STATEMENT OF ACCOMPLISHMENTS FOR 2003-2004
(INSTITUTIONAL GOALS)

Goal 1. Continue increasing enrollment, especially among underrepresented groups such as African-American and Hispanic males.

Since the 1999/2000 reporting year, the College has increased enrollment by a total of 4,396 FTE representing a 50% increase. During that same five (5) year period, the College has also shown consistent increases in the number of Hispanic and African-American males enrolled. HCC’s student population continues to be representative of the community we serve.

Status: Goal Attained.

Table 1: FTE Annual Difference for Five Years

<table>
<thead>
<tr>
<th>Year</th>
<th>FTE</th>
<th>Difference from previous year</th>
<th>Difference as %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999/2000</td>
<td>8,660</td>
<td>385</td>
<td>4.7</td>
</tr>
<tr>
<td>2000/2001</td>
<td>9,607</td>
<td>947</td>
<td>10.9</td>
</tr>
<tr>
<td>2001/2002</td>
<td>11,228</td>
<td>1,621</td>
<td>16.9</td>
</tr>
<tr>
<td>2002/2003</td>
<td>12,136</td>
<td>908</td>
<td>8.1</td>
</tr>
<tr>
<td>2003/2004*</td>
<td>13,056</td>
<td>920</td>
<td>7.6</td>
</tr>
</tbody>
</table>


Table 2: Number and Percent of African-American and Hispanic Students for Five Years

<table>
<thead>
<tr>
<th>Year</th>
<th>All students</th>
<th>All African-American students</th>
<th>All Hispanic students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2000/2001</td>
<td>34,768</td>
<td>5,899</td>
<td>5,404</td>
</tr>
<tr>
<td>2001/2002</td>
<td>37,267</td>
<td>6,602</td>
<td>5,954</td>
</tr>
<tr>
<td>2002/2003</td>
<td>38,978</td>
<td>6,967</td>
<td>6,488</td>
</tr>
<tr>
<td>2003/2004*</td>
<td>39,984</td>
<td>7,420</td>
<td>6,998</td>
</tr>
</tbody>
</table>


Table 3: Number, Percent and Annual Difference for Male African-American and Hispanic Students for Five Years

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>Male African-American students</th>
<th>Male Hispanic students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>1999/2000</td>
<td>35,391</td>
<td>2,112</td>
<td>2,343</td>
</tr>
<tr>
<td>2000/2001</td>
<td>34,768</td>
<td>2,229</td>
<td>2,337</td>
</tr>
<tr>
<td>2001/2002</td>
<td>37,267</td>
<td>2,542</td>
<td>2,636</td>
</tr>
<tr>
<td>2002/2003</td>
<td>38,978</td>
<td>2,611</td>
<td>2,810</td>
</tr>
<tr>
<td>2003/2004*</td>
<td>39,984</td>
<td>2,738</td>
<td>3,002</td>
</tr>
</tbody>
</table>

The College employs several strategies in an effort to recruit and retain underrepresented student populations, especially Hispanic and African-American males. A sampling of those efforts includes:

- Recruiters visiting faith-based locations to provide information about the College
- The Enlace program specifically targets Hispanic students and their families, through a brochure in Spanish, to recruit them to HCC and eventually to USF
- Financial Aid brochures are produced in English and Spanish
- The College Reach Out Program (CROP) provides academic and cultural enrichment to educationally disadvantaged and low-income children in an attempt to help them achieve post-secondary education
- The literacy programs provide assistance to families in targeted areas of Hillsborough County that could result in recruitment
- TRIO – The TRIO provides services to first generation and economically disadvantaged students to help them succeed
- Farm Workers Grant provides farm worker youth with support to help them identify and achieve their educational goals
- Continuing Education programs provide employment training to the underemployed family care workers to help them improve their skills and achieve their professional goals
- Continuing Education Programs (and The Corporate Training Center) provide opportunities for learning new skills and updating current ones, to fulfill certification requirements or to acquire the necessary training to find employment in another field (i.e., health, real estate, etc.)
- Marketing and public education materials are designed to emphasize the wide diversity of our students
- Media placement includes major minority-reaching populations
- This year’s annual Equity Report noted that the achievement gap between white and minority students has been significantly reduced

**Goal 2. Continue to use technology to enhance job performance and students’ access to education.**

**Status: Ongoing.**

The Vice President of Information Technology, Dr. Bruce Judd, has been hired and his primary focus has been to evaluate the state of the network, the technology across the district and the performance of Collegis under the current contract. He has undertaken a number of initiatives to remedy the issues encountered and enhance performance.

