South Florida State College is an equal access/equal opportunity institution.

South Florida State College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate and baccalaureate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of South Florida State College.
Dear Friends of South Florida State College:

This was a milestone year for our college, and this Annual Report and College Plan 2011-2012 documents our accomplishments and plans for the future. We began the year as a comprehensive community college that continues to serve our students and our public and is always responsive to their needs and striving for excellence. We ended the year with an expanded mission and a new name. It was a year of preparation for an exciting transition as South Florida Community College became South Florida State College, for the first time authorized to offer baccalaureate degrees. We are proud of our past but inspired by the possibilities of the future as an institution of higher education in the Florida College System. None of this would be possible without the support we enjoy as we endeavor to provide services that improve the circumstances of the people who live, learn, and work in DeSoto, Hardee, and Highlands counties.

During the year, the college accreditation status with the Southern Association of Colleges and Schools, Commission on Colleges, was reaffirmed with no recommendations. This truly was the result of a remarkable multi-year team effort and an example of what can be accomplished when we share a vision, a mission, and set realistic goals. We have established a data-driven culture that is committed to continuous improvement. The final report of the peer review team that conducted the site visit not only affirmed our status as an accredited institution of higher learning, but it commended our approach to strategic planning with assessment of our institutional effectiveness.

The consequences of a struggling economy continue to challenge our nation, Florida and, especially, our local communities. As is common in such times, many students tend to return to college to improve their employability. We help prepare them for more fulfilling careers as they seek the greater opportunities promised through education and training. During the past academic year, we continued to experience this trend in certain programs. Students intending to pursue associate in arts, baccalaureate, and other professional degrees enrolled in greater numbers. Enrollment in our adult education, apprenticeship, and certain technical programs declined for a number of reasons. In this economy, many small businesses are unable to expand or to hire new employees. Furthermore, the people impacted the most by the economic downturn find themselves trying to work more than one job for less pay, leaving less time to continue their education. We always look for ways to remove barriers, financial and academic, so that students may achieve the success they deserve.

As you read this Annual Report and College Plan 2011-2012, you will discover the comprehensiveness of our programs and services. Many of our students arrive with all the skills necessary to achieve academic success while others require significant remediation. Some aspire to meet monumental challenges, others just want to improve their personal circumstances, and all want to learn.

With our newly expanded mission, South Florida State College continues to be an open-access, higher education institution dedicated to providing a learning-centered environment through quality programs, training, and services. Working in partnership with organizations and communities, the college provides leadership and a comprehensive range of opportunities for the educational, cultural, and economic development of our service district. We believe in our students, and we endeavor to help them develop their human potential and to create a brighter future. Enriching our communities . . . one life at a time. This is our vision, and we continue to see it clearly.

Sincerely,

Norman L. Stephens Jr.
MISSION STATEMENT

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

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

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

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

SFSC INSTITUTIONAL CORE VALUES
The attributes that guide our behavior as we pursue our vision are:

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

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

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

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

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

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

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

South Florida State College began operation in 1966 in temporary facilities provided at no cost by public-spirited citizens of Avon Park. Over the years, SFSC has grown in student enrollment and physical facilities. Construction of a nine-building permanent campus began in October 1968. The college staff moved into the new facilities, now known as the Highlands Campus, in early January 1970.

The college continued to grow in its acquisition of land to a total of 228 acres on the Highlands Campus. The number of buildings is currently 53, which include a 1,460-seat theater, a 1,500-seat gymnasium, a student services complex, the Public Service Academy, the SFSC University Center, the Dental Education Center, and the Museum of Florida Art and Culture. New campuses in DeSoto and Hardee counties opened in fall 2004.

SFSC evolved into a mid-sized college, annually serving more than 20,000 residents of DeSoto, Hardee, and Highlands counties. SFSC matured into a responsive institution of higher learning, providing quality academic programs, selected bachelor’s and master’s degree programs through partnerships with 10 public and private universities and colleges, specialized occupational and technical training, workforce development, adult education, community services, cultural experiences, collegiate athletics, off-campus housing, and programs that enrich the quality of community life.
LEVEL CHANGE AND REAFFIRMATION OF ACCREDITATION

On June 21, 2012, Dr. Norm Stephens proudly announced that the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) approved South Florida State College as a baccalaureate degree-granting institution. The approval granted the college a level change and full authority to enroll a charter class of students in fall 2012 in its Bachelor of Applied Sciences degree in Supervision and Management. As of July 1, 2012, the college will be known as South Florida State College.

Official reaffirmation of the college’s accreditation also came in June 2012, after the SACS Board of Trustees reviewed the college’s documentation and voted on reaffirmation. The reaffirmation continues SFSC’s accreditation for 10 years, through 2022. The college was first admitted to full accreditation as South Florida Junior College in December 1968.

Earlier in the year, a team of nine educators from the southeastern region of the United States conducted the on-site SACS visitation. During the exit interview, SFSC administrators and other employees learned that both the off-site and on-site SACS teams had found no recommendations in compliance and that all SACS standards were met. In fact, a member of the SACS visitation team said, “This is the first visit – and I’ve been doing these for 20 years or so – when I’ve left a college campus with no recommendations.”

“It was a very special moment,” Dr. Stephens said. “In my 44-year career, I’ve never been more proud of the college where I worked or of the colleagues with whom I share each day on behalf of our students and our communities.”

“What ‘no recommendations’ means is that we got an A+ on our report card,” said Dr. Leana Revell, SFSC vice president for educational and student services, who led SFSC employees in the three-year preparation for the SACS off-site and on-site reviews.

Accreditation by SACS indicates that SFSC supports a mission appropriate to higher education; demonstrates that its resources, programs, and services accomplish this mission; and maintains specified educational outcomes that are consistent with its mission.

In addition to generally improving the institution, a college’s accreditation serves several other purposes. It provides the public with evidence of quality educational programs, it lets students know that SFSC’s courses will be recognized by other institutions, it ensures that SFSC’s policies and practices are consistent with other quality institutions, and it provides the accreditation required for federally funded programs, such as financial aid.

As part of its reaffirmation of accreditation, SFSC was required to develop a quality enhancement plan (QEP). As its QEP, SFSC chose the Guide to Personal Success (GPS), a student-centered plan that prepares first-year students for the expectations of college. The GPS entails a new student orientation, a first-year experience seminar, and a faculty academy and teaching excellence institute. Again, SFSC garnered kudos. The SACS on-site visitation team informed members of the college that the SFSC QEP topic development process was a SACS best practice and encouraged them to share methodologies with other institutions.

“The result of the reaffirmation of accreditation is all about an exemplary effort by dedicated professionals who understand our mission and who work very hard to make a difference in the lives of our students,” Dr. Stephens said. “It is so nice to have this confirmed by external evaluators who inspected every aspect of our educational programs and services, facilities and grounds, our finances, and our plans for the future. We more than just passed this test. I think we set the curve.”
In preparation for South Florida Community College’s transition to South Florida State College on July 1, 2012, a new college logo and college seal were developed. Both were designed to pay tribute to the college’s history and the district it serves while reflecting SFSC’s new and expanded mission as a state college. Both contain symbolic elements that reflect SFSC’s unique character and its mission to foster human development and enrich the community through educational opportunities.

**SOUTH FLORIDA STATE COLLEGE LOGO**

The circular icon of the South Florida State College logo symbolically maintains the image of a sun and a globe, which were introduced in the two previous versions of the South Florida Community College logo.

The icon is created from seven curved lines: four blue lines, representing the college’s four locations, and three orange lines, representing the three counties that form the college’s service district. Altogether, the seven lines represent the seven purposes in SFSC’s Mission Statement. The lines are curved to suggest flow and freedom of movement, reflecting that SFSC offers students pathways to achieving educational goals and future success. The paths also form an “S” to suggest both the “South” and “State” in the college’s name.

Although the college’s official colors remain orange and white, the SFSC logo incorporates dark midnight blue as an alternative to black and as an accent color that pleasingly balances the orange. The colors are officially rendered through the Pantone Matching System (PMS) as PMS 166 (orange) and PMS 295 (blue).

The name of the college is rendered through typefaces that are modern and semi-formal: Minion Semibold (“South Florida”) and Gibson Regular (“State College”).

**SOUTH FLORIDA STATE COLLEGE SEAL**

Three wavy lines symbolize the flame from a torch, a source of illumination, guidance, and leadership, as well as the three counties that comprise South Florida State College’s service district. They wrap around seven vertical lines, which resemble the fluted block architectural design element that is featured in buildings on all college campuses. The lines of the flame extend beyond the borders of the inner circles to symbolize growth and exploration.

The vertical lines resemble columns, suggesting fortitude, constancy, and eternal significance, and representing the seven purposes enumerated in the college’s Mission Statement. The break in the circular line towards the bottom of the columns creates the image of a tree and its root system, seeking nourishment.

The shield is a universal symbol of pride and confidence, representing the value of education in developing human potential. The rendering of the earth is positioned like a compass, and not on its natural axis, to indicate purposeful direction. Below the earth are two branches of sandhill wireweed, a scrub plant endemic to Florida’s Lake Wales Ridge, positioned in the shape of writing quills. The open book is the iconic image of education and learning.

The college name, South Florida State College, circles the seal and is accentuated by two mortarboards. Inside this ring are the seven institutional core values, separated by live oak leaves and listed in order, starting from the intersection of the lines of the flame and the inner circle creating the acronym – ISCLEAR. The core value – Excellence – is at the highest point of the circle centered under the name of the college and above the earth.

The college’s founding date is expressed in Roman numerals. Although the ancient Roman numeric system may not be familiar to modern viewers, these numbers are intended to motivate curiosity and a desire to learn.
STRATEGIC IMPERATIVES, 2012-16

SFSC’s Strategic Imperatives are integral parts of its collegewide Strategic Plan 2012-16.

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

Goal A. Increase technical workforce programs to meet community demand
   ▶ Outcome 1. Expand assessment of evolving needs for new workforce programs
   ▶ Outcome 2. Update, expand, and delete program offerings to meet demand and stay current with workforce needs

Goal B. Increase partnering efforts
   ▶ Outcome 1. Actively seek partnerships with community agencies and businesses
   ▶ Outcome 2. Intensify engagement/involvement with K-12 systems in our service district

Goal C. Increase awareness of the college through expanded marketing of college programs and services
   ▶ Outcome 1. Expand the use of online marketing
   ▶ Outcome 2. Promote workforce development
   ▶ Outcome 3. Promote bachelor’s and advanced degree options
   ▶ Outcome 4. Promote alumni association

Goal D. Expand cultural program awareness
   ▶ Outcome 1. Increase marketing efforts of cultural events
   ▶ Outcome 2. Expand cultural enrichment opportunities
   ▶ Outcome 3. Increase participation of K-12 students in enrichment opportunities

Goal E. Expand, renovate, and maintain college facilities and equipment to meet educational needs
   ▶ Outcome 1. Develop fire science training facilities
   ▶ Outcome 2. Expand and improve facilities in accordance with the Educational Plant Survey

Strategic Imperative II - Enable All Students to Succeed

Goal A. Improve student retention and success
   ▶ Outcome 1. Increase student retention rates
   ▶ Outcome 2. Increase the use of technologies in the delivery of student services
   ▶ Outcome 3. Maintain a current and viable college curriculum

Goal B. Evaluate student learning outcomes in each program and implement improvement strategies
   ▶ Outcome 1. Provide professional development activities related to assessment of student learning
Outcome 2. Provide incentives to promote investigation of student learning outcomes

**Goal C. Expand Educational Opportunities**

- Outcome 1. Expand online, evening, flex session, and weekend offerings to accommodate student demand
- Outcome 2. Facilitate more baccalaureate and advanced degree opportunities
- Outcome 3. Increase course offerings with a science, technology, engineering, and mathematics (STEM) focus in the A.A. track

**Strategic Imperative III - Enable All Employees to Succeed**

**Goal A.** Actively support a dynamic workforce at the college

- Outcome 1. Promote a work environment where employees are empowered and participate as respected team members
- Outcome 2. Ensure that we have a diverse workforce
- Outcome 3. Ensure that we have a highly qualified and competent workforce
- Outcome 4. Actively promote employee retention

