

# **Strategic Plan**

## **Distance Learning through 2011**

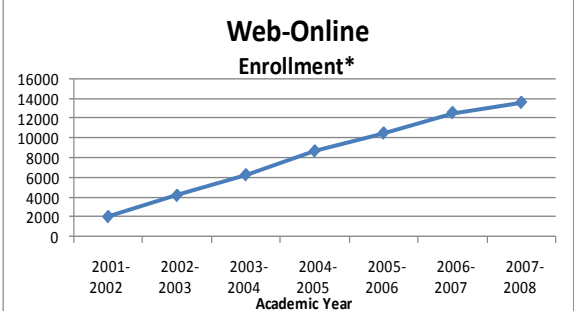
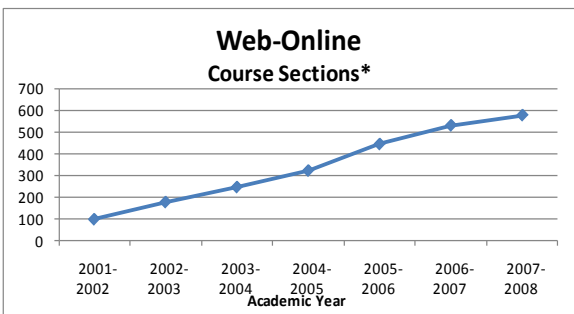
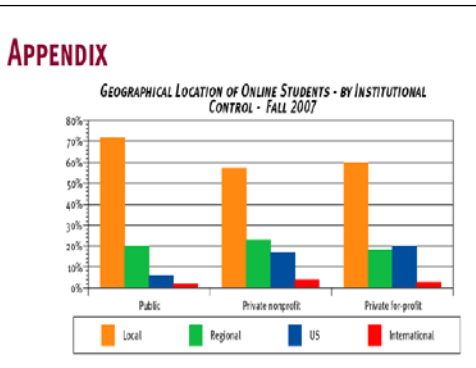


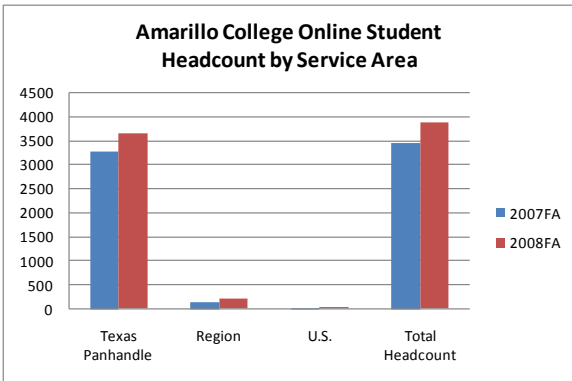
**Amarillo College**

## Table of Contents

|                                     |                |
|-------------------------------------|----------------|
| <b>ENVIRONMENTAL SCAN .....</b>     | <b>page 2</b>  |
| <b>OVERVIEW .....</b>               | <b>page 7</b>  |
| <b>VISION .....</b>                 | <b>page 7</b>  |
| <b>MISSION .....</b>                | <b>page 7</b>  |
| <b>VISION STATEMENT .....</b>       | <b>page 7</b>  |
| <b>CORE PURPOSES .....</b>          | <b>page 7</b>  |
| <b>GOALS &amp; STRATEGIES .....</b> | <b>page 8</b>  |
| <b>APPENDIX I .....</b>             | <b>page 13</b> |
| <b>APPENDIX II .....</b>            | <b>page 14</b> |