In terms of students’ access, below are milestones in technology to aid students:

- Enrollment in eCampus classes exceeded 7,900 in 2003-2004 representing a 42% increase from 2002-2003
- For the period between April 1 and June 2, 2004, $604,416 in student fees were collected and web payments account for 20% of all fees collected
- Since November of 2003, HCC has received 351 applications on-line
- For the current term, 6,544 students registered on-line for summer classes and 4,583 students registered for fall term

**Goal 3: Continue enhancing HCC’s visibility as a result of faculty, staff, administration and students becoming more involved in community activities.**
Status: Ongoing.

Members of the College community continue to enhance HCC’s visibility with their active participation in local, state, regional, national and international organizations. Each month, the Board receives a report of the activities of the President’s Cabinet. College and community events held on the campuses also help to enhance the College’s visibility. Below please find some examples of the activities that address this goal:

• Dr. Stephenson was named “President of the Year” by the American Student Association of Community Colleges (ASACC) and one of the 100 most influential business leaders of Tampa Bay by Tampa Bay Business Journal
• Dr. Chunn received the Shirley B. Gordon award of Distinction from the National Phi Theta Kappa organization
• The Ybor Campus:
  o Hosted the Festival of the Moving Image
  o The Rosewood Exhibit
  o The Brown v. Board of Education Commemoration
  o Held 35 performing and visual arts programs
• The Tampa Tribune Editorial Board toured the Dale Mabry Campus
• The Publisher of the Tampa Bay Business Journal toured the Ybor City Campus
• The Annual African-American Men’s Health Forum was held on the Dale Mabry Campus
• The College produced and aired television commercials on our First Responder Programs (Police and Fire Academies) and Dental Hygiene and Assisting programs
• Career Fairs were held on all campuses
• Service Learning projects were completed by students and the College joined in Florida Campus Compact Consortium which promotes Service Learning
• Students and faculty are projected to participate in programs in Denmark and Ecuador
• College faculty and administrators are active participants in such organizations as Community College for International Development (CCID), the American Association of Community Colleges (AACC) and The League for Innovation
• Trustees and administrators offered a workshop on effective governance and the community college in Belize
• The College has increased its involvement with the Southern Association of Colleges and Schools (SACS) in preparation for reaffirmation.

Goal 4: Increase opportunities for women and minority utilization and participation in the procurement of goods and services and hiring of administration, faculty and staff.

Status: Goal attained.

Total W/MBE awards for the 2004 fiscal year were $1,903,068 compared to $4,196,855 in fiscal year 2003. However, the 2003 total included a $2,448,354 award to P. Brown, a Hispanic firm with the remaining $1,748,501 disbursed among other W/MBE vendors.

Supporting Data: There are two goals within the one statement, and they are approached separately. The first set of data addresses procurement of goods and services among W/MBEs; the second, employment.

Procurement of goods and services among W/MBEs. Total W/MBE awards for the 2004 fiscal year were 15.88% compared to 19.43% in fiscal year 2003. However, the 2003 total included an award to P. Brown, a Hispanic firm, which accounted for 8.1% of the fiscal year total with the remaining 11.33% disbursed among other W/MBE vendors.
The College has continued to increase diversity in Administrative, Faculty and Staff hiring and has met or exceeded goals for female, African-American and Hispanic employees.

