

**ANNUAL STAFF AND PROGRAM DEVELOPMENT REPORT  
FLORIDA COMMUNITY COLLEGE SYSTEM**

<b>College:</b>	Hillsborough Community College	
<b>Year:</b>	2003/2004	<b>Number of Participants:</b> 1,250
<b>Allocation:</b>	\$753,000	<b>Carry Forward Amount:</b> \$83,800
<b>Expended:</b>	\$428,975	<b>Reductions:</b> \$0

**OVERVIEW**

Hillsborough Community College directs its activities toward student success. Staff and program development is critical to enhancing student success. Well-educated and well-trained faculty and staff deliver instruction and services more effectively, and well-developed programs help to ensure that the learning environment is sound and state-of-the-art. The College's commitment to staff and program development is reflected in two of its values: providing development opportunities that focus employees on the students, and providing a learning environment that offers creative delivery of programs. In accordance with these values, HCC annually develops a plan that provides faculty and staff with excellent opportunities to develop themselves professionally and to develop or enhance programs that help fulfill the College's mission. The report below identifies how HCC's staff and program development plan was effectively implemented during the 2003/2004 fiscal year.

**SECTIONS I and II  
HCC STAFF AND PROGRAM DEVELOPMENT GOALS  
AND THE SUCCESS IN ACHIEVING THE GOALS**

Sections I and II provide a list and description of the SPD initiatives that Hillsborough Community College identified for 2003/2004. Each initiative is followed by the goal and a description of the success in achieving the goal, including the number of participants and activities, the programs that were improved or initiated, and other relevant details.

**1. TUITION REIMBURSEMENT - FACULTY**

This allocation supports faculty wishing to pursue further education that will enhance their knowledge and skills and that will benefit the college through support of the learning-centered mission.

**Goal** – Allow a maximum number of qualified faculty to utilize tuition reimbursement to further their education.

**Evaluation** – Evaluation of the goal is based on the extent to which the following activities are successfully accomplished:

- Funding the maximum numbers of qualified faculty;
- Monitoring the use of the funding to plan for future tuition reimbursement allocations.

**Results** – 18 faculty members utilized tuition reimbursement this year.

## 2. TUITION REIMBURSEMENT - STAFF

This allocation supports staff wishing to pursue further education that will enhance their knowledge and skills and that will benefit the college through support of the learning-centered mission.

**Goal** – Allow a maximum number of qualified staff to utilize tuition reimbursement to further their education.

**Evaluation** – Evaluation of the goal is based on the extent to which the following activities are successfully accomplished:

- Funding the maximum numbers of qualified staff;
- Monitoring the use of the funding to plan for future tuition reimbursement allocations.

**Results** – 30 administrators and staff utilized tuition reimbursement this year. The degrees awarded to participants included 4 Masters Degrees and a Doctorate Degree. This is a highly successful program; not only do participants benefit professionally through their educational experiences, but also funds are expended completely.

## 3. COMMUNITIES OF LEARNING – RETENTION AND LEARNING STRATEGIES

To continue building a learner-focused institution and to empower students, the College continues to enhance its learning communities. Within the scope of this program, tutorial centers and writing labs are being enhanced on each campus. In addition, faculty and staff are engaged in learning communities and supplemental instruction. The learning communities provide a supportive environment and linked courses. Finally, faculty are continuing to develop service learning in the curriculum.

**Goal** – Provide support for all of the campuses to improve their learning communities endeavors.

**Evaluation** – Evaluation of the goal is based on the extent to which the following activities are successfully accomplished:

- Accomplishing a 10% increase in the number of student and faculty participants in learning community activities;

- Achieving a 10% increase in retention of students participating in learning communities;
- Attaining a majority of positive responses on campus student satisfaction surveys regarding learning communities, writing labs, tutorial centers, and service learning.

