

**Sinclair Community College
Instructional Master Plan
2004-05**

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Table of Contents

Introduction	1
Instruction Division Accomplishments 2003-04	2
Strategic Directions for Instruction 2004-06	5
2004-05 Operational Priorities	6
Process Change and Policy Priorities for 2004-05.....	10
Implementation, Reporting and Assessment.....	11
2004-05 Resource Requirements.....	12
Faculty.....	12
Staff.....	13
Facilities	14
Information Technology.....	15
Marketing	16
Appendices	
Division FTE Targets	18
Division Business Plan Initiatives for 2004-05	19
Division Business Plans.....	23

[Allied Health Technologies](#)
[Business Technologies](#)
[Engineering and Industrial Technologies](#)
[Extended Learning and Human Services](#)
[Fine and Performing Arts](#)
[Liberal Arts and Sciences](#)
[Corporate and Community Services](#)
[Distance Learning and Instructional Support](#)

Introduction

This Instructional Master Plan, prepared at the request of President Johnson and with the participation of the deans of the college, outlines the priorities for the Instruction Division and its academic divisions for the 2004-05 academic year. Each academic division and department has identified its priorities and resource needs through the college's existing planning process, including continuous improvement targets and division business plans. Appended to this document are the detailed division business plans and CITs for the college's academic divisions and departments.

Instructional Master Planning is intended to serve several purposes:

- To establish priority initiatives that enhance and expand instruction and student learning
- To position the college to better meet the needs of the community and region for postsecondary education and workforce development
- To advance the college's work on (1) operational initiatives that improve the college's functioning and (2) transformational initiatives that help move the college in new, strategic directions
- To provide a focus for planning in other divisions of the college, including both academic and operational divisions
- To align work and resources across the college with the priority of student learning as the college's central purpose

The Instructional Master Plan will be carried out through close partnership among the college's organizational divisions: Instruction, Student Services, Business Services, and Information Technology. Initiatives identified in the plan are not listed in any order of priority; all are considered important to the Instruction Division and college.

Instruction Division Accomplishments 2003-04

The heart of Sinclair's mission – helping students learn – is the result of the good work of many persons across all Divisions of the college. Listed below are some of the noteworthy accomplishments of the Instruction Division for 2003-04, all of which were supported by the college community.

- During FY 03-04, 36,638 persons (unduplicated headcount) were provided instruction in credit courses, filling 199,432 seats and generating 12,984 annualized FTE. 4,910 credits were awarded through articulation agreements, and 1,751 credits were earned through proficiency exams.
- A record number of curriculum changes were made – over 100 more than in any previous year. These actions included new certificate programs and new course proposals, program and course revisions, and program and course deactivations.
- Thirty new tenure-track and seventeen new annually contracted faculty were hired.
- Among the many faculty recognitions for outstanding accomplishment, the following faculty were selected to receive the NISOD Teaching Excellence Award and were honored at the annual NISOD conference in Austin, TX in May:
 - Marsha Wamsley, Allied Health
 - Donna Chadwick, Business Technologies
 - Steve Ash, Engineering
 - Judith Skyllingstad, Extended Learning and Human Services
 - Mark Echtner, Fine and Performing Arts
 - Luis Gonzalez, Liberal Arts and Sciences
- The Innovation of the Year Award was presented to Victoria Hennessy and Yufeng Wang for organizing the first Global Awareness Program at Sinclair.
- Over 340 college employees participated in hundreds of professional development activities, including conference presentations, career seminars, technology training, teleconferences and physical fitness courses.
- The college's workforce development training through Corporate and Community Services continued to make a major impact on the Miami Valley region:
 - 82,334 people were served through 680,080 contact hours of credit and non-credit training through contracts or agreements with business, industry, government or labor organizations

