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Developing Educational Pathways: An Ecosystem Model for Connecting Passion to Profession

May 7-8, 2019
Rosen Centre Orlando



leap

TAMPA BAY
COLLEGE ACCESS NETWORK



Using a collective impact model of collaboration, LEAP Tampa Bay promotes a community-wide commitment to college access and completion.



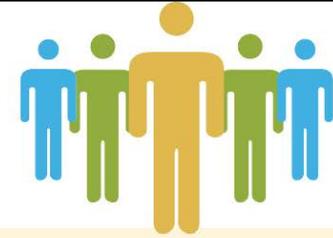
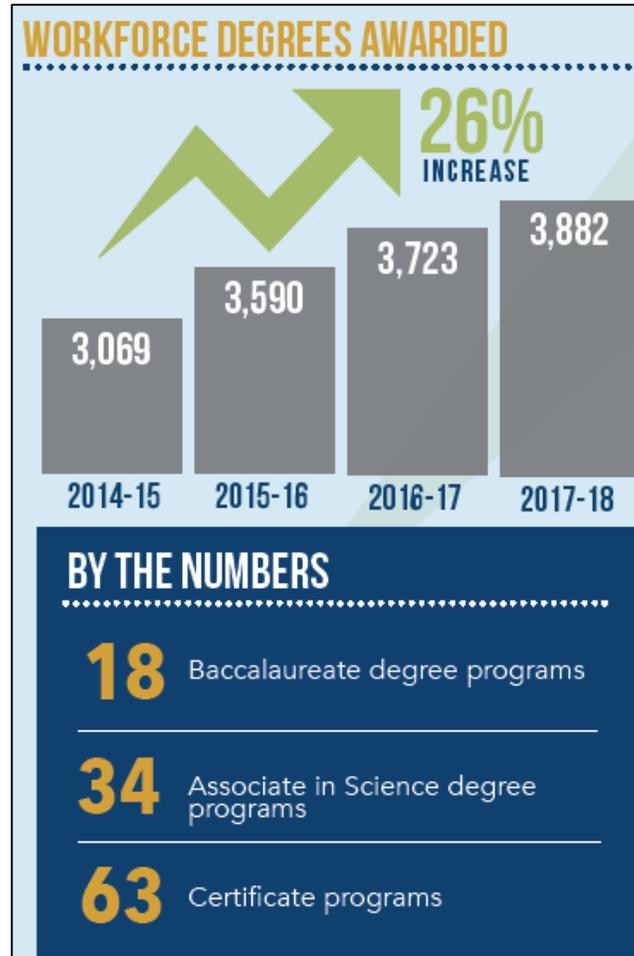
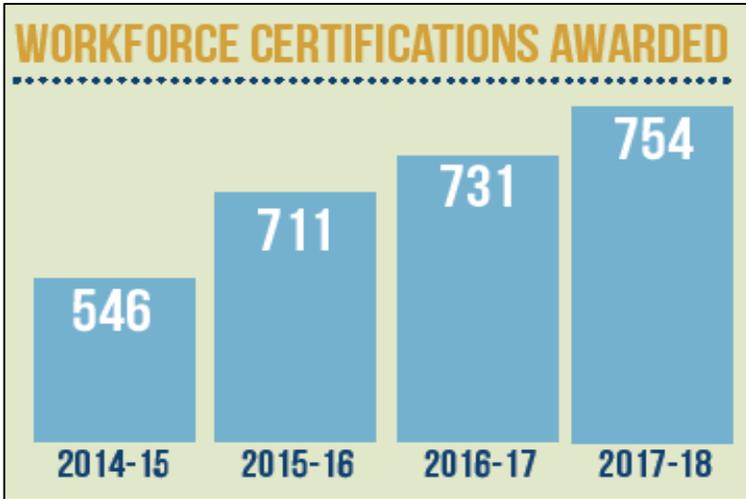
LEAP's network of cross-sector partners carry out and support coordinated strategies to align with an overall vision to have 60% of Tampa Bay's working age adults (age 25-64) holding high-quality college degrees and workforce relevant credentials by 2025.



Officially launched May 2016



SPC FACTS



STUDENT PROFILE

47,000 Students

74% Attend part time

72% Work while attending school

47% Age 25 and older

37% Minorities

35% Have children

76% Pell eligible



THE UNDERLYING PROBLEM

Under-education and Under-employment

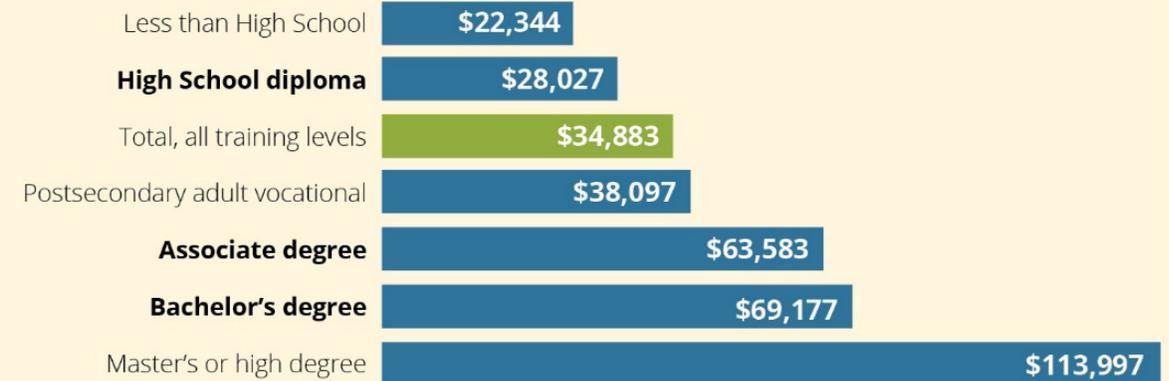
- 64,000 annual job openings in Pinellas (SPC trains for most)
- 45% of Floridians are income constrained
- Studies show 90% of students do not have the clarity nor confidence to make adequate educational decisions

WORKFORCE PROFILE

60% of the jobs in Florida will require a degree or credential by 2025

2.1 MILLION adults in Florida have some college, but no degree – 109,000 in Pinellas

Those with a degree earn more than double those with only a high school diploma



66% of Pinellas County high school graduates say they want to go on to college or get a certification after high school (down from 70% five years ago)

430,000 working-aged men in Florida have stopped looking for work and don't count against the unemployment rate

Data Source: Pinellas County Community Indicator Report, 2018 and the Tampa Bay Times