**Results** – Participation and retention has increased in the learning communities and other communities of learning initiatives, and feedback about these initiatives has been positive. Using the information generated by the Office of Planning, Research, and Evaluation, more than 200 learning community (LC) students were enrolled in Fall 2000, 2001 and 2002. Approximately 120 LC students were enrolled Spring 2001 and 2002. The reenrollment rate for these students ranged from 64% to 78%. The reenrollment rate for non-learning community (NLC) students ranged from 58% to 73%. Academic gains also have been evaluated. At the Ybor City Campus, the majority of LC students initially tested at lower reading levels than NLC students. Although LC participants also had lower post-test scores than did NLC students, the overall academic gains were nearly equal. The LC group demonstrated a growth of 2.71 grade equivalents compared to the growth of 2.74 grade equivalents of NLC students.

**Supplemental Instruction (SI)** utilizes the talents and skills of students to act as peer tutors for selected sections of a variety of courses. SI tutors retake the courses with the students in the SI sections and work directly with the faculty members instructing those sections to create tutorials and support materials for students currently in the courses. Overall, students taking SI sections learn the curriculum well and acquire study skills and behaviors that allow them to increase performance. The data indicate that students who utilize supplemental instruction perform better than those who do not. For a Freshman English I class, test results indicated that 85% of the SI students passed versus 80% of those who did not participate. As the term progressed, participation in supplemental instruction sessions increased from 16% to 31%. Similar results held for a calculus class. The overall passing rates for the four exams ranged from 66% to 82%, whereas the average for SI participants ranged from 74% to 85%. As the term progressed, participation increased from 51% to 89%, so the majority of the class benefited by the end of the term.

**Academic Support Centers** are located throughout the College and vary by campus; however, each includes tutorial services. As examples, writing centers are available at the Dale Mabry and Brandon Campuses to assist students with all written assignments. The Success Center at the Plant City Campus provides academic support in several ways, including peer tutoring, access to open computer lab, and study group areas. The effectiveness of the academic support centers is measured in part by their growth in usage. For example, the number of student use visits at Dale Mabry's Writing Center has increased from 6,436 in 1998/99 to 22,653 in year 2003/04. The Dale Mabry Tutorial Center has also seen growth in usage, with 1,475 sessions during Fall 2003. Students report that this service is a "lifesaver," and the center has achieved the ability to award master level tutor certification

because of the training program that is now in place. Plant City's Success Center also is demonstrating growth. During the Fall 2003 semester, there were 7,941 visitors and 780 tutoring sessions. During Spring 2004, there were 8,263 visitors and 924 tutoring sessions.

Learning communities, supplemental instruction, and academic support centers are having a positive impact on student success, but because these efforts are still in the early stages, the need is underscored for additional assessment-based strategies to improve student success.

#### **4. FACULTY AND STAFF DEVELOPMENT AND TRAINING**

Quality employees are a key value of Hillsborough Community College. To support faculty and staff in advancing their professional skills and personal growth, HCC provides a comprehensive Faculty and Staff Development and Training Program.

**Goal** – Provide internal opportunities for the professional development of each faculty and staff member.

**Evaluation** – Evaluation of the goal is based on the extent to which the following activities are successfully accomplished:

- Preparing and implementing an annual plan for faculty development;
- Supplying an adequate amount of “just-in-time” training opportunities as evidenced by employee feedback and satisfaction evaluations.

**Results** – In support of this initiative, funding was provided for 28 faculty members to take courses that increased their knowledge about community colleges in higher education and their teaching skills.

#### **5. ALL COLLEGE DAY**

“All College Day” is a program that works to promote Hillsborough Community College as a single institution by bringing college employees together for one day to engage in professional or personal development opportunities. Because the day represents a staff development opportunity, it is included in the Staff and Program Development Plan.

**Goal** – Provide “All College Day” in order to promote the College as a single institution and to offer multiple development opportunities for College employees.

**Evaluation** – Evaluation of the goal is based on the extent to which the following activities were successfully accomplished:

- Developing a comprehensive “All College Day” program;
- Producing an effective “All College Day” event, based on achieving a majority of positive responses on employee satisfaction surveys;
- Preparing an “All College Day” final report to assist in planning for the next year.

