

**TASK FORCE FINDINGS, FINAL REPORT:
CONTINUING EDUCATION PROGRAM REVIEW**

November 2005

**HILLSBOROUGH COMMUNITY COLLEGE
HILLSBOROUGH COUNTY, FLORIDA**

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INTRODUCTION

Hillsborough Community College engages in a review of academic, academic support, and administrative areas for the following purposes:

1. To complement the institution's strategic planning process requiring the internal development of unit plans with an external perspective in the review of those plans and the quality of programs and services.
2. To respond to intrinsic motivations for continuous improvement with a focus on the enhancement of institutional effectiveness and efficiency; student learning outcomes; and client satisfaction.
3. To respond to state mandates and accreditation requirements of the Southern Association of Colleges and Schools calling for a systematic review of all programs and services.

The review is conducted by a Task Force composed primarily of individuals outside the unit under review. The chair is a full time employee of the unit under review.

The charge to the Task Force is to identify strengths and weaknesses of the unit as guided by empirical evidence. From the list of strengths and weaknesses, the Task Force is to develop recommendations for improvement to capitalize on strengths and redress weaknesses. The work of the Task Force is to be completed within a fall or spring semester culminating in a final report.

For academic areas, a judgment should also be rendered regarding the continued viability of the program in context of service area demand, enrollment, and critical workforce needs.

Subsequently, two brief follow-up reports are to be drafted. The first follow-up report is due in the following semester. The second is due one year later at the conclusion of the semester in which the original review was conducted. Each consists of a listing of the final recommendations with a few statements indicating the status of their achievement.

Recommendations not achieved within a year may become unit planning objectives to ensure a continued focus on their attainment. Objectives that stem from review recommendations should be indicated as such in the Strategic Planning System of the College.

DESCRIPTION OF UNIT

The mission of the Continuing Education program is to provide a comprehensive educational experience which advances the Tampa Bay area's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement.

Continuing Education offers a range of short courses, seminars, workshops and other academic activities that are available for adults who have specific training needs such as computer programming, but who are not seeking a degree. Some courses are designed to prepare students for licensure or to recertify students in fields such as insurance, real estate, driver improvement, and continuing allied health professions. In addition, special interest and leisure classes are offered in such areas as arts and crafts, business and finance, conversational Spanish, and childbirth and parenting.

Some Continuing Education classes award Continuing Education Units (CEUs). The institution seeks out professional certifications that govern the provision of CEUs. For example, Hillsborough Community College has a Continuing Education nursing Provider number issued by the State's Board of Nursing. The provider number also allows the institution to provide course work for the Certified Nursing Assistants.

UNIT PLANNING OBJECTIVES

The 2005-07 objective for the Continuing Education program is as follows:

Increase the community's access to the Continuing Education programs and services available at Hillsborough Community College.

STRENGTHS OF THE UNIT

1. Lines of responsibility and accountability within the unit are clearly and visually demonstrated on the Continuing Education Organizational Chart, 2005-6.

Source: See Appendix B, Organization Chart 2005-06

2. Program Coordinators are required to project yearly personal goals in support of unit objectives and college goals compatible with the vision and mission statement of the college. The staff self-assess collectively in determining their strategic direction. This process allows for year end review of program effectiveness and continuity.

Source: See Appendix C, Unit Plan 2005-07; Appendix D Continuing Education Accomplishments; Appendix E, Continuing Education Unit Exploration, April- July 2004

3. Extensive cross training/in-service opportunities are provided to all personnel. Noteworthy is the *Continuing Education Desktop Procedures* publication, provided to all staff members, documenting administrative processes to ensure continuity of service. The contents of this document are discussed frequently at staff meetings.

Source: See Appendix F, Continuing Education Desktop Procedures

4. An instructor evaluation survey is administered to each student. Survey results are used to improve the quality of instruction

Source: See Appendix G. Student Evaluation Form

5. The Department of Continuing Education prints and distributes over 20,000 copies of a catalogue outlining diverse course offerings related to personal growth and enjoyment, obtaining and updating professional skills, and/or facilitating ones abilities to improve job related skills.

Source: See Appendix H. Continuing Education Catalogue

1. The operational structure and culture within the Continuing Education office is one that demonstrates customer service skills, commitment to program objectives, openness to creative ideas, and a “can do” atmosphere to new and ongoing tasks.

Source: Students’ Testimonials and Task Force Members’ knowledge of the program.

2. Grant opportunities and new sources of funding are reviewed on a continuous basis by staff. Active responses to RFP’s over the 2004-5 year have resulted in \$1,060,734 grant awards.

Source: See Appendix I. Grant Funds 2004-2005

3. Unit Administrators hold positions of responsibility within the various State Department of Education Workforce Development initiatives providing a high degree of visibility throughout the state for local efforts and leadership abilities

Source: See Appendix J, List of administrator’s Professional Affiliations and External Positions

4. The program is well-placed to fulfill students’ continuing education goals. Over 30% of credit students identify their primary education goal as obtaining or updating job-related skills; 36% self-improvement/personal enjoyment and 29% change careers.

Source: See Appendix K, Community College Survey of Student Engagement (CCSSE) 2004 results see table bottom of page 1.

WEAKNESSES OF THE UNIT

1. Enrollments in the Adult General Education program have remained flat from 2003-04 to 2004-05 at approximately 350. These enrollments are the smallest among Florida community colleges offering an ADULT GENERAL EDUCATION program.

Yet the market for these services is large. The 2000 census reported that 6.3% (41,209) of the county population over the age of 24, possess less than a 9th grade education. Also, 13.4% (85,574) of the population age 16 to 19 were not enrolled in school and not a high school graduate. This is higher than the state rate of 11.9%.

Source: See Appendix L, Revenues & FTE for 2004-5, internal report; See Appendix M, 2005 System Fact Book, p. 42; See Appendix N, Education Attainment by County-Florida Census 2000

2. There is no regular, comprehensive, widely disseminated report of Community Service/Continuing Education with respect to enrollment and student demographic profiles.

Source: Task Force Members' knowledge of the program.

3. Most Adult General Education classes are offered at the Ybor campus. Potential applicants from outside the inner city are possibly being denied access. Classes do not have ample dedicated classroom space for course offerings within the various campuses often limiting the scope of offerings that can be provided to the community.

Source: See Appendix H, p 23, 24; Continuing Education Catalogue, and Task Force Members' knowledge of the Continuing Education program

4. The unit plan does not contain trends or events external to the college that would impact the operations of Community Service/Continuing Education.

Source: See Appendix C, Unit Plan 2005-07, see external trends.

5. Non-credit workforce offerings appear to be fragmented with respect to pricing structure and department sponsorship. The practice sends mixed messages to the public seeking clarity of service and departmental responsibilities.

Source: See Appendix C, Unit Plan 2005-07, see External events.

6. CROP goals are not reflected in the Unit Plan.

Source: See Appendix C, Unit Plan 2005-07, Appendix O, Crop Goals

7. The information collected from the student evaluations is not aggregated to allow an overall evaluation of the program.

Source: Task Force Members' knowledge of the program

8. The current registration process is labor intensive for staff and no process is in place for self- registration through an online system.

Source: Task Force Members' knowledge of the program.

9. The current budget system for tracking of project dollars is not fully understood to provide a user friendly interface for planning and follow up. This includes hiring and payment of contract workers is a lengthy process and not user-friendly.

Source: Task Force Members' knowledge of the program.

10. The current physical setting of the Department of Continuing Education's office is isolated and not readily visible to its customer base. Additionally, the administrative staff and support personnel occupy crowded facilities.

Source: Task Force Members' observation of office space.

RECOMMENDATIONS FOR IMPROVEMENT

1. Include applicable Datatel documentation in Desktop Procedures such as Adult General Education student registration and Educational Gains documentation.
2. Make the noncredit catalog available to credit students.
3. Expand the Adult General Education program. Develop a unit planning objective specifically targeting an increase in Adult General Education enrollment.
4. Develop an annual enrollment report to include a student body demographic profile.
5. Develop a plan to expand offerings to all campuses with the identification of dedicated classroom space.
6. Identify trends/events external to the college in development of the 2007-09 unit plan, such as changing service area demographics that might portend expansion/contraction of services.
7. Revisit the organizational structure to include considering an integration of the workforce programs independent of credit/non-credit designations.
8. As appropriate, incorporate CROP goals as objectives in the unit plan.
9. Student evaluation survey results should be aggregated on a regular basis to evaluate improvements in program effectiveness.
10. Implement an on-line registration system.
11. Meet with Purchasing Finance and Accounting to gain a greater understanding of the process that is in place. Facilitate ongoing and comprehensive in-service opportunities to facilitate the understanding of the process that is in place.
12. Locate additional office space for administrative staff with high visibility to students. Investigate the use of file imaging to better utilize existing space.

DISTRIBUTION LIST OF THE FINAL REPORT

The final report and all follow-ups will be distributed by the chair to the President's Cabinet, appropriate deans and/or directors, unit head, unit members, task force members, and all campus libraries. It will be posted to Public Folders and disseminated electronically to the HCC community.

APPENDICES

- **Appendix A:** Hillsborough Community College Mission, Vision, 2004-06 College Goals
- **Appendix B:** Organization Chart 2005-06
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APPENDIX A

THE STRATEGIC PLAN OF HILLSBOROUGH COMMUNITY COLLEGE

College Mission

Adopted by the Board of Trustees, August 20, 2003

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.

College Vision

Adopted by the Board of Trustees, August 20, 2003

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.

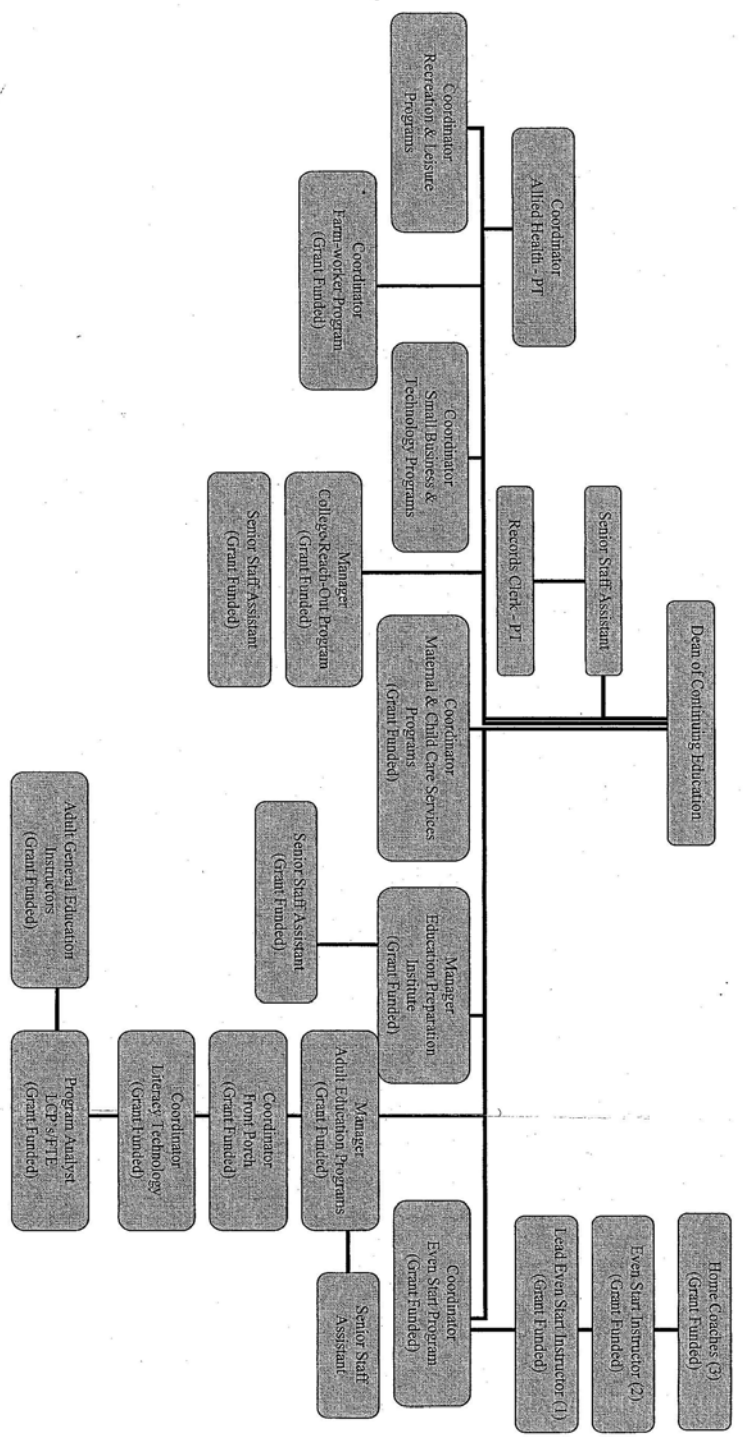
2004-2006 College Goals

Adopted by the Board of Trustees, April 21, 2004

1. Promote institutional learning through excellence in teaching, support services, and instructional delivery systems.
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 resources and skills necessary to prepare students, faculty, and staff to function effectively in a technologically-driven world.
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 while aggressively seeking and effectively managing human, financial, physical, and technological resources.

APPENDIX B

Continuing Education Organizational Chart 2005-2006



APPENDIX C

Unit Mission: The Hillsborough Community College Continuing Education Department provides a comprehensive educational experience which advances the Tampa Bay area's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement.

Planning Facilitator(s): Sharon E. Miller, Ph.D.

Unit Planning Process:

The entire managerial and support staff of Continuing Education established the unit objectives. Our course planning calendar is controlled by our semester course schedules. Staff professional development is arranged around professional association meetings such as the National Council on Continuing Education and Training (NCCET), State of Florida Continuing and Adult Education Steering Committee (CAESC), and the like.

External Trends:

Planning assumptions that impact the unit revolves around the lack of physical space planned and provided for the offering of non-credit courses.

Additional planning assumption and event that impacts the unit focuses on the fragmented approach to non-credit course offerings; credit deans offer continuing education courses.

External trend that affects Continuing Education: the lack of on-line registration for students.

Impact

Without adequate space, the actual financial impact of the unit's ability to contribute to the overall fiscal structure is obscured.

The pricing structure is different and the approach does not support collegial partnerships within the institution.

Technologically speaking, the lack of on-line registration ability further constrains the fiscal nimbleness of non-credit programming.

Constituent Needs:

The Office of Continuing Education serves a very diverse constituency. The core services are directed to adults who possess a postsecondary degree and are desirous of life long learning classes (i.e., art enrichment, foreign language acquisition, grant writing skills, etc). Another core course offering is available to the medical profession of the community; continuing education classes are offered in order for the professionals to maintain their respective certifications and acquire new levels of certifications. Real estate and insurance agents are able to take courses to sustain their certifications, as well as obtain entry licenses into the profession. Paraprofessionals in the child care industry are able to obtain continuing education credits for licensure renewal. Another segment of the community is provided with Adult General Education services. These services are for individuals who do not possess a high school diploma, need to improve their basic literacy skills and acquire workplace readiness skills, and develop an education plan that extends beyond high school. The unit also provides academic and cultural enrichment activities to students who attend our local middle and high schools. The students targeted for these services are potential first generation college students, eligible for free and/or reduce lunch in the public schools, and students' whose families are categorized as migrant farm families.

Unit Objective Increase the community's access to the Continuing Education programs and services available at Hillsborough Community College.

Objective Type: Information/Com. Technology Facilities Diversity

Target date: Position responsible:

This unit objective supports achievement of the following:

College Goal: 3. Enhance access, flexibility, and responsiveness to meet the changing educational needs of the students and the community.

State Performance Standard: None at this time. Development by the State is pending.

Priority Initiative:

Review Recommendation:

Total cost to achieve this objective: \$5,000 **Cost exceeds unit base budget**

Full-time salaries	\$0	Professional development	\$0
Part-time salaries	\$0	Capital costs	\$0
Hourly salaries	\$0	Expenses	\$5,000
Contract salaries	\$0		

Describe costs: Additional financial resources needed to achieve the objective is under the category of capital outlay. Continuing Education needs space to continue its growth and expand course offerings.

Strategies

Continue to make known to the Executive Level Administration the need for space for Continuing Education. Market Continuing Education as the 'out-reach arm' for the College in the community at-large.

Develop and offer courses that are needed by the community at-large in a time efficient manner.

Continue to dialogue with Continuing Education staff to further refine: What we are good at?; What we need to change?; What type of employees do we need to attract to the unit to fulfill the college and department mission and objectives.

Present a business plan for implementation of on-line and payment registration for the 04-05 Budget process.

***Expected Outcomes/
Success Criteria:***

Means of Assessment:

Results of Assessment:

A 10% increase in the number of Students served.

Total number of students served 2004-05 as compared to the total number served 2003-04.

The enrollment for Con Ed decreased from 4,388 (2003-04) to 3,170 (2004-05). This decrease should correlate with the number of classroom utilization accessibility to Con Ed. Additionally, these data may not reflect courses classified as CWE.