- 1,132 contracts or agreements were developed to provide non-credit services for business/industry/organizations and an additional 145 contracts for credit services, for a total of 1,277 contracts and agreements
 - 770 workshops, seminars and other events for business and industry were conducted by the college for a total of 566 organizations
- Increases in average class size in FY 04 resulted in a savings to the college of approximately \$375,000.
- The following programs were accredited or reaccredited:
 - Dietetic Technology
 - Emergency Medical Services
 - Health Information Management
 - Mental Health Technology
 - Occupational Therapy Assistant
 - Fire Science Technology
- A proposal was developed for offering courses and programs in Warren County, beginning in fall 2004.
- Phi Theta Kappa received exceptional recognition this year, including the following awards:
 - George O. Bierkoe Distinguished Member Award: Janie Fairley
 - Distinguished Chapter Officer Award: Joan Scott
 - Top 25 Chapters in Scholarship
 - Top 25 Chapters in Fellowship
 - Service Hallmark: Top 10 in Service
 - Third Runner Up, Most Distinguished Chapter in International Society
 - At the State level: Top Chapter in Leadership, Second Place Chapter in Scholarship, Second Place Chapter in Service and Third Place Chapter in Fellowship, thus winning every Hallmark category at the State level
- Kristina Milentis was selected as the New Century Scholar (top student in the State), First Team All Ohio and Third Team All USA TODAY Academic Team; Alicia Wagoner was selected for the Second Team All Ohio.
- The Tech Prep consortium enrolled 1,184 eleventh graders, 924 twelfth graders and 650 students at Sinclair, for a total of 2,758 students. The consortium developed a new pathway in Procurement, Acquisitions, Logistics and Supply Chain Management (PALS), in cooperation with the Defense Acquisitions University at WPAFB.
- 167 faculty and 110 community partners participated in orientations to Service Learning. Over 340 students participated in service learning related activities.

- Instruction assumed leadership for the college’s NCA reaccreditation process, including coordination of three AQIP initiatives:
 - Assessment
 - High School Linkages/Student Readiness
 - Academic Advising
- A new model for the regular review of academic departments and programs was developed, to be piloted in the 04-05 academic year.
- New policies were approved for compensation for teaching distance learning courses and for facilitating distance learning courses.
- An orientation CD was developed for all part-time faculty.
- Greater efficiency was achieved through the realignment of over 80 faculty offices, and 26 new workstations were created for faculty. Nineteen new classrooms were created through renovations
- The following funding in external grants and contracts was received by academic divisions and departments:

Allied Health	\$ 4,608
Business Technologies	\$ 401,450
Engineering	\$ 1,020,238
Extended Learning & Human Services	\$ 138,740
▪ Project Read	\$ 653,109
Liberal Arts & Sciences	\$ 20,000
Tech Prep Consortium	\$ 901,313
Distance Learning	\$ 9,000
Total	\$ 3,148,458

- There were 17,091 asynchronous enrollments in distance learning classes during 03-04, and 43 new distance learning courses were developed.

Strategic Directions for Instruction 2004-06

1. Through regular academic program review and revision, anticipate and develop new programs to meet community needs.
2. Expand assessment of student learning outcomes.
3. Continue the college's long-standing commitment to expanding access for Miami Valley region citizens, including service to learners at off-campus sites.
4. Improve the college readiness of area high school students and the performance of students in developmental studies.
5. Improve students' academic success, including retention, performance in courses, and degree/certificate completion.
6. Facilitate the smooth transfer of students to SCC and from SCC to baccalaureate degree granting institutions.
7. Position the college as the leading provider of continuing professional education and workforce development in the region.
8. Improve the forecasting of training and employment trends in the region and improve the college's competitive position for responding to these trends.
9. Align full-time and part-time faculty and staff resources with instructional and institutional goals.
10. Expand full-time and part-time faculty development.
11. Expand and improve distance learning instruction.
12. Improve course scheduling and space utilization in order to meet instructional demand.