**Results** – The third year of “All College Day” demonstrated that the goal was successfully met. There were 109 professional/personal development sessions, approximately 600 participants which included faculty, staff, administrators, student volunteer assistance and presenters. There were a total of 95 presenters which included both internal and external individuals. Additionally, there were a wide variety of topics ranging from “The Future of Tampa” presented by Tampa Mayor Pam Iorio to Baldrige Sessions on “Performance Excellence” presented by an internal team that included the Vice President for Education and Student Development. There were numerous workshops conducted by college faculty which included Interdisciplinary Approaches to Research Teaching, Key Issues Facing American Business, and Health and Wellness courses such as CPR (this workshop included a certificate of completion).

One accomplishment worth noting, for this third “All College Day”, is that for the first time since its inception, employees were able to register for sessions on-line. This capability streamlined the process considerably. Partnering with the College’s Information Technology people made this development possible.

The evaluation of this event demonstrated that 87% of those responding rated the quality of the sessions excellent or above average. Approximately 85% of the budget was expended.

**6. EMPLOYEE WAIVER PROGRAM**

The Employee Waiver Program enables HCC to fund its employees to attend classes at the College. By attending college classes, employees are participating in a staff development opportunity

**Goal** – Enable HCC employees greater access to and incentives to attending classes at the College.

**Evaluation** – Evaluation of the goal is based on the numbers of HCC employees who attended and successfully completed HCC classes. Longitudinal data will be kept on this program.

**Results** – Results are presented in the table below. A majority of the classes in which employees enroll are successfully completed for each term.

Term	# Employees	# Classes Enrolled	# Completed	% Completed
Fall '03	55	87	69	79
Spring '04	53	92	74	80
Summer '04	30	44	30	68

## 7. **CAMPUS FUNDS FOR DEVELOPMENT AND PROJECTS / WORKSHOPS / CONFERENCES**

Funds are allocated to the four campuses and the District Administrative Offices for use in supporting program and faculty and staff development. In addition to the Campus President of each location maintaining a development fund, each location has an SPD Advisory Committee to which projects and travel requests are sent for review and recommendation. All of the travel and projects will support the priorities of the institution. Faculty and staff who take advantage of the funding must provide an evaluation of the travel or project upon completion.

**Goal** – Support professional development activities and/or the development or improvement of programs on a location-specific basis.

**Evaluation** – Evaluation of the goal is based on the extent to which the following activities are successfully accomplished:

- Effectively utilizing location-specific funding by the participants as demonstrated by the array of internal development activities offered and the quality (completion) of the individual evaluations;
- Developing, enhancing, or improving programs that affect the location, such as improving the humanities program through the development of Asian humanities curriculum.

**Results** – The detail provided below describes participation based on location.

- Brandon Campus – A total of 17 faculty and staff members participated in 11 development activities supported by this FSPD account. Among these activities were the following:
  - The International ToolBook Conference, which provided the latest techniques or creating CBT and WBT, and up to date information about ToolBook, VBTrain.Net, and related technologies.
  - The National Academic Advising Association Conference allowed participants to attend workshops with topics such as student success, retention, and developing and organizing an effective advising program.
  - The First Annual Symposium on Latino Studies sponsored by the University of Central Florida and Rollins College - this symposium provided insight information regarding the growth in size of the U.S. Latino population and its influence in important policy decisions such as education and health.
  - The Florida Developmental Education Association Conference - The conference offered attendees the opportunity to become aware of innovation and educational practices around the state in the interest of retention and success of the preparatory student. One of our faculty members did a presentation about the SLS 1101 course as offered at the Brandon Campus.
  - The National Communication Association Convention - This conference covers a wide variety of topics such as the study, criticism, research, teaching, and application of the principles of communication. Our