WHY IMPLEMENT PATHWAYS

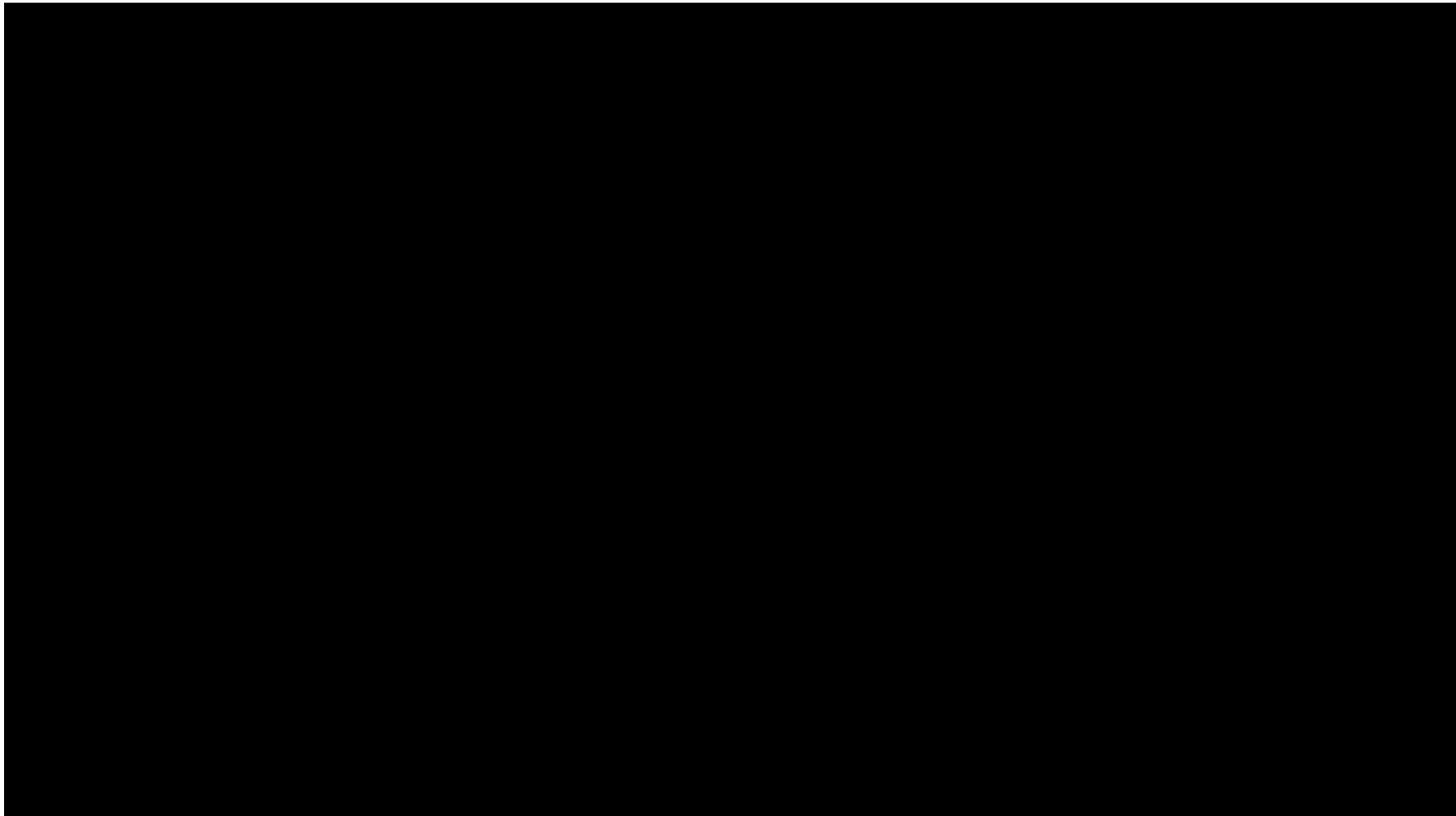
Too many students wander because they are:

- Undecided in regard to career goals
- Unaware of the elements of a chosen career
- Disconnected regarding the initial curriculum and their career choice



We have an ethical responsibility to serve all student populations.

GUIDED PATHWAYS AT SPC



WHAT DO YOU THINK?

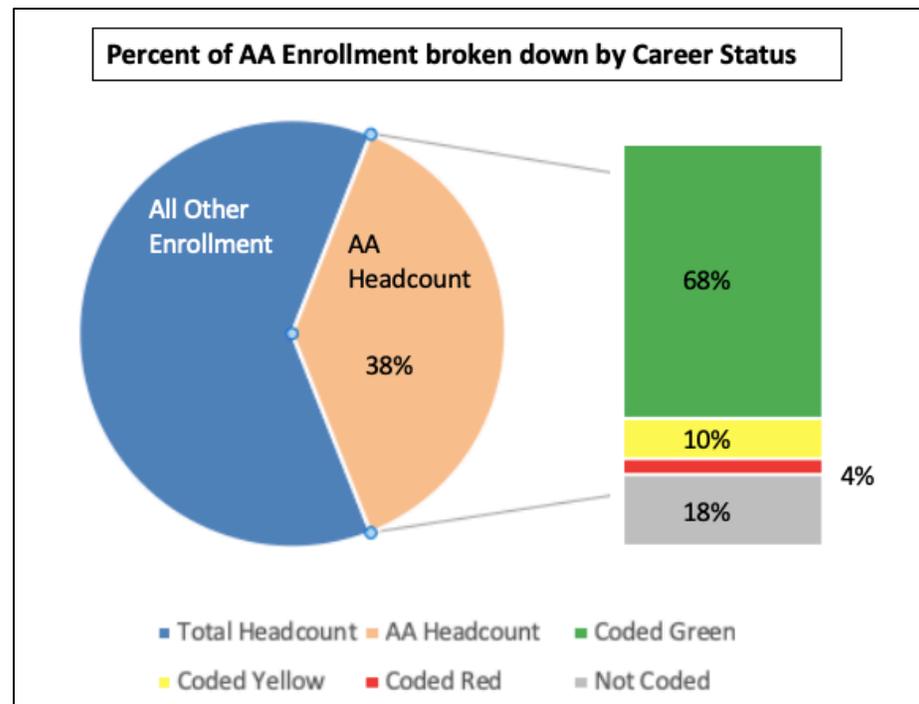
WHAT'S THE FIRST THING THAT COMES TO YOUR MIND WHEN YOU THINK ABOUT GUIDED PATHWAYS?

**Text COLABS to 22333 once to join,
then text your one word response.**



SPC CONTRIBUTING FACTORS

- Avg. # of credits completed for AA degree = 81 hrs
- Avg. # of credits completed for AS degree = 93 hrs
- University Excess Hours Fees 100% Increase over 110% credit hours
- New Financial Aid language
- 2,500 Students Enrolled in Fall 2015 and did not return Spring 2016 (Good Academic Standing)



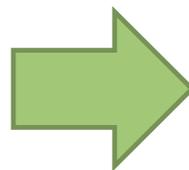
Focus on completion, while maintaining access.



EVOLUTION OF PATHWAYS AT SPC



“Before”



“After”

Since 2010 SPC has focused its strategic efforts on **student success** using an intentional data-driven way to help students **“Finish What They Start”**.

10 YEAR TIMELINE - PATHWAYS AT SPC

2010 • Mandate to “Move the Needle”

2011 • Started The College Experience Support Initiatives

2012 • Established Curriculum Philosophy and Values

2013 • Developed Program Outcomes
• Mapped PLOs to Course Outcomes

2014 • Developed Academic Pathways
• 9 weeks to complete the process
• 6 months to review and implement

2015 • Embedded Industry Certifications

2016 • Career & Academic Communities
• Milestones & Common 1st 15

2017 • Revised Periodic Course Review

2018 • Revised Career & Academic Community Milestones

2019 • Under Embedding Strategic Plan
• Defining Academic Excellence



PATHWAYS DEFINED

“The Pathways Model is an ***integrated, institution-wide*** approach to student success based on intentionally designed, clear, coherent and structured educational experiences.”



SPC’s goal is to “help students finish what they start.”



PATHWAYS DIMENSIONS

There are 4 Dimensions of the Pathways Model:

1. Clarify paths to student end goals
2. Help students choose and enter a pathway
3. Keep students on path
4. Ensure that students are learning

*Support students beginning “with the end in mind”
from first contact at SPC until employment or transfer.*



DIMENSION I: CLARIFYING THE PATH

- Mapping programs “with the end in mind”
- Aligning course content and student learning outcomes
- Identifying milestone courses
- Identifying the right math
- Review pathway curriculum for coherence
- Select recommended elective courses



DIMENSION I: THE “WHY”

PATHWAYS FEATURES INCLUDE:

- ***Flexibility in scheduling*** courses for students who are enrolled in a part-time or full-time basis
- Determine the current “health” of your curriculum by documenting a ***baseline snapshot*** of how students move through a program
- ***Streamlined*** course options
- Identification of ***hidden pre-requisites***
- Identification of courses that may ***overlap requirements***
- Identification of new certificates and ***stacked credentials***

