



Strategic Plan 2007-10



Comprehensive Assessment of the 2009-10 Year

Florida Keys Community College's District Board of Trustees

As set forth by State of Florida mandate, the community college shall be governed by a District Board of Trustees. Board members are appointed by the Governor of Florida.

Spencer Slate

Chair

Spencer Slate is the owner of Captain Slate's Atlantis Dive Center in Key Largo since 1978. Mr. Slate currently serves on the Board of Directors of the National Association of Underwater Instructors. He is also one of the founding members of the Keys Association of Dive Operations as well as a founding member of the Florida Association of Dive Operators and serves as their current president. He has also served on the Key Largo Chamber of Commerce Board of Directors for 24 years, serving as president for three of those terms. Mr. Slate is a graduate of East Carolina University.

Kim Bassett

Vice-Chair

Kim Bassett is currently the CEO of Fishermen's Hospital in Marathon, Florida. She holds a master's in Business with a Specialization in Health Administration from the University of Miami and a bachelor's in Nursing from Drury University in Springfield, Missouri. She is also a Florida licensed Healthcare Risk Manager.

Dr. Antoinette Martin

Trustee

Dr. Antoinette Martin is a licensed psychologist, operating a private practice in Key West, where she provides outpatient therapy for adults, children, couples, and families. Prior to that, she treated local middle and high school students and their families through the Monroe County School District. Raised in Key West, Martin has a Doctorate of Philosophy and a Master of Arts in Psychology from Notre Dame and a Bachelor of Arts in Psychology from the University of Florida.

Anne O'Bannon

Trustee

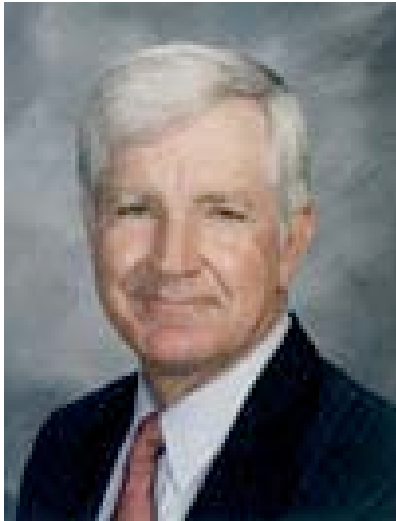
Anne O'Bannon is the producer and host of "The Morning Mix" radio show on WGMX FM, where she interviews guests of local, state, and national importance relative to issues affecting our community. Originally from Pennsylvania, O'Bannon enjoyed a successful career in technical sales support and corporate IT training, before moving to Key Colony Beach in 1990. O'Bannon also spent several years teaching computer applications classes to employees of numerous organizations and private businesses in Monroe County.

Edwin Scales

Trustee

Ed Scales serves as General Counsel with Florida's Gray Robinson Firm, Florida Citrus Commission, as well as Historic Tours of America. He is a former City of Key West Commissioner and former City of Key West Planning Board Member. He was appointed to the FKCC Board of Trustees in 2004 and served as Chair from 2007 to 2009. Mr. Scales has a Bachelor of Science in Telecommunications with Honors from the University of Florida. He also holds a Juris Doctor from the University of Florida's Levin College of Law. Mr. Scales currently represents the 16th Judicial Circuit (i.e. Monroe County) with the Florida Bar, Board of Governors.

A Message from Our President:



This past 2009-2010 reporting year marks the fulfillment of our 2007-2010 strategic planning cycle, as well as my first year as President of Florida Keys Community College.

In accordance with the college's planning process, the strategic objectives of this plan are assessed annually to demonstrate achievement of the institutional goals—and ultimately the college's mission. Located herein, is a comprehensive assessment of last year's strategic objectives: evidence of our College's substantial efforts in achieving its 2007 - 2010 mission of enhancing "the educational, recreational, economic, and cultural environment of the Florida Keys."

This comprehensive assessment clearly demonstrates the college's dedication to continuous improvement through:

- Innovations in curricular quality and delivery methods
- Resurgence of partnerships and collaborations within the community
- Enhancements to recruitment methods for communicating our unique programs
- Diversification of revenue sources to ensure fiscal stability
- Developments in technological resources for both students, faculty and staff

As I reflect on these achievements, the commitment that faculty and staff uphold in providing quality academic experiences, programs, and services for our students comes to the forefront. I am looking forward to leading this unified approach toward institutional advancement as the college community embarks on its initiatives for the 2010-13 year.

