



Quality Assurance and Compliance Monitoring

Career and Technical Education
and
Adult Education and Family Literacy

Santa Fe College

Final Report
February 13, 2012

FLORIDA DEPARTMENT OF EDUCATION



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February 13, 2012

Dr. Jackson N. Sasser, President
Santa Fe College
3000 Northwest 83rd Street
Gainesville, Florida 32606-6200

Dear Dr. Sasser:

We are pleased to provide you with the Final Report of Monitoring of the Career and Technical and Adult Education and Family Literacy programs from our visit on October 17-19, 2011. 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 Eileen L. Amy, Director of Quality Assurance and Compliance. Ms. Amy may be reached at 850/245-9033, or via electronic mail at Eileen.Amy@fldoe.org.

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

Sincerely,

A handwritten signature in cursive script that reads "Kathleen Taylor".

Kathleen Taylor

KT/ela

Enclosure

C: Dr. Paul Hutchins
Julie Falt
Billie Monroe
Eileen Amy
Rick Lockenbach, J.D.

Table of Contents

I.	Introduction.....	1
II.	Authority... ..	1
III.	Quality Assurance Policies, Procedures, and Protocols.....	1
IV.	Provider Selection	1
V.	Santa Fe College.....	2
VI.	Monitoring Activities.....	2
VII.	Results.....	4
VIII.	Required Resolution Activities	9
IX.	Targeted Technical Assistance.....	9
X.	Summary	9
XI.	Appendix A	10
XII.	Appendix B	11
XIII.	Appendix C	12-15

Santa Fe College
Adult Education and Family Literacy and Career and Technical Education
Quality Assurance 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 section of the Bureau of Grants Administration and Compliance (Bureau) 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 Florida Department of Education receives federal funding from the U.S. Department of Education for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006 and for Adult Education and Family Literacy under the Adult Education and Family Literacy Act of 1998. 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 (34 CFR 76.770). The Florida Department of Education, Division of Career and Adult Education is required to oversee the performance of college boards of trustees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes (F.S.)).

Additional cites noting authority to monitor and pertinent laws and regulations are located in the *2011-12 Quality Assurance Policies, Procedures, and Protocols*, Module A, Section 1.

III. QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The *2011-12 Quality Assurance Policies, Procedures, and Protocols* 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 Florida Department of Education and the Division of Career and Adult Education. 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 and B. 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 Santa Fe College (SFC) was determined to be an onsite visit. Notification was sent to Dr. Jackson Sasser, President of SFC, on July 18, 2011. The designated representatives for the agency were Billie Monroe, Perkins Grant Coordinator; Yvonne Amundson, Coordinator, Grants and Projects; and Julie Falt, Adult Education Coordinator.

The onsite visit to the agency was conducted October 17-19, 2011, by four representatives of the Bureau of Grants Administration and Compliance of the Division: Eileen L. Amy, Director of Quality Assurance and Compliance and Program Specialists, Dr. Shahrokh Massoudi, Rick Lockenbach, J.D., and Chris Ciardo.

V. Santa Fe College

The total unduplicated student enrollment for SFC in 2009-10 is 25,896:

CTE Postsecondary	Adult General Education	Total
3,899	969	4,868

Data sources are the 2009-10 Florida Workforce Development Information System Database (WDIS) for the CTE postsecondary student count and the 2009-10 Florida National Reporting System (NRS) for the adult general education student count.