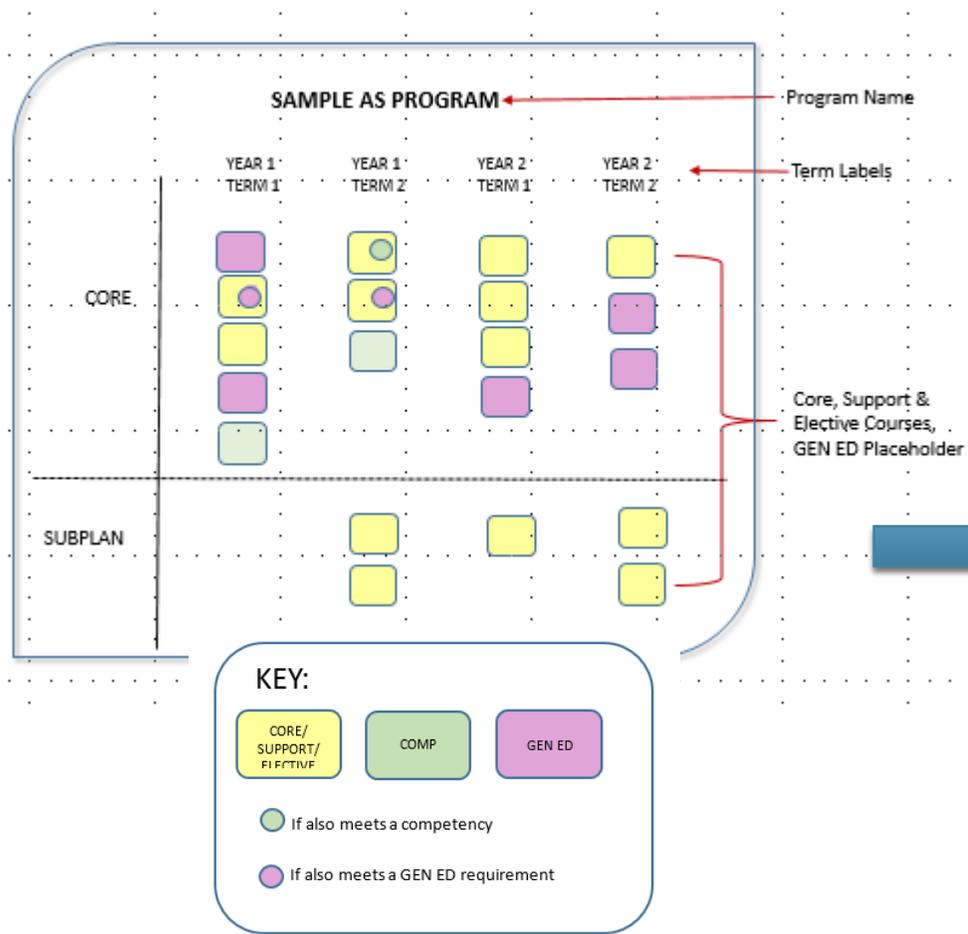
**CHECK
IT OUT**



DIMENSION I: THE “WHAT”

Academic Pathways are SPC’s solution to taking the guesswork out of planning a college career.

Simply put, Academic Pathways are chronological listings of all **specific** courses in a degree-program in the **recommended order** in which a student should complete them.



AS Program Courses

1. ENC 1101
2. course 2
3. Course 3
4. Course 4
5. Course 5
6. Course 6
7. Course 7
8. Course 8
9. Course 9
10. Course 10
11. Course 11
12. Course 12
13. Course 13
14. Course 14
15. Course 15
16. Course 16
17. Course 17
18. Course 18
19. Course 19
20. Course 20



PATHWAY EXAMPLE

ACADEMIC PATHWAY Computer Networking Associate in Science Degree

Seq #	Course	Course Title	Credit	Type	Term Offered	Pre-Req.	Options Avail.
1	CGS 1070	Basic Computer and Information Literacy	1	Gen Ed	F, Sp, Su		Y
2	PHI 1600	Studies in Applied Ethics	3	Gen Ed	F, Sp, Su		Y
3	COP 1000	Introduction to Computer Programming	3	Core ^{1,2}	F, Sp, Su		
4	MAT 1033	Intermediate Algebra	3	PreReq	F, Sp, Su		
5	CET 1171C	Computer Repair Essentials	3	Core ^{1,2,4}	F, Sp, Su		
6	MAC 1105	College Algebra	3	Gen Ed	F, Sp, Su	Y	
7	CNT 1000	Local Area Network Concepts	3	Subplan ^{1,2,3}	F, Sp, Su	Y	
8	CET 1172C	Computer Support Technician	3	Core ^{1,4}	F, Sp, Su		
PREPARATION FOR COMPTIA A+ INDUSTRY CERTIFICATION COMPLETED							
9	ENC 1101	Composition I	3	Gen Ed	F, Sp, Su		Y
10	SPC 1065	Business and Professional Speaking	3	Gen Ed	F, Sp, Su		Y
11	CTS 1327	Configuring and Administering MS Windows Client	3	Subplan ^{1,2,4}	F, Sp, Su		
12	CTS 1328	Installing and Configuring Windows Server	3	Subplan ^{1,4}	F, Sp, Su	Y	
13	CTS 2106	Fundamentals of the Linux/Unix Operating Environment	3	Subplan ^{1,2,3}	F, Sp, Su	Y	
COMPUTER SUPPORT CERTIFICATE COMPLETED							
14	POS 2041	American National Government	3	Gen Ed	F, Sp, Su		Y
15	CTS 2321	Linux System Administration I	3	Subplan ²	F, Sp	Y	
16	CTS 2322	Linux System Administration II	3	Subplan ²	F, Sp	Y	
LINUX SYSTEM ADMINISTRATOR CERTIFICATE COMPLETED							
17	HUM 2270	Humanities (East-West Synthesis)	3	Gen Ed	F, Sp, Su		Y
18	CTS 1334	Administering Windows Servers	3	Subplan ⁴	F, Sp	Y	
19	CTS 1303	Configuring Advanced Windows Server Services	3	Subplan ⁴	F, Sp	Y	
MICROSOFT CERTIFIED IT PROFESSIONAL: SERVER ADMINISTRATOR CERTIFICATE COMPLETED							
20	CIS 2321	Systems Analysis and Design	3	Core	F, Sp, Su	Y	
21	CTS 1411	Fundamentals of Information Storage and Management	3	Core	F, Sp	Y	
22	CTS 2370	Configuring and Managing Virtualization	3	Core	F, Sp	Y	
23	CNT 2940	Computer Networking Internship	3	Core	F, Sp, Su		

Total program credits: 67

(Includes MAT 1033 & Computer Competency)

¹ Part of Computer Support Certificate

² Part of Linux System Administrator Certificate

³ Part of Microsoft Certified IT Professional: Server Administrator Certificate

⁴ Preparation Course for CompTia A+ Industry Certification

Term Offered: F - Fall | SP - Spring | SU - Summer | Type of Course: Core - Required for the Program | Elective - Options based upon personal interest | Gen Ed - General Education | PreReq - Prerequisite | Subplan - Specific to a particular degree option