## ENVIRONMENTAL SCAN

| INTERNAL SCAN   | EXTERNAL SCAN  |
|---|--|
| <p><b>1. GROW ONLINE PROGRAMS</b></p> <p><u>Adapt</u> degree and workforce <u>programs</u> (academic and continuing education) to take advantage of web technology by expanding the inventory of <u>online degree/certificate programs</u> and continuing education will expand course inventory by <u>aligning with strategic partners</u> who provide current, high-quality online content.</p> <p>AC Strategic Plan through 2010 version 2007-Goal1</p>  | <p><b>1.GROWTH EXPLOSION CONTINUES FOR ONLINE:</b></p> <p>The number of <u>students enrolled</u> in <u>online</u> courses, which <u>two-year</u> and private for-profit colleges have embraced, are expected to <u>rise</u> during the recession due to job losses and price of gasoline. <u>Two-year colleges</u> and for-profit institutions, on the other hand, have <u>not yet met their maximum</u> potential in <u>online enrollments</u>.</p> <p>2008 Sloan Consortium Rpt.: Staying the Course</p>   |
| <p><b>2. GROW ONLINE PROGRAMS:</b></p> <div><p><b>Web-Online Enrollment*</b></p><p>Source: AC Office of Institutional Research      *Duplicated Headcount</p></div> <p><b>565.3% growth in 7 years</b></p> <p><b>Fall 06 as compared to Fall 07 – 10.4%</b></p> <p>Office of Institutional Research</p> <div><p><b>Web-Online Course Sections*</b></p><p>Source: AC Office of Institutional Research      *No. of Sections Held (Census)</p></div> <p>Office of Institutional Research</p> | <p><b>2.GROWTH EXPLOSION CONTINUES FOR ONLINE:</b></p> <p>As of 2007—the most recently analyzed data—<u>more than a fifth</u> of all students <u>enrolled</u> in higher education were taking <u>at least one online course</u>. The survey defined that as courses where “at least <u>80 percent</u> of the course content is delivered online.”</p> <p>2008 Sloan Consortium Rpt.: Staying the Course</p> <p><u>Online education grew by 12.9% (Fall06-Fall07)</u> in US as compared to all higher education growing by 1.2% in US.</p> <div><p><b>APPENDIX</b></p><p><b>GEOGRAPHICAL LOCATION OF ONLINE STUDENTS - BY INSTITUTIONAL CONTROL - FALL 2007</b></p></div> <p>Most of the growth in online is “<u>local</u>” students who chose to take online as one of option for course</p> |



Office of Institutional Research

**Expand access to Amarillo College courses and offerings.**

*AC Strategic Plan through 2010 version 2007-Goal 1*

**Deliver instruction and services using technology to improve effectiveness, efficiency, and convenience for students, faculty and staff. The College will seek positive ways to encourage technological adoption by employees and students.**

*AC Strategic Plan through 2010 version 2007-Goal 5*

**3. ENROLLMENT TARGETED POPULATIONS:**  
**Increase enrollment of recent high school graduates, especially first-generation students, as well as adult students.**

*AC Strategic Plan through 2010 version 2007-Goal 2*

**4. ENROLLMENT TARGETED POPULATIONS:**  
**Align workforce development training with projected local demands.**

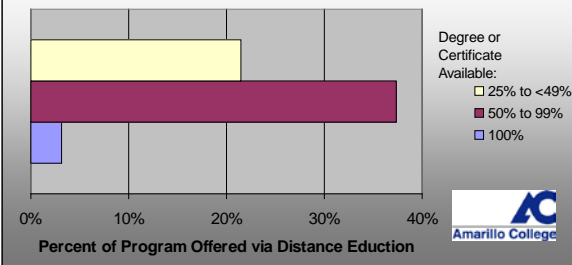
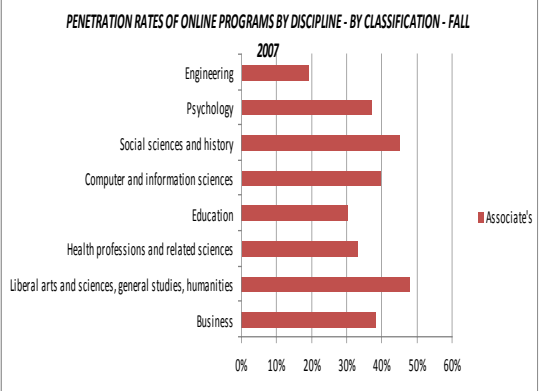
*AC Strategic Plan through 2010 version 2007-Goal 1*

**delivery.**

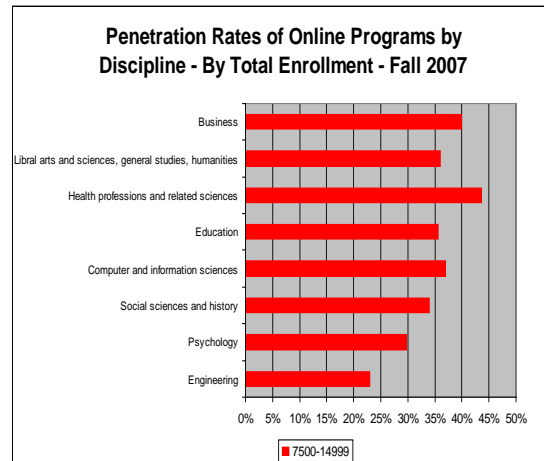
**3. ONLINE CAFETERIA PLAN FOR STUDENTS:**