**Goal B.** Expand professional development for all college employees

- Outcome 1. Increase frequency and type of on-site professional development opportunities
- Outcome 2. Recognize and value the professional development activities pursued and completed by employees, including, but not limited to, advanced college coursework, professional organization certifications and approvals, continuing workforce education training, and other achievements that support the vision, mission, and core values of the college

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

**Strategic Imperative IV - Ensure Institutional Effectiveness**

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

- Outcome 1. Enhance program quality
- Outcome 2. Pursue relevant and appropriate grant funding opportunities
- Outcome 3. Increase private gifts to support the institutional mission

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

- Outcome 1. Offer professional development training to facilitate the use of Panther Central
- Outcome 2. Develop mobile application to accommodate increased use of smartphones by students and employees
- Outcome 3. Explore the feasibility and benefits of deploying cloud computing
- Outcome 4. Establish long term planning for technology acquisition
- Outcome 5. Assess usage and projected needs of existing computer facilities for incorporation into the Technology Plan

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

- Outcome 1. Formalize and promote the campus recycling and energy conservation programs
- Outcome 2. Secure funding opportunities for energy-conservation initiatives

**Goal D.** Evaluate annually all components (e.g., mission, strategic imperatives, goals, and outcomes) of the college’s strategic plan

- Outcome 1. Anticipate significant trends and determine strategies to achieve the college’s mission, strategic imperatives, and goals
- Outcome 2. Ensure appropriate allocation and effective use of college resources
- Outcome 3. Monitor, evaluate, and communicate progress toward meeting goals identified in the college’s strategic plan
EDUCATIONAL AND STUDENT SERVICES

ACADEMIC PROGRAMS

BACCALAUREATE OF APPLIED SCIENCE IN SUPERVISION AND MANAGEMENT

Begin the process of developing two bachelor’s programs in addition to the Bachelor of Applied Science degree in Supervision and Management (BAS). This is the sequence of events for preparation.

1. Complete the Level II site visit and affirmation of baccalaureate status from SACS-COC.
2. Submit a letter of intent to the Florida Department of Education (DOE) and SACS-COC to offer two additional baccalaureate programs.
3. Conduct an assessment to establish the need for an elementary education and a nursing program.
4. Contact regional partner universities to discuss our intent to provide the new programs and request their support in this effort.
5. Solicit letters of support from community agencies and businesses.
6. Submit new program proposals to the DOE and the State Board of Education (SBE) for approval.
7. Receive SBE approval to offer new bachelor’s degree programs.
8. Request SACS-COC substantive change for two new baccalaureate programs.
9. Seek the SFSC District Board of Trustees’ approval of the new programs.
10. Advertise and hire doctoral-prepared faculty for each program.
11. Initiate curriculum development for a Bachelor of Science degree in Elementary Education and Bachelor of Science degree in Nursing program.
12. Accept applications for admission to new programs with a projected start date of fall 2014.

NEW PROGRAMS IN APPLIED SCIENCES

V Develop new degree plans and curricula for four bioenergy programs, as the result of a $900,000 National Science Foundation (NSF) grant. The two new Associate in Science (A.S.) degrees and two new certificate programs will be: Agricultural Biomass Production (A.S.), Biofuels Technologies (A.S.), Agricultural
Biomass Production (certificate), and Biofuels Technologies (certificate).

- Develop facilities for a Fire Science program. Due to a 2012 legislative allocation, the college will plan and build a burn tower, burn pads, and a water holding cistern. The Fire Science program is projected to begin in fall 2014.

**DEVELOPMENT OF NEW A.S. AND CERTIFICATE PROGRAMS**

- Build new A.S. and certificate programs, continue to reallocate resources, and reinvent programs that must change to adapt to new expectations. The college will develop new online courses, professional development offerings, and establish a marketing campaign that will allow the college to recruit Public Service Academy (PSA) students into a field with abundant corrections jobs.

**MODIFICATION OF GENERAL EDUCATION REQUIREMENTS**

- Identify 15 hours of general education courses offered through SFSC that will complement and meet the total 30 core general education requirements established through a recent Florida Statute.

**REDESIGN OF DEVELOPMENTAL EDUCATION (ACADEMIC FOUNDATIONS)**

- Continue research of best practices in developmental education and evaluate course redesign and new models for developmental student success.

**DISTANCE LEARNING**

- Continue to expand online program offerings and learn to more effectively use the Florida Virtual Campus (FVC) electronic resources for its students. Through the newly legislated FVC, students are connected to college campuses using online applications, admissions, advising, career counseling, and distance learning course selection. Additionally, the FVC has consolidated a vast array of statewide electronic library databases that are now available to students on the Web.

**STUDENT SERVICES**

- Implement the Guide to Personal Success (GPS).
- Make improvements to the college’s successful GPS new student orientation and First Year Experience (FYE) seminar offerings. Begin the analysis of student outcome data that documents the program’s achievement—to see an increase in student retention and student success rates that stem from the GPS program.

**TECHNOLOGY IN STUDENT SERVICES**

- Introduce the use of text messaging for critical information from student services departments – Admissions, Financial Aid, Advising and Counseling, Registration. Text messages will be used as part of the college’s emergency notification system.
- Transition all student records in the Office of the Registrar to digitized formats. At the same time, Student Services will intake student information in electronic formats.
- Integrate the Degree Works software application with the existing Banner system. The Degree Works application provides students with an individualized degree plan that identifies needed courses, tracks where the student is in the process of gaining a degree, and provides a graduation checklist for the student.
- Use technology, such as Skype, in the Career Development Center to facilitate face-to-face career counseling services to the DeSoto and Hardee campuses and Lake Placid Center.

**NATIONAL STUDENT CLEARINGHOUSE**

- Partner with the National Student Clearinghouse (NCS), a student tracking data warehouse. The
PROJEC TS AND INITIATIVES

projects and initiatives

college will provide student enrollment and transcript data to the NSC, and the NSC will in turn electronically send transcripts upon request to students, educational institutions and employers. NCS will be able to verify enrollment, facilitate financial aid and gainful employment reporting, and track the academic progress of graduates once they leave SFSC.

ACCREDITATION

SUBSTANTIVE CHANGES

✓ Prepare for March 2013 SACS review of the college’s Bachelor in Applied Science degree in Supervision and Management program. After SACS-COC formally reviews the findings of the site team it will reaffirm the Level II substantive change.

✓ Develop prospectuses for submission to SACS COC for approval of new programs – bioenergy degrees and certificates, elementary education, and nursing. Proposals for programs in elementary education and nursing will require an extensive needs assessment, application and approval from the State Board of Education (SBE) prior to submitting to SACS COC.

PROGRAM ACCREDITATION

✓ Apply for initial accreditation by Nursing’s and Emergency Medical Services’ (EMS) respective accrediting agencies in 2013.

INSTITUTIONAL EFFECTIVENESS

✓ Continue ongoing collegewide planning and assessment for improvement and to provide evidence that the college is achieving its mission and goals as described in its strategic plan.

To increase the accessibility of information to faculty and staff, the Institutional Effectiveness Department will provide more data and analysis reports using Panther Central.

ADMINISTRATIVE SERVICES

FACILITIES MAINTENANCE

✓ Remodel space located in Building P into vocational laboratory space, a related classroom, and support services space for the proposed Fire Fighting and Fire Science Technology programs (coupled with construction of program-required pre-engineered burn and maze structures and related site work) by fall 2014.

✓ Insulate and replace roof membranes on three buildings on the Highlands Campus (Buildings C-1, K, and N) during spring term.

✓ Replace an old HVAC system in the Florida Center dormitory building, including new ductwork, and renovate facility and related structures. Replace Jalousie windows with fixed glass windows for safety and efficiency.

✓ Continue to review and pursue projects with excellent return on investment through upgrades of lighting, electrical, plumbing, and HVAC systems.

✓ Remove nuisance and invasive plant species, such as Brazilian Pepper, from the Bay Head Nature Trail on the Highlands Campus.

✓ Review the possibility of video surveillance of parking lots at remote sites and in high traffic areas. Consider Internet connectivity to allow off-site review during evening and weekends.

INFORMATION TECHNOLOGY

✓ Conduct a comprehensive security risk assessment in spring 2013 to assist the Information Technology (IT) staff in identifying security vulnerabilities to sensitive or restricted data, systems, and processes.

✓ Implement Banner Workflow from Ellucian campuswide to automate various business/finance, student services, and human resource-related processes.

✓ With support from funds obtained via the Title III Strengthening Institutions grant, secure and install Banner DegreeWorks. This tool
PROJECTS AND INITIATIVES

will assist student services staff in identifying students’ progress toward meeting their SFSC degree requirements.

✓ Research, secure, install, and assist with the implementation of a cost-effective replacement for the college’s aging employee and student ID card system.

✓ Run a single-mode optical fiber to Building B (student services, classrooms, and faculty offices) and Building Y (library, e-Learning, TRiO, and Tutoring Learning Center). Also, install a ten gigabyte network switch in each of the aforementioned buildings and install a 10 gigabyte blade server in the Cisco 6509 switch.

✓ Upgrade VMware from version 4 to 5. VMware minimizes operating system dependency, expands the use of applications, and precludes the need to purchase expensive hardware.

✓ Examine the viability of transitioning to a virtual desktop infrastructure (VDI). This will offer the college energy efficient and longer lasting client computers (compared to desktop computers), quick configuration and servicing of an employee’s computer, and improved security.

✓ Explore the procurement of Internet Protocol (IP) management software to reduce potential IP address conflicts. This software also manages DNS (Domain Name Service), preventing any duplications or missing information on devices attached to the SFSC internal network. It will allow for redundant DHCP (Dynamic Host Configuration Protocol) servers. DHCP provides automatic IP addressing for the internal network. The software will further enable centralized management of network devices.

✓ Implement an active directories management software application that will improve the college’s ability to monitor, manage, and document changes to an employee’s network access for security audit purposes.

✓ In cooperation with the college’s Community Relations Department, develop a mobile application to provide students and employees with a convenient tool to access Banner resources, such as grades, registration, and financial aid information.

✓ Assist in deployment of a mobile messaging system to allow the college to contact students, employees, and the community in the event of an emergency by sending text messages to their mobile device. This system will also be used to notify students of non-emergency-related matters such as registration deadlines and college events.

BUSINESS OPERATIONS

✓ Work on a new grant closeout procedure and prepare for the indirect cost proposal by June 30, 2013 to renew the college’s federally approved indirect cost rate. Continue to enhance the use of the Banner grants module.

✓ Continue to review contracts to comply with the legislative mandate to attempt to reduce costs by 5 percent through the use of competitive purchasing.

✓ Continue to evaluate options for extension of the existing contract or for developing an RFP to select a new provider to ensure quality bookstore services to students. Current contract for bookstore provider ends June 30, 2013.

✓ In conjunction with Human Resources and FCSRMC staff, review the upcoming changes to healthcare in 2014 and beyond to ensure that the college’s healthcare plan is administered efficiently and effectively in accordance with the new rules.