Current BUS-AS
Pathway



DIMENSION 2: HELP STUDENTS CHOOSE A PATH



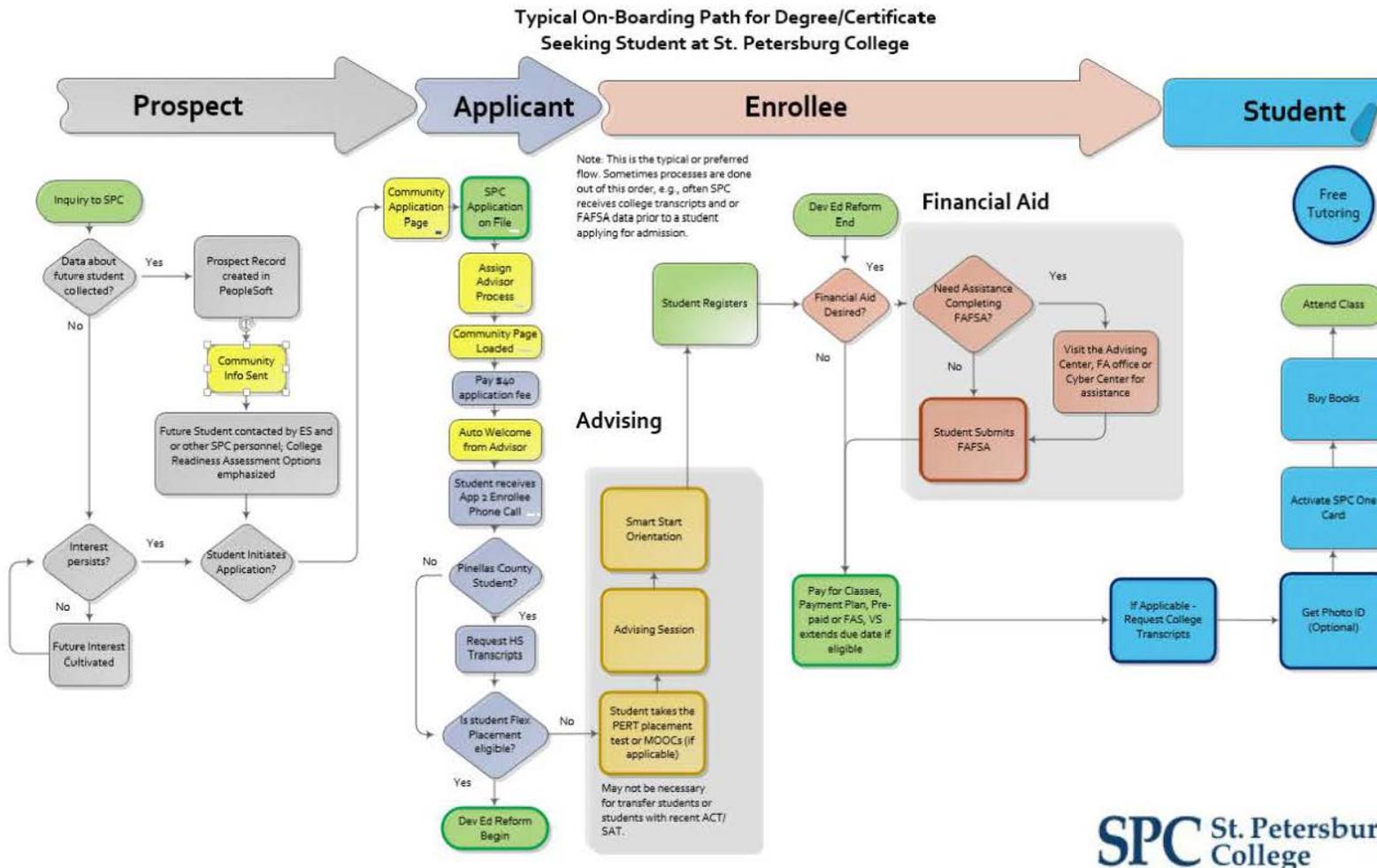
- Embed intrusive advising in pathways
- Align advising with critical student choices and milestones
- Strengthen and clarify student-facing information about jobs/careers/transfer options

DIMENSION 2: UNDERLYING VALUES

- Students, who can connect with their passion, will work harder and work through obstacles.
- Students often come to college for a career, not for a piece of paper.
- It is just as important to know what students don't want to do as it is to know what they want to do.
- Students are more likely to respond to college messaging from faculty and staff that they know and feel better connected.



DIMENSION 2: STUDENT ONBOARDING



1. Map your processes with collaboration across departments
2. Review all communications with students – website, emails, letter, and texts
3. Gather information about your processes
 1. Talk with front line staff
 2. Talk with Faculty
 3. Talk with students – Focus groups
 4. Mystery shoppers
 5. Complete your own processes
4. Walk through your process from the perspective of a student. How are students impacted by the processes?

PUBLIC FOCUS 2 / DEGREE WEBSITES

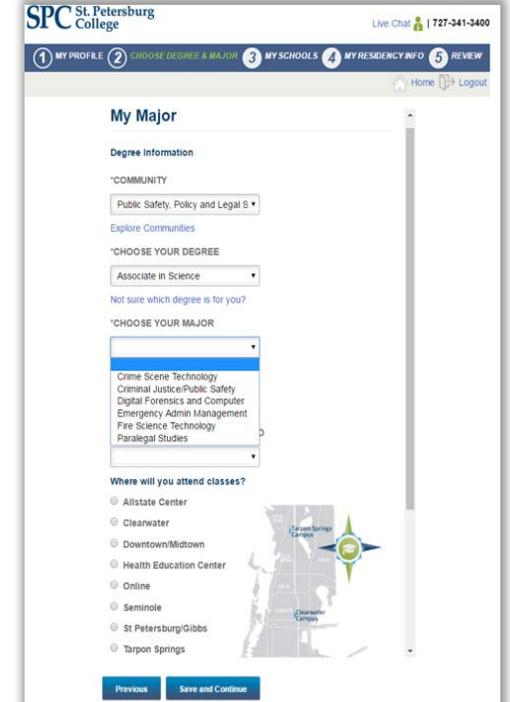
Public Facing Focus 2



Degree Website Information



Application



SELF ASSESSMENT TOOL
Discover degrees and programs at St. Petersburg College that match your personal interests to potential careers.

First name*

Last name*

Email*

Phone*

Street address*

City

State

Postal Code*

Area of Interest*
- Please Select -

Would you like us to call you? *
- Please Select -



GET ACCESS NOW!



STUDENT ENGAGEMENT & CAREER CONNECTIONS

Students who are career-focused and engaged at the college are more successful.

Integrated Career and Academic Advising

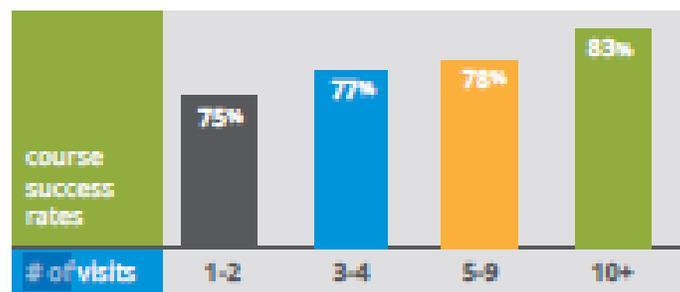
FTIC students who have identified a career are 10% more successful* in their classes than students who have not.



*Success is defined as earning a grade of A, B or C in a class

Out-of-Class Support

The more often students visited the learning centers, the more successful they were in their courses.



My Learning Plan

FTIC students with a My Learning Plan had higher success rates and were less likely to withdraw.



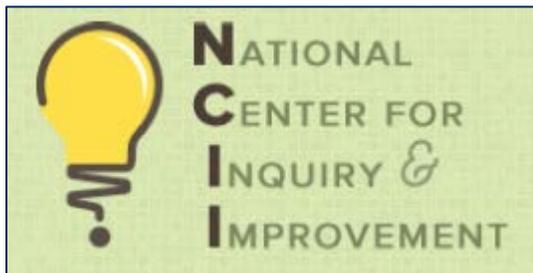
20%
higher
success rate

8%
lower
withdrawal rate



STUDENT ENGAGEMENT & CAREER CONNECTIONS

*“Difference for successful groups of students?
Someone monitors their progress, not letting
them fall through the cracks.”*