- participating faculty gained valuable information about teaching on-line Public Speaking.
- The CCID 27<sup>th</sup> Annual Conference – the topics of this conference focused on efforts to promote the economic development of nations through education and training. Of special interest were the discussions about the role of community colleges worldwide, and their contribution to the wellbeing of nations, and the role of the U.S. community college in educating our students, faculty and citizens for the global economy.
  - The College Success Regional Workshop – This workshop engaged in activities designed to help first-year college students discover personal meaning, determine academic purpose, and develop the skills they need for college success. The participant will apply these concepts in the SLS 1501 course.
  - The World Organization of Webmasters Conference - Participating faculty is a WOW Certified Professional Webmaster and member of the organization's executive committee. HCC benefits from an improved instructional program in web development where students' success and retention will increase with better alignment to current industry trends and employability of our graduates.
  - How to Handle People with Tact and Skill Workshop – Participant learned techniques to handle difficult people in a professional manner and how to avoid confrontational situations.
  - NISOD Convention – As a result of his participation in this conference, our faculty member was asked to write essays on the topic of creating an atmosphere of integrity in academia, one that aids in precluding plagiarism and other forms of cheating. Articles will be published in *CCW* and *Innovation Abstracts*. In addition to presenting, instructor attended seminars on various topics such as: pedagogical professionalism, implementing writing rubrics, creativity in the classroom, online professor rating systems, and developmental learning communities.
  - The Florida Academy of Sciences 68th Annual Meeting – Faculty learned about the use of Cooperative Learning Groups (CLP), which is the instructional use of small groups so that students work together to maximize their own and other's learning. HCC Brandon Campus implemented the use of CLP in several General Chemistry laboratories. A positive interdependence is developed, while maintaining individual accountability. Students strive for mutual benefits, and there is a sense of pride and joint celebration when goals are achieved.
  - The InterCity Visit 2003 in SanDiego, CA – sponsored by the Greater Tampa Chamber of Commerce. The campus president attended this conference which provided the opportunity to interact with business and community leaders and to learn from their experience in creating an environment for redevelopment, biotech/life science and transportation to thrive. This conference helped improve relations with the Tampa Chamber Leadership and provided the campus president the opportunity to interact with organizations and people that are our partners in various educational activities that were established during the past year.

- The League for Innovation Conference on Information Technology, which enables participants to stay current with community college best practices and the latest instructional technologies. This conference provided the campus president an opportunity to see how other colleges are dealing with technology issues, budgets and staff training. Also provided the opportunity to meet with several likely partners for our NSF project grant.

In addition to employee development, the Brandon Campus made significant improvements in the General Studies curriculum (Math, Science, English, and Humanities). The Computer Sciences Department also benefited through the acquisition of new knowledge and technical updates in web design and software upgrades. This year they also put an emphasis on customer service and outreach to the student body.

- Dale Mabry Campus – 26 development related activities were funded by this account. Faculty and staff participated in a variety of events and programs. Among the activities were the following:
  - Professor Nemour De Laneuville attended the annual National Conference of the American Alliance for Health Physical Education, Recreation and Dance, where he attended presentations on strength training, coaching behaviors affecting motivation, substance abuse prevention, inactivity of children in middle school, approaches to student misbehavior, physical activity and body fat in adolescents, pedagogy, team teaching, technology assisted teaching, relationship between physical activity and literacy skills, obesity and physical activity on college females, connection of teaching, research and service, mentoring younger faculty members, and moral judgement between college level athletes and non athletes. His attendance ratified the college's mission to provide a quality education.
  - Professor Sharon Henderson attended the conference: Concepts in Transcultural Nursing, in Greeley Colorado. This conference focused on transcultural nursing and cultural assessment for the purpose of providing culturally congruent and competent nursing care. It described cultural care beliefs, values and practices of specific cultures. This workshop fulfilled the mission of the college, addressed the issue of health of diverse populations, and allowed her to learn from nursing faculty in other countries
  - Professor Wayne Pollock attended the League for Innovation 2003 as a presenter. His topic was associated with the LOI CIT, a technology associated with the LINUX software. Professor Pollock attended various presentations in addition to his presentation. This presentation as well as others, allowed Professor Pollock to maintain his current knowledge in the field of computer technology, and thus contributed to HCC's academic program.