HUMAN RESOURCES

✓ Play an integral role in facilitating institutional decisions related to the Affordable Care Act, several key components of which are slated to begin in January 2014. It will continue to be responsive to organizational dynamics by providing excellent service in employee recruitment, development, and assistance.
District High School Graduates Attending SFSC as First-Time College Students in 2011-12

<table>
<thead>
<tr>
<th>Location</th>
<th>Total Number of Graduates</th>
<th>Number of Graduates College Bound</th>
<th>% of College-Bound Graduates Attending SFSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avon Park</td>
<td>213</td>
<td>83</td>
<td>86.75%</td>
</tr>
<tr>
<td>DeSoto</td>
<td>175</td>
<td>65</td>
<td>78.46%</td>
</tr>
<tr>
<td>Hardee</td>
<td>251</td>
<td>110</td>
<td>80.91%</td>
</tr>
<tr>
<td>Lake Placid</td>
<td>155</td>
<td>58</td>
<td>68.97%</td>
</tr>
<tr>
<td>Sebring</td>
<td>280</td>
<td>128</td>
<td>80.47%</td>
</tr>
<tr>
<td>Total</td>
<td>1,074</td>
<td>444</td>
<td>79.95%</td>
</tr>
</tbody>
</table>

Characteristics of Students: Credit and Postsecondary Adult Vocational

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Hispanic %</th>
<th>American Indian or Alaska Native %</th>
<th>Asian %</th>
<th>Black or African American %</th>
<th>Native Hawaiian or Other Pacific Islander %</th>
<th>White %</th>
<th>Full-Time %</th>
<th>Part-Time %</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Full-Time Equivalent (FTE) College Credit Registrations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>25%</td>
<td>1%</td>
<td>2%</td>
<td>10%</td>
<td>0.2%</td>
<td>62%</td>
<td>55%</td>
<td>64%</td>
<td>64%</td>
<td>65%</td>
</tr>
<tr>
<td>2009-10</td>
<td>31%</td>
<td>1.8%</td>
<td>0.4%</td>
<td>12%</td>
<td>0.2%</td>
<td>55%</td>
<td>36%</td>
<td>50%</td>
<td>35%</td>
<td>36%</td>
</tr>
<tr>
<td>2010-11</td>
<td>28%</td>
<td>1%</td>
<td>0.6%</td>
<td>10%</td>
<td>0.1%</td>
<td>55%</td>
<td>36%</td>
<td>50%</td>
<td>35%</td>
<td>36%</td>
</tr>
<tr>
<td>2011-12</td>
<td>25%</td>
<td>1%</td>
<td>0.8%</td>
<td>12%</td>
<td>0.2%</td>
<td>62%</td>
<td>55%</td>
<td>64%</td>
<td>64%</td>
<td>65%</td>
</tr>
</tbody>
</table>

College-Wide Annual Full-Time Equivalent (FTE) Enrollment
### Registration and Enrollment

#### Age Group of Credit Students 2011-12

- 0-17: 7.43%
- 18-19: 19.62%
- 20-21: 23.91%
- 22-24: 16.14%
- 25-29: 12.28%
- 30-34: 7.12%
- 35-39: 4.36%
- 40-49: 5.89%
- 50+: 3.25%

#### Residence of Students 2011-12

- Sebring: 31.52%
- Wauchula: 10.34%
- Venus: 0.28%
- Zolfo Springs: 3.47%
- Out of District: 11.16%
- Out of State: 0.66%
- Arcadia: 9.54%
- Avon Park: 4.13%
- Bowling Green: 11.38%

#### Enrollment by High School, Credit, and Post-Secondary Adult Vocational 2011-12

- Highlands: 59.3%
- Lake Placid: 13.4%
- Hardee: 15.5%
- DeSoto: 11.8%
- SFSC Adult High School: 0.54%
- Sebring: 17.84%
- Lake Placid: 8.04%
- Hardee: 15.18%
- DeSoto: 8.13%

#### Enrollment by Campus 2011-12

- Highlands: 59.3%
- Lake Placid: 13.4%
- Hardee: 15.5%
- DeSoto: 11.8%

#### Enrollment by Time of Day 2011-12

- Morning: 46.4%
- Afternoon: 27%
- Evening: 19.4%
- Web: 6.9%
- Independent Study, Co-op, Intern: 0.3%
### CORE INDICATORS OF EFFECTIVENESS 2011-12

<table>
<thead>
<tr>
<th>CORE INDICATOR</th>
<th>SFSC ATTAINMENT</th>
<th>NATIONAL OR STATE COMPARISON</th>
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</thead>
<tbody>
<tr>
<td>Persistence Fall-Fall</td>
<td>50.4</td>
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<tr>
<td>Graduation Rates FTIC</td>
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<td>Credit Developmental Success Writing</td>
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<tr>
<td>Credit College-Level and Credit Developmental Success, First College-Level (Credit)</td>
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<td>87.5</td>
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<tr>
<td>Success Core Academic Skills Algebra</td>
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<table>
<thead>
<tr>
<th>CORE INDICATOR</th>
<th>SFSC STUDENTS</th>
<th>FCS STUDENTS</th>
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<tbody>
<tr>
<td>Performance After Transfer</td>
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<td></td>
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<tr>
<td>Non-College Prep</td>
<td>80.37</td>
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<tr>
<td>College Prep</td>
<td>76.53</td>
<td>75.90</td>
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</table>
The breadth and scope of activities of the faculty, students, and staff across the Division of Arts and Sciences are truly impressive. Division members continued to positively impact the lives of students as they strived to achieve academic success and reach their educational goals.

Enrollment remained steady with an annual total of 6,199 for college credit, developmental, and dual enrollment courses offered within the division. Full-time faculty teaching in Arts and Sciences disciplines totaled 32, and part-time faculty had approximately the same number, although the total varied from term to term based on need. Full-time faculty were well divided among the division’s five departments: Academic Foundations, 5; Humanities, 7; Mathematics, 5; Natural Sciences, 7; and Social Sciences, 8. Faculty consistently received overwhelmingly positive evaluations from their students which demonstrates the positive learning environment being built and maintained. The National Community College Benchmark Project confirms that division students persist in their course work at a rate of over 77 percent. During the past academic year, 402 students graduated with an Associate in Arts (A.A.) degree from the college.

Technology continued to be a major force in the SFSC classroom. All division classrooms are equipped with Internet-connected electronic teaching podiums. New technology was introduced to the mathematics faculty. Mimio systems transform dry erase white boards into interactive teaching tools controllable from anywhere in the room. This makes it easier for faculty to capture their lessons for later use. Systems were purchased for four mathematics classrooms with funding provided by Professor Lori Shumard through the Carol Emory Endowed Teaching Chair in Mathematics.

Organizational changes within the division included establishing Academic Foundations as a separate department, grouping all developmental faculty into a newly remodeled area. The department includes all developmental courses, along with student and career development courses and the new First-Year Experience (FYE) course. In response to decreasing enrollment, the Educator’s Preparation Institute (EPI) was discontinued. Personnel changes included the appointment of Elizabeth Andrews as the chair of Academic Foundations and Stacy Sharp as chair of the Humanities Department. A new developmental math position was established for the Hardee and DeSoto campuses. Enrollment in developmental mathematics courses grew at all campuses. Adding a full-time faculty member dedicated to students attending campuses other than Highlands reflects our commitment to all students and provides a consistent educational experience.

Academic Foundations continued to explore strategies for improving course delivery and student retention and success. Departmental faculty attended state and national developmental conferences with the ultimate goal of exploring redesign of the developmental curriculum in mathematics, reading, and writing. Faculty throughout Florida are aligning the two levels of each developmental subject to the Postsecondary Educational Readiness Test (PERT). A redesign of developmental courses would incorporate a modular structure that would address only the student’s weaknesses. The modular structure streamlines a student’s movement into college-level course work and shortens her or his time to degree.

The Natural Sciences Department expanded the capabilities of the Hardee Campus science lab, enabling Microbiology to be offered there for the first time in summer 2012. Twice-monthly Star Parties continued to be a highlight of the Descriptive Astronomy course, attracting students and the public. They have become a great recruiting tool for the astronomy class with attendance of approximately 40.

The Humanities Department sponsored Culture Day. Three interactive experiences were developed including Chinese brush painting, Indian film,
and Japanese tea cup creation (clay forming) and a tea ceremony. Students and volunteers were both teachers and participants. The Art Club visited Orlando and participated in the Universal Studios Back Stage Tour, focusing on graphic design, animation, and special effects. The Art Club traveled to New York City during the spring term to visit several art and natural history museums.

The Social Sciences Department developed an online observance of Constitution Week, which runs Sep. 17-23 each year. The Constitution Week Web page was available to faculty, students, staff, and the public throughout September. Faculty in various disciplines developed activities which were incorporated into the Web page. For example, political science students participated in a critical thinking game in which a fictitious dictator takes over the United States and determines to keep five of the first 10 amendments to the U.S. Constitution. Students had to determine which five should be kept and why.

The division recognizes the importance of exposing young people to higher education and preparing them for their post-secondary education. Dual enrollment is a popular method of advanced academics, whereby high school students enroll in classes that provide both high school and college credit. SFSC has long been known as a leader in providing dual enrollment courses both on the college and high school campuses. Annual dual enrollment headcount for all Arts and Sciences courses totaled 518 for the 2011-12 academic year.

Bringing high school students to the SFSC campuses is an effective method of developing an appreciation for post-secondary education. Towards that end, a seminar that focused on science, technology, engineering, and math (STEM) was held on the Highlands Campus for gifted students in a five-county area in partnership with Heartland Educational Consortium (HEC). The seminar was called Round Up: Exploring the STEM Frontier and featured workshops that exposed students to STEM careers and disciplines. Sessions included hands-on exploration of chemistry, DNA, statistics, nursing, and current X-ray technology.

The Summer Bridge Program for Highlands and Hardee counties received an Expanded Opportunity grant from College Board to support its reading, writing, and mathematics college readiness programming. The SFSC Foundation supported this program as well. High school students in the 10th through 12th grades received instruction in reading and writing or mathematics paired with student success strategies, such as time management, study skills, test-taking strategies, career planning, and higher educational goals and services. Students were introduced to numerous speakers, including representatives from Financial Aid, the Advising and Counseling Center, and the Career Development Center. At the end of the six-week program, students were empowered with more knowledge about college and a solid plan for their future education.

The division recognizes the efforts of dedicated and innovative students through several programs. Phi Theta Kappa is an international honors society for students who achieve a 3.5 GPA. During the past academic year, this organization inducted 102 new members, 56 in the fall term and 46 in the spring.

The Brain Bowl team was successful during the 2011-12 academic year. Overall, 10 students participated. In the fall, the team took part in three invitational tournaments, which prepared the teams for the more competitive tournaments in the spring. In the spring, they participated in the National Association of Quiz Tournaments (NAQT) Sectional Tournament that included mostly Florida teams. They then advanced to the Community College Championship Tournament (CCCT) and played against teams from throughout the southeastern and midwestern United States placing seventh. One SFSC player, Nathan Schwann, received an individual scoring award at the CCCT.

The Honors Program placed its graduates in selective university majors, such as the University of Florida’s nuclear engineering program. Rito Melendez was named a Newman Fellow by Florida Campus Compact for his contributions to a joint University of Miami and South Florida State College service-learning project. Eight Honors students presented their research at the Florida Collegiate Honors Conference in February 2012, joining Honors program students from other Florida colleges. Five students presented STEM-related projects, ranging from an analysis of the torques involved in loading a large commercial excavator onto a flatbed tractor trailer to a presentation on the role of controlled burns in ensuring the survival of the Florida scrub jay. Four students presented research from Honors Freshman English I, such as the reasoning behind Walt Disney’s land acquisitions for Disney World. Newman fellow Rito Melendez presented “Hardee County’s Choice,” a video produced through the service-learning project that won him the Newman Fellowship.
APPLIED SCIENCES AND TECHNOLOGIES

NURSING DEPARTMENT

SFSC’s Associate Degree Nursing (ADN) program earned candidacy status for accreditation through the National League for Nursing Accrediting Commission (NLNAC). Faculty members are engaged in an in-depth self-study of the program in relation to the NLNAC Accreditation Standards and Criteria. Accreditation is anticipated following the NLNAC team’s site visit in late January 2013. Accreditation promotes high standards and excellence. The NLNAC is responsible for the specialized accreditation of nursing education programs and is one of two national nursing education program accrediting agencies. It is the only national nursing education agency that accredits associate degree programs in nursing.

Every academic term, the SFSC Nursing program explores new and innovative ways to prepare its students for contemporary practice. Students participated in the Mega SIM Days at the beginning of the fall term. The two-day, collaborative simulation project involved all students in the Practical Nursing (PN) and ADN programs, as well as the LPN to RN Transition program. They worked together in learning a variety of nursing skills using the program’s state-of-the-art patient simulators in the newly remodeled and updated simulation center.

