



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

**Quality Assurance and Compliance
Onsite Monitoring Visit
for
Career and Technical Education**

Lake Sumter State College

October 16-18, 2017

Final Report

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Florida Department of Education
Division of Career and Adult Education

**Lake Sumter State College
Career and Technical Education
Quality Assurance and Compliance Monitoring Report**

I. INTRODUCTION

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

II. AUTHORITY

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

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2017-2018 Quality Assurance Policies, Procedures, and Protocols, Module A, Section 1.

III. QUALITY ASSURANCE POLICIES, PROCEDURES AND PROTOCOLS

The Quality Assurance Policies, Procedures and Protocols manual was revised in the 2017-18 program year. The manual is provided to each provider prior to the monitoring visit. The manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the manual in this document; it is located on the division's website at <http://fldoe.org/academics/career-adult-edu/compliance>.

IV. PROVIDER SELECTION

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

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

The Quality Assurance and Compliance section may apply any specific monitoring strategy to any federal or state-funded provider at any time. There may be circumstances that may warrant onsite monitoring, desk monitoring review or other strategies regardless of a provider’s risk matrix score.

The monitoring strategy for Lake Sumter State College (LSSC) was determined to be an onsite visit. Notification was sent to Dr. Stanley Sidor, President of LSSC, on August 23, 2017. The designated representative for the agency was Ms. Karen Hogans, Dean of Mathematics and Science.

V. LAKE SUMTER STATE COLLEGE

ENROLLMENT:

Fiscal Year (FY) 2015-16

CTE (possible duplication at program level)
1,161

The provider was awarded the following grants for FY’s 2015-16, 2016-17 and 2017-18:

FY 2015-16

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
CTE Perkins Postsecondary	352-1616A-6CP01	\$ 119,106.00	\$ 6,951.82

FY 2016-17

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
CTE Perkins Postsecondary	352-1617A-7CP01	\$ 123,887.00	\$ 10,037.28

FY 2017-18

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
CTE Perkins Postsecondary	352-1618A-8CP01	\$ 145,893.00	\$ N/A

Additional information about the provider may be found at the following web address:

<https://www.lssc.edu>

VI. MONITORING ACTIVITIES

The monitoring activities included pre and post visit planning, an entrance and exit conference, records review, inventory review and interviews with administrators.

Onsite Visits

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

- LSSC: Leesburg Campus
- Sumter Center

Entrance and Exit Conferences

The entrance conference for the LSSC was conducted on October 16, 2017. The exit conference was conducted on October 18, 2017. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Dr. Stanley Sidor	President, LSSC		X
Doug Wymer	Vice President of Academic Affairs	X	X
Dr. Luis Pizarro	Dean of Workforce Development	X	X
Karen Hogans	Dean of Mathematics and Science	X	X
Michael Merrill	Senior Manager for Grants and Contracts		X
FDOE Monitoring Team			
Tashi Williams	Director, QAC, FDOE	X	X
Michael Swift	Program Specialist, QAC, FDOE	X	X
Christine Walsh	Program Specialist, QAC, FDOE	X	X

Interviews

Interviews were conducted with the administrative staff. All interviews were held during the course of the visit.

Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item F. A minimum of 30 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the visit.

VII. RESULTS

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

- The Lake Sumter State College CTE Dean of Workforce Development is new to his current position, but does have experience in Career and Technical Education and is surrounded by a staff of experienced CTE administrators.
- LSSC has a devoted grant manager, as well as a team of administrators that ensure that all aspects of the program are carried out as stated in their CTE grant.
- LSSC administrative staff reported no instances of fraud or potential fraudulent activities within its CTE programs.
- The college offers faculty and staff multiple opportunities for professional development training during the school year. In addition, the CTE department offers program specific training for its instructors and administrators.
- The FDOE monitoring team shared information with the CTE program director in regards to the attending the annual Florida Association for Career and Technical Education (FACTE) conference.