- Professor Louis Gomez attended the 20th Annual Conference of the Society of Diagnostic Medical Sonography held in Dallas TX. He was part of the faculty tutorials and the head of the HCC sonography club at the conference. HCC's Sonography Club participated in the scientific module/poster competition and was awarded 2nd place. This was an honor for HCC and for HCC students, and brought prestige to the college
- Professor John Reffue attended the 2003 National Communication Association's National Convention in Miami Beach. Professor Reffue is now a member of the NCA panel on teaching honors public speaking courses. His participation in the community college section allowed HCC to be in the national spotlight.
- Ms Sallie Rudolph, staff assistant to the Dean of Health, Wellness and Sports Technologies attended the workshop: Self discipline and Emotional Control in Tampa, FL. The workshop allowed her to learn about dealing with individuals who exhibit anger in the workplace. Techniques such as how to manage stress and stressful situations were discussed. On a daily basis, Ms. Rudolph addresses and resolves a myriad of situations that are stressful and emotional in a positive and proactive manner.
- Ms. Rebecca DeCubellis-Ellis attended the National Academic Advising Conference in Dallas TX. Ms. DeCubellis-Ellis presented on the newly developed HCC transfer center. She was able to obtain feedback regarding the center, and at the same time contribute the idea to other advisors at the national level. Her participation allowed HCC to again be on the spotlight at the national level.
- Professor Carole Harvel attended the International Association of Forensic Nurses Scientific Assembly in Las Vegas, NV. This conference heightened her sensitivity to the fact that forensic nursing is heavily related to other areas of nursing and the need for it in today's society and in our community.
- Professor Thomas McCullough attended the ITEC Florida CIW Foundations class at the Daytona Beach Community College, in Daytona Beach, FL. The purpose was to become CIW certified. This allowed Professor McCullough to teach a much wider selection of courses offered by the computer sciences department at HCC.
- Professor Sammy Narayanan was one of two faculty members who attended the Society of Diagnostic Medical Sonographers Annual Conference in Dallas TX. This allowed him to enhance his teaching skills and knowledge in diagnostic medical sonography. In addition, he was able to prepare for the accreditation requirements and process.
- Professor Thomas Klee attended a National Science Foundation Chatauqua short course-astronomy in Pasadena, CA.

- Counselor Vicki Schnurr attended the National Conference on Students Success in Chicago, IL.
- Campus President Robert Chunn attended the SCUP in Charlotte, NC.
- Barbara Goldstein, Dean of Associate in Arts and Elizabeth Johnson, Dean of Associate in Science and Technical Programs attended the Florida Leadership Academy in Orlando, FL.

A total of 11 academic programs were positively impacted by participation of faculty and staff. In addition to the academic programs, the student services Division was positively affected. The academic programs that were enhanced were: Nursing, Computer Sciences, Languages, Sonography, Communications, Health, Accounting, Reading, English, Music, and Sociology.

Expanded knowledge of cultural diversity, international education, personal and professional development programs; and support of individuals seeking better and more effective teaching methods (and approaches) are some of the outcomes that resulted from participation.

- Plant City Campus - A total of 5 faculty, 7 staff and 2 administrators participated in 17 activities funded by this account. Among these activities were the following:
  - In July 2003, four PC employees attended a conference on Transfer and Articulation that was co-sponsored by USF and HCC. The four are Darrell Andrews, Enrollment Coordinator; Mary Bendickson, Dean of Arts & Sciences; Sandy Strobel, Adviser; and Fred Webb, Dean of Environmental & Technical Programs.
  - Theresa Oosting, Adviser, attended two FACC conferences to maintain contacts with colleagues across the state.
  - Charity Freeman, English faculty member, attended two leadership conferences: the Kaleidoscope Leadership Institute in Costa Mesa, CA, and the National Institute for Leadership Development in Atlanta.
  - Two staff assistants, Peggy Leffler and Evelyn Gordon, attended a one-day seminar for administrative assistants in Sarasota.
  - Mary Bendickson, Dean of Arts & Sciences, attended the Council for the Study of Community Colleges and the American Association for Community Colleges in Minneapolis. Each of these conferences provides a primary venue for exploring new programs and developments at other community colleges.
  - Juli Orvis, Computer Science faculty attended the Workforce Florida Summit in Orlando.

- Pam Vergara, Environmental Science faculty, attended the International Agriculture Trades and Policy conference in Naples and the University of Florida Public Interest Conference in Gainesville.
- Rocky Marcus, English and Reading faculty, attended the Florida Developmental Reading Association annual meeting in St Petersburg.
- Linda Oakley-Clancy, Nursing faculty and adviser to the Student Nursing Association, attended the Student Nursing Association annual convention in Nashville.
- Rick Weigand, Facilities Manager, attended a one-day seminar in Tampa on Solving Moisture Problems.
- Pete Rossi, Program Biologist, attended the conference of the League of Environmental Educators in Haines City.