Supported by various grants, such as the Central Florida Area Health Education Consortium (AHEC) grant to foster tobacco prevention instruction to middle school students, nursing students are taught by instructors who, collectively, have over 197 years’ worth of hands-on nursing experience. Students complete clinical rotations at a variety of local health care facilities including hospitals, nursing homes, day care centers, health departments, and in-patient hospice care facilities.

DENTAL EDUCATION

During the 2011-12 academic year, the SFSC Dental Assisting program received reaccreditation through the American Dental Association (ADA) Commission on Dental Accreditation (CODA) with no follow up reporting. The SFSC Dental Hygiene program also received reaccreditation through the ADA CODA with no follow up reporting.

The Highlands County Hospital District awarded the program a $10,000 grant for the dental hygiene care of Highlands County children.

Dental Education received a $5,000 grant from Central Florida AHEC for providing tobacco cessation and intervention training and provision of care for tobacco users.

SFSC Dental Hygiene student, Kimberly Jaramillo, was elected to the statewide position of secretary of the Florida Student Dental Hygiene Association for 2012 during the Florida Dental Hygiene Association Symposium in October.

EMERGENCY MANAGEMENT SERVICES

To align SFSC’s Emergency Management Services (EMS) programs with the 2012-13 national standards and to prepare for accreditation, EMS program staff re-wrote the curriculum, as well as the lecture and laboratory lesson plans for the Emergency Medical Responder (EMR), Emergency Medical Technician (EMT), and Paramedic programs. These updated lesson plans were used as the basis for a statewide initiative to standardize EMS program lesson plans.

During the 2011-12 academic year, Room CC was converted into a multi-use Emergency Medical Services laboratory space. It increased the amount of space for training students by approximately 1,350 square feet.

The Highlands County Hospital District awarded the SFSC EMS program a $14,500 grant. This grant funded the purchase of infant patient simulators.
and advanced airway and breathing equipment to train students. Program accreditation requires that Paramedic students interact with multiple age, gender, and complaint-specific interactions during normal hospital clinical experiences combined with ambulance field internship experiences. To assure that all students are exposed to these broad demographics (totaling more than 250 live patient encounters), simulation mannequins may be used for this purpose. Patient simulators are a significant tool for training students prior to participation in “off-campus” experiences.

**RADIOGRAPHY PROGRAM**

During the 2011-12 academic year, 12 students graduated with their associate in applied science degree. One hundred percent of the students satisfactorily completed the national board examination, with seven scoring 90 percent or above.

All Radiography students participated in the Student and Radiographers’ Seminar and Educators’ Conference held in Orlando, Fla.

**CAREER ACADEMY AT SFSC**

Twenty-three seniors completed vocational programs at the same time they graduated from high school. Eleven more will be complete vocational training within two semesters of graduating from high school.

**FARMWORKER JOBS AND EDUCATION PROGRAM**

The Farmworker Jobs and Education Program (FJEP) provides free services to eligible migrant and seasonal farmworkers (MSFWs) and their dependents through the Florida Department of Education by a grant from the U.S. Department of Labor.

In 2011, the SFSC FJEP was recognized by the Florida Department of Education for exceeding its performance goals for the number of new participants enrolled in the program and for exceeding the goal of average earnings of participants that were placed in employment. As a result, the program was awarded an increase in allocation of $42,000 to use to serve additional MSFWs.

During their annual jacket drive, the FJEP and Florida Migrant Education Program collected 150 jackets and coats for local migrant children.

**COMMUNITY EDUCATION**

The Community Education Department responds to the needs of residents in DeSoto, Hardee, and Highlands counties by providing a wide range of non-credit courses that improve competencies and enhance the quality of life. During the 2011-12 academic year, 2,754 residents participated in one or more courses. Enrollment increased by 115 percent over the previous year.

**HEARTLAND GAMES FOR ACTIVE ADULTS**

For more than a decade, SFSC has hosted the local senior games. Through the Heartland Games for Active Adults, athletes who are 50 years of age and older compete in one or more of 10 events. Participants are eligible to qualify for the annual Florida State Senior Games Championships and, potentially, the semi-annual National Senior Games Competition. In March 2012, 237 athletes took part in the games.

**YOUTH PROGRAMS**

Camp Adventure had a total of 293 registrations over a six-week period. Participating campers were 6 to 14 years old. Each week, the campers explored a distinct theme that was coordinated through the Division of Applied Sciences and Technologies.

**DRIVER EDUCATION**

Some 530 drivers improved their skills during the 2011-12 academic year by participating in at least one of these courses: Basic Driver Improvement (BDI), Alcohol Drug Accident Prevention Training (ADAPT), Safe Driving Accident Prevention Program (SDAPP), and Advanced Driver Improvement (ADI).

**THE ARTISTS’ GROUP AT SFSC**

The Artists’ Group (TAG) at SFSC was founded through the cooperation of local artists to develop individual skills and to promote an appreciation of art within the community. With a studio at the Hotel Jacaranda, TAG offers a forum for artistic collaboration, as well as a venue for instruction and display. In 2011-12, 95 individuals received instruction in painting and jewelry making. Enrollment increased by 40 percent over the previous year.

**CORPORATE EDUCATION**

During the 2011-12 academic year, the Corporate Education Department provided corporate training in Online HIPAA Training, Online Blood Bourne Pathogen, QuickBooks, CPR/First Aid, Certified Crop Advisor, Business Taxes, Smart Phone Technology, Contractor’s Recertification, Workplace Spanish, and more.
As the nation’s population ages, so does the demand for skilled health care workers. By passing the state licensing exam at extremely high rates, graduates of SFSC’s Registered Nursing program demonstrate their skill, aptitude, and preparedness for service.

Practical nurses provide basic health care in a variety of settings. Many build on their education by pursuing a degree in registered nursing. SFSC’s practical nursing graduates achieve outstanding success in passing the state licensing exam.

In life-threatening emergencies, paramedics treat injuries and save lives through quick, competent care. A high number of SFSC’s Paramedic program graduates pass the state licensing exam and go on to serve their communities.

Radiologic technologists perform diagnostic imaging examinations of the human body, which aid a physician’s assessment. For the third year in a row, 100 percent of SFSC’s Radiology program graduates passed the state licensing exam.

Whenever health emergencies strike, Emergency Medical Technicians (EMTs) are the first responders who provide vital health care and save lives. SFSC’s EMT program continues to meet the community’s need for these highly skilled workers.

The 2012 graduates of SFSC’s Radiography program
SOUTH FLORIDA STATE COLLEGE ANNUAL REPORT AND COLLEGE PLAN 2011-12

STATE LICENSING EXAMS

DENTAL HYGIENE GRADUATES
Passing Rate on State Licensing Exams

Dental hygienists perform basic and preventive dental care. As the demand for dental hygienists grows locally and throughout the nation, graduates of SFSC’s Dental Hygiene program pass the state licensing examinations at high rates.

DENTAL ASSISTING GRADUATES
Passing Rate on State Licensing Exams

Dental assistants assist dentists, process x-rays, and perform routine office functions. SFSC’s Dental Assisting graduates are passing their state licensing exams at a high rate and helping to fill the growing demand for dental assistants.

LAW ENFORCEMENT GRADUATES
Passing Rate on State Licensing Exams

Law enforcement officers protect the public by preventing crime, arresting offenders, and aiding citizens. SFSC’s Basic Law Enforcement graduates are prepared to serve, as evidenced by their high passing rates on state licensing exams.

COSMETOLOGY GRADUATES
Passing Rate on State Licensing Exams

SFSC Cosmetology students acquire skills they can use throughout their lives, whether they work in salons, advance into management, or start a business. In 2011-12, 100 percent of cosmetology graduates passed the state licensing exam.
STUDENT GOVERNMENT AND STUDENT ACTIVITIES

The Student Government Association (SGA) assists with student development and educational programs on SFSC campuses and in the community. Student Activities fosters student success through social and cultural learning activities and experiences.

SGA’s 2011-12 Executive Board consisted of Alex Zirulnik, president; Mariah Meloche, vice president; Kia Rahmanian, jurisprudence; Efrain Chavez, public relations; Rito Melendez, treasurer; and Josean Cruz, historian.

One of SGA’s most successful events was the Panther Pride Pep Rally in September. Students were offered affordable gray and orange Panther t-shirts to wear and show their college spirit. SGA held a rally for the Lady Panther Volleyball Team, as well as a dance and drawing contests. SGA’s Fall Festival, featuring a haunted house in the Panther Activity Center (PAC) and a dance in the Panther Gym, attracted approximately 200 students. The holiday parades in Lake Placid, Sebring, and Wauchula enjoyed notable student participation. For the fourth year, SGA offered free Stay Awake Breakfasts to students during fall final exam week in December and spring final exam week in April.

The 2012 spring term kicked off with Club Rush, where clubs recruited new members. The SGA Executive Board attended the 53rd annual Florida Junior/Community Colleges Student Government Association (FJCCSGA) State Conference. FJCCSGA is comprised of 28 community and state colleges and represents more than 1.1 million students. SGA officers benefited from opportunities to improve leadership skills through workshops and trust exercises and to network with students who have similar concerns.

Community College Week was held March 5-8 on the Highlands Campus. This annual celebration of Florida’s community and state college system attracted 20 competitive student and employee teams of 12 members each and two support teams, the SGA and Emergency Medical Services (EMS). Over 200 students participated, setting a new record. Events were swimming pool races, a belly flop contest, bongo ball mania, a distance race, dodgeball, and tug-o-war.

In April, 2012 Awards Day recognized outstanding students and faculty. SGA Executive Board members were commended for serving students and the community throughout the year.
ATHLETICS

The Panther Athletic Department enjoyed a successful academic year in 2011-12. All of the student-athletes demonstrated success both in the classroom and on the court and fields of play.

PANTHER VOLLEYBALL

Under the direction of ninth-year coach Kim Crawford, the Lady Panther Volleyball team posted a record of 7-30 and finished fifth in the Suncoast Conference. Five Lady Panthers were named Academic All-Conference and one was recognized for Academic All-State.

PANTHER SOFTBALL

The Lady Panther Softball team, led by ninth-year coach Carlos Falla, posted a 17-29 record for the year and finished fifth in the Suncoast Conference. Five Lady Panthers were placed on the Academic All-Conference team and four earned All-State honors. Morgan Huhn was named SFSC Panther of the year and joined Samantha Peach as an National Junior College Athletic Association (NJCAA) Academic All-American.

PANTHER BASEBALL

The Panther Baseball team, led by Coach Rick Hitt in his 14th year, compiled a record of 19-29 and placed fourth in the Suncoast Conference. Eight players were named Academic All-Conference and six qualified as Academic All-State. Sam Morgan was the Suncoast Conference Male Student-Athlete of the year. The Florida College System Activities Association (FCSAA) Male Scholar-Athlete of the year, and joined Jared Hine as an Academic All-American.

On the academic side, a 2011 report by FCSAA indicated that SFSC student-athletes ranked above the state average for graduation and transfer rates. Their 2010-11 graduation rate was 86 percent, 20 percent higher than the state average, and 80 percent transferred to a four-year college or university.

SFSC’s Lady Panther Volleyball team was featured in the February edition of the NJCAA Review for its participation in the Side-Out Foundation Dig Pink campaign. The team raised over $1,000 for breast cancer research and patient support services.

CAREER DEVELOPMENT CENTER

In April 2012, the Career Development Center relocated into new, more highly visible space on the first floor of Building B, Highlands Campus, increasing student awareness of its services. On-site use of the center increased by 187 percent between July 2011 and August 2012 over the same period the previous year.

Through the SFSC Adult Career Pathways program, students in DeSoto, Hardee, and Highlands counties learned about resources the center offers. Student workshops were conducted at all SFSC campuses and the Lake Placid Center to provide an overview of services, conduct Kuder career assessments, discuss career planning issues, and provide employability skills workshops.

Career Development Center staff participated in 130 events and community outreach programs to provide information about college offerings and conducted campus tours for 3,744 participants. Staff conducted new student orientation for 1,133 participants.