**“For the first time, [schools] are seeing students choose another college for its online program,” said Ms. Allen.**

2008 Sloan Consortium Rpt.: Staying the Course

|   |   |
|---|---|
| <p><b>Number of Programs (Degrees &amp; Certificates) Available via Distance Education</b></p>  <p>Degree or Certificate Available:</p> <ul style="list-style-type: none"> <li>25% to &lt;49%</li> <li>50% to 99%</li> <li>100%</li> </ul> <p>Percent of Program Offered via Distance Education</p> <p>Amarillo College</p>  | <p><b>4. ONLINE CRITICAL STRATEGY:</b></p> <p><b><u>Two-thirds</u> of all colleges which offer associates degrees perceive online educations as <u>critical</u> to the long-term strategy of the college.</b></p> <p>2008 Sloan Consortium Rpt.: Staying the Course</p> <p><b>State of Minnesota has mandated all public colleges and universities to offer ¼ of all courses/sections as online by 2015 as an attempt for the state to save funds.</b></p> <p>Chronicle of Higher Education, 11/20/08</p> |
| <p><b>5. ALL INSTRUCTIONAL CLIMATE INCREASE STUDENT ENGAGEMENT &amp; LEARNING:</b></p> <p><b><u>Create</u> new and improve existing, <u>social spaces</u> where students congregate, <u>collaborate</u> and interact <u>in person and through virtual connections</u></b></p> <ul style="list-style-type: none"> <li>➤ Spaces within classroom buildings</li> <li>➤ Spaces in the Library</li> </ul> <p><i>AC Strategic Plan through 2010 version 2007-Goal 2</i></p> <p><b>Emphasize an institutional climate that encourages student success by <u>adjusting practices</u> to <u>improve outcomes</u>.</b></p> <p><i>AC Strategic Plan through 2010 version 2007-Goal 3</i></p> | <p><b>5. FACULTY VALUE ONLINE:</b></p> <p><b>The top 3 motivations cited by faculty for teaching online courses were as follows:</b></p> <ul style="list-style-type: none"> <li><b>#1. Meet student needs for <u>flexible access</u></b></li> <li><b>#2. Best way to <u>reach particular students</u></b></li> <li><b>#3. It is the <u>wave of the future</u></b></li> </ul> <p>National Association of State Univ. &amp; Land-Grant Colleges (Key Factors Underlying Strategic Online Programs)</p>      |
| <p><b>6. ONLINE COURSES IMPACT ON STUDENTS PERFORMANCE:</b></p> <p><b>One of the top 6 <u>predictors</u> for a student's persistence (fall to fall) and success (graduation and/or transfer) is that the student <u>enrolled</u> in one or more <u>online</u> courses.</b></p> <p>Office of Institutional Research</p>  | <p><b>6. MISSION SHIFT</b></p> <p><b><u>"This competition</u> may be leading schools to <u>increase their geographic reach</u> and to concentrate on nondegree, nontraditional students," the authors wrote.</b></p> <p>2008 Sloan Consortium Rpt.: Staying the Course-</p>   |
| <p><b>7. ONLINE PROGRAM BY DISCIPLINE CATEGORIES:</b></p> <p><b>Number of <u>programs</u> that may be <u>completed online</u> at Amarillo College: 6</b></p> <p><b>0=Engineering</b></p> <p><b>1=Psychology (Psychology)</b></p> <p><b>0=Social sciences and history</b></p> <p><b>0=Education</b></p> <p><b>2=Health professional and related sciences (Human Sciences and Funeral Director)</b></p> <p><b>1=Liberal arts and sciences, general (General Studies)</b></p> <p><b>2=Business (Business Adm. &amp; Business Adm. – CIS emphasis)</b></p> <p>Division of Assessment &amp; Development</p>  | <p><b>7. ONLINE PROGRAM PENETRATION RATES BY DISCIPLINE CATEGORIES:</b></p>  <p>PENETRATION RATES OF ONLINE PROGRAMS BY DISCIPLINE - BY CLASSIFICATION - FALL 2007</p> <p>Associate's</p>   |

## 8. ONLINE PROGRAM PENETRATION RATES BY DISCIPLINE CATEGORIES:



2008 Sloan Consortium Rpt.: Staying the Course

## 8. STRATEGICALLY ALIGN AC'S FUTURE FOR DISTANCE EDUCATION:

The College must articulate a clear vision for further development of academic instruction, including the purposes, means, and expected outcomes.

*AC Strategic Plan through 2010 version 2007-Goal 1*

Enhance employee productivity by researching and implementing best practices in community college education with online instruction being one area cited for study.

