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

Broward College
November 4 – 8, 2013

Final Report

FLORIDA DEPARTMENT OF EDUCATION

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December 20, 2013

Mr. J. David Armstrong, Jr., President
Broward College
111 E. Las Olas Blvd.
Ft. Lauderdale, Florida 33301

Dear Mr. Armstrong:

We are pleased to provide you with the final report of monitoring of the career and technical education programs from our visit. The report will also be placed on our website at http://www.fldoe.org/workforce/compliance.asp.

We appreciate the leadership and professionalism demonstrated by your staff during the review process. If we can be of any assistance, please contact Ellen McCarron, director of Quality Assurance and Compliance, at 850-245-9033 or via electronic mail at Ellen.McCarron@fldoe.org

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

Sincerely,

Rod Duckworth

RD/tdw

Enclosure

cc: Mildred Coyne, associate vice president, Career and Technical Education
        Christine Honeycutt, interim career specialist, Career and Technical Education
        Gloria Spradley-Brown, bureau chief, Grants Administration and Compliance
        Ellen McCarron, director, Quality Assurance and Compliance
        Tashi Williams, program specialist, Quality Assurance and Compliance

TABLE OF CONTENTS

Florida Department of Education
Division of Career and Adult Education

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

II. AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Career and Technical Education Act of 2006. FDOE awards subgrants 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 subgrants 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 (34 CFR 76.770). The Florida Department of Education, Division of Career and Adult Education is required to oversee the performance of subgrantees 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 2012-2013 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 2012-13 program year. The manual was 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://www.fldoe.org/workforce/compliance.asp.

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

The monitoring strategy for Broward College was determined to be an onsite visit. Notification was sent to Mr. David J. Armstrong, Jr., president of Broward College, on August 12, 2013. The designated representatives for the agency included Ms. Mildred Coyne, associate vice president for career & technical education (AVP of CTE), and Ms. Christine Honeycutt, interim career pathway specialist for career & technical education.

The onsite visit to the agency was conducted November 4-8, 2013, by five representatives of the Grants Administration and Quality Assurance and Compliance section of the division: Ellen McCarron, director, Quality Assurance and Compliance section; and Program Specialists Jakita Jones, Rick Lockenbach, Dr. Shahrokh Massoudi and Tashi Williams.

V.   BROWARD COLLEGE

ENROLLMENT:
Fiscal Year (FY) 2012-13
CTE Postsecondary
9,291 (duplicated at program level)

The provider was awarded the following grants for FYs 2011-12, 2012-13 and 2013-14:

2011-2012
CAREER AND TECHNICAL EDUCATION GRANTS

Type	Total	Unexpended Funds
Postsecondary	$1,735,721.00	$183,458.45

2012-2013
CAREER AND TECHNICAL EDUCATION GRANTS

Type	Total	Unexpended Funds
Postsecondary	$1,935,375.00	$235,984.38

2013-2014
CAREER AND TECHNICAL EDUCATION GRANTS

Type	Total	Unexpended Funds
Postsecondary	$ 1,988,363.00	NA

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

VI.   MONITORING ACTIVITIES

The monitoring activities included pre-visit planning conference calls; an entrance conference; interviews with administrators, teachers, and students; observations; record reviews; and an exit conference.

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

- A. Hugh Adams Central Campus
- North Campus
- Judson A. Samuels South Campus
- AutoNation Center for Excellence in Automotive Science and Technology
- Miramar Town Center
- Cypress Creek Administrative Center