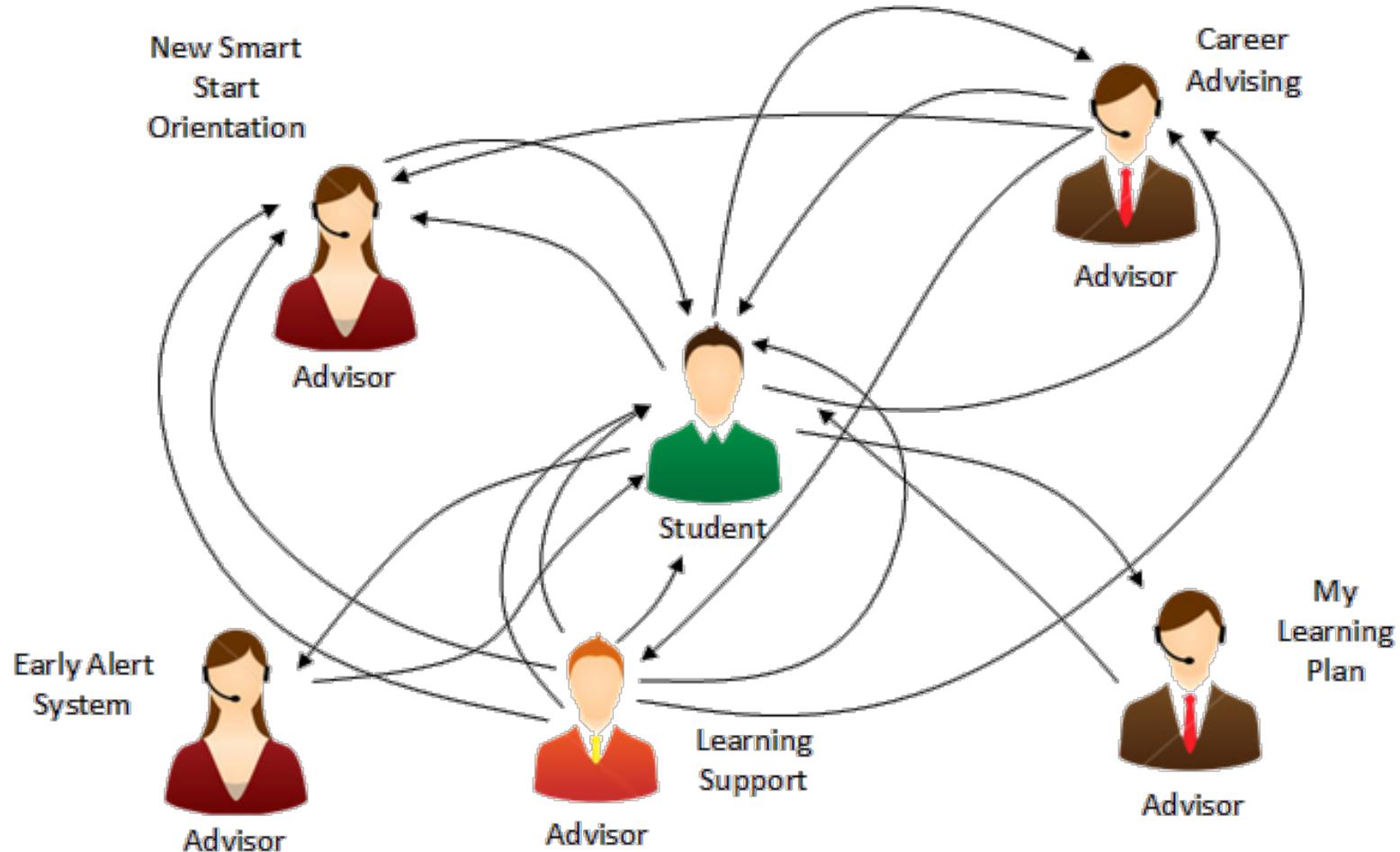


Rob Johnstone

Virginia Student Success Leadership Institute 2016



DEVELOPMENT OF THE ADVISOR ROLE



CASE MANAGING THROUGH COMMUNITIES



Advisor



Student

A holistic approach where Career and Academic Advisors, Faculty, and Learning Resources help students navigate through college life by promoting positive behaviors and connecting them to internal and external resources that support academic success.

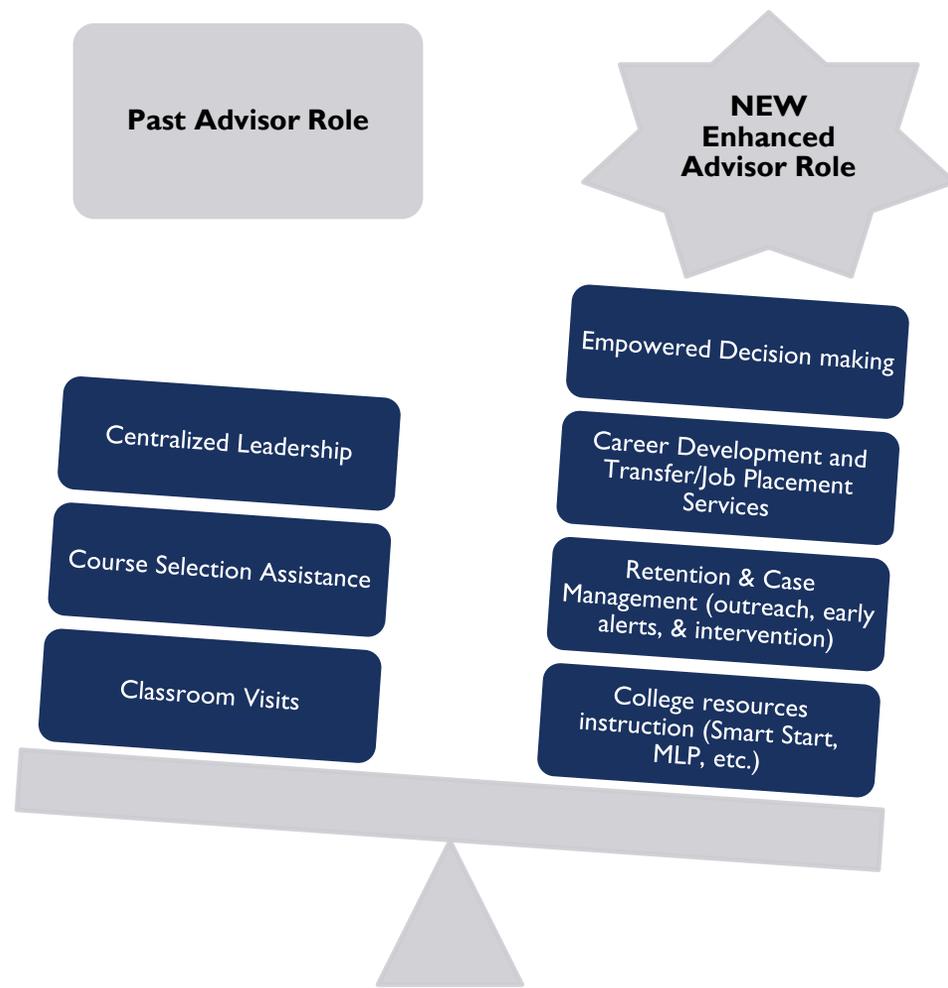
FTIC
Students

Students are assigned an advisor at the time of application.

Current
Students

Students are assigned an advisor based on home campus and current program.

DEVELOPMENT OF THE ADVISOR ROLE



Career Development Facilitator (CDF)

- CDF training introduces an ecosystem that fosters a learning community among staff, faculty, and employers, cultivating internship and employment opportunities alike
- Advisors are now equipped with the knowledge and confidence to identify students' career needs and ask students the right questions to assist them with career guidance
- Integrate career exploration into advising sessions

COMMUNICATING WITH STUDENTS

- Students are besieged with communications through social media
- Students are resistant to communications that are:
 - General and “One size fits all”
 - Not speaking to them about their specific situation
 - From someone they do not know
- College communications Need to be “Timely, Relevant, and Personal”



