homes with photos have been published in the Gainesville Sun and Gainesville Magazine. Extensive coverage also has been evident in Santa Fe College’s Today@SF, including an article about Florida Department of Education Chancellor Rod Duckworth’s visit to campus and his praise for the project. The program was presented at the 2013 AFC Joint Commission Spring Conference in May. It is a contender for an exemplary business/industry partnership award.
Additional comments relating to program: The program has had a positive impact on the professional interactions of Santa Fe College instructors because of the shared goal to complete a house on time and under budget and the spirited competition that has emerged in adding energy efficient systems to the existing floor plan. The third house has icynene spray foam insulation in the attic, contributing to its extremely low energy ratings. The program's focus now is to make the fourth house even more energy efficient. Santa Fe's Charles R. Perry Construction Institute was built to house all the skilled trades that work together on one project and that goal has certainly been accomplished. The work is continuing with efforts to attain even higher levels of success.

Individualized Student Program Plans

Institution/Agency: Indian River State College

Program Area: Student Affairs

Topic: Student Services/Advising

Critical Area Covered? Adult Education

Program Contact: Steve Payne and Dale Hayes
IRSC, 3209 Virginia Avenue
Fort Pierce, FL 34981
St. Lucie County
Phone: (772) 462-7805

Goals/Objectives:
To provide every degree-seeking student with the opportunity to develop a primary student-advisor relationship. To increase student engagement through ongoing interaction between the student and his/her assigned advisor from enrollment to graduation. To provide the student with an advising plan personalized to reflect their degree/program, transfer, and/or career objectives.

Description:
In April 2007, IRSC began assigning all new degree-seeking students to a primary advisor. That advisor is responsible for working with those assigned students to determine their degree goals and assist in formulating an advising plan leading to degree completion. That advisor also becomes the primary contact for the student as questions arise about any area associated with their enrollment at IRSC. The college believes that providing students with a primary contact they can develop a working
relationship with over the course of their enrollment is a strong retention tool. We have found that students return to their advisor for questions related to changing majors, transfer decisions, and at other critical stages of matriculation. At the time of application students indicate the home campus at which they plan to receive the majority of their student services. Assigned advisors are located at each of our campuses so that students can be assigned to their home campus of choice. This enables them to seek assistance at a location convenient for them. In 2008, the practice of assigning students to advisors was expanded to include dual enrollment students and baccalaureate students. Students who continue at IRSC through graduation from an associate degree to one of our baccalaureate programs remain with the same advisor, allowing for continuity of service. In addition to creation of the advising plan, assigned advisors teach students how to use that plan to register online, as well as how to interpret their degree audit and review their remaining requirements each semester.

**Target Population:** All degree-seeking students (lower division and baccalaureate) and all dual enrollment students

**Number Of Students:** 100+

**Estimated Start-up Cost:** $0.00

The baseline programming used to accomplish this goal was already part of our student information system, as provided by the HET Group of which IRSC is a member. Site specific additions to this programming were completed by our Enterprises Systems programmers who worked with us on design elements needed. Therefore, costs were minimal.

**Estimated Recurring Cost:** $0.00

**Date Program was First Initiated:** 4/1/2007 - Ongoing

**Length of Program:** Other

**Program Assessment**

**Number of Successful Completions:** 11,138

**High Wage/High Skill Occupation:** No

**Awards Achieved?** No

**Math Up, MAT1033**

**Program Area:** Academic Support
Program Title: Math Up, MAT1033

Institution Name: Daytona State College

Name: Michelle McCraney

Position/Title: AVP, Division of Library and Academic Student Services

Phone: 386-506-3685

Email Address: mccranm@daytonastate.edu

Program Information

Program Area: Academic Support

Program Title: Math Up, MAT1033

Goals/Objectives:
The goal of the ASC was to utilize preexisting resources and staff expertise to creatively provide a solution to the growing problem of limited success in gateway mathematics courses. The ASC worked closely with faculty from the School of Mathematics to identify important mathematical concepts to review with students before they began the Intermediate Algebra course. Additionally, the ASC worked with faculty to provide students with appropriate study strategies during Math Up.

Summary (750 character limit):
In education, we are often asked to do more with less. In designing and implementing Math Up, the goal of the ASC was to utilize preexisting resources and staff expertise to creatively provide a solution to the growing problem of limited success in gateway mathematics courses. The ASC worked closely with faculty from the School of Mathematics to identify important mathematical concepts to review with students before they began the Intermediate Algebra course. The faculty was also essential in helping to identify study and life skills gaps that become barriers to student success in college-level courses. With this in mind, a team of four Learning Specialists from the ASC collaborated to design the curriculum of Math Up.

Full Description of Program (4500 character limit):
Format: Math Up is a free, four day workshop offered the week before classes begin in the two major semesters, fall and spring. In order to accommodate students’ schedules, the ASC offered three sessions, a morning, afternoon, and evening session. The ASC also aimed to keep the class sizes low by offering two simultaneous sessions in the morning and afternoon time slots. The sessions ran for two hours in the Fall 2012 semester and were increased to 2.5 hours for the Spring 2013 semester in order to allow students more time for discussion and practice. Math Up provides students with a
collaborative, engaging and stress-free environment to review mathematical concepts and study skills. The aim is to boost student confidence in their ability to do math, give them an opportunity to be successful before they enter the college-level course, introduce them to resources that contribute to their success as a college student, and build relationships with Learning Specialists and classmates. This was achieved by collaborative activities, discussions, games, and an emphasis on hands-on problem solving. Students were rewarded for attending the sessions by prizes and giveaways throughout the week. Math Up is targeted to students enrolled in Intermediate Algebra (MAT1033) for the upcoming semester. The ASC marketed Math Up to students in several forms, including direct emails and mailings to students, phone calls, and posters displayed on campus. Staff: The design of Math Up allows existing staff at the ASC to deliver the workshops during times of the year that are traditionally planning periods, during which our facilities are closed to students. Learning Specialists with diverse backgrounds in mathematics, education, English, and the sciences facilitated the workshops. Each session had two facilitators and an additional Learning Specialist to aid in answering questions while students were working on math concepts. Math Up did not only benefit the students who attended, but also the staff that were involved in its creation and implementation. It was an excellent opportunity for team building and professional development, as well as for collaboration between departments. Content and Course Overview: Each day of Math Up consisted of study skills lessons specific to mathematics courses, a review of mathematical concepts, and problem solving activities. With the input of faculty, the ASC decided to limit the content review to Graphing Linear Equations, a concept that was introduced in the prerequisite course and covered in the first and second weeks of the Intermediate Algebra course. This allowed students to recall this important concept and go into their first week of classes with a better understanding of the material.

**Target Population:** Math Up is targeted to students enrolled in Intermediate Algebra (MAT1033) for the upcoming semester. This marketing also included dual enrolled students enrolled in MAT1033.

**Number of People in Target Population:** 94 students in Fall 2012 and 87 students in Spring 2013

**Estimated Start-up Cost:** less than $100

**Start-up Cost Description:** The program was facilitated by existing staff and was free to students. The money spent was on marketing materials, paper plates and candy.

**Estimated Recurring Cost:** less than $100

**Recurring Cost Description:** Same as above.
Date Program was First Initiated: Fall 2012 the week before classes started

Sustainability: Did the program show results that were sustainable over time? If so, describe.

Innovation: Has the program met or set new standards or introduced innovative practices? If so, describe.
Due to the success that Math Up has had in the last two semesters, the ASC has taken the model of Math Up for Intermediate Algebra and expanded it to other subject areas. The inherent flexibility of the curriculum has allowed Math Up to be easily adapted to other subjects. In addition to continuing the Math Up for Intermediate Algebra for the upcoming Fall 2013 semester, the ASC will offer Math Up for Introductory Algebra (MAT0028), Chem Up for students entering introductory science courses, and Word Up for students entering College Composition (ENC1101). These workshops will engage faculty from multiple departments.

Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
When the ASC looked at success and persistence rates for students, we found that students who participated in Math Up were on average 20% more likely than those who did not attend to earn a grade of A through C in Intermediate Algebra. Students who participated in Math Up were also slightly more likely to enroll in classes during the following semester. The most important success we measured from Math Up is the average number of visits to the ASC. Students who participated in Math Up were 60% more likely to visit the ASC and take advantage of resources than those students who did not participate. This suggests that Math Up was successful in communicating the importance of support services. This program may be used as a strategy for SB1720.

Evaluation: Have the program’s outcomes been evaluated? If so, describe.
The ASC was committed to constant improvement and development of best practices for the Math Up program from its inception. In order to evaluate progress of the students and the effectiveness of the program, the ASC included several assessments. The first was to give students a pre and post check, at the beginning and end of the week respectively, in order to determine if students’ knowledge of the mathematical concepts changed over the course of the program. The second was to provide a survey to the students at the end of the program that allowed them to evaluate each activity individually and also to give feedback about Math Up. After the conclusion of Math Up for each semester, the Learning Specialists involved discussed what worked well.

Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it
was implemented? If so, describe.
Due to the success that Math Up has had in the last two semesters, the ASC has taken
the model of Math Up for Intermediate Algebra and expanded it to other subject areas.
The inherent flexibility of the curriculum has allowed Math Up to be easily adapted to
other subjects. In addition to continuing the Math Up for Intermediate Algebra for the
upcoming Fall 2013 semester, the ASC will offer Math Up for Introductory Algebra
(MAT0028), Chem Up for students entering introductory science courses, and Word Up
for students entering College Composition (ENC1101). This has engaged many more
departments in collaboration with the ASC, which includes the School of Biological and
Physical Sciences, the School of Humanities and Communication, the School

Recognition: Provide details about any recognition, media coverage, or honors
achieved by program.
The program was recognized at various college wide committees on campus.

Additional comments relating to program:
Please take a moment to view the video clips from Math Up, which can be found at
http://prezi.com/v0fe6k8tdfdu/?utm_campaign=share&utm_medium=copy

Military and Veteran Service Center

Program Area: Veterans

Program Title: Military and Veteran Service Center

Institution Name: Florida State College at Jacksonville

Name: James W. Stevenson, Jr.

Position/Title: Vice President, Institutional Advancement

Phone: 904-632-3191

Email Address: jisteven@fscj.edu

Goals/Objectives:
The Military and Veteran Service Center (MVSC) furnishes educational resources in an
effort to further academic success, leading to a degree, certification or licensure and
employment in a high-demand, high-wage career field.

Summary (750 character limit):
Florida State College has been supporting the military since 1965. Through grants,
national and local military contracts and local initiatives the college has been able to
couple together various programs to provide for veterans educational and career support. The college provides advising and enrollment services at two local bases as well as each campus and works with the City of Jacksonville and local organizations for all facets of active duty, veterans and family support. The MVSC is the college’s sustainable follow on program to the grant funded Veterans Center for Career Reentry. The MVSC serves as the central point for efforts throughout the college to provide services to veterans and their families.

Full Description of Program (4500 character limit):
The Military and Veterans Service Center (MVSC) provides assistance and resource referral services to active military, veterans, and their family members. The MVSC furnishes educational resources in an effort to further academic success, leading to a degree, certification or licensure and employment in a high-demand, high-wage career field. Coupled with professional respect, responsibility, and accountability, the MVSC is the principal advocate at Florida State College at Jacksonville for active military, veterans, and their family members ensuring their unique needs and challenges are met. Specific services include: educational benefits information, student services counseling, academic admissions and enrollment, military student orientation, financial aid assistance and referral, disabilities services referral, community events and resource information sessions, Jacksonville-area veteran assistance referral, veteran-to-veteran peer networking, and education and career coaching and mentoring. The goals of the MVSC are 1) help the member understand and ensure access to all campus resources available; 2) help the member succeed by providing study space and special tutoring conveniently located in a single facility; 3) help FSCJ faculty and staff understand the unique needs of the military student; and 4) provide the military student the tools necessary to stay on track and finish their degree. Veterans have a unique relationship to the educational system because they tend to be older than the general population, have had military training in occupational fields that can be articulated into existing college programs of study and have been involved in a career — the military — that involves the student in uncommon situations as a way of life. Active military, veterans and families represent a large portion of the population, over 135,000 in the college region, which impact the community. As this population is expected to grow the college has determined to enhance support for the group through the MVSC. Combining some existing educational advising and career development the Center will continue to add services through outreach to other colleges in Florida as well as association and work with local veterans groups such as Wounded Warriors, Jacksonville Military Veterans Coalition, Veteran Counseling and Job Fairs, and various other military support groups. Veterans Affairs and Military Programs advice is available to assist military personnel, veterans, and dependents eligible for any of the educational benefit programs administered by the Veterans Administration. Prospective military and veteran students need only visit one of the campus or education center veterans’ representatives for additional information. As part of the College’s continuing commitment to provide educational opportunities for active military, veterans, and their family members, a formal policy facilitating the evaluation of military training and conversion to college credit and the transfer of academic credit was adopted in 1965. This policy allows prospective military and veteran students, regardless of where they
are stationed, who have attended training or possess college credit from an accredited post-secondary institution, to enroll in classes leading to a degree, certification or licensure with a certain amount of credit on their transcript. The MVSC maintains a small staff consisting of a director, a program manager and two student advisors. The center makes use of campus resources to include VA student advisors located at the five campuses, three education centers, and two Jacksonville-area Navy bases; a VA Enrollment Services Manager; and six VA certifying officials. The MVSC hosts several workshops and special events throughout the year with the goal of better preparing military and veteran students for the academic and professional world. Examples of workshops include: career planning, business etiquette, résumé and cover letter writing, and interviewing skills. As well, information sessions are conducted that focus on health, internships, and employment. The MSVC has been awarded a grant with the Veterans Administration that will provide a Veterans Rehabilitation Counselor and Veterans Health Representative on campus for easy accessibility. These two VA personnel will enhance the ability of the college to serve the needs of the veteran’s student community.

**Target Population:** Active military, veterans, and their family members.

**Number of People in Target Population:** 135,134 active duty and veterans plus families

**Estimated Start-up Cost:** Computers for 4 student stations and 4 employees - $11,200. Personnel - salary $165,768 plus benefits.

**Start-up Cost Description:** Start up cost involve 2 advisor positions, a program manager and a director. Also involved is at a minimum a room with 4 computers, a printer, standard office supplies for veteran students to research, compose and print assignments and job searches.

**Estimated Recurring Cost:** Personnel - salary $165,768 plus benefits. Additional funding for upkeep of capital equipment and supplies.

**Recurring Cost Description:** Personnel, supplies, equipment upkeep.

**Date Program was First Initiated:** 1 November 2010 VCCR with follow on MVSC on 10 July 2013.

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.

From the educational advisory functions the college consistently has a veteran student count of approximately 7500. During the time the college was working with the career re-entry program 268 veterans enrolled in the program and resulted in 107 being employed.
Innovation: Has the program met or set new standards or introduced innovative practices? If so, describe.
The new MSVC will combine the educational advising with a new career development advising function to provide as full a service program as possible.

Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
The program has greatly assisted the active military, families and veterans in the various College processes, such as registration, GI Bill processing, degree understanding and educational benefits.

Evaluation: Have the program’s outcomes been evaluated? If so, describe.
Not at this time.

Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
The use of a central veteran’s center such as the MSVC to coordinate and disseminate information to veterans affects the entire student, veteran and civilian community through the improvement of educational and career opportunities and success. The veteran center provides a better educated and prepared veteran workforce. This helps the veteran personally and contributes to the community.

Recognition: Provide details about any recognition, media coverage, or honors achieved by program.
VCCR was covered by the Florida Times Union newspaper in 2010 and 904 magazine in 2011.

Money Matters

Program Area: Student Affairs
Program Title: Money Matters
Institution Name: Pensacola State College
Name: Rachel Burns
Position/Title: Director, TRIO-Student Support Services/Crisis Referral (Chair, Financial Literacy Committee)
Phone: 850-484-1817
Email Address: rburns@pensacolastate.edu
Goals/Objectives:
1. Explore and implement strategies designed to increase the financial literacy of Pensacola State students
2. Increase awareness of the importance of financial literacy
3. Reduce student loan default rates and mismanagement of financial aid
4. Improve persistence, retention and graduation rates
5. Improve the financial health of the greater community
6. Stimulate learning in this critical area
7. Incorporate the principles of financial literacy into the fabric and culture of college life

Summary (750 character limit):
Money Matters is Pensacola State College's financial literacy initiative. Started in 2009, as a way to help improve the financial health of our students, Money Matters has become a community wide partnership between the college and a wide variety of community agencies, including United Way, Catholic Charities, Head Start, Manna Food Bank, the local judicial system and the Florida Department of Children and Families, through an AmeriCorps project.

Full Description of Program (4500 character limit):
History: Initially designed to help reduce loan default rates of PSC students and help them manage their financial aid more effectively, Money Matters began when a small group of concerned faculty and staff met to discuss the financial problems experienced by their students. In 2010, this group officially became Pensacola State College’s Financial Literacy Committee. In 2012, Money Matters was the college’s official interdisciplinary theme, bringing together students, faculty and staff from all aspects of college life to work collaboratively to stimulate learning and incorporate financial literacy into the fabric and culture of college life.

Program Components/Accomplishments:
1. Implementation and promotion of free online resources, such as CashCourse (www.cashcourse.org/pensacolastate) and the FDIC’s MoneySmart. (http://www.fdic.gov/consumers/consumer/moneysmart).
2. Variety of workshops/presentations (e.g. Budgeting, Predatory Lending).
3. Use of campus wide digital signs to promote Money Matters and offer financial literacy advice.
4. Classroom incorporation (Adult Basic Education/GED, English, Accounting, Public Speaking, including an innovative online conference for students, "Make Cents").
5. Library online research guide (http://researchguides.pensacolastate.edu).
8. IRS Volunteer Income Tax Assistance site (served more local citizens at our site than all other community locations combined, resulting in two years of more than $1.8 million in refunds per year).
9. Development and implementation of Money Matters curriculum (4-hour workshop, shared with the community through the AmeriCorps project.)
10. Development of Money Matters as a court-mandated course, to be offered through the PSC Continuing Education department, in partnership with local judiciary.
11. Signature Event - Money Matters Week (including Ask-the-Expert panels, Peer-to-Peer student panels, online scavenger hunt, workshops, giveaways, faculty contest, student essay contest and classroom presentations).

