2008-2010
Student Services and Enrollment Management Annual Report

Dr. Kenneth Ray, Jr.
Vice President for Student Services and Enrollment Management
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Vision for Student Affairs and Enrollment Management
Vision for Student Affairs & Enrollment Management

- Develop a world class student affairs division
- Enhance opportunity for student success for all students with emphasis on:
  - Students whose first language is not English
  - First-generation college students
  - Non-college ready high school graduates
- Move all students into the digital age
- Enhance enrollment of college ready high school graduates
- Increase opportunities for student services staff advancement, professional growth and development
- Maintain constructive, strong and collaborative partnerships with academic affairs, business affairs and campus leadership
- Develop and maintain partnerships with various organizations, K-12 and SUS to enhance students’ educational opportunities
HCC’s Vision, Mission and Goals
HCC’s Vision, Mission and Goals

VISION
Hillsborough Community College will deliver education of the highest standards enabling a diverse community of life-long learners to achieve their maximum potential in a global society.

MISSION
Hillsborough Community College, a public, comprehensive institution of higher education, empowers students to excel through its superior teaching and service in an innovative learning environment.

GOALS
1. Advance student success through a focus on the achievement of learning outcomes for all students with the active involvement of all employees.
2. Foster partnerships with the local and global communities to position the College as a premier educational institution for college transfer, career workforce and economic development, lifelong learning, and community initiatives.
3. Enhance access, flexibility and responsiveness to meet the changing educational needs of the students and the community.
4. Provide the necessary human, financial, physical, and technological resources to ensure a high quality learning environment and an efficient organization.
5. Promote an institutional culture that values the individual; fosters diversity; and encourages professional development, action, creativity, and risk taking.
6. Continuously improve programs and services through a systematic and ongoing process of strategic planning, assessment, and review in which a “culture of evidence” guides our direction.

The division of Student Services and Enrollment Management works to enhance access to the College as well as provide an enriching college experience for students that will foster student success.
2008-2010
SSEM
Accomplishments

• ARR
• Financial Aid
• TRIO & Special Programs
• VP/SSEM
The District Admissions, Registration and Records (AR&R) office is currently staffed by four and a half positions (the Enrollment and Student Success Officer, two senior staff assistants, one records specialist, and a part-time data entry specialist. The Transcript Evaluation Office has two full-time academic advisors, and an interim program analyst. This year we added three full-time temporary academic advisors to assist with the transcript evaluations. Given the resources mentioned above, we accomplished and implemented the following policies and initiatives:

- **New CLAS Requirements:** Recent Florida legislation, Senate Bill 1676 repealed the use of CLAST to measure College Level Academic Skills (CLAS). As a result, effective July 1, 2009, students are required to satisfy the New CLAS Requirements as outlined by the Senate bill. The Office of Enrollment & Student Success, in conjunction with the Office of Academic Affairs, eliminated the old CLAST information and created the new CLAS policy and the process associated with requesting, reviewing, and evaluating a request or waiver of the new CLAS requirements.

- **Residency Reclassification:** Revisions were enacted by the Florida Legislature to Senate Bill 1009.21 on Residency Classification. Section 1009.21 (6) (a) F.S. specifies that a student can now seek residency reclassification beyond their initial classification under certain conditions and by submitting specific documentations as outlined by statute. These changes were added to our residency information which is available to students as well as staff via the HCC website, Student Services web page, College catalog, and Presidium Call Center knowledge base. In addition, based on the requirements of this recent legislation, we also instituted the new Residency Appeals Committee to review all request for residency reclassification.

- **Priority Registration Process:** Implementation of the new priority registration process for the fall 2010 term was enacted on April 15, 2010. The new process enacted a staggered registration system thus providing students access to registration based on their student type. The following student types were identified and given their own registration window: honor students, enrolled students/non-degree, FTIC and transfer students, dual enrolled high school students, transient and cross-enrolled students, and state employees/senior citizens.

- **15-30-45 Initiative:** During the spring 2010 term the Office of Enrollment Management and Student Services launched a pilot program called the 15-30-45 Initiative. This initiative provided notification to students of their progress towards program completion. At key milestones like 15-30-45 hours of course work completed, students will be notified that they are “on track” or not “on track” for program completion by comparing hours towards program and hours unapplied. As a result, in an attempt to assist students in meeting their educational goals, a pilot initiative was developed to address program completion and progress. The pilot will only include 479 students who were enrolled fall...
2009, seeking an AS degree who have earned 15-29 credit hours. The goal is to expand our effort to address various issues that students need to address at various milestones.

- **SB 1908: Access to Higher Education College Readiness**: Senate Bill 1908 is an initiative that was mandated by the Florida Department of Education. The initiative provides testing for Hillsborough County high school 11th graders whose FCAT scores were four and below. Last year, during the pilot program, the College tested 70 students. This year the College expanded the program and invited 11,536 juniors from across the county. Approximately 490 registered to take the exam and 183 were actually tested. As a result, we were able to double the amount of students tested. High school students who test into the second level of prep courses will have an opportunity to take a high school course that mirrors HCC’s second level of college prep courses in math, writing, or reading. Successful completion of these courses in high school will provide these students the opportunity to enroll at HCC at the College level. Warren Smith, manager of CROP, and Edwin Olmo, Enrollment & Student Success Officer, coordinated our efforts with the Hillsborough County School District, HCC campuses, and the District Administrative Center.

- **Family Educational Rights and Privacy Act (FERPA)**: The Office of Enrollment and Student Services in conjunction with Academic Impressions sponsored a Webcast on “How to Comply with FERPA Regulations Across Your Campus.” The purpose of the webcast was to inform participants on how to deal with:
  - Health-or-safety emergency exceptions
  - Electronic student records and limitations of access
  - Records used for research and audits
  - Cross-institutional sharing of records
  - Recent changes to FERPA Regulations

All AR&R and Student Services staff was invited to attend. The webcast was broadcast live at a central location on the Brandon campus.

- **Transcript Evaluation Area**: The transcript evaluation area was restructured during the 2009-2010 academic year. The data entry process was separated from the evaluation process and assigned to a team of trained individuals at the district office as well as each HCC campus’s AR&R operation. The data entry process was reviewed and refined by the AR&R supervisors and implemented in July 2009. In addition, the transcript evaluation area added two full time temporary academic advisors/evaluators to assist with the evaluation of transcripts that are processed district wide. As a result, the transcript evaluation area has been able to triple the amount of transcripts that are evaluated. Early in the academic year the area was averaging about 200 transcript evaluations per month. Currently we are averaging about 650 evaluations per month. We will continue refining this model during the 2010-2011 academic year, as we continue to work as a team with each HCC campus to improve the process and provide our student the best service possible.
• **Call-Em-All.com:** This is an automated messaging service that helps make life a little easier for organizations, businesses, and educational institutions by providing affordable access to powerful voice broadcasting technology and premium bulk sms text messaging. Automated calling and bulk text messaging is easy with Call-Em-All--we can launch our own automated phone calls and bulk text messages in minutes! Call EM-ALL will call everyone on our automated phone call list at the time we designate.

  ✓ When a live person answers the call, they give the person the option to hear the automatic calling message again, then they get an answering machine, they leave a message.
  ✓ When they get a busy signal or no answer, they try several more times after waiting a few minutes.
  ✓ When our automated phone call messages are completed, Call-Em-All sends an email to the HCC administrator with a summary of the results.
  ✓ The Office of Student Services & Enrollment Management will be contracting services with CallEmAll.com in an effort to improve our communication directly with students about deadlines and additional information that is pertinent to the student’s enrollment.

• **Publication Updates:** During the academic year the Office of Student Services & Enrollment Management, updated the following publications:

  ✓ My HCC Registration Publication
  ✓ College Catalog (Student Services section)
  ✓ Student Handbook
  ✓ Student Service Calendar 2010-2011
  ✓ Student Services Web site
  ✓ Communication Plan for Priority Registration.
Financial Aid Annual Report

The Financial Aid Office provides federal, state and institutional support for students including grants, college work study, student and parent loans and scholarships.

The Financial Aid Office awarded $74,727,780.92 million dollars of grants, scholarships, student loans and employment opportunities to 301 students. (2009-2010 figures are as of 6/21/10).

A. Six Federal and State Grant Programs totaling over $46,135,080 million awarded to students

- Federal Pell Grant
  - The Federal Pell Grant comprises 96% of the total grants awarded to students.
  - 13,515 number of students received $42,948,736 in Federal Pell Grant awards.
  - 47% increase from the 2008-2009 academic year.

- Federal Supplemental Educational Opportunity Grant (SEOG)
  - 716 number of students received $628,524 in Federal Supplemental Educational Opportunity Grant awards
  - 7% decrease from the 2008-2009 academic year. *Some funds were moved to Work Study.*

- Federal Academic Competitiveness Grant (ACG)
  - 263 number of students received $208,661 in ACG funds.
  - 25% increase from the 2008-2009 academic year.

- Florida Student Assistance Grant (FSAG)
  - $2,124,821 FSAG awards were issued to 1,806 number of students.
  - 7% increase from the 2008-2009 academic year.

- Florida First Generation Matching Grant
  - 209 students received a total of $193,598
  - 16% decrease from the 2008-2009 academic year

- Florida Public Career Education Assistance Grant
  - 30 students were awarded $30,740
  - 5% decrease from the 2008-2009 academic year.
B. Scholarships: The Financial Aid Office administered 23 institutional scholarship programs in addition to the State of Florida Bright Futures program. These scholarships went to 3814 students. The total amount of scholarships awarded to students was $6,060,340.

