Quality Assurance and Compliance
Onsite Monitoring Visit
For
Career and Technical Education

St. Petersburg College

February 20-23, 2017

Final Report

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

April 18, 2017

Mr. William D. Law, Jr. PH.D., President
St. Petersburg College
PO Box 13489
St. Petersburg, Florida 33733-3489

Dear Dr. Law:

We are pleased to provide you with the final monitoring report for the adult education and career and technical education programs at the Bay County School District. The final report will also be placed on the Quality Assurance and Compliance website at http://fldoe.org/academics/career-adult-edu/compliance.

We appreciate the leadership and professionalism demonstrated by your staff during our visit. If we can be of any assistance, please contact Tashi D. Williams, director of Quality Assurance and Compliance, at 850-245-9033 or Tashi.Williams@fldoe.org.

Thank you for your continuous commitment to improve educational services for Florida's students.

Sincerely,

Rod Duckworth

RD/jat

Enclosure

cc: Dr. Jason Krupp, director, St. Petersburg College
        Gloria Spradley-Brown, bureau chief, Grants Administration and Compliance
        Tashi D. Williams, director, Quality Assurance and Compliance
        Michael Swift, program specialist, Quality Assurance and Compliance
        Judy Taylor, program specialist, Quality Assurance and Compliance

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I.   INTRODUCTION

The Florida Department of Education (FLDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance section is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the quality assurance system is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II.   AUTHORITY

The FLDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Career and Technical Education Act of 2006, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. FLDOE awards sub-grants to eligible providers to administer local programs. FLDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and Adult Education/Family Literacy. Each state shall have procedures for reviewing and approving applications for sub-grants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations pursuant to 34 CFR 76.770, Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG) for grant awards issued on or after December 26, 2014. The Florida Department of Education, Division of Career and Adult Education, is required to oversee the performance of sub-grantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2016-2017 Quality Assurance Policies, Procedures, and Protocols, Module A, Section 1.

III.   QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The Quality Assurance Policies, Procedures, and Protocols manual was revised in the 2016-17 program year. The manual is provided to each provider prior to the monitoring visit. The manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the manual in this document; it is located on the division's website at http://fldoe.org/academics/career-adult-edu/compliance.

IV.   PROVIDER SELECTION

Various sources of data are used throughout the implementation of the quality assurance system. The monitoring component of the system is risk-based. Risk assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the department and the division. A

risk matrix, identifying certain operational risk factors is completed for each provider. The risk matrix for each program monitored is located in Appendix A. The results of the risk assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The monitoring strategy for St. Petersburg College (SPC) was determined to be an onsite visit. Notification was sent to Dr. William D. Law, president, St. Petersburg College, on November 21, 2016. The designated representative for the agency was Dr. Jason Krupp, director, Workforce Services.

The onsite visit to the agency was conducted February 20, 2017 through February 23, 2017, by three representatives of the Quality Assurance and Compliance section of the division: Mr. Tashi Williams, director and Ms. Judieth Taylor and Mr. Michael Swift, program specialists.

V.   ST. PETERSBURG COLLEGE

ENROLLMENT:
Fiscal Year (FY) 2014-15
CTE
16,044 (possible duplication at program level)

The provider was awarded the following grants for FY's 2014-15, 2015-16 and 2016-17:

FY 2014-15

Grants	Grant Number	Grant Amount	Unexpended
CTE Perkins Postsecondary	522-1615A-5CP01	$1,812,426.00	$ 142,377.44

FY 2015-16

Grants	Grant Number	Grant Amount	Unexpended
CTE Perkins Postsecondary	522-1616A-6CP01	$1,987,899.00	$ 121,008.12

FY 2016-17

Grants	Grant Number	Grant Amount	Unexpended
CTE Perkins Postsecondary	522-1617A-7CP01	$2,255,676.00	N/A

Additional information about the provider may be found at the following web address: https://www.spcollege.edu

VI.   MONITORING ACTIVITIES

The monitoring activities included: pre and post visit planning, an entrance and exit conference, classroom observations, records review, inventory review; and interviews with administrators, teachers/instructors and students.

