

# Chipola College

## 2004-2005 ANNUAL PLAN

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### 2004-2005 Priorities

#### 1. Strengthen instructional programs

- 1.1 Engage faculty in identifying learning outcomes for the General Education Core and for each degree and certificate program.
- 1.2 Revise syllabi to reflect learning outcomes
- 1.3 Continue to refine the B.S. in Secondary Education degree
- 1.4 Foster the development and use of technology-mediated instruction
- 1.5 Continue to retain and develop training programs according to community needs.
- 1.6 Engage faculty in efforts to increase and improve library resources

#### 2. Increase marketing, recruitment , and outreach

- 2.1 Establish a system to actively and equitably promote all college programs
- 2.2 Actively promote the Teacher Education Program, especially in Alabama and Georgia
- 2.3 Increase TV advertising and programming
- 2.4 Expand recruiting efforts beyond high schools
- 2.5 Expand the use of the college website for marketing and outreach
- 2.6 Increase student access to technology off campus

#### 3. Increase student retention, satisfaction, and completion

- 3.1 Assess and address results of the Community College Survey of Student Engagement (CCSSE) and other student surveys
- 3.2 Increase instructional support for college-prep/remedial students
- 3.3 Establish a placement office for both completers and students seeking part-time employment

#### 4. Expand access to college programs and services

- 4.1 Evaluate the effectiveness of distance learning classes (Independent Study, On-line, DIS)
- 4.2 Continue to increase faculty use of web pages to supplement instruction
- 4.3 Increase off campus student access to instructional resources via technology
- 4.4 Implement web registration and on-line application capabilities
- 4.5 Expand baccalaureate degree offerings at Chipola and through the University Center
- 4.6 Continue to pursue training partnerships with other institutions, agencies, and industries
- 4.7 Continue to expand Continuing Education's training opportunities

#### 5. Continue to comply with SACS and Florida DOE requirements

- 5.1 Prepare responses to recommendations of SACS Substantive Change Committee
- 5.2 Ensure college-wide compliance with SACS' new *Principles of Accreditation*
- 5.3 Seek approval of the Florida Department of Education by submitting appropriate documents for the BSSE/Teacher Education Program
- 5.4 Increase library staff and resources
- 5.5 Evaluate and revise college documents and processes as required

*Priorities Recommended by Planning and Accountability Committee—May, 2004*  
*Priorities Reviewed by Senior Staff—June , 2004*  
*Priorities Approved by the President—June, 2004*  
*Annual Plan Approved by the Planning and Accountability Committee—September 2004*

**About the Plan . . .**

**Priorities**—In June 2004, the Institutional Planning and Accountability Committee prepared a draft of the 2004-05 priorities. The Administrative Council and Vice President’s Council reviewed the priorities in July 2004. The 2004-05 Annual Plan to address these priorities was reviewed and refined throughout the summer and distributed to operational units in September.

**Unit Plans**—College operational units incorporated strategies into their Unit Plans in September and October 2004 and carried them out through June 2005.

**Objectives**—The plan includes multiple objectives for each priority.

**Strategies**—The Annual Plan includes only strategies that are **new** in some way and can be carried out in **one year** with **existing resources**. Each strategy has been assigned to at least one operational unit.

**Current Format of the Plan**—The plan continues to be published in the same format recommended in 1995-96 by the Planning and Accountability Committee. The document has been refined through the years, but still includes the same basic elements.

**Chipola College  
Administrative Staff**

Dr. Gene Prough, President  
Dr. Sarah Clemmons, Vice President of Instruction and Student Services  
Steve Young, Vice President of Finance  
Dr. Kitty Myers, Associate Vice President of Instruction and Baccalaureate Program Development  
Dennis Everett, Associate Vice President of Information Systems  
Bud Riviere, Dean of Workforce Development  
Dr. Joan Miller, Dean of Student Services  
Dr. Jayne Roberts, Dean of Enrollment Services  
Gail Hartzog, Associate Dean of Development and Planning

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**2004-2005 Operational Planning Units**