*AC Strategic Plan through 2010 version 2007-Goal 7*

## 9. DATABASES LISTING ONLINE PROGRAMS EXPAND ENROLLMENTS:

Many community colleges are listed on database sites that indicate online degree/certificate offerings including the Southern Regional Education Board's Electronic Campus

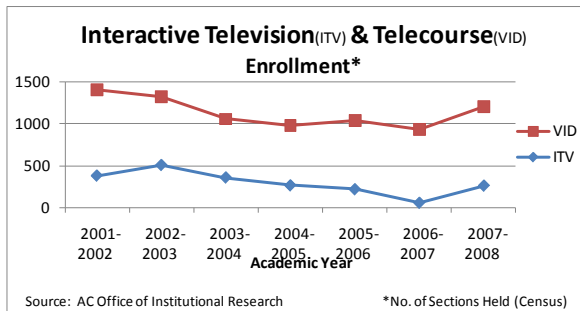
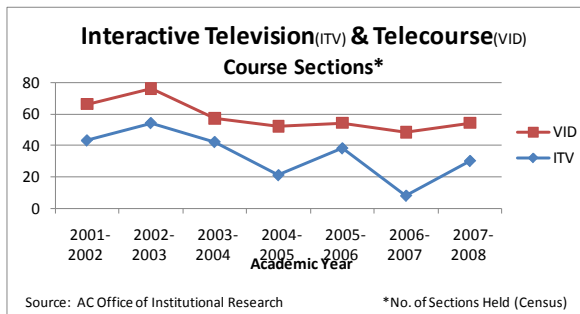
(<http://www.electroniccampus.org/e-learning/>) and THECB's College for Texans web site, Texas Distance Education's Electronic Campus web site (<http://www.txelectroniccampus.org/Programs/ProgramList.aspx>) and The College Network (<http://www.college-net.com/works.asp>).

Students/parents search such sites to locate institutions, degrees, courses, and advanced placement information.

Southern Regional Educational Board web site



## 9. ENROLLMENT DECLINES - OTHER DISTANCE LEARNING METHODS:



Office of Institutional Research

## 10. ONLINE DROP-OUT RATES AS COMPARED TO OTHER AC COURSE TYPES:

2008FA:

Online Drop-out Rate - 15.3%.  
(drop/withdrawal/cancellation/purge after census date)

Other Courses Drop-out Rate - 13.2%.

Over-all (all courses) - 13.7%.

Analysis – Online drop-out difference is statistical insignificant difference to all AC courses

## 10. DATABASES LISTING ONLINE PROGRAMS EXPAND ENROLLMENTS:

The Academic Common Market is several databases of member states within and linked to the Southern Regional Education Board (SREB) site

(<http://www.sreb.org/programs/acm/acmindex.aspx>).

This site's database provides searches by discipline within SREB member states and identifies opportunities for paying in-state tuition rates in specialized fields to out-of-state institutions. Florida, North Carolina and Texas limit the out-of-state for in-state tuition swap to graduate programs only. Academic Common Market web site

Produced by the Division of Assessment & Development



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## **OVERVIEW**

Planning for distance learning at Amarillo College (AC) is based on the *Amarillo College Strategic Plan through 2010 (version 2007)*. Therefore, AC's vision, mission, goals and strategies serve as guides for this strategic plan for distance learning.

Since roles and responsibilities for distance learning and corresponding services are decentralized, at AC the expectations for fulfilling the tactics for distance learning (DL) are distributed based on those assignments.

### **AMARILLO COLLEGE**

#### **VISION**

- Amarillo College will be the preferred source for higher education and workforce training in the Texas Panhandle.
- Our students will increase their potential for success through the College's quality learning opportunities.
- Faculty and staff will view Amarillo College as a great place to work because they can make a difference in the community.
- Our stakeholders will know that the College is a valuable, innovative force for positive change in the community, and, as a result, will increase their support.
- Amarillo College will be respected for productive and innovative partnerships.

### **AMARILLO COLLEGE**

#### **MISSION**

Amarillo College, a public community college, is dedicated to providing educational, cultural and community services and resources to enhance the quality of life for the diverse population in the service area.

### **DISTANCE LEARNING**

#### **VISION STATEMENT**

Amarillo College will become the distance learning model among community colleges.