An increase in space/facility provided for Continuing Education courses.

Total number of classrooms used in 2004-05 as compared to 2003-04.

There has not been a focus on the number of classrooms used because the Recreation and Leisure courses do not count toward the room utilization formula. using the schedules from 2004-05, a manual count will be completed. Continuing Education has worked with the IT Department to research, evaluate and purchase an on-line Datatel registration product. Testing is scheduled for January 2006.

The ability for students to register and pay on-line for Continuing Education courses.

A business plan in conjunction with an implementation plan at the end of 2004-05.

APPENDIX D

Continuing Education Accomplishments 2004-05

Adult General Education

The Adult General Education Program consists of the following components and is under the direction of a Program Manager.

Program Manager's Goals and Objectives for 2004-2005

- Acquire and implement the use of on-line Test of Adult Basic Education assessments.
- Incorporate the use of test item analyses in designing students' Individualized Education Plans through the purchase of a Scan-Tron scorer.
- Obtain scholarship funds to pay GED testing fees, first year college tuition, and books.
- Acquire additional classroom space.

Adult Basic Education/General Equivalency Diploma Preparation

Through the Adult Basic Education (ABE) Program, students are afforded the opportunity to acquire basic skills in preparation for their General Equivalency Diploma (GED) test. This past year

- More than 396 students enrolled in our Adult General Education Program for 2004-05.
- Approximately 90 of these students will receive their high school diploma.
- A pilot count indicates that the program will earn 24 or more FTE for 04-05.

English Literacy and Civics Education State Leadership Grant

Coordinator's Goals and Objectives for 20004 – 2005

- Obtain my Master's Degree with honors in Mathematics from Nova Southeastern University. In addition, to my post graduate courses in Economic Planning, at the Institute of Social Studies located at The Hague, Holland and the University of Oxford in Oxford, England obtain a Master's degree in Business Administration (MBA) while working on the final stage of my PhD dissertation.
- Enroll the required number of adult students for Workplace Skills Education according to grant guidelines.
- Register the required number of students for Civics and Core Academic Skills, including reading, mathematics, language and writing.

- Involve students in a real life context curriculum as indicated by the grant requirement and pedagogical research.

On February 28, 2005, I was awarded the Master of Science Degree, majored in Mathematics Education, from Nova Southeastern University. I am currently working on the last stage of my PhD dissertation.

The program successfully enrolled and trained 25 adult students in Workplace Readiness Education. The Workplace Readiness Training has positively impacted the students' opportunities for work improvement and salary growth.

The program registered 25 students in Civics Education, providing them with the necessary knowledge on government organization and functioning, as well as, the nation's history, constitution, traditions, culture and citizens' duties and rights. Students were also trained in core academics skills in mathematics, language and writings to the level which allowed them to pass the GED examination test.

The program has involved 25 students in real life cultural related activities. Student's families have also participated in cultural activities connected with community events and plays.

Parents and Children Together

Grant Goals and Objectives

- Produce 112 Literacy Completion Points (LCPs).
- Increase involvement of parents in the education of their children.
- Increase children's involvement in literacy activities.

This grant is under the direction of the Program Manager and represents a subcontract awarded by another agency; the agency was the initial recipient for the grant. The required number of LCPs, the involvement of parents in the education of their children, and the increase in children's involvement in literacy activities has been achieved.

Supporting Academic Freedom through Virtual Education

Coordinator's Goals and Objectives

- Initiate online method of study.
- Recruit and motivate participants for retention.
- Develop methodology for tracking and maintaining records.
- Provide tutorial services for individual students.
- Exceed grant requirements.

The grant sponsored program, **Supporting Academic Freedom through Virtual Education** is an Adult Basic Education and General Equivalency Diploma program that also provides activities to promote parental involvement in the educational development of their children. Students are offered learning in the following instructional formats: online, small group, instructor led tutorials and a combination of methods.

Steck-Vaughn was selected as vendor of choice to provide the GED software, GED 21st Century, for the program. It is an online program which is accessed from anywhere at anytime for the convenience of the student and includes instruction in Reading, Writing, Math, Science, and Social Studies. Students also use the GED instructional textbook for a reference.

Computer Literacy and Workplace Readiness Skills are also included to assist our disadvantaged student population prepare for the workplace. This instruction includes email and internet research skills, resume preparation, interview skills, job search, workplace ethics and budgeting. Upon completion of this module, the students receive a Workplace Readiness Certificate.

To date, three students have achieved their High School Diploma and another thirteen are scheduled prior to the end of the current grant. The objective of ten successful GED test completions is anticipated to be reached. Students have also received their Workplace Readiness Certification and all have participated in instruction on involvement in the education of their children and performed literacy related activities with their children.

Persistent participation of the students has been found to be essential in achieving our goals. Respect and understanding of the work and family needs of the online students is critical to encourage their studies and motivate them intrinsically. This is accomplished by daily emails and continual updates of their progress. We are proud of the accomplishments of the program and of our students.

Continuing Allied Health Education

This unit of Continuing Education provides courses to support medical personnel in the meeting of continuing education licensure requirements.

Overall Goals

- Increase student enrollment by 15% for 05-06.
- Implement a more cogent offering of Continuing Allied Health course offerings; this unit has been without a staff person for six months.
- Implement a pilot of the Certified Nursing Assistant Program.

Certified Nursing Assistant Program

The institution received a program provider number from the State of Florida Board of Nursing.

CPR Program

Goal 1: Improve customer relations and support to outside Training Sites affiliated with this Training Center.

Goal 2: Document Training Center procedures for Quality Assurance purposes.

For the two external Training Sites (Sun City Center Emergency Squad and City of Tampa office of Risk Management), site visits have been held. Each site visit consisted of a review of procedures according to American Heart Association and a review of procedures for this training center.

Since January these sites have been supported as follows:

Site Name	# of BLS Instructors renewed	# of BLS HCP cards issued	# of HS AED cards issued
Sun City Center Emergency Squad – Ruskin	6	56	12
City of Tampa – Office of Risk Management	1	NA	122

The following procedures are completed and in effect as of March 1, 2005.

Introduction:

This document is a collection of the quality procedures that are followed for the Hillsborough Community College Office of Continuing Education AHA Training Center. This document was

created to answer frequently asked questions as well as serve as a description of how quality assurance measures are being met by this Center. These procedures are readily found in the CPR Notebook as well as the Notebook containing the latest version of the AHA PAM.

Procedure for prep of paperwork for class:

- Check electronic roster by 2 days prior.
- Make a “go – no go” decision based on number registered. Go = at least 4 students registered.
- Call assigned instructor to confirm.
- Class materials required:
 - Manikins
 - Lungs
 - Face shields
 - AED (training)
 - Ventilation
 - Masks
 - Video
 - Tests
 - Annotated Key
 - Answer Key
 - Blank answer sheets
 - Printed roster of students pre-registered
 - Class roster filled out appropriately (front)
 - Blank observation sheets for each student
 - Instructor evaluations sheets for each student
 - Extra Textbooks
 - Drop-Add form
 - Schedule of current CPR class offerings

Procedure for canceling a class:

- E-mail is sent to Mary Dru Clark stating a cancellation of class
- Each student is called, informing of class cancellation.
- Instructor(s) is/are called informing of cancelled class.

Procedures for Instructors:

- Check pre-registration roster against students attending. If name not on the printed roster, ask for a printed receipt. If none available and name not on the pre-registration list, then student may not stay in class.
- If a student is not on the pre-registration roster, inform the student of the next available class.

- All students must have the appropriate paperback textbook in order to stay for the class. Each campus bookstore now carries the textbooks in adequate supply.
- If textbook not available, sell a textbook to the student. Textbook is sold for \$15.00. If not enough textbooks then students may not stay in class.
- If the student has been registered but does not have access to a textbook, fill out the drop-add form. In the Drop section list the current class. In the Add side add the class and section that the student will attend instead. Ask the student to take form to any campus Registrar and the appropriate funds will be credited.
- When setting up manikins: wipe down with toilettes
- Test results must have a pass rate of 84% or better. For test versions with 20 questions, each question is worth 5 points. Therefore, no more than 3 questions can be incorrect. For test versions with 25 questions, each question is worth 4 points. Therefore, no more than 4 questions can be incorrect.
- List of Paperwork to turn in at end of class:
 - Class Roster completed with correct spelling of student, address, phone and test scores (required).
 - Student test sheets graded.
 - All test versions and answer keys.
 - Instructor evaluations (from students).
 - Observation sheets for all Healthcare Provider classes (HES-8040 and HES-8050)
 - Applicable drop-add forms
 - Money from book sales (if applicable).

Procedure after class:

- All paperwork is turned in
- Count number of test answer sheets – compare to roster names. These will need to match.
- Compare answer sheet % correct with Roster recorded score per student.
- Take appropriate # of cards from file cabinet and record appropriately on the Card Inventory Tracking Sheet.
- For each card black out areas not applicable (i.e., if infant CPR class, black out adult CPR and Child CPR.)
- Type name as it appears on the Roster.
- Type name of instructor.
- Type issue date and renewal date (format: mm/yyyy). Renewal date is two years after the issue date.
- Mail cards to address provided on Roster.
- File paperwork from class in cabinet. If from a Training Site, put all paperwork in the CPR Training Site Book.
- Record Instructor hours in the Instructor file.

Instructor files must contain:

- Initial application for the position.

- Observation sheets from any renewal activity.
- Evaluation sheets from students.
- Copy of HCC Contract.
- Copy of Heartsaver card (front and back).
- Copy of BLS Instructor card (front and back).
- Vital information (contact information, any scheduling preferences).

Current list of all Training Sites affiliated with HCC Continuing Education AHA Training Center:

- City of Tampa – Office of Risk Management
- Sun City Center – Emergency Squad
- HCC – EMT Program
- HCC – Police Academy

Training Site Card Issuance Procedures:

Cards will only be issued with strict adherence to these policies.

- Sites must fax or send a letter requesting the number of cards and the type of cards requested.
- Class Roster correctly completed
 - Training Center name: HCC Continuing Education;
 - Training Site: <name of your facility>;
 - Director name: <Current Training Center Coordinator name>;
 - Lead Instructor: <name of lead instructor>;
 - In the area below list all assisting instructors, also list renewal date on their Instructor card. If this instructor is not affiliated with your site of the Training Center, you must send a copy of their Instructor card (front and back);
 - Sign and date the roster;
 - For the students listed, please verify that the names are legibly printed; ensure that the correct address is provided.
 - Include test scores on the roster
- Also include in this request:
 - Signed Textbook Verification Form
 - All graded test sheets

Procedure for Invoicing Training Sites for Card issuance and Card Issuance Administration:

- Invoices are issued the first Monday of the month for the past 30 days.
- Refer to the AHA CPR Card Inventory Tracking Sheet.
- For each training Site, count up the number of cards that have been issued in that timeframe.
- Record the Invoice sent and the amount in the Invoice worksheet (Excel spreadsheet).
- Send letter to each training site with Invoice explaining the invoice.

- Follow-up within 30 days if payment has not been received.

Procedure for Payments Received from Training Sites:

- When checks arrive, make a photocopy and place in the Site tab of the notebook.
- Make copy of rosters that reflect the invoice and copy of the invoice, along with original check, and give to Ms. Davis for processing.

Procedure for ordering textbooks:

- Fill out the Bookstore adoption form and send to the Dale Mabry campus
- Follow-up within 10 business days.

AHA CPR Card Inventory Tracking Sheet:

This tracking sheet should be posted in the cabinet to track the “flow” of CPR cards. The cards are locked securely in the cabinet and this center ensures the proper issuance of these cards on behalf of AHA. Each time that cards are issued, the information on the tracking sheet should be entered for the purposes of tracking. The following page is a copy of the Tracking Sheet.

AHA CPR Card Inventory Tracking Sheet

Date	Requestor	Number issued	Course type	Section	Course date	Card type	A/Ch/I	Instructor Name	Authorized Signature

K-Force International Nursing Program

Hillsborough Community College maintains a contractual agreement with the K-Force International Staffing Company. HCC supports the educational component of an international nursing program. That is, HCC provides nurses from foreign countries with an orientation to the American Hospital system in the form of hands on clinical labs and practicums in the local hospitals.

Even Start

Hillsborough Community College was awarded an Even Start grant that focuses on increasing the literacy skills of 75 families and their children (ages 0-7). More specifically, the project supports parents attaining a high school diploma, receiving parental instructional on the reading processes of their children, and children less than compulsory school age (0-4) receiving high quality child care services.

Program accomplishments are highlighted below.

- Identified and recruited 59 families who are active or in orientation.
- Thirty seven (37) participants are enrolled in Adult Basic Education Program with tailored opportunities to complete their high school diploma.
- Two participants have obtained their diploma within a year of entering the program.
- Engaged 59 families in four parent training thematic workshops.
- Assisted parents through the use of home coaches to rehearse and master thematic trainings as well as support parents in school and conference meetings.
- Partnership and collaboration with the Faith Community, Hillsborough County School District, Hillsborough County Head Start, Child Care Silo Ben Social Services Program, Shriners, Alpha House, SAMY and the West Tampa Neighborhood Service Center are working towards combining strengths through the sharing of resources, talents and services.

- Engaged participating families in Meet and Greet Activities, Black History Program, Book Fest, Family Movie Night and Family Picnic for effective retention strategies.
- Marketing Plan increased participation which included: Florida Sentinel, WTMP, Workforce Alliance, Neighborhood businesses and Door to Door canvassing.

College Reach-Out Program (CROP)

This component provides academic and cultural enrichment outreach services to potential first generation college students in grades 6-12.

The following goals were identified followed by the accomplishments of this program.

Goals:

- Increase the overall number of students participating in CROP sponsored activities, with special attention given to the recruitment and retention of high school students.
- Increase the grade point average of CROP participants.
- Increase the number of parents attending parent meetings and activities.
- Increase the professional development of CROP teachers.

Accomplishments

- Average attendance for the after school program was 27 students. Average attendance for the Saturday Enrichment Program was 73 students. This marks an increase from previous years. The average number of high school students attending the Saturday Program is 42.
- 22 seniors are currently preparing their college admission packets and financial aid/scholarship letters and applications. 100% of CROP seniors graduated and will attend a post-secondary institution in the fall.
- 25 high school students (10th and 11th graders) registered for the PSAT which was administered in October. One CROP student was selected as a Florida Key Scholar for her PSAT scores.
- Overall student attendance increased during both the Saturday Enrichment Program and the After School Program (Jackson Heights Recreation Center).
- 50 high school students will participate in the 2004 Summer Academy.

- Rising ninth graders will have the opportunity to earn an elective credit for completing the 2005 Summer Academy.
- Through CROP's partnership with the Florida Virtual School, 5 CROP high school students registered for and took a minimum of one Virtual High School Course through the Florida Virtual School.
- CROP students saw an improvement in their mathematics and their reading scores.
- 43 students had perfect attendance in all CROP programs and activities throughout the year.
- 150 are presently enrolled in the Summer Academy on both the Dale Mabry and Brandon Campus. High school students will attend the Dale Mabry Campus and Middle School students will attend the Brandon Campus.
- There was an average of 17 parents attend monthly parent meetings.
- 100 parents attended the CROP Summer Academy Parent meeting.
- 75 people (parents and students) attended the CROP Walk-A-Thon at Rowlette Park to raise money for the College/Cultural Tour to New York City March 19-25, 2005.
- CROP students and parents raised over \$9500.00 as a result of their participation in the College/Cultural Tour Walk-A-Thon in February. No student attending the College/Cultural Tour failed a class during the previous 9 week grading period.
- 12 CROP teachers will participate in professional development provided by the Florida Virtual School in an effort to incorporate FCAT skills into the curriculum.

Life Long Learning

This component of Continuing Education provides enrichment courses to the community as well as some judicial system course offerings (e.g., Guardianship Training and Parents, Children and Divorce).

Coordinator's Goals and Objectives for 2004 - 2005

- Increase data base of On-line offerings to capture students who wish to register for classes that do not have enough enrollments to support an instructor.
- Develop a Basic Motorcycle Safety Class approved by the state of Florida.
- Obtain the endorsement of the Department on Aging a variety of Guardianship classes including On-line Continuing Education classes.

- Submit our Co-Parenting after Divorce class to the Department of Children and Families so that Hillsborough Community College will become an official educational agency offering the classes in Hillsborough County.
- Collaborate with Hillsborough Childcare Licensing and the Hillsborough Child Care Association to conduct the state mandated Literacy class.

The Program Coordinator achieved all of the above goals. However work is still being done on the application to the Department of Children and Families Co-Parenting after Divorce class. Additionally, the first offering of the mandated Literacy class netted a 237 student attendance count.