Planning unit number, name of unit, and unit planner's last name

<b>Executive Leadership, Community/Government/ Public Relations</b>	<b>1. President</b> (Prough) <b>2. Chipola Foundation</b> (Fuqua) <b>9-C Human Resources</b> (Davis) <b>9-G Public Relations/Publications</b> (Craven)
<b>Instruction and Student Services</b>	<b>3. Vice President of Instruction and Student Services</b> (Clemmons) <b>4. Associate Vice Pres. of Instruction and Baccalaureate Development</b> (Myers) <b>4-A Teacher Education Program</b> (Myers) <b>4-B Library/Distance Learning</b> (Houston, Interim Director) <b>4-C Fine and Performing Arts</b> (Stadsklev) <b>4-D Health Sciences</b> (Wheeler) <b>4-E Social Science, Business and Technology</b> (Spires) <b>4-F Math, Natural Sciences</b> (Cleveland) <b>4-G Literature/Language</b> (Clemmons) <b>5. Dean of Workforce Development</b> (B. Riviere) <b>5-A Public Service</b> (Glisson) <b>5-B Continuing Education</b> (M. Williams) <b>5-C Technical Programs</b> (B. Riviere) <b>6. Dean of Student Services</b> (Miller) <b>6-A. Talent Search</b> (J. Riviere) <b>6-B Single Parent/Displaced Homemaker</b> (Parramore) <b>6-C College Reach Out Program—CROP</b> (Duncan) <b>7. Dean of Enrollment Services</b> (J. Roberts) <b>7-A Registrar/Admissions</b> (Widner) <b>7-B Financial Aid</b> (Cloud) <b>7-C Success Center</b> (Tyler) <b>7-D Testing/Equity</b> (J. Roberts) <b>8. Associate Dean of Development and Planning</b> (Hartzog)
<b>Institutional Management/ Administrative Operations</b>	<b>9. Vice President of Operations</b> (O’Daniel) <b>9-A Information Systems/Technology</b> (D. Everett) <b>9-B Athletics</b> (O’Daniel) <b>9-D Physical Plant</b> (Fleener) <b>9-E Residence Hall</b> (Green) <b>9-F Pool/Intramurals</b> (Massengill) <b>9-H Administrative Services &amp; Capital Projects</b> (Rash)
<b>Fiscal Operations</b>	<b>10. Vice President of Finance</b> (Young)

**2004-2005 Annual Unit Planning, Evaluation, and Budget Cycle**

Planning Office finalizes, publishes, and distributes the Annual Plan to Planning Units.....	August-September, 2004
Units prepare and submit 2004-05 Operational Unit Plans to Vice Presidents.....	September-October, 2004
Vice Presidents compile and submit file copies to Planning Office.....	October 22, 2004
Operational units carry out plans.....	Through June 30, 2005
Planning Office publishes Annual Institutional Report Card of previous year’s results.....	January 28, 2005
Operational Units collect data on unit indicators, evaluate/assess, and seek unit feedback.....	February 25, 2005
Operational Units begin SWOT Analysis (strengths, weaknesses, opportunities, Threats).....	March, 4, 2005
Units report in Vice Presidents’ Report Meetings and Budget Planning Sessions.....	March-mid-April, 2005
Planning and Accountability Committee identifies priorities for Annual Plan.....	March-April, 2005
Vice Presidents/Senior Staff prepare and submit budget.....	April-May-June, 2005
Annual Program Reviews conducted by VP for Instruction and Student Services.....	July 30, 2005
Units submit Unit Report Cards and submit file copies to Planning Office.....	July 30, 2005

**2004-2005 ANNUAL PLAN**  
**to address**  
**Institutional Priorities**

**GOAL 1. STRENGTHEN INSTRUCTIONAL PROGRAMS**

**1.1 Engage faculty in identifying learning outcomes for the General Education Core and for each degree and certificate.**