The provider was awarded the following grants for FY 2009-10 and 2010-11:

ADULT EDUCATION GRANTS

2009-10

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
012-1910A-OCG01	Adult General Education	\$175,276	\$176.59 unspent
012-1930A-OCE01	EL/Civics	\$58,301	\$853.24 unspent

2010-11

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
012-1911A-1CG01	Adult General Education	\$175,276	\$2,612.56 unspent
012-1931A-1CE01	EL/Civics	\$58,301	\$0 unspent

CAREER AND TECHNICAL EDUCATION GRANTS

2009-10

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
012-1610A-0CP01	Postsecondary	\$596,346	\$72.25 unspent
012-1610A-0CR01	Rural (Bradford funding)	\$20,204	0 unspent

2010-11

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
012-1611A-1CR01	Rural	\$20,026	\$42.75 unspent
012-1611A-1CP01	Postsecondary	\$621,660	\$531.33 unspent

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

www.sfcollege.edu

VI. MONITORING ACTIVITIES

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

Onsite Visits

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

- Northwest Campus, Gainesville
- Kirkpatrick Center for Public Safety, Gainesville
- Blount Center, Gainesville
- Davis Center, Archer

- Perry Center for Emerging Technologies, Alachua

Entrance Conference

The entrance conference for Santa Fe College was conducted on October 17, 2011, and included:

- Dr. Jackson Sasser, President
- Dr. Paul Hutchins, Dean for Educational Centers
- Joan Suchorski, Associate VP, Grants and Projects
- Julie Falt, Adult Education Coordinator
- Gary Hartge, Director of Institutional Research
- Billie Monroe, Perkins Grant Coordinator
- Paul Stephan, Respiratory Care and Surgical Technology Director
- Dr. Kelly Gridley, Emerging Technologies Dean
- Karen Autrey, Director of Dental Programs
- Mable Baker, Perkins Program Specialist
- Angie Clifford, Perkins Program Specialist
- Dr. James Geason, Director of Business Programs
- Sture Edvardsson, Natural Sciences Chair
- Jimmy Yawn, Coordinator, Career Center
- Chris Sulander-Smith, Adult Education Associate Professor
- Jonathan Miot, Director of Zoo Animal Technology
- Dennis O'Hearn, Grants Accounting Supervisor
- Barbara Little-Harsh, Perkins Program Specialist
- Jane Parkin, Director of Construction and Technical Programs
- John Chapman, Director of Information Technology Services
- Priscilla Parker, Coordinator of Career Pathways
- FDOE staff:
 - Eileen L. Amy, Director, Quality Assurance and Compliance
 - Rick Lockenbach, J.D., Program Specialist
 - Dr. Shahrokh Massoudi, Program Specialist
 - Chris Ciardo, Program Specialist

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program and transition specialists, and students. Seventy-three interviews and 20 observations were conducted, and DOE staff attended an automotive technology advisory committee meeting. A minimum of two interviews and observations were completed at each site.

Records Review

Program, financial and administrative records were reviewed. A complete list is provided in Section VIII, Section G. Some policies and procedures were reviewed at the agency's website and discussed at various times during the onsite visit.

Exit Conference

The exit conference for SFC was conducted on October 19, 2011, and included:

- Dr. Ed Bonahue, Provost and VP of Academic Affairs
- Dr. Paul Hutchins, Dean for Educational Centers
- Joan Suchorski, Associate VP, Grants and Projects
- Carol Windsor, Chair, Academic Foundations
- Julie Falt, Adult Education Coordinator
- Billie Monroe, Perkins Grant Coordinator
- Mable Baker, Perkins Program Specialist
- Angie Clifford, Perkins Program Specialist

- Sture Edvardsson, Natural Sciences Chair
- Chris Sulander-Smith, Adult Education Associate Professor
- Dennis O’Hearn, Grants Accounting Supervisor
- Barbara Little-Harsh, Perkins Program Specialist
- Jane Parkin, Director of Construction and Technical Programs
- Louis Mallory, Associate Director of Kirkpatrick Public Safety Institute
- Claudia Connelly, Coordinator, Disability Resource Center
- Chuck Clemons, VP, Development
- Yvonne Amundson, Coordinator, Grants and Projects
- FDOE staff Eileen L. Amy, Rick Lockenbach, J.D., Dr. Shahrokh Massoudi, and Chris Ciardo

VII. RESULTS

Santa Fe College
October 17-19, 2011

A. ADMINISTRATION refers to the management and/or supervision of programs, grant oversight, access and equity and other administrative areas.