**Target Population:** Initially PSC students, particularly those at risk for defaulting on student loans; now, the project has expanded to include the greater community, particularly low-income individuals, becoming a recruitment tool, as well as a retention tool.

**Number of People in Target Population:** College: approximately 4,000; Community: approximately 20,000

**Estimated Start-up Cost:** $0

**Start-up Cost Description:** There are several free online resources available, and initial start-up only requires a group of committed individuals, willing to champion a financial literacy initiative at their institution.

**Estimated Recurring Cost:** $2,000

**Recurring Cost Description:** As a financial literacy initiative takes off, it will require as much funding as an institution can commit. The more the investment, the higher the yield. Marketing and workshop materials, incentives and prizes will require at least $2,000.

**Date Program was First Initiated:** April 2009

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.

The organic nature of this project has lent itself to sustainability. Started in 2009, with the commitment of passionate and concerned PSC staff and faculty, the project began with no budget. Utilizing free resources and partnering with community organizations, maximum effect has been produced with minimum resources. Receiving a Florida College System Foundation financial literacy grant in 2012 enabled us to continue the project by providing us with the initial payment for an interactive online financial literacy platform to supplement our other resources (to be added to our website this fall). The program’s reach has grown from approximately 100 to almost 4,000 participants at Pensacola State College.

**Innovation:** Has the program met or set new standards or introduced innovative practices? If so, describe.

Prior to Money Matters, there was no financial literacy initiative at Pensacola State College or in the community. By partnering with community agencies through AmeriCorps, the judicial project and, most recently, the City of Pensacola’s Common
Sense project, we have been a key player and integral stakeholder in all subsequent financial literacy projects in our area.

**Improvement:** Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.

Money Matters addresses the problem of loan default, Title IV repayment and retention. While it is difficult to statistically link our financial literacy efforts to improved results in these areas, we are confident that our efforts are having the desired effect and believe that these will continue to grow over time.

**Evaluation:** Have the program's outcomes been evaluated? If so, describe.

In 2012-13, Money Matters Workshops had 636 participants, 72 percent of whom showed an increase in knowledge between the pre- and post-tests; during Money Matters Week, 1,333 students participated in the various events; CashCourse online usage showed 1,013 visitors; 270 Business students, 340 Public Speaking students and 65 ABE/GED students participated in financial literacy activities; 264 first-generation, low-income students engaged in financial literacy activities through our TRIO and Health Professions Opportunity grants.

**Impact:** Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.

The impact and benefits to Money Matters continue to grow. From reaching around 100 students in our first year of the project, to reaching almost 4,000 this year, just at our college, in addition to more than 600 in the community, the project has broadened its impact each year. Every college and community can adapt this program to their particular institution and environment.

**Recognition:** Provide details about any recognition, media coverage, or honors achieved by program.

1. PSC was awarded a CashCourse reimbursement grant in 2010 of $1,000, which helped fund the CashCourse promotions.
2. CashCourse highlighted PSC's project in their monthly newsletter.
3. PSC was recognized as the top community college in the nation for traffic to the CashCourse website in 2011, and fourth in the nation of all higher-ed institutions!
4. PSC received a Financial Literacy Grant from the Florida College System Foundation in 2012 for $10,000.
5. The City of Pensacola's Common Sense project is based on PSC's Money Matters program and PSC was recognized for this involvement at Mayor Ashton Hayward's press conference launching Common Sense earlier this summer.
Pasco-Hernando Community College (PHCC) Student Assistance Program (SAP)- Maximizing Student Success Through a Public - Private Partnership

Program Area: Student Affairs/Student Support Services

Program Title: Pasco-Hernando Community College (PHCC) Student Assistance Program (SAP)- Maximizing Student Success Through a Public -Private Partnership

Institution Name: Pasco-Hernando Community College

Name: Dr. Timothy Beard

Position/Title: Vice-President of Student Development and Enrollment Management

Phone: 727-816-3413

Email Address: beardt@phcc.edu

Goals/Objectives:
The PHCC-SAP is a public-private partnership created to address personal development needs and concerns of PHCC students through individualized counseling services. The outsourcing of student counseling services, through the SAP, addresses the growing mental, emotional, and behavioral challenges that impede upon students’ learning, persistence, and college completion.

Summary (750 character limit):
In 2007, PHCC partnered with BayCare Life Management to form the first public-private joint initiative among Florida Colleges to outsource student counseling services. The outsourcing of student counseling services, through the SAP, addresses the growing mental, emotional, and behavioral challenges that impede upon students’ learning, persistence, and college completion rates. The success of the program has been evident by an increase in student persistence, graduation rates, and the feelings of safety and security among students, staff, and faculty as indicated by monthly and annual assessments.

Full Description of Program (4500 character limit):
America's schools, colleges, and universities operate within an open environment which at times experience security threats to the education and teaching of the nation's students and educators. Over the past decade there has been an obvious need for educational institutions to address the safety concerns of students, faculty, staff, and administrators. Pasco-Hernando Community College (PHCC) answered the call to address these concerns in 2007 with the creation of the PHCC Student Assistance Program (SAP). The PHCC-SAP has served as the template and model that has been emulated by post-secondary institutions throughout the country.
Since the creation of the PHCC–SAP in 2007, at least 50% of the Florida College System (FCS) institutions have made an investment in a student assistance program, and emulated the PHCC private-public partnership. One third (nine) of the other Florida Colleges have initiated the conversations with the PHCC administration to develop a SAP, utilizing the PHCC model, at their institutions. Additionally, the Office of the Vice-President of Student Development and Enrollment Management responds to calls annually from higher education institutions nation wide regarding the implementation of a SAP. This includes calls from institutions in the states of South Carolina, North Carolina, Texas, and Wisconsin.

The PHCC-SAP is unique due to the collaboration across the College among faculty, staff, and administrators. As a cost effective program, the PHCC-SAP is a premier program that has provided students, faculty, and staff with a referral mechanism to combat barriers to student success. Similar to PHCC, several of the Florida Colleges have reported savings in excess of $500,000.00 over the past several years, due to the implementation of the SAP model to address the needs of students and concerns of faculty and staff. The contractual relationship between PHCC and BayCare Life Management requires for the health care provider to conduct a minimal of two educational workshops per year on each of the four PHCC campuses. Additionally, the public-private partnership requires for BayCare to educate the College personnel and students to identify signs from students who appear unable to cope with the stress related to absenteeism, class disruption, decline in grades, personality changes, and seclusion. A measure indicating the success and effectiveness of SAP is student utilization. Student utilization of the PHCC-SAP increased 50% from 2007 to 2012, and has remained the referral source of choice for faculty, staff, and students (see attached tables).

Referrals to SAP are made by faculty, staff, assistant deans of student development, fellow students, and student’s self-referring. Students referred through SAP receive three to five counseling sessions. Additional sessions are authorized by the Vice-President of Student Development and Enrollment Management if warranted. The type and example of referrals include the following:

- the Financial Aid office because a student was homeless due to eviction
- a groundskeeper because a student was homeless due to family situation
- a professor because a student became suddenly inattentive and disheveled
- a professor because a student said she felt she “didn’t matter”
- an assistant dean of student development because of harassment occurring outside of school

The PHCC-SAP has been highly utilized as a program to assist with addressing student discipline issues on campus. The students who received discipline sanctions benefited from counseling through SAP referrals. Statistical evidence has indicated the effectiveness of the SAP on discipline referrals. The evidence indicate no subsequent violations by students who have participated in the PHCC-SAP since 2007. In addition to providing faculty and staff a referral mechanism to address relative academic, relational, emotional, mental, and behavioral challenges of students related to stress or other issues, the PHCCSAP has been instrumental in facilitating increases in student retention and graduation rates. The PHCCSAP has epitomized the strength
of success and how student retention and completion can be maximized at a Florida College System institution through a public and private partnership.

**Target Population:** PHCC students experiencing personal, social, psychological, and academic barriers and challenges to their success.

**Number of People in Target Population:** 16,000 +

**Estimated Start-up Cost:** $15,000.00

**Start-up Cost Description:** The start up cost was based upon 5,000 FTE for an array of counseling and assessment services

**Estimated Recurring Cost:** Cost increased to 21,000 with a three year contract in 2012, ending 2015

**Recurring Cost Description:** $21,000, cost increased to this amount because of FTE increase, covering the services indicated above

**Date Program was First Initiated:** Summer 2007

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.
Yes, since 2007, the PHCC-SAP has continue to grow in popularity state-wide, regionally, and nationally. Locally, PHCC students, faculty, and staff have increasingly referred students with challenges for services. The program and services have been cost effective since their inception in 2007. Please see attached tables and brochures for the breakdown of services that have been provided to students.

**Innovation:** Has the program met or set new standards or introduced innovative practices? If so, describe.
The PHCC-SAP has enhanced the program to include bereavement and group counseling services. Workshops are performed each semester at the College’s orientations and at special events as requested by faculty, staff, or administrators. The PHCC-SAP model is being used nationally to assist colleges and universities to promote student health, wellness, safety, and security.

**Improvement:** Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
The PHCC-SAP has addressed the emotional, psychological, and relationship challenges of students for over six years. The PHCC-SAP services have been instrumental in enhancing the safety and security concerns, overall health, and function of the institutional learning environment. Since its inception in 2007, PHCC-SAP has decreased repeated student offenses relative to violations of the code of conduct policies. Personnel costs are drastically minimized and reduced as a result of
implementing the SAP program at the College. SAP has been very instrumental in reducing faculty and class time addressing student inappropriate classroom behaviors related to stress.

**Evaluation:** Have the program's outcomes been evaluated? If so, describe. The PHCC-SAP is evaluated monthly relative to student utilization. The program is also evaluated weekly by students relative to its usefulness and impact on students, faculty, and staff perception of campus safety. The impact of SAP's on students' individual and overall persistence, and academic progress are also evaluated bi-annually. Please see the attached evaluative instruments and information regarding the PHCC SAP.

**Impact:** Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
The PHCC-SAP epitomizes the significance of a public-private partnership that has been on the cutting edge of how colleges have selected to address mental health challenges of students. The PHCC- SAP model has served as the template that is currently being utilized by higher education professionals at Florida colleges and at institutions throughout the country. Practitioners in higher education have recognized the cost saving implications of a SAP and are well aware of the need to replicate such program relative to the enhancement of student health and academic success.

**Recognition:** Provide details about any recognition, media coverage, or honors achieved by program.
In 2011 the Association of Florida Colleges-Student Development Commission recognized the PHCC-SAP as the Runner-Up Program "Best Practice" for Student Affairs

**Additional comments relating to program:**
"The Student Assistance Program has been a great benefit in extending counseling services to Valencia students beyond what the college counselors can provide. Many of our faculty include the 1-800 number on their course syllabi to help remind the students of the available services". Dr. Joyce C Romano, Vice President for Student Affairs, Valencia College
"Our staff are now more comfortable knowing that they can connect the student with competent and caring professionals to assist them at any time of the day or night. I highly recommend this program". Tim G. Wise, Ed.D. - College of Central Florida, Vice President for Student Affairs
"The SAP has impacted the wellness of our College", Bob Bade, Dean, Pasco Hernando CC
Project Challenge

Program Area: Student Affairs

Program Title: Project Challenge

Institution Name: Pensacola State College

Name: Monique Collins, Ed. D.

Position/Title: Coordinator, Center for Advising/Career Services, Associate Professor, Social Sciences

Phone: 850-484-1552

Email Address: mcollins@pensacolastate.edu

Goals/Objectives:
Project Challenge is a "summer-bridge" program at Pensacola State College designed to recruit and retain minority male college students.

Summary (750 character limit):
Project Challenge is a summer-bridge program designed to recruit and retain minority males from high school into college. The concept and implementation of the program stems from a challenge initiated by former Chairman of the State Board of Community Colleges, Mr. Tom Heyward. In the early 1990's, Mr. Heyward expressed concern about depleting numbers among minority male college students and the need to enhance recruitment and retention efforts for this population. As a result, Mr. Heyward issued a challenge to college Presidents to develop ideas to increase the enrollment of minority males in Florida community colleges. Pensacola Junior College, now Pensacola State College, accepted the challenge and Project Challenge was born.

Full Description of Program (4500 character limit):
Project Challenge is a summer-bridge program designed to recruit and retain minority male college students. Honoring the "bridge" notion, students are encouraged to apply for the program as high school seniors and begin the program immediately following graduation, in PSC's Summer "D" session (June-August). Once accepted to the program, students receive: (1) a tuition-paid SLSIIOL: College Success course; (2) mentoring relationships with minority male college employees and community members; (3) experiential learning opportunities (Le., life skills workshops and travel); and (4) on-campus employment as a budget assistant. The college success instruction and daily program oversight are also provided by college-employed, minority males.

Target Population: Project Challenge invites minority male, high school graduating seniors to participate in this program. Number of People in Target Population: In 2011-
12, Escambia County schools graduated approximately 360 minority male students, whom we actively recruited to participate in Pensacola State's program (HDOE).

**Estimated Start-up Cost:** $28,225

**Start-up Cost Description:** Start-up costs include: marketing $300; tuition/fees $6,275; textbooks $1,750; payroll (students) $17,400; payroll (instructor) $1,500; experiential learning fees $1,000.

**Estimated Recurring Cost:** $28,225

**Recurring Cost Description:** All program costs are recurring. Slight increases must be considered in yearly budgeting (federal minimum wage, faculty salaries, tuition increases, textbook price increases, etc.), as appropriate.

**Date Program was First Initiated:** Project Challenge was initiated in Summer term, 1992.

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.

Five-year data reveals a steady increase in retention from 75% to 100% (2008-2012) of Project Challenge students who remain enrolled after program completion. We attribute the retention rates to our continued interaction with student beyond program completion, revision of the program objectives and implementation of daily program oversight by a minority male. Keeping in contact with our students, through one-on-one contact or with group meetings, helps us monitor student progress and inevitably retain them. These practices contribute to the program's strong sustainability.

**Innovation:** Has the program met or set new standards or introduced innovative practices? If so, describe.

In effort to keep Project Challenge in tandem with students' ever-evolving needs, an experiential learning component was added to the program in 2012. Experiential learning includes hands-on workshops such as: (a) etiquette training, followed by catered luncheon; (b) roundtable discussions on health and current events; and (c) barbershop forums with haircuts donated by local barbers. Experiential learning offers students a chance to get out of the traditional classroom and into the world and to learn by "seeing and doing."

**Improvement:** Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.

Project Challenge has experienced significant upgrades since its early days. When the program began, the college compensated local community members to present to the class on a weekly basis. In recent years, we have eliminated those costs and redirected them back into the program in ways that better serve the students. For example, motivational speakers who are invited to our program are requested to share their
inspirational messages at no cost. Also this year, as an added retention effort, two students with the highest GPAs (Summer/Fall combined), will travel to the Black Male Summit Conference in Akron, Ohio.

**Evaluation: Have the program's outcomes been evaluated? If so, describe.**
The Project Challenge program is continually evaluated for efficiency and for meeting the needs of these young, minority males. Students are encouraged to offer feedback at the close of each program. Following are some 2013 end-of-program survey results. When asked, "Would you recommend Project Challenge to a friend?" 100 percent of the students said, "yes." Also, when asked about the values they gained from Project Challenge, responses included: "If someone has lost sight of who they are and what their purpose is, they can always sign up for Project Challenge," and "I will take it upon myself to teach my younger siblings what I learned, since it is always beneficial to share wisdom."

**Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.**
Project Challenge has a broad impact and continues to help graduating students become greater contributing, more informed member of society. Completers of Project Challenge have transferred to the university level for bachelor's degrees and are currently working as educators, business owners, electricians, coaches, program managers, graduate students and police officers-the list goes on. Each past participant is "giving back" to his community, what was once given to him- motivation and direction.

**Recognition: Provide details about any recognition, media coverage, or honors achieved by program.**

**Additional comments relating to program:**
In 2003, Project Challenge was honored to receive an Equity Exemplary Practice Silver Award from the Association of Florida Colleges (AFC). This year, we were proud to be recognized by the Pensacola News Journal in an article titled, "PSC: Good men wanted," highlighting the program and the role it plays in helping minority males in our community. Project Challenge continues to be a shining light for students who may need collegiate/career guidance after high school. One of the guiding principles of our program is, "A candle loses nothing by lighting another candle ... "(James Keller). This principle describes both the guidance PSC provides Project Challenge students and the expectation for each of them to share what they have learned.

**Project Win-Win (Sustainable as "Return to the River" Campaign)**

**Program Area:** Enrollment Management: Retention and Completion

**Program Title:** Project Win-Win (Sustainable as "Return to the River" Campaign)
Institution Name: Indian River State College

Name: Eileen Storck

Position/Title: Director of Enrollment Management

Phone: 772-462-7361

Email Address: estorck@irsc.edu

Goals/Objectives:
Locate, re-enroll, and graduate students who left IRSC prior to completion and who had 12 credits or less remaining at the time they stopped out.

Summary (750 character limit):
With completion a key initiative at IRSC and statewide, PWW is a highly successful approach to bring students who have stopped attending to degree completion. An initial state file of 11,000 IRSC students was run against the SUS system and the National Student Clearinghouse to identify students who have some college credit but no degree (removing those with degree credentials). Our final "Universe" of students to pursue consisted of 3 cohorts equaling 1680 students: The PWW team created a data tracking system, started sending out communications to these students, and proceeded to recruit them back to earn a degree with outstanding results; 72% were confirmed for completion (860 students) or re-enrolled (351 students).