2004-05 Operational Priorities

- 1. Through regular academic program review and revision, anticipate and develop new programs to meet community needs.**
 - a. Consider emerging needs such as Public Safety/Homeland Security, Commercial Photography, Teacher Education, Nanotechnology, Fuel Cell Technology, and Product Lifecycle Management.

- 2. Expand assessment of student learning outcomes.**
 - a. Provide leadership for the AQIP assessment initiative.
 - b. Increase, with the assistance of Institutional Planning and Research, direct measures of student learning; document and communicate direct measures of student learning.
 - c. Provide training for full-time and part-time faculty, staff and administrators on best practices in assessment.
 - d. Showcase SCC departments that have strong assessment practices in place.
 - e. Complete development of Version II of the curriculum management tool and learning outcomes repository.
 - f. Establish the Annual Data Set for the department review pilot.

- 3. Continue the college's long-standing commitment to expanding access for Miami Valley region citizens, including service to learners at off-campus sites.**
 - a. Evaluate current offerings at off-campus sites and align with regional needs and opportunities.
 - b. Develop a comprehensive plan for the delivery of instruction and support services that is consistent with the college's regional development efforts.
 - c. Realign enrollment targets across programs and divisions to reflect changing trends in employment patterns and student transfer goals.
 - d. Align resources (faculty and staff positions, space, marketing and operating funds) with enrollment shifts and opportunities.

- 4. Improve the college readiness of area high school students and the performance of students in developmental studies.**
 - a. Provide leadership for the AQIP high school linkages initiative to increase the college preparedness of high school students, including students' mastery of basic skills.
 - b. Maintain a close and effective partnership with the Dayton Public Schools, especially with respect to planning for the proposed technical high school.
 - c. Evaluate for scale-up of the Academic Resource Center program as a model for helping students master basic skills, and coordinate this initiative with planning for academic support services in the Learning Resources Center.
 - d. Collaborate with area high schools to increase the number of minority students who enroll at SCC.
 - e. Evaluate the progress of the Early Alert program for improving the retention and performance of developmental students.

- 5. Improve students' academic success, including retention, performance in courses, and degree/certificate completion.**
 - a. Provide leadership for the AQIP initiative on academic advising.
 - b. Determine the organizational structure and the number and location of academic counselors that will result in the best service to Sinclair students based on the existing level of service to students; assess the resources needed if mandatory academic advising for students were to be implemented.
 - c. Develop strategies for documenting and tracking student goal completion as a measure of student success.
 - d. In conjunction with IPR, assess enrollment and retention patterns within programs.
 - e. Develop focused strategies for improving retention in the Top 45 courses.

- 6. Facilitate the smooth transfer of students to SCC and from SCC to baccalaureate degree granting institutions.**
 - a. Develop a process to assess the success of students as they transfer to four-year institutions and incorporate tracking in the curriculum management tool.
 - b. Increase articulation agreements with high schools, colleges and universities.
 - c. Fully implement the CAS system.

- d. Insure that SCC's implementation of the transfer module is consistent with OBOR expectations.
 - e. Determine what transfer support services are needed to serve SCC students well and the cost and structure for providing these services.
- 7. Position the college as the leading provider of continuing professional education and workforce development in the region.**
- a. Improve assessment of employer training needs and satisfaction with training.
 - b. Develop partnerships with community and regional training providers to minimize competitive issues and provide enhanced coordinated services.
 - c. Increase marketing of non-credit, credit and customized services.
 - d. Expand workforce development services and vertical market partnerships.
- 8. Improve the forecasting of workforce development trends in the region and the college's competitive position for responding to these trends.**
- a. Develop an effective environmental scanning process to guide program development decisions.
 - b. Develop a strategic marketing plan based on an assessment of the community's current and emerging needs for credit and non-credit instruction and the competitive market in which the college operates.
 - c. Increase marketing for (1) new programs, (2) existing programs with new competitors, (3) programs with opportunity for expanded enrollment without extensive facility costs, and (4) programs with demand for continuing education.
- 9. Align full-time and part-time faculty and staff resources with instructional and institutional goals.**
- a. Reduce the number of categories of faculty; quantify staffing needed to eliminate the special adjunct position by fall 2005.
 - b. Increase the pool of well-qualified part-time faculty who are available for employment at peak demand times of the day/week.
 - c. Review and reallocate faculty and staff positions in relationship to enrollment shifts and emerging trends in enrollment.
 - d. Increase the number of minority faculty and staff in the Instruction Division.
 - e. Implement a new compensation model for distance learning.