- Florida Bright Futures Scholarships
  - Florida Bright Futures Scholarships comprise 68% of the total scholarships awarded by the Financial Aid Office.
  - $4,147,110 in Florida Bright Futures Scholarship awards were issued to 2,316 students.
  - Total Bright Futures Scholarships decreased by 2% from the 2008-2009 academic year.
2% decrease can be attributed to the program change in Bright Futures that required students to pay back funds to the College in the event of withdrawals.

- Institutional Scholarship Awards
  - $1,810,057 Institutional scholarships awarded to 1,498 students, an increase of 16% from the 2008-2009 academic year.

- Types of Institutional scholarships awarded and percentage of total awards
  - Need-based scholarships = $1,198,145 (69%)
  - Board of Trustees, Presidential and Presidential Honors scholarships = $367,908 (21%)
  - Athletic Scholarships = $244,004 (13%)
  - Community Diversity Sponsored Scholarships = $41,027 (2%)
  - Student Support Services = $463,190 (26%)
  - Child Care Award = $6,000 (<1%)
  - Minority Incentive Scholarships = $9,000 (<1%)
  - Disabled Student Scholarships = $11,500 (1%)
  - Cultural Arts Scholarships = $13,644 (1%)

- Florida First Generation in College Scholarships
  - $187,598 First Generation in College Scholarships awarded to 209 students. This is a 19% decrease from last year.
  - Students are required to demonstrate financial need, be enrolled for at least six credit hours per semester and have parents who have not attained a four year college degree.
  - Average award was $898.
C. Two employment programs provide 301 students the opportunity to earn $636,836, 13% increase from the 2008-2009 academic year.

- Federal Work Study Program
  - 251 students earned $543,901 Federal Work Study funds in 2009-2010.

- Community Service Work Study Program
  - 50 students earned $92,935 under the Community Service Work Study Program. (15% of total allocation)
D. Student and Parent Loans

- HCC continued to process loans through the Federal Family Education Loan Program. HCC will switch to the Direct Loan program on July 1, 2010.

- In 2009-2010, $22,307,462 in Subsidized Stafford, Unsubsidized Stafford and Parent Loans were processed by Financial Aid, a 23% increase from 2008-2009. 5,288 students received funds through these loan programs.

E. Grand Total Financial Aid Awarded by the HCC Financial Aid Office
Total Financial Aid Awards
Increases by 65.42% in 09/10

- 2006-2007: $31,430,972.00
- 2007-2008: $34,277,845.00
- 2008-2009: $47,194,155.00
- 2009-2010: $74,727,780.92
TRIO and Special Programs

Competitive Grant Applications / Grant Revenues

- TRIO and Special Programs Unit (TSPU) submitted a major competitive grant proposal to the U.S. Education Department, in the fall semester 2009 seeking federal funds for its Student Support Services Program (SSSP) of $1.63 million, to cover a grant period of five years (2010-2015). If successful in this national competition, the grant funds will help to enhance the College’s effort to advance student access and achievement of learning outcomes for its low-income, first generation and disabled students. The Department has stated that it will release the list of successful applicants on or immediately after July 9, 2010.

- By consistently meeting the TRIO Student Support Services Program goals, the College earned the $341,724 SSS Continuing Grant Award from the U. S. Education Department for Program Year 2009-2010.

- By consistently satisfying the TRIO Talent Search Program goals, the College earned $226,600 Talent Search Continuing Grant Award from the U.S. Education Department for Program year 2009–2010.

- In 2009-2010 (TSPU) submitted a major consortium grant application to the Florida Education Department seeking $590,366 in State funds for the College Reach-Out Program (CROP). Success in earning the State grant funds for this Program will allow the College to sustain its collaborative partnership with the Hillsborough County School District middle and high schools respectively.

Pre-collegiate Level - College Reach-Out & Talent Search Programs

College Reach-Out Program (CROP)

- CROP satisfied the Florida Department of Education criteria to provide program services to 350 middle and high school students in academic year 2009–2010.

- One hundred percent of the twenty-four high school seniors in CROP successfully graduated from high school in academic year 2009-2010.

- One CROP senior received a scholarship valued at more than $200,000 to attend Southern Methodist University in Dallas, Texas. Five seniors will be attending Florida
Agricultural & Mechanical University, three will attend Florida State University, one will attend the University of Florida, and seven will attend Hillsborough Community College.

- Five CROP students had the opportunity for summer employment through a partnership with the Mayor’s Beautification Program. These five students will also have the opportunity to earn $2,000 scholarships upon their successful graduation from high school.

**TRIO Talent Search Program (TS)**

- Talent Search Program served 616 students in Hillsborough County Public Schools.

- One hundred percent or one hundred and six of the Talent Search seniors graduated from high school in academic year 2009–2010.

- One hundred percent of all Talent Search grades 6-11 students earned a promotion to the next grade level at their respective schools.

- One of the Talent Search students earned a Dell Scholarship with an all expense paid tuition to SUNY – Ithaca, NY.

- Talent Search provided five extended college tours for eighty participants to visit Florida Gulf Coast University, Morehouse College, Spellman College and Clark Atlanta University. Educational and cultural visits to Kennedy Space Center, Epcot Educational Program, World of Coco-Cola, Georgia Aquarium, Martin Luther King Center and Inside CNN comprised an integral part of the program activities in 2009-2010.

- TRIO & Special Programs had a very successful Graduation/Awards Ceremony with approximately 300-400 people in attendance in May 2010.

**Collegiate Level**

**TRIO Student Support Services (SSS)**

- Twenty-four SSS students met the graduation requirements and earned an associate degree in arts and/or science in academic year 2009-2010.

- Provided support services to 200 SSS participants in 2009–2010.

- SSS successfully retained 80% of 200 first-generation and low-income students in academic year 2009-2010.

- SSS successfully assisted 110 students through its tutorial program to maintain good academic standing in 2009-2010.
• SSS enhanced the College’s transfer efforts by taking 103 SSS participants on visits to six of the eleven state universities in Florida.

**Conferences/Seminars & Workshops**

• TSPU successfully represented the College’s TRIO interests, presented and/or participated in the following state, regional and national conferences: Florida Association of Educational Opportunity Program Personnel (FAEOPP), Southeastern Association of Educational Opportunity Program Personnel (SAEOPP), and the Council for Opportunity in Education (COE).

• Departmental representative attended Council for Opportunity in Education, Annual Policy Seminar and visited with members of Congress.

• Successfully represented the College in Washington D. C. at a seminar on “Improving Relations With the U. S. Department of Education.”

• TRIO and Special Programs represented Hillsborough Community College at the Council for Opportunity in Education (COE), National TRIO Conference in Washington D. C. in September 2009.

• Participated in and made a joint presentation on Collegiate-100 at the College’s highly successful summit “Black Brown & College Bound” on the plight of African American & Hispanic Males in Postsecondary Education, February 2010.

**Other Accomplishments in 2009-2010**

• Actively participated and contributed to the college-wide “Black Brown & College Bound” Steering Committee.

**Dream Keepers Emergency Scholarship Fund**

• Through this emergency fund, the campus deans provided twenty-six students with assistance in academic year 2009-2010. Fifty students submitted a request for emergency assistance, and the deans deemed that twenty-six of those requests worthy of assistance. Sum of the scholarship assistance offered in 2009-2010 is $10,000. The assistance allowed for the students’ retention and academic persistence at HCC.
Collegiate-100 General Information

Collegiate100 (C-100) is a district-wide initiative open to all students at Hillsborough Community College. Our C-100 program is unique in that HCC is the first community college in the state and possibly the nation to host such a program. Through a Memorandum of Understanding (MOU), the College has an affiliate relationship with 100 Black Men of Tampa Bay Inc., (100BMTB) to work collaboratively in jointly developing this program. C-100 basic operating principles mirror the four major operating principles of the 100 BMTB, Education, Economic Development, Leadership, and Health & Wellness. Campus advisors and professional members of the 100 BMTB mentor the Collegiate 100 students in this initiative, and C-100 students then in turn assist in mentoring mentees in local elementary schools situated in close proximity to one of the five HCC campuses.

To date, the College has established four C-100 chapters on Brandon, Dale Mabry, Plant City and Ybor Campuses respectively. Initially, we started the initiative with ten students, today our initiative has fifty students actively engaged in this program.

C-100 Events & Activities in 2009-2010

C-100 students meet on a monthly basis on their respective campuses to plan campus activities and projects for each semester that are also in accord with the mentoring schedule of the 100 BMTB. District-wide leadership forums held in each major semester provides opportunities for C-100 students to acquire leadership skills, and or to discuss any pressing issues that might impede their overall academic persistence and success at HCC.

Additionally, at the leadership forums, students learn about mentoring and have opportunities to provide feedback as a mentee about their mentoring experiences. Besides, C-100 participants get to learn about various careers especially those careers that require or embrace science, technology, engineering and mathematics.

In Academic Year 2009-2010, C-100 participants had a very engaging year through direct and active participation in a number of officially sponsored events and activities. C-100 students participated in the following; C-100 campus meetings, District Leadership Forums, State Conference, National Conference, visits to local elementary schools, Men’s Health Forum, Imani Celebration, Juneteenth Celebration, Black, Brown and College Bound Conference and business meetings of the 100 Black Men of Tampa Bay Inc.

Fall 2009, at one of the district wide leadership forums held on the Ybor City Campus, the participants enjoyed a surprise visit by a member of the College’s Board of Trustees, Mr. Randall Reid, the Campus President, Dr. Shawn Robinson and the Vice President of Student
Services and Enrollment Management, Dr. Kenneth Ray. The visitors provided inspirational messages and words of wisdom to the participants.

HCC’s Board of Trustee Member, Mr. Randall Reid and Campus President, Dr. Shawn Robinson visit with C-100 participants who attended the District Leadership Forum.