Maternal and Child Family Health and Support Worker Program

Coordinator's Goals and Objectives for 2004-2005

- Continue to formalize an outreach and recruitment program
- Plan a successful graduation process and ceremony
- Provide follow-up tutorial services for students needing to improve academic levels
- Recruit a new cohort for the Spring Term
- Continue to work with the Chiles Center to secure new funding sources

In the fall of 2004, The Family Health and Support Worker Program entered the final phase of the funding period in satisfaction of the sub-agreement between Hillsborough Community College and The Chiles Center. The eight original pre-pilot students that completed two summer sessions courses were subsequently enrolled for the fall term in the only remaining course that they required for completion of the Applied Technology Diploma. The five pilot students who comprised the second cohort of the initiative were also enrolled in their two final courses required for completion of the program. By the end of the Fall Term, all eight of the pre-pilot students and the five pilot students had successfully completed the requirements necessary and were eligible for graduation.

A special graduation ceremony was held on December 15, 2004. The students and their families were delighted with the events of the evening. The graduation ceremony provided the students the opportunity through their selected representatives to express their gratitude and delight with the experience that the course of study had provided them. The evening was very emotional for the students, and they expressed to HCC project personnel how thankful they were for all the support and help they had been provided during their course of study. The students were awarded a certificate of completion at the ceremony with the actual Applied Technology Diploma verified and awarded February, 2005.

In addition to the ATD course of study, the thirteen students worked on a Family Development Credential initiation that was integrated within the ATD course of study. All the students completed their Family Development Credential and were awarded the credential at a ceremony on January 9, 2005. The credentialing agencies were RCMA and Gulf Coast University. In order

to meet the requirements for the credential, the students had to complete ninety hours of instruction in the Cornell University Family Development Program.

HCC project personnel, working with the Planning Research and Evaluation Department of the college, formalized a plan of action to promote the newly developed program throughout the possible stakeholder and potential employer community of Hillsborough County. A professionally developed brochure was developed and printed. This brochure and other marketing materials were widely distributed within the stakeholder and potential employer community throughout Hillsborough Community College.

Over seven hundred brochures were mailed during September, October and November. The mail out process continued through the spring and summer months in an effort to market the availability of the program at HCC. The initiative serves as a tool for recruiting new students. The initiative suggested that employers investigate the possibility of integrating the Family Health and Support Worker program of study into their existing staff development plan to more effectively promote the enhancement and effectiveness of their workforce and to promote within their own agency career ladder opportunities for non-degreed employees.

As a result of these marketing and outreach initiatives, eighteen new students were enrolled for the Spring Term. All of these students completed the first course during the Spring 2005 Term and are currently enrolled in the Summer Term. It is important to note that these were students recruited from the community at-large and were not supported with grant funding.

During the last few months of the year, Dean Miller and project personnel have been negotiating with the Chiles Center to secure agreement from the Department of Labor for additional funding. We have been notified by the Chiles Center that \$71,000 will be made available to HCC to continue the Family Health and Support Worker program through January 31, 2006. Contract objectives and strategies are currently being developed for implementation.

Professional Regulations

This component of Continuing Education is staffed by a part-time position. However, during the 2005-06 year, the position will be a full-time one.

Statement of Accomplishment : FY/04 – 05

- Increased the number of students enrolled in business and professional regulated courses from 797 in FY 03-04 to 1,061 in FY 04-05
- Increased total fees from \$169, 132 in FY 03-04 to \$204,950 in FY 04-05
- Increased net profit from \$104,184 in FY 03-04 to \$129,121 in FY 04-05
- Increased the number of course offering from 163 in FY 03-04 to 195 in FY 04-05

- Increased the number of “made” insurance continuing education classes from 5 (online), serving a total of 5 insurance agents in FY 03-04 to 15 (5 online, 10 classroom) serving a total of 146 insurance agents in FY 04-05.
- Increased the number of off campus contract classes from 2 in FY 03-04 to 14 off campus contract classes in FY 04-05

Service Learning Report

Although Service Learning is implemented and evaluated by credit faculty, Continuing Education serves as the administrative and fiscal unit for Service Learning. Moreover, Continuing Education supported the initial conception and implementation of Service Learning at Hillsborough Community College.

Statement of Accomplishments

- Cathryn Berger Kaye, a national service learning consultant, spoke to all faculty who attended HCC’s Faculty Fall In-Service program about [Service Learning](#).
- A part-time coordinator was hired to deal with paperwork (forms, syllabi, articles for college publications, criminal background checks, reports, etc.), computer functions (e-mails), and myriad other administrative tasks related to the program.
- A website for [Service Learning](#) is under development due to the efforts of the part-time coordinator.
- Virginia York from Gulf Coast Community College and a colleague were invited to train students in Human Services in how to conduct a national issues forum. The students conducted an issues forum, “Bullying in the Hillsborough County Schools,” on May 3, 2005. Members from the community were invited to participate in a student led discussion of the issues.
- Four of the college’s publications ([Inside@HCC](#), [HCC Catalog](#), [Outlook](#), and the [Credit Course Schedule](#)) printed articles about Service Learning regarding the benefits to students, faculty, and the institution, and how students and faculty can find the information they need to become involved in the program.
- One Service Learning faculty coordinator met with new faculty to tell them how teaching Service Learning courses can enhance their chances for tenure.
- Presentations on Service Learning were made during the Fall and Spring Terms Faculty In-Service, and at the institution’s All College Day.

- Enter third year of the SAFE Grant, awarded through the Community College National Center for Community Engagement.

Fall Term 2004

There were five classes taught fall term. Three of these courses (Sociology, Radiology, and Early Childhood Education) were part of the SAFE grant. The faculty members who taught these courses extended their course offerings to include veterans' issues, emergency health, and bullying. The other two classes involved students implementing Service Learning projects at the mosque and Metropolitan Ministries. Another faculty member assisted her students in working on a video aimed at communicating with deaf students about services available to them. The Dale Mabry and Ybor City campuses were represented in this term.

Spring Term 2005

With the hiring of a contractual Service Learning Coordinator, the number of Service Learning courses increased from fourteen to eighteen. The courses represented a mixture of regular course offerings and the SAFE grant; a three year-grant held by Hillsborough Community College to expand Service Learning within the institution. Additionally, during the Spring Term, three of HCC's four campuses participated in the Service Learning efforts.

Fall Term 2005 All four campuses, including the Plant City Campus, will offer a minimum of eighteen service learning courses.

APPENDIX E

Continuing Education Unit Exploration **April – July 2004**

Over a three month period, the Department of Continuing Education evaluated itself based on the following questions.

- What are we best at in Continuing Education?
- What is the passion in Continuing Education?
- Where do we need to improve?
- What do we need to do?
- What do we need to take away?
- Do we have the right people on the bus?
- Are the individuals in the right seat?
- How do we sustain a profit for Continuing Education courses and achieve sustainability with grant programs?
 - Economic denominator: how can we increase profit through our one-time contact with customers?

These questions were answered by the development of several products:

1. Mission Statement: A multi-service unit of Hillsborough Community College that provides comprehensive educational experiences, which advance the Tampa Bay Area's economic growth and global competitiveness through education, training, and services, that contributes to continuous workforce improvement.

Our programs are relevant, technologically current, and designed to promote student success in the areas of:

- Adult General Education
- Allied Health Continuing Education
- Career and Workforce Advancement
- Child Care Management
- CPR
- Insurance
- Life Long Learning and Full Participation in our Society
- Real Estate
- Self-Paced and Enrichment Computer Courses
- Vocational/Technical Education

Rationale: The development of the mission statement defines what Continuing Education is best at and exactly what it is that the unit does.—Questions 1-2

2. Improvement Paradigm: Three primary things contribute to the negative perception of Continuing Education as a valuable contributor to Hillsborough Community College:
 - A. Continuing Education is often viewed as a valuable contributor to the community, but not always as an economically profitable operating unit of the college.
 - B. The college and other departments therein sometimes misunderstand: 1) the profile of the continuing education student as it is different from the conventional student; 2) the necessity of individuals in certain disciplines to attain continuing education units; and 3) the urgency and expediency required to serve these students.
 - C. Some staff of Continuing Education allows the negative perception of Continuing Education to permeate their attitudes and work ethic.

Resolution Strategies

- Items A and B, above, both relate to communication disconnects. Therefore, the team suggests that we develop and sustain marketing communication tools that 1) clearly and effectively communicates the outcomes of grant awards, programs, etc. of Continuing Education; and 2) highlights a program of Continuing Education, explaining the target audience, the need, the course curriculum, and the result/value of the program to its participants, the college and the community.
- To increase the visibility of Continuing Education, it is suggested that we include “Continuing Education” in verbal and written correspondence, and especially, flyers, new articles, and other public communication venues.
- Continuing Education had been given the charge of adopting and exercising a departmental slogan to remind us of our present selves and work in the manner that we want the college, other departments, and the community to perceive us. Remember that “perception is reality” and “people treat you how they perceive you”.

Slogan: “Well....how do we look?”

- A logo for Continuing Education was also developed.



Rationale: The unit was actively encouraged to think about question three (Where do we need to improve?). The Improvement Paradigm was developed and presented.—Question 3

3. Advisory: A framework to select advisory boards was developed for each unit within Continuing Education to use.

Philosophy: An advisory body, whether it be formal “council” or informal “group” can be organized to provide a variety of functions. Most entities that utilize such a body begin by identifying its perceived functions and purpose.

Please list the ways you feel that an advisory body might be helpful to your area of CE programming:

- 1.
- 2.
- 3.
- 4.
- 5.

Formation of a Continuation Education Advisory Body

The first step toward achieving growth and enhancing credibility for the department is the formation of a Continuing Education Advisory Body. The following steps are presented for consideration in the development of an Advisory Body.

- Determine what is required of the Advisory Body (see above activity).
- Extrapolate from the activity to articulate the desired mission, roles and responsibilities of the Advisory Body.
- Obtain administrative input to determine legalities, protocols, and options concerning departmental advisory bodies.
- Decide whether the body is to be a formal ‘council’ or informal ‘group’, based upon the mission articulated above. Formal and informal bodies each have distinct characteristics relative to their ability to make binding policy.
- Determine what each member is expected to contribute to the body.
- Determine optimal board number and composition, including amount of academic, business, and community representation.
- Devise a plan for recruitment of advisory body members.
 - Identify candidates
 - Inform each candidate about the focus of the group
 - Generate candidate’s interest
 - Present opportunity to become involved

- Cultivate the desire to invest emotionally
- Once organized, devise a plan to keep the group cohesive, on-task, and efficient.

A detailed description of the entire Advisory Body development process is listed in Appendix A.

Rationale: The development of the Advisory Committee framework created a methodology for Continuing Education to better assess the unit’s creditability and to achieve long-term growth.— Questions 4 & 5

4. The Right People on the Bus: The question was posed regarding the type of talent and skill Continuing Education needed to draw in the form of staff to sustain profitability, creditability, and growth. The following skill/characteristic list was developed:

<u>Skills</u>	<u>Knowledge</u>
1) Team Player	Planning
2) Diversity	Expertise in Area
3) Salesmanship	Perform/Competence
4) Negotiator	Computer
5) Openness	Marketing
6) Trustworthy	Experience Wide-base
7) Reliable	Finance Budget
8) Communicator	Development
9) Maturity	Well Networked in and about
10) Creativity	the community
11) Marketing Communications	Grant Writing
12) HR Personnel Development	
13) Grant Writing	
14) Organizer	
15) People Oriented	
16) Ability to Delegate	
17) Multi-tasker	
18) Manager	
19) Follow-up	
20) Proactive	
21) Networker	
22) Compassionate	
23) Listener	
24) Decision maker	
25) Administrator	

Rationale: This list addressed the existing and needed skill levels and knowledge base for existing and future Continuing Education staff.—Questions 6 & 7

5. Economic Denominator: This area still requires further work. Courses are run from a profit margin perspective in Continuing Education. Equating the profit margin to cover all costs (tangible and intangible) has to be derived.

Rationale: Question 8 is addressed but incomplete in the response.

APPENDIX – A Developing An Advisory Body

Situation: you want to secure funding to create a new program, expand one or establish an endowment. You would like to utilize the expertise of higher-caliber.

The decision to form an advisory council begins with an organizational commitment to a strategic, thoughtful and cumulative process that will extend over a long period of time. This is not a quick solution to solve an immediate or impending crisis.

The process begins with a written description of the program you want to address, the parameters within which the council will be focused, the results you are seeking and a plan to guide the development. This clearly defines the strategies, people and resources which will assure success of the effort.

The Big Picture: Your Overall Organization and the Advisory Council

Incorporating the Council Into the Overall Organization

Incorporating an advisory council into the organizational structure depends upon whether the organization has a governing board of directors. An advisory council can be especially effective for organizations that do not have a local governing board.

Most non-profit organizations, however, typically do have a board of directors. From the onset, seek the board's involvement and formal approval. While the board focuses on the mission as a whole; the advisory council focuses on one, single aspect of the mission. To achieve optimal results from the council, the board of directors clearly defines the advisory council's role and then empowers the council to move forward according to an established time line. The board needs to be committed to accepting and implementing well-considered recommendations of the advisory council. A board member should be appointed to chair the council and serve as the communication link between the two.

Staff or management support is critical. Council members should not be burdened with details, such as creating agendas or taking minutes. You want them to generate ideas and give advice. This is an application of the adage: ask people for money, they will give you advice, ask people for advice, they will give you money.

Positioning the Advisory Council - Advice vs Advisory

Clearly, the advisory council is not a committee of the board; council members are not involved in management, finances or supervisory activities. Usually, council members do not want to be involved directly in these activities. Members of the advisory council are sought to offer their opinions, their experience, and their counsel. This group is not a task force. They are not charged with responsibilities requiring significant portions of their time. Implementing recommendations is obviously important, but council members will not be involved extensively in that process.

Their role is outline the “what and how.” Tasks that are assigned to council members must be simple and easily executed. For a small time commitment from each member, a council produces immense brainstorming and idea-generating power. Members should be able to easily gather information and research that may be needed or direct staff to sources.

Identifying Candidates for the Council - Where do you start?

Forming a dynamic team

As you assemble a list of the individuals you want to involve, begin to develop a written profile of each one. Questions to ask: With what other organizations is this candidate currently involved? Is the focus of this advisory council and opportunity to advance his/her interests? Why would this candidate be willing to serve? What financial resources could he/she bring to the project? What is the best approach to recruit this individual? Who should be involved? Use the members of your board and other donors to help you find the answers.

In recruiting a dynamic advisory council, certain elements need to be considered: a link to the board, a champion to provide vision and one or more primary gift prospects. A member from the board of directors should chair the council and help recruit others. The first member to recruit is the champion, followed by the primary gift prospects. Commitments from these individuals will be powerful factors in recruiting other individuals.

Think of the recruitment process as the initial steps in your major gift program:

1. **Identify** candidates and complete individualized profiles
2. **Inform** each candidate about the focus area for the advisory council
3. Think about what will appeal to each individual’s **Interest**
4. Present the opportunity to **Involve** them with your organization
5. Then, through their participation, they will begin to **Internalize** your mission and develop ownership of your common goals

6. As the relationship develops, you will be able to plan the cultivation process that will lead them to **Invest** in your program

7. Seeing the results produced by the advisory council will motivate them to **Immortalize** themselves and perpetuate their values through endowment gifts that will impact the lives of generations to come

This process serves as a blueprint for the cultivation of each candidate. Determine at that stage they may be currently involved with your organization, establish your preliminary objective for each one and begin to develop a plan to move them toward realizing it.

The Champion

The champion can be the most important element of a successful advisory council. This person provides vision for other council members by helping them peer into uncharted territory. The champion is the idea person; the one with a dream. The champion leads the council by stimulating but not dominating discussion. The champion sparks the fire which the council then fuels by expounding on the ideas. Artfully, the champion leads the council through this brainstorming process and allows council members to adopt these ideas as their own.

The Primary Gift Prospects

Acquiring the resources necessary to make an idea a reality requires more than well-intentioned people. Significant programs require significant financial resources. The primary gift prospects ideally should be already interested in the focus area. Identifying these individuals requires extensive research utilizing the knowledge of your board members, past experience with your organization, and your personal contact with them. These individuals should have the ability to work well with others and have positive, can-do attitudes. The primary gift prospect profiles should be updated frequently, as the information in their profiles will prove invaluable when drafting a persuasive gift proposal for their investment when the program is ready for implementation.

Other Council Members

When commitments from these first individuals are secured, you can begin to recruit other members. With these first members on board, your cause will be powerfully reinforced and highly appealing to other candidates. Additional members should also have financial means which they will be likely to invest after they have contributed significant time and created a new vision for the organization. You will want to recruit a total of eight to twelve members which is optimal for group dynamics.

Individuals with education and experience or significant interest in the program area are best qualified. It is an appropriate vehicle for involving candidates who may not wish to serve on the

board or desire a limited time commitment. This is also a meaningful way to involve individuals who cannot serve on the board because they have fulfilled their term or the board does not have any positions open. Too, it is a sensitive means to keep others involved who may have a long-standing relationship with your organization, but now are not physically able to continue active participation.