- f. Refine faculty recruitment practices in order to attract well qualified faculty to replace the significant number of faculty anticipated to retire over the next 4-7 years.

10. Expand full-time and part-time faculty development.

- a. Increase the ability of faculty to use a variety of teaching strategies and modalities to meet the diverse needs of SCC students.
- b. Provide leadership and management skills training for department chairs.
- c. Assist faculty who are new to college teaching in developing effective teaching skills and understanding how students learn.
- d. Provide training on best practices in peer and student evaluation of teaching.

11. Expand and improve distance learning instruction.

- a. Improve student success in distance learning courses.
- b. Streamline training so that more faculty are prepared to teach through distance learning formats.
- c. Improve distance learning course quality.
- d. Increase the number of degree and certificate programs offered completely in a distance learning format.
- e. Focus resources on the development and delivery of high demand classes.

12. Improve course scheduling and space utilization.

- a. Fully implement Resource 25.
- b. Develop effective tools for use by chairs and deans to assess space utilization and improve schedule planning and implementation.

Process Change and Policy Priorities for 2004-05

During 2004-05, the Instruction Division will review its organizational structure and operating procedures with the goals of improving efficiency and expanding the Division's capacity to advance key objectives. The following specific issues will be addressed:

1. Processes that can be abandoned or streamlined will be identified in order to free up time and personnel for initiatives that are strategically important to the college and the Instruction Division.
2. The Vice President's Office will lead the AQIP process for NCA reaccreditation.
3. More authority (not tasks) will be shifted from the Vice President for Instruction to academic deans and from deans to department chairpersons.
4. A revised department/program review process will be piloted.
5. A review process will be developed for the implementation of new academic programs and discontinuation of programs that are no longer viable.
6. A review of the organizational structure and the number and location of academic counselors will be undertaken, resulting in improved service to Sinclair students.
7. Alternatives to the current merit process for faculty will be studied, with the goal of improving the process of awarding merit bonuses.
8. A comprehensive evaluation structure for full-time and part-time faculty will be recommended, with the goal of expanding the use of student feedback and additional information to improve teaching and inform the faculty evaluation process.
9. The Distance Learning Course Development and Facilitation Policy will be implemented.
10. The Distance Learning Compensation Policy will be implemented.
11. The Distance Learning enrollment restrictions to improve student success will be implemented.
12. Version I of the curriculum management tool will be implemented.

Implementation, Reporting and Assessment

Leadership for the implementation of this plan rests with the Vice President for Instruction, with oversight and coordination responsibility assigned to the Assistant Vice President for Instruction. Deans of the college's divisions will play a central role in facilitating working groups, committees and teams charged with carrying out the activities and initiatives needed to accomplish the priorities reflected in this plan.

In the implementation of this plan, close collaboration will be required with the operational divisions of the college – Student Services, Information Technology, and Business Operations – as well as with key leadership groups, including the Faculty Senate, Department Chairs Council, and Counselors Council. A task and timeline template for implementing the plan during the 2004-05 academic year will be published in August 2004.

The Vice President for Instruction will report, in conjunction with the deans, on a quarterly basis to the President on the progress of the Instruction Unit priorities for the 2004-05 academic year. These reports will include progress since the last report and any assistance needed from the President. Progress reports also will be shared with the Faculty Senate, Department Chairs Council, Counselors Council and the Staff Senate.