Full Description of Program (4500 character limit):
Knowing this project was going to require involvement from many areas of the institution if it was to be successful, we created a PWW Committee that agreed to meet every other week throughout the project. The representation was wide and included reps from Counseling, Fin Aid, Registrar, Research and Reports (Data), Enterprise Systems (Programming), Retention Team, Finance, Administration, and our Foundation. The students we were tasked with locating and bringing back to degree completion had not attended in 18 months to six years. The students were divided into Eligibles (no credits remaining), Potentials (12 credits or less needed), and Neithers (more than 12 credits needed). When bringing them back, we followed current catalog requirements. Auto-degree audits were initially conducted on all 1,680, with Hand-Eye Degree audits conducted on all the Eligibles and Potentials early on. A special designator of WW was assigned to every student on the list making them easily identifiable by any advising or counseling staff at any campus they may visit on their own. The Eligibles were targeted first since most had no credits left to complete, they simply did not submit the required graduation application. Others may have missed a simple benchmark like "Demonstrated Computer Competency". Upon review and degree audit of the Eligibles, we were able to immediately graduate over 200 students right from the start. We communicated with these student using contact data we had on file (address, email, phone) and sent them letters, emails, and started making phone calls, updating files as we went along. Their degrees got posted, and those who were located and only missing
benchmark, were worked with individually to ensure their completion. Our "Potentials" were those with 12 credits of less remaining. The same process was used, reaching out via email, snail mail, and phone calls. Information Sessions were offered to walk students through the re-admit processes and to ensure registration in appropriate coursework. SAP issues were addressed where needed and individualized sessions were conducted for each and every student who could be located, either in person or over the phone. Search services were contracted (PeopleFinders) to assist in locating these students. DMV records and transcript requests were strategies also used to track them down. First class snail mail provided forwarding addresses, and Certified mail was successfully used in the final phase of our project, locating approximating 20 additional students who had not responded in the prior 18 months of efforts. Our "Neithers" were those who could not complete their originally declared major (mostly AS or AAS degree seeking) in 12 credits or less, however, through a "degree shopping" exercise, several were able to complete their AA degree in the required 12 credits or less. As we went through this process, we learned from students the many reasons they left college and they were all over the map. Some were barriers we placed on ourselves as an institution (opt-in to graduate) some were academic (45% math); many were personal. The PWW Committee meetings provided us with opportunities for indepth discussions on college practices and procedures, on our advising strategies, and on the relevance of other requirements to graduate (Computer Competency), to name a few of the lessons learned. Out of the 1,680, we ultimately confirmed completion on 860 of the students we were charged with. Over 350 re-enrolled in coursework towards their completion and only 49 are unlocatable through any means at this point. There are still over 400 remaining who we know they are receiving our "Return to the River" information, but they just aren't interested in responding at this point. Although the grant is over, we will continue to track our Potentials and Neithers, and provide them with the individualized service they need to ensure of those who return, that they don't leave again until they are graduated, and continue to reach out to the others until it's the right time for them to return.

**Target Population:** Students who stopped attending IRSC with only 12 credits or less remaining to Associate's degree completion

**Number of People in Target Population:** 1,680

**Estimated Start-up Cost:** $35,000 over two years, plus optional scholarship funds for those in need.

**Start-up Cost Description:** Staffing, Marketing and Advertising (Radio, Print, Web), Travel, People Search Services, postage, Office supplies, Food and Give-Aways for targeted events.

**Estimated Recurring Cost:** $8,500 (budgeted as part of current staff - no new expense) (no scholarships)
Recurring Cost Description: Staff time (embedded into current staff responsibilities) and twice annual "Return to the River" mailings to students who Stop-Out.

Date Program was First Initiated: September 2011 - First state meeting was held with all players: Indian River, St. Johns, and Broward Colleges; and Institutional Higher Education Policy (IHEP) Facilitator and Lead Researcher; and FCS Representatives.

Sustainability: Did the program show results that were sustainable over time? If so, describe.
Yes.

Innovation: Has the program met or set new standards or introduced innovative practices? If so, describe.
Yes. IRSC moved from an Opt-In grad process to an Opt-Out process; implemented Barrier Free Graduation - a series of student communications through students' final semester; designated them "Potential Grad" (PG) on roster for faculty awareness; revisited Interm. Algebra and considering revisions upon learning 45% of the PWW students who did not graduate were missing at least one math course; Computer comp under review for relevance; implemented "Return to the River" - a twice yearly campaign to students who have missed only one major semester plus summer, bringing them back early on. Project Win-Win reinforced the importance of retaining students, resulting in IRSC implementing River Support, our new Retention Management System.

Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
Yes. Over 200 students who were eligible to graduate had not yet done so, lacking only their free graduation application (Opt In). We no longer require them to apply but let them know their graduation will be posted unless they tell us otherwise (Opt-out). "Barrier Free Graduation" after one full year of "Opt Out" has resulted in zero students missing their earned credential. No one has opted out since this was implemented. "Return to the River" campaign, outgrowth of PWW, has resulted in over 600 students returning to college with 26 graduating immediately upon review of credits in this Stop-Out cohort. Addressing Math barriers encountered by Stop-Outs, we have decided to analyze Intermediate Algebra as our QEP in 2013.

Evaluation: Have the program's outcomes been evaluated? If so, describe.
Yes. Our outcomes are reflected in the number of students we re-enrolled and graduated as part of this two year pilot. Out of the 1680 students we were provided as our "Universe", 860 to date have degrees posted, and 351 PWW students re-enrolled (unduplicated) with 537 PWW students (duplicated) through the 2-year initiative. 101 of the re-enrolled "Potentials" ( 12 credits or less) persisted and graduated within the project's time frame, with the others returning to continue their education. The degree audit review of "Eligibles" allowed us to immediately graduate 238 students who only lacked a graduation application on file.
Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
Yes. Project Win-Win is easily duplicated in any institution provided the commitment is there to truly track and follow up with these students. It's time and labor intensive and a lot of one on one advising is needed. The data tracking requires staff to be adept in Access and Excel for effective status monitoring.

Recognition: Provide details about any recognition, media coverage, or honors achieved by program.
Institute of Higher Education Policy Senior Associate Cliff Adelman, one of the nation’s most respected education researchers, and expert on student access and success, sent an email to the 64 institutions participating in the PWW Grant Initiative nationwide proclaiming: Email: "So you want to see an All-Star performance. . .? Indian River from Florida presented Win-Win at the AIR Forum this week. I attach the slides they prepared, the collection of which is much larger than the Win-Win portion, and, indeed, they never got much beyond the Win-Win portion. However, I urge all of you to read slides #12-34 as an example of what an institution could go through and produce if they really had the capacity and the determination to do this."

Additional comments relating to program: IRSC presented Project Win-Win at the following state and national events:
Nov. 2012, Association of Florida Colleges (AFC) Annual Convention, Palm Harbor, FL
January 2013, Florida Association for Institutional Research (FAIR), Clearwater, FL
May 2013, Association for Institutional Research (AIR) Annual Forum, Long Beach, CA
July 2013, Institute of Higher Education Institutional Policy (IHEP) Forum, Washington, DC
October 2013, Accepted proposal to present at Southern Association for Institutional Research (SAIR), Memphis, TN.

RaiderRep Student Ambassadors

Program Area: Student Affairs-Recruitment
Program Title: RaiderRep Student Ambassadors
Institution Name: Northwest Florida State College
Name: Maddie Ostrowski
Position/Title: Coordinator of Recruitment
Phone: 850-729-6467
Email: ostrowsm@nwfsc.edu
Goals/Objectives:
RaiderRep Student Ambassadors represent Northwest Florida State College as gracious hosts and hostesses to further the NWFSC mission of improving lives through education and service and promote the college vision and programming.

Summary:
RaiderReps serve as the official hosts and hostesses of NWFSC. They are well spoken, enthusiastic student leaders who represent the college at special events, campus visits, alumni and foundation activities, commencement, and similar recruitment opportunities. The RaiderRep Student Ambassador is a position of high esteem and an opportunity for students to have pride and ownership of their higher learning institution while building leadership skills and qualities. Student benefits include a scholarship opportunity, network with college and community leaders; resume building, strengthen communication skills, and make new friends. RaiderRep duties include campus tours, participate in college events, and speak about college programs.

Full description of Program:
The RaiderRep Student Ambassador program was developed out of Recruitment to enhance the college’s campus visit program and engage current students in campus involvement. The program has grown to include community involvement and provides student learning and development activities. The program start up is based on research of peer reviewed articles and papers as well as visits to other colleges to see their programs and meet their students, determining what aspects would be most effective in the two year college setting and how an ambassador program could meet the needs of NWFSC students and community.
The RaiderReps are an asset to the college by helping to engage prospective students through student led campus visits, answering questions, handing out materials and brochures at local college fairs, speaking opportunities at high schools and events, and serving as a college representative. Benefits to the student are a chance to develop their leadership and communication skills, scholarship funds, network with college and community leaders, resume credit, and make new friends. In addition, the RaiderReps are an official student organization on campus registered through the Student Life department and which encourages student involvement and provides inspiration for current and prospective students to achieve an enriching college experience in and out of the classroom. The student organization status also allows for program funding from Student Life for uniforms and training. The scholarship is $1000.00 for a two year term and is awarded in $250.00 increments for the fall and spring semester for the two academic years. The minimum requirements to apply for the RaiderRep program are enrollment as a degree seeking student for at least six credit hours each semester, a 3.0 GPA, and some previous leadership or school involvement. The application process takes place in the spring semester and includes an application, three letters of recommendation, a photo, and an interview with an ambassador selection committee. There are 10 ambassador slots each year. Each year will have a group of veteran ambassadors and “newbie” ambassadors. Once selected, the new RaiderReps attend a mandatory two day training to learn about NWFSC, become familiar with campus,
review rules and expectations, receive their uniforms, and meet their fellow RaiderRep teammates. They also participate in team building and leadership training exercises during the training.

Once the semester begins, ambassadors are given a calendar of events and are expected to complete a minimum of 15 service hours to stay in good standing and receive the scholarship. RaiderReps attend meetings twice a month to stay informed of schedules, news, and various training or development activities. During the fall semester, newbie RaiderReps will shadow the veteran ambassadors on group tours and activities, then in the spring semester, newbies will give a college staff member a campus tour to test their knowledge and be given an evaluation. They find this very helpful and the practice gives them the confidence they need to help prospective students.

The RaiderReps are recognizable on campus and in the community by their stunning red uniforms. For campus tours and casual events they wear a red polo shirt with an embroidered RaiderRep logo, nametag, and khaki pants. For more formal events such as Foundation dinners, the RaiderReps don their sharp red blazers embroidered with the NWF State College logo. This professional look shows that these are serious students who are up and coming leaders and allow them to stand out at events and tours as approachable and ready to answer questions. Besides tours of the NWFSC campus, the RaiderReps have been involved in community events such as Destin Chamber of Commerce meetings. A presence in the community allows the RaiderReps to network with local business leaders and shows the caliber of students attending NWFSC. It will be an exciting 2013-2014 year for the RaiderReps with the usual slate of tours and events and some new elements are in the works both by the ambassadors themselves and the advisor. The ambassadors have created their own Facebook page to engage new and current students. They also started a service, social, and a recruitment committee. Administrative plans include internal college ambassador request form and a RaiderRep web page on the college website.

**Target Population:** Graduating High School Seniors, College Freshman

**Number of people in Target Population:** 18

**Estimated Start-up Cost:** $2,050

**Start-up Cost Description:** Uniforms, Scholarship signing luncheon, training materials

**Estimated Recurring Cost:** $1,4050

**Recurring Cost Description:** Uniforms, Scholarship signing luncheon, training materials

**Date Program was First Initiated:** July 27, 201

**Sustainability: Did the program show results that were sustainable over time? If so, describe.**

Over the past two years the program has continued to grow. It began with the first class
of 10 students. The next year reached 14 students. Going into the third year we had more applicants that we did not hire. Eight ambassadors are returning and ten new RaiderReps were selected. With a class of 18 RaiderReps comes more availability to increase the number of campus visits and events that they can be involved with. This visibility will continue to strengthen the RaiderReps development and increase enrollment goals.

Innovation: Has the program met or set new standards or introduced practices? If so, describe.
The RaiderRep Student Ambassador program set a new practice of student led campus tours. Before the program the Coordinator of Recruitment showed new students and parents around the campus to see the facilities and learn about the programs. A student led tour gives the prospective student a taste of student life and how the college can benefit them academically, socially and culturally from the student perspective and not as employee sales perception. An ambassador who is studying a particular major can share their insight in that program with prospects that may be interested in that same subject and strengthens the credibility of the tour.

Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
The RaiderRep program has led to a improved quality campus visit program both with individual and group tours due to the student to student interaction. It has also helped increase the number of campus visits given during the year. It has also improved off campus presentations with the inclusion of the student voice that lends a sincerity about the student experience.

Evaluation: Have the program’s outcomes been evaluated? If so, describe.
Thus far, elements of the program have been evaluated such as training pieces, evaluation of ambassadors knowledge, and evaluation of certain events. These first two years of development have produced certain procedures and practices. Going into the third year, there are plans for an student ambassador and advisor evaluation at the end of the spring semester.

Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented. If so, describe.
Goals for the continued growth and strengthening of the RaiderRep program will be to have an impact on enrollment through ambassador recruitment and campus visibility as well as retention as current students are engaged through RaiderRep interaction. This past summer current ambassadors were recognized and asked to be used in registration and enrollment help for new students and it is envisioned that the program
can adapt beyond the current setting by getting these trained students to aid in orientations, more registrations, and other recruitment and retention efforts.

**Recognition: Provide details about any recognition, media coverage or honors achieved by program.**
This is the first formal submission for the RaiderRep program. However, current RaiderRep student ambassadors have been recognized at NWF State award presentations, recognized at Board of Trustees meetings, articles in our Foundation newsletter, and some have received local and Foundation scholarships.

**Additional Comments relating to Program:**
"Becoming a RaiderRep Student Ambassador was the most defining moment of my 1st year in college because of the people I've met, the friends I've made and the opportunities I've gained, " said Debbielynn Taki, 2011 RaiderRep.
Having a quality campus visit program is very important to the college to showcase our wonderful programs and facilities where students will be spending much of their time for the next two to four years and having students who are excited about going to school here and proud of their institution shows the prospective students that there are wonderful programs here and friends to be made.  I am really proud of the ambassadors and the professionalism and the enthusiasm that they have shown when representing the college and the recruitment department.  Maddie Ostrowski, Coordinator of Recruitment

**Science Path**

**Program Area:** Academic Affairs

**Program Title:** Science Path

**Institution Name:** Palm Beach State College

**Name:** Dr. Robert J. Van Der Velde

**Position/Title:** Associate Dean of Academic Affairs

**Phone:** 561-207-5416

**Email Address:** vanderr@palmbeachstate.edu

**Goals/Objectives:** Increase student success in science courses.

**Summary (750 character limit):**
Science Path is a partnership between the Palm Beach County School District (SDPBC)
and Palm Beach State College, underwritten by a three-year grant from the Quantum Foundation. The purpose of the grant is to improve student success in the gateway introductory courses of Biology and Chemistry through curriculum alignment between high school and college science course and engaging local high school teachers in a rigorous program of professional development.

**Full Description of Program (4500 character limit):**
Science Path is a strong and highly innovative collaborative partnership between the College and local school district to promote student success in science courses and has resulted in significant and immediate improvements in pass rates in Biology. Student success in biology and chemistry, gateway courses for STEM careers, was identified as a key institutional problem for both the College and school district, and of particular significance due to the emergence of a rapidly growing biotechnology industry in the area, including the opening of Scripps and Max Planck research facilities in the northern part of the county. Developed in 2010 and subsequently funded by the Quantum Foundation, the program works to identify and close curriculum gaps, promote faculty collaboration between college and high school, and provide professional development opportunities including innovative digital collaboration using Web 2.0 social media tools. In 2011-2012 the program focused on Biology, with seven lead teachers working with PBSC faculty during the summer months on curriculum review, development of highly innovative and engaging digital media, virtual learning objects, lab materials, and creation of a one-week Science Path Institute for 24 participating high school science teachers. In 2012-2013 the program focused on Chemistry, with the inclusion of Math high school teachers and college Math faculty, to examine deficiencies in student math skills that have been identified as barriers to success in Chemistry. High school chemistry and math teachers collaborated with PBSC faculty to develop lab materials and virtual learning objects, and creating the second Science Path Institute for high school Chemistry teachers. The Science Path program has also developed a social media site for Palm Beach County science teachers, PBSciencePath.org, where lab materials and VLOs can be shared, discussed, and revised. (Guest login access at www.PBSciencePath.org is available with the user ID “guest” and password “guest2013”.) Academic year 2013-2014 will bring both classes of participating teachers (Biology and Chemistry) for focused instruction in Biochemistry and Biotechnology, as well as for further improvement of Biology and Chemistry instructional materials. Based upon recommendations from outside evaluators, the program has been expanded to include additional partial days of professional development for high school science teachers during the academic year. The program has already yielded substantial results. Incorporation of Science Path lab materials in high school Biology courses has led to increased success on the Biology End-of-Course exam. Pass rates on the Biology EOC have shown improvement ranging from a 12% increase at one of targeted area high schools to a remarkable 66% increase in the EOC pass rate at one high school. In addition, feedback from participating teachers has been overwhelmingly positive, as well as assessment of the program by an external evaluator from the University of South Florida.

**Target Population:** School District of Palm Beach County high school science students
Number of People in Target Population: 5,000

Estimated Start-up Cost: $175,000

Start-up Cost Description: Annual funding for professional development activities.

Estimated Recurring Cost: $175,000

Recurring Cost Description: Primarily personnel expenses for time of participating teachers, release time and/or stipends for college faculty.

Date Program was First Initiated: August 2010

Sustainability: Did the program show results that were sustainable over time? If so, describe.
Yes; This program has developed a highly innovative social networking site for science teachers (PBSciencePath.org) where teachers can continue to revise, supplement, and extend lab materials for their classes, including creation of differentiated labs where appropriate for higher (or lower) levels of students. In addition, the College and School District are reviewing funding to continue and perhaps expand this program.

Innovation: Has the program met or set new standards or introduced innovative practices? If so, describe.
Yes; lab materials developed by the program have been rated "highly innovative" by external evaluation, and are being further revised to reflect new Common Core standards; introduction of a social media site for science teachers, by science teachers is a key innovation not yet duplicated in any other state. These efforts can be used as a model nationwide for improvement of science education.

Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
Student success in science classes is a key problem for the institution, particularly in gateway introductory classes in Biology and Chemistry. The program has had an immediate impact, with dramatic gains in high school student performance on the state End-of-Course Biology exam in each of the target area high schools. Note that the EOC exam was first given in Spring 2013, so this current semester is the first time impacted students are taking the related college classes.