Getting the Advisory Council Started

Define the council's focus

Identifying, thoroughly defining and articulating the council's focus area are the initial steps. The advisory council needs to work within a well-focused area as defined by the board. The focus area should be non-controversial, relate directly to the mission and capture the council's curiosity and sustain its interest. The focus area should be open to a range of solutions and opportunities as exploring those options will yield ownership among council members. Defining the program area, the work process, and potential benefits are necessary in preparing for the first meeting.

The focus area may be the development of a new program, expansion or evaluation of a current program, funding of a program that is not self-supporting or establishment of the endowment. The focus area may overlap several of the possibilities mentioned.

Development of a new program

Focus on defining the objectives and elements of the program and the strategies to develop the program.

Expansion of a current program

Focus on how to make the program more efficient, how to maximize marketing efforts and enhance fund raising efforts.

Support of a program that is not self-supporting

Focus on the relevance and importance of the program to the community, how the program can operate with optimal efficiency, and how to attract additional funding.

Establishment of an endowment

Focus on the long term goals of the organization and how to provide financial stability.

Note: As defined in this context, advisory councils do not lend themselves to a building project or as a task force as those tend to be short-term, intensive efforts.

After the focus area is defined, specify the advisory council's role. Establish the council's mission, but do not constrain it with a pre-determined step-by-step process. Allow the council to determine the process.

As the advisory council evolves, other people in the community may be recommended for membership. Involving people with specific, but limited financial capability may benefit the council on an ad hoc basis.

Recruiting Process

The process of recruiting members is conducted similar to gift solicitation. Meetings with candidates begin with background information on the organization's mission and programs.

This information should be linked persuasively to the focus area. Plan questions that will engage people in conversation. Discuss the candidate's interests, how those can be applied to your project and why his/her involvement is particularly important. Written materials should include: organization's mission, the council's purpose, advisory council member qualifications and program information.

The First Council Meeting

The meeting begins with an expression of gratitude from the board chair or CEO for the council's commitment of time and expertise and review of their purpose. Use visual aids and stories to create a strong impression and underscore the need for the advisory council.

Each member should receive a three-ring notebook containing the mission statement of the organization, a roster of advisory council members, members' job descriptions, specific program information, pertinent policies, tentative future meeting schedules, etc.

The point of this meeting is to provide an excellent grounding in the program area. The staff person responsible for the program needs to attend this meeting to provide an overview and field program-specific questions. The program director (and the champion) will provide the raw material for the council to begin working. The competence of the program director will give the council members confidence in the program and its potential.

The first meeting will set the stage. The meeting should be followed up with minutes. They will serve as a springboard for the following meeting's discussion. Draft them strategically! Remember that minutes are a staff function, not a council member function.

Orchestrating the Council: A Thoughtful, Authentic Process

Planning meetings with the chair and champion, strategically drafting minutes, thoughtfully planning tasks for council members to execute: this entire process must be conducted in

professional, inclusive, sincere manner. Council members expect and will respect the effort it this process is authentic. They may be leaders within their individual spheres of expertise and experience, but they will appreciate leadership in this effort. The council members will want to become engaged in the process and fulfill their commitment.

Building the Council's Momentum

Guiding From This Point Forward

Thus far, we have discussed the use of an advisory council, clarified its role, and discussed the recruitment of council members and getting it started. This process began by looking at the needs of the organization, then identifying opportunities to involve people in a way that is meaningful and possible for them.

Guiding the council is a cyclical process: observing people and their discussion, formulating the next steps, etc. This cycle will continue through the life of the council and the process will become more complex as the council moves forward.

Diligent documentation, which began at the genesis of the council, should continue. The plan (the strategies and the desired results) requires regular updating. Discussion, observations, new knowledge, comments: each offers valuable pieces of information that guide decision making in this strategic, thoughtful, cumulative effort. Careful analysis of this information after each meeting will shape the next steps of your plan. Documentation, from beginning to end, yields strategic management and control. It's useful for defining direction, critical to maintaining momentum, essential to achieving success, and vital to building trust.

Next Steps: Envisioning the Future through Brainstorming

The champion is most valuable in this process. He/She provides understanding, poses questions to be answered and opens the universe of possibilities. The champion stimulates discussion, but does not dominate it.

Time spent in advance of the council meeting for planning by the chair, development director and the champion is critical to planning this stimulation. The purpose is to frame the focus of the champion's vision. Planning predetermines may hesitate to voice their personal opinions. The selection grid makes it easier for them to evaluate solutions and opportunities to arrive at a consensus on priorities for action. The sample selection grid lists five priorities (the number of priorities may vary). Each member numerically rates each of the solutions according to impact on the organization's mission, implementation costs, time required for implementation, or other criteria specific to your program. Then, it is a simple matter of totaling points which reveal the order of priorities. Priorities are finalized by discussing them in context with the desired results established at the beginning of the process and with the mission. The advisory council is now ready to submit a formal recommendation to the board for approval and action.

APPENDIX F

DESKTOP PROCEDURES FOR CONTINUING EDUCATION

**Adult Basic Education
College Reach-Out Program
Continuing Allied Health Education
Even Start Program
Front Porch Florida
Life Long Learning
Maternal and Childcare Service Workforce Development Program
SAFVE: Supporting Academic Freedom through Virtual Education
Small Business and Technology**

May 2005

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HILLSBOROUGH
Community College 

ADULT EDUCATION

The purpose of the Adult Education Program is to provide academic instruction to those individuals who desire to complete their high school diploma; improve their reading, writing and mathematics skills for the world of work; or increase their basic skills for their own individual desires.

OFFICE OPENING PROCEDURE

Arrive at 8:00 a.m.

Call the Security office – Extension 7911 to unlock Room 304 of the Library Building, Ybor City Campus.

The entrance is always locked.

- A. Make sure the office is neat and in order (e.g., chairs pushed in, board cleaned, etc.).
- B. Check all messages via telephone or email.
- C. Request projects of the day or complete any outstanding projects.

TELEPHONE ETIQUETTE AND GENERAL INFORMATION

“Thank you for calling Operation College”. This is (give name). May I help you?

- A. Give information to caller about GED classes and information necessary for enrollment.
- B. Must be 18 years old or older.
- C. Two forms of identification are required (e.g., FL driver’s license or FL identification card and a social security card).
- D. There is a three step process to filling out an application and have an interview process.
- E. Applicant needs about 30 or 40 minutes for the registration and interview process.
- F. An Interview sheet must be completed by the interviewer, who must make a copy of the applicant’s I.D. Interviewer must log the potential students name on the log-in sheet at the front desk.
- G. The T.A.B.E. Locator test is given on Mondays from 3:00 p.m.-4:00 p.m.
- H. The T.A.B.E. test is given on Wednesdays from 3:00 p.m. – 5:00 p.m.
- I. The program orientation is held on Wednesdays from 5:00 p.m. - 5:45 p.m.
- J. Give caller directions to HCC Ybor City Campus, Library Building, Room 304.
- K. Give caller hours of operation – Monday thru Thursday, 8:30 a.m. - 7:00 p.m. and Friday, 8:00 a.m. - 4:00 p.m.

- L. Tell caller to bring identification.

ADULT LITERACY VOLUNTEER TUTOR PROGRAM MATCHING

The program is designed to teach adults how to read through the use of one-on-one tutoring. (Math tutorials are available for GED students.) An adult learner is matched with a trained volunteer tutor. The adult learner and volunteer tutor meet one day per week for one hour. Services are free.

- A. To enroll, the adult learner fills out an application in Operation College.
- B. Tutorial area is identified.
- C. Adult learner and volunteer tutor are matched for tutoring based on availability.

ENGLISH AS A SECOND LANGUAGE (ESL) CLASSES

- A. Basic Conversational English classes are free.
- B. ESL classes meet Tuesdays and Thursdays from 5:30 p.m. – 7:30 p.m.

GED ENROLLMENT PROCESS

Interview students who complete applications and have proper ID.

- A. Find a vacant office to use for interview.
- B. Review application.
- C. Complete Interview sheets about the applicant's personal information.
- D. Write the applicant's T.A.B.E. test appointment dates and times on the student take-home reference sheet, or request student T.A.B.E. scores that are not more than one year.
- E. Staple the student application and interview questionnaire together and place in the New Applicants folder located in the Program Analyst's office.
- F. GED Day classes meet three days a week, Monday, Tuesday and Wednesday, from 9:30 a.m. - 2:30 p.m. Evening classes meet two nights a week, Monday and Wednesday, from 5:30 p.m. – 7:30 p.m.

STUDENT PROTOCOL IN OPERATION COLLEGE

All students and tutors must sign in.

- A. Future/first time student sign-in sheet is located at the front desk.
- B. GED students sign in, Library Building, Room 304.
- C. Tutor/student sign-in sheet is located at the front desk.
- D. All new GED students start classes on Monday.
- E. ESL and Spanish new students start on Tuesday.

STUDENT TWELVE HOUR TRACKING SYSTEM

- A. Individuals are not considered a student until 12 hours of attendance is achieved.
- B. Teachers are to check sign-in sheets in their notebooks.
- C. Class rolls are always placed in teachers' notebooks.
- D. Program Analyst enters each student's attendance in the twelve hour tracking book (located on the bookshelf behind her desk).
- E. When a student completes twelve hours, take the application and the students' class schedule and make a copy.
 1. Original copy goes to AR&R system downstairs.
 2. Copy of application and all other student information (TABE Test, interview sheet, etc.) is filed.
 3. File folder is filed in alphabetical order in the Current Years' file folder.
 4. Copy of TABE letter goes to test center.

All completed twelve-hour folders should have the following:

- A. Completed application
- B. Interview sheet
- C. T.A.B.E. Locator Test
- D. T.A.B.E. Test
- E. Standard sheets (after completed)
- F. Student schedule

Students completing twelve-hours information goes in the database.

- A. Twelve hour tracking file is located in Access database.
- B. Enter information from student application (name, address, social security number, etc.)

When students complete 12 hours, a standard sheet is prepared for the teacher's notebook. The standard sheet includes the students' name, social security number, entry date and beginning literacy level.

TEST OF ADULT BASIC EDUCATION (T.A.B.E.)

All students must take the T.A.B.E. Locator to become a student or bring a current T.A.B.E. letter, not more than one year old. Students must attend orientation before starting class.

The T.A.B.E. Locator is given every Monday at 3:00 p.m.

Students who complete applications on Monday before 2:00 p.m. may test the same day.

T.A.B.E. LOCATOR PROCEDURES

- A. Type name of students in alphabetical order by last name for attendance roll for the T.A.B.E. Locator test.
- B. Type T.A.B.E. Locator sign-in sheet with numbers and lines.
- C. Include the header (Operation College) and the date.
- D. Prepare T.A.B.E. Locator booklets for Test Examiner.

- E. Materials needed for T.A.B.E. test include:
 - 1. Test booklets
 - 2. Answer sheets
 - 3. Pencils
 - 4. Scratch paper
 - 5. Hard candy
 - 6. Timer
 - 7. Sign-in sheet
 - 8. Examiner's Manual
 - 9. Grade T.A.B.E. test locator

T.A.B.E. TEST PROCEUDRES

- A. Only students who have completed T.A.B.E. Locator can take the T.A. B. E. test on Wednesday.
- B. Using results from T.A.B.E. Locator, prepare each individual student T.A.B.E. test package (for example, a student may score into an A level reading booklet, A level M Math booklet, and A level D Lang. Arts booklet). A student may have as many as three different level booklets.
- C. Prepare same materials for the T.A.B.E. test as prepared for the T.A.B.E. Locator test.
- D. Grade T.A.B.E. Test using answer sheets (use appropriate answer sheet for each test).
 - a. Prepare profile sheet using results from the T.A.B.E. test.
 - b. Type on letterhead results from student profile sheet (name, social security number, grade level).
 - c. Use the profile sheet for senior staff assistant to type T.A.B.E. test results on letterhead.

- d. Make six copies.

Using results from the T.A.B.E. test, schedule students into classes according to grade level (Pre- GED or GED).

Pre- GED I and II classes maximum 21 students, GED Classes 21 students. If classes are full, students go on a waiting list or small group tutorial.

If classes are full, students are notified approximately one week after completing the T.A.B.E. test that they will be placed on a waiting list.

WAITING LIST

A waiting list is developed when all GED classes are at their capacity.

When students' names are placed on the waiting list, they have the option to attend Workplace Readiness Classes or on-line GED classes.

- A. Students' names are placed on the waiting list due to classes being full and limited seating.
- B. Students' names are deleted from waiting list when a seat becomes available in class.
- C. Students who are withdrawn from classes due to absences may return the next term.

CHECK TEACHERS' DAILY ROLL, SIGN-IN SHEETS AND STUDENTS' CALL-IN SHEETS FOR ATTENDANCE

Students who miss three days or more are withdrawn from classes and placed at the bottom of the waiting list.

Telephone students who miss class and did not call in regarding their absence. Document calls on call-in sheet.

Teachers are notified regarding students who call in their absences; teachers' attendance sheets are updated.

SET UP PRE-GED AND GED STUDENTS TO USE COMPUTER LAB

Students are given a password in Workplace Readiness Class. All students who use the computer lab must have a password. Students are monitored while in the computer lab.

MONTHLY REPORT

Gather all data from the previous month to generate a monthly report.

The report should include:

- A. Number of students filling out applications.
- B. Number of students completing T.A.B.E. test.
- C. Number of students enrolled in class.
- D. Number of students on waiting list for class.
- E. Any other information that was gathered during the month.

COMMUNICATE WITH TEACHERS

Keep teachers updated on class enrollment.

Assist teachers in preparing and completing standards report.

Assist teachers with classroom attendance issues.

LITERACY COMPLETION POINTS

Use students T.A.B.E. results to assign academic level.

Entry-level information should go in database with Standards form.

Monitor students' progress via teachers to determine when standards are being met.

ATTENDANCE

Notify teachers when new students are added to their class rolls, and also when a student withdraws either himself or herself or by absences.

**THE STUDENT INTERVIEW PROCESS
OPERATION COLLEGE**

- A. Greet the student.
- B. Briefly explain the program and answer any questions the students may have.
- C. Have the student sign-in on the sign-in sheet located at the front desk.
- D. Have the student complete the enrollment application.
- E. Upon completion of the application, explain to the student that you would like to complete a short survey with the student. The interviewer must ask the questions and write the answers.
- F. Congratulate the student for making the right choice, on improving his/her life.
- G. Give the student a brief overview of the program.
- H. Give the student a business card with the testing dates and orientation dates that he/she has been scheduled to attend.
- I. The completed application and survey form is to be given to the program analyst for processing.
- J. If the Program Analyst is not present, place the completed application package in the designated place (manila folder labeled “applications” usually kept in the top desk drawer).

OPERATION COLLEGE FILES

PERSONNEL

Files used on a day to day basis are kept in a file drawer in the classroom.

The files containing copies of documents for personnel working in Operation College, whether faculty, contractual staff, administrative, managerial, etc., are located in the tan file cabinet in the classroom.

Most of this paperwork is considered duplicate of that of the District Personnel Office, but since some are originals, be careful about disposal as the state retention requirements differ between originals and duplicates.

GENERAL FILES

Files have been separated into topics.

Program forms are listed by topics.

Students' and Tutors' files are located in the tan lateral files near the window in the back of room 304.

ORIGINALS

All original documents are kept in the file labeled "original" in the file cabinet by the front door by the desk on the left.



COLLEGE REACH OUT PROGRAM

The purpose of the College Reach-Out Program (CROP) is to increase the number of low-income educationally disadvantaged students in grades 6-12 who, upon high school graduation, are admitted to and successfully complete a post-secondary education. This is accomplished through four programmatic objectives:

- A. Enhancing students' academic skills.
- B. Increasing their interest in school.
- C. Educating parents about the benefits of their child earning a college education.
- D. Motivating students to pursue a post-secondary education via a community college or a four year college or university.

The College Reach-Out Program has three major components:

- A. The After-School Enrichment Program
- B. The Saturday Enrichment Program
- C. The Summer Academy

AFTER-SCHOOL ENRICHMENT PROGRAM

The After-School Program is generally held at community-based sites that are accessible to the students immediately after school. There is the occasion for a school to host an after-school program provided that school is centrally located within a community where large concentrations

of CROP students reside. Additionally, if the school has an existing after-school program, CROP can partner with the school and supplement many of the services offered by the school.

- A. Establish contact with school officials and other officials from various community organizations and institutions that have access to physical space within the community.
- B. Consider the demographics of the school should you choose a school base site.
- C. Carefully consider the demographics of the area where you are endeavoring to establish an after school program. Do the students in that community meet the eligibility criteria? Do the students attend school in the immediate area? What other services if any are duplicated in the community?
- D. Draft a letter or construct a contract with the organization providing the physical space stipulating the terms of the agreement. List any and all expectations that they might have of you and you of them with respect to the use of the facility.
- E. Include in the contract a schedule of activities that will be offered at the site.
- F. If the organization providing the space serves students who meet the eligibility criteria of your program, make every effort to include those students in the CROP program.
- G. Hire tutors who are invested in seeing disadvantaged students being academically and socially successful.