The joint instrumental and collaborative efforts of the C-100 chapter and the Student Government Association on the Plant City Campus bore fruit in the form of another high profile visit from the nationally known and highly respected Coach Tony Dungy.

C-100 student, Dr. Kenneth Ray, VP Student Services & Enrollment Management, Dr. Felix Haynes, Campus President, Plant City Campus, listen to the introduction of Coach Tony Dungy while on stage at the Trinkle Center. Second picture shows some of the C-100 participants and the then President of 100 Black Men of Tampa Bay, Mr. Henry Bell, Jr. seated in the front row far right among the large audience that showed up to hear Coach Dungy’s message.
Coach Tony Dungy addresses a gathering of C-100 participants, students, faculty and staff at the Trinkle Center on the Plant City Campus in April 2009.

C-100 Students and officials of the 100 BMTB Inc., college administrators and C-100 advisors pose for a picture after Coach Tony Dungy’s visit to the Plant City Campus. Dr. Shawn Robinson, Ybor Campus President speaks to C-100 participants at one of the District Leadership Forum held on the Ybor Campus.

**Juneteenth Celebration**

On Father’s Day June 17, 2009, C-100 participants attended the annual Juneteenth Celebration sponsored by the 100 BMTB at the Crown Plaza Tampa Westshore, 5303 West Kennedy Boulevard Tampa. The C-100 students learned about the significance of the Juneteenth Celebration. They also learned why this holiday is celebrated. In addition, the students learnt about parenting and the qualities and characteristics of the winner of the Father of the Year Award Competition.
**Leadership Conference(s)**

Four C-100 Students and one campus advisor attended 100 Black Men of America Inc., (100 BMOA) Annual fall Leadership Summit held in Miami, December 9 – 13, 2009. Students had an opportunity to attend and participate in a plenary sessions with professional from various career fields.

**Imani Celebration**

Five C-100 students attended the Imani Celebration sponsored by 100 BMTB Inc. This celebration is an annual event held in December in Tampa, Florida. The name “Imani” represents the seventh principle of Kwanzaa, which is faith or belief in our parents, teachers, leaders and us.

**Men’s Health Forum**

Two C-100 students participated in the Men’s Health Forum held on the Dale Mabry Campus in 2009 by assisting with giving directions and general information to the attendees at the event.

**Mentorship**

C-100 students have had two formal training sessions on mentoring techniques, and the different types of mentoring. They have ventured out to local schools to observe professionals from 100 BMTB Inc., mentoring students in local elementary schools located in close proximity to their respective HCC campuses.

Pasco Hernando College, University of Tampa and the University of South Florida have expressed an interest in starting a Collegiate 100 Chapter at their respective institutions, based on the exemplary chapter established at Hillsborough Community College.

**Emotional Intelligence Workshop**

C-100 participants enjoyed a unique experience attending the Emotional Intelligence Workshop, held on the Brandon Campus, sponsored by 100 Black Men of Tampa Bay Inc. exclusively for students in the C-100 at HCC.
In the first and second pictures respectively, Dr. Hank Clemons conducts a workshop on Emotional Intelligence on the Brandon Campus for C-100 participants. Second picture shows participants hard at work on exercises during the workshop.

Dr. Hank Clemons challenges C-100 participants with insightful questions as they did the exercises in the workshop.

**Major Upcoming Events**

Second Workshop on Emotional Intelligence in April 2010. HCC’s C-100 participants will sponsor this workshop and extend an open invitation to other clubs and organizations district wide.

Opportunity for C-100 participants to attend a major National Conference of 100 Black Men of America in Hollywood, Florida where the C-100 participants will have an opportunity to see, hear and interact with powerful and influential national leaders and role models.

**Challenges in Academic year 2009-2010**

- Continue to grow C-100 membership to at least 100 actively participating students across the district.
- Collect confirmable data that can attest to the overall effectiveness of the C-100 Initiative as an appropriate intervention strategy for assisting African American and Latino Males to persist academically throughout their respective school careers.
Statement of Appreciation

Collegiate 100 students, Campus Advisors and 100 BMTB Inc., thank Hillsborough Community College’s Student Government Association for its financial support of a worthy initiative that primarily benefits students. Continued SGA support is paramount and will make a difference in the overall matriculation and collegiate experiences of African American and Latino Males at Hillsborough Community College.
Vice President for Student Services & Enrollment Management (SSEM)

- Began the reimplementation of the financial aid system and processes
- Hired an Interim Director of Financial Aid and initiated the search for a new director
- Outsourced financial aid services for verifications and loan certifications
- Implemented the Call Center (HCC Live Information 24/7)
- Piloted the new transcript evaluation process
- Hired three full time temporary evaluators for the Transcript Evaluation Office in order to increase the number of transcripts evaluated
- Implemented priority registration to ease the load on the computer system and give current students the opportunity to get a better schedule
- Implemented the college application deadline effective Fall 2009
- College Reach Out Program (CROP) – Access to Higher Education Program (SB 1908). Taught 85 high school students the equivalent of MAT 0024 for .5 high school credits. Successful students will be college ready in math upon admittance to FCS institution.
- Provided a successful Black, Brown and College Bound Summit

Professional Development

- Chaired the Council of Student Affairs (CSA) for 2009-2010
Process Management Teams (PMT)

- Purpose
- Task
- Team Members
- 2009-10 Accomplishments
Process Management Teams

Purpose

The purpose of the Process Management Teams (PMT) is to assist the College with coordination, management and improvement of college-wide services for students. Members are selected by the Deans of Students Services to represent the campuses on the PMTs.

The key objectives are:

- College-wide coordination
- Cross campus communication
- Continuous improvement
Process Management Teams

Task

The Process Management Teams’ initial task is to discuss the campus procedural similarities and non-similarities among the campuses and develop common practices and procedures that will benefit students.

There are fourteen Process Management Teams (PMT) and each of them consists of a Champion, a Chair and at least one member from each campus. The Champions serve as the college-wide representative for issues concerning their respective Process Management Team. The Champion is a liaison between the PMT and the Vice President of Student Services & Enrollment Management. The Champion facilitates the PMT as they work through issues, policies, and procedures. This will involve recommending to the Vice President the establishment of college policy and procedures. The Champion will represent their PMT at numerous Student Services and Enrollment Management Leadership meetings.

The Chairperson is a member of the PMT who organizes meetings and records the business of the PMT. Therefore, they collaborate with the Champion on the agenda for the meetings as well as assure that minutes of the meetings are recorded. The Chairperson chairs all meetings of the PMT. Chairpersons are selected by the members of the PMT.
The Process Management Teams are listed below:

2009-2010
Process Management Teams (PMT)
Chairs/Champions Only

<table>
<thead>
<tr>
<th>PMT</th>
<th>CHAIRPERSON</th>
<th>CHAMPIONS</th>
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<tbody>
<tr>
<td>ACADEMIC ADVISING</td>
<td>Cris Legner</td>
<td></td>
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<tr>
<td>ADMISSIONS/REGISTRATION &amp; RECORDS</td>
<td>Kellie Geary</td>
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<tr>
<td>ATHLETICS/STUDENT ACTIVITIES</td>
<td>Ken Turley</td>
<td>Frank Babcock</td>
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<td>CAREER RESOURCE CENTERS</td>
<td>Laurie Ragsdale</td>
<td>Ginger Clark</td>
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<td>COUNSELING CLUSTER</td>
<td>Elizabeth Key-Raimer</td>
<td>Frances Cox</td>
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<td>DISABILITY SERVICES</td>
<td>Joe Bentrovato</td>
<td>Joe Bentrovato</td>
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<td>DISTANCE LEARNING</td>
<td>Melissa Zucal</td>
<td>Chad Hyatt</td>
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<tr>
<td>ENROLLMENT DEVELOPMENT COORDINATORS</td>
<td>Lauren Furry</td>
<td>Linda Herlocker</td>
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<tr>
<td>FINANCIAL AID</td>
<td>Calixberto Fuentes</td>
<td>Charlotte Johns-Rich</td>
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<td>INTERNATIONAL STUDENT AFFAIRS</td>
<td>Marjorie Fontalvo and Leonor Gordon</td>
<td>Maribel Garrett</td>
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<td>NEW STUDENT ORIENTATION</td>
<td>Stacee Bender</td>
<td>Steve Stancil</td>
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<td>TECHNOLOGY</td>
<td>Kathy Cecil</td>
<td>Kathy Cecil</td>
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<td>Chuck Warnock</td>
<td>Patti Mills</td>
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<tr>
<td>VETERANS AFFAIRS</td>
<td>Delphinia Broadnax-Taylor</td>
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10/9/09
## 2009-2010

### Process Management Teams (PMT)

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<th>PMT</th>
<th>Members</th>
<th>Email Address</th>
<th>Champions</th>
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<td>Betty Doyle/BR</td>
<td><a href="mailto:bdoyle@hccfl.edu">bdoyle@hccfl.edu</a></td>
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<td>Sandy Strobel/PC</td>
<td><a href="mailto:sstrobel@hccfl.edu">sstrobel@hccfl.edu</a></td>
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**NEW STUDENT ORIENTATION**

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**TECHNOLOGY**

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10/9/09
2009-2010
PMT
Accomplishments
Support the work of the Process Management Teams (PMT) by implementing their recommendations, replacing ineffective and inefficient procedures and supporting the teams’ efforts to make procedures consistent from campus to campus.

