Career and Adult Education
FLORIDA DEPARTMENT OF EDUCATION

Quality Assurance and Compliance Monitoring

Career and Technical Education

Hillsborough Community College

Final Report
January 19, 2011

FLORIDA DEPARTMENT OF EDUCATION

Dr. Eric J. Smith
Commissioner of Education

Loretta Costin, Chancellor
Division of Career and Adult Education

Just Read, Florida!

January 19, 2011

Dr. Kenneth Atwater, President
Hillsborough Community College
P.O. Box 31127
Tampa, Florida 33631-3127

Dear Dr. Atwater:

We are pleased to provide you with the Final Report of Monitoring of the Career and Technical Education programs from our visit on October 25-27, 2010. The report will also be placed on our website at http://www.fldoe.org/workforce/compliance.asp.

We appreciate the leadership and professionalism demonstrated by your staff during the review process. If we can be of any assistance, please contact Eileen L. Amy, Director of Quality Assurance and Compliance. Ms. Amy may be reached at 850/245-9033, or via electronic mail at Eileen.Amy@fldoe.org.

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

Sincerely,

Loretta Costin

LBC/ela

Enclosure

CC: Ginger Clark
        Eileen L. Amy
        Tashi Williams

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Florida Department of Education
Division of Career and Adult Education

Hillsborough Community College
Quality Assurance Monitoring Report

I.   INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (Division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance section of the Bureau of Grants Administration and Compliance (Bureau) is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the Quality Assurance System is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the Division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II.   AUTHORITY

The Florida Department of Education receives federal funding from the U.S. Department of Education for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006. FDOE awards sub grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plan for CTE. Each State shall have procedures for reviewing and approving applications for sub grants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the State has determined are necessary to ensure compliance with applicable statutes and regulations (34 CFR 76.770). Additional cites noting authority to monitor and pertinent laws and regulations are located in the 2010-11 *Quality Assurance Policies, Procedures, and Protocols*, Module A, Section 1.

III.   QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The *Quality Assurance Policies, Procedures, and Protocols* (Manual) was provided to all agencies during September 2010 prior to the monitoring visit. The Manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the Manual in this document; it is located on the Division's website at http://www.fldoe.org/workforce/compliance.asp.

IV.   PROVIDER SELECTION

Various sources of data are used throughout the implementation of the Quality Assurance System. The monitoring component of the system is risk-based. Risk Assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the Florida Department of Education and the Division of Career and Adult Education. A Risk Matrix, identifying certain operational risk factors, is completed for each provider. The Risk Matrix for each program monitored is located in Appendix A. The results of the Risk Assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The monitoring strategy for Hillsborough Community College (HCC) was determined to be an onsite visit of its CTE programs. Notification was sent to Dr. Ken Atwater, President of Hillsborough Community College, on July 28, 2010. The designated representative for the College was Dr. Ginger Clark, Director of Technical Programs. The onsite visit to the College was conducted October 25-27, 2010, by three

representatives of the Quality Assurance Section of the Division: Ms. Eileen L. Amy, Director of Quality Assurance and Compliance and Program Specialists, Ms. Sheryl Walden, and Mr. Tashi Williams.

V.   HILLSBOROUGH COMMUNITY COLLEGE

The total CTE Postsecondary student enrollment for 2008-09 is 5,275 according to the FDOE Community College Technical Center MIS (CCTCMIS) at
http://www.fldoehub.org/CCTCMIS/c/Documents/Fact%20Books/fb2010.pdf

Agency Response:
Student Enrollment in CTE course sections (unduplicated headcount) is approximately 13,000

The provider was awarded the following grants for FY 2008-09, 2009-10 and 2010-11:

2008-2009 CAREER AND TECHNICAL EDUCATION GRANTS

Grant Number	Type	Total	Unexpended Funds
292-1619A-9CP01	Postsecondary	$577,648	$ 0.00

2009-2010 CAREER AND TECHNICAL EDUCATION GRANTS

Grant Number	Type	Total	Unexpended Funds
292-1610A-0CP01	Postsecondary	$657,057	$ 0.00

2010-2011 CAREER AND TECHNICAL EDUCATION GRANTS

Grant Number	Type	Total
292-1611A-1CP01	Postsecondary	$630,328

Additional information about the provider may be found at the following web address:
http://www.hccfl.edu/

VI.   MONITORING ACTIVITIES

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

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

- Gwendolyn W. Stephens District Administrative Center
- Brandon Campus
- Workforce Development Center
- Ybor City Campus
- Dale Mabry Campus