Entrance and Exit Conferences
The entrance conference for Broward College was conducted on November 5, 2013, the exit conference was conducted on November 7, 2013. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Dr. Elaine Cohen	Associate Dean of Criminal Justice Technology	X	
Ms. Mildred Coyne	Associate Vice President of CTE	X	X
Ms. Danielle Flowers	CTE Outreach Coordinator	X	
Mr. Gino Galli	District Director of CTE	X	X
Ms. Laurie Heacock	District Director of Institutional Research, Planning, Effectiveness and Analytics	X	
Ms. Christine Honeycutt	Interim Career Pathway Specialist	X	X
Ms. Nadine Kingston	Grants Accounting	X	X
Dr. S. Sean Madison	President, South Campus		X
Ms. Karen Lee Murphy	Associate Registrar	X	
Ms. Barbara Pearson	Budget Manager		X
Mr. David Quirk	CTE Student Performance Specialist	X	X
Mr. Rob Robbins	Associate Vice President of Student Affairs/Financial Aid	X	
Dr. Albert Smith	Dean of Business Affairs, South Campus	X	X
Dr. George Stalliard	Dean of Business Affairs, North Campus		X
Mr. John Thornton	Dean of Business Affairs, Central Campus	X	X
Dr. Joyce Walsh-Portillo	Associate Vice President of Academic Affairs	X	
Ms. Amanda Williams	Interim Assistant Controller (Fixed Asset)	X	X

FDOE Monitoring Team			
Ellen McCarron	Compliance Director	X	X
Jakita Jones	Program Specialist	X	X
Rick Lockenbach	Program Specialist	X	X
Dr. Shahrokh Massoudi	Program Specialist	X	X
Tashi Williams	Program Specialist	X	X

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

Records Review
Program, financial and administrative records were reviewed. A complete list is provided in section VII, item G. A minimum of 10 student records were reviewed. Some policies and procedures were reviewed at the agency's website and discussed at various times during the onsite 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 presentation conducted by the college at the entrance meeting provided much insight and encapsulated all of the programs that the college offers.
- Administrators are very knowledgeable and have a lot to offer the college and students.
- The college provides substantial financial support to CTE programs.
- The college is exemplary in recruiting non-traditional students and instructors.
- Administrators, teachers, staff and students are passionate about the college and its CTE programs.
- The administrators on all levels of the administration know each other; they meet and work together cooperatively and collaboratively on a frequent basis.
- There are an ample number of CTE advisory councils in place at the college that provide significant input and support to the CTE programs.
  - Advisory councils include business leaders and people within the communities.
  - Meetings are well attended by advisory council members.
- The college has a process to offer new programs as well as expand programs that is thorough, comprehensive and involves many stakeholders.
- The college's most recent passing rate average for industry certification is 97 percent which is commendable.
- CTE student job developers/placement specialists, performance specialists, career pathway specialists, program advisors and outreach recruiters are vital to CTE programs.
- Staff, administrators, teachers and students encountered by the monitoring team all expressed their appreciation for the Perkins funding the college receives.

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

- Verification of career and technical education student data was completed. The monitoring team provided a random list of students, and the college provided these student files for review and verification.
- The monitoring team verified industry certifications and occupational completion points (completers) earned by students.
- Management information system processes were extensive and supported the submission of required reports to FDOE.
- The data staff works closely together with program staff to assure effective processes.
- The CTE department conducts scheduled program viability reviews and works closely with the following college offices: Institutional Research, Planning, Effectiveness & Analytics, Academic Affairs and the respective academic departments.
- Programs are evaluated on a yearly basis and information is shared with faculty for program effectiveness.
- The data is used in decision-making and when evaluating CTE programs.
- Instructors and administrators have access to and utilize student data.
- The College Integrated Database is used for capturing student attendance and performance.

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

- The CTE programs were composed of experienced staff that were passionate about their respective classes.
  - Instructors typically were well-qualified, many with extensive work experience directly related to their subject area.
  - Instructors were generous with their attention to individual student success.
- Students were making progress toward degrees, certificates and/or industry certifications.
- Textbooks are current and are being used in classrooms.
- Teachers are using Smart Boards® and other technology in their classrooms.
  - Equipment and technology is relevant and state-of-the-art.
- The online application referred to as College Central Network is being used to help students obtain jobs.
- Burning Glass and the Economic Modeling Specialists International online application tools are being used for labor market assessment and program development.
- Programs are a blend of instructional and practical experiences for students.
- The team observed a variety of instruction taking place: group learning, lectures, labs, individualized instruction via computer/software and textbook reviews.