SATURDAY ENRICHMENT PROGRAM

- A. Saturday Enrichment Program can be offered at one or multiple HCC Campuses on Saturdays from 9:00 AM to 1:00 PM.
- B. Student recruitment and retention in the Saturday Program hinges on the following:
 - Recruitment at local schools
 - Academic curriculum
 - Educational/cultural activities (field trips)
 - Parental involvement (monthly meetings)
 - Teaching staff (creative, enthusiastic, and knowledgeable)
- C. Provide parents, students, and teachers with a schedule of activities, meeting times, and meeting locations.

1. SUMMER ENRICHMENT PROGRAM

- A. Earmark funds for the Summer Program:
 - Teachers' salaries (number of teachers)
 - Fringe benefits
 - Transportation for field trips
 - Educational supplies and materials
 - Copying and printing
- B. Establish dates for the program.

- C. Secure facilities.
- D. Develop schedule of instructional time.
- E. Determine the number of students to be served.
- F. Determine if transportation will be provided.
- G. Schedule meeting with teachers to establish curriculum.
- H. Secure lunch for the summer feeding program.
- I. Have teachers develop pre-test and post-test instrument.
- J. Conduct parent orientations to inform parents of the summer program offerings.
- K. Conduct end-of-the summer survey for parents and students.

CONTINUING ALLIED HEALTH EDUCATION

Course offerings designed to address the continuing education needs of the Allied Health community. Moreover, these courses are customized to fit the needs of the Allied Health community through the advice, suggestions and recommendations of Advisory Boards. Most recently, the position of Continuing Allied Health Education has added the offering of Allied Health conferences to its service provision. These conferences are conducted in partnership with other Allied Health organizations.

HILLSBOROUGH

Community College 

Continuing Education – 2005



Even Start Family Literacy Program Centers of Academic and Literacy Excellence

The Centers of Academic and Literacy Excellence/Even Start breaks the cycle of poverty and illiteracy in low-income families by improving educational opportunities through the integration of early childhood education, adult literacy, adult basic education, home-based instruction, and parenting education into a unified family literacy program.

The Even Start/Centers of Academic and Literacy Excellence (CALE) Project will respond to those in need and support parents as the first and foremost educators to their children. Even Start/CALE will be accomplished through a holistic family focused approach, serving parents with children ages 0-7 with intensive, frequent and long-term education and family support services.

OVERVIEW OF CENTER OF ACADEMIC AND LITERACY EXCELLENCE (CALE) - Even Start

1. Staffing Structure

The CALE Even Start staff consists of Project Manager, Project Services Coordinator, Staff Assistant, Early Childhood Development Instructors, and Home Coaches.

- 1.1 Project Manger** is responsible for the overall project management such as the development of reports, budget preparation/recommendation, and grant regulatory procedural compliance; develops curriculum and course materials and maintains currency

of project content; supervises activities of project staff; initiates recruitment; monitors performance and submits required documents for project staff.

- 1.2 Project Services Coordinator** is responsible for the day to day staff operations and provides immediate oversight to the staff of the project; assists home coaches in conducting initial home visits; coordinates family meetings; with support staff, schedules staff training for participating partners' instructional staff; arranges locations and accommodations for parent training sessions; schedules family cultural experiences and other pertinent program activities.
- 1.3 Staff Assistant** provides assistance to assigned staff member(s) by scheduling appointments, maintaining calendars, and organizing, coordinating, and prioritizing activities; sets up and maintains current files and computer data bases; operates various office machines; orders and maintains adequate inventory of office supplies; opens, distributes, and prioritizes mail; prepares requisitions; performs other similar and related duties as requested.
- 1.4 Early Childhood Development Instructors** have the responsibility of providing instructional staff training to participating partners' schools conducting parent training; develop, implement, and evaluate curriculum under the direction of the project manager.
- 1.5 Home Coaches** will serve parents within the home setting; conduct parent training sessions.

2 Components

The components offered within the CALE/Even Start program are as follows:
Adult Education, Parent and Child Interactive Activities, Early Childhood Education, Parenting Education, and Home-Based Instruction.

- 2.1 The Adult Education Component** ensures that each student who registers in any ABE/GED course is assessed to determine his or her level of educational proficiency. All students are assessed using the Test of Adult Basic Education (TABE). Students demonstrating literacy skills at the GED level are given diagnostic and predictor tests related to the various areas of the GED. In addition, students' personal and educational goals are assessed with the teacher and an on-going portfolio of students' work is established. Based on their level and personal goals, students are placed in classes where an individualized plan is developed to meet each student's learning needs. Classes are open-entry, open-exit. Students are guided through the lessons at their own pace and have access to computer-based instruction. Expected outcomes include:
 - The list acquisition of specific literacy skills.
 - The accomplishment of individual learning goals.

- An improved quality of life through positive attitude changes about the value of education.
- The acquisition of endorsements or certificates of mastery, diploma, citizenship, driver's license, high school diploma and vocational licenses.
- Increased employability and the attainment of employment and career goals.

2.2 The Parent and Child Interactive Activities Component (PACT) allows parent and child interaction sessions to allow parents to become aware of their children as learners. This time is an opportunity for positive parent/child interactions. The time is spent following the child's plan of activities. Parents become aware of the role they play as their child's first teacher as they support their child's learning during this component. During PACT, the role of the staff is to provide parents with information on how children learn and to facilitate a positive, encouraging environment. Activities that take place during this time are as varied as each child's imagination. Some examples of PACT time activities are:

- Reading a book together and drawing a picture about the story
- Finger-painting
- Sorting beads by color and making a necklace

2.3 The Early Childhood Component takes place during the initial data gathering, identification and assessment home visit. Parents and home coaches will jointly develop a tailored Family Service Plan (FSP) containing an early childhood literacy component. Parents will be encouraged to consider goals for their child's literacy (i.e. English skills, socialization, etc.) A plan will be drafted and resources and supports identified. Children will be provided assistance based on individual needs. Early Childhood Development Instructors and Home Coaches will identify resources and share developmentally appropriate materials. Staff will also prepare additional information that will connect children to other early childhood services. The goals of this program are to increase a child's development in cognitive, social, emotional and physical skill domains. The staff also wants to ensure that the children have access to age appropriate education to prepare them for life.

2.4 The Parent Education Component ensures the potential for success and goals for parenting education and interactive literacy. The Family Service Plan is in a draft process and includes information that will give parents an understanding of how to support literacy and child development in the home. The Family Service Plan also includes information on how parents can increase their development in the home. The FSP also includes information on how parents can increase their involvement in their child(ren)'s educational setting. The topics include, but are not limited to, Spending Quality Time, Parents as Educators, Teacher and Student Involvement, and Observing Your Child. These topics encourage parents to interact with their child at least 30 minutes daily through reading or doing a creative activity. The topics also help parents

develop strategies for observing their child and their child's learning habits. Our goals include, but are not limited to, increasing educational expectations for the entire family, improving parental skills, and increasing interaction among parents and school personnel in regards to the child's education. All Family Service Plans will be tailored to support the needs of the individual family.

2.5 The Home-Based Instruction Component focuses on staff incorporating and reinforcing goals established toward obtaining higher literacy levels. This component helps to establish literacy as a family affair (also connecting non-participating family members to the family literacy program). The frequency and length of visits are varied by program design and family need. Instructional staff is aware that some families initially are not open to home visitation and may require a period of transition so that the family becomes comfortable with the instructional staff. Temporary locations may be chosen until the family decides to accept the services in their home. All visits are regularly scheduled and take into consideration visitations by other program facilitators (for example, Head Start or Home Start). The home-based staff supports the use of literacy in the home by using the appropriate literacy materials tailored for each family. They also support the use of literacy by encouraging the use of materials already in the home. They understand that Parent and Child Interactive Activities are essential to the progress of the family. The staff receives training in how to deal with different situations that may arise in the home setting such as physical and drug abuse. This particular component places high value on a good rapport with the family.

EVEN START FAMILY LITERACY PROGRAM
CENTERS OF ACADEMIC AND LITERACY EXCELLENCE

The purpose of The Even Start/Centers of Academic and Literacy Excellence (CALE) Project is to respond to those in need and support parents as the first and foremost educators to their children. Even Start/CALE will be accomplished through a holistic family focused approach,

serving parents with children ages 0-7 with intensive, frequent and long-term education, and family support services.

OFFICE OPENING PROCEDURE

- A. Arrive @ 8:30 A.M.
- B. Once the office is open, turn on all lights and computers.
- C. Make sure the office appearance is neat and in order.
- D. Check all messages via telephone or email.
- E. Print Program Manager's email and place on her desk in order of importance.
- F. Request projects of the day or complete any outstanding projects.

TELEPHONE ETIQUETTE

Say "Good Morning and thank you for calling CALE-Even Start. This is (give name). How may I direct your call?"

FRONT PORCH FLORIDA

PROGRAM OVERVIEW

The Front Porch Florida Family Literacy Program is an initiative of the Department of Education that attempts to address the educational needs of underserved urban and rural populations in the state of Florida by bringing GED classes and family-centered literacy activities into the heart of the East Tampa community. Originally conceived as a complementary component of Governor Jeb Bush's Front Porch Florida Community Revitalization Program, this grant-funded literacy

project focuses on assisting underserved adult residents our state to increase their reading skills and obtain their GEDs. The project also focuses on helping parents develop the skills necessary to become more active and engaged partners in their children's education and provides opportunities for children and families to engage in literacy-enhancing activities including field trips, cultural arts education, and special literacy-related events. A broad-based initiative that offers educational assistance to communities struggling with complex social, economic, and educational deficits, the Front Porch Florida Family Literacy Program also provides a vehicle for adults to increase their employability. A component also exists to assist communities with economic development. As is true of the Front Porch initiative in general, the Front Porch Family Literacy Program was designed to be a grass-roots oriented initiative. For this reason, and in large measure, the program's success is dependent upon the grass-roots support of individual community residents as well as the support of many of the community's faith-based and secular organizations.

COORDINATOR'S RESPONSIBILITIES

The coordinator's position is a full-time position. It involves establishing, monitoring and maintaining positive working relationships with neighborhood residents, faith-based and community-based agencies and organizations for the purposes of:

- A. Establishing awareness of, and support for, the Front Porch Florida Program.
- B. Securing locations for classes and literacy-related special events and activities to take place.
- C. Recruiting eligible students and/or families to enroll or participate.

Initial ground work for the Front Porch Program involves making personal contact with key pastors and other community leaders to introduce the program concept. However, the coordinator subsequently continues to maintain ongoing personal contact with these key individuals and, in some instances, obtains permission from the pastors to address congregations in order to promote awareness of the program and recruit participants. The coordinator also establishes and continues to maintain an ongoing, working rapport with other key leaders of the secular community as well, including members of the City of Tampa governmental structure, key business leaders and leaders of major nonprofits. This continuous effort at relationship maintenance is essential in identifying additional resources that can benefit the program and its participants and assists with long-term capacity-building of the community. In this capacity, the coordinator forms working partnerships with multiple agencies and individuals. Although time-consuming, the coordinator actively strives to make these partnerships mutually beneficial since they enhance the public's perception of the Hillsborough Community College's commitment to neighborhood revitalization. This, in turn, enhances public support of the Front Porch program.

Another of the coordinator's ongoing responsibilities is to insure that the Front Porch Family Literacy Program remains visible to residents and stakeholders within the target population. Since the area of focus for this program is East Tampa, the coordinator establishes and maintains a strong working relationship with The Florida Sentinel Bulletin, the local African-American

newspaper with the most substantial circulation within the target population. Frequent and timely news releases pertaining to the Front Porch Family Literacy Program are the responsibility of the coordinator. The coordinator also arranges for frequent advertisement of the program through the routine distribution of flyers and submission of public service announcements advertising the program on WTMP Radio.

Additionally, the coordinator advertises Front Porch teaching positions, interviews and hires teaching staff who deliver instructional services to residents through the Front Porch program. The coordinator also maintains oversight of Front Porch teaching personnel. The coordinator supervises the maintenance program records, including activity logs and sign-in sheets, and provides program data for Department of Education reporting that is added to the literacy standards data maintained by Operation College. When necessary, the coordinator arranges for the purchase of supplies, books and materials. The coordinator also arranges for volunteer assistance and pro-bono professional services at special events such as Front Porch Street Corner Story Hours, book give-a-ways and other Front Porch Family Literacy activities. On an ongoing basis, the coordinator monitors the status of the Front Porch ABE/GED component as well as special literacy events. This monitoring includes gathering feedback from participants and community stakeholders concerning the program. When required, the coordinator, in collaboration with the program manager, makes modifications as required to insure the program's success. Such modifications can include arranging for changes in class scheduling and/or changes in staffing and class venue.

LIFELONG LEARNING CLASSES

Overview: These classes are self-supporting and are designed to enrich the lives of Hillsborough County citizens of all ages. The classes cover a variety of topics. The length of the class varies from three hours to twenty-four hours. They usually meet in the evening or on Saturdays. Included in these classes are the following categories:

1. Mandated classes, e.g. Co-Parenting after Divorce and Family Guardianship classes.
2. Summer enrichment programs for middle school children.
3. Variety of classes that start with art and end with xerioscaping for the community.
4. Network with various groups in the community.
5. Answer any questions students have regarding upcoming classes.
6. Help instructors get paid.
7. Help students with any problems they have with HCC.

Getting Started:

1. Review dates, time, and campus locations and determine whether classes should be offered based on past success. Sometimes a campus or time change can make a big difference.
2. Check with instructors to see when they will be available to teach and note if there are any special needs for the class.
3. Interview any new instructors and instruct them on class procedures.
 - Provide new instructors with a Human Resource packet and fill out any necessary forms in the office, e.g. I-9 and references.
 - Instruct new hires on filling out time sheets.
 - Review attendance.
 - Order audio video equipment.
 - Duplicate documents and course materials.
 - Emergency procedures.
 - Payroll procedures.
4. Provide office staff with offerings for the upcoming semester with dates put in an Excel format.
5. Secure rooms for each class.
6. Provide staff assistant with room information.
7. Change any course descriptions for schedule.
8. If a textbook is required, either do a book adoption or, if the book is included in the price of the class, place a purchase order for books.

9. Collect mailing lists for individual groups of community members and professional groups who would be interested in special classes.
10. Prepare flyers for classes when necessary.
11. Distribute flyers to specific mailing lists and make sure that each instructor has flyers.
12. Send out press releases.

First week of classes

- A. Monitor class enrollment through Datatel.
- B. Check room assignment for conflicts.
- C. Inform evening administrator of any room change assignments.
- D. Call and remind instructor and give room assignment.
- E. Check to make sure the instructors have all their duplicating needs met and check to see if they need AV equipment.
- F. Run class rolls and make time sheets for instructors.
- G. Provide instructor with class roll, time sheet, attendance sheet, evaluations and any handouts they may need.
- H. Prepare certificates for classes that require them.

End of class

- A. Check instructor's paper work and evaluations.
- B. Check instructor's timesheet to make sure that it is filled out correctly.
- C. Check instructor's enrollment against computer list.
- D. Turn in all paperwork to Staff Assistant for Dean's signature.

On-Line Classes

Overview: At present, we are working with Education 2 Go who provides a variety of classes for personal enrichment.

Getting Started

- A. Access ed2go.adm.com or ed2go.com/conedhcc.
- B. Decide which classes you will offer.
- C. Check to see which classes have been popular and which have not and remove those that have never been successful. The more classes you offer the better the enrollment.
- D. Write course descriptions if needed and have them approved.
- E. Input all classes into Ed2Go system giving dates and section numbers.
- F. List them in the schedule starting each month on the 3rd Wednesday of each month.

Registration Verification

- A. Access the administration website and put in the course numbers and any other information that is needed.
- B. Email each student that registers on ed2go system and explain the registration process.
- C. Verify students as they register.

Week of Class

- A. Check registrations in the system and see that they are the same as ed2go registrations.
- B. Send emails to all who have not registered in our system.
- C. Send emails to all who are registered.
- D. Process any registrations that are sent to you in the mail.
- E. Respond to each registered person via e-mail.
- F. Acknowledge that you have received registrations.
- G. Instruct them to go to your website and attend orientation.
- H. Give them a confirmation number.
- I. Access the ed2go.com administration site and verify the students.
- J. Lend any support that might be necessary during the registration process.
- K. After completions of class, verify billing that is sent by Education 2 Go.

Continuing Education Classes

Overview: These classes are designed to provide students with ongoing education in the area in which they are employed. The two main areas classes are offered include Child Care and Professional Guardianship.

Getting Started

- A. Review dates, times and campus locations and determine whether classes should be offered based on past success.
- B. Check with instructors to see when they will be available to teach and note if there are and any special needs for the class.
- C. Contact the Department of Aging and fill out paperwork for classes.
- D. Secure rooms for each class.
- E. If a textbook is required, either do a book adoption or if the book is included in the price of the class, place a purchase order for books and arrange for duplicating of materials for Guardian books.
- F. Prepare flyers for classes when necessary.
- G. Prepare Guardian books.
- H. Mail schedule to professional publications.