Entrance Conference
The entrance conference for Hillsborough Community College was conducted on October 25, 2010 and included Dr. Ken Atwater, HCC President, Dr. Ginger Clark, Director of Technical Programs, Mr. Craig Johnson, Vice President of Academic Affairs, Ms. Elizabeth Johnson, Dean of AS Programs at the Dale Mabry Campus, Ms. Sabrina Peacock, Dean of AS Programs at the Brandon Campus, Mr. Jack Evans, Dean of AS Programs at the Ybor City campus and the Workforce Development Center, Ms. Bonnie Finsley-Satterfield, Dean of Academic Affairs at the Plant City Campus, Dr. Amy Anderson, Dean of Health Sciences at the Dale Mabry Campus, Ms. Judith Nolasco, Dean of Academic Affairs at the SouthShore Campus, Ms. Bonnie Carr, Controller, Ms. Maridru Clark, Director of MIS, Ms. Eileen L. Amy, Ms. Sheryl Walden and Mr. Tashi Williams.

<u>Interviews/Observations</u>
Interviews were conducted with the administrative, instructional, and program staff and students. A minimum of two interviews and observations were completed at each site. All interviews and observations were held during the course of the visit.

<u>Records Review</u>
Administrative, financial, program and student records were reviewed. A complete list is provided in Section VIII, Section G. Some policies and procedures were reviewed on the College's website and discussed at various times during the onsite visit.

<u>Exit Conference</u>
The exit conference for Hillsborough Community College was conducted on October 27, 2010 and included Dr. Robert Chunn, Mr. Craig Johnson, Dr. Ginger Clark, Dean Elizabeth Johnson, Ms. Bonnie Carr, Dean Sabrina Peacock, Dean Bonnie Finsley-Satterfield, Dean Jack Evans, Dean Amy Anderson, Dean Judith Nolasco, Ms. Eileen Amy, Ms. Sheryl Walden and Mr. Tashi Williams.

VII.   RESULTS

Hillsborough Community College
October 25-27, 2010

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

- The College has five campuses, one instructional center at MacDill Airbase, and a District Administrative Center within surrounding communities.
- The program has strong support from the President's office.
- Grants office has implemented the concept of One-Stop-Shop.
- Staff Development is plentiful and varied.
    - College offers two staff development days.
    - All campuses come together for one staff development day, All College Day.
    - CTE administrators are required, as part of their annual evaluation, to submit a professional development plan for the coming year. CTE administrators also use the evaluation process to provide support staff with guidance as to "areas of focus" with regards to professional development.
    - Funds are available to pay for professional development for staff, including registration and travel expenses.
    - Some Deans attend national conferences and webinars.
- A supervising Dean is on each campus.
- Quality Reviews (Strengths, Weaknesses, Opportunities and Threats [SWOT] analysis) are conducted every five (5) years, with follow-up every two (2) years, and involve stakeholders.
- Advisory Committee involvement was evident.
- WINGS program provided special populations services including transportation, child care, and tuition scholarships.
- Planning for succession was evident.

<u>FINDINGS</u>
No findings of non-compliance were noted at this time.

<u>CONCERNS AND RECOMMENDATIONS</u>
No concerns or recommendations.

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

- Program and data staff work closely in the collection and reporting of data.
- Collecting data occurs at the classroom/campus level.
- Data collection process includes online input by students.
- There are established reports/requests.
- Constant input of data is evident.
- Student attendance is tracked in classrooms.
- College communicates frequently with FDOE program staff.
- Appropriate staff attends meetings/training with FDOE regarding data.
- Training is provided for program managers for use of data in program decisions.

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

CONCERNS AND RECOMMENDATIONS
Concern: There was no data manual in place for those that use, input, or report data.

Recommendation: Create or access a data manual to provide guidance for those associated with data.

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

- The classrooms are clean, well-lit and well-equipped.
- Information is written on boards for students.
- Radio station has state-of-the-art equipment and processes.
- Child Development Center is organized;
  - Available for students
  - Provides referrals
- Tuition programs are in place for students.
- Automotive/Firefighter complex is high-tech, comprehensive and modern; attracting large numbers of students from the community.
- State curriculum frameworks are used.
- High diversity recruitment provides an inclusive environment for gender and ethnicity.
- Credentials for instructors are varied, including:
  - Law enforcement credentials (FBI, sheriff's deputies), practitioners/teachers with advanced educational degrees, and documented experience in the business world

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

CONCERNS AND RECOMMENDATIONS
No concerns or recommendations.

D. **TECHNOLOGY/EQUIPMENT** refers to a review of the technology and equipment used by students and teachers in the classroom; addresses access, availability, innovation, use and condition.