Onsite Visits
Members of the team made onsite visits to the following locations:

- Seminole Campus (SC)
- Veterinary Technical Center (VTC)
- Caruth Health Education Center (CHEC)
- Clearwater Campus (CC)

- St. Petersburg Midtown Campus (SPMTC)

<u>Entrance and Exit Conferences</u>
The entrance conference for SPC was conducted on February 20, 2017. The exit conference was conducted on February 23, 2017. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Jason Krupp	Director of Workforce Services	X	X
Lisa Vanover	CTE Coordinator	X	X
Marilyn Browne	Career Connections Outreach Specialist	X	X
Maria Costas	Administrative Services Specialist, Career Connections	X	X
Anne Cooper	SVP Instructor & Academic Programs	X	
Jesse Coraggio	VP Inst. Effectiveness & Academic Services		X
Greg Nenstiel	Dean College of Business	X	
Jonathan Steele	Dean Humanities and Fine Arts	X	
Natavia Middleton	Dean Natural Science	X	
Rebecca Ludwig	Dean of Health Science	X	
Richard Flora	Dean School of Veterinary Tech	X	
Susan Baker	Dean College of Nursing	X	
Susan Demers	Dean Public Policy & Legal Studies	X	
Eric Carver	Provost Health Education Center	X	
Mark Strickland	Provost Seminole Campus	X	
Vonda Woods	Director Accounting Services	X	X
Vicky Thomann	Grants Accountant – Business Services	X	X
Edward Siegel	Dir. Institutional Research	X	
Jackie Skryd	Exec. Dir. Of Grants Development	X	X
Kathy Siegler	Instructor Baccalaureate Program & University Partnership	X	
Anne Neiberger	Academic Program Manager, NIP	X	
Dawn Janusz	Student Support Coordinator, Academic & Student Affairs	X	
Sandy Decarlo	Career Outreach Specialist, Counseling & Advisement	X	
Ronald Boyce	Assistant Dir., HR Development, HR	X	
Derek Kleiner	Human Resources Specialist	X	
Joe C. Smith	Dir. Procurement/Asset Mgmt. Purchasing	X	

Karen Reynolds	Purchasing Manager	X	
Eva Christensen	Director, Admissions & Records	X	
Lara Sharp	Program Director Engineering Tech	X	
Theresa Dimmer	Coordinator, Institutional Research & Reporting	X	
Katie Shultz	Assoc. Dir. of Grant Development, Academic & Student Affairs	X	X
Amy Lockhart	Assoc. VP, Finance & Business Services	X	
Anne Ryan	Instructor – College of Education	X	
Todd Smith	Director of Fin. Assistance Services	X	
FDOE Monitoring Team			
Judy Taylor	Program Specialist, FLDOE	X	X
Michael Swift	Program Specialist, FLDOE	X	X
Tashi Williams	Director, FLDOE	X	X

Interviews/Observations
Interviews were conducted with the administrative staff, academic staff and students. A minimum of three interviews and observations were completed at each site. All interviews and observations were held during the course of the visit.

Records Review
Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item G. A minimum of 20 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the visit.

VII.   RESULTS

A.   **ADMINISTRATION:** refers to the management and/or supervision of programs, structure of programs and services, grant oversight and other administrative areas.

- CTE instructors and administrators participate in staff development plans.
- SPC has established Career and Academic Communities to broaden student perspectives, options and support within their chosen area of interest.
- "College Experience" is a data-driven, five-pronged approach to increase student success through tutoring and out-of-classroom support. This process integrates career and academic advising, an early alert system to connect struggling students with resources, a robust learning plan and "Smart Start" orientation.
- SPC continually receives state and national recognition for the quality of education and job skills their students demonstrate.

B.   **DATA AND ASSESSMENT:** refers to all the components of the data and assessment system, including test administration, test security, data collection, and entry and reporting, as well as procedures. The use of data in program decision-making is also explored and commented upon.