CONCERNS AND RECOMMENDATIONS
Concern: Students and teachers in the emergency medical technology program at the north campus expressed concern about the lack of hands-on training with cadavers.

Recommendation: Evaluate the appropriateness of adding cadaver hands-on training for students.

Concern: A student expressed an issue regarding the scheduling of courses, i.e., the same course is offered at two different campuses. However, the course counts toward a degree at one campus and does not count towards a degree at the other campus (e.g., the computer science program at the north campus).

Recommendation: Review and update the college's schedule of courses to ensure consistency and effective communication of course requirements.

Concern: The recruitment and retention of faculty in programs was expressed as a concern during an interview with a student in the computer science program at the north campus.

Recommendation: Explore faculty recruitment and retention efforts to maintain high quality programs, where appropriate.

Concern: Limited courses are available for students in the computer science program was expressed as a concern by a student in the computer science program at the north campus.

Recommendation: Evaluate programs to assure that an adequate number of courses are being offered for students.

Concern: While Perkins grants are currently being used to provide funding for tutors at Broward College, students in the radiation therapy program at the north campus, and both students and teachers in the aviation program at the south campus, expressed that currently they do not have access to tutors. These students thought that tutoring would be highly beneficial. Students in the radiation therapy program specifically expressed the desire for tutoring in physics that would be appropriate for their program's subject matter.

Recommendation: Consider customizing tutoring for CTE programs that reflects students needs.

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

- The fixed asset specialists that were provided for each location visited by the monitoring team were most helpful with locating inventoried equipment funded by Perkins. The process was seamless. It was clear that the verification process would not have run as smoothly without these specialists.
- The air traffic control program is a key factor for students when deciding to come to Broward College instead of other places.
  o The lab has cutting-edge technology and is free for students to use, a significant factor in their decision to attend Broward College.
- For the inventory system:
  o Equipment is inventoried on an annual basis starting in January when equipment is scanned and tagged.
  o The inventory contains all the required elements as required in Education Department General Administrative Regulations.
  o Inventory items are easy to locate.
  o In general, the equipment was in excellent condition and available to students at most of the locations.
- Equipment purchased with Perkins funds is tagged and labeled "Perkins" for easy identification.
- Technology under $1,000 is tagged and labeled in a separate color. This policy is consistently being followed from site to site.
- There have not been any reports of loss, damage or theft in the last 12 months.
- Technology was integrated into instruction and in appropriate proportion to class sizes.
- Smart Boards® were available and in use in many classrooms.

- Staff is aware of what equipment was purchased with Perkins funds. There are adequate resources to maintain equipment.

CONCERNS, RECOMMENDATIONS AND AGENCY RESPONSE

Concern: Students in the radiation therapy program at the north campus expressed that equipment in the lab was outdated . They wanted to learn on equipment that is more similar to what they will encounter in the workplace.

Recommendation: Evaluate cost-effectiveness of providing up-to-date technology for students.

Concern: It was expressed during an interview with an instructor and students in the emergency medical technology (EMS) program at the north campus that there were no computers in a classroom for students to use, which limits hands-on experience. However, there are mobile cart laptop computers that are available for students to use in a separate location. This concern was shared with the dean of health sciences and the response is paraphrased as follows:

Agency response: The limited use of the laptops in the EMS department was discussed in the recent state audit. Security of the computers was a concern of the faculty. The department has implemented the use of a form to assign students a laptop. The course instructor will distribute laptops for use in class and use the attached form to ensure that the inventory is secure. The paramedic program manager has the key to the computer cabinet and will give the faculty access to it when necessary. As faculty transition their face-to-face courses to a blended format, the computer use in the EMS classrooms will increase.