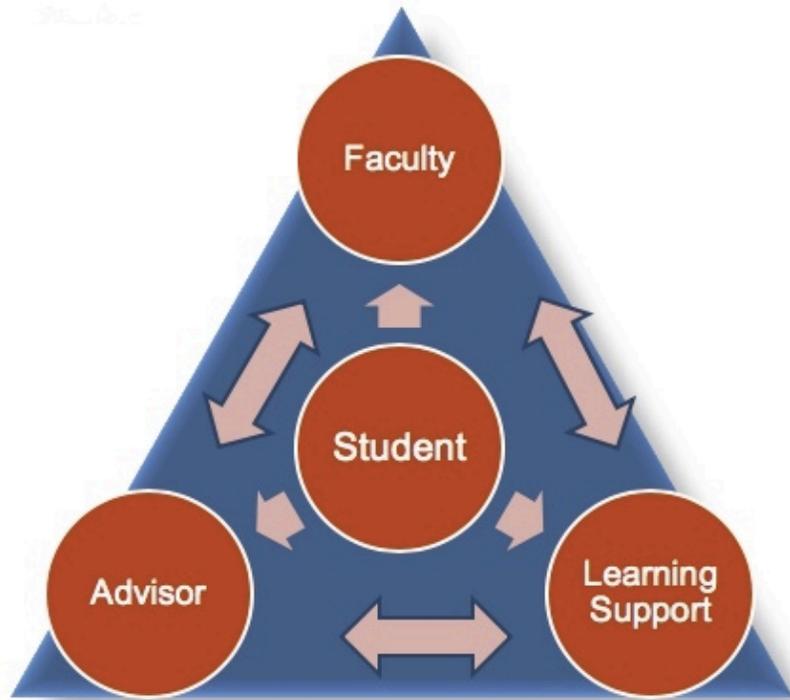
DIMENSION 3: KEEP STUDENTS ON A PATH



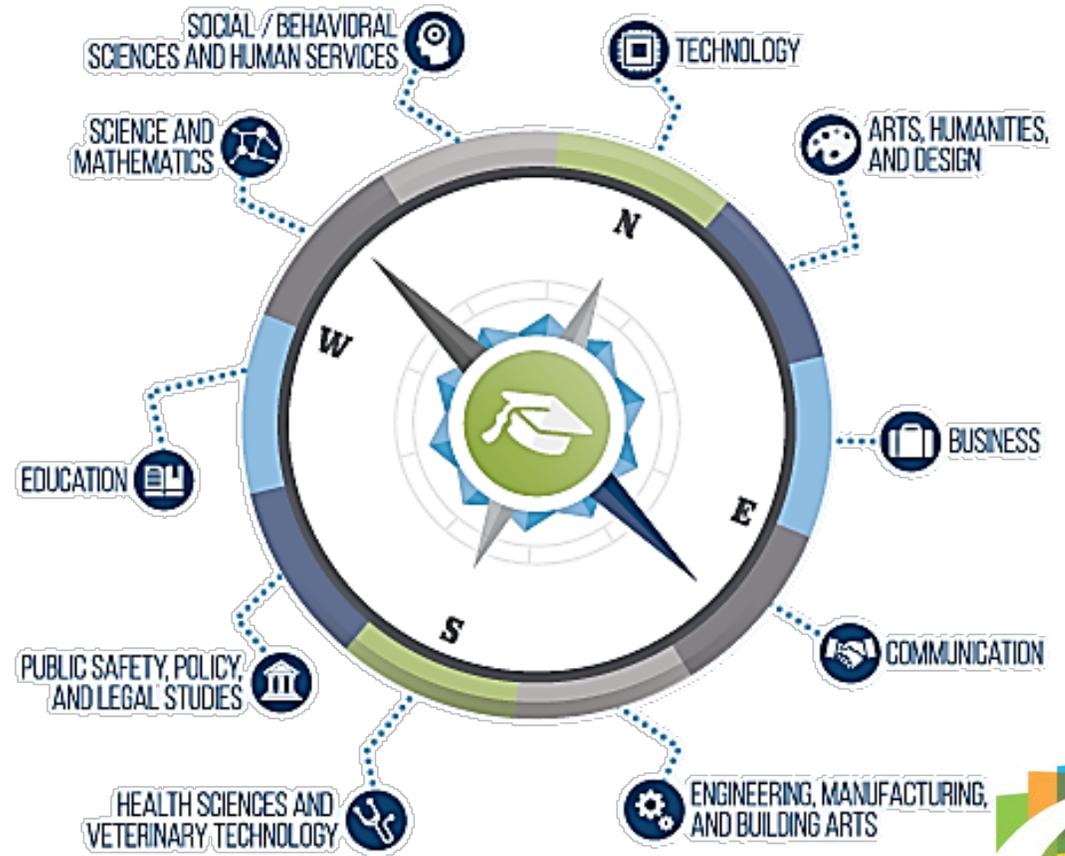
- Define appropriate communication milestones encouragement and intervention
- Embed meaningful career and/or transfer skills
- Set policies for completing college level Math and English requirements



DIMENSION 3: CAREER & ACADEMIC COMMUNITIES



Triad Leadership Model



CONNECTING COMMUNITIES

Funeral Services and Arts



Health Information Technology



Health Sciences



Nursing



School of Veterinary Technology



Physical Therapist Assistant



Radiography



Respiratory Care



Arts, Humanities, and Design

Arts, Humanities, AND DESIGN
AT ST. PETERSBURG COLLEGE

Arts, Humanities, and Design
Closed Group

Joined | Share | Notifications | More

About | Discussion | Members | Files | Events | Videos | More

Write Post | Add File | Create Doc | More

Write something...

Add Photo/V... | Poll | Tag coworkers

NEW ACTIVITY

Arts, Humanities and Design shared a link.
November 1 at 3:37 PM

Ceramics Program Holds Third Annual Empty Bowls

St. Petersburg College Ceramics faculty and students, along with local business partner Highwater Clays, are putting on an Empty Bowls luncheon November 3, 2018 from 11 a.m. – 2 p.m. to benefit RCS Pinellas. The luncheon will feature soup served in bowls made by SPC students, faculty, and local artists. Attendees will choose a bowl, and enjoy ... Continue reading Ceramics Program Holds Third Annual Empty Bowls →

WHAT TO POST
Use Workplace to discuss and develop projects with your teams. Keep connected and become more productive every day.

- Weekly Updates
- Meeting Notes
- New Teammates
- Help and Feedback
- Documents and Files
- Questions for the Team
- Upcoming Events
- Industry News
- Instructions and Training
- Presentations

ADD MEMBERS | Import

SHARE AN INVITATION LINK
<https://fb.me/g/2jocJVU5F/SmQ9W13c>

MEMBERS | 911 Members

Add Member | Add Member

CONTEXTUALIZATION – WEEKLY EVENTS

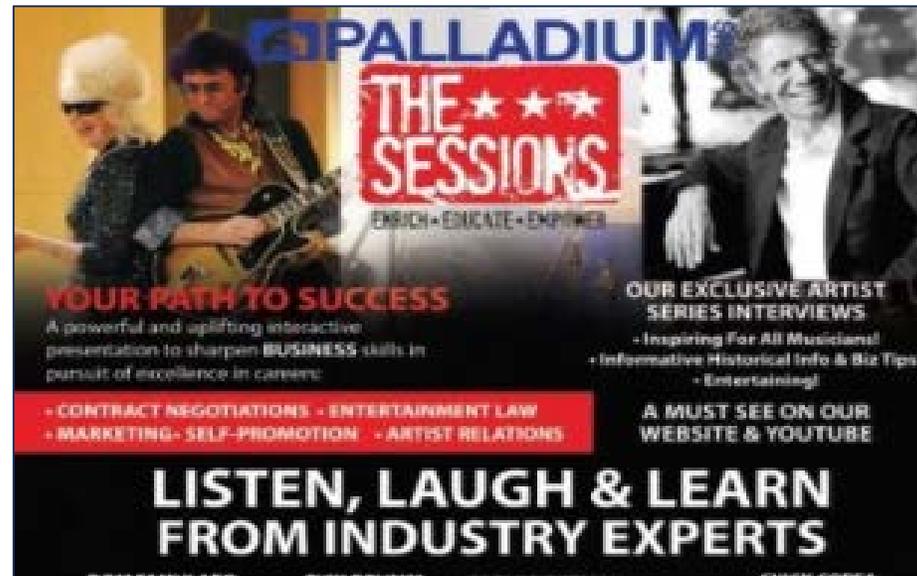
Industry Engagement



2017 Job Fairs

Come dressed to impress with copies of your resume and be prepared for on-the-spot interviews.

St. Petersburg College Job Fair



PALLADIUM

THE ★★SESSIONS

ENRICH • EDUCATE • EMPower

YOUR PATH TO SUCCESS
A powerful and uplifting interactive presentation to sharpen BUSINESS skills in pursuit of excellence in career:

- CONTRACT NEGOTIATIONS • ENTERTAINMENT LAW
- MARKETING • SELF-PROMOTION • ARTIST RELATIONS

OUR EXCLUSIVE ARTIST SERIES INTERVIEWS

- Inspiring For All Musicians!
- Informative Historical Info & Biz Tips!
- Entertaining!