- The college has written policies and procedures that are being followed for data collection and reporting, which were reviewed onsite.

- CTE student data (including program completers and industry certifications) was verified during the course of the visit.
- The college employs a user-friendly data management tool, Pulse, to provide transparent data to as many as 900 current employees. This allows staff to share in the process of putting data to use in developing and implementing changes to programs.
- Online tools, such as My Schedule Planner and My Graduation Status, are used by students, advisors and career outreach specialists to ensure they are following academic pathways for their program.

C. **CURRICULUM AND INSTRUCTION:** refers to those elements which contribute to student learning and skill acquisition. It also addresses student and teacher/instructor observations.

- The Summer Institute brought general education faculty and Associate of Science (AS) degree faculty together to fine tune the appropriate curriculum necessary for success within different levels of programs, focusing on general education classes within workforce programs in 2014-15, and aligning and embedding industry certifications in workforce programs in 2015-16.
- Comprehensive Academic Program Review (CAPR) brings data, administrative and academic staff together to review curriculum and program success.
- Tutoring, academic advising, homework assistance and transportation services are offered to CTE students.
- Programs are composed of instructors and advisory committees who have strong businesses and industry relationships.
- The FLDOE curriculum standards and frameworks are being followed in the classrooms.

D. **TECHNOLOGY AND EQUIPMENT:** refers to a review of the technology and equipment used by students and teachers/instructors in the classroom; addresses access, availability, innovation, use and condition.

- Property valued at $1,000 or greater receives a numbered, barcoded inventory identification tag, which assigns an asset number and tracks all inventory criteria set forth by EDGAR and the UGG.
- Equipment inventory is completed on an annual basis.
- The FLDOE team was able to review the complete and thorough process for purchasing and recording grant-funded equipment.
- The college has a technology plan and administration uses a rubric for prioritizing equipment needs and expenditures each year.
- The monitoring team reviewed documentation for loss of equipment, which included an inventory transfer form, police report and documentation of restitution.

E. **LEARNING ENVIRONMENT:** encompasses all aspects of the physical environment where classes are held. Describing the learning environment may also attempt to capture the vision, philosophy and character that is observed on the campus or in the classroom.

- Students receive individual instruction both in and outside of class, including extra time with the instructor, if necessary, for their success.
- Accommodations are readily available for students with self-declared disabilities. The college has rebranded accessibility services centers focused on reaching out to students to help them address their needs.

- Instructors incorporate everyday living skills into course curriculum, including the expectations of time commitments in the workplace.
- SPC's campuses have varied personalities, from new and modern to older and traditional, but all appear to be well maintained and inviting. Classrooms are inviting and have adequate space and up-to-date equipment.

F.   **ACCESS AND EQUITY:** refers to compliance with the requirements of federal non-discrimination laws as relating to recruitment, enrollment, participation and completion of programs.

- The Office of Equal Educational Opportunity (OEEO) for colleges and universities is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO at 850-245-9468.

G.   **RECORDS REVIEW:** refers to a review of the records and documents that evidence compliance with federal and state rules and regulations. Samples of financial and programmatic records are reviewed.

- Student Handbook and Code of Conduct
- Comprehensive Academic Program Review
- Data Policies and Procedures
- Employee Handbook and Code of Conduct
- Program Course Catalog
- Schedule of Classes
- Procurement Procedures
- Equipment Security Policy
- Auditor General reports
- Promotional Program Brochures
- Advisory committee roster, meeting agenda, minutes
- Articulation agreements
- CTE Perkins Inventory
- Stolen Goods Police Report
- Inventory transfer form
- Student Registration records
- Student grades and attendance records
- Financial Records
- Travel Records
- Purchasing Records
- Verification of Student Industry Certifications
- Verification of Occupational Completion Points (OCP)
- Technology Plan
- Time and effort statements
- Staff Development plans

H.   **FINANCIAL:** refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including financial management, procurement, inventory management and allowable costs.