Evaluation: Have the program’s outcomes been evaluated? If so, describe.
Yes; external evaluation is conducted by Dr. Bruce Jones of the University of South Florida. His study includes both quantitative and qualitative assessment, detailed focus groups with participants, extensive survey instruments, and review of student performance data. Copies of the external evaluator's reports are available upon request.
Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
Yes; the College is pursuing additional funding and further grant opportunities to expand this program statewide so that the program's materials will be widely disseminated to all high school science teachers throughout Florida. The PBSciencePath.org teacher networking site can be opened to statewide use and/or replication at other districts.

Recognition: Provide details about any recognition, media coverage, or honors achieved by program.
Palm Beach County's Board of Education recognized lead teachers and college faculty for their leadership in a special ceremony in November 2012.

Additional comments relating to program:
Feedback from participating teachers has been overwhelmingly positive. Two recent examples: "This program is awesome! It allows teachers to collaborate, give ideas and work together," says Joycelyn Thomas, chemistry teacher at Wellington High School. "We also work with college faculty so that together we can build that bridge between high school and college." "I have been teaching for 31 years, but they showed me some new tricks," said Nora Ugalde, chemistry teacher at Jupiter High School. Similar comments have been made by all participating teachers and additional video testimonials are posted at the PBSciencePath.org website.

Security Program

Program Area: Security of College Community and Facilities

Program Title: Security Program

Institution Name: Palm Beach State College

Name: John E. Smith

Position/Title: Director of Security

Phone: 561-868-3910

Email Address: smithj@palmbeachstate.edu

Goals/Objectives:
To emphasize the importance of security in all aspects at the College, a set of comprehensive security activities were established which were previously documented in the College's Security Plan. The overall goal of our Security Program is to maximize the level of security afforded to all employees, students and other individuals who come
into contact with Palm Beach State College (PBSC). As a result of this Security Program, PBSC has established system security in concert with system safety.

**Summary (750 character limit):**
In order to be effective, the Security Program is oriented toward identifying potential security problems and implementing remedial and/or mitigating solutions before security breaches may occur. In addition, the Security Program emphasizes post-security-breach analyses so that appropriate and effective steps will be taken to minimize or prevent security breaches in the future.

**Full Description of Program (4500 character limit):**
The required level of security is being reached at Palm Beach State College in a cost-effective manner by utilizing a systematic approach. This approach designed a Security Program to that handles security issues at PBSC in all phases of operation. Historical security data (e.g., criminal activity, threat analyses, vulnerability assessments), including lessons learned from other colleges and other security design projects, are constantly considered and often utilized. Minimum risk is sought in accepting and using new designs and materials. Changes in design or configuration are accomplished in a manner that maintains security criteria and integrity. Security issues are thoroughly addressed in all system documentation and training. Lastly, security requirements are consistently applied at all campuses. The security philosophy of PBSC can be categorized by three main focuses: 1) Providing a sense of security to all concerned; 2) Integrating security personnel into the overall operation of PBSC; and 3) assisting in detecting, assessing, and responding to security events with a system that also deters related occurrences. Potential or actual security related incidents, identified through threat analysis, are often eliminated or controlled in the following order of precedence: Minimize, and where possible, eliminate the opportunities for criminal activities; control the identified threats and vulnerabilities; and use devices, target hardening and incident mitigation.

**Target Population:** College Community and Facilities

**Number of People in Target Population:** 50,000+

**Estimated Start-up Cost:**

**Start-up Cost Description:**

**Estimated Recurring Cost:**

**Recurring Cost Description:**

**Date Program was First Initiated:** September 2008

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.
Palm Beach State College uses the following approach to ensure compliance and
sustainability with our system security requirements as outlined in the Security Plan. The aforementioned plan contains numerous security related initiatives that have either come to fruition or at least remain under consideration. It should be noted that not all of the initiatives are highly technical and or expensive. An excellent example is the college's Emergency Operations Plan. It is comprehensive, yet simple to understand, requires participation by varying degrees throughout PBSC and most importantly, it is constantly revised and practiced.

**Innovation: Has the program met or set new standards or introduced innovative practices? If so, describe.**
PBSC has made tremendous end roads in threat assessment and mitigation. We utilize third party anonymous reporting, intercept and investigate disconcerting comments made on social media, track every local arrest and constantly glean information from various news outlets. The Security Department has expanded and modified over time to satisfy the needs of our ever changing college community. The Security Department's staff constantly receive training and participate in exercises to prepare for any and all emergencies. We are integrally involved with our local law enforcement counterparts, have Officers assigned to the County Gang Task Force and participate in Regional Domestic Security Task Force and Fusion Center meetings.

**Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.**
The overall Security Program's success is probably best judged by the low number of crimes committed on our campuses as compared to the amount of crimes committed in the surrounding communities. In addition, we have a steep decline in crimes on campus over the last few years. It is hard to determine if our actions regarding the identification and mitigation of threats has saved PBSC from a catastrophic event, however our methodology appears to be effective and worthy of emulation.

**Evaluation: Have the program’s outcomes been evaluated? If so, describe.**
Our Security Program, in accordance with the security plan, invites internal audits by the College administration and external security system evaluations. Three of the four campuses received requested assessments from local law enforcement and the fourth campus is planned. Our institution has also developed a Security Projects Status Committee to evaluate and oversee all security related initiatives.

**Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.**
The mission of our college is to create and sustain a teaching and learning environment to prepare students to contribute and compete successfully in the community. This cannot be achieved with a perception that our institution is unsafe. Our Security Program is oriented toward identifying potential security problems and implementing remedial and/or mitigating solutions before security breaches can occur. In addition, this
Security Program emphasizes post-security-breach analyses so that appropriate and effective steps can be taken to minimize or prevent security breaches in the future.

Recognition: Provide details about any recognition, media coverage, or honors achieved by program.
While not an official recognition, other colleges in this state appear to be considering PBSC as model. We recently provided input and advice on making a College's security function more efficient.

Additional comments relating to program:
Our Security Program is constantly improving and expanding as necessary. PBSC's administration is committed to doing everything possible to keep our institution safe and our security staff are equally minded.

S.M.A.R.T. (Social Media Academic Resource Tactics)

Program Area: Academic Resources & Student Affairs

Program Title: S.M.A.R.T. (Social Media Academic Resource Tactics)

Institution Name: Broward College

Name: Dr. Avis Proctor

Position/Title: President, North Campus

Phone: (954) 201-2202

Email Address: aproctor@broward.edu

Goals/Objectives: Enhance campus student success initiatives through social media platforms

Summary (750 character limit):
S.M.A.R.T. is a collaborative social media strategy that provides a variety of academic and student support services via media platforms such as YouTube, Facebook and Twitter. This campaign evolved from an understanding that students communicate using social media and the S.M.A.R.T. initiative represents an opportunity to connect and engage students to support services using this technology.

Full Description of Program (4500 character limit):
In 2012, Broward College’s North Campus committed to significantly expand the campus multimedia capabilities with the development of a fully functional creative media department within the Academic Resources area. This effort began with the hiring of a full-time audio-visual specialist as well as a part-time multi-media specialist to begin
work in this area. That fall, in collaboration with Student Affairs, the creative media team began video work for various North Campus co-curricular activities including the Multicultural Festival, Campus Read as well as other student life events. As demand for campus-based videos increased, the area launched the North Campus YouTube page in Winter of 2012 where the campus community could access the growing collection of student success videos. The North Campus annual literary festival, wRites of Spring, was promoted both in and out of the classroom via a Facebook page, and later a North Campus Twitter account was added to promote campus resources. To promote more student engagement, the team created Quick Response (QR) codes to be placed on posters, brochures, and even syllabi so students can scan the code using their smartphones and be taken directly to the video and or web page for information. The S.M.A.R.T. videos include both academic and student affairs content. For example the lecture video series in a Biological Science class allows students to review lectures and discussions on their own. This series has gathered over 1500 unique views by students who have consumed over 25,000 minutes of content. Similar videos have been produced for the campus’s Vision Care and Massage Therapy programs. Likewise the Campus Video Tours gives First Time in College (FTIC) students’ instant access on how to best use the Learning Resource Center, take advantage of Student Life activities and how to properly register for classes. In 2013, the Open Computer lab helped launch a fully online Microsoft Office Tutorial designed specifically for Broward College students. Other highlights from the North Campus YouTube page include: The Career Development Series, Accessing BC E-Mail from your I-phone, Selecting a Transfer Major and the I Am Broward College series. The high quality of the work earned a substantial student following (over 16,000 views) and garnered college-wide demand for services. In this regard the creative media team developed the Broward College Health Science Program Promotion videos, various Board of Trustees web/video presentations as well as videos for the Aspen Institute’s review for the Top Ten Community Colleges in the Nation award. In 2012, the North Campus creative media team, academic and student affairs collaborators were recognized by the Association of Florida Colleges for their Excellence in Technology Award for Utilizing Social Media and QR Codes to Better the Academic Process, and were the featured presenters at the Marketing Commission: Creating a Collaborative Effort on Campus by using Graphic Design and Video. In October of 2013, North Campus staff will be presenting at the National Academic Advising Association (N.A.C.A.D.A.) Conference on their work using social media and online tutorials for students. Starting in the Fall of 2013, the YouTube page, and Twitter account were organized under a comprehensive campus-based S.M.A.R.T. Facebook page where student can access exchange information, access student support videos and other live face to face academic support and supplemental instruction efforts on campus. A student video contest is being used to further promote student engagement on the site. The Social Media Academic Resource Tactics on North Campus have
emerged as an integral part of the overall student success strategy to support BC’s strategic plan to transform students’ lives. These S.M.A.R.T. programs will be used as lead indicators toward the execution of these student success outcomes.

**Target Population:** S.M.A.R.T. started on Broward College’s North Campus and was targeted to students on this campus

**Number of People in Target Population:** 16,000 (Approximately)

**Estimated Start-up Cost:** $71,093.00 (Approximately)

**Start-up Cost Description:** Start-up costs include the salaries (not including fringe and benefits) for the creative media staff, equipment and supplies.

**Estimated Recurring Cost:** $68,200.00 (Approximately)

**Recurring Cost Description:**
Equipment and or software needs to be updated on a regular basis and staffing levels maintained or grown to meet demand in a proactive and timely manner.

**Date Program was First Initiated:** August, 2012

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.
The S.M.A.R.T campaign on North Campus has achieved sustainable results over the last year and is a model that allows for growth in the future. The dynamic nature of social media demands a continual exchange of information which means that student support communication needs to be continually updated and expanded to be a relevant connection for students. As new social media continues to evolve along with student support services so will the Social Media Academic Resource Tactics.

**Innovation:** Has the program met or set new standards or introduced innovative practices? If so, describe.
The S.M.A.R.T campaign on North Campus has set new standards in the area of Learning Resources/Academic Support services. Students no longer are required to physically come to the brick and mortar Learning Resource Center to learn the latest Microsoft Office Word application, participate in a lab orientation or attend a grammar workshop. From anywhere in their increasingly busy world students can access quality academic support to help them succeed at Broward College. In addition, since S.M.A.R.T. content is created in-house by BC faculty and staff, the material is not generic but rather specifically tailored to BC students by their own faculty.

**Improvement:** Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution?
If so, describe.
S.M.A.R.T improves overall accessibility and connection to North Campus student services, with particular attention improved access to academic content to re-enforce concepts. For example, the Microbiology video series available on the North Campus YouTube page allows students to watch the faculty lecture repeatedly at their convenience. The Professor that launched this YouTube series reported a 50% increase in student success rates as compared to his many previous years of teaching the class. In addition, several students have emailed the faculty remarking how “valuable” it was to be able to review the actual lecture from home.

Evaluation: Have the program’s outcomes been evaluated? If so, describe.
One of the advantages of utilizing social media as a medium for academic support services is the tracking of the viewers and subsequent analytics as a result of this tracking. For example, the college can observe just how many students and non-students are accessing this material and whether they are observing from a mobile phone or computer as well as for how long viewers are watching certain videos. The tracking as well as easy survey access provides informative evaluation to better hone content for the student audience.

Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
While the S.M.A.R.T. initiative was initially born out of the North Campus LRC, the program has achieved broad impact across the campus and can be applied to provide benefits to students and faculty collegewide. The initiative also has a global platform in that anyone around the world including BC students at our international sites could benefit from the instructional videos and our social media presence. The overarching goal would be to provide all Broward College students with a wealth of academic resources across a variety of social media and traditional outlets. We envision a college community where academic support becomes an integral part of the student experience where the sun never sets at Broward College.

Recognition: Provide details about any recognition, media coverage, or honors achieved by program.
Additional comments relating to program:
The campus leadership is using the S.M.A.R.T. campaign to foster early connections with First-Time-in-College students and to promote academic and social integration thereby achieving increased student academic performance, course success rates, and retention at Broward College.

South Florida State College Presidential Search Website

Program Area: Presidential Search

Program Title: South Florida State College Presidential Search Website

Institution Name: South Florida State College

Name: Dr. Thomas C. Leitzel

Position/Title: President

Phone: 863-784-7111

Email Address: thomas.leitzel@southflorida.edu

Goals/Objectives:
Recruit and select a new president for South Florida State College (SFSC), providing candidates, trustees, screening committee members, search committee members, students, employees, members of the college service district, and the media easy access to all materials pertinent to that selection process.

Summary (750 character limit):
In October 2012, SFSC President Dr. Norman L. Stephens Jr. announced his plans to retire June 30, 2013. Key to the search for a new president was the development of website dedicated to the process. The hallmarks of the website were transparency; efficiency with which information could be gleaned from candidates and with which information could be made available to various stakeholders; and marketing of the college to the candidates as well as the SFSC community. This website became invaluable throughout the presidential search process to candidates, trustees, the 25-member screening committee, SFSC students, employees, the media, and members of SFSC’s service district of Highlands, Hardee, and DeSoto counties.

Full Description of Program (4500 character limit):
In October 2012, SFSC President Dr. Norman L. Stephens Jr. announced that he would retire June 30, 2013. A presidential search steering committee chose to conduct much of the presidential search communication online through dedicated Web pages-- the
presidential search website. Development of the website took on three notable dimensions: transparency, efficiency, and marketing.

Transparency
Dr. Stephens urged trustees and employees of the college to maintain transparency throughout the search process—that all stakeholders, including trustees, SFSC students, employees, members of SFSC’s service district of Highlands, Hardee and DeSoto counties, and the media—know what was happening every step of the way. “The website allowed anyone with an interest in the candidates, process, or college anything they would want to know,” Dr. Stephens said. “If the process is too secretive, people begin questioning and distrusting. We had no controversy about the process or the selection. The website contributed significantly to that.” A large, rotating panel at the top of the home page of SFSC’s main website provided easy access to the presidential search website. The website was built with a simple vertical navigation on the left side of the page through which all stakeholders could view the presidential profile; the makeup of the screening committee; results from a survey of members of the community, trustees, students, and SFSC employees; all distributed news releases; screening committee meeting schedules; and dates of candidate interview visits.

Efficiency
The SFSC presidential search website was designed as a dedicated, one-stop location for all materials that candidates would need in making a decision about pursuing the position with the college, submitting applications, and preparing for interviews. SFSC was already fully on board with an electronic employment application process through Interview Exchange when it began the presidential search. A link to the system was located on the website navigation. This system provided the means for candidates to upload their materials electronically and for members of the screening committee to view them online, remotely. Application materials were prescreened to identify qualified candidates and made available to the screening committee to review. They were also posted on the presidential website. Visitors to the website could click on the candidates’ names and view their application materials online. It saved time for the search consultant in the initial screening process and saved the college money when providing materials to the 25 screening committee members—no paper copies were needed.

Marketing
In his initial meeting with trustees and college staff, the search consultant, Dr. Jeff Hockaday, made it clear that the search process is a two-way street. Candidates must convince trustees that they are the right person to be president of SFSC. He said that SFSC, in turn, must convince candidates that the college and its service district are the place they want to continue their careers in education. Many candidates got their first impression of the college, its communities, and its personnel through the website. Candidates want to be a part of an organization that exudes quality and professionalism. SFSC’s clean and attractive website design and functionality addressed some of those concerns. Further, candidates were provided with clear and easy-to-access information about the college’s enrollment, its service district, accomplishments, accreditations, strategic plan, educational outcomes, financial data, and more. No better proof of a website’s effectiveness exists than the testimony of someone who used it. Dr. Thomas C. Leitzel, who was hired to become SFSC’s fourth president, has said, “From a candidate’s perspective, they left nothing to the
imagination. All possible questions were answered through the robust presidential search website. It provided a clear and comprehensive overview of the expectations. From the outset, one obtained a feel for the quality of the institution and its commitment to excellence. As a consequence, I was totally prepared to enter into the search process." “Truly, the website was the convincer, suggesting I could become a viable candidate,” he said. “I applied. I am where I am today due to the thoughtful and thorough investment the college made available to candidates through its presidential search website.”

**Target Population:** Interested individuals sought through a nationwide search who possessed an earned doctorate, five years of senior leadership experience in higher education, postsecondary teaching experience, and experience with a public community college or system.

**Number of People in Target Population:** According to 2011 IPEDS data, approximately 241,136 individuals function at the executive/administrative level at postsecondary institutions in the United States. Of that, 100,000 may have met SFSC's minimum qualifications.

**Estimated Start-up Cost:** $0

**Start-up Cost Description:** The cost of developing SFSC's presidential search website was negligible as all material was produced in-house, all parties involved in creation were full-time employees of the college, and the college website is managed in-house.

**Estimated Recurring Cost:** $0

**Recurring Cost Description:** The cost of maintaining the website was negligible as well. A month after the new college president was hired and announced, the site was no longer necessary.

**Date Program was First Initiated:** October 2012

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.

Although the presidential search ended in May 2013 and the dedicated website is no longer necessary, SFSC remains open in its communication with stakeholders, uses efficient and thorough methods in advertising and processing employment applications, and maintains that in every instance is an opportunity to let the world know that SFSC offers quality in education.

**Innovation:** Has the program met or set new standards or introduced innovative practices? If so, describe.

The development of a fully accessible, presidential search website set a new standard for SFSC senior leadership recruitment. The early work of the presidential search
steering committee in establishing a timeline and strategy for conducting the search was pivotal for ensuring its success.

**Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.**
The online application system, already in place when the presidential search began, performed exceptionally well with a distinguished target population. The ease and efficiency with which applicants, human resources staff, screening committee members, and trustees accessed the data were remarkable. The presidential website lessened the college's advertising expenses during the search process in conducting the nationwide search, and, as a result, the college's Human Resources Department has modified its approach to advertising other position vacancies.

**Evaluation: Have the program's outcomes been evaluated? If so, describe.** While no formal evaluation tools were used, participants in the process—candidates, trustees, college president, steering committee members, screening committee members, trustees, and the search consultant—enthusiastically shared their comments, all of which have been positive.

**Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.**
While SFSC’s efforts were focused on a process to effectively recruit and select a new president, the transparency throughout the search created excitement, unity, and goodwill between and among the college and its stakeholders. The college’s Human Resources Department could efficiently provide the search consultant and screening committee members with the necessary candidate submissions without the expense of using reams of paper. An attractive presentation of the college and a single location to make all materials pertinent to any chief administrative officer assisted in presidential search candidates in their decisions to pursue a position with the college. This program can be easily adopted by any postsecondary institution.

**Recognition: Provide details about any recognition, media coverage, or honors achieved by program.**
During their interview visits to SFSC, all presidential search finalists expressed to Dr. Stephens their compliments on the website. The website gave an excellent first impression of the college, information was up to date, and it helped them to want the job.

**Additional comments relating to program:** Although no longer live online, SFSC’s presidential search website can be viewed at [http://www.southflorida.edu/presidentialsearch/](http://www.southflorida.edu/presidentialsearch/).
Statewide Consortium

Program Area: Service Excellence (SE)

Program Title: Statewide Consortium

Institution Name: Lake-Sumter State College

Name: Marion Kane and Linda Karp

Position/Title: Director, Learning Centers, and Coordinator, Student Life

Phone: 352-323-3617 and 536-2147

Email Address: kanem@lssc.edu/karpl@lssc.edu

Goals/Objectives:
- To further the values of Service Excellence (SE) by involving all interested colleges
- To find, create, and offer new ways of communicating and sharing information about SE with those schools that have begun programs
- To share best practices in SE with all interested parties
- To provide support and a network for those involved in SE initiatives throughout the state

Summary (750 character limit):
The Lake-Sumter Service Excellence committee has voted to reach out to all schools currently identified as beginning or already engaged in Service Excellence programs. This effort is being made with help by SE guru Teri Yanovich. Of seven schools which we invited to help design a consortium and participate in our vision, six schools have already expressed an interest in joining us. We are proposing an initial joint meeting in October, and we are also looking into other methods of communicating routinely through technology such as a listserv.

Full Description of Program (4500 character limit):
Service Excellence was introduced as a formal project at Lake-Sumter State College two years ago, when Teri Yanovitch came to teach the school about the measurements and techniques outlined in her book "Service Excellence." The overall process involves seeing every aspect of the college through the eyes of our students, parents, community and peers, and evaluating those services to ensure that we work toward continuous improvement. In the course of training, we selected four values that inform our SE program: respect, responsiveness, competence and collaboration. It became evident soon after the initial training that many colleges will choose similar values when structuring their SE programs; in fact, Rollins College selected the same four values independently. Would it not be logical, then, to share our experiences? The first year of the program centered on formative activities and generating awareness. As the second year began, a new direction began to emerge in which the values, now a part of college
life, were supplemented with a major recognition software project and an ambitious service mapping project. We began to wonder if there were more schools doing the same things, and if we would benefit from sharing the data and experiences that we are collecting. With the approval of the President, we reached out to the schools currently participating in the SE program to invite them to join us in a common repository of knowledge and procedures. Our invitation was met with enthusiastic approval by all but one of the schools that are working with Teri Yanovitch. We are planning a fall event in which representatives from those schools will come to LSSC and participate in a day symposium on the lessons learned in SE. We also want to set up communications lines among the schools, and continue to invite others to join regardless of their current status - whether just considering an SE program, well along the way to full participating, or blazing a new trail using another method. We will also be looking for an AFC commission that would be an appropriate site for supporting SE in the colleges. Networking and sharing knowledge can only help the program grow and succeed. This consortium will provide a forum for users and a means to distribute information. We plan to encourage other schools that may be considering an SE project to join in and hear about its benefits, and through this network, spread the good work of SE to any Florida college that wants to join in.

**Target Population:** Lake-Sumter State College students, faculty and staff, and local communities will all benefit from the combined knowledge of the consortium.

**Number of People in Target Population:** 10000+ (student body, staff and faculty, local residents)

**Estimated Start-up Cost:** $400

**Start-up Cost Description:** The initial cost will provide materials and lunch for the initial meeting, and incidental costs for setting up the listserv.

**Estimated Recurring Cost:** $500 - 1000

**Recurring Cost Description:** Same as above, with the expectation of more schools attending each year.

**Date Program was First Initiated:** 8/1/13 for the consortium proposal

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.
We know that Service Excellence is a concept that has proven sustainable. Many schools nationwide are in the fifth year and greater of their programs. We do not see the movement as slowing down in the future; instead, it will continue to gain momentum when other schools see the benefits of SE.

**Innovation:** Has the program met or set new standards or introduced innovative practices? If so, describe.
SE, while not a new concept in the medical and sales fields, is relatively new to academic situations. We did find that Carleton University in Canada has conducted an active program for several years. Rollins College is entering the third year of practice, and LSSC is in the second year. Service Excellence improves every aspect of the college operations by making each employee aware of his or her impact on those with whom they conduct daily business. Keeping the four values at hand helps employees to remember to strive for better service. Service mapping and obstacles identification aids the college in validating or improving job functions and giving every employee a voice in the improvement process.

**Improvement:** Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe. For LSSC, the SE program has yielded a number of new projects and procedures that we are looking forward to sharing with sister schools. These include:

1. Recognition Kits distributed to campus locations
2. Standards of Service Excellence training in Administrative Council
3. Golden Rule – responding to communications within one business day -
4. Terry Berry Recognition System reviewed and approved.
6. Added Diversity and Cultural Awareness Champion.
7. Completed diversity training for all employees.
8. SE Factors included in Staff performance evaluations.
9. SE commitment statement in all hiring documents.
10. SE questions for interviews selected.

**Evaluation:** Have the program’s outcomes been evaluated? If so, describe. Surveys are planned to evaluate the impact of the first wave of projects, and the evaluation process will continue to expand outward as our connection with other schools develop.

**Impact:** Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
We hope that by opening up a line of communication to all Florida post-secondary schools, we will be able to brainstorm and distribute the very best practices defined by SE, and help schools that may be concerned about starting such a program to discover how beneficial it is. Shared materials and ideas should make starting up easier than it is now. Everyone benefits from improvements in service, whether students, peers or community members.

**Recognition:** Provide details about any recognition, media coverage, or honors achieved by program.
Just starting up - no media coverage yet.
Additional comments relating to program: We believe that inclusion is one of the primary tenets of SE, and we want to give other schools the opportunity to see the value in the SE program and share our journey.

STATWAY

Program Area: Developmental Mathematics

Program Title: STATWAY

Institution Name: Tallahassee Community College

Name: Dr. Jim Murdaugh

Position/Title: President

Phone: 850-201-6084

Email Address: murdaugj@tcc.fl.edu

Goals/Objectives:
Improve success and graduation rates for students who place into developmental mathematics by streamlining the number of developmental mathematics courses and by improving their content and pedagogy.

Summary (750 character limit):
The implementation of the STATWAY curriculum has significantly improved success for students placing in developmental mathematics. It has reduced the time needed to earn college-level math credit and tripled the percentage of students earning college math credit in two semesters. The success of the program is a result of a curriculum that students can relate to and a pedagogical style that encourages active learning.

Full Description of Program (4500 character limit):
One of the major challenges facing community colleges today involves the large numbers of students who place into developmental mathematics. At Tallahassee Community College, approximately 60 percent of incoming students fall into this category, and less than 20% of these students earn credit for a college-level math course within three terms. Under the sponsorship of the Carnegie Foundation for the Advancement of Teaching, a team of three faculty members, an administrator and an institutional researcher from TCC joined similar teams from 18 other community colleges in five states and collaborated with university researchers who had expertise in curriculum and pedagogy in math and statistics education to develop a streamlined "pathway" for developmental math students. A key component of the process involved the collaboration of university researchers and community college faculty practitioners. The result of this collaboration was the development of the STATWAY curriculum. The
STATWAY curriculum is a two-semester sequence of courses that focuses on statistics, which was targeted due to its importance and relevance to a large number of disciplines and professions. Algebra is taught on a "need-to-know" basis to solve statistical problems. Statistical principles are taught from a holistic perspective that emphasizes concepts and understanding rather than process. Additionally, emphasis is placed on real-life applications and connections between mathematics, statistics and common issues. The instructors serve more as facilitators than traditional lecturers. There are three major research-based features of the pedagogy and curriculum: productive struggle, explicit connections to concepts and deliberate practice. The lessons have been designed to give students numerous opportunities to experience these three features via an instructional system that includes the following: (1) Challenging learning goals leading to deep understanding, (2) Lessons and out-of-class materials designed to advance these goals, (3) Use of formative and summative assessments at the end of each unit and end of course, (4) Integration of practical student activities to develop the productive persistence of students, which increases their motivation, tenacity and skills for success, (5) A fully integrated language and literacy component designed to make materials and activities accessible to all, (6) A professional development component to advance quality teaching and provide instructors with the knowledge and skills to teach STATWAY effectively, and (7) A set of analytics to support the continuous improvement of the STATWAY pedagogy and materials. Materials are presented in both face-to-face and online settings. For analysis and assessment purposes, common assessments were given and the results collected across the 19 institutions. TCC first piloted STATWAY in the Fall of 2011. Fifty percent of the STATWAY students earned college level math credit in one year, while only 16 percent of the students taking the standard developmental math course earned college-level math credit in the same time frame.

**Target Population:** Students who place into developmental mathematics.

**Number of People in Target Population:** Approximately 1,000 students per term.

**Estimated Start-up Cost:** $30,000 - $50,000 depending on the size of the college.

**Start-up Cost Description:** $25,000-$45,000 for purchase of the materials with support and updates for two years; $5,000 for professional development for faculty who will teach STATWAY.

**Estimated Recurring Cost:** $10,000.

**Recurring Cost Description:** Professional development for new faculty ($1,000) and travel to the National Pathways Forum (not absolutely necessary).

**Date Program was First Initiated:** Development of curriculum and program during the 2010-2011 academic year; first STATWAY class offered in the Fall of 2011. (Certain lessons were piloted with developmental students during the 2010-11 academic year.)
Sustainability: Did the program show results that were sustainable over time? If so, describe.
The STATWAY curriculum has been taught for the past two academic years, and the results have been consistent. While our numbers are still small, with cohorts of about 50 students, success rates continue to be outstanding.

Innovation: Has the program met or set new standards or introduced innovative practices? If so, describe.
Students who enroll in STATWAY earn college-level math credit within one year at a rate three times greater than students who take the traditional developmental mathematics courses. Additionally, the faculty who are teaching STATWAY have introduced several of the best practices implemented during the development of STATWAY into their other classes. Among these are deliberate practice and productive struggle (thinking, making sense and persevering even though one does not know exactly how to proceed or whether a particular approach will work; possibly exploring multiple approaches; and articulating a chain of reasoning behind the selected approach).

Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
The success of STATWAY has addressed the challenge of increasing the success rates and, ultimately, the graduation rates of students who place into developmental mathematics.

Evaluation: Have the program’s outcomes been evaluated? If so, describe.
Outcomes have been evaluated by comparing like students who take common developmental pathway to students who take STATWAY pathway. Outcomes have been evaluated across all institutions participating in STATWAY. Demographic and performance data about new students have been collected since Fall 2008. Data have been reviewed and outcomes measured on how students perform in STATWAY classes and other classes. Data show that students who take STATWAY math quickly become successful in credit math. STATWAY uses research to continuously improve performance, providing quick testing and review of how STATWAY is being implemented. The STATWAY Networked Improvement Community allows for quick implementation of improvement in participating institutions.

Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
This program is highly replicable and has the potential to have broad impact. While STATWAY has been piloted at 19 community colleges in five states, it is applicable to the majority of institutions across the nation that have developmental mathematics programs. It is currently taught in 29 community colleges and state universities in seven states. TCC faculty presented at FLDOE 2012 Connections Conference to support replication within Florida College System.
Recognition: Provide details about any recognition, media coverage, or honors achieved by program.
Florida Department of Education online: "New Developmental Mathematics Program at Tallahassee Community College Sees Significant Results," 5/13.

Additional comments relating to program:
Colleges are experimenting with ways to help students get through needed developmental courses quickly so they may begin to earn college credit and move closer to their academic goals. The Florida Legislature has also gotten involved, determining that by 2014, colleges may no longer require recent high school graduates to take developmental courses, which will become optional for these students. Given that, alternatives such as STATWAY may become even more important, since their proven effectiveness and condensed time frame may encourage more students to choose to pursue the developmental math instruction they need.

The Adjunct Mentor Program: Shaping the Adjunct Faculty Experience at Polk State College

Program Area: Academic Affairs

Program Title: The Adjunct Mentor Program: Shaping the Adjunct Faculty Experience at Polk State College

Institution Name: Polk State College

Name: Kenneth S. Ross

Position/Title: VP for Academic and Student Services

Phone: 863-292-3605
Email Address: kross@polk.edu

Goals/Objectives:
The primary goals of the Adjunct Mentor Program are: 1) To build a connection between new adjunct faculty and the College; 2) To enhance the quality of instruction by providing new adjuncts with resources to support and improve their teaching.

Summary (750 character limit):
The Adjunct Mentor Program is a key part of the new adjunct faculty experience at Polk State College. Faculty mentors help new adjuncts become oriented to the College and their individual departments. Mentors also support new adjuncts by providing them with resources to help them improve their teaching.

Full Description of Program (4500 character limit):
The Adjunct Mentor Program is an important part of the new adjunct experience at Polk State College. The College relies heavily on adjunct faculty to fulfill its mission and meet students’ needs. Mentors play an important role in helping orient new adjunct faculty members to the College and to the expectations of their departments. Mentors also help build a connection between new adjunct faculty and the College. Research studies have found that adjunct faculty want to feel connected to the institution. The more connected they feel, the more likely they are to be satisfied with their job and remain with a college. Mentors are selected by the department coordinator or program director in consultation with the associate dean. In order to serve as mentors, faculty must first complete an Adjunct Mentor Training Session. When a new adjunct faculty member is hired, the department coordinator or program director will identify a faculty member to serve as a mentor. The associate dean will verify that the faculty member has completed mentor training and send the mentor a packet of materials, including a Memorandum of Understanding. The Memorandum of Understanding outlines all of the duties and expectations of mentors. Faculty mentors typically work with adjuncts on the following items: meeting regularly throughout the term, reviewing and discussing college/campus resources, and sharing/discussing key resources (syllabus, activities, assignments, lecture materials, and/or quizzes/tests). Each mentor observes an adjunct mentee’s class session and provides feedback. The Adjunct Mentor Program is designed to be a peer process; mentors are available to assist adjunct faculty mentees as needed.

Target Population: New Adjunct Faculty

Number of People in Target Population: 50 -75 per academic year

Estimated Start-up Cost: Budget to pay mentors consists of a stipend of $412.50 per term for each adjunct mentored.

Start-up Cost Description: Mentors are paid a stipend per term for their role in supporting new adjunct faculty via the Adjunct Mentor Program.

Estimated Recurring Cost: $412.50 per term for each adjunct mentored
Recurring Cost Description: Recurring cost per academic year: $24,750 ($412.50 x 60 new adjuncts)

Date Program was First Initiated: Program updated fall 2012

Sustainability: Did the program show results that were sustainable over time? If so, describe.
The Adjunct Mentor Program was updated in fall 2012. The updated program includes mentor training for faculty who will serve as mentors. The mentor training prepares mentors by providing clear directions and guidelines. This, in turn, creates an improved experience for new adjuncts at Polk State.

Innovation: Has the program met or set new standards or introduced innovative practices? If so, describe.
Updates to the program have created improved experiences for both mentors and new adjuncts. As a result of the mentor training, mentors are more informed and feel better prepared to fulfill their role as mentors. This, in turn, has created an improved experience for new adjuncts at Polk State.

Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
Prior to the program update, mentors reported feeling unprepared for their role as mentors. The mentor training, which was an update to the mentor program, has resulted in mentors feeling better prepared to fulfill their role as mentors.

Evaluation: Have the program’s outcomes been evaluated? If so, describe.
At the end of each term, a survey is sent out to new adjuncts for their feedback on the program. This survey collects both quantitative and qualitative data. In the quantitative portion of the survey, participants are asked to rate their satisfaction with a number of items related to the Adjunct Mentor Program. The scale for this section of the survey is 1 to 5, with 5 being the highest score. In most measures, the average score given is 4 or above. Feedback from the qualitative portion of the survey also indicates a high level of satisfaction as demonstrated by the following statement: "There has consistently been someone from every department willing to help in a timely manner with ANY question or concern that I have had."

Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
The Adjunct Mentor Program has broad impact and applicability as research studies have found that adjunct faculty want to feel connected to the institution. The more connected they feel, the more likely they are to be satisfied with their job and remain with a college. Programs like Polk State’s Adjunct Mentor Program have proven successful in helping to create that connection between new adjuncts and the College.
Recognition: Provide details about any recognition, media coverage, or honors achieved by program.
Not Applicable N/A

Additional comments relating to program:
The following comment from one of the new adjuncts who participated in the Adjunct Mentor Program perfectly summarizes the experience we want every adjunct to have at Polk State: "I have worked in other places that did not have a mentor program. The mentor program is outstanding. . . Great experience!"

The College Experience

Program Area: Student Services and The First Year Experience

Program Title: The College Experience

Institution Name: St. Petersburg College

Name: Dr. Bill Law

Position/Title: President

Phone: 727-341-3241

Email Address: law.bill@spcollege.edu

Goals/Objectives: Increase student retention and completion.