- B. DATA AND ASSESSMENT:** refers to all the components of the data and assessment system, including test administration, test security, data collection and entry and reporting, as well as procedures. The use of data in program decision-making is also explored and commented upon.
- LSSC utilizes the BANNER® system for the collection and tracking of student data.
 - 2015-2016 student data was reviewed and verified by the FDOE monitoring staff.
 - The LSSC data team includes a Data and Process Improvement Analyst who works with the Planning and Instructional Effectiveness team. The analyst supports the flow of college data by ensuring its accuracy and effectiveness, and works to continuously improve the process of the college's reporting systems.
 - The data and assessment team thoroughly explained their process for the collection, review and submission of student data to FDOE.
 - The data and assessment team is currently utilizing the TIBCO system for tracking periodic data errors.
- C. CURRICULUM AND INSTRUCTION:** refers to those elements that contribute to student learning and skill acquisition.
- The FDOE curriculum standards and frameworks are being followed in the classrooms.
 - LSSC has strong advisory committees for their CTE programs. Members of these committees are integral in providing their respective programs with up to date industry information and trends. Some also offer students valuable internship and job opportunities.
 - To help improve student completion rates, the CTE program has restructured the scheduling of specific classes to meet the needs of students who may not be able to continue their education otherwise.
 - Many of the students that complete CTE programs secure jobs within the local region and throughout state of Florida.
 - LSSC is one of only two locations in North America to offer an Associate in Science Engineering Technology program with a specialization in Relay Substation Technology.
- D. TECHNOLOGY AND EQUIPMENT:** refers to a review of the technology and equipment used by students and instructors in the classroom; addresses access, availability, innovation, use and condition.
- Property valued at \$1,000 or greater receives a numbered, inventory identification tag which assigns an asset number and tracks all inventory criteria set forth by the UGG.
 - LSSC has policies and procedures in place for loss or theft of equipment. The college has no reported loss of inventory over the past three years.
 - LSSC assigns property managers who are responsible for proper equipment storage and safeguarding. The inventory that was reviewed while onsite is kept locked in a cabinet inside a locked classroom.
 - The LSSC engineering technology program has been the beneficiary of multiple high dollar donations from members of its advisory committee.
- E. ACCESS AND EQUITY:** refers to compliance with the requirements of federal non-discrimination laws as relating to recruitment, enrollment, participation and completion of programs.

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

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

- College policies and procedures
- Written policies and procedures for cash management, allowability, inventory management, procurement and travel
- LSSC website
- Training sessions attended by CTE staff w/supporting documentation
- Complete purchasing records
- Allowable costs protocol
- Technology plan
- Fiscal Inventory
- Student data
- Articulation agreements and Memorandum of Understandings (MOUs)
- Program Improvement Plans (PIP)
- Collaborations

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

- LSSC has thorough policies and procedures for tracking the flow of federal grants funds, as well as other cash management controls in place to ensure effective and timely use of funds.
- The grant manager is consistently reviewing expenditure reports to ensure that grant funds are expended throughout the year in accordance to the CTE grant. This allows the opportunity to request grant amendments if any remaining funds can be utilized for the benefit of the program.
- The monitoring team also reviewed time and effort reports, requisition reports, purchase orders and travel documents and found these documents to be in accordance with college, state and federal policies.
- The allowable costs protocol was reviewed with the CTE program director. The FDOE team found the information provided to be within the scope of what is acceptable by law.
- The grant manager maintains a log report of expenditures to ensure grant funds are expended in a timely manner and that the approved items match accounting records.

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

- Duke Energy
- Lake Technical College
- Lake Sumter School District
- Multiple local healthcare providers
- Health Science Collegiate Academy with Lake County Schools

- CEMEX Energy
- Elite Construction
- Power Grid Engineering

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

- The monitoring team reviewed the program improvement plan that was located in the LSSC grant, and further discussed the plan with the CTE administrative staff. Insight was provided to the FDOE team on why the college believes particular measures were difficult to attain, and what they have implemented to increase their performance indicator numbers.
- LSSC has implemented the Admissions Initiative. This group of admissions and guidance counselors review regular admissions reports and keep in continuous contact with students to ensure that they remain on the right career path all the way up until completion of a program.