The Strategic Directions for the 2005-07 period and operational priorities for 2005-06 will be revised during the fall term of 2004, in advance of the college's budget request process. Departments and divisions within Instruction, as well as other units across campus, will be asked to identify in CITs and Business Plans how they can assist with and support Instruction priorities.

2004-05 Resource Requirements

Faculty

New positions requested for 2004-05, in order of priority, are:

New Positions	Type	Position Converting	Division	Funded 04-05
1. Mathematics	TT	Special Adjunct	LAS	*
2. Mathematics	TT	Special Adjunct	LAS	*
3. English	TT	Special Adjunct	LAS	*
4. Biology	TT	Special Adjunct	LAS	*
5. Biology	TT	Special Adjunct	LAS	*
6. Art	TT	Special Adjunct	FPA	*
7. Music	TT	Part-time	FPA	*
8. Developmental Studies	TT	Special Adjunct	ELHS	*
9. Developmental Studies	TT	Special Adjunct	ELHS	*
10. Physical Education	TT	Special Adjunct	ELHS	*
11. Design	TT	Special Adjunct	FPA	*
12. Mechanical Engineering	TT	ACF	EGR	*
13. English	TT	Special Adjunct	LAS	
14. Real Estate	ACF	Part-time	BUS	
15. Grow Our Own	TT	Part-time	VPI	*
16. Grow Our Own	TT	Part-time	VPI	
17. Developmental Studies	TT	Special	ELHS	
18. Radiologic Technology	TT	Part-time	ALH	
19. Theater & Dance	TT	Part-time	FPA	
20. Mathematics	TT	Part-time	LAS	
21. Emergency Medical Services	TT	Part-time	ALH	

For 2004-05, the following faculty position reallocations are being made:

From	To
Computer & Information Systems	Hospitality Management
Vacant ACF	Safety Risk Mgt. & Environmental Technology
Vacant ACF	Automotive Technology

Searches have been authorized for anticipated openings in the following departments:

- | | |
|---------------------------------------|------------------------------------|
| 1. Radiologic Technology | Allied Health Technologies |
| 2. Nursing | Allied Health Technologies |
| 3. Management | Business Technologies |
| 4. Computer Information Systems | Business Technologies |
| 5. Computer Information Systems | Business Technologies |
| 6. Business Information Systems | Business Technologies |
| 7. Experience Based Education | Extended Learning & Human Services |
| 8. Tooling and Machining | Engineering Technologies |
| 9. Modern Languages | Liberal Arts & Sciences |
| 10. History | Liberal Arts & Sciences |
| 11. Marketing | Business Technologies |
| 12. Automation and Control Technology | Engineering Technologies |
| 13. Developmental Studies | Extended Learning & Human Services |

Staff

The following full-time staff positions, listed in order of priority, are requested for 2004-05:

1. Web course facilitator	Distance Learning & Instructional Support
2. Web course facilitator	Distance Learning & Instructional Support
3. Web course facilitator	Distance Learning & Instructional Support
4. Secretary	Criminal Justice Training Academy
5. Web content manager	Corporate and Community Services
6. Secretary	COOP/BUS/LAS/PAR Admissions
7. Transfer Specialist	LAS/Teacher Ed and Transfer
8. Pedagogy Specialist	Distance Learning & Instructional Support
9. Math Lab Assistant	Mathematics
10. Secretary	Music/Communication/Theater
11. Web Course Design Assistant	Distance Learning & Instructional Support
12. Transfer Specialist	LAS/Transfer and Teacher Education
13. Marketing Position	Fine and Performing Arts

Instructional Facilities Priorities

Over \$50,000:

1. Phase II of Dental Hygiene Project
2. Conversion of racquetball courts to additional classrooms
3. Renovate 3021, 3021A and 3023
4. Installation of color processor equipment in 13303
5. Renovate 13330, 13323, 13324
6. AV equipment Phase II
7. Consolidate 3033 and 3031 to create a larger BIO lab
8. Provide non-skid floor coating on pool deck
9. Replace dance studio floor
10. Renovate lab cabinetry in 3033 and 3042

Under \$50,000:

1. Replace lighting in Tartan Terrace (Facilities Management can incorporate into another approved project for this space)
2. Replace door between 11141 and 11142
3. New sound system for dance studio
4. Soundproofing for 13329
5. Ductwork for 3112
6. Sink replacement for 13301 and 13304
7. Improve lighting in 5041 and 5043
8. Lighting, LRC Gallery
9. Relocate electrical outlets in 12336, 12334, 12346, 12397
10. Install chair railing in 12312

Information Technology Priorities

Academic Support

- IT support for the Developmental Learning Center and Writing Lab in the LRC
- Operationalizing the college's policy within classrooms and labs on appropriate uses of technology
- Automated payload process
- Continue to standardize technology in shared instructional spaces to improve ease of use
- Develop a policy to address the repair or replacement of equipment housed in shared instructional areas
- Continue to further leverage of the R25 application and data in support of various functions across the campus

Administrative Technical Support

- Course Applicability System
- Master File
- Curriculum Management Tool - implementation of Version I and development of Version II
- Code for automating entry of student records from Colleague to Envision for tracking the status of ALH program applicants
- Development and support of websites to market the Ponitz Center and MVRP
- Improved websites for marketing FPA programs and performances
- Course management system selection and migration
- On-line course evaluations for distance learning courses
- On-line student readiness assessment for distance learning courses
- Automated faculty payload pilot (will include Business Services as well as IT)
- Department/program review pilot
- Reports as needed in support of Instruction
- Re-architect the way programs and courses appear on the college's website

Marketing Priorities for 2004-05 Identified in Division Business Plans

Existing Activities Where Additional Marketing is Desirable:

- Transfer opportunities in all academic divisions/college parallel programs
- Distance learning courses/programs
- Expanded regional development activities
- Fine and Performing Arts programs, with emphasis on quality of instruction, performances and exhibits; target high schools with arts programs; emphasize certificate programs in art, design, communication, music and dance, and the tech prep pathway in digital design
- Top Gun program
- Aviation Technology program
- 2+2+2 programs in Business and other fields with Tech Prep pathways
- AIS/ATS as a unique opportunity for students
- Dietetics Technology program with an emphasis on health and wellness
- Credit and non-credit offerings targeted at workforce development needs
- Teacher preparation
- Courses at off-campus sites
- CIS: impact of outsourcing overseas
- Biotechnology program
- AIM Center
- Automation and Control Technology

Opportunities for Joint Marketing Across Programs:

- Developmental education; in conjunction with other supports such as ARCs and Project Read
- Emergency Medical Services, Fire Science and Criminal Justice
- Architectural Technology and Interior Design
- Physics and Electronics
- Industrial Engineering and Industrial Psychology
- Manufacturing and Marketing

Programs Facing Increased Competition:

- Allied Health: Nursing and Surgical Technology
- Culinary Arts
- Criminal Justice
- Manual Communication
- Engineering Technologies

Programs Particularly Impacted by Aggressive Marketing from Proprietary Schools:

- Electronics
- HVAC
- Health Information Management
- Medical Assisting
- Design
- Art
- Industrial Design and Graphic Technology

New Programs/Courses:

- Exercise Science track, Physical Education associate's degree program

Continuing Education:

- Nursing
- Radiologic Technology
- Medical Assistant Technology
- Emergency Medical Services
- Respiratory Care
- Real Estate
- OSHA
- Manual Communication
- Law Enforcement
- Corrections

Emerging Courses/Programs:

- Theater and music appreciation courses – distance learning format
- Commercial photography
- Digital photography offerings
- New articulations with WSU in:
 - Interior Design
 - Manual Communication
- New degree program in Public Safety – EMS option, Homeland Security
- Tech Prep public safety program, Criminal Justice pathway
- Cyber security
- Fuel cell technology

Division FTE Targets

FY 04-05

Division	Summer FTE	Summer % of College FTE	Fall FTE	Fall % of College FTE	Winter FTE	Winter % of College FTE	Spring FTE	Spring % of College FTE
ALH	360	9.0%	1273	9.9%	1236	10.1%	1245	10.9%
BUS	709	17.8%	2087	16.2%	1975	16.2%	1886	16.5%
ELHS	747	18.8%	2447	19.0%	2148	17.6%	1867	16.3%
ENG	294	7.4%	1173	9.1%	1145	9.4%	1029	9.0%
FPA	294	7.4%	1158	9.0%	1126	9.2%	1053	9.2%
LAS	1575	39.6%	4739	36.8%	4586	37.5%	4368	38.2%
Total	3979	100.0%	12877	100.0%	12216	100.0%	11448	100.0%

FY 05-06

Division	Summer FTE	Summer % of College FTE	Fall FTE	Fall % of College FTE	Winter FTE	Winter % of College FTE	Spring FTE	Spring % of College FTE
ALH	370	9.0%	1310	9.9%	1236	10.1%	1245	10.9%
BUS	730	17.8%	2148	16.2%	1975	16.2%	1886	16.5%
ELHS	769	18.8%	2519	19.0%	2148	17.6%	1867	16.3%
ENG	303	7.4%	1207	9.1%	1145	9.4%	1029	9.0%
FPA	303	7.4%	1192	9.0%	1126	9.2%	1053	9.2%
LAS	1621	39.6%	4878	36.8%	4586	37.5%	4368	38.2%
Total	4095	100.0%	13255	100.0%	12216	100.0%	11448	100.0%

FY 06-07

Division	Summer FTE	Summer % of College FTE	Fall FTE	Fall % of College FTE	Winter FTE	Winter % of College FTE	Spring FTE	Spring % of College FTE
ALH	381	9.0%	1349	9.9%	1272	10.1%	1282	10.9%
BUS	751	17.8%	2211	16.2%	2033	16.2%	1942	16.5%
ELHS	791	18.8%	2593	19.0%	2211	17.6%	1922	16.3%
ENG	311	7.4%	1243	9.1%	1179	9.4%	1059	9.0%
FPA	311	7.4%	1227	9.0%	1159	9.2%	1084	9.2%
LAS	1668	39.6%	5022	36.8%	4721	37.5%	4497	38.2%
Total	4215	100.0%	13645	100.0%	12575	100.0%	11785	100.0%

Division Business Plan Initiatives for 2004-05

Allied Health Technologies

1. Collaborate with other institutions of higher learning, organizations, and professional associations to develop appropriate credit and noncredit learning experiences.
2. Collaborate with the Office of Admissions to develop and implement an annual marketing plan to optimize credit and noncredit enrollment.
3. Critically evaluate the physical, financial, and human resources of the division to maximize the efficiency and effectiveness of student learning experiences.
4. Identify and develop learning experiences that expand skills and provide lifelong learning opportunities for health care professionals.
5. Identify the ALH programs and courses best suited for distance learning delivery and provide the technical, financial, and human resource support to fully develop them.

Business Technologies

1. Develop and/or reengineer curricula and programs to reflect student and employer needs in content and preferences for options in delivery modes.
2. Collect, analyze, report, and use assessment data to improve student learning.
3. Develop a marketing strategy that promotes the career and transfer programs offered in the Business Division with emphasis on continuing education and 2+2+2 articulation agreements.
4. Improve key processes in the division.
5. Develop a targeted recruiting strategy to improve diversity and skill level among part-time faculty and improve services to part-time faculty (including mentoring and training in emerging technologies and techniques).
6. Obtain benchmark data related to students' perceptions of Academic Counseling services in the Business Division.