At least five programs were enhanced by the expenditure of these funds. The enhanced areas include Counseling, Advising, Student Services and Retention. Additionally, the Plant City campus is strengthened as our faculty and staff learn of programs and ideas that are effective at other community colleges.

Sending our staff and faculty to conferences is valuable in that we are able to see ideas that are tried and proven at other institutions. Faculty members who attend discipline-specific seminars and conferences are able to stay current in their field through these faculty development activities.

- Ybor City Campus – A total of 14 individual faculty or staff members, and 4 projects, were supported by the 2003-04 Ybor City Campus FSPD account. Faculty and staff members attended and/or presented at professional conferences highly relevant to their roles at the Ybor City Campus, or were funded to accomplish a specific project:
  - Academic Advisor Saleem Chaudhry attended the National Academic Advising Association National conference in Dallas, Texas (October 2-5, 2003).
  - Academic Advisor Saleem Chaudhry attended the National Academic Advising Association Regional conference in Pasadena, California (April 21-23, 2004).
  - Financial Aid Manager Calixberto Fuentes attended the Federal Student Aid conference in San Diego, California (November 2-5, 2003).
  - Professor Richard Gaspar presented at the NISOD International conference on Teaching and Leadership Excellence in Austin, Texas (May 23-26, 2004).
  - Professor Richard Gaspar presented at the Florida Developmental Education Association conference in Daytona Beach, Florida (October 22-24, 2003). Professors Bonnie Ronson and Rod Hurley also presented at this conference, and shared expenses with Professor Gaspar.

- Professor William Greico presented at the League for Innovation conference in San Francisco, California (February 29-March 3, 2004).
- Professor Kenneth Hanks attended the National Association of Schools of Music in Seattle, Washington (November 22-25, 2002). Attendance directly benefitted the music program's goal of accreditation by NASM. Professor Hanks submitted a notice of intention to apply for accreditation in January 2004, and initiated the self-study phase of the process.
- The funds covered lodging for Professor Carolyn Kossar in Santa Fe and Taos, NM (August 17-20) while curating native american art exhibit for display at Ybor campus during Native American Month, November 2004. This exhibit was included in Ms. Kossar's cultural support grant proposal to the state of Florida.
- Professor Nancy Mills attended the National Association for Developmental Education National conference in St. Louis, Missouri (March 10-14, 2004). Attendance directly benefitted orientation methods and materials for developmental math.
- Professor Margaret Petway attended the Benchmarks and Barriers to People of Color in Higher Education conference in Arlington, Virginia (June 17-19, 2004). Attendance directly benefitted the mentoring program for retention of minority students.
- Professor Michael Rabaut presented at the League for Innovation conference in Milwaukee, WI (October 18-22, 2003).
- Professor Robert Schatzow presented at the League for Innovation conference in Milwaukee, WI (October 18-22, 2003).
- Dean of Student Services Thomas Gregory attended the National Association of Student Personnel Administrators conference in Denver, Colorado (March 27-30, 2004).
- Academic Advisor, Julio Torres attended the National Association for Multicultural Education conference in Seattle, Washington (November 5-9, 2003).

In addition, two staff members participated in administrative workshops:

- The 31<sup>st</sup> Annual Administrative Professional Course. This course was an excellent opportunity to network with administrative assistants from different organizations nationwide. It focused on the knowledge and specialized skills already possessed by the attendees that would sustain career growth. Funds expended for the Administrative Professional Course provided techniques and practical strategies to benefit the day to day operations of the campus president's office. Subjects such as time management, communication skills and how to turn stress into personal energy all contributed to the professional development of the attendees.
- The Grant Writing Workshop for Public Safety and Homeland Security. This workshop covered the "best practices" for identifying and analyzing a problem worthy of a grant, gathering information, developing a problem statement, writing a grant proposal, setting up a budget, securing funding, and evaluating the results. It provided an excellent opportunity to network with other public safety officials from different organizations nationwide.