Two of the classrooms in the Center for Health Sciences on north campus (building 41) will be converted from traditional student desks to tables and chairs to make it more conducive for students to use the laptop in the classroom. The dean of Health Sciences will request furniture for the two rooms in the next Carl D. Perkins grant allocation.

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

- The students appeared to be receiving the individual attention that they needed in class.
- The buildings and grounds were well maintained.
- The classrooms were spacious and appropriate for class sizes.

CONCERNS AND RECOMMENDATIONS AND AGENCY RESPONSE

Concern: The walls at some locations were barren; they lacked color, posters and themes.

Recommendation: Incorporate personality in classrooms by hanging posters or adding visual enhancements to facilitate learning for students.

Concern: Safety rule postings were not broadly posted, e.g., automotive programs at the AutoNation Center for Excellence in Automotive Science and Technology. A monitoring team member suggested to staff that safety rule postings be placed throughout the facilities.

Agency Response: The agency assured the monitoring team during the visit that safety rule postings would be hung as soon as possible throughout the facilities.

Concern: The 2D design class at the south campus lacked safety rules that were posted in the classroom.

Recommendation: Evaluate the need for safety rules to be posted in the graphic design program classroom(s) based on standards for art paints and materials.

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

- The equity coordinator is well trained and abreast of college policies pertaining to non-discrimination.
- New employees are required to take equity training and thereafter if recommended.
- College personnel is aware of the college's non-discrimination policy.
- College personnel is knowledgeable of whom to report any issues or complaints in regards to non-discrimination.
- Accommodations are addressed as needed.

CONCERNS AND RECOMMENDATIONS AND AGENCY RESPONSE
Concern: Non-discrimination notices were stated as a college policy of the but were not posted in areas visible to students, staff and visitors.

Agency Response: This issue was brought to the attention of the college and was rectified immediately.

Concern: Several publications do not include the non-discrimination notice and genetic identity as a protected class (brochures, college catalog and employee handbook).

Recommendation: The college must include non-discrimination notices that include genetic identity as a protected class on printed materials during the next printing cycle.

Concern: Safety rule signs in the 2D design class at the south campus and the dental hygiene I class at the A. Hugh Adams central campus were not clearly visible for students with disabilities.

Recommendation: Consider posting safety rule signs in classrooms that are more visible to the common eye especially for students with disabilities.

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

- Equipment inventory
- Advisory council handbook
- 2013–2014 student handbook and employee handbook
- 2013–2014 college catalog
- Student records
- Financial records (payroll, personnel activity reports, time and effort reports and certifications, travel and expenditures)
- College policies and procedures
- Completed Perkins grant applications

- Final disbursement reports for Perkins grants
- Program brochures
- Schedule of classes

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

- Purchasing procedures are in place and are being followed.
- An approval process is in place and is being followed.
- Meetings concerning the Perkins grant are held monthly between finance and program staff.
- Documentation provided (payroll, personnel activity reports (time and effort records), certifications, travel, expenditures) was comprehensive, organized, and thorough.
    o The team appreciated the efforts of the staff that provided the documentation.

CONCERNS AND AGENCY RESPONSE
Concern: Unexpended funds in excess of 10% or greater for grant years 2011-2012 and 2012-2013 was an issue for the college.

Agency response: "The college experienced personnel related issues which made it difficult to hire employees in a timely manner, therefore contributing to the excessive unexpended balance."

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

- The college obtained a $2.5 million foundation grant for simulation software and hardware for the air traffic control program, donated by Mr. Emil Buehler.
- The air traffic control program has a large and active advisory community.
- The Southern Automobile Dealership Association donates a large amount of cars for students to use in the automotive program at the AutoNation Center for Excellence in Automotive Science and Technology.
- Medical institutions are providing scholarships for students within their respective programs at the college.
- Students in health programs have clinicals in the hospitals and are often recruited after completing their programs.

CONCERNS AND RECOMMENDATIONS
Concern: In the automotive program, community outreach is limited.