### **DISTANCE LEARNING**

#### **CORE PURPOSES**

- To engage all learners by enhancing the quality of education
- To broaden the outreach of Amarillo College based on demand-driven instruction and services



## **DISTANCE LEARNING (DL) BASED ON AMARILLO COLLEGE (AC)**

### **GOALS & STRATEGIES**

#### **AC Goal 1: Develop responsive new programs and training to meet documented community needs**

**AC Strategy 1.1** Adapt degree and workforce programs (academic and continuing education) to take advantage of web technology

- 1.1.1. Expand inventory of online degree/certificate programs
  - 1.1.1.1. Continuing Education will expand course inventory by aligning with strategic partners who provide current, high-quality online content
    - DL Tactic 1.1.1.1.1. The Workforce Development Division will implement turnkey online adult continuing education programs through four partnerships that require no upfront development cost or capital investment by Fall 2009.
    - 1.1.1.2. Complete degrees/certificate programs which are offered at least 80% or more online
      - DL Tactic 1.1.1.1.2.1. Faculty in the 20 programs (degrees or certificates) which are currently 80% or more online excluding those programs which require courses with hands-on training will complete the online curriculum before the start of the Fall 2010 semester.
      - DL Tactic 1.1.1.1.2.2. Curriculum managers identify which programs to offer online, the sequence of development for the courses in those programs, the criteria for making those decisions, by the start of Fall 2011.
      - DL Tactic 1.1.1.1.2.3. The Center for Teaching and Learning in cooperation with curriculum managers will identify the criteria, procedures, and revenue growth approaches for instructor incentives for online development by January 2010.
- 1.1.2. Align instructional mediums to engage student learners. These mediums will include:
  - Ensure students have passed an assessment indicating online readiness prior to enrollment in online/hybrid classes.
  - DL Tactic 1.1.1.1. The Division of Enrollment Management will implement a communication tool within Colleague to encourage any student registering for a course with an online component to complete the online assessment, REDI, and based on the results from this assessment complete the online orientation training before enrolling in the course by Fall 2009 semester.
  - Increased access to hybrid classes.

DL Tactic 1.1.2.1. Based on the [course delivery options](#), faculty will include online components (i.e. readings, chat, etc.) via AC's learning management system (LMS) in all courses by the Fall 2011 semester.

DL Tactic 1.1.2.2. Based on the [course delivery options](#), the Vice President/Dean of Instruction, in cooperation with the division chairs, will increase the institution-wide percentage by 25% of hybrid courses offered via AC's learning management system (LMS) by the Fall 2011 semester.

➤ Creation and fostering of "digital communities"

DL Tactic 1.1.4.1. The Center for Teaching and Learning will offer training and establish communities of practice for faculty and staff to effectively create and use social networking and other digital tools by January 2010.

DL Tactic 1.1.4.2. The Library will support digital communities which are attached to the College's LMS and/or portal and are co-curricular for students, faculty, and instructional staff by Fall 2010.

**AC Strategy 1.3** Deliver 'anytime, anywhere' student services

1.1.3.1. Fully deploy web portal with push capability for updating personal information, surveys, etc.

DL Tactic 1.1.3.1.1. The President's Cabinet will assign responsibility to a group of stakeholders who will co-own the portal and ensure that the web portal is fully deployed by assigning responsibilities by Fall 2009.

DL Tactic 1.1.3.1.2. The "co-ownership team for the portal" will train at least 80% of AC's leaders on how to use the portal for push capabilities by Fall 2010.

1.1.3.2. Offer First-Year Experience, Badger Boot Camp, and other orientations in an online environment

DL Tactic 1.1.3.2.1. The first-year experience team will create an entry-point via the portal for all first-year students by Fall 2010.

DL Tactic 1.1.3.2.2. The first-year experience team will create an exit-point for assessing engagement and other topics of all first-year students by Fall 2010.

**AC Goal 2: Increase enrollment of recent high school graduates, first-generation college students, adult students, and students beyond the service area**

**AC Strategy 2.2** Expand student life and other programs which appeal to students

2.2.2. Create new and improve existing, social spaces where students congregate, collaborate and interact in person and through virtual connections

➤ Social networking

DL Tactic 2.2.2.1 (See DL Tactic 1.1.3.2.1 and DL Tactic 1.1.3.2.2.)

➤ Spaces in the Library

DL Tactic 2.2.2.2. The AC Library will create a student-centered study and meeting area on Lynn Library's first floor with access to free Wi-Fi and affordable food and drink by Spring 2010.

DL Tactic 2.2.2.3 The AC Library will create additional mediated meeting rooms in Lynn Library's Learning Commons by Spring 2010.