**Strategies**

- (1) Engage the Curriculum and Courses of Study Committee in defining the educated student and identifying competencies in the General Education Core. (Op. Units: 3, 8, Curriculum/Courses Committee)
- (2) Develop student learning outcomes for each degree and certificate. (Op. Units: 3, 8, Curriculum/Courses Committee, 4-C, 4-D, 4-E, 4-F, 4-G, 5, 5-A, 5-C)
- (3) Identify where specific competencies are addressed in the current curriculum of general education and in each degree or certificate program. (Op. Units: 3, 8, 4-C, 4-D, 4-E, 4-F, 4-G, 5, 5-A, 5-C, Curriculum/Courses Committee)
- (4) Identify specific measures by which the college demonstrates that students have acquired the competencies of the General Education Core and each degree or certificate. (Op. Units: 3, 8, Curriculum/Courses Committee, 4-C, 4-D, 4-E, 4-F, 4-G, 5, 5-A, 5-C)
- (5) Provide faculty development in curriculum assessment and revision. (Op. Units: 3, 8, Curriculum/Courses Committee, 4-C, 4-D, 4-E, 4-F, 4-G, 5, 5-A, 5-C)
- (6) Ensure that faculty elect at least one faculty member from each department to serve on the Curriculum and Courses of Study Committee. (Op. Units: 3, 8, Governance Council, 4-C, 4-D, 4-E, 4-F, 4-G, 5, 5-A, 5-C, Curriculum/Courses Committee)

**1.2 Begin revision of syllabi to reflect learning outcomes**

**Strategies**

- (1) Develop and publish widely a schedule for revision of course syllabi, beginning with general education core courses and advancing through all courses. (Op. Units: 3, 8, 4-C, 4-D, 4-E, 4-F, 4-G, 5, 5-A, 5-C, Curriculum/Courses Committee)
- (2) Develop a standard form for syllabi revision. (Op. Units: 3; 4-C, 4-D, 4-E, 4-F, 4-G, 5, 5-A, 5-C)
- (3) Establish on-going dialogue with faculty about the curricular revision process. (Op. Units: 3, 4-C, 4-D, 4-E, 4-F, 4-G, 5, 5-A, 5-C, Curriculum/Courses Committee)

**1.3 Continue to refine the B.S. in Secondary Education (BSSE) degree**

**Strategies:**

- (1) Continue the process of gaining Florida DOE approval of the Teacher Education Program. (Op. Units: 3, 4, 4-F, other units as required)
- (2) Continue dialogue with secondary and middle schools for student teaching experiences at their facilities. (Op. Units: 3, 4, 4-A, 4-F)
- (3) Hire new faculty for the BSSE program as students advance to the senior level. (Op. Units: 3, 4, 4-A, 4-F)
- (4) Continue revision of upper division syllabi as new courses are infused into the curriculum. (Op. Units: 3, 4-A, 4-F)

See also other strategies in 5.1 and 5.3.

#### **1.4 Foster the development and use of technology-mediated instruction**

##### **Strategies**

- (1) Provide faculty development in technology-mediated instruction after monthly faculty meetings and at other times when faculty can attend. (Op. Units: 3, 4-B, other units as appropriate)
- (2) Supplement college resources by using staff and program development and grant funds to pay registration and/or travel for faculty development in instructional technology. (Op. Units: 3, 8, 10, SPD Committee)
- (3) Continue to update classrooms with Destination systems and Internet connections. (Op. Units: 3, 9-A, other units as appropriate)
- (4) Continue to encourage all faculty to support instruction by developing web pages, maintaining a web presence, and posting instructional materials. (Op. Units: 3, 4, 4-A, 4-C, 4-D, 4-E, 4-F, 4-G, 5, 5-A, 5-C, 9-A)
- (5) Continue special efforts to train adjunct faculty in the use of instructional technology. (Op. Units: 3, 4, 4-A, 4-C, 4-D, 4-E, 4-F, 4-G, 5, 5-A, 5-C, 9-A)
- (6) Provide faculty development on use of the Library's electronic databases. (Op. Units: 3, 4, 4-B)
- (7) Seek Title III grant funds to create a centralized teaching and learning center. (Op. Units: 8 and other units as required)

See also strategies in 4.1 through 4.7.

#### **1.5 Continue to retain and develop training programs according to community needs.**

##### **Strategies**

- (1) Continue to refine the integrated nursing curriculum. (Op Unit: 3, 4-D)
- (2) Continue to assist other institutions in adopting and implementing Chipola's revised nursing curriculum. (Op. Units: 3, 4-D)
- (3) Schedule an increased number of CNA offerings. (Op. Units: 3, 4-D)