During 2011-12, the Career Development Center:

- Averaged 493 walk-in visitors monthly for interest assessments, academic, career, advising, and individual and group campus tours, which was an increase of 102 percent over the prior
year. Of these client contacts, 87 percent were with SFSC students and 13 percent were with the public.

Registered 1,206 individuals for free Web-based career exploration tools and counseled 572 visitors on career, job, and academic choices.

Assisted 842 job seekers with resumes, cover letters, and interviewing techniques. Conducted 16 on-campus employment events attended by 355 participants. Made 345 employment referrals for clients seeking local jobs.

Sponsored the department’s 15th annual High School and College Career Connection, featuring 85 professional representatives/employers and attended by over 750 high school juniors and seniors and SFSC students.

Placed 15 co-op students during the fall term, 11 during the spring term, and five during the summer term.

Coordinated processing and placement of Work Study student applicants to fill 36 positions for the fall and spring terms.

Collected placement data on 671 SFSC postsecondary students who applied to graduate during the 2011-12 academic year.

Expanded a partnership with Heartland Workforce Region 19 in January 2012 to provide on-site employment referrals for individuals qualified for positions listed in the Employ Florida Marketplace (EFM) database. SFSC staff may now directly enroll SFSC students and graduates into EFM on campus and provide on-site referrals to any of the statewide job opportunities referenced in that database.

Implemented use of the Accutrak in the Career Development Center to track client use of the center and obtain a more accurate picture of the types of services they accessed.

### Federal Student Financial Aid

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<td>1,564</td>
<td>1,661</td>
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<td>Total Awards</td>
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This table reflects the total amount of federal student financial aid received by SFSC students and does not include scholarships.
ADULT EDUCATION

South Florida State College’s Adult Education department faced many challenges at the beginning of the 2011-12 academic year. New state legislation required all adult education participants to satisfy a workforce assessment fee effective July 1, 2011. Adult Education programs were notified of this change in June 2011, months after grant applications were submitted and approved and fall schedules had been posted without notification of these new assessments.

As a result, SFSC administrative staff implemented a plan to alert the community and address the needs of participants who would be affected by this legislation. Adult Education programs across the Florida, suffered a 40-50 percent reduction in enrollment. SFSC’s enrollment decreased 49 percent, with the greatest drop reflected in the General Educational Development (GED) and English for Speakers of Other Languages (ESOL) programs.

Change brings its share of resistance and opposition in any transitional process, but in tough times there is always hope. Students who are currently enrolled in the Adult Education programs are attending classes regularly and appear to be focused and committed to obtaining a high school diploma.

To date, enrollment in SFSC’s Adult Education programs has not returned to previous levels, but it is steadily increasing. The greatest gains have been observed in the retention rate. The average (full-time equivalent) FTE per program for fall 2010 was: ABE - 37 percent, ESOL - 26 percent, GED - 39 percent. Fall term 2011 average FTE was: ABE - 42 percent; ESOL - 32 percent, and GED - 26 percent. In comparison, the retention rate is higher in Adult Education programs than in previous years; however, in the GED program more students are completing the program and taking the GED test before the end of the term. This anomaly results in a reduction in the average FTE for the GED program, but increases the matriculation rate of GED students to the college’s vocational and academic programs and workforce.

TRIO STUDENT SUPPORT SERVICES (SSS)

TriO Student Support Services (SSS) is a federally funded program designed to increase retention, graduation, and transfer rates among first-generation and low-income students, as well as students with disabilities. SSS serves students who are seeking Associate in Arts (A.A.) or Associate in Science (A.S.) degrees and who intend to complete a bachelor’s degree at a four-year institution. The program was established at SFSC in 2010. During the 2011-12 academic year, the program:

- provided 160 students with skill development, academic advising, mentoring, and tutoring assistance;
- coordinated campus visits to five universities within the state of Florida;
- facilitated study skills, financial management, and goal development workshops;
- offered $10,000 in grant aid to needy students;
- coordinated and hosted a campus-wide university transfer event with 22 institutions in attendance; and
- assisted 30 of 36 graduating students in successfully transferring to four-year institutions.

TUTORING AND LEARNING CENTER

During the 2011-12 academic year, the Tutoring and Learning Center (TLC) added a writing lab specialist, the most notable enhancement of its services. Emphasis was on providing comprehensive assistance to students using the American Psychological Association (APA) writing style, one of the standards for scholarly writing.

In conjunction with department chairs, the writing lab specialist developed and implemented APA workshops to meet the needs of students from a myriad of curriculum disciplines. The workshops were facilitated campuswide to accommodate students’ class schedules and availability.

Overall, the TLC served 2,117 students, which is a 24 percent increase over the previous academic year. Those students accounted for 7,209 visits totaling 10,297 hours in 2011-12.
LEARNING RESOURCES CENTER (LRC)

Unique Individual Titles

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<td>Highlands Campus</td>
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<td>DeSoto Campus</td>
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<tr>
<td>Hardee Campus</td>
<td>2,572</td>
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<tr>
<td>Lake Placid Center</td>
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<td>Electronic Books (eBooks)</td>
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Book Titles Added 787

Audiovisual Titles Added 74

Electronic Titles Added 108

**Total** 969

Total Volume (Books) 45,919

Total Volume (Audiovisual) 1,813

Total eBooks 3,333

**Total** 51,066

The library continues to increase the number of titles available. The librarians continue to remove outdated and worn materials, replacing them with newer editions and relevant topics. The eBook collection has grown by 6.4 percent since it was started in 2008. VHS titles have been replaced with DVDs or digital copies wherever possible.

Current periodical subscriptions

Electronic databases: 144 (130 contain full text; four eBook collections; 18 vendors)

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Print Journals

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<th>Campus</th>
<th>Magazines</th>
<th>Newspapers</th>
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<tbody>
<tr>
<td>DeSoto</td>
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<td>1</td>
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<td>Hardee</td>
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<td>0</td>
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<tr>
<td>Highlands</td>
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<td>5</td>
</tr>
<tr>
<td>Lake Placid</td>
<td>14</td>
<td>0</td>
</tr>
</tbody>
</table>

Because of the economy, no new electronic database subscriptions were added to the Florida College System core collection; however, more eBook titles were added to existing database subscriptions. After a huge drop, database usage rebounded with a 6.5 percent increase from last year. Only a few titles dropped from the print periodical collection, because they were no longer needed or were available in the electronic databases.

Attendance and Circulation

| Attendance in Library | 36,916 |
| Items Circulated      | 20,862 |
| Individual Use of Computers | 10,876 |

A slight decrease of 0.4 percent occurred in library attendance. Closing on Fridays during the Summer B Term may be the leading factor. Circulation increased 18 percent, possibly because other SFSC campuses began checking out computers for student use along with more books. Nevertheless, use of computers dropped 23 percent as more students opted to use their own devices.

Instruction and Reference

| Bibliographic Instruction | 101 |
| Number of Students in Sessions | 1,734 |
| Reference in Person | 731 |
| Reference on Phone | 106 |
| Consultations | 82 |

The number of students receiving bibliographic instruction increased by 2.6 percent. Eight sessions were conducted at the DeSoto Campus, 10 at the Hardee Campus, and five at the Lake Placid Center, including one at Lake Placid High School. Two sessions were conducted at Sebring High School.

Because reference transactions occur in different areas of the library, reference data is a sample of those transactions. In-person transactions (less than 20 minutes) decreased by 44 percent from the previous year, but the number of consultations (one person more than 20 minutes) increased by 148 percent. Patrons needed more in-depth assistance with navigating the databases and online catalog.

Interlibrary loan requests from students decreased by 12 percent over the previous year. Other library requests for SFSC’s materials decreased by 41 percent. The availability of more electronic resources at other libraries may explain the decrease.

During 2011-12, SFSC librarians participated in 938 chats for Ask-A-Librarian, assisting patrons from the United States and other countries with questions ranging from circulation issues to academic and personal research. Use of the service increased by 82 percent, with librarians clocking twice as many hours as the previous year. Email reference increased by 136 percent. In June, one of the librarians was honored as the first recipient of the AAL Superstar Award.
CADEMIC SUPPORT PROGRAMS

eLEARNING

The Electronic Learning Department (eLearning) supports electronic learning and multimedia resources throughout the college by providing technology training to students and employees, multimedia resource development, instructional design assistance, electronic course and system management to students, faculty, staff and administrators.

The 2011-12 academic year saw innovations in technology and services from the eLearning team. In summer 2011, eLearning developed a college professional development database to store data on all college-led workshops. The database became active on Aug. 1, 2011. Any employee may now receive a report (transcript record) of his or her professional development activities by request.

To provide low cost textbooks to students and increase faculty instructional technology efficiency, SFSC embraced eTextbooks through a pilot project. The eLearning team completed staff and faculty training in fall 2011. At this time, the team completed the first ever single sign on (SSO) between the CourseLoad, an eTextbook platform, and Desire2Learn (D2L), a student course management system. The SSO allowed students and faculty to click on the eText inside D2L instead of visiting the CourseLoad site separately and using different logon information. The eText pilot began in the spring term 2012 with five courses.

Another SSO set up and integration during summer 2012 involved the Cengage 360, CengageNOW, and D2L systems. These teaching and learning resources were used in the college’s First Year Experience (FYE) course in fall 2012, and the SSO enabled students and faculty the ability to click on resources within the D2L system instead of visiting the Cengage site separately and using different logon information.

In spring 2012, the eLearning team collaborated with the Student Services team to design hands-on training for all college Web services, known as Waypoint #3, as a component of the new college orientation. The first 90-minute workshop was held in May 2012. The eLearning team now leads this hands-on training for students in a computer lab, ensuring that each student logs into the Panther Central college portal and accesses D2L, Smarthinking, READI, and other SFSC Web resources. The team continues to provide additional student workshops on topics such as PowerPoint, Smarthinking, Panther Central, Panther Den/D2L, Facts.org, and READI.

Distance Learning (DL) courses (hybrid, 2-Way TV, and online) continued to grow over the last three years as evidenced by a 37 percent growth in the number of students taking a DL course. In that same time period, the college saw a 34 percent growth in the number of DL courses offered. The number of students taking a DL course soared over the 5,000 mark during the 2011-12 academic year.
COMMUNITY OUTREACH

LEADERSHIP HIGHLANDS

Leadership Highlands is a partnership between SFSC and the Avon Park, Lake Placid, and Sebring chambers of commerce. The program develops leaders with a thorough understanding of and strong sense of commitment to Highlands County and an appreciation for the strength found in the county’s abundant diversity.

A new class is formed each August, meeting monthly through June. A major goal is to familiarize participants with the infrastructure, agencies, and economic enterprises that exist in Highlands County. Participants are exposed to a range of community needs and are encouraged to identify the resources available to meet those needs. Interaction between classmates and community leaders provides Leadership Highlands participants with the opportunity to learn from the backgrounds and perspectives of others. The Leadership Highlands Class of 2012 graduated 28 new leaders.

RIGHT: Members of Leadership Highlands’ Class of 2012 tour the SFSC Theatre for the Performing Arts during the group’s annual visit to the Highlands Campus.

RSVP

The Retired and Senior Volunteer Program (RSVP) is part of Senior Corps, a network of national service programs that engages more than 500,000 Americans age 55 and older in service to meet needs in communities across the nation. RSVP is grant funded by the Corporation for National and Community Service and is sponsored locally by South Florida State College. RSVP provides volunteer placement to 40 non-profit organizations, public community agencies, and health care facilities across Highlands County. RSVP’s 460 volunteers donated more than 56,000 hours of service to Highlands County during the 2011-12 academic year, saving area organizations nearly $1 million.
The 2011-12 season continued in the longstanding tradition of presenting outstanding performances for residents of Florida’s Heartland. From a major country star to an evening of Spanish guitar, from three iconic tenors to a mind-boggling magic show, the 2011-12 season had a little bit of everything for everyone. Between the Artist Series, Matinee Series, Jazz Series, Kaleidoscope Series, benefits, and special shows, 33 outstanding performances were presented at the SFSC Theatre for the Performing Arts and the SFSC University Center Auditorium.