Recommendation: Evaluate the feasibility and cost-effectiveness of extending community outreach services in the automotive program by offering discounted automotive services to the senior citizen population and others.

J. **PERKINS PROGRAM IMPROVEMENT PLAN** – A Perkins program improvement plan (PIP) is required when an agency does not meet 90 percent of its agreed-upon goals for individual performance measures.

- Broward College met and exceeded 90 percent of each agreed-upon target for 2011-12; therefore a PIP is not required for the 2013-2014 fiscal grant year.

K. **STUDENT PERSPECTIVE** – The team meets with groups of students; their perspective is presented as a portion of this report.

- CTE students at Broward College represent diverse cultures and ages.
- Students were complimentary of instructors, counselors and the administration.
  - Students rely on staff for information, guidance and support.
- Students are made aware of job opportunities.
- Students like the individual attention they receive from instructors.
- Information regarding financial aid and other resources are readily available for students.
- Students expressed pride in their programs, the college, the campuses, instructors and the facilities.

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Action plan – Broward College is required to complete an action plan (Appendix B) to address the concerns noted in focus areas C, D, E, F, H and I documented in Section VII above.

Once the action plan is submitted, reviewed, and approved, the leader of the onsite visit is responsible for the regular follow-up with the agency's designated representative to ensure that resolution is complete.

IX.   REMARKS

The following are additional comments made by the monitoring team in regard to the monitoring visit: The administration, faculty and staff were attentive to student success as evidenced by the culture throughout the college and its programs. The college is providing students with high-quality instruction and abundant opportunities.

X.   SUMMARY

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

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

We want to extend our appreciation to all participants in the Broward College onsite monitoring visit. Special thanks are offered to Mildred Coyne, assistant vice president, Career & Technical Education, and Christine Honeycutt, interim career pathway specialist, Career & Technical Education, for their participation and leadership in this process.

Broward College
Career and Technical Education
Risk Matrix

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2011-12)	$ 2,000,001+	8	x 6	**36**
	700,001 - 2 million	**6**		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2011-12)	Number of grants (**1**)	x 2	x 6	**12**
Number of grants with **10%** or more of unexpended funds (2011-12)	Number of grants (**1**)	x 5	x 4	**20**
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	x 10	**80**
	11-15 findings	**8**		
	5-10 findings	6		
	1-4 findings	4		
Change in director within the last two (2) fiscal years.	Yes = **1** No = 0	x 10	x 4	**40**
		TOTAL Level of Risk Score		**188**

APPENDIX B

Broward College
Career and Technical Education
Action Plan

Type of Plan	Strategies	Person Responsible	Projected Date of Completion
Action Plan Concerns: 1. Students and teachers in the emergency medical technology program at the north campus expressed concern about the lack of hands-on training with cadavers.	1. Request an Affiliation Agreement with the Broward County Medical Examiner's Office (MEO) to permit students to rotate through the Office. Currently, the MEO is not allowing students to rotate through their office. Agreement is contingent upon their approval.	1. Philip Bachers, AD of Emergency Medical Services; Dr. Gregory Ferenchak, Dean of Health Sciences	1. Request Affliation with MEO by March 2014. Can only proceed with formal affliation agreement process if the MEO decides in our favor.
2. A student expressed an issue regarding the scheduling of courses, i.e., the same course is offered at two different campuses. However, the course counts toward a degree at one campus and does not count towards a degree at the other campus (e.g., the computer science program at the north campus).	2. The computer science faculty have submitted programmatic changes to the Computer Information System degree that will consolidate the courses required from the two campuses.	2. William Minervini, AD of Computer Science at Central and Geraldine Klonarides, AD of Engineering/Computer Science at North Campus	2. The beginning of each term
3. The recruitment and retention of faculty in programs was expressed as a concern during an interview with a student in the computer science program at the north campus.	3. BC North campus is in the process of hiring a new faculty member with a Ph.D. in Computer Engineering to augment our faculty	3. Geraldine Klonarides, AD of Engineering/Computer Science at North Campus	3. End of Term I 2014 (May 2014)