- (4) Work with community groups to identify programs of study which would meet community need, such as the paraprofessional cohort. (Op. Units: 3, 4, 4-D, 4-E, 5, 5-A, 5-B, 5-C)
- (5) Encourage Workforce Development faculty to seek advanced degrees. (Op. Units: 3, 5)
- (6) Aggressively seek grant funding for Workforce Development programs. (Op Units: 3, 5, 8)
- (7) Strengthen relations with the One Stop Center and Regional Workforce Development Board to facilitate training opportunities. (Op. Units: 5, 8)
- (8) Continue to utilize the Workforce Development Advisory Boards, which represent all related agencies, to identify special needs other than the ones required by the state. (Op. Units: 3, 4-D, 5, 5-A, 5-C)
- (9) Continue to train current law enforcement instructors through transition courses which enable them to teach the new law enforcement curriculum that became effective July 2004. (Op Units: 5, 5-A)
- (10) Conduct community and service area needs assessments as needed to determine industry needs and training requests. (Op. Units: 8, 4, 4-D, 5, 5-A, 5-B, 5-C)
- (11) Further refine the following existing BS degree, AS degree, or certificate programs. (Op. Units: 3, 4, 4-D, 4-E, 5)
  - a. Secondary Education – Teacher Education Program (BS)
  - b. Associate Degree Nursing - ADN (AS)
  - c. Licensed Practical Nurse (Certificate)
  - d. Certified Nursing/Assistant/Patient Care Attendant – CNA/PCA (Certificate)
    - Legal systems Technology (Certificate)
    - Certificate concentrations:* Legal Office Systems, Medical Office Systems
    - Office Management Technology, Word Processing
  - e. Legal Secretarial (Certificate)
  - f. Electronics (AS and/or Certificate)
- (12) Continue research into the following potential training programs: (Op. Units: 3, 4, 5, 8)
  - a. BS in Nursing (Units 4, 4-D)
  - b. BS in Business (Units 4, 4-E)
    - a. Paramedical (Units 4-D)
    - b. Radiology (Units 4-D, 4-E)
    - c. Surveying and Mapping (Units 5, 5-B)
    - d. Horticulture/Landscaping Installation (Unit 5-C)
- (13) Continue to participate in the Dept. of Corrections’ new alternative delivery system “COBRA” – Correctional Officer Basic Recruit Academy to provide 360 hours in the training center and 180 hours on the job in correctional institutions. (Op. Units: 5, 5-A)
- (14) Continue to enhance the success of Public Service programs by collaborating with Washington-Holmes Technical Center, GCCC, Department of Corrections, county economic development councils, small business development centers. (Op. Units: 5, 5-B)

## 1.6 Engage faculty in efforts to increase and improve library resources

### **Strategies**

- (1) Evaluate and improve methods by which faculty request new library resources. (Op. Units: 3, 4-B, Instructional Resources Committee, other units as required)
- (2) Allocate and expend additional resources for purchases of library resources. (Op. Units: 3, 4, 4-B, 10)
- (3) Take specific actions to help faculty connect curricular revision with the identification of library resources. (Op. Units: 3, 4-B, 4-C, 4-D, 4.E, 4-F, 4-G, Instructional Resources Committee)
- (4) Develop and administer a faculty survey regarding the library and learning resources. (Op. Units: 4-B, 4-C, 4-D, 4.E, 4-F, 4-G, Instructional Resources Committee)
- (5) Interpret results of the faculty survey and make recommendations about how to improve Chipola's library and learning resources. (Op. Units: 4-B, 4-C, 4-D, 4.E, 4-F, 4-G, Instructional Resources Committee)

See also strategies in 5.4.

## **GOAL 2. INCREASE MARKETING, RECRUITMENT, AND OUTREACH**

### **2.1 Establish a system to actively and equitably promote all college programs.**

#### **Strategies:**

- (1) Reorganize the Marketing and Recruitment Committee and make it an executive committee charged to meet weekly to evaluate the college's marketing and recruitment efforts and make recommendations to the President to improve these efforts. (Op. Units: 1, 9-G, Marketing and Recruitment Committee)
- (2) Develop the process by which an annual college-wide marketing campaign, logo, and catch phrase are implemented throughout the year. (Op. Units: 9-G, Marketing and Recruitment Committee, Other units as required)
- (3) Begin the 2004-05 campaign by Thanksgiving 2004 in order to impact Spring 2005 enrollment. (Op. Units: 9-G, Marketing and Recruitment Committee, Other units as required)
- (4) Actively seek corporate sponsorship or other funding sources necessary to implement marketing campaign through a variety of media. (Op. Units: 9-G, Marketing and Recruitment Committee, other units as required)
- (5) Evaluate prior marketing efforts – public relations, publications and recruitment – based on design, effectiveness and financial feasibility and make recommendations to improve their effectiveness. (Op. Units: 9-G, Marketing and Recruitment Committee, other units as required)
- (6) Assist the Public Relations Office in establishing procedures for requesting marketing assistance from Public Relations staff. (Op. Units: 9-G, Marketing and Recruitment Committee, other units as required)
- (7) Review marketing ideas from websites and other materials from other colleges and universities. (Op. Units: 9-G, Marketing and Recruitment Committee, other units as required)