Postsecondary College Credit Performance Indicators 2015-16

In 2015-16 the agency met or exceeded all postsecondary measures except for the following; therefore a PIP was required:

- 2P1 Completion: Local Actual of 40.68% vs. Local Agreed of 49.00%
- 5P2 Non-traditional completion: Local Actual of 14.49% vs. Local Agreed of 23.32%

J. PROGRAMS OF STUDY:

Implementation of Programs of Study

As part of the new DCAE assistance process, all agencies selected for a monitoring visit each project year will receive special technical assistance on Programs of Study (POS) and their development and implementation. The section of the monitoring protocol concerning POS has been expanded and the narrative and supporting materials for this section were collected prior to the onsite visit. During the monitoring visit to LSSC, Cathy Hammond and Heather Conley of the Federal and State Initiatives (FSI) section of the DCAE, lead a conference call to review the previously submitted POS narrative with LSSC staff on Monday, October 16, 2017. A summary of the conference call discussion compiled by the FSI team appears below.

Health Information Technology (HIT) Program of Study

Enrollment and Program Basics

- LSSC shared that enrollment continues to be high in the associate degree level with a Health Science concentration. The students hope to get into Nursing or Health Informatics and attend part-time so they can work. They plan to expand this program of study in the future. They were recently approved to have a BSN program in 2018-19, which will be fully online. They are in the process of hiring an educator to offer it. They also added two technical certificates and hope to add the Medical Assisting AS degree program.
- There is a secondary Health Science Collegiate Academy in Lake City. Students begin in the ninth grade and take health-related courses at the high school. In 11th and 12th grade, students go full-time on the LSSC campus, which offers both the academic and CTE courses needed to complete the secondary program and meet secondary graduation requirements.

- Staff reported that there was a real interest in Sumter County for Health Sciences. There is a pathway now for secondary students completing Allied Health who earn a CNA to move into the Licensed Practical Nursing (LPN) program that kicked off at the Sumter Center site of Lake Technical College (LTC) in January. Their goal is to have a CNA to LPN to RN to BSN pathway. They employ a joint effort with Lake Technical College (LTC) to promote the program and share students.
- Although 10,000 HIT students are projected to be needed in the industry, money has only been put towards this program at LSSC since 2010. HIT has generally been a second career, so it is an older group of individuals. Younger people will need to be ready to replace these older staff that will be retiring soon.
- The HIT program emphasizes setting higher goals after certification and the fact that students can get better wages and promotions with further training.

Program Outcomes

Technical Skill Attainment and Completion

- LSSC has had challenges meeting a number of the Perkins Performance Measures for the HIT program, particularly technical skill attainment and completion. Staff shared they are struggling with the HIT program because hospitals hire students away with a lesser educational level such as Certified Coding Specialist or hire individuals without any certification. Students may take the lower paying job at first then take the test much later. All certifications offered in the HIT program are optional, which also impacts the number of students taking certification exams.
- Another challenge is that the certifications that they emphasize require students to graduate before they can take the exam. They really promote program completion to students so that they can have better job prospects in the future. The problem for Perkins data is the timing of reporting for this measure. Their students have a good passage rate but if they take the exam after they graduate, the college does not get credit. Numbers are better for Nursing because a credential is required, but for coding jobs, a certification isn't really required.
- In relation to completion of this program, staff shared that when students register for the HIT program, they sometimes don't get very far into the program before realizing they picked the wrong program. Students do their own registration, which can lead to these problems. Students see a program with an A.S. instead of an A.A. designation that is seemingly related to pre-med, and register for it. Students may take enough courses in this program to become a concentrator before they realize that they need to be in another program. With this in mind, LSSC started a year ago to offer any student who began the HIT program a special counseling session to understand the focus of the HIT program.
- Program outcomes are better in the RN program, which is a limited access program with a wait list. Due to this, students who enter are high performing and need higher test scores and GPAs to be admitted, so their success rate is very high.