	strengths. For retention, faculty will be polled about their certification interests and professional development needs. Provide information on the Perkins Professional Development Institute for Industry Certification training.		
4. Limited courses are available for students in the computer science program was expressed as a concern by a student in the computer science program at the north campus.	4. Computer science courses are offered at North and Central Campus locations. Classes offered at North are based on the size of enrollment and student registration history/needs. North is not as large, staffed or as enrolled as the program on Central and they strive to offer students a feasible schedule that can accommodate their needs without splitting enrollment or offerings in a conflicting manner with those on Central. The department maintains the schedule on an on-going basis for student consultation and advising.	4. Geraldine Klonarides, AD of Engineering/Computer Science at North Campus and CTE Advisor Tahnese Flounoy	4. The beginning of each term
5. While Perkins grants are currently being used to provide funding for tutors at Broward College, students in the radiation therapy program at the north campus and both students and teachers in the aviation program at the south campus expressed that currently they do not have access to	5. Allocate $5,000 for each campus for additional funds for tutoring. Hire tutors for radiation physics and aviation.	5. Jeff Nasse, Dean of Learning Resources at North; Jacqueline Stawicki, AD for Imaging; Russell Transportation; Jan	5. Beginning of next semester when course is offered.

tutors. These students thought that tutoring would be highly beneficial. Students in the radiation therapy program specifically expressed the desire for tutoring in physics that would be appropriate for their program's subject matter.		Shakespeare, AD for Aviation; David Ferreira, AD for Leanring Resources at South	
6. Students in the radiation therapy program at the north campus expressed that equipment in the lab was outdated . They wanted to learn on equipment that is more similar to what they will encounter in the workplace.	6. Consult with faculty to recommend a therapy unit appropriate for the lab.Through the budget allocation process funds will be requested for a therapy unit. Additional outside resources to support the unit will be explored.	6.Jacqui Stawicki, AD of Imaging; Kathy Almquist, Program Manager of Radiation Therapy; Dr. Gregory Ferenchak, Allied Health Science Dean; Dr. Avis Proctor, North Campus President	6.June 30, 2014
7. It was expressed during an interview with an instructor and students in the emergency medical technology (EMS) program at the north campus that there were no computers in a classroom for students to use, which limits hands-on experiences. However, there are mobile cart laptop computers that are available for students to use in a separate location. This concern was shared with the dean of health sciences.	7. Agency responded and provided a strategy in section D of this report.	7.Dr. Ferenchak	7.Form Completed
8. The walls at some locations were barren; they lacked color, posters and themes.	8. Career themed posters will be purchased and placed in select CTE classrooms/labs and the Career Centers. In collaboration with the Career Centers, CTE will develop Hot Jobs posters using the current labor market tools, Burning Glass and EMSI.	8.Danielle Flowers, CTE Outreach Coordinator	8.May 2014