First Week of Class

- A. Monitor class enrollment.
- B. Check room assignment for conflicts.
- C. Call and remind instructor and give room assignment check if they have AV needs.
- D. Run class rolls and make time sheets for instructors.
- E. Make certificates for all Childcare classes except the 3 Hour Family Childcare classes.
- F. Provide instructor with class roll, time sheet, attendance sheet, evaluations, and any handouts that they may need.
 - ◆ The Department of Children and Families mandate childcare handouts. They are available from the Central Agency of Hillsborough County.
 - ◆ Guardianship classes have a book and handouts relating to the class.

End of class

- A. Check instructor's paper work and evaluations.
- B. Check instructor's enrollment against computer list.
- C. Make copies of all records and then send them to the appropriate agency.
- D. Send a list of all the students that passed the Guardianship test to the Elder Justice Center.
- E. Mail out certificates of completion when necessary.

Class Cancellation

When there are not a sufficient number of students to support the class, it is cancelled.

To cancel a class:

- A. A class roll is run that has phone numbers.**
- B. Students are called and informed that the class has been cancelled. If possible, they are encouraged to take another class that is scheduled.**
- C. The instructor is called and informed that the class has been cancelled.**
- D. E-mail is sent to MIS and copied to the dean and her staff assistant informing them that the class has been cancelled.**
- E. A copy of the SMIN screen is given to the staff assistant who then processes it through accounting so that the student will receive a refund.**
- F. On all campuses, an e-mail is generated to alert the evening managers that a class has been cancelled.**
- G. A notice is posted on the door of the classroom.**

The Division of Health Sciences, Counseling and Human Services Program introduces the:
Family Health and Support Worker, Applied Technology Diploma
(A Maternal and Child Services Workforce Development Program)

PROGRAM VISION

To promote, foster, and support healthy well-functioning childbearing families and families with young children by increasing the number of knowledgeable and competent family support and other community workers from traditionally underserved communities.

PROGRAM MISSION

To provide a credit-earning, competency-based, education program and standards of professional practice for family support and other community workers who work with childbearing families and families with young children.

BACKGROUND

The health of mothers, infants, and young children is not only a critical reflection of the current health status of a large segment of the US population, it is also a predictor of the health of the next generation. The conditions and risk factors that threaten the health of mothers and their children disproportionately affect certain racial and ethnic groups. In an era of shrinking resources the use of paraprofessional service workers to provide services to mothers and their children has expanded across the nation to better address racial and ethnic disparities.

To meet this challenge Hillsborough Community College in partnership with the Lawton and Rhea Chiles Center for Health Mothers and Babies is implementing the FAMILY HEALTH and SUPPORT WORKER program of study.

MESSAGE TO EMPLOYERS

Agencies or organizations that employ community service workers are encouraged to investigate the possibility of integrating the FAMILY HEALTH and SUPPORT WORKER program of study into its existing staff development master plan to more effectively promote the enhancement and effectiveness of its workforce and to facilitate career ladder opportunities for non-licensed, non-degreed personnel.

PROGRAM GOAL

The goal of the FAMILY HEALTH and SUPPORT WORKER program is to target current and prospective maternal and child service workers and to prepare them for jobs in governmental and community based programs providing services to mothers and children.

TARGET AUDIENCE

The program of study will target non-licensed, non-degreed front-line community service workers who currently work under such titles as home visitor, family support worker, case manager/worker, resource worker, peer counselor, and public health aides and perhaps many other designations of non-licensed, non-degreed personnel.

Community service workers provide:

- Outreach to underserved communities.
- Health promotion and education instruction.
- Client tracking.
- Follow-up services.
- Client advocacy.
- Mentoring and client support.
- Other family assistance resources.

PROGRAM AIM

The program aim is to increase the occupational competence and job performance of non-licensed, non-degreed family support workers who provide outreach and support services to childbearing families and their children (0-5) in public health, child development and family service programs from traditionally underserved communities.

PROGRAM DESIGN

Competency-based curricula have been developed for the instruction of participants. The formal credentialing process has been designed to address a specially developed 21 credit hour curriculum framework which guides a competency – based instructional approach with a community worker generalist track and a maternal and child services track. Program completers will be awarded an Applied Technology Diploma in the Health Science Education occupational area titled FAMILY HEALTH and SUPPORT WORKER.

The program is part of the Human Services AAS or AS degree and guarantees transfer of 21 credit hours toward the related AAS or AS degree. Minimum entrance requirements for this program include a high school diploma or GED. Students must meet the minimum basic skills to complete this program.

ANTICIPATED OUTCOMES

- A. Increased number of competent support workers to impact families in a culturally appropriate manner.
- B. Development of a career track with employment, professional, and personal growth opportunities.
- C. Increased use of maternal and child care and other services in the community.
- D. Improved health outcomes in mothers and young children.
- E. Increased knowledge and skills of families to help children grow and develop to their highest potential.

FINANCIAL AID

Applicants may be eligible for financial assistance through various options. The application process is available online at: www.hccfl.edu.

After the website appears, click on [prospective student](#), click on financial aid, and then click on [financial aid form](#).

PRESCRIBED COURSE OF STUDY: FAMILY HEALTH and SUPPORT WORKER

Introduction to Human Services for Families and Young Children (3 credits)

Course Description: This course reviews the history of human services with particular emphasis on the field of maternal and child services and health.

Basic Communication and Interpersonal Skills (3 credits)

Course Description: This course is designed to facilitate the student's development of the skills necessary to interact effectively with families and clients while working as human services/maternal and child services professional.

Multicultural Perspectives in Human Services (3 credits)

Implications for Practice in Maternal and Child Health Services

Course Description: This course addresses cultural diversity and its implications for effective counseling and human service practice. It considers the psychological impact of factors such as sex, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability.

Principle for Understanding and Working with Families (3 credits)

Course Description: This course presents family theories most often used by human service workers as the framework for working with families. Three of these theories—the ecological model of human development, family systems theory and empowerment theory—will be used to help students understand the complexity of family development and adaptation and the impact of stress on the family system.

**Working with Families in the Prenatal Period:
Impact on Mother, Child, and Family (3 credits)**

Course Description: Pregnancy is an exciting and important time in the life of a woman, her unborn child, and family members. This course reviews central issues that affect the family, particularly mother and child, before conception through the end of the first month after birth.

**Working with Families in the Early Childhood Period:
Impact on Child Health, Development, and Parenting (3 credits)**

Course Description: This course addresses three important issues of early childhood: health, development, and parenting. Common health problems of infancy and early childhood are discussed along with important health promotion and disease prevention strategies for creating safe and nurturing environments.

Field Placement (3 credits)

Course Description: This course involves students being assigned by HCC to an affiliate field placement site and having supervised contact with client under the auspices of that agency. This field placement allows the student to experience and practice screening and assessment procedures, adult learning principles, and health education teaching functions in maternal and child service settings.

For More Information Contact:
Hillsborough Community College
Joe Perez, Program Coordinator
(813) 253-7584
jperez@hccfl.edu

SAFVE: Supporting Academic Freedom through Virtual Education

RECRUITMENT PROCESS

- A. Interest Indicated for On-line GED program, or student's work schedule does not allow for in-class instruction.
- B. Student is 18 years old.
- C. Student has basic PC knowledge with access to the Internet.

ENROLLMENT

- A. An interview is conducted and the following forms are completed:
 - HCC registration
 - HCC Questionnaire
 - SAFVE registration
 - Copy student's ID & social security card
- B. Schedule TABE Locator & TABE Complete Assessment.
- C. Review scores with student and discuss a plan of study.
- D. "Getting started" instruction, which includes four 3-hour sessions, is required before beginning the online program of instruction. The purchase of the Steck-Vaughn Complete GED book is also required. The students will be given an HCC Student Handbook and a SAFVE binder with the requirements to complete the program. Life Skills Lessons are provided by the instructor either face-to-face or on-line depending on the individual student's availability. The instruction includes:

LIFE SKILLS

- Goal Setting

- Self Assessment
- Affirmations
- Health and Well-Being
- Internet create email address if necessary
- Learning Styles Inventory
- Positive Attitude
- Stress Management
- Positive & Negative Attitudes
- Anger Management
- Mavis Beacon Typing
- MS Word
- Time Management
- MS Outlook
- Teamwork
- Excel
- Economics/Budgets

WORKPLACE READINESS SKILLS

- Completing a work application
- Resume preparation
- Job interview
- Work ethics
- Job search

ADMINISTRATION

- A. Students will be entered into the GED 21st Century database upon completion of the TABE and Life Skills Instruction.
- B. Work Skills Lessons are scheduled monthly and will include all GED candidates.
- C. Daily emails are sent to students which include five frequently misspelled words, vocabulary and a motivational message.
- D. Individual emails are sent to each student with the focus on the subject matter they are currently undertaking.
- E. Students must contact the instructor weekly via email or phone call to continue their enrollment in the program.
- F. Students are encouraged to email or call the instructor for clarification as questions arise.
- G. Tutorial sessions are arranged by contacting the instructor as needed.
- H. Student records including contact information is maintained by the Program Coordinator.

Upon completion of the GED 21st Century testing with passing scores, the instructor will schedule a GED practice test and TABE test. A recommendation for additional instruction or a GED test date will be arranged.

SMALL BUSINESS AND TECHNOLOGY

INSURANCE (INS)

- 1 OVERVIEW OF INSURANCE COURSES
 - 1.1 TYPES OF INSURANCE COURSES
Hillsborough Community College offers two types of insurance courses: Pre-License and Continuing Education.
 - 1.2 PRE-LICENSE (PL) COURSES
Pre-license courses are State approved courses needed to qualify for a State of Florida insurance license. They are:
 - A. 2.20 General Lines Agent 200-Hour Course.
 - B. 2.15 Life, Health and Variable Annuities, (HCC offers this course on-line).
 - 1.3 CONTINUING EDUCATION (CE) COURSES
Continuing education courses are courses needed to renew a State of Florida Insurance License.
2. GETTING STARTED
 - 2.1 COURSE OFFERINGS
For each PL and CE course offered, a Course Offering Form must be completed and submitted to Florida Department of Financial Services (DFS)

for approval. The Department will assign course ID # for each course submitted. HCC's provider # is 443. Continuing Education courses use the CAESC Insurance Consortiums provider ID #1055. Preparation courses do not need approval.

2.2 SCHEDULE

- A. Schedule class dates, times, and campuses.
- B. Secure rooms assignment for each class, date, and time.
- C. Complete and submit a Textbook Adoption Request Form.

2.3 INSTRUCTORS

Send a Letter of Intent to the instructor assigned to teach the class. The Letter should include class start and end dates, days, time, and campus (usually sent by administrative assistant).

3. CLASS START DATE

3.1 ENROLLMENT

Monitor enrollment to determine if the class will "make". Usually ten students will make a class.

3.2 MEETING CLASS

If possible, meet the instructor at the beginning of class. Give the instructor the class roll, attendance sheet and instructor's time sheet.

4. CLASS END DATE

4.1 END-OF-COURSE EXAM

If required the instructor will administer the end of course exam.

4.2 CERTIFICATE OF COMPLETION

A certificate of completion must be completed for each student taking a pre-license or continuing education course. The certificate will indicate whether the student has (pass) or has not (fail) completed the requirements of the Department of Insurance.

5 DEPARTMENT OF INSURANCE REPORTING

5.1 ROSTER REPORT (DFS Agent and Agency Database)

Students' pre-licensing and continuing education information must be reported to the State Regulatory Agency by using the DFS Education Approval, Tracking and Compliance Technology System.

Instruction on the use of DFS Education Approval, Tracking and Compliance Technology System is contained in the User Manual.

5.2 CLASS RECORDS

Instructor should forward all class records to the coordinator.

Class records includes instructor's time sheet, attendance records and the class evaluation forms.

6. ON-LINE INSURANCE COURSES

HCC currently offers one pre-license insurance course and two exam preparation courses online in cooperation with Online Training, Inc. (OLT). The exam prep courses do not require Florida Department of Financial Service approval.

6.1 SCHEDULE

A. Set dates and times for in-class final exam. Saturday mornings are most desirable.

B. The test dates should be set about 30 days apart (once a month).

6.2 REGISTRATION

Students will register on line.

A. On-line Training, Inc. will e-mail the coordinator the registration information.

B. The coordinator will manually complete HCC's Continuing Education registration form, including credit card information.

C. Complete the Credit Card Payment Log.

D. The coordinator will take the registration forms to Admissions and Records (A&R). A&R will register the students and give the coordinator a registration statement.

E. The coordinator will take registration statement AND Credit Card Payment Log to campus bursar.

F. The campus bursar will enter the credit card information and give the coordinator the students' receipts.

G. The coordinator will notify Online Training, Inc. by e-mail that student is officially registered.

H. Online Training, Inc. will e-mail the students a welcome message and instructions on accessing the system.

6.3 ON-LINE INSTRUCTOR

The 36 hours of classroom instruction is provided by OLT.

6.4 END-OF-COURSE EXAM

If required, Hillsborough Community College's insurance instructor will administer the exam.

- 6.5 CERTIFICATE OF COMPLETION
A certificate of completion must be completed for each student, as described in 4.2.
- 6.5 ROSTER REPORTING
See 5.1

REAL ESTATE (RE)

- 1. OVERVIEW OF REAL ESTATE COURSES
 - 1.1 TYPES OF REAL ESTATE COURSES
Hillsborough Community College offers two types of real estate courses: Pre-license and Continuing Education.
 - 1.2 PRE-LICENSE COURSES
Pre-License courses are State of Florida approved courses needed to qualify for a State of Florida Real Estate Salesperson License or a State of Florida Residential Appraisal License. At HCC they are:
 - A. Real Estate Course I (Salesperson)
 - B. Real Estate Course II (Broker)
 - C. Licenses Residential Appraisal AB-I
 - 1.3 CONTINUING EDUCATION COURSES
Continuing Education courses are courses needed to renew a State of Florida Real Estate or Appraisal License.
- 2. GETTING STARTED
 - 2.1 COURSE APPROVAL
Each real estate course offered must be approved by the Department of Professional and Business Regulations (DPBR), Division of Real Estate (DRE) prior to the start of the course or before the end of the course if course started before approval was granted.
 - A. Submit a DRE Request for a Course Evaluation Form.
 - B. Submit all course material. Material should include a detailed course outline and timeline.
 - C. Provide title of textbook, author(s) and edition. (Do not submit textbook.)

- D. If an examination is part of the course, include at least one copy of each examination and one copy of each answer key. All answer keys must reference the page number(s) containing the information upon which each question and answer is based.
- E. Course approvals are for two year period.

2.2 SCHEDULE

- A. Schedule class dates, times, and campuses.
- B. Secure room assignments for each class, date, and time.
- C. Complete and submit a Textbook Adoption Request Form.

2.3 INSTRUCTORS

Send a Letter of Intent to the instructor assigned to the teach class. The Letter should include class start and end dates, time and campus (usually sent by administrative assistant).

3. CLASS START DATE

3.1 ENROLLMENT

Monitor enrollment to determine if the class will “make”. Usually ten students will make a class.

3.2 MEETING CLASS

If possible, meet the instructor at the beginning of class. Give the instructor class roll, attendance sheet and instructor’s time sheet.

4. CLASS END DATE

4.1 TEST CENTER SUBMITTAL

Through a memorandum, forward to the Dale Mabry Test Center the following: a completed Class Roster Form, address label, and a completed grade report for each student eligible to take the final exam. Also, include one copy of the answer key for the exam the class will be taking.

The campus test center will score exams and mail the results to each student. A copy of the completed Class Roster Form with scores will be forwarded to Continuing Education Office.

Examinations held at the Brandon campus will be scored by Continuing Education staff and the results mailed to each student.

4.2 END OF COURSE EXAM

If required, the instructor will administer the end of course exam. The coordinator should meet the instructor to give copies of the exams and scantrons sheets.

Following the end of course exam, instructor will forward to Test Center the completed exams.

4.3 CERTIFICATE OF COMPLETION

A certificate of completion, sometimes called a pass/fail report, must be completed for each student taking the exam.

5. DIVISION OF REAL ESTATE REPORTING

5.1 ROSTER REPORT

Students' pre-licensing and continuing education information must be reported to the State Regulatory Agency. The DRE requires that roster information be submitted via diskette in a delimited text file. Instructions for submission can be obtained from the DRE website.

5.2 CLASS RECORDS

Instructor will forward all class records to the coordinator.

Class records include instructor's time sheet, attendance records, and the class evaluation forms.

6. FAILURE OF END OF COURSE EXAMINATION

6.1 RETAKE EXAMINATION

Students failing the end of course examination are allowed to retake the examination one time, after thirty days and within one year of the original examination. The retake examination must be a different examination than the original examination.

The retake examination will be proctored by Continuing Education staff or real estate instructor.

6.2 SCHEDULE

- A. The coordinator will notify each student via letter of the date, time, campus, and room number of retake examination.