Participating faculty and staff members gained professional growth and learned information that they were able to bring back and apply to their work, e.g. improve the orientation of developmental math adjuncts; learn new strategies for academic advising, financial aid counseling, and student retention; accelerate accreditation of the music program; share information about the exemplary team work of computer science and broadcasting faculty in creating state-of-the art radio and computer science programs; obtain useful “best practices” from other college radio and computer programs; curate an exhibit for Native American Month 2004.

- District Administrative Offices – Activities funded by this account included:
  - Sending the College’s Controller to the Council of Business Affairs meeting in September 2003.
  - Sending three Finance Department staff members to the Datatel User Conference (DUG) in March 2004.
  - Sending the College’s Facilities Planner to the Florida Educational Facilities Planners Association in July 2003.
  - Sending the College’s Director of Facilities and Facilities Planner to the “Meeting Space Demands with Shrinking Resources”. Seminar in October 2003.
  - Sending the College’s Director of Purchasing to the COPP/NAEB Regional Conference. Discussion centered on purchasing issues affecting community colleges and general purchasing issues as well as general business and workplace issues. Benefits to the college were participation with other colleges to divide various purchasing tasks among community colleges. Additional benefits to the college were staff learning about a variety of timely purchasing and business subjects as well as staff making contact with educational buyers throughout the state.

## 8. SABBATICALS

Sabbaticals are provided to faculty members as a means by which they may pursue educational and travel-related experiences that will enhance their educational skills and professional development.

**Goal** – Provide six full-time equivalent faculty members with sabbatical leave each academic year.

**Evaluation** – Evaluation of the goal is based on the extent to which the following activities are successfully accomplished:

- Selecting six (or however many applies less than six) faculty members to receive sabbaticals;
- Obtaining faculty plans for the proposed sabbatical leave;
- Acquiring completed activity reports following the sabbatical leave.

**Results** – Two faculty members utilized sabbatical leave. One has provided a report of the experience and the other has been asked to provide the report.

## 9. FACULTY INTERNSHIP

Improving internal communication is a key aspiration at the College. To improve communication flow with faculty members, the College President is appointing a faculty intern for 2003/2004. This intern will be responsible for assisting in the development of a program that will engage more faculty members and staff in general College processes.

**Goal** – Design and implement a communication improvement program.

**Evaluation** – Evaluation of the goal is based on the extent to which faculty members indicate that internal communication processes have improved on periodic evaluations of the program.

**Results** – The faculty member served as the quality assurance coordinator for the College's performance excellence initiative. Seven category teams assessed the College based on the Baldrige Educational Criteria and have prepared team reports. The faculty member is coordinating the final report for evaluation by a certified Baldrige Reviewer.

## 10. EMPLOYEE DEVELOPMENT AND RECOGNITION PROGRAM

HCC has embarked upon a performance excellence initiative, and rewards and recognition of outstanding employees are an integral part of the program. An Employee Recognition Committee has been convened and will be recommending a Development and Recognition Program by the fall term of 2003.

**Goal** – Design and implement an Employee Development and Recognition Program.

**Evaluation** – Evaluation of the goal is based on the extent to which the program has been implemented and what recognition strategies have occurred.

**Results** – The Employee Recognition Committee convened and developed a proposal, which was submitted to Cabinet. Four employee recognition threads will be implemented for 2004/2005.

## 11. FLORIDA ASSOCIATION OF COMMUNITY COLLEGES (FACC)

One of the goals of the Florida Association of Community Colleges is to advocate and provide professional training, education, and development opportunities for the Association's members. HCC supports its FACC chapter in achieving this goal by providing funding for chapter members to attend FACC events and conferences. In turn, chapter members support internal development activities through volunteerism and fundraising.

**Goal** – Support 50 or more FACC development opportunities (duplicate headcount).

**Evaluation** – Evaluation of the goal is based on the extent to which the following activities are successfully accomplished:

- Enabling a diverse range of at least 50 FACC members to participate in FACC development opportunities, at least 30 of which should be unduplicated headcount;
- Attaining a majority of satisfactory evaluations of the experiences, which includes the provision of internal development activities as appropriate.