Sincerely,

A handwritten signature in black ink that reads "Larry W. Tyree". The signature is written in a cursive, flowing style.

Larry W. Tyree, Ed. D.

Mission:

Enriched by its unique island location, Florida Keys Community College provides student-centered post-secondary degrees, life-long learning opportunities, and workforce development initiatives which enhance the educational, recreational, economic, and cultural environment of the Florida Keys.

Vision:

The college will be the premier educational and cultural center of the Florida Keys.

Values:

*Florida Keys Community College values education that prioritizes student success & learning, innovation & entrepreneurialism, individualism & community, environmental awareness, and the official Florida Keys philosophy that we are all of "One Human Family."**

Student Success & Learning

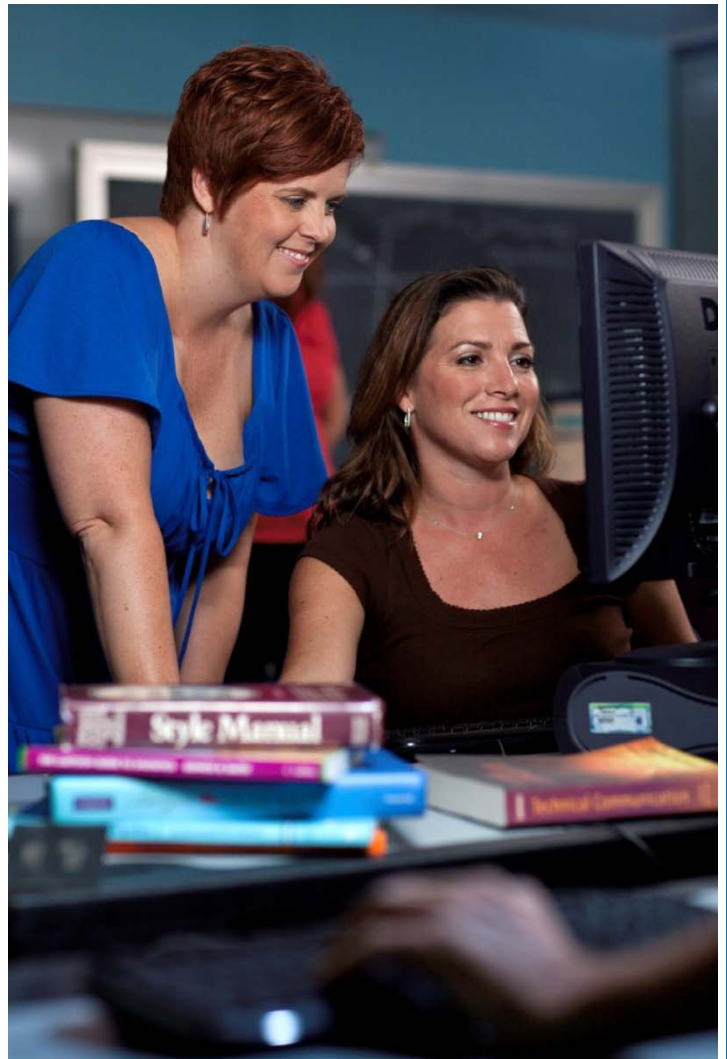
Timely and timeless learning, both theoretical and practical that is accessible to students of all ages and backgrounds.

Innovation & Entrepreneurialism

Exploration, inquiry and entrepreneurship that anticipates and responds to the needs of students, business, and community, through a supportive educational environment which promotes success

Environmental Awareness

Conscientious conservation, appreciation for, responsible actions toward, and care in sustaining the world in which we live



Individualism & Community

Appreciation of the community we serve and the learning community we create while nurturing and supporting independent thought

One Human Family

Dignity of each individual, expressed through fairness and just treatment; Appreciation for diversity and the unique contributions of all individuals; open communication and the free, civic exchange of thoughts and ideas

*"One Human Family" philosophy was developed by J.T. Thompson, the Founder of the One Human Family Foundation. This philosophy was officially adopted by the City of Key West in 2000 and by Monroe County in 2001. FKCC received written approval on April 23, 2007, from J.T. Thompson to use this philosophy in our publications and in communicating the importance of unity, equality and dignity for people everywhere.