- (8) Incorporate feedback from student interviews into decision-making about marketing and recruitment. (Op. Units: 9-G, Marketing and Recruitment Committee, other units as required)
- (9) Approach new and existing corporate sponsors for possible sponsorship or co-op advertising. (Op. Units: 9-G, Marketing and Recruitment Committee, other units as required)

## **2.2 Actively promote the Teacher Education Program, especially in Georgia and Alabama**

### **Strategies:**

- (1) Incorporate fully the BSSE into the catalog and webpage. (Op. Units: 4-A, 4-F, 9-G, 6)
- (2) Develop and publish current curriculum guides for the BSSE—Math or Science emphasis. (Op. Units: 6, 4-A, 4-F)
- (3) Adopt specific strategies to actively recruit for the Teacher Education Program, especially in Georgia and Alabama. (Op. Units: 4-A, 4-F, 9-G)
- (4) Actively advertise the lower tuition costs as part of marketing to Alabama and Georgia residents. (Op. Units: 9-G, 4-A, 4-F)
- (5) Incorporate promotion of the Teacher Education Program into new marketing strategies described (above) in 2.1. (Op. Units: 4-A, 9-G, Marketing and Recruitment Committee, other units as required)

## **2.3 Increase TV advertising and programming**

### **Strategies:**

- (1) Expand the college's outreach by continuing to develop an agreement with Comcast. (Op. Units: 4-B, 9-G, other units as required)
- (2) Throughout the fall 2004 term, archive digital programming about all aspects of Chipola to ensure that the college has adequate resources to support several hours of broadcast each week. (Op. Units: 4-B, 9-G, other units as required)
- (3) Engage all departments in preparing archives of digital programs for broadcast on Comcast. (Op. Units: 4-B, 9-G, other units as required)
- (4) Continue to work toward establishing Chipola as the facilitator/production site for district communities to record local government and community reports at least once each month. (Op. Units: 4-B, 9-G, other units as required)
- (5) Publish and distribute widely a schedule of Chipola's presentations on Comcast beginning during the spring semester 2005. (Op. Units: 4-B, 9-G, other units as required)
- (6) Work closely with all departments to insure that Comcast broadcasts are helpful for students and that students know when programs are to be aired (i.e., lectures, drama productions, concerts, registration and enrollment information, advising tips, etc.) (Op. Units: 4-B, 9-G, other units as required)

- (7) Increase available funds for TV advertising by incorporating costs into grant applications. (Op. Units: 4-B, 9-G, Marketing and Recruitment Committee)

## **2.4 Expand recruiting efforts beyond high schools**

### **Strategies:**

- (1) Develop and implement a plan to place marketing and recruitment materials in public places around the district. (Op. Units: 9-G, 3, 6, Marketing/Recruitment Committee)
- (2) Assign responsibility for expanding efforts to community/business/industry, establish a timeline, etc. (Op. Units: 1, 3, 6, 7, Marketing/ Recruitment Committee)
- (3) Update and print program brochures and general recruitment materials. (Op. Unit: 4-G, 7, 5, 5-A, 5-B, 5-C, 4-A)
- (4) Identify locations and secure permission to place racks. (Op. Units: 6, 9-G, Marketing/Recruitment Committee)
- (5) Secure racks for post offices, court houses, public libraries, etc. (Op. Units: 6, 9-G, 10) Marketing/Recruitment Committee)
- (6) Develop and implement a plan to market and recruit at business/agencies/industry locations within the district. (Op. Units: 6, 7, 9-G, Marketing/Recruitment Committee)