- A top-down focus on students exists throughout the programs visited.
- The commitment to providing adequate supports for students and College employees is clearly evident.
 - Free non-perishable food and clothes, shoes, and accessories are available for \$1 for persons with financial need.
 - The College Family Fund provides financial support to Career Service employees in need.
 - The SFC Little School parent/child center for children up to five years old enables students who are parents to attend school.
- There is a clear emphasis on strong teamwork.
 - Numerous College committees, including data, finance, adult education, and public awareness, demonstrate this ethic.
- Personnel undergo comprehensive background checks.
- Staff development plans are part of the personnel evaluation.
- The College encourages staff to participate in and present at national and state conferences.
- The College has retained many personnel with substantial institutional knowledge.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

None

B. DATA refers to all the components of the data system, including data collection, entry, and reporting. The use of data in program decision-making is also explored and commented upon.

- A data coordinating committee meets monthly.
- College-wide and program-specific reports are readily available through the College data system.
- Program staff are involved in review of data during the submission process to ensure data quality.
- College staff regularly attends the Florida Department of Education Management Information Systems Advisory Task Force (MISATFOR) and Workforce Education and District Data Advisory Council (WEDDAC) meetings.
- Good awareness of the data system and data results exists at all staff levels to assist in developing strategies for program improvement.
- The College has developed a schedule of data reporting used by MIS and program staff.
- The College has created manuals for data collection and reporting and assessment.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

None

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

- Processes are in place to decide on beginning and ending CTE programs, which the College may want to formalize.
- Fast Track CTE programs are available to prepare students for high-skill, high-wage programs.
- The College has an array of resources to recruit and retain students, including:
 - Campus-wide online and other tutoring
 - My Brother's Keeper, mentoring, and other support for African-American students
 - TEAM Health for students enrolled in Health Sciences Programs
 - TEAM Careers to serve targeted populations in CTE Programs
 - A Science, Technology, Engineering, and Mathematics (STEM) summer camp to encourage rising ninth graders to consider STEM careers
- For students enrolled in programs at the Institute of Public Safety, the passing rate for industry exams routinely exceeds 90%.
- The Santa Fe Teaching Zoo, the only accredited teaching zoo program in the United States, offers a diverse array of learning opportunities for students.
- The Laboratory Technology Programs at Perry Center of Emerging Technologies provide state-of-the-art equipment and instruction and numerous internship positions for students.
- A comprehensive handbook is available to students.
- The Adult Education Program actively recruits exceptional student education (ESE) students into their program.
- The Construction program was comprehensive, incorporating various programs including electrical, HVAC, and plumbing.
 - A state-of-the-art facility was built housing individual programs and classroom space.
 - Access to technology and instructors occurs during the day and evening.
 - Instructors are experts in their individual fields.
 - A Habitat for Humanity home was built on the premises with collaboration of community organizations.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

1. Concern: Adult education teachers could benefit from additional training and resources to serve Exceptional Student Education (ESE) and other students with disabilities.

Recommendation: Provide additional staff development and resources for adult education teachers to better serve ESE students.

2. Concern: Adult education students at one center were unaware that they could enroll in postsecondary adult vocational (PSAV) programs prior to earning a high school diploma, even though this information is provided in the adult education student handbook.

Recommendation: Provide additional information to adult education teachers, other staff, and students about PSAV programs at SFC that students can enroll in prior to earning a diploma.

Agency Response: The Agency has resolved this issue prior to the publication of this report.

D. TECHNOLOGY/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.

- SFC has a comprehensive inventory system that contains all required elements.
- Equipment on the inventory was located and found to be properly tagged.
- Program areas are responsible for periodic checks of inventory for equipment under the \$5,000 threshold.
- An SFC committee reviews any issues relating to inventory.
- The College has an equipment replacement plan.
- Computer labs are available throughout the campus to students.
- Most classrooms have overhead projectors.
- Equipment is up-to-date and relevant; operational manuals are readily available.
- ESantaFe, the web-based student portal for course registration and other student information, automatically posts college credit to transcripts for qualifying high school students.
- Students can download *The Student's Guide to Information Technology at Santa Fe College*.
- The SFC Career Center website provides an array of online resources to help students and potential students make career and education decisions and pursue scholarships.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

Concern: There are a limited number of computers in the computer lab at the Kirkpatrick Institute of Public Safety, given the need for access by Institute students, including students receiving continuing education.