FKCC's 2007 to 2010 Institutional Strategic Goals

GOAL 1: DIFFERENTIATE & REVITALIZE

We will differentiate ourselves by establishing a clear and distinctive mission for our college and, in so doing, will define a direction for curriculum development, establish areas of excellence, and revitalize the FKCC academic experience.

GOAL 2: CONTRIBUTE TO ECONOMIC DEVELOPMENT

We will be responsive to the needs of the Florida Keys economy by addressing workforce and continuing education needs and producing a positive economic impact on our communities.

GOAL 3: INCREASE ENROLLMENT

We will increase enrollment and, in so doing, will position ourselves as an institution capable of employing faculty in a range of disciplines and offering a full gamut of programs and services for an optimal educational experience.

GOAL 4: CREATE FINANCIAL STRENGTH

We will create financial strength through ensuring fiscal propriety and seeking new sources of financial support while continuing a positive relationship with the state.

GOAL 5: OPTIMIZE TECHNOLOGY

We will utilize technology to improve student learning, services, and efficient college operations.

FKCC's Institutional Goals are broad, measurable priorities which enable the college to fulfill its mission and vision, reflect its values, and take into consideration the opportunities and challenges which confront it.

FKCC's Institutional Goals are broad, measurable priorities which enable the college to fulfill its mission and vision, reflect its values, and take into consideration the opportunities and challenges which confront it. It is through the development of new academic and vocational programs, responsible fiscal management, community services and outreach, and relationship building that FKCC has been able to fulfill its mission.

The **first institutional goal** gave priority to identifying and achieving a new mission and areas of excellence for students to achieve their educational goals. The college's **second institutional goal** was to contribute to the economic development and continuing education needs of the community. Increasing enrollment was the **third institutional goal** of FKCC that was achieved by the offering of innovative programs and highly skilled faculty.

The **fourth goal** was to create financial strength in order to become more fiscally independent from the State. The **fifth goal** focused on upgrading technology services and resources to enhance student learning and the operations of the college.

These goals remained the same for the three-year strategic plan of 2007-2010. For this reason, strategic objectives had been developed to ensure the accomplishment of these goals and direct the energy and focus of the institution to significant and timely issues.

Strategic Objectives for Institutional Improvement

The Strategic Objectives are defined, specific indicators of what the college is in the process of accomplishing. They represent the backbone of the Strategic Plan.

The following strategic objectives for the years 2007 to 2010 related to revitalizing the academic and vocational programs, contributing to economic development of the community, increasing the college's enrollment, creating financial strength for the institution and optimizing our technology.

The college has reviewed this plan annually, determined success in achieving objectives, and made modifications according to outcomes findings. This success of this plan has contributed to the development of the 2010-2013 strategic plan that is currently in effect.

The following table describes in a summary format the 2007-2010 strategic objectives of the institution, the target year of accomplishment, the key administrator in charge, the relationship to the college goals and a column to document progress.

Strategic Objectives	Target Year	Key Administrator	College Unit	College Goal	Status
1. Create a Center of Excellence by ensuring quality, relevancy, and currency of our curricula and programs in meeting the needs of students and the communities of the Keys	2007-2010	Dr. Charles Mr. McPherson Dr. MacWilliams	Instruction Institutional Effectiveness	1	Complete
2. Strengthen current partnerships and seek out opportunities for substantive, new partnerships to provide world-class educational and cultural opportunities that belie our small size	2007-2010	Dr. Tyree Dr. Charles	Office of the President Instructional	1	Complete
3. Create a comprehensive infrastructure and master facilities plan that is aligned with and supportive of the educational needs of the college	2007-2010	Dr. Kehoe	Administrative	1	Complete
4. Investigate the potential for developing new or enhanced mission-driven credit and non-credit programs and offerings	2007-2010	Dr. Charles Mr. McPherson Ms. Torres	Instruction Continuing Ed	2	Complete
5. Establish and implement marketing planning for all Centers of the College that identifies differentiated approaches for the various constituents we seek to attract with a particular focus on fulltime students	2007-2010	Ms. Estenoz	Public Relations/ Marketing	3	Complete
6. Maximize and expand student support services and initiatives to enhance quality and accessibility	2007-2010	Ms. Malsheimer Ms. Cherry Ms. Love	Student Affairs Recruitment	3	Complete
7. Ensure good fiscal stewardship of the institution to ensure best practices, cost efficiencies and an overall model for optimal performance	2007-2010	Dr. Tyree Dr. Kehoe	Office of the President Administrative	4	Complete
8. Create a more technologically advanced institution through improved infrastructure, and increased online services, training and distance education courses	2007-2010	Dr. Kehoe Mr. Gilchrist Ms. Skinner	Administrative Information Technology Distance Learning	5	Complete
9. Prepare to initiate SACS reaffirmation processes	2009-2010	Institutional Effectiveness Committee	College-wide representation	1	In progress
10. Initiate a presidential search process	2009-2010	Ms. Tinker Board of Trustees	Human Resources	4	Concluded