6.3 TEST CENTER SUBMITTAL

Through a memorandum, forward to the Dale Mabry Campus Test Center, the following: A completed Class Roster Form, address labels, completed pass/fail reports, scantrons sheets and copies of exam for each student

eligible for retake examination. Also, include one copy of answer key for exam the students will be taking.

The Dale Mabry Campus test center will score exams and mail the results to each student. A copy of Class Roster Form with scores will be forwarded to the Continuing Education Office.

Examinations held at the Brandon Campus will be scored by Continuing Education Staff and the results mailed to each student

6.4 RETAKE ROSTER REPORT
Roster report procedures in 5.1

COMPUTERS (CPU)

1. OVERVIEW OF COMPUTER COURSES
- 1.1 Hillsborough Community College offers computer classes for personal enrichment and lifelong learning experiences.
2. GETTING STARTED
- 2.1 SCHEDULE
 - A. Schedule class dates, times, and campuses.
 - B. Secure room assignments for each date and time.
 - C. If textbook are required, complete a Textbook Adoption Request Form.
- 2.2 INSTRUCTORS
Send a Letter of Intent to the instructor assigned to teach the class. The Letter should include class start and end dates, days, time and campus (usually sent by administrative assistant).
3. CLASS START DATE
- 3.1 ENROLLMENT
Monitor enrollment to determine if the class will “make”. Usually ten students will make a class.
- 3.2 MEETING CLASS
If possible, meet the instructor at the beginning of class. Give the instructor the class roll, attendance sheet and instructor’s time sheet.
4. CLASS END DATE

4.1 **END-OF-COURSE EXAM**
No end-of-course exams are required. The instructor may give a practical hands-on examination of the student's progress. A 'wall' certificate of completion may be given at the instructor's discretion.

4.2 **CLASS RECORDS**
Instructor will forward all class records to the coordinator.
Class records include instructor's time sheet, class attendance records and class evaluation forms.

CONSTRUCTION (CON)

1. **OVERVIEW OF CONSTRUCTION COURSES**

1.1 **COURSE OFFERING**
Hillsborough Community College (HCC) is a provider of continuing education for contractors as part of the Florida Consortium of Community Colleges. HCC also partners with industry associations to provide continuing education to their members.

2. **GETTING STARTED**

A. **COURSE APPROVAL**

All courses offered for continuing education (CE) credit must be approved by the Florida Construction Industry Licensing Board (FCLIB). Courses issued by the Consortium for members' use have all been approved.

B. **SCHEDULE**

- A. Schedule class dates, times, and campuses.
- B. Secure room assignments for each class date and time.
- C. If textbooks are required, complete and submit a Textbook Adoption Request Form.

C. **INSTRUCTORS**

Send a Letter of Intent to the instructor assigned to teach the class. The letter should include class start and end dates, time and campus (usually sent by administrative assistant).

3. **CLASS START DATE**

A. **ENROLLMENT**

Monitor enrollment to determine if the class will “make”. Usually ten students will make a class.

B. MEETING CLASS

If possible, meet the instructor at the beginning of class. Give the instructor the class roll, attendance sheet, sign-in sheet and instructor’s time sheet.

CLASS END DATE

4. **CERTIFICATE OF COMPLETION**

A certificate of completion should be completed and taken to the class. End-of-course exams are not required for CE credit.

5. **ROSTER REPORTING**

Students’ continuing education information must be reported to the regulatory agency.

Through a memorandum, the coordinator will forward a copy of sign-in sheet to Florida Construction Licensing Board.

6. **CLASS RECORDS**

Instructor should forward all records to the coordinator. Class records include instructor’s time sheet, attendance record, sign-in sheet and class evaluation forms.

A. SIGN-IN SHEET

For all FCILB continuing education classes, a sign-in sheet is required. The sheet must have the provider number, the contractor’s license number, and contractor’s signature.

APPENDIX A

AGREEMENT FOR SERVICES CONTRACTS

Certain persons act as consultants/instructors for the College and are paid by the job, subject to other parameters, rather than by the College’s salary schedule.

- A. No benefits paid, tax withheld, etc.
- B. Does not need application packet on file with Human Resources.

- C. The agreement may be written for the calendar year or for a shorter period of time.
- D. A requisition/purchase order is required to encumber funds for the Agreement for Services for each term during the year that the agreement is used.
- E. Information required to complete the Agreement for Services form:
 - 1. Name
 - 2. Address
 - 3. Telephone number
 - 4. Social security number
 - 5. Dates of service
 - 6. Hourly rate
- F. Contractor must sign the form on the line "Contractor".
- G. The contract is then reviewed by the Coordinator/Program Manager, and upon approval, the contract is copied and mailed to the Dean's office for signature and processing.
- H. When the contract has been processed at District, a copy is returned to the Dean's office.
- I. File copy in contractor's personnel file.

APPENDIX B

CREATING FLYERS OR EDITING EXISTING FLYERS

Hillsborough Community College's Marketing Director guides the development of flyers for the Continuing Education Department.

APPENDIX C

TRAVEL

Senior staff assistants make travel arrangements for employees of the Continuing Education Department with the Dean's approval. The forms are prepared and presented to the Dean for approval and signature.

Use the Request for Travel Authorization/Reimbursement of Expenses form (0-0-017) to prepare travel.

- A. Cash advances for registration, hotel expenses, taxi, tolls, etc. can be requested.
- B. Prepare check request or requisition for cash advances.
- C. Prepare Leave of Absence form.
- D. Attach notification of event, copy of mileage chart or map from Mapquest.com, if applicable, and payment requests to the Travel Authorization form.
- E. Make copies of all documents- note dates on appropriate calendars.
- F. Send complete traveler's packet to the Dean's office for signature.

Prior to the trip, give the traveler a Sales Tax Exemption form and any backup material, which may be helpful to her/him on the trip, (i.e., map, confirmation of arrangements, agenda, etc.).

Travel forms are located in Microsoft Outlook.

- A. Click on Outlook.
- B. Click on view.
- C. Click on folder List.
- D. Click on public folders.
- E. Click on all public folders.
- F. Click on finance.
- G. Click on travel (i.e., in-district or out-of-district).

Type information on sheet, per attachments.

APPENDIX D

EMPLOYEE EVALUATION

All employee evaluations will be typed by the senior staff assistant. This information is completely confidential.

This form is located in Microsoft Outlook under the file listed as HR forms, Employee Evaluations.

Dean/Coordinators/Program Manager will provide the information needed for the evaluations to be typed. Print and keep a copy for the office personnel files.

Forward to the Dean's office for signature and processing.

APPENDIX E

Operation COLLEGE FILES

Personnel

Files used on a day-by-day basis are kept in the tan file cabinet in the classroom.

Files containing copies of documents for all personnel working in Operation College, whether faculty, contractual, staff, administrative, managerial, etc. , are located in the tan file cabinet in the classroom.

Most of this paperwork is considered duplicate of that in the District Personnel Office, but since some are originals, be careful about disposal as the state required retention differs between original and duplicate.

General Files

Files have been separated into topics.

Program forms are listed by topics.

Student/Tutor files are located in the tan lateral files near the window.

Original

Keep all original documents in the file labeled "original" in the file cabinet located in the classroom.

Student/Tutor

Student and tutors files are stored in the tan four-drawer file cabinet near the window in the back of the room.

APPENDIX F

PAN FORMS

Pan forms are to be completed on all new hires and re-hires.

This form is located in Microsoft Outlook under the files:

- A. HR forms – HRAR-1 and HRAR-2 are to be completed for all new hires. These forms need to be signed by the Dean and forwarded to HR for processing.
- B. All rehire (i.e., P/T Instructors) only need a PAN 2 completed with the following information: name, SS#, position #, start date.
- C. Include ending date and hourly rate.
- D. Upon completion, make a copy for our records and forward the original to the Dean's office for signature and processing.

APPENDIX G

PAYROLL

All payroll is on the computer. Documents are labeled "time reports". Each employee has his or her own time report with budget numbers listed at the bottom of time sheets.

Payroll (time) sheets are submitted to the Payroll office bi-weekly, according to payroll's published schedule.

The day before payroll submission, email or ask each person for his/her hours for this pay period.

Exempt person (i.e., the Manager) does not submit a time sheet. A Leave of Absence Form is completed and signed by the exempt employee for sick, vacation, professional, and other types of leave.

Approval for the Leave of Absence form is by the employee's immediate supervisor.

After the supervisor's approval, the leave forms, attached or separate, are sent to the Payroll office at District.

Give the Program Manager completed time sheets for approval and signature. Once approved email or fax the original to the staff assistant in the Dean's Office for the dean's signature.

Make copies of time reports, to be filed.

APPENDIX H

SUPPLEMENTAL ACTIVITY CONTRACTS

Certain employees have Supplemental Activity Contracts and their compensation requires a memo for payment.

The Payroll Office does not handle compensation. However, compensation is verified through the College Attorney's Office, Human Resources, and Payroll.

The request for payment requires submission on a slightly different time schedule although it covers the same time frame as the regular payroll.

Memos are due on the Thursday before the date for the regular time sheet submission.

A memorandum is prepared and sent via email to the staff assistant in the Dean's Office upon coordinator/program manager's approval.

The staff assistant in CE will get the dean's signature and will forward it to the appropriate place.

APPENDIX I

PRINTING EMAILS

Click on Microsoft Outlook.

Sign-on under Dean/Coordinators/Program Manager's name.

Enter password.

Print all emails.

Put in order of importance.

APPENDIX J

REQUEST FOR USE OF COLLEGE FACILITIES

This form is to be completed when the department has an event scheduled for any campus facility outside of classroom usage.

- A. Complete the form, describing the event.
- B. Attach any program information.
- C. Program manager's signature is needed as the authorized representative.
- D. Forward to the dean for signature and processing.

APPENDIX K

TEXTBOOK ADOPTION REQUEST

This form is to be completed at the beginning of the semester when a new and different textbook is to be used for a course. Once ordered, the bookstore will keep the store stocked with the needed books.

- A. Complete the forms with the publisher information.
- B. Forward to the dean's office for signature.

APPENDIX L

WAREHOUSE PURCHASES

Copy paper, toner for the Xerox machine, and all College forms are our primary purchases from the College's warehouse. Other items are available.

- A. Prepare Central Stores requisition.
- B. Get the dean's signature.
- C. Fax/mail order to Central Receiving.
- D. Delivery date is on the Tuesday following the date you placed the order.
- E. Keep a copy of the invoice for the files.
- F. The Warehouse will charge the departmental account.

APPENDIX M

BLANKET PURCHASE ORDER

At the beginning of the fiscal year, it is advisable to prepare blanket purchase orders which will encumber funds for on-going purchases used during the year (i.e., office supplies).

U.S. Office Supply is our approved vendor for office supplies. The prices are highly discounted from the catalog.

- A. Fax or email the order. The order is usually received one to two days after placing the order.
- B. Sign and date shipment slip and send it to Accounts Payable.
- C. Keep a copy for the departments files.
- D. A receiving report is not required.

APPENDIX N

WORK REQUEST

Work requests are to be completed when repairs or maintenance is needed.

- A. Complete the work request, giving a brief description of services needed.
- B. The coordinator/program manager/staff assistant's signature is needed as the Originator.
- C. Keep a file copy.
- D. Forward the original via intercampus mail to the Dean's Office for signature and processing.

APPENDIX G

Continuing Education
STUDENT EVALUATION OF CONTINUING EDUCATION INSTRUCTOR

Instructor: _____ **Course:** _____ **Term:** _____

Instructions: For each of the statements, indicate the extent to which you agree with the statement by checking the boxes for each item. Use the comment section to illustrate your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The instructor clearly and completely presented the course objective.				
2. The instructor provided objectives of the course.				
3. The instructor provides sufficient opportunities for student participation in the form of questions, etc.				
4. The instructor completes and effectively uses available class time.				
5. The instructor makes an effort to maintain student interest through a variety of instructional techniques, relevant examples, etc.				
6. The instructor appears to have planned well and is organized for class sessions.				
7. The instructor is willing and available to assist students.				
8. The instructor has a good working knowledge of the subject as illustrated by ease of presentation, ability to clarify and answer questions, etc.				
9. The instructor creates a classroom atmosphere that makes student feel free to ask questions, disagree, ask questions, etc.				
10. The instructor speaks clearly and understandably.				
11. The instructor makes good use of the handout material and/or relevant audiovisual aids to enhance or expand the topic(s) with enthusiasm.				
12. The instructor approaches the course topic(s) with enthusiasm.				
13. Instructor lectures at a level the students can understand.				
14. The instructor presents course content in a manner, which demonstrates its relevance to the job.				
15. In general, the instructor was an effective teacher.				

COMMENTS: _____

Would like information on other classes? _____

Name : _____

Address _____

APPENDIX H

Continuing Education Grant Funds - \$1,060,734

Grants primarily support our Adult General Education/Family Literacy programs, community out-reach and a USD/HCC workforce development partnership.

1. Adult General Education – in partnership with Hillsborough County District Schools
\$137,000
2. PAC Academies- in partnership with PEG of Pasco-Hernando County
\$50,000
3. Literacy Technology Grant- develop on-line ABE/GED Program
\$50,000
4. English Language/Civics – increase our course offering for Hispanic ABE/GED services
\$50,000
5. College Reach-Out Program – to increase the number of potential low-income first generation students in higher education
\$167,000
6. Farmworker Youth – to increase the graduation and transition rates of migrant youth.
\$50,000
7. Even Start Family Literacy Program – to increase the literacy levels of adults and their children
\$390,734
8. Maternal and Child Workforce Development Program – in partnership with the Lawton and Rhea Chiles Center for Healthy Mothers and Babies
\$101,000
9. State Leadership Paternal
\$50,000
10. Service Learning
\$15,000

APPENDIX I

Fall 2005 Schedule of Classes

Registration

Register by mail or in person at any HCC campus Admissions Office. See page 28 for details. Registration ends two business days prior to the first class. There is no online or phone registration for Continuing Education classes.



Where to Call

CONTINUING EDUCATION OFFICE

813.253.7980
www.hccfl.edu/conted

Advising & Counseling Offices

Brandon Campus
813.253.7802
TDD 813.253.7858
HARTline services Brandon Campus

Dale Mabry Campus
813.253.7202
TDD 813.253.7516

Plant City Campus
813.757.2102
TDD 813.757.2166

Ybor City Campus
813.253.7602
TDD 813.253.7785

HCC-Sunpoint Center*
813.672.5190
www.hccfl.edu/campus/sp/
*Call for a current list of classes.

Hillsborough Community College reserves the right to make changes in the regulations, offerings, and fees announced in this schedule as circumstances require.

HCC is an equal opportunity employer committed to affirmative action that makes employment and education-related decisions without regard to race, color, gender, religion, national origin, age, disability or marital status or any other bias that is or may be prohibited by law. In addition, the College does not discriminate in its employment practices or in the admission and treatment of students. The College complies with and fully supports the Americans with Disabilities Act.

Days Abbreviations: M - Monday T - Tuesday W - Wednesday TH - Thursday F - Friday S - Saturday SU - Sunday

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APPENDIX J

PROFESSIONAL AND COMMUNITY AFFILIATIONS

Sharon Miller

Dean of Continuing Education

PROFESSIONAL AFFILIATIONS

- The Chair Academy
- Region IV Professional Development Advisory Council – Florida Department of Education
- Continuing and Adult Education Steering Committee – Council of Instructional Affairs for Florida’s 28 Community Colleges
- LERN
- Greater Tampa Chamber of Commerce Education and Workforce Development Committee – Tampa, Florida

COMMUNITY INVOLVEMENT

2005	Hillsborough County Government Charter Review Board Hillsborough County, Florida	Board Member
2004 – Present	Jack and Jill Incorporated of America Greater Tampa Chapter	Foundation Board Chair
1997 – 2004	Community Action Agency Advisory Board of Hillsborough County	Board Member Board Secretary
1997	“Urban Emphasis” Scouting Committee Fundraiser - Gulf Ridge Council Tampa, Florida Boy Scouts of America 1999	Member
	School Improvement Team Member Woodrow Wilson Middle School	Member
1997	Hillsborough County Government Blue Ribbon Finance Committee Tampa, Florida	Committee Member
1996 - 1997	University of South Florida Development Community Breakfast - “Peacemakers Award”	Committee Member

1996 - 1997	School Improvement Team H.B. Plant High School	Member
1994 - 1995	PTSA Executive Board H.B. Plant High School	Member
1992 - 1994	School Improvement Team Mitchell Elementary School	Member
1992 - 2000	Scout and Cub Pack Committee Chairperson Troop & Pack 64	First Baptist Church of College Hill
1990 - 1992	Friends of West Tampa Library	Board Member
1982 - 1992	Saturday's Children, Inc.	Director
1980 - Present	Saturday's Children, Inc.	Board of Directors
1988 - 1989	Gamma Theta Omega Chapter Alpha Kappa Alpha Sorority, Inc.	Secretary
1977 - 1978	Gamma Theta Omega Chapter Alpha Kappa Alpha Sorority, Inc.	President

Margaret A. Brookins

Program Manager, Operation College

PROFESSIONAL AFFILIATIONS

- Continuing and Adult Education Steering Committee (CAESC)
- Region IV Professional Development
Advisory Council – Florida Department of Education
- Florida Association of Community Colleges (FACC)
- Florida Literary Committee Member - Florida Department of Education

COMMUNITY INVOLVEMENT

- Community Involvement and Commitment Club of Tampa, Inc.
- Saturday's Children, Inc.
- School Improvement Team
Sligh Middle School
- Ladies of Leisure Community Involvement and Social Club
- Alpha Kappa Alpha Sorority, Inc.
- National Association for the Advancement of Colored People (NAACP)
- Order of Eastern Stars, PHA (OES)

Ralph A. Rance

Coordinator, Business and Professional Regulation

PROFESSIONAL AFFILIATIONS

- Florida Association of Community Colleges (FACC)
- National Council for Continuing Education & Training (NCCET)
- Continuing and Adult Education Steering Committee (CAESC)
- National Association of Black Public Administrators

COMMUNITY INVOLVEMENT

Member, Tampa-Hillsborough Urban League

Board Member, and Immediate Past Polemarch (President), of Tampa Alumni Chapter, Kappa Alpha Psi Fraternity, Inc.