Summary (750 character limit):
With the overarching goal of student success and achievement, SPC deliberately focused on what students experience from application through graduation. The College Experience includes all processes/systems, activities and programs that support, nurture and impact student success from inquiry through graduation. The main strategic initiatives include (1) The Individualized Student Learning Plan, (2) Expanded Out-of-Classroom Support Initiative, (3) Early Alert and Student Coaching System, (4) Integrated Academic and Career Services and (5) Revised New Student Orientation (NSO). The strategic initiatives are intended to improve student success while eliminating achievement gaps among student groups and help students finish what they start.

Full Description of Program (4500 character limit):
SPC’s Board of Trustees, President and Executive Leadership Team have explicitly identified and committed to student success with strategic initiatives focused on quality progression, equity, and completion as the overarching principles. During the 2012-13
The academic year, significant emphasis was given to monitoring the implementation of five initiatives related to student success under the umbrella of the College Experience program. The College Experience emphasize the following components:

- **Revised New Student Orientation (NSO)** - The face-to-face NSO was designed to help students make a smooth transition to college life and academic success. The success agenda includes keys to academic success, introduction to campus resources and services, vital college processes, and procedures to ensure student success in their first term, ultimately increasing student completion rates.

- **Integrated Academic and Career Services** - A three-point initiative was implemented that 1) combined career and academic advising into a single operation, charging all advisors to do initial/developmental advising (including clarification of career goals and direction), and designated one counselor/advisor as the lead/specialist in this area who will physically have an office in the Career Center 2) provided baseline training for all advisors for first-level career advising and specialized training to the one designated counselor/advisor and 3) secured specialized software tools, both for student assessment and back-office management to professionalize career service operations and extend services.

- **The Individualized Student Learning Plan (ISLP)** - The goal of the ISLP is to increase student graduation rates and progression towards graduation. The strategy is to assist our students in identifying and mapping out all the courses they will need to complete their degree or certificate and to walk (or run) across the graduation stage finish line. SPC career specialists, advisors, counselors and faculty members assisted students in mapping out ISLPs semester-by-semester basis. Once completed and personalized to the student’s career choice and degree major, students call this project “My Learning Plan”.

- **Early Alerts and Student Coaching System** - The main focal point of the Early Alert System is to increase student retention and success leading to a degree or certificate. The key to retention is early identification, early intervention and good advising (Levitz and Noel 2000). Student success and retention is best achieved by identifying the students at risk early on in the semester and to assist students in reducing risk factors such as academic, family issues, financial, etc. It is necessary to place the student in the best situation in the classroom by providing an early alert to aid the student in receiving the out of class support that is appropriate. Employing the Student Coaching System as the tool for the advising staff are able to determine risk factors for success, assist in academic planning and create success plans ultimately helping the student to managing their academic career. The Early Alert System in collaboration with Faculty will identifies students that present significant signs of being at risk, advisors will work closely with each student and help develop a “action plan.” The Action Plan guides students to utilize college resources such as out of class support.

- **Expanded Out-of-Classroom Support** - SPC student success rates (attaining a “C” or better) for 2012 indicated an urgent need to be more deliberate and creative in the delivery of academic support. To transform out-of-class support, the following interventions were implemented in FY 2012-2013: Addition of budgeted instructional support staff; Increase in OPS instructional support staff; Addition of OPS adjunct faculty to provide instructional support; Supplemental Instruction in Gateway courses and; Supplemental Peer Mentors to assist with study skills and strategies This initiative
provides students opportunities for traditional and just-in-time academic support in a greater variety of courses and subjects, provides feedback to faculty regarding their students’ academic needs and provides a case-managed approach to students' success.

**Target Population:** First Time in College Students (FTIC)

**Number of People in Target Population:** 5,300 first time in college students

**Estimated Start-up Cost:** 1.2 million (new and reallocated funds)

**Start-up Cost Description:** Frontline Student Services Support ($510,000), Out-of-Class Support($398,000), Career Center staffing ($120,000), Early Alert tool ($76,000), Enhanced Student Online Planning Tools($100,000)

**Estimated Recurring Cost:** 1.2 million

**Recurring Cost Description:** The recurring cost includes support advisors and staff, tutorial services, maintenance of the Student Coaching System (tool used for Early Alert) and online tutorial costs.

**Date Program was First Initiated:** Fall 2012

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.
SPC experienced significant gains in the course success rates for all First Time in College (FTIC) students for the past Spring 2013 semester as compared to the previous Spring 2012 semester. As of Spring 2013, the year-over-year success rates of all enrolled students (FTIC and non-FTIC) increased slightly from 73.9% to 74.3%. Success rates are defined as the number of students earning grades A, B, or C. FTIC students were exposed to the College Experience. From Spring 2012 to Spring 2013, FTIC student success rates increased 6.5%. Black/African American student success rates increased 10.8% and Hispanic/Latino student success rates increased 15.3%.

**Innovation:** Has the program met or set new standards or introduced innovative practices? If so, describe.
For the past several years, student success initiatives have driven the strategic planning and budgeting processes of the college. The development and effectiveness of these strategies are measured by careful analysis of the supporting data. All decisions must impact the improvement of student success. This process commences during the annual public budget hearings where new or existing initiatives are brought before the Board of Trustees, the President, and the general public for consideration. Each submission must document alignment to the college’s strategic goals, as well as present specific data to support the budgetary request, including current benchmark status, need, and anticipated metric outcomes.
Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
St. Petersburg College has refocused its strategic efforts on student success, shifting personnel, financial resources and energy in an intentional, data-driven way to:
oHelp students finish what they start.
oEngage and train staff at all levels to support students in and out of class.
oProduce graduates whose lives are changed by earning a degree or certificate.
Even in lean economic times, St. Petersburg College has increased direct spending on academics and student support in the operating budget by shifting resources from administrative support functions.

Evaluation: Have the program’s outcomes been evaluated? If so, describe.
Significant emphasis is given to ensuring student success. Therefore, outcomes are evaluated each term and weekly. Student success rates are measured each term using the College’s Business Intelligence System (Pulse). College leaders meet weekly to review metrics displaying student engagement in the College Experience and staff interventions for student success. Just a few key facts: Success rates and retention rates increased for all groups of students who had learning plans, including African American and Hispanic students. Students who attended orientation achieved success rates comparable to college-ready student. Students who visit our Learning Centers more than four times in a term have better than an 80% chance at success.

Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
The College Experience is based on a cultural expectation that all SPC employees take responsibility and accountability for the success of our students in achieving their academic goals. In this sense, it is a set of values aimed at continuously improving the successful outcomes of our students.

Recognition: Provide details about any recognition, media coverage, or honors achieved by program.
SPC, preparing to approve its budget, uses a more transparent process this year – Tampa Bay Times Article, July 2012 - The College was recognized for its transparent budget process, the College Experience and goals to help students succeed. SPC seeks higher graduation rate – Tampa Bay Beacon Article, September 2012 - The College was recognized for enhanced efforts to retain students and help them graduate. SPC’s focus on first-time college students brings up their grades – Tampa Bay Times Article, June 2013
St. Petersburg College Ranks Nationally For Number of Associate Degrees – Tampa Bay Times Article, July 2013 College Spotlight: Engagement Matters Volume 9 Issue 2 – Center for Community College Student Engagement (CCCSE)
Additional comments relating to program: SPC has certainly transformed to an institution focused on the success of its students. The emphasis on helping students finish what they start resonates throughout the organization and in the community. Early results indicate that commitment to student success has began to improve student success and close achievement gaps.

The K-12 Collection in the Chipola Library

Program Area: School of Education

Program Title: The K-12 Collection in the Chipola Library

Institution Name: Chipola College

Name: Dr. Lou Cleveland

Position/Title: Dean, School of Education

Phone: 850.718.2416

Email Address: clevelandl@chipola.edu

Goals/Objectives:
The K-12 Collection was implemented to accomplish the following goals:
- update the Chipola Library resources to meet the specific needs of the Teacher Education Program
- provide K-12 literature referenced in model lesson plans
- reinforce Dewey Decimal cataloging system
- provide resources for use in practicum lessons in K-12 schools
- encourage use of all Library resources
- model individual K-12 classroom libraries
- support instructional needs of reading endorsement programs

Summary (750 character limit):
At the heart of Chipola College’s mission is an effort to “…create a student-oriented atmosphere of educational excellence…” and provide “baccalaureate degrees which produce educated and capable professionals” (Mission Statement). When Chipola College was approved to deliver baccalaureate degree Education programs, a need arose for additional Library resources to support these programs. While traditional subject-specific periodicals and books were added, Library and Education personnel envisioned a unique K-12 collection that would provide students with hands-on resources and experience to encourage use of the Library, model how to teach using Library resources, and support instructional needs for exemplary classroom instruction.

Full Description of Program (4500 character limit):
The K-12 Collection began with the initial purchase of core titles for a K-5 Library. Additional 6-12 and young adult titles were added when a new English Education program was approved. Volumes are continually added from recommendations received from students, instructors, or K-12 personnel. Although the Library uses the Library of Congress Cataloging System, this Collection is cataloged with the Dewey Decimal System. The Dewey Decimal numbering prepares teacher candidates to effectively use K-12 library facilities which are cataloged in Dewey Decimal. Students receive hands-on experience with this Collection by attending orientation sessions conducted by a Chipola librarian.

Specific class assignments are given throughout the program by School of Education instructors which require use of this Collection. For example, some of these assignments require students to identify appropriate K-12 books and use these books to teach a concept or supplement instruction within a prepared lesson plan. A Chipola librarian visits individual classrooms throughout the semester to promote growth in Library skills. Teacher candidates are permitted to check out books from the K-12 Collection to teach practicum lessons within K-12 schools or during internship.

Throughout the Teacher Education Program, teacher candidates are encouraged to begin individual book collections for their future classrooms. The diversity of The K-12 Collection serves as a model for these classroom collections. Books pertaining to curriculum development, classroom management, lesson planning, etc., are housed adjacent to The K-12 Collection to encourage teacher candidates to use both collections.

**Target Population:**
Students, Faculty, Community

**Number of People in Target Population:**
Approximately 93

**Estimated Start-up Cost:**
$10,000

**Start-up Cost Description:** Monies used only for books

**Estimated Recurring Cost:** N/A (except for additions to Collection)

**Recurring Cost Description:** N/A

**Date Program was First Initiated:** 01/07/2010

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.
Results from the program have indicated that this initiative is sustainable. After an initial $10,000 cost for book acquisition, the cost of books has been absorbed in the Library budget. Use of existing Library personnel and facilities did not require any additional or reoccurring capital outlay funds. Two years of Library circulation records
have shown that The K-12 Collection represents approximately 25% of the books circulated.

**Innovation: Has the program met or set new standards or introduced innovative practices? If so, describe.**

At a time when book circulation numbers are decreasing, The K-12 Collection has encouraged use of Library resources. While the teacher candidate's primary objective for a Library visit is to secure a resource book for an assignment, physical proximity to other Library resources have encouraged their use as well.

Unfamiliarity with the Dewey Decimal cataloging system limits a K-12 teacher's use of their library. After working with the collegiate cataloging system, Teacher Education graduates often forget the Dewey Decimal System. The innovative use of Dewey Decimal numbering will provide remediation in this System and enable teacher candidates to make better use of K-12 libraries throughout their teaching careers.

**Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.**

The resources within The K-12 Collection are essential instructional support for Chipola’s Teacher Education Programs, especially those that are Reading- and ESOL-endorsed. Housing this collection within the existing Chipola Library was both cost- and personnel-efficient. Collaboration between Library staff and Teacher Education personnel have improved instructional student support and led to higher student learning expectations. The Collection created a new vision for Library holdings that embraced the needs of students as Chipola moved from an A.A. degree institution to serving B.S. level students.

**Evaluation: Have the program’s outcomes been evaluated? If so, describe.**

Data from the Library book circulation database for both academic years that The K-12 Collection has been in existence, revealed that 25% of all book circulation was from The K-12 Collection. With the addition of the young adult books, this percentage should be even higher this academic year.

As Teacher Education instructors visit in first-year teacher's classrooms, the existence of a classroom collection of appropriate grade level books are always evident. The existence of these miniature reading collections are evidence that Chipola Education graduates see educational value in providing their students with reading resources that supplement textbooks and enrich student learning experiences (*see Principal's Letter)*.

**Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.**

The addition of a K-12 Collection is an educational practice that could be implemented at any higher education institution that has a Library or Learning Resource Center. All colleges have funds designated for Library holdings which could be used to order...
appropriate books. Using an existing library facility would provide a physical space for the collection without additional capital outlay funds.

Recognition: Provide details about any recognition, media coverage, or honors achieved by program.

The K-12 Collection was the Chipola College winner for the Association of Florida College’s Learning Resources Commission Exemplary Practice Application.

The K-12 Collection was the subject of an article published in Chipola This Week (on-campus newsletter) and submitted for publication in newspapers in Chipola’s five-county district.

**The Pasco-Hernando Community College Get Acquainted Day (GAD): Providing Early Student Engagement with a Lasting Impact**

Program Area: Student Affairs/Student Development

Program Title: The Pasco-Hernando Community College Get Acquainted Day (GAD): Providing Early Student Engagement with a Lasting Impact

Institution Name: Pasco-Hernando Community College

Name: Dr. Timothy Beard

Position/Title: Vice President, Student Development & Enrollment Management

Phone: 727-816-3413

Email Address: beardtt@phcc.edu

Goals/Objectives:
The PHCC-GAD is designed to increase student retention through program and service engagement. PHCC-GAD ensures First-Time In College Students (FTIC) become better acquainted with the College’s administration, faculty, and staff. The students receive information relative to being a successful college student. Students network socially with other first year PHCC students and are introduced to valuable academic and student support services and student organizations.

Summary (750 character limit):
PHCC’s response to findings (lack of early college student engagement programs) by the Community College Survey of Student Engagement (CCSSE) is the PHCC-GAD. PHCC is one of a very small group of colleges who are on the cutting edge of establishing early engagement programs. In August, 2008, FTIC students attending PHCC were invited to attend a nearly half day (five hours) Get Acquainted Day extended orientation and engagement program. Not counting the GAD participants of
the Pilot Program year (2008), over 1,500 PHCC FTIC students have participated in the PHCC-GAD. PHCC-GAD participants persist in college at a significantly higher rate than PHCC FTIC students who do not participate in GAD.

**Full Description of Program (4500 character limit):**
Unlike the majority of universities throughout the United States, two year colleges have faced a great challenge in providing time -extended programs and services that address social and academic integration issues prior to the start of each semester for FTIC students. These institutions’ diverse enrollments represent part of the challenges two year colleges face in establishing extended orientation or pre-collegiate programs. The vast majority of two year colleges have never attempted or have decided not to address this challenge or issue on a broad scale. In the fall of 2008, PHCC piloted a program, "Get Acquainted Day" (GAD) for FTIC students to address barriers and challenges that impede upon their academic and social integration into the college environment. Research findings as indicated by (CCSSE, 2012) revealed that high performing institutions (institutions with above average student completion and retention rates) invest in programs that engage students prior to or early in their enrollment.

Prior to the establishment of the Pasco-Hernando Community College Get Acquainted Day (GAD), FTIC students at the College orientation options consisted of a one hour Power point presentation by a member of the Student Development Staff. Orientation topics included College policies and procedures, College services, a surviving College session and a campus tour. Although the evaluations of the one hour orientations were rated good or excellent by the student participants (96 %), the personal touch by a wide array of faculty, staff, and peer groups was missing. Annually, research by the University of Texas Office of Community College Survey and Student Engagement (CCSSE) has revealed the significance of early and quality engagement on student retention and completion. Colleges with strong student engagement programs tend to graduate and retain students at a significantly higher rate than colleges that do not invest in quality early engagement programs. PHCC’s response to findings by CCSSE research was the establishment of PHCC-GAD. Beginning in August, 2008, at the New Port Richey (West Campus), FTIC students enrolled at PHCC were invited to attend a nearly half day (five hours) Get Acquainted Day, an extended orientation and engagement program. An invitation letter sent to students stressed the importance of meeting and engaging with other students, faculty, administrators and staff in addition to acquiring the generic orientation information on the College’s programs and services.

From the PHCC-GAD inception in the fall of 2008 (as a pilot) to the beginning of the 2013-2014 academic year, the event has grown in attendance and popularity with students and parents. Since 2009, when GAD was rolled out to all PHCC campuses, more than 5,000 first time in college PHCC students have been invited to the event, and more than 30% of invitees (over 1,500) have attended the event. The GAD program has included presentations and activities facilitated by over 30 faculty, administrators, staff, and peer educators (students). Since 2008, the GAD event has concluded with a lunch for all of the attendees.

The components of the five hour GAD engagement activities consist of the following: A Welcome session facilitated by PHCC administrators (College President, Vice-President of Student Development and Enrollment Management, Campus Provosts, and Dean of
Student Development and Enrollment Management), workshops on navigating the College web site, financial aid, disability services; a faculty question and answer panel, an academic achievement workshop (topics for success), workshops on multicultural programs, student government and student activity programs, athletics and recreational activities, a campus tour, a fair with student representatives and information regarding College clubs and organizations and lunch. PHCC’s FTIC students fall to fall retention rate has been documented at approximately 60% for the past several years (Pasco-Hernando Community College, 2012). The fall to spring and the fall to fall retention rates have been significantly higher for GAD FTIC attendees.

**Target Population:** First Time in College Students

**Number of People in Target Population:** 5,023

**Estimated Start-up Cost:** $10,000

**Start-up Cost Description:** GAD T-Shirts for students and staff, food (lunch), water, for guests and students, and staff

**Estimated Recurring Cost:** $10,000

**Recurring Cost Description:** Same as above, GAD T-shirts for students and staff, food (lunch), water, for guests, and students

**Date Program was First Initiated:** August 2008 (Pilot), rolled out to all College campuses in Fall 2009

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.
Yes. Since GAD was first piloted in the fall of 2008 until this current semester, the program has continued to grow and continued to be a “favorite” of students and their parents. PHCC students view the GAD program as one of the most significant programs coordinated by the division of Student Affairs, and the unit of Student Activities and Engagement. Since 2009, the PHCC-GAD has grown to nearly 350 attendees per year. GAD participants are retained (from fall to spring term) at a rate 24% higher than none GAD students. The GAD students are retained at higher rate of 8% more than non-GAD students relative to fall to fall terms. All results indicate that GAD participants integrate into college at a greater rate than non-GAD students.