Recommendation: Assess the need for additional computer capacity at the Institute.

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.

- Safety rules are posted in appropriate classrooms.
- Many CTE classrooms replicate the actual work environment for the jobs students are being trained for.
- Separation of classrooms and practical hands-on areas is common.
- Classrooms were orderly, well equipped and maintained, resulting in an environment conducive to student learning.
- Community health screenings with results provided to patients on CD and dental assisting student involvement with indigent dental services in Health Science Education Programs and construction of a house for Habitat for Humanity within the Perry Construction Institute exemplify a commitment to meeting local need.
- The posting of diplomas earned by students passing the GED Test at one adult education site encourages other students to work toward this goal.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

Concern: A portable classroom in the Institute of Public Safety has a strong smell of mold.

Recommendation: Take the necessary action to remove the mold and minimize future mold growth.

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 Disability Resource Center develops accommodation plans for students and provides testing for students with potential learning disabilities.
 - The Center also makes available adaptive equipment when needed.
- Notices of the College's non-discrimination policy are posted in appropriate locations.
- Staff is aware of the SFC non-discrimination policy and avenues to pursue any related concerns.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

1. Concern: While most publications reviewed contained non-discrimination notices, several publications did not contain these notices.

Recommendation: Review publications to ensure that these notices are provided as publications are revised.

2. Concern: A portable classroom at the Institute of Public Safety lacks a ramp for wheelchair accessibility.

Recommendation: Construct a ramp to assure accessibility.

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

- Electronic and hard-copy student records
- Professional development plan, individual staff development plans, and conference attendance
- College catalog
- Program brochures
- Programs of study
- Financial policies and procedures
- College board policies
- Advisory committee minutes
- Spring Awards and CTE Showcase booklet
- College website

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

None

H. FINANCIAL refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including a financial management system, a procurement system, and an inventory management system. A sample of documentation is reviewed during the visit.

- Policies, procedures, and processes are excellent.
- Personnel Activity Reports (PARs) were reviewed.
- A review of expenditures indicates appropriate approvals and input for purchases.
- Finance procedures link the purchasing process and inventory.
- Continuous communication between and among the program and financial staff is evident.
- Discussion was held regarding language used to define expenditures.

- Use of Crystal Reports enables easy access to the financial system.

FINDINGS

No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS

None

I. **COLLABORATION** refers to the collaborative agreements, partnerships, or memoranda of understanding to benefit an agency's programs and students.

- Programs of Study and articulation agreements have been developed, and students are encouraged to enroll in career academy programs through a Career Academy Forum that is a college partnership with the school district.
- CTE and Adult Education programs have large, active advisory committees.
 - The annual *Santa Fe College Partnership* booklet, distributed annually to all CTE partners, demonstrates the breadth of community partnerships that support CTE programs.
- In partnership with the school district, the CTE Program Showcase and Spring Awards Event recognizes outstanding secondary and postsecondary CTE students, partners, and educators and promotes Career Pathways Programs.
- The Kirkpatrick Institute of Public Safety receives extensive support from local law enforcement, including a coordinator and used vehicles provided by the Sheriff's office.
- Health Sciences Education programs have significant partnerships with hospitals, resulting in the donation of ambulances, funding of faculty, and other program support.
- The Perry Center has secured an extensive array of private and public resources, including a local government contribution, to support its biotechnology programs.
- Automotive Technology Programs are working closely with an advisory committee to meet National Automotive Technology Educational Foundation (NATEF) accreditation requirements.
- Locating the Blount Center, with its adult education and other workforce development programs, in an economically distressed community demonstrates responsiveness to community needs.
- The SFC adult education program has a strong collaboration with other local literacy programs and is proactive in creating awareness of other literacy programs for students having difficulty paying adult education tuition.
- Adult education classes have been approved as ACCESS Florida sites where students can apply online for financial and other assistance available from the Florida Department of Children and Families.