- **Enrollment Development Coordinators:**
  - EDC manual currently being reviewed by two EDCs who are new to the position. Their review will check for clarity of the written document and overall effectiveness at explaining the campus wide HCC procedures and practices.
  - Requesting support from District for the Enrollment Management Report which will streamline information/data commonly used by EDCs.
  - Regular PMT EDC meetings provide awareness to changes among the five campuses (i.e. general information, staffing, etc) so that we may better serve prospective students.
  - All campus EDCs meet throughout the year to plan district-wide events for HCPS students and staff (i.e. CSI, Amazing Race, & High School Personnel Workshop).
  - Ambassadors on each of the campus are being used for more district-wide events due to the coordination among the EDCs.
  - Regular PMT EDC meetings allow for better communication among the campuses.
  - Meetings are rotated between campuses to provide participants with a broader district-wide perspective.
  - Linda Herlocker attends all PMT EDC meetings and provides updates on campus wide information that is pertinent for EDCs.
  - Met with District Director of Technical Programs concerning ways to enhance cooperation between EDCs and A.S. Deans.
  - Currently brainstorming for improvements to yearly EDC events.
  - Have started facilitating the review of these yearly events to determine accomplishments and effectiveness. New improvements will be implemented for upcoming 2010-2011 academic year.

- **Academic Advising:**
  - Worked together to develop a FTIC academic advising model.
  - Developed a preliminary concept plan for a proactive model to serve students.
  - Alignment of procedures and practices between campuses
  - Improved coordination between campuses
Communication enhancements between campuses
The Advising PMT coordinated an HCC All Advisor meeting in Feb 2010 in which pertinent Datatel screens were reviewed, the new CLAS process was reported, and new transcript evaluation request process was detailed. Updated resource documents were distributed including updated Program Manager Contact list.
The Advising PMT worked with Ed Olmo to provide input on key messages to be incorporated into the 15-30-45 communication plan to students at critical points in their educational paths.

New Initiatives or Projects
FTIC Advising Model was revised per input received from Student Services Deans meeting. The model proposes that students complete all components utilizing four online modules and two required meetings with an advisor. Currently the PMT is working on Student Learning Outcomes for each component of the Advising Model.

Training/Education opportunities

Implemented 15/30/45 credit tracking program to assist students with meeting their academic and vocational goals (pilot).

- Admissions Registration and Records:
  - Enhanced coordination of transcript evaluation process
  - Enhanced coordination with School District Registrars and improved the receipt high school transcript processing
  - Acquired method for contacting all students by phone to alert them of important due dates, registration restrictions and changes in registration status (de-registration)
  - Implemented application due dates that are prior to the first day
  - Implemented priority registration system for 2010-2011 academic year
  - Identified over 121 processes and sub processes to be reviewed
  - Organized processes into a streamlined format that is easy to understand
  - Worked to incorporate the functions of other departments to enhance the overall efficiency of each process
  - Improved communication between department leadership and staff across campuses
  - Updated communications management process to align with College’s implementation of the application deadline
  - Contributed to the development of the processes and exception policy for 2009 legislative changes to residency for tuition purposes
o Aligned processes to reflect 2009 legislative changes to CLAS exemption
o Agreed to take on (temporarily) the data entry of incoming transcript information to aid in the improvement of evaluation processing
o Developed imaging workflow and process related to transcript processing

Recruitment:
o Enhanced CPT high school testing program (Access to Higher Education: College Readiness)
o Over 500 high school students sat for the CPT

• Career Resource Centers:

o The Career Centers are now utilizing a software-based system for tracking student usage patterns within each Center. However, there is still a mixture of the Who’s Next system and the customized package that the Career Center PMT developed in collaboration with PDWS (Ybor). The Brandon campus has modified the Who’s Next software to better accommodate the specific needs of the Career Centers. Next Steps: The College needs to determine whether Who’s Next will be expanded to all campuses and, if so, will modifications to the system be made across the board?
o The TBWA partnership was in the process of being expanded to other campuses when major organizational changes began occurring at TBWA. Thus, the expansion has been temporarily halted. Also, Career Center staff discovered that the time allocated to each campus, with the exception of Ybor, was not sufficient for student demand. Next Steps: Discuss the status of the MOU with TBWA and seek to expand the hours of service on all campuses.
o The new Career Center website has been completed and it makes use of a centralized home page with links to key career-related resources. Each campus will then have a smaller site that contains information relative to campus-specific events.
o The monthly meetings continue to provide a forum for sharing ideas, coordinating schedules in terms of job fairs, campus speakers, etc., and developing budgets. As a result, job fairs are now averaging 40+ employers.
o Because of the PMT concept, and the monthly meetings held, the Career Center staff members are more aware of the need to regularly communicate with one another. In addition, there is a greater emphasis upon working together to produce communication materials (web site, etc…) so that a single, focused message can be crafted.
o In 2009, an additional “Z” card was produced. This card highlights several popular AS programs as well as the services offered by the Career Centers.
o The Plant City campus launched a College Transfer Day with 20+ colleges and universities on campus. The event will be expanded next year.
o In 2009, we successfully shifted much of the coordination of the Amazing Race event to the EDC’s.
- Continue to work on developing consistent approaches to orientation and extending successful career information sessions (e.g., DRIVE on the Brandon campus) to other campuses.
- Career Center staff members continue to participate in both local and statewide conferences including the National Career Development Association (NCDA) and the Florida Career Professional Association (FCPA).

- **Disability Services:**
  - Alignment of procedures and practices between campuses
    - Updated the general information brochure for Disability Services; MacDill students will be primarily served by the DM campus as many of our MD students attend DM
  - Improved coordination between campus (and District).
    - Continued dialogue with Karen Griffin and Craig Johnson to more clearly define the process for course substitutions and CLAST (now CLAS) waivers for students with disabilities.
  - New initiatives or projects
    - JAWS and ZoomText adaptive software now available on the network for easy access for students.
    - Purchased new type of note taker paper - more conducive to note taking.
    - Math Cluster has approved the use of one book for both MAT 0012 & 0024 for students with visual impairments. This book can be used at any campus even once the textbook has been changed or the edition is updated. This text will be used to produce Braille copies of the book.
    - Working on the process and parameters of imaging of student records.
    - Completed website review of disability services information with Dionna Doss.
  - Training/Education opportunities
    - Nicole Bargeron-BR and Linda Freeman-DM will be attending the 2010 AHEAD conference.
  - Other Items:
    - Prepared to present “Career Connections 2010” in June to local high school juniors and seniors with disabilities.
    - Perkins funding spent on adaptive equipment for all campuses.
  - Upcoming Projects:
    - Align student intake process across campuses
    - Align issuance of accommodations across campuses
    - Create a “faculty guidelines” publication for working with students with disabilities
    - Create a “student responsibilities” publication
    - Finalize course sub/CLAS waiver process
    - Introduce alternatives to sign language interpreters
    - Develop better way to compensate note takers
• Financial Aid:
  
  o Began the process of reimplementation of the financial aid system
  o Alignment of procedures in regards to third party verification processing and third party loan processing.
  o New initiatives have included year round Pell Grant awarding, the move to Direct Lending and the implementation of third party processing for verification and loans.
  o Established that each campus financial aid office has a working generic email box that is being checked and responses are sent out as appropriate.
  o Training/Education Opportunities – EAC Conference (federal, Dept of Education conference), Direct Loan training workshop in Jacksonville, USA Funds workshop on regulatory updates, FASFAA (State of Florida financial aid conference). Tia Vickers has also conducted numerous training sessions for the campus managers, counselors and technicians in addition to individualized training when necessary.

• International Student Affairs:
  
  o Established one vendor requirement for international student insurance.

• New Student Orientation:
  
  o Development of Online New Student Orientation in final stages

• Technology:
  
  o Projects Completed
    ✓ State Exit Exam Entry screen for WebAdvisor
    ✓ Import of ACT/SAT scores
    ✓ WebAdvisor Restriction Screen
    ✓ Upgrade of web grade forms due to issues caused by the installation of Gradebook
    ✓ Priority Registration
  
  o Staff Training
    ✓ New Staff
      First time staff
      Current staff new processes
      Reviews and updates with staff
  
  o Work with MIS Office to create new tutorials and documentation for staff training on Colleague and FERPA
- Query Builder training – teaching staff to do simple reports through queries that they can save and run at any time
- Train District staff to do standard processes such as de-registration emails, WN processing, graduation lists.

- Testing:
  - Updated all testing policies for Cabinet review.
  - Standardized testing procedures across all campuses.
  - Implemented more stringent security measure in test centers.
  - Assisted with implementation of HB 1908 to administer placement testing to high school juniors.
  - Successfully implemented new Accuplacer platform.
  - Participated in FACTA conference to learn about new placement test, PERT.
  - Currently working on plans to accommodate increased academic testing in support of Distance Learning initiatives.

- Veteran Affairs:
  - Development and implementation of college wide Veteran Services Webpage.

Technology Support for Students (customer service upgrade):
  - Established a contract with Presidium to develop and implement a 24/7/365 student information call center for Financial Aid, Admissions, Registration and Records as well as technology help desk. General phone operator services are included.
SSEM
On-Going Projects
SSEM On-Going Projects

24/7/365 Call and Contact Information Center:

The Presidium Company was awarded a contract to support our efforts to enhance services to our students. A 24/7/365 college wide call center is under development. In addition to receiving and answering Financial Aid and Admission/Registration calls, students will have the opportunity to receive assistance via Live Chat, e-mail and an enhanced FAQ website. The engagement team composed of the Deans of Student Services, Jamey Palmieri, Interim Financial Aid Director, Yoko Konishi and Michele Melendez in finance, Chad Hyatt, and Steve Gorham are actively working to implement the system. Gene Dressler, HCC’s project director for the call center is serving to coordinate this interdepartmental effort. It is our goal to have 75 to 80% of our calls handled through the call center operation. Campus personnel will serve as the second level contact for students needing more in depth expertise and assistance. The Call Center will enhance our OIT help desk services for students as well as faculty and staff. The call center will also serve as the general operator service for the college.