Table 4: All Purchasing Awards

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>$40,305</td>
<td>$28,645</td>
<td>.19%</td>
<td>.24%</td>
</tr>
<tr>
<td>Asian</td>
<td>$33,924</td>
<td>$10,543</td>
<td>.16%</td>
<td>.09%</td>
</tr>
<tr>
<td>African-American</td>
<td>$490,757</td>
<td>$323,341</td>
<td>2.27%</td>
<td>2.70%</td>
</tr>
<tr>
<td>Hispanic-Non P.Brown Contract</td>
<td>$462,225</td>
<td>$772,539</td>
<td>2.14%</td>
<td>6.45%</td>
</tr>
<tr>
<td>Women</td>
<td>$721,290</td>
<td>$768,000</td>
<td>3.34%</td>
<td>6.41%</td>
</tr>
<tr>
<td><strong>Subtotal to W/MBE</strong></td>
<td><strong>$1,748,501</strong></td>
<td><strong>$1,903,068</strong></td>
<td><strong>8.1%</strong></td>
<td><strong>15.88%</strong></td>
</tr>
<tr>
<td>Hispanic–P.Brown Contract</td>
<td>$2,448,354 (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total to W/MBE</strong></td>
<td><strong>$4,196,855 (1)</strong></td>
<td><strong>$1,903,068 (2)</strong></td>
<td><strong>19.43% (1)</strong></td>
<td><strong>15.88% (2)</strong></td>
</tr>
<tr>
<td><strong>Total Awards</strong></td>
<td><strong>$21,604,666</strong></td>
<td><strong>$11,986,615</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11.33% of the 19.43% in W/MBE awards reported in 2002/2003 was due to one $2,448,354 contract that was awarded to P. Brown, a Hispanic firm. Without this award, the 2003 total to W/MBE would have been 8.1%.

(1) Source: BOT W/MBE Activity Report April 2003
(2) Source: BOT W/MBE Activity Report April 2004
(3) Source: BOT W/MBE Activity Report November 2002

Goal 5: Promote HCC as a single college district.

Status: Ongoing.

All College Day has been incorporated into the College's annual planning calendar. The purpose of All College Day is to foster fellowship among all HCC faculty, staff and administrators and provide an opportunity for personal and professional development. For the third year ('03-'04), an All College Day Committee was convened comprised of representatives from all campuses, faculty, staff and administrators. Over 600 people attended and included employees, in-house and outside presenters. There were approximately 97 sessions and over 100 presenters. The evaluation of the respondents to the work of the planning committee and the presenters was a positive 87% out of a possible 90%.

In an effort to make the day even more enjoyable and attractive to participants, the Committee members from the IT Department took the leadership and computerized the registration process that did much to streamline this area. The Committee made a special effort to insure a wide variety of topic areas for the sessions offered and the College was fortunate to have had the Mayor of the City of Tampa participate for the first time.

All College Day continues to be a work in progress and the College will continue to improve the offerings and provide easy access to the attendees.

Goal 6: Increase private support provided through the HCC Foundation to award additional scholarship dollars to students, build endowment and fund faculty and institutional projects.

Status: Goal attained.
Increased solicitations, fundraising events, gifts secured, and infrastructure improvements have enhanced the private support to the Foundation.

- Increased solicitations (over 6,000) to proactively request support:
  - Mail Appeals: Year-End, alumni, administrators and internal (faculty and staff),
  - Invited 1,000 to Presidential Showcase held on April 1, 2004
  - Conducted Lightning hockey ticket promotion with HCC faculty and staff
  - Solicited Foundation Board, Trustees, President’s Cabinet and Administrators for leadership gifts

- Created successful fundraising events and activities:
  - Conducted 4 mail appeals resulting in $16,600+ (results from last 2 are not complete)
  - Participated in Lightning Hockey "HCC Night" - yielded $2400 donations
  - Hosted HCC Scholarship Partners Breakfast – 100 attended to honor $1,000+ donors
  - Arranged Gasparilla Invasion Party to thank donors – 100 attended
  - Hosted Presidential Showcase with planning committee – 200 attended, raised $77,000

- Eligible for $700,000 from state match (allocated by Florida Legislature)

- Awarded scholarships, books and fees to 147 students ($89,000) including Honors Institute and HEF

- Secured largest gift to HCC ($100,000) to create Trinkle Family Endowed Scholarship Fund and Trinkle Family Technology Enhancement Fund.

- Raised funds to support All College Day

- Released a Request for Proposals to select a new provider of Audit and Tax Services

- Improved Foundation infrastructure, including:
  - Recorded donor gifts from current and prior year (2002)
  - Acknowledged gifts to 323 cash and in-kind donors (as of April 29, 2004)
  - Continually add prospects to mailing lists
  - Secure budgets from Fund Representatives
  - Established Foundation Operational Guidelines (shared with Foundation Board)
  - Streamlined scholarship procedures including a comprehensive application, communication with counselors to announce and select recipients, and 3rd party arrangements with the College
  - Initiated campaigns at 3 campuses:
    1. Dale Mabry – landscaping project with Mayor’s Beautification Program
    2. Plant City – technology enhancement for Trinkle Multi-purpose Center
    3. South Shore – theatre and arts facility and operational endowment with Sun City Center community

- Solicited community businesses to support the English for Academic Purposes (EAP) Program, secured $1,000.