FINDINGS

No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS

None

J. **STUDENT INTERVIEWS**

- Students often learned about SFC programs through other students or former students.
- Students were happy with their adult education and CTE programs.
- Students appreciated the many supports the College provided.
 - One student: "If you need help, it's here."
- Students were respectful, took school seriously, and clear about College expectations.
- There were many positive comments about their instructors, including their qualifications.

VIII. REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION

1. Corrective Action Plan – SFC is not required to complete a Corrective Action Plan.
2. Action Plan – The College must provide an Action Plan (Appendix C) to address the concerns noted in the focus areas of Curriculum/Instruction and Access and Equity in Section VII of this report.

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – SFC is not required to complete a Corrective Action Plan.
2. Action Plan - The College must provide an Action Plan (Appendix C) to address the concerns noted in the focus areas of Technology/Equipment, Learning Environment, and Access and Equity in Section VII of this report.

Once the Corrective Action or Action Plan is submitted, reviewed, and approved, if appropriate, the co-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. TARGETED TECHNICAL ASSISTANCE

Targeted technical assistance may be provided to support full compliance and systemic change for program improvement. Staff is encouraged to contact Division staff to assist their efforts toward systemic change.

- For resources to assist adult education students with disabilities, contact Pam Shrestha at pamela.shrestha@fldoe.org or 850/245-9905.

X. REMARKS or POSITIVE PRACTICES

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visit: Visiting DOE staff appreciated the USB flash drive provided by the College during the visit that contains relevant college documents and the Adult Education notebook. The College should be commended for its many partnerships that enhance workforce education programs, as is evident from the *Santa Fe College 2011 Partnerships* publication. The College is proactive in pursuing grant and other funds to support these programs. Career Pathways College Credit, which automatically posts college credit to transcripts for qualifying high school students, is worthy of replication.

XI. 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 and forwarded to the Agency Head with a copy to the appropriate parties. The Bureau's site visit co-leader monitors and conducts follow-up activities to assure issues have been satisfactorily completed within the stated timelines. Finally, the Bureau 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 SFC's onsite monitoring visit. Special thanks to Billie Monroe, Julie Falt, and Yvonne Amundson for their participation and leadership in this process. We also appreciate the leadership of Dr. Paul Hutchins during this visit.

**Appendix A
Santa Fe College
Risk Matrix for Adult Education**

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2009-10)	\$ 2,000,001+	8	X 6	= 24 (total points)
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2009-10)	Per grant (2)	2	X 6	= 24
Number of grants with 10% or more of unexpended funds (2009-10)	Per grant (0)	5	X 4	= 0
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		
Key organizational change within the last two (2) years	Director (0)	10	X 4	= 0
TOTAL Level of Risk Score				128

Appendix B
Santa Fe College
Risk Matrix for Career and Technical Education

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2009-10)	\$ 2,000,001+	8	X 6	= 30 (total points)
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2009-10)	Per grant (2)	2	X 6	= 24
Number of grants with 10% or more of unexpended funds (2009-10)	Per grant (0)	5	X 4	= 0
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		
Key organizational change within the last two (2) years	Director (0)	10	X 4	= 0
TOTAL Level of Risk Score				134

**APPENDIX C
Santa Fe College
Resolution Plans**

Career and Technical Education

Corrective Action Plan

Adult Education

Action Plan

	Strategies	Person Responsible	Projected Date of Completion
<p>CORRECTIVE ACTION PLAN Citation/Finding(s): No findings</p>	.		
<p>ACTION PLAN Concerns: 1. Concern: Adult education teachers could benefit from additional training and resources to serve ESE and other students with disabilities.</p>	<p>Adult Education teachers will be directed to online trainings on working with students with disabilities.</p> <p>In-house trainings provided by the Disabilities Resource Center staff, Adult Education staff with degrees in special education, and outside training consultants with expertise in working with students with disabilities will be held for Adult Education staff members. The goal is that each instructor will participate in at least one online or face-to-face training session per semester.</p> <p>The Adult Education coordinator, who is also the contact for students with disabilities, will work with instructors who have students with disabilities in their</p>	<p>Julie Falt, Coordinator Adult education</p>	<p>Immediately and ongoing</p>