## **2.5 Expand the use of the college website for marketing and outreach**

### **Strategies:**

- (1) Redesign and update the college website's overall layout to make it more user friendly and increase its impact. (Op. Units: 9-A, 9-G)
- (2) Create a Website Advisory Committee and charge it with providing feedback and advice about the development, design, and use of the college website. (Op. Units: 9-A, 9-G, 4, 4-A, Governance Council, Website Advisory Committee, all departments with web pages)
- (3) Encourage teachers and departments to keep web pages current. (Op. Units: 4, 5, 6, 7, 9, 9-A, Website Advisory Committee)
- (4) Develop specific procedures and streamline the process of updating web pages. (Op. Units: 9-A, Website Advisory Committee, all departments and faculty with web pages)
- (5) Promote the development of special-interest web pages within the college website like Foundation, student activities, student organizations, athletics webpage with subsections about each sport, etc.) (Op. Units: 9-A, Website Advisory Committee, 2, 3, 4, 5, 6, 7, 8, 9)

## **2.6 Increase student access to technology off campus.**

### **Strategies**

- (1) Seek funds for student e-mail servers. (Op. Units: 8, 4-B, 9-A)
- (2) Seek funds to purchase lap top computers for students to check out. (Op. Units: 8, 4-b, 9-A)

- (3) Seek funds to place computers in the public libraries in the college district. (Op. Units: 8, 4-B, 9-A)
- (4) Improve distance learning by increasing campus-wide collaboration on distance learning efforts. (Op. Units: 3, 4, 5, 4-A)
- (5) Increase publicity of the Library's LINCWeb's availability off campus and actively promote its usage. (Op. Units: 4-B)
- (6) Enhance the Library's webpage on Chipola's website to attract more users. (Op Units: 4-b, 9-A)
- (7) Encourage faculty to schedule classes for Library visits for general and/or subject-specific training in library research skills, or schedule sessions at classroom sites. (Op. Units: 3, 4, 4-A, 4-C, 4-D, 4-E, 4-F, 4-G, 5, 5-A, 5-C)
- (7) Improve student use of technology by scheduling library faculty for instructional sessions at classroom sites. (Op. Units: 3, 4, 4-A, 4-C, 4-D, 4-E, 4-F, 4-G, 5, 5-A, 5-C)

### **3. INCREASE STUDENT RETENTION, SATISFACTION, AND COMPLETION**

#### **3.1 Assess and address results of the Community College Survey of Student Engagement (CCSSE) and other student surveys.**

##### **Strategies:**

- (1) Report initial results to faculty. (Op. Unit: 3)
- (2) Encourage use of CCSSE data by publishing complete results in *Chipola Facts*. (Op. Units: 3, 8)
- (3) Analyze CCSSE results and develop plans to address areas where Chipola needs improvement. (Op. Units: 3, 8, others as assigned)
- (4) Participate as a pilot institution in the first Community College Faculty Survey of Student Engagement (CCFSSE) by asking faculty to respond to the on-line survey of faculty. (Op. Units: 3, 4-A, 4-C, 4-D, 4-E, 4-F, 4-G)

#### **3.2 Increase instructional support for college-prep/remedial students**

##### **Strategies:**

- (1) Seek grant funds to expand TRIO support for at-risk students. (Op. Units: 8, 6, 6-A)
- (2) Continue to provide services in the Math Lab by incorporating supervision hours into existing faculty's teaching load. (Op Units: 4-F)
- (3) Hire student tutors to expand the services of the Math Lab. (Op. Units: 4-F)
- (4) Expand the hours of the Math Lab to include weekends. (Op. Units: 4-F)

- (5) Continue the following coordinated effort to support student athletes: (Op. Units: 9, 9-D)
- Conduct the athletic study hall in the Math Lab
  - Continue the tutorial program for athletes
  - Continue to monitor and assess graduation, retention, and transfer rates among athletes
  - Appoint an Academic Coach to assist in addressing student behavior and monitoring academic progress
  - Continue to have a “team advisor” for each sport
  - Continue efforts to improve the image campus-wide of athletes and athletics

### **3.3 Establish a placement office for both completers and students seeking part-time employment.**

#### **Strategies:**

- (1) Identify and designate an appropriate Career Center space in the Student Services Building. (Op. Units: 3, 6)
- (2) Equip the Career Center with appropriate computers, software, printed materials, furniture, etc. (Op. Units: 3, 6)
- (3) Develop processes by which currently enrolled and graduating students may seek part- and full-time employment. (Op. Units: 3, 6)
- (4) Establish information links to facilitate job placements for both employers and students. (Op. Units: 3, 6)