- Published FY 2002-2003 Annual Report

2003-04 Pres Eval
Vision

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

Mission

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

Proposed 2004-2006 College Goals

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. Value 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.
The 21st Century Employee at HCC

The traits of the 21st century HCC employees provided below were derived from comments and recommendations provided by faculty, administration, and staff during Spring and Fall 2001. First and foremost, all employees should embrace the College’s values:

- **Visionary, Ethical Leadership** that upholds participatory decision-making; that acknowledges the contributions of others; and that creates a culture of openness, inclusion, trust, fairness, respect, loyalty, and appreciation.

- **Academic Quality and Integrity** that maintain the highest standards for providing the educational experiences that will ensure student achievement in current and future endeavors.

- **Accountability** that responds to the College’s internal and external community. The College will provide a work environment that fulfills its mission, and it will continually monitor results and review its strategic plans.

- **Community Relations** that include collaborative partnerships, shared resources, and continuous communication. The College commits itself to community forums, advisory committees, and other means of participation.

- **Educational Support Services** that provide broad access for students through excellent staffing, modern materials, and technological resources. The College will promote student completion of desired programs. Support services aim to enhance student diversity, development, and growth.

- **A Learning Environment** that offers creative delivery of programs and advances opportunities and successes through the use of traditional and nontraditional student-centered instruction.

- **Fiscal Responsibility** that demonstrates sound management, long-range planning, and comprehensive participation in the budget process.

- **Development Opportunities** that focus employees' work toward students and that motivates employees to maintain high standards.

- **Cultural Diversity** that celebrates individual talents and experiences that enrich one another's lives as well as improve the College’s curricular and extracurricular offerings.

- **Strategic Planning** that not only responds to internal and external needs, but also assesses and anticipates strengths, weaknesses, and opportunities. This planning will be practical, comprehensive, and visionary in its approaches.
## Recommended Traits for All Employees

### Attitudes

- Twenty-first century HCC employees
  - display a learning-oriented and student-centered focus;
  - show enthusiasm, creativity, and innovativeness;
  - possess a sense of humor that helps them remain flexible and that motivates them to be team players;
  - embrace empathy and fairness;
  - appreciate diversity – not only racial and ethnic diversity, but diversity in the environments and backgrounds of their colleagues;
  - demonstrate an avid interest in pursuing development opportunities;
  - participate in other duties as requested;
  - pursue challenges;
  - possess the personal initiative to be self-starters and problem solvers;
  - exhibit entrepreneurship;
  - display vision and energy;
  - serve as ambassadors for the College to the community;
  - uphold personal and professional ethics;
  - are passionate about the quality of their work;
  - demonstrate professional behavior;
  - deal effectively with ambiguous situations;
  - are highly adaptive;
  - respect others;
  - understand and maintain the difference between the public and private use of college resources.

### Knowledge and Skills

- Twenty-first century HCC employees
  - know their own position responsibilities and may be able to work in areas outside their own;
  - understand the philosophy of the community college and its mission;
  - place student success as a top priority;
  - are technologically proficient;
  - comprehend legislative issues;
  - participate in efforts to bring about needed changes both at the state level and within the College;
  - demonstrate strong interpersonal communication skills;
  - make their personal mission to remain adept, aware, and alert to new opportunities to enhance their knowledge and skills.

## Additional Traits Specific to Faculty

### Attitudes

- Twenty-first century faculty members at HCC
  - embody leadership;
  - appreciate diversity – not only racial and ethnic diversity, but diversity in the environments and backgrounds of their students and their colleagues;
  - are inquisitive, continuous learners who exhibit a commitment to teaching;
  - pursue academic challenges

### Knowledge and Skills

- Twenty-first century faculty members at HCC
  - know their own disciplines and may be able to teach in more than one field;
  - possess community college teaching experience;
  - make their disciplines relevant to the lives of their students;
  - are technologically proficient and are interested in remaining current in educational methodologies;
  - teach effectively