(HB1908) Access to Higher Education College Readiness Program:

The Access to Higher Education College Readiness Program is in the final stages of implementation. This program provides testing for Hillsborough County high school 11th graders whose FCAT scores were four or below. This program is mandated by the State through HB1908. Last year the College conducted a small pilot with 70 high school students from across the county. This year we invited over 11,000 high school students to participate. To date just fewer than 400 high school students participated.

High school students who test into the second level of prep courses will have an opportunity to take a high school course that mirrors HCC’s second level of college prep courses in mathematics, writing, or reading. Successful completion of these courses in high school will provide these students the opportunity to enroll at HCC at college level. This is one plan to assist the State in enhancing the college readiness of high school students. Warren Smith, manager of CROP, and Ed Olmo, Interim Enrollment & Student Success Officer, coordinate our Access to Higher Education efforts with the Hillsborough County School District, HCC campuses, and District offices.

15/30/45 Student Tracking Initiative:

This initiative will assist the college with tracking students to assist them with maintaining adequate progress toward their selected program of study and degree. This should assist us with advising students toward the appropriate program code(s) and courses for degree completion.
Student Services
Organizational Charts

• DAC
• Brandon
• Dale Mabry
• Plant City
• Ybor City
• SouthShore
District
Administrative Center
mgr, financial aid as of 08/12/2010

54

Mgr, Financial Aid
Virginia L. Perez
Financial Aid - BR

Staff Assistant, Sr
Michelle M. Sebasco
Student Services
Office - BR

Financial Aid Counselor
Valeria G. Taylor
Reading
Financial Aid - BR

Financial Aid Tech
Madeline Reyes
Financial Aid - BR

C:\Personal\OrgPub\ORG\ORGPUB.TXT  Shown head count: 4  Open positions: 0  Planned: 4
C:\Personal\OrgPub\ORGPUB.TXT  Shown head count: 12  Open positions: 0  Planned: 12
Asst to Dean As of 08/12/2010

- Vacant Position
- Cabinet Position

Asst to Dean
Derrick L. Worrels
Student Services
-DM

Program Analyst
Scott H. Keller
Student Services
-DM
Vacant Position

Cabinet Position

Mgr, Career Planning As of 08/12/2010

Date/Time: 08/12/2010 10:48:34

- Mgr, Career Planning
- TBA
- Student Services
- DM

Job Placement Asst
Lorraine M. Canalejo
Student Services
- DM

C:\Personal\OrgPub\ORGPUB.TXT  Shown head count: 1  Open positions: 1  Planned: 2
Plant City Campus
Mgr, Stu Svcs As of 08/12/2010

Date/Time: 08/12/2010 10:48:51

Mgr, Stu Svcs
Jennifer D. Dale
Stu Svc Recruitment
-PC

Academic Advisor
Diane Robinson
Stu Svc Retention
-PC

Stu Svc Advising
Gen
Sandra Strobel
Student Services
-PC

Stu Svc Advising
Gen
Shariotte D.
Henderson
Student Services
-PC

Testing Assistant
TBA
Stu Svc Recruitment
-PC

Records Specialist
Kathryn A. Bryant
Stu Svc Recruitment
-PC

Vacant Position
Cabinet Position

C:\Personall\OrgPul\ORGBPUB.TXT  Shown head count: 5  Open positions: 1  Plnned: 6
Ybor City Campus
SouthShore Center
Supv, Adm Reg & Rec As of 08/12/2010

Supv, Adm Reg & Rec As of 08/12/2010

Vacant Position
Cabinet Position

C:\Personal\OrgPub\ORGPUB.TXT  Shown head count: 2  Open positions: 0  Planned: 2
Appendix A

- MOU – 100 Black Men of Tampa Bay, Inc., and HCC
- Black, Brown & College Bound: Meeting the Challenge of Higher Education
- MOU – Tampa Bay Workforce Alliance
- Program Reviews:
  - Student Services
  - Financial Aid
MOU – 100 Black Men of Tampa Bay, Inc., and HCC
Memorandum of Understanding
Between
100 Black Men of Tampa Bay, Inc.
and
Hillsborough Community College

This Memorandum of Understanding (MOU) is made between 100 Black Men of Tampa Bay, Inc. and Hillsborough Community College (HCC), on June 13, 2007.

A. The primary focus of this program is twofold as follows:

1. The Collegiate 100 members composed of HCC students participate in student organization chapters on each campus to provide mentoring and/or tutoring opportunities for elementary school students of Hillsborough County.

2. Members of the Collegiate 100 will receive group mentorship from the membership of 100 Black Men of Tampa Bay, Incorporated. Mentorship will expose members of the Collegiate 100 to information on health and wellness, economic development, education and mentoring training.

B. The functional structure of the program is as follows:

1. The Collegiate 100 Chapter on each campus will have an organizational sponsor/advisor who is a member of the HCC staff or faculty and a member of the 100 Black Men of Tampa Bay Inc.

2. With assistance of the 100 Black Men of Tampa Bay Inc., members of the staff and faculty of HCC will provide support and group mentorship to the Collegiate 100 Chapter.

3. Individual campus chapters will serve as mentors to elementary school children within their campus jurisdiction unless a mentorship activity involves the collaboration of all campus Collegiate 100 chapters.
C. The responsibilities of the members of the Collegiate 100:

1. To mentor and/or tutor students of targeted Hillsborough County schools.
2. To attend 100 Black Men of Tampa Bay, Inc. events designated to provide leadership training for Collegiate 100 members. These events include:

   - 100 Black Men Annual Conference
   - 100 Black Men Fall Conference
   - 100 Black Men Leadership Conference

D. The responsibilities of the 100 Black Men of Tampa Bay, Inc.:

1. To provide leadership and mentoring training to members of Collegiate 100 as well as provide career decision-making and life skills training.
2. To assist HCC efforts to recruit Collegiate 100 members.

E. Hillsborough Community College will:

1. Assist 100 Black Men of Tampa Bay, Inc. with membership development of the Collegiate 100 to include providing opportunities for the 100 Black Men of Tampa Bay, Inc. to access new students during the student matriculation process and/or the beginning of the fall and spring semesters.
2. Provide information college-wide to staff, faculty and students via internal communication vehicles (i.e., Campus Cruiser, newsletter, HCC email) concerning recruitment of students for the Collegiate 100 and staff/faculty to support this initiative.
3. Provide the opportunity for Collegiate 100 Chapters on each campus to serve the college and community as part of the HCC student activities program.
4. Provide rooms for meetings on the various campuses for the purpose of the Collegiate 100 meetings and events.
Hillsborough Community College

Daniel M. Condon
Chair, Board of Trustees

Gwendolyn W. Stephenson, Ph.D.
President

100 Black Men of Tampa Bay, Inc.

By: Henry L. Bell, Jr.
Name: Henry L. Bell, Jr.
Title: President, 100 Black Men

President, 100 Black Men of Tampa Bay, Inc.

Attest:

By: ______________________
Name: ______________________
Title: ______________________
Date: ______________________

Approved as to form and legality:

College Attorney

Attest:

By: ______________________
Name: ______________________
Title: ______________________
Date: ______________________
Black, Brown & College Bound: 
Meeting the Challenge of Higher Education
Black, Brown & College Bound: Meeting the Challenge of Higher Education

Agenda

History

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<th>Affiliation</th>
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HCC Results

- Success Is a Choice
- Creation of Collegiate 100 Chapter in Book
- New Mentoring Project

State Influence

- Development of Projects
- Enhancement of Projects

Past Endorsements, Co- Sponsors, Sponsors

- American Association of Community Colleges
Co-Sponsoring Florida Colleges

Broward
Palm Beach
Pasco Hernando
Polk State College
Santa Fe
Valencia

Community Sponsors

CiTi
Brighthouse
Blue Cross – Blue Shield
One Hundred Black Men

Special Features

Student Panel
Presidential Panel
Black, Brown & College Bound: Meeting the Challenge of Higher Education

"Courageous Conversations: Taking it to the next level with African American & Latino Males

February 23-25, 2011

Renaissance Hotel

Tampa, Florida

Summit Tracks

Track 1  Model Programs: The Next Level!

This Courageous Conversation examines institutions and organizations that already have established successful programs that will explore major issues and challenges relating to institutional access, persistence, retention and graduation. This track will examine effective models designed to assist, empower, and motivate African American and Latino Male students to achieve and increase their academic success.

Track 2  Healthy vs. Unhealthy lifestyles: It’s your choice!

This track will include Courageous Conversations about the physical health and psychological wellness of African American and Latino males. Attendees will be able to explore how these factors affect their lifestyles, interpersonal relationships and social, cultural, emotional wellbeing. This track will also examine how health and wellness issues affect self-image, success, and the ability to pursue academic goals.

Track 3  Research Issues: Just the Facts!

Current empirical research informs this Courageous Conversation regarding the challenges faced by African American and Latino males in post-secondary education. Research documents “best practices” programs that can help these young men achieve their academic goals. This track is designed for researchers to present data and results from successful programs.
Through these findings, attendees will gain an understanding of how to design and implement strategies they can adapt to their own institutions.

Track 4  Welcome to My World!

This Courageous Conversation, "Welcome to My World," will focus on students' perception of masculinity. What challenges and socializations do African American and Latino males encounter prior to a college campus, and what do they encounter daily once they arrive. This track will examine the factors that currently contribute to the perception of masculinity and the need to revisit or redefine it. Through lively discussions, presentations, and programs we will look at the impact on African American and Latino males in higher education.