**Results** – A total of 50 FACC members (faculty, staff, and administrators) participated in 5 activities that required travel of some type utilizing FSPD funds:

- **Region IV Conference:** A total of 10 FACC members attended this one day conference (rotated yearly at the various community colleges), which brings together representatives from all the schools in Region IV. Purpose of the conference is mainly educational. Breakout seminars focused on professional development are presented; an update of issues affecting the region is given by the Region Director; a Legislative Liaison delineates on-going issues in Tallahassee and networking/information exchange takes place among attendees.
- **Career and Professional Employee Workshop:** 3 employees from the college attended this one day workshop held for members of this commission. Workshops are held for each commission yearly somewhere in the state. A main purpose of this meeting is to address issues germane to the employees in these employment categories and relay issues back to their colleges and FACC. Speakers and educational seminars focused on these areas occur as well as a formal business meeting.
- **Student Development Workshop:** A total of 16 members attended this commission workshop. Workshops are held for each commission yearly somewhere in the state. A main purpose of this meeting is to address issues germane to the employees in these employment categories and relay issues back to their colleges and FACC. Speakers and educational seminars focused on these areas occur as well as a formal business meeting.
- **Membership Workshop:** Three members attended this workshop held in Tampa this fiscal year. Purpose of the workshop is to help Chapters from around the state learn techniques/information that will help promote/increase Chapter membership and participation.
- **Annual Convention held in Orlando:** This is the largest event sponsored by FACC yearly. A total of 18 attendees from HCC (faculty, staff and administrators) received some type of travel expenses funded through this account. The convention brings together delegates from the 28 community colleges. Special speakers, educational breakout sessions, election of state-

wide officers, networking, region meetings, Best Practices by faculty presenters, and a host of other activities occur that are beneficial to attendees.

Based on faculty and staff attendance at the various training meetings, commission meetings and the large attendance at the annual state convention, the overall FACC Chapter was enhanced and supported so that two main missions of the Chapter (education at the local level and support of the state FACC organization) were carried out.

Funds for the FACC organization were expended for meetings and activities that were integral in providing professional development as well as information exchange on a state-wide level for those faculty and staff who participated during the year. Had these funds not been available, these opportunities would not have been possible.

## **12. COLLEGEWIDE FACULTY AND STAFF NEW/IMPROVED PROGRAMS, PROJECTS, AND INITIATIVES**

These funds support collegewide programs, projects, and initiatives. For example, the College currently is deploying a performance excellence initiative. These funds can be utilized to send category teams to quality conferences and workshops that would assist in successfully implementing the initiative.

**Goal** – Support professional development activities and/or the development or improvement of programs that affect the College overall.

**Evaluation** – Evaluation of the goal is based on the extent to which the following activities are successfully accomplished:

- Effectively utilizing the college-wide funding by the participants as demonstrated by the array of internal development activities offered and the quality of the individual evaluations;
- Developing, enhancing, or improving programs that affect the College overall, such as the performance excellence initiative.

**Results** - At least two collegewide activities were funded by this account. Among these activities were the following:

- John Bertalan's nomination for his innovative approach to teaching Introduction to Education and Teaching Diverse Populations was accepted for the Innovative Excellence in Teaching, Learning and Technology Award. He traveled to Jacksonville, Florida to accept the award March 29-April 2, 2004.
- Datatel Conference - The Datatel User's Group Conference (DUG) provided the opportunity to network with colleagues, learn about new software enhancements and features from Datatel representatives, learn new tips and techniques from other Datatel users and meet directly with the Datatel staff in formal and informal settings. In addition to the various Datatel, user and vendor presentations, the conference also includes meetings for special interest groups such as registration, records and advising, financial aid,

accounts receivable/cash receipts, human resources, business intelligence and reporting issues, to name a few.

- A transition plan was developed for the overall operation of Information Technology district-wide. In addition, the plan clarified duties and personnel responsibilities for functions transferred to in-house personnel from Collegis as part of the Collegis contract changes effective October 2003; and finally clarified recommendations to be implemented and to develop a timeline for completing these recommendations.

Completed By:

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

Date