2.2.3 Expand participation in student clubs through effective use of myAC clubs module.

DL Tactic 2.2.3.1. Student Services will ensure that a definitive location within the portal will be established for all AC clubs by Fall 2010.

### **AC Goal 3: Emphasize an institutional climate that encourages student success**

3.1.2. Adjust practices to improve outcomes.

DL Tactic 3.1.2.1. Division Chairs will ensure that all instructional programs will report outcome assessment baseline data for all [course delivery options](#) by 2011.

### **AC Strategy 3.2 Increase the retention of first-time college students**

3.2.1 Develop and implement a comprehensive "first-year experience" in which students will receive a number of support and student life experiences intended to:

- Help them "bond" to the College  
DL Tactic 3.2.1.1. (See DL Tactic 1.1.3.2.1.)
- Foster good study and personal life habits  
DL Tactic 3.2.1.2. Student services will enhance virtual peer tutoring and offer it online by Spring 2010.
- Encourage interaction between faculty and students  
DL Tactic 3.2.1.3. Student Services and the Center for Teaching and Learning will offer professional development training to any interested AC employees regarding engaging students via pedagogy by Fall 2009.
- Help students make wise career decisions and understand the path required to reach their goals  
DL Tactic 3.2.1.4. The Division of Enrollment Management will make recommendations for adjusting career information and advising based on a portal push exit survey of students completing registration by Fall 2010 registration.

### **AC Strategy 3.3 Use assessment to drive improvement**

3.3.1 Determine whether students are learning and adjust accordingly.  
(Instructional Programs)

DL Tactic 3.3.1.1. Division Chairs will ensure that all instructional programs will make recommendations for improving/revising the programs/courses as indicated by outcome assessment baseline data by 2012.

**AC Goal 4: Impact economic and community development in the Texas Panhandle**

DL Tactic 4.1.1. Coordinator of External Technical Training will be responsible for completing the development of the pilot project funded by Amarillo EDC for online training modules by June 2010.

DL Tactic 4.1.2. The Division Chair for Sciences & Engineering and the Wind Energy Coordinator in conjunction with Wind Energy faculty and other professionals in the region will develop online scenario-based training to supplement the online Wind Technician courses provided by TSTC Northwest Texas using TWC regional funds by June 2010.

**AC Goal 5: Deliver instruction and services using technology to improve effectiveness, efficiency, and convenience for students, faculty and staff**

**AC Strategy 5.2** Infrastructure will be sufficient to support the mission

DL Tactic 5.2.1. The Office of Grants will receive notification of award for at least one grant to fund the expansion of bandwidth and network infrastructure necessary to support adequate, simultaneous delivery of multimedia content by October 2009.

DL Tactic 5.2.2. The Office of Grants will receive notification of award of at least one grant to fund a centralized facility for the Center for Teaching and Learning, including support for distance learning, by October 2009.

**AC Strategy 5.3** Principles of technological best practices will be followed to the extent possible

DL Tactic 5.3.1. Division and Department Chairs who approve course development shells will adhere to “Best Practices for AC Online” for course content and delivery beginning with faculty performance reviews in Spring 2010.

**AC Goal 6: Obtain new and expanded revenue opportunities**

DL Tactic 6.1.1. (See DL Tactic 5.2.1. and DL Tactic 5.2.2.)

**AC Goal 7: Enhance employee productivity**

**AC Strategy 7.1** Recruit and retain faculty/staff who demonstrate and deliver targeted skills and productivity

DL Tactic 7.1.1. Divisional representatives and staff of the Center for Teaching and Learning will create an elective certification process, based upon peer review, for online courses and offer a developmental stipend for course developers by February 2010.

DL Tactic 7.1.2 Divisional representatives and staff of the Center for Teaching and Learning will create a faculty internship process for

supporting eLearning faculty and CTL online resource development by September 2009.

**AC Strategy 7.2** Provide training to meet needs identified by staff professional development plans

DL Tactic 7.2.1. Center for Teaching and Learning will provide online resources for training faculty for online development by August 2009.

DL Tactic 7.2.2. After receiving training from the VP/Dean of Instruction in collaboration with the Center for Teaching and Learning, all Division Chairs will explain at least 5 best practices for online instruction based on the “Best Practices for AC Online” form and one reason for all AC faculty to receive such instruction by November 2009.

DL Tactic 7.2.3. After receiving training from the Division Chairs, VP/Dean of Instruction in collaboration with the Center for Teaching and Learning, 50% of the Department Chairs will explain at least 5 best practices for online instruction based on the “Best Practices for AC Online” form and one reason for all AC faculty to receive such instruction by February 2010.