## **4. EXPAND ACCESS TO COLLEGE PROGRAMS AND SERVICES**

### **4.1 Evaluate the effectiveness of distance learning classes (Ind. Study, On-line, DIS)**

#### **Strategies:**

- (1) Increase efforts to ensure that all distance learning students complete course evaluations. (Op. Units: 3, 4-B)
- (2) Determine effectiveness measure for distance learning. (Op. Units: 3, 4-B)
- (3) Collect and publish grade distributions and completion data for distance learning courses. (Op. Units: 3, 4-B, 9-A)
- (4) Distribute results for assessment by appropriate units. (Op. Units: 3, 4-A, 9-A)
- (5) Publish assessment results in a special *Chipola Facts* about distance learning. (Op. Units: 3, 4-A, 9-A)
- (6) Continue to seek grant funds to support distance learning efforts. (Op. Units: 3, 4-A, 8)

### **4.2 Continue to increase faculty use of web pages to supplement instruction**

#### **Strategies:**

- (1) Continue to encourage faculty to establish and maintain a web presence. (Op. Units: 3, 4-C, 4-D, 4-E, 4-F, 4-G)
- (2) Establish a Website Advisory Committee to advise and evaluate the college website. (Op. Units: 9-A, Governance Council)
- (3) Continue to provide faculty development in webpage design and maintenance. (Op Units: 3, 9-A, 4-C, 4-D, 4-E, 4-F, 4-G)

#### **4.3 Increase off campus student access to instructional resources via technology**

##### **Strategies:**

See strategies in 5.1, 5.2 and other sections.

#### **4.4 Implement web registration and on-line application capabilities**

##### **Strategies:**

- (1) Continue to encourage the use of FACTS.org to submit on-line applications. (Op. Units: 9-A, 7)
- (2) Phase in web registration by implementing an initial test of the process during the Summer I 2005 semester, with continued live testing during Summer II 2005. A limited rollout of the final program will take place in fall of 2005. (Op. Units: 3, 6, 7, 9-A)
- (3) Create the capability of generating an on-line fee receipt. (Op. Units: 6, 9-A, 10)
- (4) Increase system capacity for students to access and update their student information via the web (i.e., address changes, phone numbers, e-mail addresses, etc.) (Op. Units: 9-A, 6, 7)

#### **4.6 Continue to pursue training partnerships with other institutions, agencies, and industries**

##### **Strategies:**

- (1) Begin offering English and math courses on a trial basis in prisons within the college district. (Op. Units: 3, 4-F, 4-G, 7)
- (2) Increase training grant funds by seeking stronger collaboration with the One-Stop Center and Regional Workforce Development Board. (Op. Units: 5, 8)
- (3) Strengthen partnerships through the University Center by renovating an appropriate space and relocating University Center personnel to a more accessible location. (Op. Units: 3, 4, 9-D)

#### **4.7 Continue to expand Continuing Education's training opportunities**

##### **Strategies:**

- (1) Continue to upgrade software in Continuing Education. (Op. Units: 5, 5-B, 9-A)
- (2) Seek new grant funds to continue training and professional development for business and industry. (Op. Units: 5, 5-B, 8)

- (3) Seek continuing grant funds to maintain the Regional Professional Development Center for adult and vocational educators. (Op. Units: 5, 5-B, 8)
- (4) Seek new training opportunities for new and emerging businesses and industries in the Florida Panhandle. (Op. Units: 5, 5-B, 8)

## **5. CONTINUE TO COMPLY WITH SACS AND FLORIDA DOE REQUIEREMENTS FOR BACCALAUREATE DEGREES**

### **5.1 Prepare responses to recommendations of SACS Substantive Change Committee**

#### **Strategies:**

- (1) Complete and submit appropriate documents in response to the SACS Substantive Change Committee Report. (Op. Units: 3, 4, 4-B, 4-F, 8)
- (2) Prepare documentation that the college has done the following:
  - Analyzed and projected budget and funding for the BSSE/Teacher Education Program
  - Revised the college's mission statement
  - Increased library staff and resources in support of the BSSE/Teacher Education Program
  - Developed college-level competencies for the general education core
  - Defined and published faculty responsibilities and authority in curricular decisions
- (3) Refine the Governance Council and committee processes. (Op Units: 1, 8, Governance Council, all committees)