	<p>classes to assure instructors are aware of allowable accommodations and strategies for working with students with disabilities. The Adult Education coordinator will meet with an instructor who has a student with disabilities in his/her class within two weeks of the student joining the class.</p> <p>An annual log will be kept of training attended and contacts with instructors.</p>		
<p>2. Concern: Adult education students at one center were unaware that they could enroll in postsecondary adult vocational (PSAV) programs prior to earning a high school diploma, even though this information is provided in the adult education student handbook.</p>	<p>The SF Adult Education handbook clearly spells out the PSAV programs students can take while still enrolled in Adult Education classes. The handbook also has information on who to contact to apply to those programs and how to access possible funding sources (if applicable). In orientation sessions with all incoming students, these programs and the entry requirements for each are discussed. Current students are provided this information in classes and in individual meetings with counselors and/or the Career Resource Specialists, which are held at least once a semester.</p> <p>Staff at all SF Adult Education sites has been given information on PSAV programs that do not require a HS Diploma, so that</p>	<p>Julie Falt, Coordinator Adult Education Program</p>	<p>This issue has been resolved.</p>

	they can share that information with students.		
3. Concern: There are a limited number of computers in the computer lab at the Kirkpatrick Public Safety Institute, given the need for access by Institute students, including students receiving continuing education.	<p>Two additional computers will be placed in the current computer lab.</p> <p>In addition, a formal review will be conducted by Academic Affairs to assess the need for additional computer capacity at the Institute of Public Safety.</p>	<p>Daryl Johnston, Director, Institute of Public Safety</p> <p>Kim Kendall, Assistant Vice President Academic Affairs</p>	April 1, 2012
4. Concern: A portable classroom in the Public Safety Institute has a strong smell of mold.	<p>SF Facilities Services conducted an IEQ study on classroom #6 at the Institute of Public Safety. The report concluded that the indoor spore count was well below the guidance criteria and in the laboratory published range for low normal or clean indoor environments.</p> <p>Carpeting in classroom #6 has been replaced to address the concern for the smell of mold.</p> <p>SF Facilities Services will continue to monitor classroom #6 until the problem has been completely resolved.</p>	<p>Daryl Johnston, Director, Institute of Public Safety</p> <p>Bill Reese, Associate Vice President, Facilities Planning & Operations</p>	June 30, 2012
5. Concern: While most publications reviewed contained non-discrimination notices, several publications did not contain these notices.	SF College Relations along with SF Career and Technical Education Public Awareness/Recruitment Committee will review publications to ensure that non-discrimination notices are placed	<p>Dr. Paul Hutchins, Dean, Educational Centers and Economic Development</p> <p>David Houder,</p>	June 30, 2012

	on all new and revised publications.	Coordinator, Marketing	
6. Concern: A portable classroom at the Public Safety Institute lacks a ramp for wheelchair accessibility.	An ADA compliant access ramp will be constructed to assure accessibility to portable classroom #6 at the Institute of Public Safety.	Dr. Ed Bonahue, Provost and Vice President of Academic Affairs Bill Reese, Associate Vice President, Facilities Planning & Operations	June 30, 2012
Technical Assistance Needed and/or Provided:			
Date and Status of Action:			
Plan submitted by: Dr. Ed Bonahue, Provost and Vice President of Academic Affairs Dr. Paul Hutchins, Dean, Educational Centers and Economic Development			
		Date: January 20, 2012	
Plan accepted by: Eileen L. Amy			
		Date: February 1, 2012	