DL Tactic 7.2.4 After completing training offered by the Center for Teaching & Learning targeted to those who need assistance with support for AC Online and course development, 70% of the faculty and instructional staff who complete this training will have implemented at least 5 instructional design or pedagogy techniques into their courses based on an assessment by the Director of e-Learning using the “Best Practices for AC Online” form by April 2010.

DL Tactic 7.2.5. After completing training offered by the Center for Teaching & Learning targeted to dual credit instructors and facilitators teaching courses with online components, 50% of these dual credit faculty will have implemented at least 5 instructional design or pedagogy techniques into their courses based on an assessment by the Director of e-Learning using the “Best Practices for AC Online” form by November 2009.

**AC Strategy 7.3** Research and implement best practices in community college education.

7.3.1 Areas identified for study include:

➤ Online instruction

DL Tactic 7.3.1. (See DL Tactic 5.3.1.)

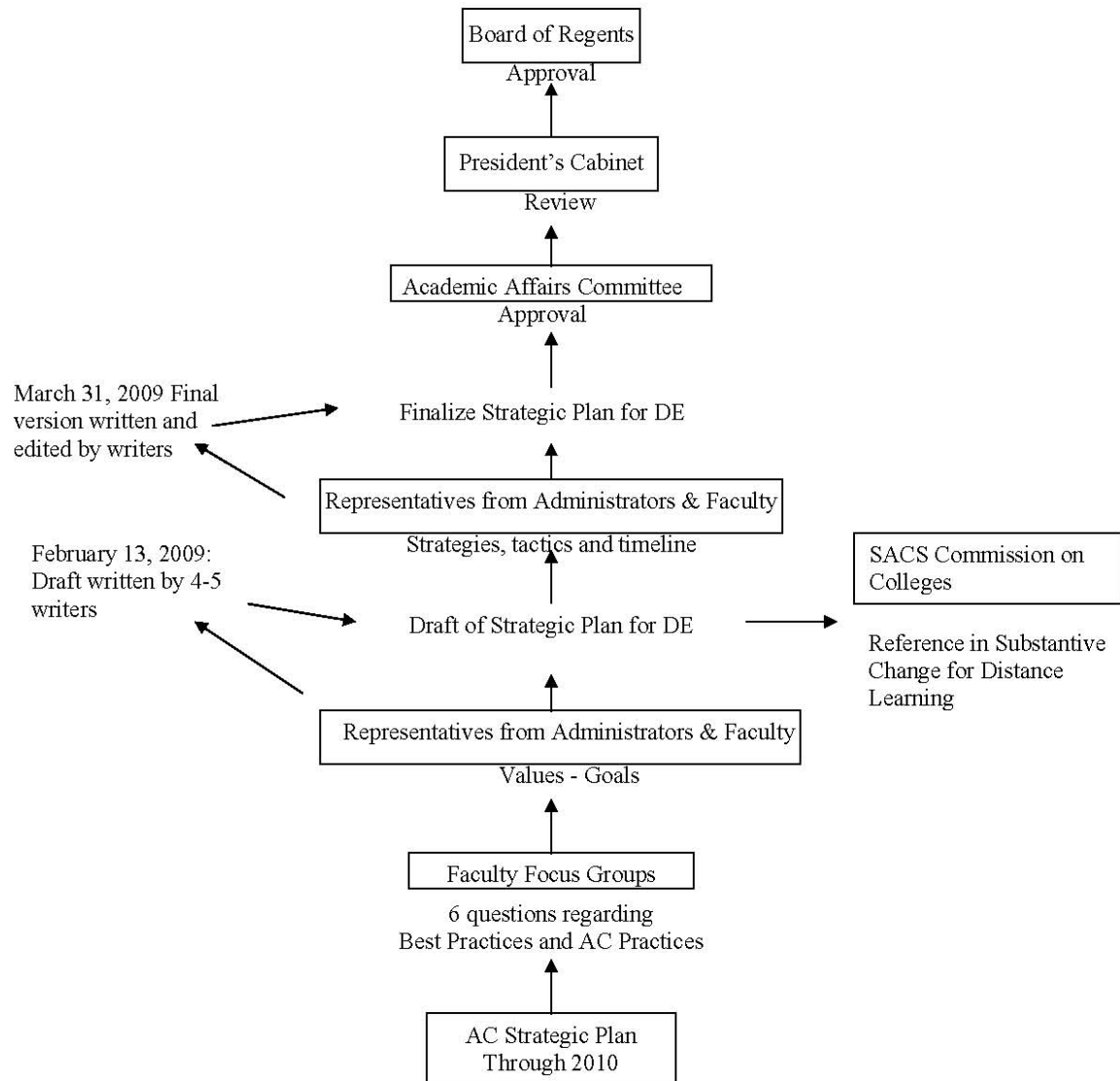
➤ Academic advising

DL Tactic 7.3.2. (See DL Tactic 3.2.1.4.)