Speaker Suggestions:

Dr. Walter G. Bumphus  Incoming President of AACC
Dr. Juan Sepulveda  Executive Director of White House Hispanic Initiative
Mr. Jose Rico  Director of White House Hispanic Initiative
Dr. Shaun Harper  Educator/ Author: Male Masculinity
Hill Harper  Author/Actor
Black, Brown & College Bound: Meeting the Challenge of Higher Education

"Courageous Conversations: Taking it to the next level with African American & Latino Males

February 23-25, 2011
Renaissance Hotel
Tampa, Florida
Tentative Schedule

Wednesday
- Opening plenary
- Afternoon Concurrent Sessions
- Evening Plenary
- Reception

Thursday
- Roundtables
- Concurrent Sessions
- Presidential Panel
- Student Panel
- Current Session Sessions
- Luncheon
- Afternoon Concurrent Sessions
- Dinner on your own
- Networking Session

Friday
- Morning Concurrent Sessions
- Closing Brunch
Committee Members

HCC
Dr. Kenneth Ray, Jr.
Barbara Cockfield
Judy Alicea
Derrick Brown
Ed Coursey
Ed Olmo
Dr. Joan Holmes
Dr. Liza Stewart

Dr. Sylvia Marion Carley
Summit Convener
MOU – Tampa Bay Workforce Alliance
MEMORANDUM OF UNDERSTANDING
TAMPA BAY WORKFORCE ALLIANCE
ONE STOP CAREER CENTER SYSTEM

I. PARTIES

This Memorandum Of Understanding ("MOU") is entered into by Hillsborough Community College hereafter referred to as the (Partner) and the Tampa Bay WorkForce Alliance, Inc. (hereafter referred to as "TBWA").

II. PURPOSE

The Workforce Investment Act (WIA) of 1998 is an affirmation of the work that has been done in Florida to build the workforce development system. The cornerstone of the Act is its one-stop customer service delivery system. The One-Stop system assures coordination between the activities authorized in and linked to this Act.

The purpose of this MOU is to describe the cooperative workforce training, employment and economic development efforts of TBWA and the Partner and the actions to be taken by each to assure the coordination of their efforts in an effective “One-Stop” delivery system.

This agreement is intended to coordinate resources and to prevent duplication and ensure the effective and efficient delivery of workforce services in Hillsborough County. In addition, this agreement will establish joint processes and procedures that will enable the Partner to integrate the current service delivery system resulting in a seamless and comprehensive array of education, human service, job training, and other workforce development services to residents of Hillsborough County.

The parties to this document agree to coordinate and perform the activities and services described herein within the scope of legislative requirements governing the parties' respective programs, services, and agencies.

III. PROVISION OF SERVICES

A. TBWA's responsibilities are to:

1. Provide one full time TBWA Career Manager to accomplish the duties specified in the job description. The Ybor Campus will serve as the primary host for the program.
2. Supervise its TBWA Career Manager.
3. Participate in coordination meetings with HCC Single Point of Contact to review MOU progress.
4. Providing a liaison to this partnership to assist with the support of TBWA staff, to facilitate communication between HCC and TBWA, and to assist with the expansion of the partnership.
B. The TBWA Career Manager’s responsibilities are to:

1. Assist in the development, implementation, and maintenance of a placement tracking system to determine the effectiveness of the partnership.
2. Assist in the development and implementation of a program effectiveness assessment and evaluation tool.
3. Abide by all policies, rules, procedures, et cetera of the institution and the campuses, to include FERPA, Florida statutes, and institutional policies and procedures.
4. Role model TBWA Core Values and maintaining a professional appearance, demeanor, and working environment.
5. Serve as an additional resource tool for graduating HCC students.
6. Provide support to HCC career centers in job fair activities.

C. HCC’s responsibilities are to:

1. Provide work stations, equipment (i.e. laptop), and funding for associated overhead costs for the TBWA Career Manager.
2. Provide all logistical support necessary for the TBWA Career Manager to be fully integrated with the college, to include but not limited to a telephone and dedicated extension, an email account on the college’s system, network access, parking access, and etc.
3. Foster open communication between the TBWA Career Manager and the students needing career placement services.
4. Assist in the development, implementation, and maintenance of a placement tracking system to determine the effectiveness of the partnership.
5. Assist in the development and implementation of a program effectiveness assessment and evaluation tool.
6. Provide the TBWA Career Manager with all relevant data necessary for performance data tracking and analysis.
7. Provide the TBWA Career Manager with access to faculty, program managers, deans, and other staff members as necessary to establish the cooperation needed for an effective partnership.
8. Provide feedback to TBWA management regarding the performance of the TBWA Career Manager and the success of the partnership.
9. Provide a calendar of HCC campus closure dates for effective staff planning.
10. Participate in coordination meetings with TBWA Single Point of Contact.
11. Schedule and facilitate recruitment events and provide access to business clients.

This partnership will extend to all campuses. The days and hours that the TBWA Career Manager will be present on each campus will vary based on TBWA, student, employer, and campus needs and activities. The Dean of Student Services at each campus will be the point of contact for this partnership while the career center advisors are responsible for the day to day supervision. Campus-specific terms of this partnership are as follows:
Ybor City Campus:
1. The Ybor City Campus will serve as host campus for the partnership.
2. The Ybor City Campus will assure that the graduation list is provided to the TBWA Career Manager as early as possible in the semester.
3. The TBWA Career Manager will provide professional level Career Placement support to the Ybor City Campus students.
4. The Ybor City Campus will provide a work space co-located, to the extent possible, with the Career Center.
5. Dean of Student Services will act as a reference for any review or appraisal information that may be needed.

Dale Mabry Campus:
1. The Dale Mabry Campus will provide an office for the TBWA Career Manager in close proximity to the Career Placement Services offices.
2. The Dale Mabry Campus will provide Federal Work Study Student support to the TBWA Career Placement Specialist.

Brandon Campus:
1. The Brandon Campus will provide a work space to the TBWA Career Manager on an as-needed basis.
2. The TBWA Career Manager will provide professional level Career Placement support to the Brandon students.

Plant City Campus:
1. The TBWA Career Manager will serve as the single point of contact for HCC Plant City referrals. He/she will provide professional level Career Placement support to the Plant City students as needed.

Southshore Campus:
1. TBWA will assist with recruitment of faculty and staff as the campus grows.

D. TBWA’s Career Center Operator is designated by TBWA and will be responsible for ensuring the uniform implementation of the One-Stop System, consistent with policies established by TBWA. Under the direction of TBWA, the responsibilities of TBWA Career Center Operator are as follows:

1. Facilitate and support the integration of workforce development services by implementing policies and procedures providing effective and efficient service delivery, serving as a broker in the facilitation and coordination among partners.
2. Promote quality management throughout the One-Stop System and among the partners.
3. Encourage partners and their staff at all levels to work creatively as entrepreneurs in building working partnerships.

IV. METHODS OF INTERNAL REFERRAL

Internal referral procedures to Hillsborough Community College sites will be developed based on internal recruitment initiatives as we want to ensure that high quality and convenient
services are available to all customers of the One-Stop system, as approved by TBWA’s Career Center Operator.

V. TERM

This MOU is effective February 1, 2009 to January 31, 2010 and may be renewed upon mutual agreement of the parties for successive one-year terms. This MOU may be terminated for convenience at any time by either party upon thirty (30) days written notice.

VI. AMENDMENTS

Neither this MOU nor any provision hereof may be changed, waived, discharged or terminated orally, but only by an instrument in writing signed by each of the parties to this Agreement.

VII. MERGER

This MOU constitutes and expresses the entire and integrated understanding and agreement between the parties hereto, superseding, incorporating and merging all prior understandings, agreements, and discussions relating to the transactions contemplated hereby, and no agreements, understandings, prior negotiations, prior discussions, warranties, representations or covenants not herein expressed shall be binding upon the parties.

VIII. THIRD PARTY BENEFICIARY

This MOU is for the benefit of TBWA and Hillsborough Community College and no third party is an intended beneficiary under this MOU.

IX. GOVERNANCE

The accountability and responsibility for One-Stop Career Center System’s organizational activity and accomplishments will rest with TBWA and the local Chief Elected Officials (CEOs), i.e. the Board of County Commissioners, Hillsborough County. Pursuant to the Workforce Investment Act (WIA), Sec. 1 17(d)(4), the local Board in partnership with the CEOs shall conduct oversight with respect to the One-Stop delivery system.

X. SIGNATURES

Julie W. Sanon
Senior Vice President of Operations
Tampa Bay Workforce Alliance, Inc.

Gwendolyn W. Stephenson, Ph.D.
College President
Hillsborough Community College

Date
2/5/09

Date
3/2/09
Program Reviews:

- Student Services
- Financial Aid
Student Services
Task Force Members
Chair: Linda Herlocker
Paul Nagy
Ginger Clark
Kimbril May
Robert Wynegar
Celeste Fenton
Barry Hubbard
Debra Ordaz
Christine Brooks
Teresa Galloway
Matt Werhner
Aaron Anderson
Maggie Culp
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INTRODUCTION

The Student Services Division participated in Hillsborough Community College’s Program Review Process in order to:

- Comply with HCC’s culture of evidence model that emphasizes thoughtful assessment, analysis, feedback, and data-based planning.
- Invite competent professionals whose area of expertise is outside of student services to analyze and evaluate the data and offer suggestions to strengthen programs and services.
- Strengthen the ability of the Student Services Division to collaborate with their academic colleagues in assisting current and prospective students to enroll in and succeed at Hillsborough Community College.
- Respond to state mandates and accreditation requirements of the Southern Association of Colleges and Schools.

The Program Review Task Force consisted primarily of individuals outside of Student Services as well as a student representative. The chair was a full-time employee in the Student Services Division.

Charged with identifying strengths and weaknesses, and then offering recommendations to help Student Services build on its strengths and eliminate or reduce its weaknesses, the Program Review Task Force met during the fall term to review data, identify the most significant strengths and weaknesses, and agree on a set of recommendations.