**Innovation:** Has the program met or set new standards or introduced innovative practices? If so, describe.
Yes, Although the GAD was rolled out to each of the PHCC campuses, starting in 2009, the GAD at each of the campuses is unique in its presentation. Each campus ensures the key social and academic integration components of the program are maintained through the GAD events. The GAD program and events have evolved significantly since 2009. The Student-Faculty Panel has provided the attendees,
including parents, with valuable information that is highly conducive to student success. Since its inception, sessions have been added to include specific information for parents relative to how they can be more effective supporters of their college enrolled student - son or daughter.

**Improvement:** Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
Yes. The GAD program and events have significantly reduced the anxiety that many FTIC students experience upon entering college. Perhaps, this is observed to a great extent in students, particular FTIC students who are veterans, and FTIC non-traditional adult students who have not been in any school setting for a significant period of time. The GAD events educate FTIC students during the week before classes begin in the fall term. The knowledge and education of FTIC students relative to support services and faculty expectations make them more "college ready" which significantly add value to institutional and student processes and efficiencies.

**Evaluation:** Have the program’s outcomes been evaluated? If so, describe.
Yes. After each GAD, participants and their parents, evaluate the GAD program and all the events within the program. A Likert Scale Evaluation Survey is included in the Welcome Packet of each student. The survey is collected after lunch at each GAD and sent to the Office of Institutional Research for analysis. Each year the GAD program has been rated "Very Good or Good" by 90% of the attendees. The GAD Leadership Team also does a debriefing after each GAD Week to identify components of the program that may warrant modification.

**Impact:** Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
Yes. Higher Education Student Affairs professionals at two year colleges throughout the state of Florida and the nation will conclude that the PHCC-GAD program is the envy of many institutions. Given research findings by CCSSE and other entities, an early student engagement program such as PHCC - GAD, should be implemented in all colleges in the state and nation. GAD is very cost effective and could be adapted and implemented with reasonable success at the majority of colleges in the state if not the nation. A program such as the PHCC-GAD has been found to have a significant impact on the retention and college completion of FTIC students.

**Recognition:** Provide details about any recognition, media coverage, or honors achieved by program.
The PHCC-GAD is a very unique and rare program among two year and colleges in the Florida College System (FCS). The PHCC-GAD program was recently featured in the local newspaper. Please see attached document.

**Additional comments relating to program:**
Below is a comment from a parent of a PHCC-GAD student. The statement speaks to the impact that PHCC-GAD has had upon students and parents since 2008:
"I am so glad I was invited to attend this event with my daughter, who is on scholarship to play softball for the College. But I feel like I did my son an injustice, he enrolled in another one of your sister colleges. I had no idea about some of the things this College does. You are so caring and engaging and it makes you want to send your child here to PHCC".
See below quotes from the survey by GAD student participants:
"Everything was perfect, every new student should attend"
"I enjoyed how organized this event was, I got to meet new people and learned what to expect in college"

The Technology-Infused Dental Hygiene Program

Program Area: Workforce Education

Program Title: The Technology-Infused Dental Hygiene Program

Institution Name: Florida State College at Jacksonville

Name: Jeffrey R. Smith, DMD

Position/Title: Instructional Program Manager

Phone: 904.766.6655

Email Address: Dr.Jeff.Smith@fscj.edu

Goals/Objectives:
To improve the performance of dental hygiene students on national and state licensing examinations through the introduction of innovative educational technology solutions.

Summary (750 character limit):
Desiring to increase the National Board Dental Hygiene Examination scores for graduating students above the national mean, the Florida State College at Jacksonville Dental Hygiene Program implemented a series of initiatives, collectively referred to as "The Technology-Infused Dental Hygiene Program", to improve student performance. Lecture podcasts, faculty-produced instructional videos, iBooks, and student response systems were introduced. Since the introduction of these initiatives, scores on the board exam have risen, with the most recent class scoring in the 96th percentile in the nation overall and in the top 1% in four of the thirteen sections of the test. There has not been a failure in three years on the National Board exam.

Full Description of Program (4500 character limit):
The "Technology-Infused Dental Hygiene Program" was a concept developed by the
Instructional Program Manager and faculty of the Dental Programs at Florida State College at Jacksonville as a solution to increase program graduates’ scores on the National Board Dental Hygiene Examination. The principle underlying the program was to liberate learning from the classroom and transport it to wherever students have the time to study. Instructional technologies have evolved over time to facilitate the advancement of technology-based solutions, but the core program concepts remain consistent seven years after introduction of the program. The first component of the program was the introduction of lecture podcasting for all didactic courses in the program, starting in the freshman year. A podcast captures the lecturer’s slide presentation and voice and makes it available online by subscription to the students. As new lectures become available, the students receive them on their computer for viewing. At the initiative’s inception, 80% of the students were unfamiliar with podcasting and had to be educated on how to access and utilize podcasts. Faculty training was also a large part of the early podcasting efforts. Two-thirds of the students utilized the podcasts during the first term and 100% of them credited the podcasts with helping them in their studies. In the same term (Fall 2006), the program manager and faculty began producing instructional videos for use by students. Topics were varied, including handwashing, instrument processing, and intraoral procedures. The purpose in producing instructional videos was to provide students with a front row seat in viewing a demonstration of a clinical procedure, something that is very difficult to accomplish with eighteen students observing one faculty. Students were encouraged to watch the video the evening before the lab session to provide more time to practice the skills when in clinic. In addition, students could review the videos at home prior to their clinical competency exams the subsequent week. Student performance on competency exams improved as a result. At the time, many students did not have access to high speed internet in their homes to view the podcasts, so the Collaborative Technology Hub was developed as a solution. This room, with stainless steel pub tables and modern stools, contains an Apple iMac computer to hold all of the podcasts and a large screen television to present them for group or individual viewing. In addition, students could bring their iPods or flash drives to retrieve the podcasts for home viewing on a computer or wherever they wished to view them. With the acquisition of a high-definition video camera and a ceiling-mounted 50-inch television in the clinical laboratory, dental hygiene instrumentation demonstrations were shown on the large screen during lab sessions, recorded and edited, and placed on the internet for students to view the same evening. At home, students could practice their new skills on a dental mannequin mounted on a floor stand (both purchased as part of their freshman instrument kit) while watching the demonstration on a computer. Students’ mean scores on the final instrumentation practical increased by 7% (from 83% to 90%) in one year after the introduction of the videos. Faculty have become champions of this technology-based approach to instruction. One faculty member adopted student response systems ("clickers") to her very challenging Oral Pathology course. In the three years since introducing clickers, the national board examination scores in her discipline rose from the 24th percentile in the nation to the 99th percentile. This year, she developed a Pathology iBook using Apple’s iBook Author software. Students were provided with Apple iPads to use for the term and they were very enthusiastic about the new tool. Other faculty are developing iBooks, as well, to improve student performance in their
disciplines. As new instructional technologies are introduced, the Dental Hygiene Program will continue to evaluate them for inclusion in our arsenal. With support from the College, the Technology-Infused Dental Hygiene Program will continue to innovate using the latest in educational technology with the goal of continuing to improve our students’ educational experience and performance on the National Board examination.

**Target Population:** Dental Hygiene Students

**Number of People in Target Population:** 50-72

**Estimated Start-up Cost:** $14,500

**Start-up Cost Description:** The $14,500 was spent on digital video recording equipment and professional lighting and sound kits, a dedicated editing computer suite and software, Apple iMac computer and large screen television for the Hub.

**Estimated Recurring Cost:** $200

**Recurring Cost Description:** Consumables including video cassettes and batteries

**Date Program was First Initiated:** 9/2006

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.

One of the challenges of becoming an early adopter of new learning technologies is the inevitable changes that make obsolete each new initiative within a short period of time. The Technology Hub, for example, was developed as a place where students could connect their iPods and flash drives to a computer to retrieve podcasts. At the time, many students did not have fast internet connections in their home and the "Hub" represented an accommodation. Now, lectures and podcasts of procedures are streamed to mobile devices, including phones and tablets, anywhere, at any time. Regardless of technology, the program has demonstrated a trend of consistently increasing national board scores year to year.

**Innovation:** Has the program met or set new standards or introduced innovative practices? If so, describe.

The Dental Hygiene Program at Florida State College at Jacksonville introduced a number of technology innovations. The Hygiene Program was the first to podcast all of its lectures at the college and, more recently, the first to author an iBook using Apple’s iBook Author. It was the first to train all faculty in the production of instructional videos for use in laboratory classes. The Program also introduced the Collaborative Technology Hub in 2007 as a place where students could study or work on projects with a computer connected to a large television. All faculty-produced lecture and instructional podcasts were stored on the Hub’s computer for students to load onto their mobile devices.
Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
The Dental Hygiene Program manager and faculty sought to increase licensing examination scores that were consistently at or below the national average. The approach taken was to identify technology solutions that could be adopted for use by faculty and students to improve access to information wherever and whenever the student wanted to do so. The result of “infusing” the Dental Hygiene Program with technology has been a dramatic improvement in national board scores culminating, most recently, in the students scoring in the top 4% of the nation on the examination.

Evaluation: Have the program’s outcomes been evaluated? If so, describe.
As each technology initiative was introduced, data was collected to assess its efficacy. For example, surveys were performed prior to the initiation of lecture and podcasting of procedures in 2006 that found students unfamiliar with podcasts (80%). By the end of the term, 67% of the students utilized the podcasts, 100% found them a valuable tool, and 77% of students wanted the program expanded. In the Dental Hygiene Instrumentation course, high-definition videos were recorded of lab demonstrations and posted on the internet for students to practice at home with mannequins. A 7% improvement in mean student performance on the final practical exam was noted the year after introduction of this initiative.

Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
The introduction of faculty-produced instructional videos by the Dental Hygiene Program was recognized by College administration as a best practice and served as a template for the Workforce Podcasting Pilot Project (WP3) and subsequent Workforce Podcasting Project (WP2). These grant-funded projects resulted in twenty-one workforce faculty from seventeen programs being trained in video production and over 300 instructional videos being produced for use in the classroom.

Recognition: Provide details about any recognition, media coverage, or honors achieved by program.
In January 2009, The Florida Times Union spotlighted the Dental Hygiene Program’s initiatives, specifically podcasting and the technology hub, in an article about how technology is expanding learning from the classroom. On two occasions, the program manager and faculty presented their teaching innovations at the American Dental Education Association (ADEA) Annual Meeting. The 2010 presentation was called “The Technology-Infused Dental Hygiene Program.” More recently, the program manager presented "Creative Uses of QR Codes in Allied Dental Education" at the Annual ADEA Program Directors Conference in 2012. In addition, Dr. Smith presented "A New Podcasting Paradigm" at the 2008 NACTC and 2010 NCWE annual conferences.
Themed Hiring Events

Program Area: Career Development Services (CDS)

Program Title: Themed Hiring Events

Institution Name: Lake-Sumter State College

Name: Ommy Pearson & Odalys Simmons

Position/Title: Assistant Director, Career Development Services & Career Advisor

Phone: 352-365-3582

Email Address: pearsono@lssc.edu/simmons@lssc.edu

Goals/Objectives:
- To serve the employment needs of Lake-Sumter State College (LSSC) students and alumni
- To offer programming that targets students and alumni in the Associate in Arts, and the Associate in Science Workforce Education Programs
- To market on-campus recruitment opportunities to local employers and create employer partnerships
- To offer local employers the opportunity to effectively reach qualified employment candidates in their industry/field from within the LSSC student population

Summary (750 character limit):
During the Spring 2013 semester, Lake-Sumter State College's Career Development Services office launched a new initiative that provided "Themed Hiring Events" throughout the semester. Employers were invited to set up a recruitment table at an event that targeted students and alumni seeking employment in specific fields or in areas related to specific majors.

Full Description of Program (4500 character limit):
"Themed Hiring Events" were introduced on Lake-Sumter State College campuses which targeted students and alumni in specific majors and fields of interest. Previously, LSSC held annual Career Fairs in the Spring at each of the two largest campuses (Leesburg, and South Lake) which targeted current students, graduated alumni, and local employers. Assessments from these events showed that students and alumni often felt that these events did not attract the types of employers they were seeking, and employers felt that students in the majors they were seeking were not in attendance. In addition, offering the event once a year did not allow for adapting to employer hiring timelines. To address these concerns, Career Development Services organized the Themed Hiring Events in four different industries/fields and executed them at the Leesburg and South Lake campuses. Event themes included: Customer Service and Retail, Business and Technology, Health Professions, and Education, Public and Human
Services. The themes were selected to: (a) complement Workforce Education Programs offered at LSSC, (b) target jobs that are of high demand in our local community, (c) target the type of jobs that our students are actually seeking, including part-time employment. To introduce the new concept to constituents, emails were sent to students, alumni and employers and announcements were posted on the LSSC homepage, CDS homepage, and College Central Network (online job board). CDS sent emails prior to each event targeting students in specific majors. In addition, on-campus lawn signs and electronic boards advertised each upcoming event. Faculty were targeted by department to request assistance in getting event information to their students (emails and employee blog announcements were posted). CDS emailed all employers registered with our office about the events at the start of the semester and then targeted emails were sent based on industries being showcased at each event. Announcements were also disseminated via email and Linkedin Groups to local Chambers of Commerce as well as the Central FL Employment Council, and the local chapter of the Society of Human Resources Management.

**Target Population:** Lake-Sumter State College students and alumni seeking employment opportunities, and local Lake and Sumter County employers seeking employment candidates.

**Number of People in Target Population:** 10000+ (student body, alumni, local employers)

**Estimated Start-up Cost:** $200

**Start-up Cost Description:** The initial cost included printing costs for marketing materials targeting students (on-campus flyers, lawn signs), tent cards to identify company recruitment tables, and beverages to offer recruiters.

**Estimated Recurring Cost:** $200

**Recurring Cost Description:** Same as above

**Date Program was First Initiated:** 1/29/13

**Sustainability: Did the program show results that were sustainable over time? If so, describe.**
The Themed Hiring Events created an effective way to address the needs of our students and alumni, as well as our employer partners. The events can be sustained as a result of simplicity, cost effectiveness, and the flexibility to suit the needs of our students and employers from year to year. It also allows the opportunity to quickly respond to the local economy by changing the industry fields and types of employers showcased.

**Innovation: Has the program met or set new standards or introduced innovative practices? If so, describe.**
In the past, LSSC held an annual Career Fair which attempted to attract employers from a wide span of industries and served a diverse student body. This is typically how campus career fair events are delivered across similar institutions. By introducing a more targeted approach to the traditional career fair, we were able to provide an innovative way to more effectively deliver services to students, alumni and employers. CDS addressed a pressing need of students, alumni, and employers by creatively "stepping out of the box" of the traditional career fair model, to a more effective, simplified "Themed Hiring Events" model where all parties involved receive a significant benefit.

** Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe. 

The new "Themed Hiring Events" model significantly improves previous Career Fairs in the following ways:
- More event offerings (4 hiring events were offered per campus this Spring vs. 1 Career Fair per campus in the past) resulting in ability to host more employers. This resulted in total 26 employers recruiting on campus throughout the events and visiting the campuses multiple times (compared to a total of 22 employers for one-time attendance during the previous 2012 Career Fair).
- Shortened event times (3 hours vs. 4) which allowed us to cut costs (food/meals for employers) in executing the events
- Smaller, simplified events required less staff resources, therefore, reducing the amount of time required to plan and execute events

** Evaluation: Have the program’s outcomes been evaluated? If so, describe. 

Surveys were distributed to participating employers and collected at the end of the event. Results showed increases in satisfaction with overall event and recruitment needs being met compared to the previous year's traditional Career Fair:
- 98.8% of employer respondents indicated they were Very Satisfied or Satisfied with the overall event vs 92% during the traditional 2012 Career Fair
- 88% of employer respondents indicated the events met their recruitment needs vs 87% during the traditional 2012 Career Fair
*Due to the new event layout, student attendance or formal feedback was not collected. Informally, however, some students shared it was easier to target which event(s) to attend in order to meet relevant employers.

** Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe. 

The new Themed Hiring Events broadly impacts students in the educational practices of LSSC by providing instructors for Foundations of Student Success courses the opportunity to refer students to the events for the purpose of achieving learning objectives. The objectives pertain to helping students become part of a community of active learners by establishing connections at LSSC and other support resources, and to facilitate students’ development of a personal portfolio, to include: an articulated
potential career goal and a professional resume. Student leaders (Student Government Association, Student Ambassadors, Diplomats) also volunteer their services and engage professionally with employers to further develop skills and program goals.

**Recognition:** Provide details about any recognition, media coverage, or honors achieved by program.
The events were showcased in the local newspaper, The Daily Commercial.

**Three-Phased Sustainability Program**

**Program Area:** Sustainability

**Program Title:** Three-Phased Sustainability Program

**Institution Name:** Valencia College

**Name:** Keith W. Houck

**Position/Title:** Vice President for Operations & Finance

**Phone:** (407) 582-3408

**Email Address:** khouck@valenciacollege.edu

**Goals/Objectives:**
To reduce the cost of energy, thereby freeing up funds for more direct student learning programs.

**Summary (750 character limit):**
As part of the Valencia's overall Sustainability Program, we approached energy reduction (predominately electric) using three methods: (1) the construction of more energy efficient buildings; (2) more efficient chiller plants and controls; and (3) the development of better behavioral practices, which would reduce the college's need for energy. Using this three-phased sustainability approach over a five year period, the college nearly cut its energy utilization per square foot in half (47%). Based on FY 2012-13 electricity usage, it saved the college approximately $3 million.

**Full Description of Program (4500 character limit):**
As part of the college's overall Sustainability Program, we approached energy reduction (predominately electric) using three methods: (1) the construction of more energy efficient buildings; (2) more efficient chiller plants and controls; and (3) the development of better behavioral practices, which reduces the college's need for energy. All new construction after 2007 was designed and built to reduce our dependency on energy. All buildings have either received a LEED Gold or Three Green Globes certification. Simultaneously, we began performance contracting to remove old air conditioning units
and expand our chiller plant to service a much larger number of buildings. We did this on our two largest campuses between 2008 and 2010. We have documented savings of $1.1 million per year, which was 15% more than the contracted minimum savings. After the savings had been documented for the other two methods, we hired a company to provide the leadership and training necessary for us to further reduce our energy consumption through behavioral changes. We were surprised to find that without any additional investment in equipment or controls, we were able to reduce our energy costs by an additional $1.6 million over a two-year period. We expect that we will soon be obtaining $1 million per year in annual savings through behavioral changes. The bottom line is that we have nearly cut our energy utilization in half. From fiscal years 2007-08 to 2012-13, we have reduced our kilowatt usage per square foot of space by nearly 47%.