Assessing the Strategic Objectives

Annually, the Key Administrators assigned to the objectives direct the assessment and evaluation of FKCC's progress in achieving its strategic objectives. Collecting, comparing, and contrasting data that are both quantifiable and qualitative accomplishes this task. All data is then reviewed to determine how well FKCC is meeting its objectives.

Listed below is documentation of the data utilized to evaluate the 2009-2010 action plans that supported the strategic objectives. Assessment demonstrates that one through eight of the strategic objectives have been completed for this plan. The ninth strategic objective became obsolete mid-year when Dr. Lawrence W. Tyree was hired as president. The tenth strategic objective is ongoing as FKCC continues to prepare for SACS reaffirmation in June 2012. This objective has been incorporated in the 2010-2013 Strategic Plan.

1. Ensure quality, relevancy, and currency of our curricula and programs in meeting the needs of students and the communities of the Keys

2009-2010 Assessment of Actions:

Action 1a: All college syllabi revised and streamlined demonstrating continuity of learning outcomes, textbooks, and final exams

- 100% of college syllabi have been updated using one of the four new formats ([Syllabi Templates](#))
- 100% of course textbooks have been standardized and 3 math courses are utilizing the same textbook in order to reduce costs to students and to help reinforce curricular progression
- The standardization of course student learning outcomes was not able to be completed in the 2009 to 2010 year due to personnel transitions. This action still remains a priority, however, and faculty of each discipline-specific program are currently reviewing course learning outcomes to ensure quality, relevance and standardization

Action 1b: Curricular mapping and cyclical assessment schedule devised for college-level competencies

- Curriculum Committee scrubbed the 380+ general education courses during summer 2010, resulting in the deletion of 160 courses. FKCC is now working with a more manageable amount of general education offerings designed to ensure curricular relevance and support as well as student accessibility and transferability ([AA Checklist Sheet](#)).
- These general education courses are listed by semester in a spreadsheet where they are mapped to the college-level competency that they address. This mapping drives the cyclical competency assessment process that is initiated in the fall and spring semesters ([Competency Assessment Process and Results](#) and [Competency Assessment Summary](#)).
- The competency assessment process is communicated through a PowerPoint presentation that is emailed to faculty and also posted on the college's website. The Dean of Arts and Sciences facilitates a faculty meeting at the onset of the fall semester to review the previous year's assessment results and make recommendations for improvement. Faculty's major recommendation for improvement over the 09-10 year is to establish more realistic

competency achievement benchmarks, incorporate oral presentations as part of Gordon Rule coursework, and create a standardized Diversity Rubric for discussion post assignments in distance learning courses ([Competency Meeting Documentation Sheet](#)).

Action 1c: College-level competencies linked to student learning outcomes and reflected in all syllabi

- Instructional division has been successful in developing 4 standardized syllabi that contain a course calendar linking the student learning outcomes to the learning activities, assessment measures, and college-level competencies. The syllabi also identify the 4 college level competencies for the 2010 to 2011 year on the first page ([Example Syllabus](#)). This process assists faculty who have been randomly selected to assess competencies in identifying the learning activities and assessment measures that they'd like to utilize. It also reinforces to students the value that FKCC places on the ability to successfully apply these important competencies.