A MUST SEE ON OUR WEBSITE & YOUTUBE

LISTEN, LAUGH & LEARN FROM INDUSTRY EXPERTS

Internship Expo 2018



ORIGINAL MILESTONES

Enrollment 0-25%

Focus 2

Community/Major Changes

My Learning Plan

Smart Start Orientation

Academic Standing

Success Rates

Learning Support visits

Registered for next term

Program Eligibility

Retention 26-75%

Transfer institution

Optimal Resume

Burning Glass

Registered for next term

Civic Engagement

Career Services Hub

Industry Site Visit

LinkedIn/Portfolio

Completion 76-100%

Internship

Portfolio

Resume

Attend Job Fair/ Job search

Apply to transfer

Graduation check



CREATING PATHWAYS ADVISING REPORTS

TAKING IT TO THE NEXT LEVEL

Current Structure

Course requirements are displayed in groupings:

- General Education
- Major Core Courses
- Subplan Courses

New Pathway Structure

Course requirements are listed in sequence order, mirroring the academic pathway Excel sheets:

- Course 1
- Course 2
- Course 3, etc.



MY LEARNING PLAN

- Course list displayed is based on the program/plan.
- Courses that have been used to satisfy a requirement are listed first with a green check mark.
- The recommended course will display for requirements that have not yet been satisfied, in the order they are recommended to be taken.
- Courses planned that are not in major are flagged.

Legend: Taken In Progress Planned Planned not in Major

Subject	Catalog Nbr	Course Description	Units Taken	Term	Term Description	Prereq	Other Options	Status
CGS	1100	Computer Applications	3.00	0465	Spring Term 2012-2013 (465)	No	No	
HFT	1000	Intro to Hospitality/Tourism				No	No	Not Met
GEB	1011	Introduction to Business				No	No	Not Met
MAN	2340	Supervisory Management				No	No	Not Met
MNA	1751	Customer Service I Dvlping Sprt				No	No	Not Met
HFT	1300	Housekeeping Operations				No	No	Not Met
HFT	1941	Operations & Service Practicum				No	No	Not Met
FSS	2235C	Intro Food Production Managemt				No	No	Not Met
MAR	2011	Principles of Marketing				No	No	Not Met
HFT	2750	The Event Industry				Yes	No	Not Met
SPC	1065	Business/Professional Speaking				Yes	No	Not Met
HFT	2450	Hospitality Cost Controls				Yes	No	Not Met
HFT	2600	Hospitality Law				No	No	Not Met
HFT	2265	Food Service Operations				Yes	No	Not Met



SET POLICIES ON ENGLISH & MATH

FTEIC Gateway Math and English Completion

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Completed College Math in year I	33.9%	36.8%	35.1%	38.6%	41.3%	45.2%	42.8%	45.0%
Completed College English in year I	55.6%	56.7%	58.0%	60.7%	61.3%	65.8%	60.2%	61.6%
Completed both College Math and English in year I	29.4%	32.3%	31.0%	34.5%	37.3%	40.6%	37.8%	40.0%



DIMENSION 4: ENSURE STUDENTS ARE LEARNING



- Map program learning outcomes to career and academic pathway courses.
- Strengthen assessment by identifying where learning outcomes are introduced, practiced, reinforced and finally mastered with supporting documentation
- Faculty review how program learning outcomes should change along the pathway to align their course and assessment protocols.
- Promote discipline-appropriate strategies for active & collaborative learning (e.g., service learning, group projects).
- Align discipline-appropriate co-curricular learning.

PERIODIC COURSE REVIEW

The Essential Review Buckets

MLOs & Objectives	Learning Activities	Resources	Assessment Strategies	Program Learning Outcomes
<ul style="list-style-type: none"> • How can MLOs/COs be measured? • Do COs align with MLOs and course description? • Do course assessments align with MLOs/COs (rubrics/checklist/criteria/tests)? • SME review • Industry expert involvement 	<ul style="list-style-type: none"> • Are assignments clearly identified? • Is there evidence of active learning? • Are instructions clear? • Is learning scaffolded/sequenced? • Are learning activities flexible? • Do activities support MLOs/COs? 	<ul style="list-style-type: none"> • Are resources clearly identified • Are resources relevant? • Are out-of-classroom resources identified (i.e. tutoring, IT, clubs, library)? • Are accessible resources user friendly, inexpensive, diverse? 	<ul style="list-style-type: none"> • Are assessment strategies clearly identified? • Do assessments have appropriate rigor (Introduce, reinforce, evaluate; Bloom's)? • Are assessments authentic, varied & aligned to MLOs? • Are strategies in line with industry expectations (where appropriate)? 	<ul style="list-style-type: none"> • How does this course fit into the bigger picture? • Does the course align to PLOs? • Does the course add value within the structure of the program?

AUTO-GRAD

Student
Initiated



College
Initiated

Reversed the model – Graduation traditionally student initiated, effective Spring 2016, completely college-initiated

Degree candidates identified at beginning of term, notified of eligibility for both primary degree sought and any embedded credentials

Graduation application and fee eliminated

Automatically awarded degree or credentials at end of term

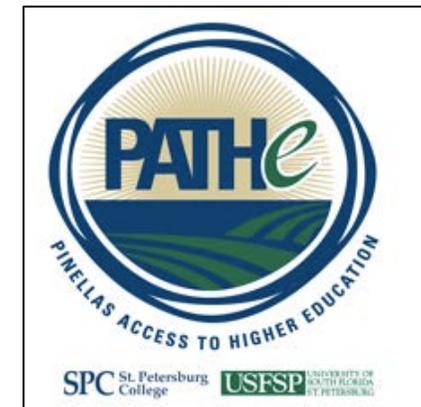
ENGAGE COLLEGE STAKEHOLDERS



- Students
- Employers
- Board of Trustees
- K-12
- University Partnerships



Key Outcome: Better collaboration between Academic and Student Affairs!



EDUCATIONAL ECOSYSTEM

The word 'ECOSYSTEM' has a circular icon of two hands shaking inside the letter 'O'.

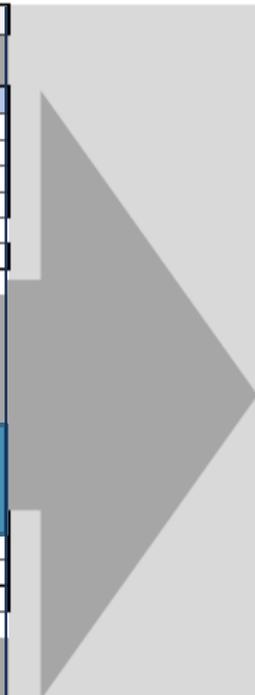




Pinellas County Schools
or Pinellas Technical College
to St. Petersburg College
Computer Programming and Analysis AS



PCS and PTC Programs	
<i>Pinellas County High School students may receive free college credit if they achieve a B or higher in...</i>	
Pinellas County Schools Web Development Program¹	Credits
Foundations of Web Design (9001110)	1 Credit
User Interface Design (9001120)	1 Credit
<i>AND one of the following</i>	
Computing for College and Careers (8209020)	1 Credit
<i>OR</i>	
Intro to Information Technology (8207310)	1 Credit
Total	3 Credits
¹ <i>Applies towards these credit hours for the AS degree (Shown in light blue)</i>	
CGS 1831 Web Foundations/Essentials	3 Credits
<i>Students can also receive free college credit if they achieve a B or higher in...</i>	
Pinellas County Schools Programs: Web Application Development and Programming, .NET Application Development and Programming, OR Java Development and Programming:	CREDITS
Intro to Information Technology (8207310)	1 Credit
Foundations of Programming (9007220)	1 Credit
Procedural Programming (9007220)	1 Credit
Total	3 Credits
² <i>Applies towards these credit hours for the AS degree (Shown in dark blue)</i>	
COP 1000 Introduction to Computer Programming	3 Credits
<i>Students can also receive free college credit if they successfully complete...</i>	
Pinellas Technical College Program³	Clock Hours
Web Development (Y700100)	1050
³ <i>Applies towards these credit hours for the AS degree (Shown in gold)</i>	
CGS 1831 Web Foundations/Essentials	3 Credits
<i>Students in the Dual Enrollment program may also receive credit for...</i>	
Dual Enrollment⁴	
⁴ <i>Courses for Dual Enrollment are always offered on an SPC campus, but offerings at each high school may vary (Courses shown in green)</i>	



SPC Computer Programming and Analysis AS ⁴			
#	Course	Course Title	Credits
1	CGS 1309	Computer and Information Technology Concepts	3
2	ENC 1101	Composition I	3
3	SPC 1065	Business and Professional Speaking	3
4	MAT 1033	Intermediate Algebra	3
5	COP 1000	Introduction to Computer Programming	3
6	MAC 1105	College Algebra	3
7	CGS 1560	Computer Operating Systems	3
8	CGS 1831	Web Foundations/Essentials	3
9	CGS 2402	Programming in C++ for Business	3
10	COP 2222	Advanced C++ Programming for Business	3
11	PHI 1600	Studies in Applied Ethics	3
12	COP 2250	Java Programming I	3
13	COP 2360	C# Programming I	3
14	CTS 2433	SQL Database Design & Programming	3
15	COP 2251	Java Programming II	3
16	COP 2362	C# Programming II	3
17	HUM 2270	Humanities (East-West Synthesis)	3
18	COP 2839*,**	ASP.NET Programming with C#/VB.NET	3
19	COP 2660*	Introduction to Android Programming	3
20	POS 2041	American National Government	3
21	COP 2940	Computer Programming Internship	3
Total Program Credits			60
Total Pathway Credits			63

⁴Students who complete the AS degree will also be eligible to receive the embedded *Computer Programming Specialist* and the *Computer Programmer* certificates.