As in the past, the college continued its partnership with community organizations to benefit worthy causes in our area. On March 24, magician Andy Gross performed for the benefit of Heartland Christian School. On April 23, Gary Mullen & The Works presented its One Night of Queen show, benefiting the Champion for Children organization. On June 23, Matt Ryan and American Dream presented Matt in the USA, paying tribute to Bruce Springsteen and benefiting Highlands County Habitat for Humanity.


The SFSC Museum of Florida Art and Culture (MOFAC) presented five exhibitions during its 2011-12 season. The season opened with the SFSC alumni exhibition, Coming Home, featuring five recent SFSC graduates. The community welcomed these young artists back to SFSC in the fall, filling Room G-102 on the Highlands Campus nearly to capacity to view their work.

Other highlights were Celebrating Florida’s Landscape: Mary Ann Carroll, Highwayman; Guardians of the Everglades, featuring Clyde Butcher, Nicholas Petrucci, and Connie Bransilver; and Cracker: Florida’s Enduring Cowboys.

MOFAC continued its popular Third Thursday afternoon programs and two evening programs. Each Third Thursday averaged about 65 participants. Overall attendance for the season was around 5,500. Guests included Cultural Programs ticketholders visiting before SFSC Matinee and Artist series performances, students, Wayside Shrine Trail walks, college employees, and attendance during regular museum hours.

Adding 109 artworks to the Permanent Collection, MOFAC acquired a major collection, Cracker: Florida’s Enduring Cowboys. These photographs by Jon Kral feature the cattle-ranching heritage of central Florida. The acquisition was made possible through sponsorships by generous donors.
The DeSoto Campus experienced robust enrollment in its three occupational certificate programs: Automotive Service Technology, Automotive Collision Repair and Refinishing, and Electric Line Service Repair. During the 2011-12 academic year, the campus’ Automotive Service Technology program was accredited by the National Automotive Technicians Education Foundation (NATEF), certifying that the quality of its curriculum and training meets a level comparable to the national standard.

The Early College/Dual Enrollment program grew significantly – from 93 high school students in 2010-11 to 289 in 2011-12. Dual-enrolled students from DeSoto County comprise 24 percent of total current enrollment in the campus’ academic and vocational programs.

Campus enrollment increased by 47 percent – from 874 in 2010-11 to 1,293 in 2011-12. This number includes academic, Post-Secondary Adult Vocational (PSAV), adult education, vocational, workforce, and advanced professional students.

Smart podiums were installed in rooms 217 and 202. These enrich the classroom experience and quality of instruction.

The campus hosted several community, regional, and conference events. The DeSoto County Extension Office sponsored the Lifelong Learners Institute, and the Charlotte Harbor National Estuary Program (CHNEP) held regional planning and advisory meetings. Other community groups that used the campus were Heartland Workforce, the Florida Department of Transportation, Take Stock in Children, the Migrant Worker Program, the DeSoto Arts and Humanities Council, the State of Florida Vocational Rehabilitation Department, Panther Youth Partners, the DeSoto Veteran’s Council, and the Florida Fish and Wildlife Conservation Commission.
During the 2011-12 academic year, Hardee Campus staff tutored and advised students in the TRiO Student Support Services program, which assists eligible first-generation college students. They worked closely with the college’s orientation and Guide to Personal Success (GPS) first-year learning experience committees to develop orientation sessions and schedule GPS classes for the 2012-13 academic year.

In spring 2012, the second class of the 18-month Transition-Licensed Practical Nurse (LPN) to Registered Nurse (RN) began at the campus.

The campus hosted the Go Higher event, in which staff helped prospective students complete college and financial aid applications.

The College Reach-Out Program (CROP), for eighth grade students, began its fifth year at Hardee Junior High School. Each month, CROP students attended Super Saturdays, which emphasized public speaking, preparing for the FCAT, increasing knowledge of vocabulary and mathematics, building self-esteem, and exploring careers. A one-week summer program prepared CROP students for their transition to Hardee High School by focusing on time management, career assessment, and reading enhancement.

Campus staff represented the college at the College for a Day program for Hardee High School students, the Community Awareness/Back to School event, and Friday Night Live in downtown Wauchula. They took Leadership Hardee participants on a tour of the campus and made a presentation to them about campus activities.

The Hardee Campus Panther Ambassadors, a student organization, participated in Community College Week, Fall Festival, and community service projects. These included working with exceptional education students at Bowling Green Elementary School and Redlands Christian Migrant Association (RCMA).

The Hardee Campus is the college’s training location for the Electrical Lineman apprenticeship program through the Peace River Electric Cooperative (PRECO). The college’s miner training and recertification training are offered to phosphate industry vendors through the Hardee Campus. During the academic year, the campus also provided business-related training to the Hardee County Sheriff’s Office, the Hardee County Fire Department, and RCMA. Goodwill and Vocational and Rehabilitative Services conducted client evaluations at the campus.

The campus was the meeting location for the Hardee Athletic Foundation, the Hardee County Fair Board, Hardee Youth Football, and the Heartland Workforce executive board and was the site for Hardee Senior High’s Advanced Placement Examinations.

As a community service project, the Hardee Campus Panther Ambassadors collected turkeys for their annual Thanksgiving food drive.

College Week, Fall Festival, and community service projects. These included working with exceptional education students at Bowling Green Elementary School and Redlands Christian Migrant Association (RCMA).
The Lake Placid Center is a focal point of educational and community activity in the town of Lake Placid.

During the 2011-12 academic year, 349 tests were administered: 167 Postsecondary Education Readiness Tests (PERT), two College Placement Tests (CPT); and 180 Tests of Adult Basic Education (TABE). A total of 428 students enrolled in Associate in Arts (A.A.) and Associate in Science (A.S.) degree programs; 152 students in the Adult Basic Education (ABE) program; 48 students in the General Education Development (GED) preparation program; and 53 students in the English for Speakers of Other Languages (ESOL) program. Citizenship classes were offered to ESOL students during the spring term. Eight students enrolled in the Educator Preparation Institute (EPI), and 55 students enrolled in workforce classes.

At the same time, 527 students attended Community Education classes, averaging 20 students daily. These classes include aerobics and Zumba classes, offered year-round, as well as Tai Chi and clogging in the center’s gymnasium. In January 2012, the college began offering students the ability to attend a single Community Education class for a one-time admission fee. From January through June, this new service brought in 509 drop-in students and $2,128 in additional revenue.

The popular year-round senior and youth basketball programs continued in the evenings.

The Basic Home Computer I class and QuickBooks accounting software classes were offered on the campus. Two-way interactive classes in academic subjects continued to be available during daytime and evening hours.

The Lake Placid Center maintains a reference library of books, atlases, bibliographies, magazines, and periodicals. Wireless Internet is available for student use.

The Lake Placid Board of Realtors and Redlands Christian Migrant Association (RCMA) held several workshops at the center throughout the year. In addition, the center hosted three martial arts tournaments and Florida Department of Law Enforcement (FDLE) training. From January through April 2012, tax assistance sessions were provided weekly.
Kathleen Cappo, professor of nursing, received the 2012 Endowed Teaching Chair Award in Nursing.

Dr. Deborah Milliken, professor, Dental Hygiene, and Elizabeth Andrews, professor, Developmental Writing, and coordinator, Academic Foundations, received National Institute for Staff and Organizational Development (NISOD) awards. Dr. Milliken received her NISOD award for her work in the dental hygiene program and for her contributions and leadership with the SACs steering committee and compliance report. Andrews received her NISOD award for providing leadership during the development of the academic foundations program for students who require developmental reading, writing, and mathematics class.

Dr. Michele Heston, director, Nursing Education, earned the designation Certified Nurse Educator (CNE) in 2012 after completing a rigorous certification examination administered by the National League for Nursing. The certification establishes nursing education as a specialty area of practice and creates a means for faculty to demonstrate their expertise in this role. It communicates to students, peers, and the academic and health care communities that the highest standards of excellence are being met within a program.

Mollie Doctrow, curator of the SFSC Museum of Florida Art and Culture (MOFAC), received an Award of Excellence during the Lake Wales Art Show for her black and white woodcut prints featuring endemic, rare, and endangered plants that grow in Florida's native habitats. The Crealde School of Art exhibited a selection of her woodcut prints in May 2012.

Dawn Pisarski, professor of nursing, received the Samaritan's Touch Care Center Hero Award for her volunteer work as a nurse practitioner at the center.

During the college's annual Awards Day ceremony, SFSC students chose Dr. Brian Deery as the 2012 Full-time Faculty of the Year and Jim Houseknecht as Adjunct Faculty of the Year for the Division of Arts and Sciences. Dr. Cherie Stevens was chosen Full-time Faculty of the Year and Lisa McConnell as Adjunct Faculty of the Year for Applied Sciences and Technologies. Nelly Ford and Janet Tooley tied as Instructor of the Year for Adult Education.
ACHIEVEMENTS AND RECOGNITIONS

Rick Hitt, athletic director, and his college baseball team, the 1985 Santa Fe College Saints, were inducted into the Santa Fe College Athletics Hall of Fame. In 1985, the team was state and regional baseball champions and finished number three in the nation at the NJCAA level.

Lena Phelps, chair, Library Services, received the Ask-A-Librarian Superstar Award for June 2012. Each month, the Ask A Librarian team picks an outstanding team member that showed exceptional participation in the program. Ask A Librarian is administered by the Tampa Bay Library Consortium and provides Florida residents with virtual reference services through live chat and text messaging.

For the second year in a row, SFSC was nominated for the Aspen Prize. The prize recognizes community colleges that deliver exceptional student results, stimulate replication of successful practices and leadership, and contribute to the development of high-quality measures and benchmarks for assessing community college student outcomes.

SFSC students Elizabeth Barragan, Yesenia Calderon, Ana Cendejas, and Brittany Hessel represented SFSC as members of the Phi Theta Kappa 2012 All-Florida State Academic Team. The All-Florida Academic Team honors students for their academic performance and community service.

SFSC student Rito Melendez received the Campus Compact Newman Civic Fellows Award, which honors inspiring college students who have sought solutions to challenges facing communities throughout the nation. Melendez worked along with Dr. Richard Weiskoff, economics professor, University of Miami, and class, in studying economic options other than phosphate mining that could propel Hardee County toward a more diversified economy.

In fall 2011, SFSC garnered four Association of Florida Colleges (AFC) Communications and Marketing Commission Awards of Excellence for informational and promotional material. The SFSC Community Relations and Marketing Department received second place in the Best Photography in a Published Piece category and the Students Choice Award for Best Photography in a Published Piece category for a photo of a student participating in Community College Week. The SFSC Museum of Florida Art and Culture website received first place for Best Website, and the SFSC Cultural Programs Department received second place in Best Direct Mail for its 2010-11 Cultural Series brochure, both designed by Clark/Nikdel/Powell. SFSC’s AFC chapter received a membership award for having 50 percent or more of employees as members and was designated a Region IV Gold Chapter. Lena Phelps received a Region IV Unsung Hero Award for her knowledge of the SFSC’s AFC chapter history and for volunteering her time to AFC.

SFSC received the Sebring Chamber of Commerce’s 2011 Business of the Year award at the chamber’s annual banquet in January. Nominees are recognized for supporting the chamber and community.

SFSC received a News-Sun newspaper Readers’ Choice Award for best tennis courts. The annual survey asks readers to vote for the best of businesses, services, and locations in Highlands County.