- Requisitions for grant funds are first approved by the grant manager and then by the grant financial staff.
- The grant manager maintains a log of encumbrances and expenditures to ensure grant funds are expended in a timely manner and that the approved items match accounting records.
- The compliance team reviewed grant funded purchases from the purchase order through the cancelled check, showing a clear and concise process of tracking orders from start to finish.
- The monitoring team reviewed several travel authorizations that verified the college follows an approval process and tracks staff travel.
- The PeopleSoft system is used for tracking financial records, from requisition through receipt of equipment through payment documentation.

I. **COLLABORATION:** refers to the collaborative agreements, partnerships, or memoranda of understanding (MOU) that are in place to benefit an agency's programs and students.

- SPC has over 39 advisory committees to support CTE programs, made up of 573 members representing 556 companies. These committees meet at least twice during the year.
- FLDOE team viewed advisory committee rosters, meeting agendas and minutes of meetings.
- Articulation agreements with local schools and the technical college were verified.
- SPC hosts an annual event called Explore SPC, where they invite any interested student from the community to tour all of SPC's campuses and programs.
- Career Connections Training, for high school guidance counselors, provides a four day, on-site conference each year to learn about SPC and its program offerings.
- SPC conducts a Workforce Connections event annually to engage community partners and advisory committee participants.
- SPC's alliance with the University Partnership Center offers local residents access to over 100 certificate, undergraduate and graduate programs.

J. **PERKINS LOCAL PROGRAM IMPROVEMENT PLAN:** A Perkins local PIP is required when an agency does not meet 90% of its agreed-upon goals for individual performance measures.

- Perkins core measures were discussed with the CTE director for measures in which 90% attainment was not satisfied.
- The compliance team feels as if the administration is making the necessary steps towards improvement upon those measures.
- GradCast software has been implemented to improve job searches and tracking of employment.
- Leadership Triads have been launched to combine faculty, learning support staff and advisors, to focus on the needs of each student in achieving their individual goal.
- Advisors are assigned to each Career and Academic Community, and meet with each student in their assigned programs a minimum of four times.

Secondary Measures:
- In 2014-15 the agency met or exceeded all secondary measures, therefore no PIP was required.

Postsecondary Measures:
- In 2014-15 the agency met or exceeded all postsecondary measures except for the following, therefore a PIP was required:
  o 2P1 Completion: Local Actual of 25.34% vs. Local Agreed of 49.00%
  o 5P2 Non- Traditional Completion: Local Actual of 17.58% vs. Local Agreed of 22.82%

K.   <u>**STUDENT PERSPECTIVE:**</u> The team met with groups of students; their perspective is presented as a portion of this report.

- The students are complimentary of their program advisors and faculty. Several students indicated coming specifically to SPC to take advantage of a program or instructor.
- Students expressed appreciation for the technology and equipment provided.
- Students recognize SPC's efforts to help them develop alternative plans of their personal educational journey, and several expressed utilizing "Plan B" when they found their original plan no longer satisfied their goals.

L.   <u>**PROGRAMS OF STUDY:**</u>
<u>**Implementation of Programs of Study**</u>
As part of the new DCAE assistance process, all agencies selected for a monitoring visit each project year will receive special technical assistance on Programs of Study (POS) and their development and implementation. The section of the monitoring protocol concerning POS has been expanded and the narrative and supporting materials for this section were collected prior to the onsite visit. During the monitoring visit to SPC, Cathy Hammond, Bruce Harrington, and Erin Sampson from the Federal and State Initiatives (FSI) section of the DCAE discussed via a conference call, submitted narrative and materials on POS with SPC staff on Monday, February 20, 2017. A summary of the conference call discussion compiled by the FSI team appears below.

<u>**Drafting Program of Study**</u>
<u>Identification and Development of this POS</u>
- The Drafting POS was developed by SPC out of a local need for civil drafters. It was developed to build off of the existing high quality secondary Drafting programs at one of the Pinellas County high schools. Building off of this program meant that students moving into the SPC program were already well-prepared and would be able to be trained and into the field more rapidly.