Engineering and Industrial Technologies

1. Expand Integrated System Technology.
2. Promote the Mid-America OSHA Education Center Courses.
3. Develop the Delta Connection Program.
4. Develop Fast-Forward/ Out-of-School Youth partnership with SCC.
5. Develop Mound Street Academies partnership with SCC.
6. Fully implement Project Lead the Way (PLTW) activities throughout the state of Ohio.
7. Establish the National Training Institute for Manufacturing Education in partnership with the League of Innovation.
8. Develop Fuel Cell Technology partnership with EMTEC and Purdue.
9. Submit a joint grant proposal with Purdue University to NSF in the area of Nanotechnology.
10. Develop a new marketing strategy to further improve the activities of the AIM Center and the National Center for Manufacturing Education.

Extended Learning and Human Services

1. Meet enrollment and ACS targets for the division.
2. Support student success in Developmental Studies.
3. Offer students enhanced opportunities for alternative learning options and individualized study.
4. Recruit well-credentialed faculty and support their continuing professional development.
5. Improve facilities and equipment to support student learning and the college's facilities goals.
6. Expand the quality and quantity of assessment across the division.
7. Expand internal and external marketing of the division's programs.

Fine and Performing Arts

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| 1. Increase full time faculty within the division to achieve college goal of 60% full time (currently FPA has lowest full-time/part-time ratio of 47.8%) and support departmental growth and ensure quality of instruction. |
| 2. Continue to foster relationships with high schools with the goal of increasing student registration in FPA programs. |
| 3. Establish alternative delivery formats for appropriate courses within Division. |
| 4. Upgrade/transform/add divisional labs and learning spaces (classrooms, hardware, software, networking), in order to enhance learning and to align with the goals of the Learning College. |
| 5. Work with Admissions to increase visibility and awareness of the division’s programs and performances via a comprehensive, targeted advertising campaign. |

Liberal Arts and Sciences

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| 1. Increase divisional initiatives related to the transfer mission. |
| 2. Develop program offerings that support workforce development. |
| 3. Expand divisional enrollment and retention efforts by establishing new programs, increasing department initiatives, outreach activities, and enrichment programs. |
| 4. Evaluate the development, implementation, and assessment of distance learning offerings, modules, and other innovative learning strategies to provide increased access and options to students. |
| 5. Upgrade divisional labs and classrooms to expand use of technology and to support new programs. |
| 6. Implement the Freshman Experience course and learning communities as part of the LAS Summative Assessment Plan. |
| 7. Continue to expand diversity within the LAS curriculum and hirings. |

Corporate and Community Services

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|--|
| 1. Expand enrollments in non-credit workforce development programs, with a target of 55,725 participants. Programmatic resources will include:
<ul style="list-style-type: none"> -Non-credit seminars (AIMC/CCS) -Vertical Marketing project -CCS Customized Training programs -CCS event participants -Assessment Center |
| 2. Achieve a 90% satisfaction rating from corporate training customers. |

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| 3. Implement an annual survey of external organizations to determine their satisfaction with, and utilization of, college workforce development services, with a target of establishing baseline numbers this fiscal year. |
| 4. Explore and develop program partnerships with appropriate community and regional organizations to minimize competitive issues and provide enhanced community service. |

Distance Learning and Instructional Support

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| 1. Improve learner success in distance learning courses. |
| 2. Increase enrollment in distance learning courses. |
| 3. Revise the Distance Learning strategic plan. |
| 4. Strengthen faculty preparedness to teach in a distance learning format. |
| 5. Enhance the quality of distance learning courses. |

Division Business Plans

Allied Health Technologies
Business Technologies
Engineering and Industrial Technologies
Extended Learning and Human Services
Fine and Performing Arts
Liberal Arts and Sciences
Corporate and Community Services
Distance Learning and Instructional Support