Chairman, Resolution Committee, Southern Province of Kappa Alpha Psi Fraternity, Inc.

Mentor, Tampa Bay Workforce Alliance PassPort Program

Chairman, Brother to Brother Advisory Committee of Florida Prostate Cancer Network

Barbara Arthur

Program Coordinator, Supporting Academic Freedom through Virtual Education

PROFESSIONAL MEMBERSHIPS

- Florida Association of Community Colleges (FACC)
- Region IV Professional Development Advisory Council – Florida Department of Education
- National Association of Female Executives (NAFE)

Joe Perez

Program Coordinator, Family Health Support Worker Program

PROFESSIONAL MEMBERSHIPS

- Member of the State Advisory Committee for the Family Health and Support Worker Program
- Member of the Steering Committee for the Tampa Bay Community Cancer Network/Moffitt Cancer Center

Warren T. Smith

Program Manager, College Reach-Out Program

PROFESSIONAL MEMBERSHIPS

- Volunteer Great American Teach-In (5 years)
- Mayors Beautification Program (Hillsborough County)
- Committee Member Project Link (East Tampa)
- Committee Member College Reach-Out Program Statewide Advisory (Florida)
- Member, Middletown High School Booster Club (East Tampa)
- Member, Tampa Bay Consortium College Reach-Out Program (Hillsborough, Pinellas, Manatee and Sarasota Counties)

APPENDIX K

Research & Analysis

*A service of the offices of Strategic Planning, Institutional Research, Management Information Systems
Hillsborough Community College, December 2004-03*

STUDENT GOALS AND SATISFACTION: RESULTS OF THE 2004 CCSSE ADMINISTRATION

The national summary of results for the Community College Survey of Student Engagement (CCSSE) addresses several important questions pertaining to students, including:

- What are our students' goals?
- What issues keep students from persisting toward their goals?
- How satisfied are students with the College and its services?

This brief will emulate, in part, that portion of the national results; however, results for Hillsborough Community College (HCC) and the Florida Community College System (State) will be shown instead in lieu of national data.

Educational Goals

Community colleges have many missions and goals, as do their students. Students responding to the survey were given the opportunity to mark Primary Goal, Secondary Goal, or Not a Goal in response to a list of possible goals for attending their particular college. The results for Primary Goal and Not a Goal are listed in the table below.

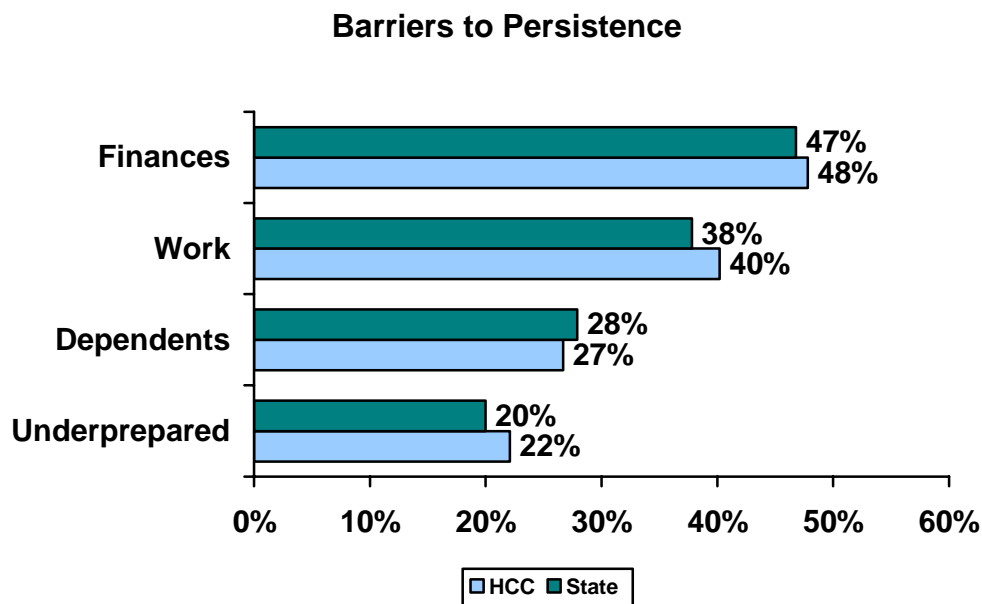
Of particular note is the larger proportion of HCC students with a goal of College Transfer at 67.6% to that of the state at 59.6%. Correspondingly, there is a smaller proportion of those desiring to obtain job skills than that of the state.

Education Goals	Primary Goal		Not a Goal	
	HCC	State	HCC	State
Complete a certification program	22.4%	24.4%	61.2%	59.7%
Obtain an associate degree	68.7%	68.3%	12.2%	13.5%
Transfer to a 4-year college or university	67.6%	59.6%	14.4%	19.1%
Obtain or update job-related skills	30.4%	36.3%	43.6%	36.4%
Self-improvement/personal enjoyment	35.6%	36.2%	28.2%	28.1%
Change careers	29.1%	27.1%	54.0%	58.1%

Barriers to Goal Attainment

CCSSE also asks students to indicate the issues that would require them to withdraw from college. That is, what keeps students from achieving their educational goals? The percent of students who report that the various factors would result in their “withdrawing from class or from college” are noted in the graph below. They include

- Lack of finances;
- Working full-time;
- Caring for dependents; and
- Academic underpreparation.



Other barriers to persistence include little peer or family support. Twenty percent (20.4% state) of students at HCC reported that their friends are *Somewhat* or *Not Very* supportive of “your attending this college” while 14.2% (11.9% state) respond similarly about support from their immediate families.

Student Satisfaction with the College

A useful measure of satisfaction is whether a student recommends a service or institution to others. This survey asks students if they would recommend this college to a friend or family member. At Hillsborough Community College 94.0% (vis-à-vis 94.8% state) report they would make such a recommendation. Another item asks students to evaluate their entire educational

experience. Eighty four percent (86.4% state) describe their experience as *Good* or *Excellent* and only 1.2% (1.1% state) rate their experience as *Poor*.

Another measure of student satisfaction is the percent of returning students. Seventy four percent (70.6% state) of the students indicate that they plan to enroll in this college within the next 12 months, while 9.9% (11.5% state) report that they have accomplished their goals and will not be returning. Sixteen percent (17.9% state) report they are uncertain or have no plans to return.

Satisfaction with Services

The table below displays use, satisfaction, and importance of a number of key academic and student support services. The first column reports the percent of students who say that they used the service either *Sometimes* or *Often*; the second column displays the percent of students who report they were *Somewhat* or *Very Satisfied* with the service by HCC compared to the Florida Community College System; and the third column reports the percent of students who rate the service as *Very Important*.

Service	Use	Satisfaction		Rated as Very Important
		HCC	State	
Academic advising/ planning	58.7%	69.6%	72.1%	65.7%
Career counseling	23.7%	41.0%	45.7%	48.2%
Job placement assistance	4.9%	15.3%	19.9%	36.9%
Peer or other tutoring	23.6%	37.1%	38.4%	42.1%
Skill labs (writing, math, etc.)	43.0%	54.4%	55.6%	50.0%
Child care	3.6%	8.8%	9.3%	26.0%
Financial aid advising	42.0%	40.1%	49.2%	62.4%
Computer lab	58.2%	69.1%	70.1%	58.8%
Student organizations	11.5%	22.7%	25.9%	24.3%
Transfer credit assistance	21.8%	29.0%	32.2%	51.3%
Services to students with disabilities	7.2%	14.0%	15.6%	47.2%

Paul Nagy and Alisa Murphy-Zujovic
Hillsborough Community College
39 Columbia Drive
Tampa, FL 33606
12/15/04

APPENDIX L

Revenues & FTE for 2004-2005

2004 - 2005			
Area	Student Headcount	FTE	Student Revenues
Adult General Education	350	**	***
Allied Health	355*	4.675	\$11,156.00
Professional Regulations	984	59.82	\$201,929.00
Recreation & Leisure	1,396	Not Applicable	\$43,406.00
Family & Consumer Sciences	1,075	9.678	\$28,910.00

Note. *The Allied Health Coordinator's position has been vacant for 10 months and has been reassigned; contractual arrangements are used to maintain this area. Approximately \$140,000 in revenues were generated from our International Nursing Program but not reflected in these data.

**Data are not available; Florida Department of Education NRS Report is being prepared at the time of the presentation.

***Student Revenues are not applicable.

1. Total student fees generated - \$285,401.00
2. Total FTE - 74.173
3. Total Number of Students - 3,810

2003 - 2004			
Area	Student Headcount	FTE	Student Revenues
Adult General Education	345	24*	**
Allied Health	494	3.467	\$15,733.00
Professional Regulations	724	47.01	\$155,960.00
Family Consumer Sciences	494	3.993	\$14,177.00
Recreation and Leisure	1,787	Not Applicable	\$55,401.00

Note. *Estimated FTE based on Florida Department of Education NRS Report.

** Student Revenues are not applicable.

1. Total student fees generated - \$241,271.00
2. Total FTE - 54.47 (+estimate of 24=78.47)
3. Total number of students - 3,499

APPENDIX M

Table 9
Program Enrollment
Headcount by College and Program Area
2003-04

CCA1A0100001

College	Associate In Arts	College & Vocational Preparatory	Workforce Education				Adult Education		Community Instructional Services (2)	Life Long Learning	Other (1)(2)	Total (Duplicate)	Unduplicated Headcount (3)
			A.S. Degree	PSV Cert.	PSAV Cert.	CWE*	Basic & Secondary	Rec. & Leisure					
Brevard	10,370	3,933	3,372	497	1,674	5,262	0	1,697	383	5,975	33,163	26,635	
Broward	15,332	14,708	5,164	1,161	502	5,252	0	0	545	31,910	74,594	54,526	
Central Florida	4,961	2,170	1,903	224	887	7,818	955	823	3,189	3,207	26,137	20,378	
Chipola	2,013	578	366	48	469	2,481	0	264	0	141	6,360	5,347	
Daytona Beach	5,618	4,236	6,209	386	1,629	4,627	8,021	286	133	4,266	35,421	29,979	
Edison	7,953	2,795	2,434	532	25	1,536	0	1,065	0	1,688	18,028	18,104	
FCC Jacksonville	17,533	6,935	6,751	591	5,953	9,261	9,772	4,165	0	14,704	75,665	59,341	
Florida Keys	387	319	484	119	116	442	0	848	0	2,138	4,853	3,118	
Gulf Coast	4,793	1,788	1,816	66	362	12,125	543	679	0	2,183	24,355	21,549	
Hillsborough	22,833	7,986	4,970	999	2,171	7,479	318	4,861	0	1,113	52,730	49,666	
Indian River	4,170	3,082	2,063	555	1,695	3,040	9,405	304	0	18,006	42,320	38,219	
Lake City	1,765	849	272	73	730	3,766	416	430	0	842	9,639	7,227	
Lake-Sumter	2,153	918	886	886	0	1,726	0	1,086	101	2,961	9,904	7,464	
Manatee	4,873	3,102	2,997	100	0	5,575	388	874	254	5,449	23,612	19,515	
Miami Dade	29,821	27,701	6,699	1,450	2,449	31,920	10,688	32,138	0	66,872	209,738	132,023	
North Florida	752	310	148	42	361	1,273	280	319	0	515	4,000	3,097	
Okaloosa-Walton	3,912	2,154	1,630	355	281	616	1,819	2,055	0	6,079	18,901	14,127	
Palm Beach	10,723	8,276	2,954	530	4,831	7,041	0	4,444	797	21,774	61,370	46,353	
Pasco-Hernando	5,311	2,340	883	387	597	3,024	814	287	182	2,844	16,669	13,306	
Pensacola	6,250	3,814	1,796	186	518	2,413	3,124	9,387	0	5,355	32,843	21,137	
Polk	3,612	2,582	1,338	112	251	9,869	0	0	0	13,595	31,359	19,759	
St. Johns River	4,639	1,323	1,500	662	1,196	455	0	142	0	1,070	11,301	9,163	
St. Petersburg	19,548	8,415	5,995	2,148	51	20,178	0	12,048	0	18,033	86,416	53,775	
Santa Fe	12,624	4,517	1,515	191	408	3,516	1,428	5,200	0	5,115	34,514	23,420	
Seminole	5,236	4,352	2,697	441	2,056	1,984	6,427	4,373	0	4,891	32,437	27,753	
South Florida	2,158	614	537	64	1,121	2,189	2,409	3,781	0	748	13,621	8,584	
Tallahassee	8,361	4,734	2,343	238	190	6,382	926	32	0	7,365	30,571	24,904	
Valencia	23,951	11,646	8,022	724	337	11,290	0	0	141	13,439	69,550	57,821	
System	241,652	136,177	78,225	12,651	30,326	173,261	58,188	91,588	5,725	262,278	1,090,071	816,290	

Note: (1) These figures reflect students awaiting enrollment in limited access programs, students enrolled in apprenticeship courses, and students who are enrolled in courses related to employment, as general freshmen or for other personal objectives.
 (2) There may be some duplication between major program areas.
 (3) Unduplicated headcount represents the unduplicated number of students by each college, excluding recreation and leisure.
 * Continuing Workforce Education (CWE)
 Source: 2003-04 Student Data Base and EA-3

APPENDIX N



Quick Tables

DP-2. Profile of Selected Social Characteristics: 2000
 Data Set: Census 2000 Summary File 3 (SF 3) - Sample Data
 Geographic Area: Hillsborough County, Florida

NOTE: Data based on a sample except in P3, P4, H3, and H4. For information on confidentiality protection, sampling error, nonsampling error, and definitions see <http://factfinder.census.gov/home/en/datanotes/expsf3.htm>.

Subject	Number	Percent
SCHOOL ENROLLMENT		
Population 3 years and over enrolled in school	267,599	100.0
Nursery school, preschool	19,609	7.3
Kindergarten	15,407	5.8
Elementary school (grades 1-8)	118,160	44.2
High school (grades 9-12)	53,503	20.0
College or graduate school	60,920	22.8
EDUCATIONAL ATTAINMENT		
Population 25 years and over	653,841	100.0
Less than 9th grade	41,209	6.3
9th to 12th grade, no diploma	84,574	12.9
High school graduate (includes equivalency)	174,283	26.7
Some college, no degree	139,426	21.3
Associate degree	50,240	7.7
Bachelor's degree	109,058	16.7
Graduate or professional degree	55,051	8.4
Percent high school graduate or higher	80.8	(X)
Percent bachelor's degree or higher	25.1	(X)
MARITAL STATUS		
Population 15 years and over	786,360	100.0
Never married	208,309	26.5
Now married, except separated	409,627	52.1
Separated	21,680	2.8
Widowed	50,003	6.4
Female	40,777	5.2
Divorced	96,741	12.3
Female	55,379	7.0
GRANDPARENTS AS CAREGIVERS		
Grandparent living in household with one or more own grandchildren under 18 years	21,217	100.0
Grandparent responsible for grandchildren	9,643	45.4
VETERAN STATUS		
Civilian population 18 years and over	742,418	100.0
Civilian veterans	106,756	14.4
DISABILITY STATUS OF THE CIVILIAN NONINSTITUTIONALIZED POPULATION		
Population 5 to 20 years	223,518	100.0
With a disability	19,934	8.9
Population 21 to 64 years	579,478	100.0
With a disability	126,804	21.9
Percent employed	59.5	(X)
No disability	452,674	78.1
Percent employed	78.0	(X)

APPENDIX O

CROP Goals

The College Reach-Out Program has four goals:

1. Motivate students to pursue a college education.
2. Enhance students' basic learning skills and performance.
3. Strengthen students' and parents' understanding of the benefits of a college education.
4. Foster academic, personal and career development through supplemental instruction.