<u>Perkins Measures: Completion, Technical Skill Attainment, and Retention</u>
- The completion rates were lower for the AS degree (18%) than the CCC (25%) Drafting programs, but both were relatively low. SPC reported they have a multi-dimensional plan to address the completion issue in this and other SPC programs. SPC reported that this plan has resulted in a 4% increase in the completion rate across all POS since plan implementation.
- The initiatives in the multi-dimensional plan are targeted not only at completions but also towards improving collaboration with business/industry and with district schools. The Multi-Dimensional plan includes the following initiatives:
  - o Academic Pathways to outline what courses and sequences students are able to take, the prerequisite courses required for the path to ensure they are taking most relevant academic courses, available certificates and industry certifications and the possible "off-ramps" available in the pathway.
  - o Auto-graduation is a data query conducted in the SPC records office that is designed to identify students who have completed enough coursework to have earned CCCs in programs and the results are used during the advising process.
  - o MyPlanner is a program that is in development to populate student plans online from their transcript and will help students identify needed courses and allow students to register for classes.
- Auto-graduation has increased the reporting of students earning CCCs in this POS as they complete the required coursework. Students may not be enrolled in the CCC program,

however, and therefore may not be included in Perkins Performance Measures for concentrators or completers for the related CCC programs. Students do get notified that they have earned these certificates.

- SPC staff were uncertain if challenges in technical skill attainment in this POS were related to lower completion rates. They plan to consult with the personnel in charge of this POS about any possible relationship. SPC reported that they have been focusing on increasing the number of students taking and passing industry certifications exams, particularly AutoCAD and SolidWorks, but it is still too early to see the impact of their efforts in their data.
- Additional certifications have been made available to students in this program over the last two years. Most students who achieve the industry certifications are at the primary level; some may decide to attempt the more advanced ones.
- SPC will research the reasons for the lower retention rate for the CCC program (55%) than for the AS degree program (79%).

Secondary and Postsecondary Relationships:
- Articulation agreements are in place between SPC and Pinellas County Schools (PCS) for both Drafting programs at the primary high school. These agreements can be applied to students from other high schools if the same programs are offered.
- SPC has articulation agreements established with Pinellas Technical College, including one for the postsecondary Drafting POS.
- SPC did not have data available on how many students are entering the SPC program from the high school Drafting programs, but SPC feels the numbers are low and attributes the low percentage to students being unsure of the pathway they want to pursue and may change before entering college and/or while attending college or be encouraged to purse another postsecondary option by parents.

Review Process for this POS
- A meeting is conducted with the department advisory committee to review articulations, readiness for workforce needs and certifications, analyzing enrollment of students utilizing the program and deciding if they can increase student numbers, and discussing how they can meet the needs of the labor market.
- PCS will be represented on the department advisory committee for this POS as well as representatives from many relevant area agencies and businesses.
- Articulation agreements for the SPC Drafting programs have already been reviewed at both the secondary and postsecondary levels by advisory committees at each level.
- The department advisory committee review for this POS will be conducted in April.

Program of Study Overall
Secondary and Postsecondary Relationships:
- SPC encourages collaboration with both PCS technical centers and secondary programs in all departments as well as local business/industry.
- SPC works very closely with PCS across multiple programs and sits on a number of their advisory councils and county staff/faculty on SPC committees. Most articulations are district-wide and can be applied to other high schools if they offer the program. There has been less direct involvement with neighboring districts, but articulations are mobile from neighboring counties into SPC.
- Many high schools are now wall-to-wall career academies. SPC staff/faculty visit schools to help evaluate programs and get an inside view of what is occurring at the secondary level.