- Technology appears to be advanced, utilized and extensive on all campuses.
- Technology and equipment is current and appears to be state-of-the-art.
- Technology is incorporated into classroom instruction.
- Inventory was provided and confirmed by classroom and location for all sites visited.
- Inventory was properly tagged and identified.

E. LEARNING ENVIRONMENT encompasses all aspects of the physical environment where classes are held. Describing the learning environment may also attempt to capture the vision, philosophy, and character that is observed on the campus or in the classroom.

- Students are actively engaged in the community sites.
- Students support each other on class initiatives.
- Group and individualized instruction was observed.
- Students are goal-oriented and seem passionate about learning.
- Most classrooms presented an environment conducive to learning.
- Teachers appear to be passionate in their approach to teaching and in the students' ability to succeed; teachers are dedicated to students' educational awareness.
- Great emphasis is placed on the students' ability to focus.

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

CONCERNS AND RECOMMENDATIONS
1. *Concern:* Students expressed the lack of timely textbook availability for the beginning of the semester.

   Recommendation: Work with publishers and other appropriate parties to increase textbook availability for students.

2. *Concern:* Students and teachers expressed the lack of advisors and their unavailability to students.

   Recommendation: Consider strategies that increase students' access to advisors.

F. ACCESS AND EQUITY refers to compliance with the requirements of federal non-discrimination laws as relating to recruitment, enrollment, participation, and completion of programs.

- Non-discrimination notices were posted as required and included in brochures, handouts and media.
- Equity and Access procedures were universally known throughout the campuses.
- Each campus has an office to serve students with disabilities.

FINDINGS
No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS
No concerns or recommendations.

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

- Student handbook
- Faculty handbook
- Adjunct Faculty Handbook, 2010-11
- Academic Affairs Committee Handbook, 2010-11

- Articulation Database (Draft)
- Handbook of Policies and Procedures, Career and Technical Programs
- 2010-11 Advisory Committee
- HCC Fact Book
- Brochures
- Workforce faculty credentials
- Web-based resources

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

CONCERNS AND RECOMMENDATIONS
No concerns or recommendations.

H. **FINANCIAL** refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including a financial management system, a procurement system, and an inventory management system.

- There are established rules and policies for P-Card use.
- Audits on P-Cards are conducted every month with an accompanying report.
- Allocations made appear to allow little or no room for error.
- Purchasing office has a Web site that provides work-screen training.
- The Datatel system used by the purchasing office provides a check and balance for purchases.
- Review of PARS completed.
- Financial Policies and Procedures, including purchasing, were in place.

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

CONCERNS, RECOMMENDATIONS
Concern: The timeliness of expenditures using grant funds should be improved for the benefit of students.

Recommendation: Assure that processes and procedures are in place to ensure that goods and services are available during the funding year for students.

Agency Response: The Agency provided written documentation that satisfied the concern of the DOE monitoring staff during the visit; no further action is required.

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

- Snap-On Tools partnership provides benefits to students.
- International relationships are in place to develop a student exchange program.
- Partnership with Nelson Mandela Metropolitan University (Higher Education for Development grant) is in place.
- The agency maintains approximately 60 affiliation agreements with local hospitals/clinics and internship sites which support student development.
- The agency recently collaborated with the University of South Florida, the Florida Department of Transportation, and regional transit facilities, to develop an incumbent worker training program for bus transit workers.

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

<u>CONCERNS AND RECOMMENDATIONS</u>
No concerns or recommendations.

VIII.   REQUIRED RESOLUTION ACTIVITIES

<u>Career and Technical Education</u>

   1. Corrective Action Plan – None required

   2. Action Plan – The College must provide an Action Plan (Appendix B) to address the concerns noted in the focus areas: Data and Learning Environment in Section VII of this report.

IX.   TARGETED TECHNICAL ASSISTANCE

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

X.   REMARKS

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visits: The faculty and staff were clearly focused on student achievement as its priority. The College's state of the art and comprehensive and modern programs were providing students with high-quality instruction and opportunities.

XI.   SUMMARY

Once the field work, including receipt of requested information is completed, a draft report is forwarded to the provider for review. Comments are accepted and considered. The final report is completed and forwarded to the Agency Head with a copy to the appropriate parties. The Bureau's site visit co-leader monitors and conducts follow-up activities to assure issues have been satisfactorily completed within the stated timelines. Finally, the Bureau issues a Closure Notice to the Agency Head and designated contact person. This notice indicates all outstanding items have been completed.

We want to acknowledge all of the participants in the Hillsborough Community College onsite monitoring visit. Staff and faculty were accommodating and forthcoming in their interactions with the monitoring team. Special appreciation is extended to Dr. Ginger Clark and Dean Jack Evans for their participation and leadership in this process.