Action 1d: Attendance, participation and performance tracked for faculty and students at ISLE tutoring center

- During spring 2010, 385 students sought instructional assistance at the ISLE Tutoring Center. Although a fulltime faculty member was assigned to oversee ISLE for three hours each weekday last fall and spring semester, the student tracking process was not standardized until the spring semester. For this reason, FKCC was not able to track student usage for the fall 2009 term.
- Instructor participation and support of ISLE has been excellent. All fulltime faculty, some adjuncts, library staff and the Spanish tutor have been spending weekly hours in ISLE to assist the students. Five PTK students have also volunteered to tutor in ISLE, with one PTK student tutoring calculus twice a week.
- Because the ISLE was new to FKCC during the 2009 to 2010 year, the focus was on coordinating the faculty tutors and promoting the services to students. Now that ISLE administration and oversight has been successfully established, the instructional division is more accurately tracking participation and evaluating student satisfaction.

Action 1e: Evaluate potential course completion at the Centers for prompt substantive change notification

- Analysis for the potential percentage of college degree completion was conducted for the Middle and Upper Keys Centers. [Course offerings were analyzed](#) for the 15 semesters comprising Academic Years 2005 to 2010. More than 49% of all college degrees except for Computer Programming Analysis and Marine Engineering, Management and Seamanship can be earned at the Middle and Upper Keys Center. This finding concludes that no Substantive Change notifications need to be filed at this time.

Action 1.f - Evaluate the value of reinstating cross-listing of continuing education and credit courses

- The Continuing Education department assessed the value of cross-listing continuing education and credit courses throughout the 2009-2010 year. Cross-listing courses benefits students paying out-of-state tuition for courses. In difficult economic times the cost can create a barrier for students registering for classes; cross-listing enables students to pay a decreased tuition rate. Continuing Education worked closely with the Middle and Upper Keys Centers to identify two courses based on student demand to cross-list. The request for the courses originated in the Upper and Middle Keys from community members vacationing in the Keys for the winter term. To accommodate our students, Ocean Operator's Prep License and 100 Gross Ton courses were cross-listed. Continuing Education continues to assess and respond to the community's educational needs.

Action 1g: Revise graduate exit survey to glean more comprehensive information regarding distance learning and college-level competencies

- The modifications to the graduate exit survey yielded helpful results regarding competency assessment. An average 72 percent of students self-reported that FKCC helped make them more able to achieve the competencies ([Graduating Student Survey Results 2009-10](#)). This information has been integrated into the overall competency assessment which assisted faculty in creating more realistic achievement benchmarks ([Competency Assessment Summary, slide 4](#)).
- Utilization of Desire2Learn is clearly a beneficial supplemental instructional method since over 80 percent of the graduating students reported that their instructors utilized the methodology for materials dissemination ([Distance Learning in Graduating Student Survey 2009-10](#)).

Based on the survey results, students and faculty appear comfortable utilizing the learning management software for communicating and providing instructional materials, which offers a solid foundation for encouraging faculty to create online courses. FKCC hired an online instructional designer in July 2010 to enhance the distance learning opportunities.

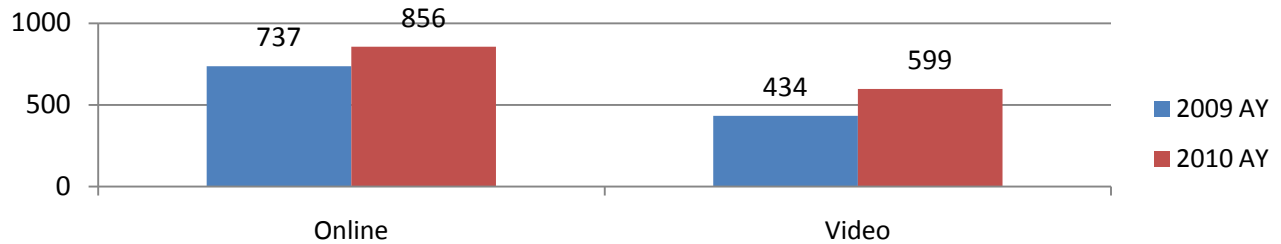
Action 1h: Evaluate distance learning program completion potential and submit a substantive change prospectus for SACS

- The distance learning format at FKCC includes course instruction delivered via video conferencing and online (Internet) courses. Video conferencing courses are synchronous and support real-time faculty and student communication simultaneously at three campus locations, whereas the online courses are delivered asynchronously via the Internet.
- The growth in distance learning at FKCC occurred primarily during strategic planning years 2007 to 2010. Although FKCC started offering its first video conferencing course in 2000 and the first online course in 2006, there were few offerings. But when the strategic planning in 2007 directed the College to enhance academic accessibility to all of its constituents, the number of offerings, especially in the general education discipline, increased to a level

wherein it is possible for a student to earn over 49 percent of an Associate in Arts degree online.