(Including MAT 1033 & Computer Competency)

FUTURE OPPORTUNITIES – UNIVERSITY

Start – St. Petersburg College

The following course sequence is a suggested semester by semester plan for completion of requirements of the A.A. and pre-requisite courses. A unique plan developed in consultation with an advisor at both SPC and USFSP may differ depending on student circumstances. See your advisor for options in general education or elective requirements.

YEAR 1 - SPC

FALL		SPRING	
ENC 1101 GE Communication REQUIRED	3	ENC 1102 GE Communication	3
**MAC 1105 GE Mathematics		BUL 2241 Elective	3
Prerequisite to MAC 2233	3	ECO 2023 REQUIRED	3
ECO 2013 GE Social Science REQUIRED	3	GEB 1011 Elective	3
EVR 1328 GE Natural Science	3	BSC 1005C GE Natural Science	3
HUM 2270 GE Humanities	3		
	TOTAL: 15		TOTAL: 15

***Students have three options to substantiate placement into MAC 1105. 1) Accuplacer scores 2) Successful completion of appropriate pre-requisite course 3) Dean's review of transfer credit, ACT/SAT scores, or PERT scores*

YEAR 2 - SPC

FALL		SPRING	
ACG 2021 REQUIRED	3	ACG 2071 REQUIRED	3
MAC 2233 REQUIRED	3	PHI 1600 SPC Ethics Requirement REQUIRED	3
HUM 1020 GE Humanities	3	SPC 1608 SPC Speech Requirement	
POS 2041 GE Social Science REQUIRED	3	REQUIRED (or SPC 1017)	3
CGS 1100 SPC Computer Requirement REQUIRED	3	STA 2023 GE Mathematics REQUIRED	3
	TOTAL: 15	MAN 2021 Elective	3
			TOTAL: 15

Graduate with A.A. from SPC

The FUSE Supplemental Form should be submitted to USFSP by early spring of year 2 (or spring of year leading into intended transfer) to ensure timely review.

USFSP Courses

Traditional Delivery

(In Class, On-Line, and/or Hybrid)

YEAR 3 FALL USFSP

ACG 3103 Intermediate Financial Accounting I	3
ACG 3341 Cost Accounting & Control I	3
ISM 3011 Information Systems in Organizations	3
MAR 3023 Basic Marketing	3
	TOTAL: 12

YEAR 3 SPRING USFSP

ACG 3113 Intermediate Financial Accounting II	3
ACG 3401 Accounting Information Systems	3
QMB 3200 Business & Economics Statistics II	3
BUL 3320 Law & Business I	3
	TOTAL: 12

YEAR 3 SUMMER USFSP

FIN 3403 Principles of Finance	3
XXX XXXX Non-Business Exit Major Works/ Major Issues Course	3
	TOTAL: 6

YEAR 4 FALL USFSP

ACG 4632 Auditing I	3
TAX 4001 Federal Taxes	3
MAN 3025 Principles of Management	3
ENC 3250 Professional Writing	3
XXX XXXX Non-Business Contemporary International Topics Course	3
	TOTAL: 15

YEAR 4 SPRING USFSP

GEB 4890 Strategic Management & Decision Making	3
XXX XXXX Accounting Major Elective	3
XXX XXXX Accounting Major Elective	3
XXX XXXX Exit Literature & Writing	3
XXX XXXX Elective to 120 Hours	3
	TOTAL: 15



TITAN TODAY



BULL TOMORROW

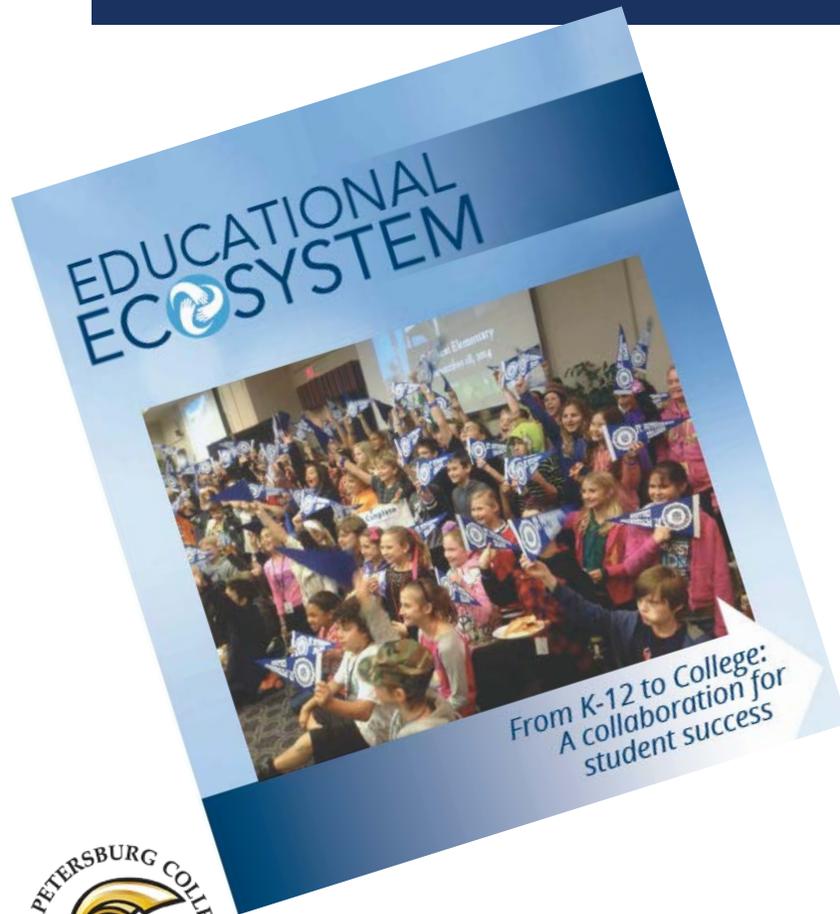


IT TAKES A VILLAGE

- **Educational Ecosystem:** Continue to facilitate partnerships with Pinellas County School Principals and SACs to ensure the alignment with career and academic communities.
- **Workforce Ecosystem:** Establish new partnerships with industry sectors to allow for connections to local industry needs as well as job engagements for students (e.g., job exploration, job shadowing, internships, and apprenticeships).
- **Higher Ed Ecosystem:** Continue to expand the number of FUSE programs with the University of South Florida, establishing defined 2+2 paths from high school to career.



LOCAL COLLEGE EDUCATIONAL ECOSYSTEM



“A system of schools and community partnerships that share a single strategic focus on the success of its students.”



In the City of Seminole, 3,500 5th graders have visited the Seminole SPC Campus since 2013-14



WHAT DO YOU THINK?

AFTER HEARING THE PRESENTATION, WHAT
CHALLENGES, BARRIER OR CONCERNS DO YOU HAVE
ABOUT LEVERAGING EDUCATIONAL PATHWAYS TO
SUPPORT ECONOMIC MOBILITY OF OUR COMMUNITIES?

**Text COLABS to 22333 once to join,
then text your one word response.**



QUESTIONS