Placement

- Staff shared that this program of study is very highly regarded in their community. Employers provide good reports on graduates as employees. The community would like more similar graduates.
- For the most part, students find employment at the two large health facilities and four hospitals in the region. Staff estimated that around 85% of HIT completers stay in the two county area (Lake and Sumter).

- Students also attend Health Expos, which is where they can also meet doctors who have private practices to explore employment opportunities.

Program Review

- For the HIT program, an annual review is required by their accrediting agency (CAHIIM). The review requires LSSC to send an annual survey to employers who hired former graduates to see if students were ready for work. Graduates are also surveyed.
- LSSC also has another campus-wide process that analyzes whether students are meeting learning outcomes, helping identify improvement opportunities.

Partnerships and Collaboration

Advisory Committees

- The HIT Advisory Committee is involved in the program of study review process, including curriculum review, providing input on program changes and advice on how to address local trends.
- The Committee includes representatives from LSSC, LTC, the health department and various health-related organizations, businesses and facilities. No representatives from the secondary level are currently on the advisory committee, but they would consider it moving forward.
- Students are not currently invited to sit on the advisory committee, but once a year the students have a “mixer meeting” after the advisory meeting is over. Here, they can talk with members, plus display their projects.

Secondary and Postsecondary Relationships

- Articulation agreements are in place. LSSC staff and faculty meet twice a year with secondary partners to discuss curriculum alignment and articulation.
- Prior to the summer of 2017, there was a one-day CTE program personnel meeting where articulation was discussed between secondary and LTC, but not all the players were represented. In 2017, the process changed to include six different meetings to discuss curriculum during the year, with all the players (LSSC, LTC and secondary) at the table. This shift in meeting frequency allowed for richer, deeper discussions which helped build this program of study.
- Staff on the call stated they are trying to expand interaction at all educational levels in multiple ways to improve programs and share information with LTC and secondary about what is happening at the college. Curriculum alignment benefits arise from secondary counselors getting to have field trips to learn more about the transition from LTC to LSSC.
- Staff shared that local students from the secondary program had good academic preparation for the HIT program at LSSC; they mostly need mentoring in workplace soft skills.
- LSSC doesn't currently track how many students are coming from the secondary health CTE programs into their health programs. Plans are being made to start a process for data gathering to track this.

Partnerships with Local Businesses

- The HIT program manager has developed strong partnerships with industry partners, who offer students internships and hire graduates. Students gain experience in the field through “professional practice experiences,” which are similar to internships, where students can “earn while they learn.” These experiences help to promote certifications and degrees. Twenty-five medical practices collaborate in this process.
- The Department of Health encourages life-long learning among their employees, but private health care practices do not. Health facilities like hospitals pay better than physicians in private practice, who want to pay low wages for high skills.

Recruitment Strategies

- Staff shared that they have “preview dates” twice a year for local high school students to come to the college and see videos to generate interest. This was the third year of this event and they feel these teaching demos help inspire students. Parents also call with questions. They also engage with secondary teachers about LSSC programs.
- The secondary Health Science Academy has generated some student interest in coming to the college.
- Due to a request from secondary schools, LSSC hosted onsite visits for secondary students in May 2017 to impart more career pathway information.

Programs of Study Overall

- One staff member described a Program of Study as a pathway from the very first time students have an opportunity to study CTE content all the way to the point of earning credentials and obtaining a job. POS include a clustering of content that prepares students with a skill set necessary to be employed in a particular field.
- The staff member also stated that certificate programs are very helpful to get students a job, then they can come back to a postsecondary institution, study further and get promotions.

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – LSSC is not required to complete a CTE Corrective Action Plan.

IX. SUMMARY

Once the fieldwork is completed, including receipt of requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and considered at the discretion of the FDOE Quality Assurance and Compliance section. The final report is completed, forwarded to the agency head with a copy to the appropriate parties, and is posted on the department’s website at the following address: <http://fldoe.org/academics/career-adult-edu/compliance>.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates that all outstanding resolution items have been completed when applicable or that no further action is required.