### **5.2 Ensure college-wide compliance with recommendations of the SACS Substantive Change Committee according to the Commission on Colleges' *Principles of Accreditation***

- (1) Continue to identify and collect instructional and library resource materials to support all programs. (Op. Units: 3, 4-B, 4-F, other Instructional Units)
- (2) Continue to recruit and hire adjunct faculty with appropriate credentials. (Op Units: 3, 4, 4-A, 4-C, 4-d, 4-E, 4-F, 4-G, 5, 5-A, 5-C)
- (3) Develop learning outcomes for all programs. (Op. Units: 3, 4-A, 4-C, 4-D, 4-E, 4-F, 4-G, 8, Curriculum Committee)
- (4) Further engage faculty in curricular decisions as the college transitions into a baccalaureate degree-granting institution. (Op. Units: 3, 4, 4-A, 4-B, 4-C, 4-D, 4-E, 4-F, 4-G, CCE, CFA, Curriculum Committee)

### **5.3 Seek approval of the Teacher Education Program by the Florida Department of Education**

- (1) Complete and submit appropriate documents for approval by the Florida Board of Education and Board of Professional Standards. (Op. Units: 3, 4, 4-B, 4-F, 8)

- (2) Establish a Site Visit Task Force to prepare for the logistics of the site visit by the Florida Department of Education review committee. (Op. Units: 3, 4, 9, 9-D, 10)
- (3) Host a visit by the Florida Department of Education review committee. (Op. Units: 3, 4, 9, 9-D, 10, others as required)
- (4) Communicate progress regularly in meetings on campus and in community. (Op. Units: 1, 3, 4, 8, 9)

#### **5.4 Increase library staff and resources**

##### **Strategies:**

- (1) Hire at least two new full time employees trained in librarianship or information technology. (Op. Units: 3, 4-B, 9-C)
- (2) Improve the way faculty request library resources to support their courses. (Op. Units: 3, 4-B, 4-A, 4-B, 4-C, 4-D, 4-E, 4-F, 4-G)
- (3) Continue to identify and collect library resources to support all programs. (Op. Units: 3, 4-A, 4-B, 4-C, 4-D, 4-E, 4-F, 4-G)

See also strategies in 1.6.

#### **5.5 Evaluate and revise college documents and official processes as required**

##### **Strategies:**

- (1) Revise and realign board policies to comply with state statutes. (Op. Units: 1, 4, other units as required)
- (2) Create and distribute widely the FERPA confidentiality regulations for faculty, staff, and students. (Op. Units: 7, 7-A)
- (3) Revise and post on the college website the *Chipola College Safely and Security Manual*. (Op. Units: 9, 9-H, 9-A)
- (4) Establish and publish widely an official way students and teachers can be contacted during night and weekend classes. (Op. Units: 9, 9-H, 4, 5, 4-C, 4-D, 4-E, 4-F, 4-G, other units as required)
- (5) Prepare and distribute a current list of emergency numbers and encourage employees to post them on or near their telephones. (Op. Units: 9, 9-H, other units as required)

**Other Action Plans in 2004-2005**  
**Committee Projects, Task Forces, and other College-Wide Efforts**

Marketing and Recruitment Efforts	Continuing efforts to address new marketing and recruitment opportunities; revising the Marketing and Recruitment Committee membership and making it an executive committee which meets regularly and makes recommendations to the president
Renovation of the New Student Services Building	Continuing renovation of the old Administration Building into a new Student Services Building
Response to the SACS Substantive Change Committee's Report	Preparing and submitting the college's response to the SACS Substantive Change Committee's report and maintaining the college's accreditation as a Level II (baccalaureate) institution
DOE approval of the Teacher Education Program	Preparing and submitting the college's application for approval of the BSSE degree program for middle and secondary school math and science teachers
Student Learning Outcomes	Identifying the learning outcomes for the General Education Core and for each degree or certificate program, determining how the college assesses whether students have gained the competencies, and using the assessment results to improve the curriculum
College Policies	Revising and updating college policies to comply with new state statutes