The Student Services Program Review Task Force will meet as requested during the 2008-2009 academic year in order to review follow-up reports and assess the progress that the Student Services Division is making toward implementing the Task Force’s recommendations.

Recommendations not implemented by December 2009 will become planning objectives in the Strategic Planning System of the College.
DESCRIPTION OF UNIT

The Student Services Division at Hillsborough Community College supports the instructional mission of the College and is responsible for designing and implementing a variety of services designed to increase student access and student success. These services include the following:

- Admissions
- Advising
- Career Services
- Counseling
- Dean of Students Office
- Enrollment Development
- Financial Aid*
- Records
- Registration
- Services for Students with Disabilities
- Student Activities
- Testing and Assessment

* HCC conducted a Program Review of the Financial Aid Office in 2007. Financial Aid was not part of the 2008 Program Review process.

UNIT PLANNING OBJECTIVES

The 2007-2009 district-wide objectives of the Student Services Division include the following:

1. Bring Student Services on-line for the South Shore Campus.  
   Supports College Goal 3
2. Develop an Enrollment Management Plan.  
   Supports College Goal 3
3. Increase associate degree graduation rates in AA and AS/AAS programs to meet or exceed state levels.  
   Supports College Goal 1
4. Increase student access and use of technology to promote self-service skills.  
   Supports College Goal 3
5. Increase university transfer rates.  
   Supports College Goal 1
STRENGTHS OF THE UNIT

1. Collaboration between the Vice-President, Academic Affairs and the Vice-President, Student Services and Enrollment Management
   Source: 9.08 Enrollment Management Plan

2. The HCC Enrollment Management Plan based on the work of the Student Success, Retention and Placement Committee and the Enrollment Planning Steering Committee
   Source: 9.08 Enrollment Management Plan

3. Steps being taken to achieve consistency in the organizational structure of Student Services across the different campuses
   Source: 2008-2009 Organizational Charts
   (http://content.hccfl.edu/dao/hr/org/FULLCHART.htm)

4. Steps being taken to improve data accuracy (the recording of FTIC students and improved program coding practices, for example)
   Source: Research and Analysis Report, Oct. 2007-3

5. Adoption of technology to automate some areas within Student Services (use of imaging in A&R, for example) and to strengthen services to students (online registration)
   Sources: Student Services Unit Objectives, Fall 2007 Student Satisfaction Survey (http://www.hccfl.edu/dao/spa-ir-mis/ir/surveys.aspx)

6. The number of students registering online is increasing, and 87% of the students who registered online in Fall 07 reported being satisfied or very satisfied with online registration
   Source: Enrolled Student Survey Results 2007
   (http://www.hccfl.edu/dao/spa-ir-mis/ir/surveys.aspx)

7. 95% of the students and 88.1% of the faculty and staff members who use services provided by the Students with Disabilities Office report being satisfied or very satisfied with the services
   Sources: Research & Analysis Paper: Student Satisfaction w/College Services, p.3; Faculty/Staff Satisfaction Survey Results 2007
   (http://www.hccfl.edu/dao/spa-ir-mis/ir/surveys.aspx)

8. Student Services resolves student complaints in less than 10 business days (7.79), and this includes situations in which the student is required to take some action
   Source: Student Complaint Reports

9. In 2007, faculty and staff satisfaction with the Testing Centers increased when compared to 2005 results
10. In 2007, 88% of faculty and staff were satisfied or very satisfied with the way grades and transcripts were handled.

Source: Fall 2007 Faculty/Staff Satisfaction Survey Results
(http://www.hccfl.edu/dao/spa-ir-mis/ir/surveys.aspx)

WEAKNESSES OF THE UNIT

1. Student Services provides inconsistent information, experiences, and services to students.
   a. Campuses have different mission statements for Student Services.
   b. Campuses have slightly different organizational structures for Student Services.
   c. Major functions and reporting structures are inconsistent from campus to campus (function of assistant deans, use of campus tours, role and responsibilities of Enrollment Development Coordinators, orientation, resolution of policy issues, handling of students dropped for non-payment, and level of access to and ability to make changes and lift holds in DATATEL, for example).
   d. How campuses interpret HCC policies and procedures differs from campus to campus.

Sources: Student Comments: Fall 2007 Student Satisfaction Survey, Section VII, pages 2-152, pp.247-252, 338-342, 382-399, 400-403, and 437-453)
(http://www.hccfl.edu/dao/spa-ir-mis/ir/surveys.aspx); HCC 2007-2008 Organizational Charts (http://content.hccfl.edu/dao/hr/org/FULLCHART.htm)

2. Faculty and staff satisfaction with Student Services declined significantly (22.3%) between 2005 and 2007.
(http://www.hccfl.edu/dao/spa-ir-mis/ir/surveys.aspx)

Sources: HCC Critical Success Factors Report, p.30; and the Faculty & Staff Satisfaction Survey 2007 (http://www.hccfl.edu/dao/spa-ir-mis/ir/surveys.aspx)

3. The number of new students dissatisfied with Student Services (27%) is well above the national norm (9%), and a significant number of students, both new and returning, expressed concern about the attitude and “student friendliness” of some staff members in Student Services.

Sources: Entering Student Experience: 2007 Survey; Student Comments (available online): Fall Student Satisfaction Survey, Section VII
Only 9% of HCC students report that their best source of academic advising is from academic advisors. Advising is one of the lowest ranked services by faculty, staff, and students with students expressing strong concerns about the quality of advising services, the accuracy and consistency of information, help with course selection, wait time, and the availability of advising assistance via the telephone or on the Web.

Sources: A Focus on Faculty Advising: Results of 2006 CCSSE Survey; HCC's Critical Factors Report (http://www.hccfl.edu/dao/spa-ir-mis/strategic-planning-and-analysis/college-planning/csf.aspx); Faculty/Staff Satisfaction Survey 2007; and Student Satisfaction w/College Services, Dec. 2007-5

HCC employs 25 advisors to serve 42,278 students, a ratio of 1,691 students per advisor, which is 5 times higher than the National Academic Advising Association’s recommended ratio of 350 to 1.

Sources: Student Satisfaction w/College Services, Dec. 2007-5; Fall 2007 Student Satisfaction Survey; AcademicAdvisor.pay.doc; and NACADA Professional Standards

Student Services does not provide enough on-line and Web based services for students (online advising, streamlined online application process, access to transcripts, and more effective use of DATATEL, for example) or offer enough training and technical support for staff.

Sources: Student Services Unit Objectives; Fall 2007 Student Satisfaction Survey; and Student Satisfaction w/College Services, Dec. 2007-5

Although steps have been taken to improve data accuracy, a significant percentage of students still have incorrect program codes.

Source: Report to the President of the Program Coding Task Force (www.hccfl.edu/ir/evaluate/files/F320BAF38B5D4EC88A3C3961D8EC0CBD.pdf)

Orientation is inconsistent from campus to campus, and more students are dissatisfied with orientation at HCC than at other colleges across the country.

Source: 2007 CCSSE Data

Although it is attempting to address the issue of retention and student success, especially for FTIC students, HCC does not have a college-wide student success model developed collaboratively by Student Services and Academic Affairs.
Sources: HCC’s 9.08 Enrollment Management Plan submitted by the VP, AA and the VP, SA; the Final Report of the Student Success, Retention, and Placement Committee; and the Final Report of the Enrollment Planning Steering Committee.

RECOMMENDATIONS TO STRENGTHEN THE UNIT

1. Develop organizational structures, policies, procedures, and assessment strategies to ensure that Student Services professionals provide consistent information to students.

2. Build on the collaboration between the Vice-President of Academic Affairs and the Vice-President of Student Services, and increase collaborative efforts between Academic Affairs and Student Services.

3. Implement the recommendations of the faculty-driven Student Success, Retention and Placement Committee and the college-wide Enrollment Planning Steering Committee that address academic alert systems, advising, career counseling, expanding the use of technology, identifying and supporting FTIC students, and orientation.

4. Develop one vision, one set of values, and one philosophy for Student Services across all HCC campuses; make the vision, values, and philosophy an integral part of employee training; and assess staff members periodically to determine if their actions are consistent with the division’s vision, values, and philosophy.

5. Evaluate the staffing levels within Student Services to determine if the division is understaffed, and then design and implement a proactive approach to recruiting, training, and retaining the most qualified and motivated student services staff members.

6. Establish a centralized Student Services Web page that can answer general questions, correctly refer students, and serve as a resource to faculty and staff trying to assist students.

7. Expand the use of technology, increase the training and technical support available to staff members, and design and implement strategies to offset the loss of experienced users.
Financial Aid
Financial Aid Program Review
Fall 2007

Task Force Findings
Final Report

Hillsborough Community College
Tampa, FL

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STRENGTHS OF THE UNIT

1. Financial Aid Procedures and Operational Manuals are extensive, comprehensive, and address the various processes involved in awarding financial aid. The Office of Financial Aid has clearly defined policies and procedures for staff to follow and use as reference when performing their duties.

Source:
- Appendix 13 - Financial Aid Screens Quick Reference Guide
- Appendix 14 - Table of Contents for the Financial Aid Administrative Procedures & Operations Manual

2. Financial Aid Office’s audits confirm the college is adhering to the rules and regulations of the United State Department of Education. In compliance with regulations, the number of audit findings decreased from 2004-2005 to 2005-2006 and 100% of allocations for Federal Supplemental Educational Opportunity Grant and Federal Work Study programs were awarded (supporting College Goal #4 – Source: Appendix 3).