These SFSC employees received years of service pins and certificates:

25 Years
- Susie Hale
- Lorrie Key
- Glenn Little
- Dan McAuliff

20 Years
- Bil Kovacs
- Maria Mathey

15 Years
- Terry Barrone
- Cathy Futral
- Dr. Theresa James
- Lena Phelps
- Janet Wheaton

10 Years
- Cindy Beiner
- Pat Boden
- Dr. James Broen
- John Byrd
- Ben Carter

Cheryl Fisher
R.L. Geiger
Kim Hemler
Cathy Lewis
Susan Livingston
Lindsay Lynch
Minerva Ortiz
David Parrish
John Prentice
Sue Sawyer
Deanne Shanklin
Gaylin Thomas

Five Years
- Norvillo Atiga
- Joy Baker
- Katrina Blandin
- Elizabeth Broen
- Sandy Ellis
- Tito Fernandez
- Jill Farnham- Sconyers
- Joanne Foote
- Christine Greenwald
- David Hale
- Michelle Hall
- Elizabeth Heston
- Sharon Jones
- Daniel Keller
- Daniel Longenecker
- Colleen Rafatti
- Darlene Sarcuzzo
- Bob Sconyers
- Tonya Serey Chancey
- David Shanklin
- Susan Taggart
- Kelleigh Tanton
- Ellen Thornton
- Jennifer Young
ACHIEVEMENTS AND RECOGNITIONS

2012 PRESIDENT’S AWARDS

Kathleen Benn
Full-Time Career Service

Rebecca Lowrey
Part-Time Career Service

Colleen Rafatti
Professional

Dr. Brian Deery
and Cindy Kinser
Faculty

Clell Ford
Adjunct Faculty

Joe L. Davis Sr.
Volunteer

Rebecca Sroda
Administrator

Alan Jackson
Panther Spirit

Dr. Michele Heston
Employee of the Year

Dr. Norm Stephens
Special Award: Employee Choice

Recipients of the 2012 President’s Awards are (front row, left): Kathleen Benn, Colleen Rafatti, Rebecca Sroda, Dr. Michele Heston, and Dr. Brian Deery; and (back row, left) Dr. Norm Stephens, Rebecca Lowrey, and Joe L. Davis Jr.

Dr. Norm Stephens with (left) Clell Ford, Alan Jackson and Cindy Kinser

NOMINEES

Doug Andrews
Donald Appelquist
Cheryl Arpasi
Steven Ashworth
Tim Backer
Terry Barone
Wanita Bates
Kimberly Batty-Herbert
Kimberly Bello
Ashley Bennett
Katrina Blandin
Pat Boden
Kevin Brown
Thomas Bush
Lydell Cassidy
Irene Castanon
Clayton Colquitt
Kate Cover
Teresa Crawford
Brian Deery
Michele DeVane
Mollie Doctrow
Norine Dowd
Felecia Dozier
Sandra Ellis
Amanda Farmer
Jill Feyerharm-Sconyers
Nelly Ford
Deborah Fuschetti
Joshua Glaser
Denise Grimsley
Deborah Gutierrez
Susan Hale
Michele Hall
Peter Hamlet
Jane Hancock
Clifford Hangley
Tim Hansen
Shawn Haralson
Joan Hattt
Elizabeth Heston
Michele Heston
Lynn Hintz
Lynne Hood
Dorothy and Fred Hornon
Fernando Islas
Timothy Johnson
Sharon Jones
Lorrie Key
Cathy Lewis
Glenn Little
Cheryl Little
MaryAnn Little
Keith Loweke
Lindsay Lynch
Lynn MacNeil
Callie Maddox
Patricia Manderville
Adam Martin
Jennifer Mattison
James McBride
Ivan Dale McDaniel
Michael McLeod
Ralph Meyers
Deborah Milliken
Robert Mitchell
Melanie Moody
Richard Morey
James J. Moye
Manuel Muro
Christian Negron
Steven Noel
Angela Noonon
Daniel O’Meara

David Parish
Gus Ramirez
Greg Ramos
Dee Etta Rawlings
Ryan Rawlings
Lauren Redick
Leana Revell
Kristini Schmidt
Vivian Scott
Princess Shannon
Stacy Sharp
Lori Shumard
Lamar Simpson
Renee Smalley
Chase Smith
Lorrie Smith
John Snow
Nelson Socarras
Barbara Stanton
Betty Stephens
Melody Stricklin
Ellen Thornton
Sylvia Turner
Christopher van der Kaay
Susan Volpitta
June Weyrauch
Brian Wheaton
Mary Wolfe
Karla Wyatt
Bruce Wyse
Susan Zelenenki
The Information Technology Department (IT) supports the effective and efficient use of information systems in learning, communication, resource management, and decision making. The department also provides leadership to facilitate all collegewide, technology-related initiatives.

Substantial improvements were made to the college’s network infrastructure. Internet bandwidth was increased from 100 Mbps to 200 Mbps by adding a 100Mbps Comcast Internet Gateway. This functions as an Internet service backup if the college’s CenturyLink connection terminates; moreover, network bandwidth was optimized via the installation of two Exinda packet shapers to prioritize network traffic classification and provide failover capabilities. An Internet router and Network Access Controller (NAC) were also installed to accommodate increased bandwidth and bolster network security, respectively.

Additional student and community use computers were setup at the DeSoto Campus.

Cognos and the Banner Operational Data Store (ODS) test system have been employed. ODS and Cognos are applications intended to expand the college’s data analysis and reporting infrastructure and simplify ad hoc reporting. Banner ODS is a transactional reporting database that serves as a copy of the Banner real-time production database; it is restructured specifically for efficient report access and is refreshed daily with data from the Banner student/employee database. Cognos is an analytical, Web-based reporting tool that extracts data from ODS. These systems work together to improve the college’s ability to create quickly ad hoc statistical reports.

An additional two terabytes of storage was added to the storage area network (SAN) in response to the ODS/Cognos project. The department completed installation of a SAN/optical jukebox archive for backing-up and aiding with disaster recovery efforts of critical student data.
The SFSC Foundation, Inc. is a not-for-profit corporation organized under Florida law in 1984. Its primary mission is to enhance community awareness of the college; to encourage, solicit, and accept gifts; to receive bequests; and to manage the cash and non-cash gifts donated to the college or foundation. Such contributions are tax deductible to the full extent allowed by law.

The foundation’s development efforts include an annual giving campaign, periodic capital campaign projects, an ongoing planned giving program, and at least four major fundraising events: a jubilee in November, a holiday luncheon in December, the Panther 5-K Run/Walk in March, and the Spring Gala and Annual Auction in April. Funds raised benefit SFSC programs and staff through sponsorships and a mini-grant program as well as to subsidize student financial needs. The foundation also provides educational facilities and low-cost housing at the Jacaranda Residence Facility.

During 2012, the SFSC Foundation board of directors raised nearly $1 million in charitable giving from citizens in its largely rural district. This amount of personal philanthropy represents a larger proportion of disposable income that is donated in most areas of the United States. It is because of the generous citizenry that the foundation is able to grow and provide support to the college and its students. That support takes many forms.

- The SFSC Foundation owns and manages three historic properties: the Hotel Jacaranda in Avon Park, the SFSC Teacherage in Sebring, and the Lorida Schoolhouse.
- It operates a residence facility for full-time college students.
- It manages a Take Stock in Children program in the college service district for deserving and at-risk middle school and high school students.
- It manages three Endowed Teaching Chair programs for outstanding college faculty.
- It manages 106 named, endowed scholarship funds.
- It oversees a growing alumni association.
- It offers mini-grants to college staff members to assist with projects or programs that improve departmental offerings.
SCHOLARSHIPS

Financial awards in the form of scholarships are given to qualified students to assist them with their educational goals. The SFSC Foundation, Inc. coordinates activities related to scholarship contributions, endowment management, and donor recognition. Scholarship awards are available from each of these endowments.

A. Harrison Kosove Memorial Scholarship
AAUW 2nd Chance Book Scholarship
AFC Scholarship
African American/Willie J. Dennard Jr. Scholarship
Agnes Vilkaitis Scott Memorial Scholarship
Avon Park Board of Realtors Scholarship
Avon Park Breakfast Rotary Scholarship
Avon Park Friends of the Library Scholarship
Avon Park Noon Rotary Scholarship
Avon Park Professional Firefighters (Local 3132) Scholarship
Bank of America Dream Makers Scholarship
Barbara J. Kurtz Nursing Scholarship
Ben Hill Griffin Cinco de Mayo Scholarship
Ben Hill Griffin Jr. Endowed Scholarship
Benjamin/Brown/Maxwell/AITF Scholarship Fund
Betty B. Wild Scholarship
Bill and Barbara Sachsenmaier Scholarship
Bill Blanding Memorial Scholarship
Bill Jarrett Automotive Scholarship
Brain Bowl Scholarship
C. Elton and Norma D. Crews Scholarship
Cadet Captain Ryan Martin AFJROTC Memorial Scholarship
Catherine P Cornelius Endowed Scholarship
Charles and Tami Cullens Endowed Scholarship
Christopher Fugate Memorial TSIC Endowment

Recipients of the 2011 Florida Blue Allied Health Scholarships

- David Wyche Memorial Scholarship
- Democratic Women’s Club of Highlands County Scholarship
- Dental Hygiene Scholarship for Highlands and Polk Counties
- DeSoto County Special Scholarship
- Dr. and Mrs. Placido Roquiz Scholarship
- Dr. Harold E. Henderson Memorial Scholarship
- Duncan Endowed Scholarship
- Ed Morgan Scholarship Fund
- Edward K. Roberts Honors Program Scholarship
- Edward K. Roberts Scholarship Fund
- Ethics in Business TSIC Scholarship
- First Generation in College Scholarship
- Florida Blue Allied Health Scholarship
- Forty and Eight Voiture 899 Nursing Scholarship
- Frances and Richard Knapp Endowed Scholarship
- Fred E. Pennell Memorial Scholarship
- General Nursing Endowment Scholarship
- George S. Buck Endowed Scholarship
- George W. Smoot and Louise O’Neal Smoot Endowed Scholarship
- Gloria and Joe Davis TSIC Endowment
- Gwendolyn Sanders-Hill Memorial Scholarship
- Hanford D. Brace Sr. Memorial Scholarship
- Hazel and Chester Conerly Scholarship
- Heacock Scholarship
- Helios Education Foundation First Generation Scholars Program
- Helping Hearts and Hands Scholarship
- Hibiscus Garden Club Scholarship
- Highlands County Bar Association Scholarship
RESOUCNE DEVELOPMENT

Highlands County Citrus Growers Association Scholarship
Highlands Independent Bank Scholarship
James Fentress Memorial Scholarship
Joe L. and Pat Davis Endowed Scholarship
Joe L. Davis Special Scholarship
Joseph E. Johnston/Bette L. McDearman Memorial Scholarship
Joy S.Y. Chen Memorial Scholarship
Justin N. Patel Memorial Scholarship
Knights of Columbus, Council 5441, Endowed Scholarship
Lake Placid Noon Rotary Club Scholarship
Lake Placid Nursing Scholarship
Larry Macbeth Memorial Scholarship
Lee R. Cullens Memorial Housing Scholarship
Leotis McNeil Memorial Scholarship
Military Officers Association of America JROTC Scholarship
Miriah Brenner Memorial Scholarship
Our Lady of Grace Catholic Church – Sarah McDonald Scholarship
Patrick and Mercedes Carruthers African-American Scholarship
Peace River Electric Cooperative Scholarship
Phi Theta Kappa (Becci Davis) Scholarship
Progress Energy/Florida Power Electrical Lineman Scholarship
Pushpaben M. Joshi Memorial Scholarship
Ralph H. Hartt Memorial Scholarship
Robert J. and Jane H. Barben Family Scholarship
Rotary Club of Highlands County Scholarship #1518
Sebring Elks Club Scholarship
Sebring Historical Society Scholarship
Sebring Noon Rotary Club Education Scholarship
Sebring Optimist Club Vocational Scholarship
Sebring Sunrise Rotary Club Scholarship
Sebring Woman’s Club Scholarship
SFSC Artist Series Music Scholarship
SFSC Board of Trustees Honor Scholar Award
SFSC Career Employees Council Scholarship
SFSC General Scholarship Fund
SFSC Law Enforcement Scholarship
Smokey Padgett Memorial Scholarship
Smyro/Singletary Memorial Scholarship
Steven Martin Durrance Memorial Scholarship
SunTrust Scholarship
Take Stock in Children – General
Take Stock in Children – George S. Buck
Take Stock in Children – Sebring Optimists
Thomas Burch and Carolyn P. Cornelius Memorial Scholarship
Thomas P. Clinard Nursing Endowment
Vinod C. Thakkar Nursing Scholarship
Wal-Mart Scholarship (Store #3887)
Wanda Daymon Junior Achievement Scholarship
Wauchula Women’s Club Scholarship
West Coast District Dental Association Scholarship
William F. Ward Family Scholarship
Zenon C.R. Hansen Memorial Scholarship
The academic year 2011-12 proved to be another memorable year for the South Florida State College Office of Grants Development. Despite cuts to a number of recurring state and federal grant programs, SFSC secured $3.39 million in project funds, including a number of special initiatives to support expanded student access and success. Further, the college garnered a prestigious recommendation for $900,000 in funding from the National Science Foundation to launch a Bioenergy Education Program.