On behalf of the department, the monitoring team extends our appreciation to all participants in the LSSC onsite monitoring visit. Special thanks are offered to Dr. Luis Pizarro and Ms. Karen Hogans for their participation and leadership during this process.

APPENDIX A

Lake Sumter State College
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: LAKE SUMTER STATE COLLEGE					
Program type: CTE					
Target Year: 2015-2016					
Monitoring Year: 2017-2018					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
*Last Monitored	7 years or more	7	7	<u>X 10</u>	70
	5-6 years	5			
	3-4 years	3			
	0-2 years	1			
Total Perkins Budget Allocated Value	Upper Quartile	7	1	<u>X 8</u>	8
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# Perkins Grants Value	4+	7	1	<u>X 8</u>	8
	3	5			
	2	3			
	1	1			
Perkins PIP Index Value	7.50 – 10.00	7	3	<u>X 8</u>	24
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Perkins Director Change Value	Yes	7	7	<u>X 6</u>	42
	No	0			
Perkins Funds Remaining Point Value	Upper Quartile	7	3	<u>X 4</u>	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	1	<u>X 4</u>	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					168

*Data sources used for calculations: Prior to July 1, 2016

ATTACHMENT

November 27, 2017

Dear Mr. Swift,

First, I want to thank your team for assisting us in ascertaining the level of efficiency within our organization. I truly appreciate your team's professionalism and support throughout the entire process. I would also like to take this opportunity to thank our Lake-Sumter State College (LSSC) internal team for a superb job. I could not have done such an outstanding job without my team's expertise, commitment and professionalism.

Perkins Grant funds have proven to be of tremendous value to our organization. The added financial support has helped us either start, support or enhance many workforce programs which have positively impacted countless lives within our community. The Grant has supported the opportunity and our ability to enhance student learning by supporting initiatives for students seeking immediate assimilation into the workforce, or for those students seeking Graduate Degrees.

For example, the LSSC Computer Information Technology (CIT) Program now benefits from many industry recognized certifications; i.e., Digital Forensics and Information Technology Analysis Technical Certificates. We are currently in the process of further expanding this program via a community partnership that will expose our students to cutting edge network, security and Internet of Things (IOT) technologies. The forthcoming partnership, enhances the CIT curriculum and overall learning experience by providing a "hands-on" environment, where students work on real-time-true-solution customer projects. The former or typical Network Engineer is no longer relevant to today's multi-smart-device technology landscape. Therefore, developing Engineers that understand device interoperability who can build, trouble-shoot and service these type of ecosystems is crucial to maximizing their success and relevancy to the constantly emerging technology industry. This initiative places LSSC in the leading edge amidst our local sister institutions, with a "one-of-a-kind" CIT Internship Program. We are currently researching relevant certifications that will add further rigor and recognition to these efforts such as Cisco and Microsoft Internet of Things Certifications.

Lake-Sumter Community College (LSSC) began the Electrical Distribution Technology (EDT) program as the first of its kind in the state of Florida. It originated as a joint effort with local industry partners -the city of Bushnell, the city of Leesburg, and the Sumter Electric Cooperative with the initial classes being offered in the fall of 2001. Program participants started their work toward the Basic Certificate and the Advanced Certificate in Electrical Distribution Technology. A number of individuals in these early classes then added the five (5) general education courses to their certificate work and were awarded Associate in Applied Science Degrees.

LSSC's Electrical Distribution Technology Program prepares students with a wide range of knowledge and functional skills for careers that are to begin as Apprentice Line Technicians in the electric utility industry. As a path to safe and successful positions as an Electrical Distribution Line Worker, students develop a high level of technological competency, analytical problem solving, workplace ethics, teamwork skills and job responsibility. Students will master competencies expected of a capable trade's person, in basic electrical theory, fundamentals of electric power systems operations, electrical distribution safe work practices, and actual overhead pole line and underground electrical construction operation and maintenance. To date, our Program is the second

in the nation, and has the most complete "hands on" training center to include poles "scaled" to industry height, providing students in the Program, with a unique real-world experience.