Source:
- Appendix 16 - 2005-2006 Audit Report
- Appendix 17 - 2006-2007 FISAP Reports

3. The Financial Aid Office continuously strives to improve access of information to students and provides vital tools for the dissemination of information to students regarding the financial aid processes, rules, and procedures in the college’s publications and website. This ongoing process supports the College’s Goal #3 (Source: Appendix 3). Disbursement information is announced to students in publicity flyers and email messages. Beginning Fall 2007, the Financial Aid Office implemented strategies to reduce the wait time of students and created printed posters and flyers encouraging students to utilize the Financial Aid Webpage and HawkNet for information. The department also commenced revising and enhancing the Financial Aid Webpage and notifying students of disbursement information through Campus Cruiser portal (supporting College Goal #3 – Source: Appendix 3).

Source:
- Appendix 18 - HCC Financial Aid Brochures
- Appendix 19 - Financial Aid Questions and Answers
- Appendix 20, 21, & 22 - The Student Handbook, Catalog, and Course Schedule outlines information in an easy to understand format and provides a quick reference and the availability of forms online for download from the FA Webpage.
- Appendix 23 - Financial Aid Apply On-Line Flyer
- Appendix 24 – Financial Aid Checklist
- Appendix 25 – Financial Aid Web/Home Page
Furthermore, the department produced quality and relevant promotional materials that explain the financial aid process at HCC in conjunction with Free Application for Federal Student Aid (FAFSA) process. These materials include timeline/checklist descriptions that are easy to understand and raise awareness for student use of Hawknet to check on their FA documents.

- **Source:**
  - Appendix 26 – Timeline for Students to Expect the Awarding of Financial Aid
  - Appendix 27 - Don't Waste Time by Standing in Line flyers & On-line Bookmarkers
  - Appendix 28 – Financial Aid Disbursement Information Notice, Fall 2007

4. In the Fall 2006, the Financial Aid Office collaborated with the Marketing Department to develop an outreach mechanism to inform the Florida Bright Futures Medallion Scholarship recipients of their award increase to 100% (*Source: Appendix 29 & 30*) The mass mailers supported the College Goals and strategies to promote student access and reduce barriers to student success (*Source: Appendix 3*).

5. The Financial Aid Office accepted scanned or faxed documents from students in order to reduce wait times on campus and expedite submission of forms as well as reducing the risk of losing submitted documents (*Source: Appendix 31*).

6. Commenced the process to implement imaging for financial aid documents (*Source: Appendix 32*). This initiative supports College Goal #6 (*Source: Appendix 3*).

7. The number of students applying for and receiving financial aid has increased as noted in the 2004-2005, 2005-2006, & 2006-2007 FA Awards Comparison Report Source (*Source: Appendix 6*).
WEAKNESSES OF THE UNIT

1. The District Financial Aid Office is not empowered to expeditiously implement technology innovations and enhancements to improve the financial aid experience for students.

   • Community College Survey of Student Engagement (CCSSE) Former Student 2005 Survey (Source: Appendix 33 & 34) results and comments indicate the need for the Financial Aid Office to improve online (web-based) information and services, upgrade computer hardware and software that will expedite workflows and processes, and reduce wait time.

   • The Financial Aid Office is limited with the process of implementing new initiatives and technological advancements of services to students. The department competes with other areas to request improved technical systems or programs. The current process for submitting new initiative or enhancements takes months and occasionally years to implement or install.

      a) For example, the Financial Aid Office requested the implementation of on-line financial aid forms. This initiative was supported by previous and current year students’ responses to Financial Aid Surveys. In particular, a student completed and submitted to the Director of Financial Aid the Financial Aid Survey that is available to all students on the Financial Aid webpage. The student specifically addressed the need for the on-line financial aid forms (Source: Appendix 35).

      b) In June 2006, the District Financial Aid Office (DFAO) located a product, "Dynamic Forms" that enables students to complete financial aid forms on line (Source: Appendix 36). Currently students do not have the ability to complete financial aid forms on-line, forward the completed forms electronically in a structured environment, and for DFAO to upload by batch the completed forms received into students' Financial Aid accounts.

      c) The current process for submitting new or improved services is very bureaucratic and cumbersome. The current process of acquiring technical support is lengthy (Source: Appendix 37). OIT utilizes a process known as “order of magnitude” to determine programming needs and programmers’ availability of service. However, OIT’s “order of magnitude” does not necessarily coincide and on occasions, conflicts with the
urgency to produce expeditious enhancements of service/access for students, i.e. financial aid forms and the 5 months delay of creating a custom program that could generate increase Florida Student Assistance Grant funds for students (Source: Appendix 38 & 39).

2. The current resources are not meeting the workload demands and efficiency potential.

- Student’s lack of access to sufficient web-based financial aid tools makes the students’ financial aid experience at HCC frustrating and too troublesome. (Source: Appendix 40 & 41).

- Currently, there is no automated process to verify courses enrolled are applicable toward the degree the student is seeking. This is a data integrity concern for the college’s State Reports.

- Several of the department’s processes are manual and thus absorb an abundance of time that could be utilized toward enhancing the services to students. Automation of the following processes are essential toward improving the access of service to students:
  
  a) Coding each financial aid form as “received” in the student system;
  b) Reviewing courses needed to complete degrees for students who have attempted over 150% of the credit hours necessary for the program of study;
  c) Staff initiated processes for batch tracking, auto-packaging, FA De-Registration, Bright Futures Deferments, and completion of Exit Counseling sessions;
  d) Data retrieval requires a significant timeframe to complete. Per the District FA Manager, if the process requires more than five different queries, it could take 3 to 4 hours to complete and locate the data requested.

- Call centers are not located at all campuses to address financial aid inquiries (Source: Appendix 42 & 43).

3. Lack of adequate and sufficient technical and human resources to conduct current functions and expectations of the Office of Financial Aid contributes to the dissatisfaction ratings of students.

- Staffing patterns in Financial Aid appear as less robust compared to other colleges’ similar size to Hillsborough Community College (Source: Appendix 44 & 45).
There is one professional District Financial Aid staff that is dedicated to address 100% of the technological initiatives and run daily processes. This is an unrealistic expectation in today's fast-paced, student-centered environment and as a result, technology and electronic processes suffer. Most financial aid offices have a high level position just for this purpose (Source: Appendix 46).

CCSSE Former Student 2005 (Source: Appendix 47), the Financial Aid Survey from IDS-2110-57446 Capstone Class, Fall 2006 (Source: Appendix 48), and the District FAO Financial Aid Survey, April 2006 (Source: Appendix 49) results and comments indicate urgency to reduce wait times and address issues of customer service, staff availability and consistent information across staff and campuses.

Financial Aid services ranked the third lowest among the campuses services in the Faculty and Staff Satisfaction on the 2007 survey (Source: Appendix 50).

4. Per the College Goal # 6, there is a need to establish a committee to continuously review current financial aid processes and evaluate/recommend improvements of financial aid services to students (Source: Appendix 3).
RECOMMENDATIONS FOR IMPROVEMENT

The empirical evidence demonstrates the necessity of the college to accept the commitment to improve the technological financial aid services that will enhance the financial aid experience for students. This must be a priority to the college, and the governing Administrative Systems Advisory Council (ASAC) committee.

1. Providing quality service is highly depended on Technology. Empower the Financial Aid Office to utilize technological advancements that will improve students' access to financial aid information and maximize the financial aid experience for students.

   - Create an electronic “online” processing indicator that will communicate to students via “pop-up message” on their Web Advisor account that inform the students of the financial aid documents outstanding, the timeframe for the completion of the financial aid file (once the documents are submitted), to awarding and disbursement of funds.

   - Simplify the college's current process to initiate technological initiatives, projects, and enhancements.

2. Improve the current financial aid resources to meet the workload demands and efficiencies of the department by:

   - Adopt as the priority of the college to create a web-based financial aid delivery system that enhances students' financial aid experience through the implementation of online financial aid forms and procedural advising that enables students to manage financial aid transactions remotely.

   - Develop an electronic process that identifies students that are enrolled in programs that are applicable to the degree they are seeking prior to awarding aid.

   - Implement the Image Now product to facilitate records management at each Financial Aid Office.

   - Automate procedures into overnight transactions of data that are necessary for students' FASFA results (ISIRs), document tracking communications to students, automatic packaging, FA de-registration, Bright Futures Deferments, Standards of Academic Progress.
• Merge data retrieval processes that require more than five queries into custom reports and link to an "X-mnemonic".

• Request the Vice President of Student Services and Enrollment Management to set as a priority for the division the acquisition of an on-line Financial Aid Call/Answer Center for all campuses. This will contribute toward the reduction of walk-in traffic and promote easier access for inquiries.

3. Budget for a permanent management position that serves as the Financial Aid Business and Technology Analyst that is responsible for implementing all financial aid technological initiatives.

• Duties will include but not limited to Datatel reporting (statistical and interface with internal departments and outside agencies, such as State of Florida, guarantee agencies, etc.), implementation of the web-based products, evaluate the availability of technological products that will enhance the financial aid experience for students, and identify various software and hardware products required to interact with the various financial aid software and websites.

• This individual will serve as a liaison with OIT and be able to have strong working knowledge of Datatel file structure. As a result, areas that will be positively impacted will be compliance, customer service and process improvement.

• The Financial Aid Business and Technology Analyst will not engage in the day-to-day processing operations of the department.

4. Budget for a technical support processing staff at the District Financial Aid Office. This position will serve as support to the Financial Aid Manager.

5. Collaborate with the Deans of Student Services to establish a quality customer service plan that incorporates standard protocols that employees consistently utilize when interacting with students.

6. Adopt a Financial Aid Advisory Council at the college that will continuously review the strengths, current challenges and progress towards accomplishing the President's accepted recommendations submitted by the Program Review Committee.

• The council will also serve as the official committee for presenting college-wide financial aid services analysis reports to the Vice President of Student Services and Enrollment Management.