9. Safety rule postings were not broadly posted ,e.g., automotive programs at the Automotive and Technology/Marine Center of Excellence. An FDOE monitor suggested to staff that safety rule postings be placed throughout the facilities.	9. Agency responded and provided a strategy in section E of this report.	9. Anthony Petriello, AD of Automotive/Marine	9. Completed
10. The 2D design class at the south campus lacked safety rules that were posted in the classroom.	10. Safety Rule Postings will be placed in the 2-D art classroom (Bldg. 71/1360) .	10. Dr. Albert Smith, Dean of Business Affairs	10. January 10, 2014
11. Non-discrimination notices were stated as a college policy of the but were not posted in areas visible to students, staff and visitors.	11. The agency responded and rectified this issue during the onsite visit. No further action is required on this concern.	11. Christine Honeycutt	11. Completed during on-site visit.
12. Several publications do not include the non-discrimination notice and genetic identity as a protected class (brochures, college catalog and employee handbook).	12. At next printing, the non-discrimination notice shall be included.	12. Danielle Flowers, CTE Outreach Coordinator	12. Next printing cycle (June 2014)
13. Safety rule signs in classrooms were not clearly visible for students with disabilities.	13. Safety rule postings will be placed at different height locations and larger font for easy viewing.	13. Dean of Business Affairs at Central, North and South Campuses: Dr. Albert Smith, Mr. John Thornton and Dr. George Stallaird in collaboration with CTE Associate Deans	13. January 30, 2014
14. Unexpended funds in excess of 10% or greater for grant years 2011-2012 and 2012-2013 was an issue for the college.	14. Unused funds have been due to unexpected vacancies and lengthy hiring process. College has transitioned to WorkDay for streamlined	14. Dr. Denise Edsell, AVP of HR; Nadine Kingston, Grants Accounting and Ms. Mildred Coyne, AVP	14. WorkDay launched in September 2013. Ongoing review of budget balance.

	hiring process. If the grants administrator recognizes that the personnel balances are high and response time to fill vacancies are slow, an amendment will be processed to redirect funds for direct CTE student impact within the academic year.	of CTE	
15. In the automotive program, community outreach is limited.	15. Examine the feasibility of offering discounted automotive repair serves to Broward College faculty/staff and selected community members.	15. AD Anthony Petriello, Business Affairs Dean Smith and Workforce Dean, Russell McCaffery	15. March 2014

Technical assistance needed and/or provided: N/A

Plan submitted by (name and title): __Mildred Coyne, AVP of CTE_____ Date:_December 11, 2013_____

Plan accepted by:__Tashi D. Williams_____ Date:__December 11, 2013_____

Status of Resolution Plan (to be completed by DOE staff)

Date	Status of Plan Completion

Broward College is the first and largest institution of higher education in Broward County, with the third-largest enrollment among the 28 colleges in the Florida College System. Our mission is to provide high-quality educational programs and services that are affordable and accessible to a diverse population of learners.

The college has an annual economic impact of $1 billion and our students may see a return in future earnings of up to $6.20 for every dollar they spend on a Broward College degree. We are ranked third in the nation in the total number of associate degrees awarded to minority students.

Founded in 1960 as the Junior College of Broward County, nearly one million people have taken a class at Broward College. With more than 115,000 alumni, our past students are our current healthcare professionals, our law enforcement officers, our teachers, business professionals and leaders in the arts and sciences in Broward County and throughout the state and the nation.

What makes Broward College stand out in the academic world? Some of our Points of Pride are:

- Broward College is one of the top 10 community colleges in the nation according to the Washington D.C.-based Aspen Institute.
- The annual economic impact of Broward College is $1 billion. A student may see a return in future earnings of up to $6.20 for every dollar he or she spends on a Broward College degree.
- Broward College ranks fifth nationally among four-year institutions in awarding associate degrees, according to Community College Week. Broward College is ranked third in the U.S. in awarding associate degrees to minority students overall — fourth in African American graduates and sixth in Hispanic degree-holders.
- Nearly 1 million people have taken a class at Broward College — and more than 115,000 students from all walks of life have earned degrees — since the college opened in 1960.
- Broward College offers the most affordable higher education cost in South Florida.
- Twelve Broward College students — more than any college in the nation — have earned the prestigious Jack Kent Cooke Undergraduate Transfer Scholarship since it was first awarded in 2004.
- Broward College's 68,000 students choose from more than 100 bachelors, associate's and certificate programs and classes offered in online, on-campus or blended formats.
- Thirty-seven percent of Broward College's student body was born outside of the United States. As of 2013, Broward College boasts a student body representing more than 175 countries.
- Broward College's Seahawks women's tennis team has won four of the college's seven national championships.
- Broward College received a zero findings, clean accreditation report during their Southern Association of Colleges and Schools Commission on Colleges reaffirmation committee visit in October of 2013.