Currently, we are revamping the Program to separate the Basic and Advanced Certificates from the AS Degree so students may enter the workforce and gain the necessary ground experience before coming back to complete the degree. This gives them the advantage to gain competitive income in the workforce, before continuing their education to support their progression plans. Part of the effort has been geared towards creating professional advertisement and recruitment videos to attract new students in this particular industry.

We are also especially proud of our Engineering Technology Program because we are starting to show success in attracting non-traditional populations into this field. We are also expanding our video portfolio for this program to include training videos to support our "online" initiative and enhance learning. I would like to especially recognize Mr. Robert (Bob) Seigworth, the LSSC EDT and ET Program Manager for his commitment to the development of these programs to meeting and exceeding industry standards and expectations. Mr. Seigworth embodies the character needed to create and support quality learning.

It is an honor to also share that LSSC also has a Baccalaureate in Nursing, our second BAS and one among three other programs at this level offered by our local sister institutions. Previously, those who wanted to earn a BSN had to attend the University of Central Florida in Orlando or a private nursing school. Now, BSN candidates can study closer to home and pay lower tuition.

According to the U.S. Bureau of Labor Statistics, as of 2016, Florida is the fourth-largest market for nursing jobs in the nation. Therefore, LSSC's BSN Program was created to meet the industry need of Nurses with a Bachelor's Degree -- which demand is expected to grow by 25% through 2022.

We now on average enroll 200 students in our health programs and expect our numbers to grow to meet Lake and Sumter Counties population expansion and health care system demands. Great effort has been placed in attracting non-traditional populations to this particular industry or field as well. Our percentage increase for non-traditional populations has consistently averaged 29% - 33%. Our Nursing Program, in conjunction with our Health Information Systems Program, offer technical certificates in Healthcare Information Specialist and Medical Information Code/Biller. The partnerships created and financial support received thus far, have allowed LSSC to create a state of the art BSN Program, which is now dully recognized by our community and geographically dispersed hospitals and health organizations.

Our first BA Program, the BAS in Organizational Management, focuses on developing leaders by cultivating skills such as self-awareness, collaboration, problem-solving, conflict resolution, and positive supervision. Career entry and advancement opportunities may be found within public, private, and not-for-profit organizations. The Program's maiden voyage was in 2013, and since, Program enrollment has grown approximately 11% - 12% YoY. We pride ourselves in wrapping the Program's philosophy and rigorous curriculum with a strong emphasis on group work within and outside the classroom; assignments that are consistently updated to reflect relevant to real-world situations, and projects and presentations that apply knowledge, theory, and skills. Our aim, one that we have been exceedingly successful in, is in creating leaders who can enter the leadership and administrative aspects of the workforce not only with strong written, oral and interpersonal communications skills, but with applicable knowledge that separates our graduates in the workplace from the more traditional instruction. This was clearly demonstrated by LSSC's Society for the Advancement of Management (SAM) Chapter, winning the coveted SAM Annual International Competition. At the 2016 SAM Annual International Meeting, competitors from community and

state colleges gathered to demonstrate their industry knowledge prowess in a grueling three day event. LSSC's BASOM team easily edged under graduates and graduates to claim the 2016 Championship. This serves as a testament to our staff, faculty and students commitment to higher quality education. Currently, we are moving the entire program online, and we are developing a Project Manager track, which is scheduled for delivery summer 2018. The preceding will be followed by industry certifications in Human Resource Management scheduled for release in summer 2019.

Overall, LSSC serves between 6,000 and 6,500 students and prepares them for various industries in our workforce. We are continuously expanding our programs to meet workforce demands, and our dedicated staff and faculty are committed to student excellence. We have added a new Health and Sciences Building in our South Lake Clermont location, and look forward to facing the future with the same excitement and temperament we have demonstrated to date.

Thank you for taking the time to help us support our bright future.