- SPC sends advisors to high schools every week to advise across programs. The advisors are SPC staff members that are advisors who have received the National Career Development Facilitator training with Perkins funding. Currently, there are 130 advisors trained.
- The SPC website is the main marketing tool for the college and their Career Connections webpage (formerly Career Pathways webpage) shows options for receiving free college credit for programs through articulations and industry certifications.
- In March, PCS provides SPC with a list of seniors and the programs they are completing. SPC can then advertise relevant articulations to these seniors.
- All incoming students at SPC receive career guidance counseling to go over the secondary courses they have completed to determine if there are any existing alignments with articulations in the program in which they are enrolled and award those articulated credits. Follow-ups are conducted with students through calls, mail and emails to inform them of their potential eligibility for articulated credits.
- The new web-based program, Program Locator, will electronically assist students to find programs of interest at institutions in the Tampa Bay Career Pathways Regional Consortium. The Program Locator was sent out to guidance counselors to use at high schools to help promote programs across the region. It is set to be fully launched in April.

Review Process for POS
- SPC program reviews are conducted by department advisory committees in the spring. Involvement of representatives from area public schools on these committees is dependent on whether the program being reviewed has connections with that program at the school district.
- During the department advisory committee meetings to evaluate the Engineering Technology degree program identified for review in the spring of 2014 (review one in the department each year), four primary questions were addressed:
  - What are the most important technical skills required by the counties?
  - What skills gaps exist between the technicians you have and those you want?
  - What specializations would benefit the county manufacturers?
  - What are some of the new technologies or specializations you want to develop?
- If changes are suggested in the review for articulations, those adjustments are made in June. Changes for curriculum must go through a curriculum process with the Curriculum and Instruction (C and I) committee and it takes up to a year before adjustments are made.

Regional Collaboration and Relevance of POS to Local Employers
- Tampa Bay Career Pathways Regional Consortium includes a number of neighboring counties and agencies. The Program Locator (described above) will help promote programs across the region to high school students.
- SPC attends CareerSource board meetings and initiatives to gain a broader perspective on industry needs and labor market trends.
- Efforts are being made to build a more regional approach to building programs and combining resources across the region through the Tampa Bay Career Pathways Regional Consortium.

Definition of a Program of Study
- The CTE Coordinator described a POS as an integrated system, where industries, schools and colleges work together to get students ready for the workforce in a particular area. The POS form is a framework or map (a guidance tool) that shows what courses lead to what certifications, programs, degrees, etc.

- The Director of Workforce Services commented that there are a lot of other meanings for a "program of study." Often, in the college context and in the public's perception, it means a major or outline of what coursework a student takes in college to earn their degree.
- At SPC, their POS are now called "career and academic communities." This is a new concept for them, launched last April, and still in development and expected to be rolled out in a one- to two-year process. SPC translated meta-majors into these communities. These communities involve all program stakeholders and students get opportunities for contextualized learning. These communities give students a chance to see the types of programs available in one pathway and how certain skills they have can be applied in different pathway programs.

VIII.   SUMMARY

Once the field work is completed, including receipt of requested information, a draft report is forwarded to the provider for review. Comments are accepted and considered. The final report is completed, forwarded to the agency head with a copy to the appropriate parties, and is posted on the department's website at the following address: http://fldoe.org/academics/career-adult-du/compliance.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates all outstanding resolution items have been completed.

On behalf of the department, the monitoring team extends our appreciation to all participants in the SPC onsite monitoring visit. Special thanks is offered to Dr. Jason Krupp and Mrs. Lisa Vanover for their participation and leadership during this process.

St. Petersburg College
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Career and Technical Education (CTE) Carl D. Perkins Grants
Agency Name: **St. Petersburg College**   Program type: **CAREER AND TECHNICAL EDUCATION**   Target Year: **2014-2015**   Monitoring Year: **2016-2017**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total Perkins Budget Allocated Value	Upper Quartile	7	7	X 10	70
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# Perkins Grants Value	4+	7	1	X 8	8
	3	5			
	2	3			
	1	1			
Perkins PIP Index Value	7.50 – 10.00	7	3	X 8	24
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Perkins Director Change Value	Yes	7		X 6	42
	No	0			
Perkins Funds Remaining Point Value	Upper Quartile	7	7	X 4	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	3	X 4	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					**184**