The cornerstone grant for expanded student success is the $1.1 million Student Support Services (SSS) Project grant which finished its first year in 2011-12. The program reported exemplary achievement in its inaugural year, with 97 percent of students meeting academic standards of success. The SFSC Farmworker Jobs and Education Program also emerged as a pacesetter in its arena. The project met such impressive performance benchmarks that the state of Florida awarded the college an additional $42,000 so that it could serve even more students. To build upon the positive impact both programs have on low-income, first-generation in college students, SFSC secured an additional $10,000 in financial literacy grant funds from the Florida Department of Education. Those funds will be used to design a robust financial literacy education and support program for SFSC students.

Grant opportunities would also play a central role in academic innovation during the 2011-12 year. The Natural Sciences Department secured a grant to participate in the PhysWiki Dynamic Textbook Project, which is a model for collaborative, low-cost approaches to textbook development. The Honors Program had five student stipends funded through the Americorps Students in Service initiative which made valuable service learning experiences a possibility for select SFSC scholars.

In addition to its pursuit of new funds, SFSC entered the second year of its $2 million Title III grant to fund the Resource Development Enhancement Initiative. Through grant funds, the college has added three new resource development and grants staff, launched a planned giving program, and expanded its alumni and social media marketing efforts – all initiatives that place the SFSC Office of Resource Development among the vanguard of two-year colleges.

**ADULT EDUCATION GRANTS**
- Adult General Education: $203,170.00
- Adults with Disabilities: $194,688.62
- English Literacy and Civics Highlands: $53,082.00
- English Literacy and Civics Hardee: $21,654.00

**ACADEMIC PROGRAM GRANTS**
- College Board Expanded Opportunity: $2,760.00
- Financial Literacy: $10,000.00
- Dynamic Textbook Project: $4,149.00
- Student Support Services: $213,180.00

**ALLIED HEALTH PROGRAM GRANTS**
- AHEC Tobacco Initiative: $5,000.00
- AHEC Tobacco Dental: $5,000.00
- Hospital District, Children's Dental: $12,000.00
- Health Facilities Authority, EMS: $14,500.00

**VOCATIONAL PROGRAMS**
- Criminal Justice Region VIII: $30,552.00
- Panther Youth Partners: $203,454.00
- Perkins: $300,334.90
- WIA Adult Migrant: $241,201.00
- Workforce Florida QRUT: $37,800.00
- Florida Work Experience Program: $7,969.15

**COMMUNITY ENRICHMENT GRANTS**
- College Reach Out Program: $13,024.25
- Retired and Senior Volunteer Program: $33,400.00
- Take Stock in Children FLIGHT: $87,746.00

**INSTITUTIONAL SUPPORT GRANTS**
- Title III Strengthening Institutions: $400,000.00
TAKE STOCK IN CHILDREN

Take Stock in Children (TSIC) is a statewide program that provides deserving low-income children with a mentor and two-year scholarship to a state college. In return, TSIC scholars sign contracts in which they promise to remain drug-free, to avoid behavior that would get them into trouble with law enforcement, to attend school regularly, and to earn satisfactory grades. The students’ parents also sign the contracts and agree to provide home environments conducive to education and to participate in teacher-parent meetings and school activities.

In DeSoto, Hardee, and Highlands counties, the SFSC Foundation functions as the TSIC lead agency, coordinating the program and its activities. The SFSC Foundation purchases two-year scholarships through the Florida Prepaid College Foundation on behalf of the students, and TSIC staff identify, recruit, and train mentors and provide student advocacy and tracking services.

During the 2011-12 academic year, 27 students completed the program. Before they matriculated to postsecondary education, these graduates received a total of over 280 SFSC college credits through the Dual Enrollment program, and 37 percent graduated in the top 10 percent of their high school class.

SFSC ALUMNI ASSOCIATION

The SFSC Alumni Association continues to recruit members who have attended or graduated from SFSC or who want to be friends with the association. Recruitment is conducted at SFSC events, including commencement, and through social media.

In May 2012, an alumni council consisting of seven alums were recommended for approval by Dr. Norman Stephens Jr. and were approved unanimously by the SFSC Foundation Board of Directors. This founding council is charged with creating and building the SFSC Alumni Association.

The association continues to co-sponsor the MOFAC SFSC Alumni Art Exhibit each year. It was a major sponsor for the SFSC Alumni Association was a major sponsor for the third annual Panther 5K Run/Walk in March 2011.
FY 2012 BUDGET SUMMARY: ALL FUNDS

CURRENT FUNDS $22,013,583
- Unrestricted $20,748,939
- Auxiliary 1,264,644

RESTRICTED FUNDS 8,996,248
- Restricted 2,681,129
- Scholarship 6,315,299

CAPITAL FUNDS 3,367,802
- Unexpended Plant 712,225
- Investment in Plant 2,655,577

TOTAL $34,377,813

GENERAL FUND REVENUE BY SOURCE

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<tr>
<th>Source</th>
<th>Amount</th>
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<td>Student Fee</td>
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<td>Sales and Services</td>
<td>528,240</td>
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<tr>
<td>Other, Federal, Gifts and Transfers In</td>
<td>1,327,053</td>
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<td>$21,128,878</td>
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CAPITAL FUND: UNEXPENDED PLANT FUND

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<thead>
<tr>
<th>Project Description</th>
<th>Total Projected Budget</th>
<th>2012 Expenditures</th>
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<tbody>
<tr>
<td>Technology Enhancements</td>
<td>$100,000</td>
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<tr>
<td>PECO Maintenance</td>
<td>400,000</td>
<td>218,526</td>
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<tr>
<td>General Renovation and Remodeling</td>
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<td>336,797</td>
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<tr>
<td>Renovation and Remodeling - Fire Science</td>
<td>600,000</td>
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<tr>
<td>CIF Equipment, Renovations and Repairs</td>
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<td>156,776</td>
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<td>$2,649,616</td>
<td>$712,099</td>
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GENERAL FUND EXPENDITURES BY FUNCTION

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<td>Student Support</td>
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<tr>
<td>Institutional Support</td>
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<td>Plant Operation and Maintenance</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$20,728,939</strong></td>
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OPERATING EXPENDITURES BY OBJECT: ALL FUNDS

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<tr>
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<tbody>
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<tr>
<td>Scholarships and Waivers</td>
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<tr>
<td>Utilities and Communications</td>
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<td>Contractual Services</td>
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<tr>
<td>Materials and Supplies</td>
<td>1,785,071</td>
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<tr>
<td>Other Services and Expenses</td>
<td>2,507,509</td>
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<tr>
<td>Depreciation</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$30,960,603</strong></td>
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FULL-TIME PERSONNEL

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<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>68</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>67</td>
</tr>
<tr>
<td>Administrative</td>
<td>20</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Technical/Professional</td>
<td>76</td>
<td>77</td>
<td>74</td>
<td>79</td>
<td>81</td>
</tr>
<tr>
<td>Career</td>
<td>106</td>
<td>106</td>
<td>105</td>
<td>99</td>
<td>102</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>270</strong></td>
<td><strong>269</strong></td>
<td><strong>266</strong></td>
<td><strong>266</strong></td>
<td><strong>270</strong></td>
</tr>
</tbody>
</table>

FACULTY BY EDUCATIONAL ACHIEVEMENT

- Bachelor’s: 18%
- Master’s: 40%
- Master’s + 30: 3%
- Associate and Technical: 16%
- Doctorate: 23%

South Florida State College employees enjoyed Walk at Lunch Day (above) and participated in United Way’s annual Day of Caring by painting exercise rooms at the Highlands County Family YMCA.
All SFSC facilities continue to be well maintained, ensuring access, safety, and comfort. Continued expansion of and modifications to existing academic programs and support services create the ongoing need for new, improved, and refreshed facilities. Increased use and aging of existing facilities adds to the need for renovations.

The academic year 2011-12 was an active time for facilities planning, construction, renovation, and remodeling.

FIRE FIGHTING/FIRE SCIENCE TECHNOLOGY PROGRAM

 Funds have been allocated to remodel space in a building currently used for bulk storage into vocational laboratory space, a related classroom, and support services for the proposed Fire Fighting and Fire Science Technology programs. This is coupled with construction of program-required pre-engineered burn and maze structures and related site work. All work is scheduled for completion by Fall Term 2014.

RE-ROOFING PROJECTS

 Re-roofing projects on buildings on the Highlands Campus and the Hotel Jacaranda were completed.

COSMETOLOGY – BUILDING K

 The Cosmetology classroom/laboratory received a facelift.

Wallpaper was removed, walls were painted, and carpet was replaced.

CITRUS CENTER

 Room 121 in the Citrus Center was renovated to create an additional laboratory area.

BUILDING N

 Air conditioning was installed on both sides of Building N. The Electronics Department lab, classroom, office, and storage areas were substantially renovated with new drop ceilings, lighting, carpeting, insulated drywall, and updates to cabinetry and equipment.

HIGHLANDS COUNTY MULTI-USE PATH

 In January 2011, Highlands County began construction of a multi-use path along Memorial Drive, both south and north of College Drive. Construction of the path along the entire length of College Drive adjacent to the Highlands Campus began in May. This path will provide a safer option for students and employees to access the campus by foot or bicycle.
It was their time to shine. During the May 2012 Commencement ceremony, South Florida Community College graduates celebrated one of the biggest accomplishments of their lives. They leave a legacy as the final graduating class of South Florida Community College.

Keiaria Williams, keynote speaker for the class of 2012, encouraged her fellow graduates to apply the knowledge and abilities they acquired at SFSC to the challenges that will meet them in their journey through life. “I know that we are all going to move on to do great things,” she said. “I hope that we embrace life as it comes our way and that we continue to work hard, because I’m sure it’s the only way.”

Williams was a member of the SFSC Brain Bowl team, served as public relations officer and secretary for SFSC’s Student Government Association (SGA), and was the student representative to the SFSC Museum of Florida Art and Culture.

May 2012 Graduates

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts</td>
<td>412</td>
</tr>
<tr>
<td>Associate in Science</td>
<td>26</td>
</tr>
<tr>
<td>Associate in Applied Science</td>
<td>75</td>
</tr>
<tr>
<td>Advanced Technology Diploma</td>
<td>35</td>
</tr>
<tr>
<td>College Credit Certificate</td>
<td>17</td>
</tr>
<tr>
<td>Vocational Certificate</td>
<td>190</td>
</tr>
<tr>
<td>Educator Preparation Institute (EPI)</td>
<td>11</td>
</tr>
<tr>
<td>SFSC High School Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Florida High School Diploma</td>
<td>113</td>
</tr>
<tr>
<td>Florida Virtual High School Diploma</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Awarded</strong></td>
<td><strong>881</strong></td>
</tr>
</tbody>
</table>
Discover a New World

DeSoto Campus
2251 North East Turner Avenue
Arcadia, FL 34266
863-494-7500

Hardee Campus
2968 U.S. 17 North
Bowling Green, FL 33834
863-773-2252

Highlands Campus
600 West College Drive
Avon Park, FL 33825
863-453-6661

Lake Placid Center
500 East Interlake Boulevard
Lake Placid, FL 33852
863-465-5300