Appendix A
Hillsborough Community College
Risk Matrix for Career and Technical Education

Risk Factor	Criteria Scale	Value (V)	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2008-09)	$ 2,000,001+	8	V x 6	= 30 *(total points)*
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2008-09)	Number of grants (#)	(#) x 2 = V	V x 6	= 12
Number of grants with **10%** or more of unexpended funds (2008-09)	Number of grants (#)	(#) x 5 = V	V x 4	= 0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	V x 10	= 100
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years.	Director (#) Yes = 1 No = 0	10 x (#) = V	V x 4	= 40
			TOTAL Level of Risk Score	182

☒ Career and Technical Education   ☐ Corrective Action Plan

☐ Adult Education   ☒ Action Plan

	Strategies	Person Responsible	Projected Date of Completion
CORRECTIVE ACTION PLAN Citation/Finding(s): N/A			
ACTION PLAN Concern(s): 1. There was no data manual in place for those that use, input or report data.	1. A team of representatives from various departments has been assembled to review and respond to the concern. Consultations with DOE staff will be scheduled in order to identify targeted areas. Information gathered will then be used for further project development.	Maridru Clark/Dr. Ginger Clark	June 1, 2011 (Targeted Draft Publication Date) Issue addressed per DOE.
2. Students expressed the lack of textbook availability in a timely manner for the beginning of the semester.	2. Textbook adoptions have assigned due dates. When adoptions are not received on time, bookstore staff sends a reminder(s) to the appropriate Academic Deans who contact appropriate faculty. Monitoring of orders and close communication with publishers will be maintained.	Ms. Barbara Larson/Mr. William Wimberly/Faculty/Academic Deans/Bookstore Managers Dr. Kenneth Ray	Immediately and ongoing (Review to occur in summer 2011) Issue addressed per DOE.

3. Students and teachers expressed the lack of advisors and their unavailability to students.	3. The following strategies are in the planning phase to increase students' access to academic advising: (*See Attached.) 1. Through Achieving the Dream funding the College implemented an e-Advising pilot through selected Strategies for Student Success courses. This product provides students with real time access to accurate advising information, course selection, and educational planning. 2. The College's Academic Advising Process Management Team has developed a Student Success Academic Completion Model that will require students to meet with an advisor at various milestones throughout the students' experience at HCC. This model will include e-Advising, workshops and direct one-on-one academic advisement. This model will be piloted within the 2011-	Dr. Ginger Clark/AS Deans	Project Completion Date: For both – 2012-2013 academic year. Issue addressed per DOE. Underway – Planning for Expansion in 2012-2013

| | 2012 academic year.
3. The College is piloting the use of a dedicated CTE advisor on our largest campus. | | |

Technical Assistance Needed and/or Provided:

HCC will seek assistance from DOE staff in developing the overall scope and content of the data manual.

Date and Status of Action: 1/5/11, Agency has addressed all concerns raised in the report.

| Plan submitted by: | Ginger Clark, Ph.D. | | Date: 1/5/2011 |
| Plan accepted by: | Eileen L. Amy | | Date: 1/5/2011 |

PROPOSAL FOR FTIC ADVISING MODEL

Charge from Dr. Ray, VP Student Services/Enrollment Management to Advising PMT and Counselor Cluster
Develop a comprehensive Advising Model specifically for FTIC (First Time in College) students which intentionally engages students with advising and advising resources at key milestones in their educational experience at HCC

Tie to Institutional Goals:
Goal 1. Advance student success through a focus on the achievement of learning outcomes for all students with the active involvement of all employees

Goal 6. Continuously improve programs and services through a systematic and ongoing process of strategic planning, assessment, and review in which a "culture of evidence" guides our direction

This FTIC Model is designed to actively engage the student with advisors, faculty, staff and HCC resources in order to increase the retention and graduation rate of FTIC students. The FTIC Advising Model provides an opportunity for intentional and specific contact with students at key points in their education path.