**Target Population:**
All employees and students

**Number of People in Target Population:**
65,000

**Estimated Start-up Cost:**
Performance Contract:$13.5 million and one employee for behavioral changes.

**Start-up Cost Description:**

**Estimated Recurring Cost:**
One employee

**Recurring Cost Description:**
One employee to support the behavioral changes

**Date Program was First Initiated:**
07/01/2007

**Sustainability: Did the program show results that were sustainable over time? If so, describe.**
Yes, these are sustainable, recurring savings. For fiscal 2012-13, the savings amounted to nearly $3 million dollars in annual energy costs, when compared to the energy costs per square foot of fiscal 2007-08.

**Innovation: Has the program met or set new standards or introduced innovative practices? If so, describe.**
Each phase of the program has generated energy and excitement based on our successes, and about what we may continue to be able to accomplish in the future. More of our employees are getting on board, and we are now reaching more faculty who are incorporating sustainability into their curriculum.
Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.
We have obtained remarkable improvements in efficiency that have generated significant savings to the institution, which are reinvested into programs to enhance learning outcomes.

Evaluation: Have the program's outcomes been evaluated? If so, describe.
Yes, the outcomes have been closely monitored and evaluated. For the performance contract, we exceeded their guaranteed savings by 15% and we are on-track to reach the benchmark of $1 million in annual savings from our behavioral changes phase. We will continually monitor, evaluate and adjust the programs as necessary.

Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.
The three phase program that we have utilized can be followed or each phase can be accomplished independently. However, to accomplish maximum results you should do all three phases. Any institution can benefit from these initiatives.

Recognition: Provide details about any recognition, media coverage, or honors achieved by program.

Veterans Services

Program Area: Student Affairs

Program Title: Veterans Services

Institution Name: State College of Florida, Manatee-Sarasota

Name: Jessica Klipa

Position/Title: Public Information Coordinator

Phone: 941-752-5690

Email Address: klipaj@scf.edu

Goals/Objectives:
SCF Veterans Services seeks to assist veterans at SCF in transitioning from military to civilian life by:
1.) Providing a supporting environment and camaraderie with other veterans through student clubs;
2.) Offering advising services tailored to the needs of veterans receiving Veterans Administration (VA) educational benefits;
3.) Addressing other unmet needs and challenges facing veterans to ensure their success in college and beyond.

**Summary (750 character limit):**
SCF's Veteran Services meets the needs of a growing population of students who are either enrolling in college for the first time or returning to college to gain skills for employment. SCF Veteran Services considers all the challenges facing student veterans as they pursue their dream of a college education, rebuild their lives after service and find jobs after graduation to support their families. SCF fosters a supporting environment through student veteran clubs, assists veterans in claiming their VA educational benefits, provides referrals to other resources and offers the Veterans Emergency Assistance Fund to ensure a successful pathway through college and beyond.

**Full Description of Program (4500 character limit):**
Recognizing the increased number of veterans returning to or enrolling in college for the first time, SCF has enhanced and expanded the services offered to more than 400 veterans from all branches of the military and their dependents. SCF addresses the specific needs of veterans as they make the transition from military life to civilian life by helping veterans acclimate to college culture through the support of student veteran clubs; access their Veterans Administration educational benefits and other resources available through Veterans Affairs with the assistance of veterans benefits advisors; and benefit from a Veterans Emergency Assistance Fund established by The SCF Foundation Inc.

SCF Veterans Benefits Advisors
SCF veterans benefits advisors are on the front lines to assist veteran students -- from inquiry to graduation -- with admissions, course selection, registration and financial aid. Veteran benefits advisors ensure that student veterans use their VA educational benefits efficiently and appropriately according to VA regulations so that they can achieve their educational goals. In addition, SCF veterans benefits advisors give students referrals to Veterans Administration and other organizations, including the Sarasota Veterans Center, Suncoast Workforce, BayCare, Jewish Family & Children’s Services, and Manasota Operation Troop Support, depending on their needs for counseling, medical care and job searching. SCF students also receive continued guidance through veterans centers at SCF Bradenton and SCF Venice. SCF’s veteran center is a “one-stop shop” designated for veterans to access computers and printers to complete their VA paperwork.

Student Veterans Clubs
Two student clubs – Veterans Exchange at SCF Venice and Veterans Collegiate Association at SCF Bradenton – also give veterans an opportunity to network with others who are facing similar challenges of adapting to civilian life and going to college to gain the skills necessary to become viable employees in the job market. SCF student clubs are active in the college and the community, working closely with the U.S.
Veterans Department of Affairs to provide additional resources to veterans. In the past years, more than 200 veterans and their families have benefited from the U.S. Department of Veterans Affairs Mobile Vet Center, which provided information, individual and group counseling, and referrals for substance abuse, sexual trauma, employment assessment and veterans' benefits. Students also raise funds for local organizations, veterans serving overseas and fellow SCF veterans in need.

Veterans Emergency Assistance Fund
While SCF veterans benefits advisors seek to help students maximize their VA educational benefits, the influx of veterans who want to take advantage of the Post 9/11 G.I. Bill has created tremendous backlog for the Veterans Administration, preventing its ability to promptly pay benefits, including educational and living expenses, to their students. Committed to ensuring that veteran students achieve success in their educational journey, the SCF Foundation Inc. has established the Veterans Emergency Assistance Fund, sponsored by the American Legion N0-VEL POST NO.159, to assist veterans who encounter unexpected financial hardship while they are waiting to receive their VA benefits. The fund covers textbooks, automobile repairs and other unexpected expenses that pose a significant threat to the completion of their college education.

Community Partnerships
SCF has partnered with other organizations to pool community resources to better serve veterans. SCF hosted a veterans roundtable discussion that included representatives from the U.S. Department of Veterans Affairs, Suncoast Workforce, Jewish Family & Children’s Services of Sarasota-Manatee, Goodwill, Sarasota Vet Center, and the Patterson Foundation’s Legacy of Valor campaign. The most prominent and exciting community partnership for SCF is joining the Patterson Foundation’s Legacy of Valor campaign. The campaign highlights 17 community-driven partnerships that honor veterans and their families, inspire patriotism and embrace freedom. The Legacy of Valor campaign is an extension of The Patterson Foundation’s first-of-its-kind partnership with the National Cemetery Administration to construct Patriot Plaza, a ceremonial amphitheater at Sarasota National Cemetery. SCF will be participating in the spring 2014 dedication of Patriot Plaza.

Target Population: Veterans at SCF and their dependents

Number of People in Target Population: About 400

Estimated Start-up Cost: $20,000

Start-up Cost Description: Redesigned space for SCF Bradenton and SCF Venice Veterans Centers to include tables, chairs, computers and printers.

Estimated Recurring Cost: About $173,000

Recurring Cost Description:
Salaries and benefits for three veterans benefits advisors $150,000
SCF Veterans Center - Bradenton $12,500
SCF Veterans Center - Venice $ 8,500
Expenses for each club $1,000

**Date Program was First Initiated:** SCF veterans centers opened in 2011.

**Sustainability: Did the program show results that were sustainable over time? If so, describe.**

For the past three years, the program has continued to assist SCF veterans who are dedicated to achieving the dream of a college degree. As more veterans pursue a college education at SCF, there will be a demand for the services provided by SCF to veterans. Veterans experience a more natural transition from military life to college life because they have an opportunity to build camaraderie with other veterans and develop important leadership skills through involvement in their clubs. They also are able to tap into important resources through the assistance of veterans benefits advisors throughout their college experience until graduation. Many SCF veteran students have successfully graduated and entered the workforce.

**Innovation: Has the program met or set new standards or introduced innovative practices? If so, describe.**

A new initiative for SCF Veteran Services is the Veterans Emergency Assistance Fund through the SCF Foundation Inc. that meets the unique needs of veterans who encounter unexpected financial hardship while they are waiting to receive their VA benefits. The establishment of the fund is evidence of SCF's commitment to the success of students, particularly Iraq and Afghanistan veterans who have returned home from service.

**Improvement: Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.**

SCF Veterans Services gives specific attention to the student veteran population to help them overcome barriers to their college education. SCF student veterans face a number of challenge acclimating to the college culture, overcoming medical issues, and ultimately rebuilding their lives after their service to the country. As they enroll in college for the first time or return to college to retool, SCF students' concerns are eased when they have access to “one-stop shop” veterans centers and veterans benefits advisors who can assist them in navigating the complex VA educational benefits system and give them referrals to other services.

**Evaluation: Have the program’s outcomes been evaluated? If so, describe.**

SCF continues to review services offered to student veterans to determine the effectiveness of the program and investigate areas for improvement. SCF has dedicated specific staff members who stay informed of the changing landscape of veterans issues and make recommendations for changes to the program as necessary.

**Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.**
SCF’s efforts to address veterans’ needs beyond the education setting is evident in the MY REBOOT CAMP project, an online resource for veterans, that was created by the SCF Foundation Inc. in partnership with Captivation Media and funded by the Gulf Coast Community Foundation through the Florida BRAIVE project. The Florida BRAIVE Fund supports the efforts of nonprofit organizations that provided needed services to former military personnel who are serving or have served in Iraq or Afghanistan and their families. MY REBOOT CAMP, now operated by Captivation Media, is an effective tool for veterans worldwide. The website also features the stories of SCF students and graduates and their stories.

**Recognition: Provide details about any recognition, media coverage, or honors achieved by program.**

For the fourth year, SCF has been named a 2013 Military Friendly School by G.I. Jobs magazine, the premier publication for military personnel transitioning into civilian life. As a top military friendly school, SCF is recognized among the top 15 percent of all colleges, universities and trade schools nationwide for exhibiting leading practices in the recruitment and retention of students with military experience and ensuring the success of military service members, veterans and spouses as college students. SCF has also had extensive media coverage about student veterans, clubs and the services offered at the college. See attached news stories.

**Additional comments relating to program:**

News Stories
5/18/13 Venice Gondolier, Groups gather to help veterans
Nov. 2012, Biz (41), Fighting for Work (featuring SCF student)
Nov. 2012, Venice Gondolier, Saluting women veterans (featuring SCF women veterans)
11/7/12 The Sun, Veteran helps himself by helping others at SCF
11/7/12 The Sun, SCF Venice campus helps veterans
Dec. 2012, Education Matters, SCF Veterans
11/8/12 Sarasota Herald-Tribune, Single mother, a vet, heads back to college (featuring SCF student veteran)
10/16/12 Sarasota Herald-Tribune, Veterans help college comrades

**Yes, Quality Does Matter!**

**Program Area:** Academic Affairs: Online and Blended Learning

**Program Title:** Yes, Quality Does Matter!

**Institution Name:** Broward College

**Name:** David Shulman, Ph.D.

**Position/Title:** VP Broward College Online & Instructional Technology
Phone: 954-201-7933

Email Address: dshulman@broward.edu

Goals/Objectives: To ensure the continuous improvement of online and blended course design as a key strategy for growing student success levels and reducing attrition rates.

Summary (750 character limit):
Realizing the need to engage students in high quality learning environments for online and blended courses and programs, Broward College embarked on a strategic approach to develop exemplary online and blended courses. This initiative has revolved around the nationally recognized Quality Matters (QM) Rubric Standards for online course design, but while a highly effective tool for ensuring quality in course design, Broward College found that there were key areas in the QM Rubric that could be supplemented with BC standards. The result is the "Broward College Quality Standards for Online Course Design", which has provided a unique way to improve the teaching and learning experience for the College's online and blended faculty and students.

Full Description of Program (4500 character limit):
Broward College's Quality Standards for Online Course Design combine and integrate the College’s existing standards with the nationally recognized Quality Matters (QM) Rubric Standards HE 2011-2013 Edition. While QM remains the preeminent course design rubric, faculty and staff at Broward College found several areas that required customization and additional measures to truly reflect the College's commitment to high impact, engaging online course development. The following nine standards that Broward College has incorporated in reviewing course development rigor and effectiveness are defined below.

Standard 1.9
"In online courses, students are required to complete an Online Orientation with expected outcomes. In blended courses, it is strongly recommended that students be provided with an orientation, either face-to-face, online or a combination of both." An online orientation for students is required for online courses. However, it is highly recommended for ALL online and blended courses. A required orientation not only prepares students for online learning, but can significantly cut down on redundant questions.

Standard 1.10
"Courses use templates such as a Preview Page, Syllabus, Weclome Letter, Student Orientation, Instructor Notes etc., and include all required components." All online and blended courses, particularly commissioned courses, are required to use the above templates and include all the required components. Links and instructions are provided to access the templates, and then import and customize them for a course.
Standard 2.6
"Course Syllabus includes both the course-level General Learning Outcomes and the unit-level Specific "Learning Outcomes as stated in the official BC Course Outline." Course-level general learning outcomes and module-level specific learning outcomes are both required components of the syllabus.

Standard 3.6
"The grade book is clearly presented and available to students for prompt feedback. The grade scale is logical and easy for students to understand." Instructors may use the assessments, assignments, and discussion tools to automatically create grade columns, and if needed, they can manually create additional columns for the grade book.

Standard 3.7
"For high-stake assessments, every measure should be taken to ensure the integrity of student work, such as student identification, use of proctored test centers, and time limits." The Learning Management System enables instructors to limit the time and availability students have to take exams. Instructors may also require passwords and generate unique exams for every student via the LMS’s randomization capability. Additionally, instructors can prevent plagiarism by using the detection tool which is integrated with our LMS.

Standard 4.7
"If publisher content is used, it should reside within the College’s Learning Management System or otherwise seamlessly integrated into the course." Whenever possible, all course content must reside within BC’s Learning Management System. This in turn allows students to easily locate resources and maintain focus. If students are required to access external web sites (e.g., MyXXXLab, ALEKS), then a link to the external web site should be provided within the course.

Standard 5.5
"Students are required, whenever possible, to use the course email within the Learning Management System for course related communication." All course related emails should make use of the Learning Management System (LMS) mail tool. Thus, students should utilize the LMS mail tool whenever possible. In the event that an LMS becomes unavailable the students should communicate with the instructor via their College email accounts.

Standard 6.6
"All content pages and web links are current and work properly." Course content should appear correctly, and external web links should open in new tabs or windows. Instructors should check external web links each semester to ensure they are still ‘live.’

Standard 7.5
"An End-of-Course Survey is available in the course and students are encouraged to complete it toward the end of the course." Online and blended courses are never ‘finished’ because they are forever improving and evolving based on the technologies
and resources available, as well as student feedback. All online and blended courses provide an End-of-Course Survey to students to inform the instructor and/or developer about any areas requiring improvement.

**Target Population:** 19% FTE

**Number of People in Target Population:** 19,000

**Estimated Start-up Cost:** $6,000

**Start-up Cost Description:** Initial subscription and five course reviews for QM National Recognition.

**Estimated Recurring Cost:** $2475 annual subscription + $5,000 for 5 course reviews each year = $7475

**Recurring Cost Description:** Annual Consortium Subscription ($2475), 5 Course Reviews ($1000 each course) for QM National Recognition

**Date Program was First Initiated:** 2008

**Sustainability:** Did the program show results that were sustainable over time? If so, describe.

Since it's inception in 2008, the Broward College Quality Standards have helped to reduce the attrition rates in online courses and increase student success. In 2008 the success rates for online learners was 65.7%, and by the end of the 2012 academic year it had risen to 68%. Attrition rates for online learners in 2008 stood at 9.8%, and had declined to a current level of 7.2%

**Innovation:** Has the program met or set new standards or introduced innovative practices? If so, describe.

The addition of nine standards to the Quality Matters rubric has provided Broward College with a unique way to expand the tool with new standards. It has also helped the College to become a trailblazer for several techniques that are now substantiated in research as best practices for engaging, successful online learning. For example, the use of an orientation for online learning that the new standards provide has been validated through the literature and increasing adoption of this strategy to ensure optimal success and reduce attrition.

**Improvement:** Has the program led to quality or process improvement, improved efficiency, lowered costs or addressed a particular problem within the institution? If so, describe.

Increased success and retention are not just affective attributes of Broward College's e-learning program. These strategies result in greater retention, which has a direct
financial benefit to the college. Moreover, as adopted standards for course
development, this process has unified and streamlined the creation of quality courses.

**Evaluation: Have the program’s outcomes been evaluated? If so, describe.**
The outcomes have been described through the increase in success and attrition data. In 2008 the success rates for online learners was 65.7%, and by the end of the 2012 academic year it had risen to 68%. Attrition rates for online learners in 2008 stood at 9.8%, and had declined to a current level of 7.2%

**Impact: Does the program have broad impact, applicability, and provides benefits to educational practice that are adaptable beyond the current setting in which it was implemented? If so, describe.**
Yes. While this attends to 19% of FTE at the College, the program has elevated Broward College and its personnel overseeing the program as subject area experts on the state and national level (see "Recognition" section below.

**Recognition: Provide details about any recognition, media coverage, or honors achieved by program.**
- BC Faculty and Instructional Design team have attended all 5 Annual QM Conferences and presented eight (8) sessions. 
- BC’s Director of Instructional Design served in the 11-member QM 2011-2013 Rubric Revision Committee. 
- BC’s Director of Instructional Design serves in the select 6-member Legacy Committee to guide the QM 2014-2016 Rubric Revision Committee. 
- BC has had 38 courses that have received QM national certification. 
- BC has 14 QM Certified Peer Reviewers, 5 of which are Master Reviewers. 
- BC’s Competency-based IT Program has been selected to participate in a QM project to study course design standards for such courses. 
- BC presents at Sloan-C on CTE & Competency-based Rubric. 
- BC uses QM Rubrics to guide MOOC development. 

**Additional comments relating to program:**
Broward College’s work in the program has led to numerous engagements with peer institutions who are seeking ways to improve their e-learning programs.