*Compliance monitoring last visit: CTE, Spring 2011
*Data sources used for calculations: Prior to July 1, 2015

St. Petersburg College

SPC
Degree to Jobs Summit:
Results

Since Gov. Rick Scott issued a challenge to Florida colleges and universities to make higher education affordable, connect students with jobs and strive to be the best in the nation, St. Petersburg College has not only risen to the challenge, but set goals even higher. We ensure that our students have the ability to choose from affordable programs, give them the guidance to complete their degrees efficiently and economically, and provide them opportunities to help them secure jobs in their fields when they are finished. Our focus on students has brought us both local and national recognition.

Affordability and Completion

- No increase in 2016-17 tuition, which is 53% less than that of state universities in Florida; No additional fees for online classes

- First state college to accept the Governor's $10,000 Degree Challenge - SPC's Smart Choice Program offers eligible students a $10,000 bachelor's degree in Technology Development and Management.

- More than $6 million in scholarships awarded through SPC Foundation

- Free services: tutoring, academic and career advising, homework assistance; entire Microsoft Office Suite for students; free bus service through a partnership with PSTA (to mitigate travel challenges)

- Auto-graduation for degree and certificate completers established in 2016; Auto-admission to bachelor's degrees instituted in 2016

- Fifteen (15) additional high school articulation agreements identified in 2016

- Partnered with USF System in 2016 to create FUSE, a guaranteed admission program

Job Connections

- All advisors gained national certification in 2016 as Career Development Facilitators by the National Career Development Association to ensure career goals are at the center of all conversations.

- Implemented GradCast software in Fall 2016 to help students find employment and assist college tracking

- In 2016, SPC partnered to create the Exploratory Lab Boot Camp, a 5-day career-development experience. (80% of this program's graduates who sought a job or internship were successful.)

- Hosted Workforce Connections event which brings together members of our 38 Advisory Committees, which includes 573 members and 556 companies

- Added 20 new industry certifi   to workforce programs in 2016

- Added fi   new workforce-focused programs in 2016: Orthotics & Prosthetics A.S.; Biomedical Engineering Technology A.S.; Biotechnology Laboratory Technology A.S.; Emergency Medical Technician PSAV; Paramedic PSAV (begin in 2017); and one new track: Supply Chain Management

- Hosted three (3) job fairs

Striving for Excellence

- One of only 30 community colleges across nation selected for the American Association of Community Colleges (AACC) Pathways Project

- One of only eight (8) colleges named an Outstanding College by Global Corporate College

- Ranked #1 out of 112 Florida peer institutions for Best Online College by Online Colleges

- Named one of the best online vocational trade schools in the nation by The Community for Accredited Online Schools

- Continued work as a Leader College with Achieving the Dream

- Model United Nations team named Outstanding Delegation, placing it in top 10% internationally

- Two Vice Presidents selected for prestigious Aspen Presidential Fellowship for Community College Excellence

- Best for Vets designation

Performance Funding Metrics

- To assist students in completing a degree program at SPC, all programs (more than 180) have been sequenced into a specific course-by-course map. The Career and Academic Pathways also include embedded college certificates and prerequisite courses necessary for industry certifications.

- Program Based Academic Standing (PBAS) is the alignment of SPC's Financial Aid and Academic Satisfactory Academic Progress (SAP) policies. It was developed internally by a cross-departmental team and utilizes current student and management systems for tracking and reporting – saving costs. PBAS complies with federal regulatory requirements. After one year of PBAS, SPC saw a 43% drop in the number of students failing to maintain standards of progress.

- Governor's Higher Education Leadership Award for producing graduates with the highest entry-level wages among Florida's state colleges.

- Continued enhancement of The College Experience: fi student success initiatives (Implementing New Early Alert and Student Coaching System; Expanding Out of Classroom Supports; Integrating Academic and Career Services; Enhancing My Learning Plan; and Improving New Student "Smart Start" Orientation)

SPC St. Petersburg College