Advising PMT Members:
Cris Legner, Brandon   PMT Champion
Sandra Strobel, Plant City
Virginia Callaway, Dale Mabry
Anita Wilson, Ybor City
Fauna Astor, SouthShore
Betty Doyle, Brandon
Margaret Petway, Ybor City
Karla Walden, Dale Mabry

Counselor Cluster Members:
Elizabeth Key-Raimer, Dale Mabry   Cluster Chair
Frances Cox, Ybor City
James Young, Plant City, MacDill
Louis Lombana, Dale Mabry
Angela Mick, Dale Mabry
Ebony Wilson, Dale Mabry
Theresa Lewis, Brandon

FTIC ADVISING MODEL
Developed by HCC Advising PMT and Counselor Cluster Committee

For this model the term Advisor refers to Academic Advisors, Generalists, and Counselors

FTIC Model includes: all first time in college (as indicated on HCC Admission application)
- AA/AS/AAS/CCC degree seeking students
  - Includes Health Science program students until accepted into limited enrollment program
- Previously Dual enrolled students who choose HCC after high school graduation

FTIC Model OUTLINE

    Step 1: New Student Orientation session
- Required attendance at NSO
- NSO Hold removed upon completion
- Advising Workshop hold put on PERC screen upon completion of NSO

    Step 2: Advising Workshop
- By end of first semester of enrolled classes, required completion of online advising workshop
- Advising Workshop Hold removed upon completion
- Education Planning Workshop Hold put on PERC screen upon completion of Advising Workshop

    Step 3: Education Planning Workshop
- By end of third semester of enrolled classes, required completion of online Education Planning workshop
- Completed Education Plan submitted for approval to Advisor(Hard copy) or via E-Advising outlining semester by semester completion of intended degree
- Advisor approves submitted Education Plan either (in person, email or via e-advising)
- Education Planning Workshop Hold removed upon advisor approval of Ed Plan
- Graduation Prep Workshop Hold put on PERC screen upon approval of Ed Plan

    Step 4: Graduation Preparation Workshop
- By completion of 45 degree-counting credits, required completion of Graduation Prep Workshop
- Complete mandatory contact with Advisor (in person or email) for graduation checklist, first review workup and final advising
- Graduation Workshop Hold removed upon completion of workshop and documented meeting with advisor

Implementation Recommendation: Pilot Advising Model for at least two years at one Campus
Implementation Date: TBD

FTIC Advising Model Student Learning Outcomes

STEP 1: FTIC New Student Orientation
- Know student ID number and how to find user ID
- Know how to locate key student campus-based and online resources such as Current Students, Academic Calendar, Advising Guides, Student Services offices and HCC LIVE Information
- Know how to login and use Campus Cruiser, HawkNet and WebAdvisor
- Know how to access Advising Guides for degree requirements
- Understand the requirements of the FTIC Advising Model
- Read and understand the prep course sequence chart and math course flow chart
- Know the difference between and transcript implications for drop and withdraw of classes; know where to find deadline dates for each
- Understand residency requirements and documentation required to verify residency
- Know how to search and register for classes
- Identify initial course placement via ACT/SAT/CPT scores
- Understand preparatory course sequences, course restrictions and additional course options
- Understand payment options including steps needed to complete/activate Financial Aid, Florida Pre-Paid and Bright Futures

STEP 2: Advising Workshop
- Know Advisor/Advisee roles and responsibilities
- Identify student's specific degree/program intent
- Know where and how to change degree intent if changed since Orientation
- Know when to meet and how to prepare to meet with an advisor
- Understand petition processes for drop, withdraw and third/fourth attempts and appropriate use of petitions
- Understand implications of excessive course attempts and withdraws (ex: Financial Aid, Bright Futures, transfer, etc)
- Access and comprehend course requirements outlined in the Advising Guide for intended degree
- Aware of CLAS requirements for AA degree and how to meet them
- Understand and access all HawkNet resources
- Know when and how to contact faculty and administration
- Know locations and purposes of and when to contact key campus-based Student Services offices

STEP 3: Education Planning Workshop
- Understand all course and degree requirements outlined on student's identified degree/program Advising Guide
- Identify all course selections to be taken to complete degree/program per Advising Guide
- Know how to access and use facts.org website
- Know course sequences (including prep) and pre-requisite courses needed for intended degree/program
- Plot course by course semester plan for intended degree/program on paper or using e-advising
- Know how to utilize campus-based or online advisor to review and confirm Education Plan
- Know how to revise Education Plan if semester by semester plan changes or intended degree choice changes
- Access and use Degree Audit
- Understand the value and importance of seeking input from the Program Managers for AS/AAS/CCC programs

STEP 4: Graduation Workshop
- Understand when, where and how to Apply to Graduate
- Run Degree Audit for intended degree/program
- Identify coursework still needed to complete degree
- Understand CLAS alternative options if CLAS requirement is not met
- Understand the value of meeting with advisor when ready to apply to graduate
- Understand transfer process, requirements, deadlines and student responsibilities for successful transfer
- Identify additional requirements to graduate beyond coursework: transcripts, financial, course substitutions, personal restrictions, etc
- Aware of services available in Career Center: such as resume, interview and job applications