## APPENDIX I



### Strategic Plan for Distance Education Process and Timeline for Development



## APPENDIX II

### DEVELOPMENT PARTICIPANTS

January 23, 2009: Faculty Focus Groups

Organizer: Patsy Lemaster, Associate Dean of the Center for Teaching & Learning

Welcome by: Jerry Moller, Acting Vice President/Dean of Instruction

Internal and External Scan Presenter: Danita McAnally, Dean of Assessment & Development

Participants:

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Ann Fry – Interior Design Faculty

Vicky Taylor Gore – Visual Arts Faculty

M'Linda Graham – Reading Faculty

Aimee Martin – Mathematics Faculty

Dr. Jim Rauscher – Music Faculty

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Brent Cavanaugh – Photography Faculty

Jnita Collins – Dental Hygiene Faculty

Dr. Nichol Dolby – Biology Faculty

Dr. Deborah Harding – Psychology Faculty

Dr. Robert Banks – Psychology/Substance Abuse Faculty

Scott Beckett – Music Faculty

Jana Comerford - Librarian

Camille Nies – Music Faculty

Mark Hanna – College Librarian

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Jennifer Bartlett – Mathematics Faculty

Dan Ferguson – English Faculty

Jill Gibson – Speech/Mass Communications Faculty

Theresa Jiwa – English Faculty

Michelle Orcutt – Speech Faculty

Judith Carter – Speech Faculty (Part-Time)

Sabra Gore – English Faculty

Bobby May – Mathematics Faculty

Beverly Vinson – Real Estate Program Administrator

Craig Clifton – P.E. Faculty

Kaki Hoover – Associate Librarian

Lisa Meehan – Mortuary Science Faculty

Lillian Withrow – Librarian

Steve Beckham – Business Administration Faculty

Susan Burgoon – Biology Faculty

Michael Kopenits – Biology Faculty

Don Abel – Speech/Mass Communication Faculty

Sherri Clowe – Mathematics Faculty



Bobbie Hyndman – CIS Faculty  
Gay Mills – Office Administration Faculty  
Preston Childress – Mortuary Science Faculty  
Donna Cleere – Dental Hygiene Faculty  
Dr. Lana Jackson – Mass Communications Faculty  
Jane McFarland – Dental Aide Faculty  
Rachael Zaideman – High School Equivalency (HEP) Grant Faculty (Part-Time)  
Judy Carter – English Faculty  
Ann Hamblin – Reading Faculty  
Tricia McGuire – Advisor/Psychology Faculty  
Dr. Kathy Wetzel – Mathematics Faculty  
Rudell Bratcher – CIS Faculty  
Pam George – Nutrition Faculty  
Judy Johnson – Reading Faculty  
Frank Sobey – English Faculty

February 5, 2009: Administrator and Faculty Focus Groups (Red, Green, & Blue Groups)  
Facilitator and Assignment Designer: Danita McAnally, Dean of Assessment & Development

Participants:

Robert Austin, Dean of Enrollment Management  
Bill Crawford, Assistant Dean for Career & Technical Education  
Kim Davis, Director of Continuing Education  
Ron Faulkner, Coordinator of External Technical Training  
Pam George, Assistant Professor of Nutrition  
Ellen Green, Dean of Communications and Marketing  
Mark Hanna, College Librarian  
Dr. Lana Jackson, Faculty Senate President and Chair/Professor of Mass Communications  
Patsy Lemaster, Associate Dean of the Center for Teaching & Learning  
Jerry Moller, Acting Vice President/Dean of Instruction  
Linda Reed, Associate Director of Continuing Education  
John Robertson, Instructor of Business Administration  
Jack Stanley, Division Chair of Sciences & Engineering

March and April 2009: Writing Team

Danita McAnally, Dean of Assessment & Development  
Mark Hanna, College Librarian  
Dr. Lana Jackson, Faculty Senate President and Chair/Professor of Mass Communications  
Patsy Lemaster, Associate Dean of the Center for Teaching & Learning  
Brian Nixon, Director of Distance Learning  
Robert Austin, Dean of Enrollment Management  
April Sessler, Associate Dean of Student Services