However, of the 116 students who completed an Associate in Arts degree this 2010 year, none had earned over 49 percent of the required credits through video conferencing or online courses.

The following chart outlines the duplicated enrollment in both video conferencing and online courses for the fall and spring semesters of academic years 2009 and 2010. These data further demonstrate the growth in distance learning.



- The increasing enrollment in video conferencing and online courses, coupled with FKCC's projection that 75 percent of students pursuing the Associate in Arts degree will take at least one video conferencing or online course, prompted the submission of a Substantive Change Prospectus for Distance Learning ([SACS Prospectus Letter](#)) in August 2010.

2. Strengthen current partnerships and seek out opportunities for substantive, new partnerships to provide world-class educational and cultural opportunities that belie our small size

2009-2010 Assessment of Actions:

Action 2.a - Enlist new membership on advisory boards for AS and AAS programs

- Advisory boards and committees are integral for Associate in Science and Associate in Applied Science programs at Florida Keys Community College. Membership and representation of recognized industry leaders provides expertise and offers valuable feedback to program directors. FKCC's advisory boards and committees help to maintain currency of curriculum by identifying skills necessary for students to acquire as well as what industry standards students will be expected to demonstrate upon program completion.
- Two new Advisory Boards and one Advisory Committee have been established on campus:
 - The Computer Science program has identified members of the [Advisory Board](#); the members represent the technology/development sector of Monroe County. Their goal is to provide industry expertise in establishing an updated Computer Science program at FKCC. Their first task is to review program data and curriculum to make the appropriate recommendations for adjustments and revisions.
 - The [Marine Sciences Advisory Committee](#) was established in the spring of 2010. The Committee membership represents a variety of businesses and organizations such as marine experts from Florida Fish and Wildlife and an independent Marine Biologist and Mariculture specialist. This diversity ensures broad-based oversight of curriculum and programmatic discussion and decisions.
 - The [Distance Learning Committee](#) (DL Committee), reestablished in February 2009, includes participants from the Information Technology, Nursing, Student Affairs, Human Resources, Enrollment Services, Library Resources, online faculty and the Computer Science Program Director.

Action 2b: Develop an underwater park with the Mel Fisher Museum at Ft Zachary Taylor

- The Mel Fisher Museum and Ft Zachary Taylor did not receive the grant funding they were seeking to create an underwater park in conjunction with FKCC's Marine Sciences and Technology Department. At the present time, there are no plans among the three organizations to pursue future development or underwater park opportunities.

Action 2c: Establish internship opportunities by partnering with NOAA and FWC

- One of FKCC's initiatives was to establish partnerships with NOAA and Florida Wildlife Conservatory as well as seek other opportunities to provide valuable applied learning opportunities for our students. FKCC recognizes the importance of internships in providing students the ability to experiment and pursue careers that match both their academic and personal interests.

- FKCC students have successfully completed opportunities made available through these partnerships:
 - In the spring semester, four students filmed a documentary of their coral restoration work in Montserrat while they simultaneously enrolled in FKCC's online Coral Restoration course. The community previewed the film at the 45th anniversary celebration of the college.
 - MATE (Marine and Technology Education) supported an FKCC student's internship opportunity enabling a student to work on a NOAA research vessel in the spring 2010 semester.
 - Additionally, an FKCC student traveled to Fiji spring 2010 for an internship, which allotted her the opportunity to work directly with corals. The student is scheduled to present her wildlife log and journal for FKCC students at departmental information sessions in spring 2011.

These internship opportunities have helped FKCC students gain invaluable real-world experiences. The Marine Sciences and Technology department has continued to work and expand their partnerships and internship opportunities.

Action 2d: Encourage faculty and staff to apply for participation in Leadership Monroe County

- Due to budgetary constraints, no new faculty or staff attended the Leadership Monroe County program in 2010.

Action 2e: Promote college events, programs, and faculty by 4 to 6 press releases each month

- The Office of College and Public Relations created press releases as requested by various college personnel. As a result, press releases sometimes exceeded the monthly objective of 4 to 6 and also fell short. Due to the many variables involving the nature of the media, as well as possible time sensitivity regarding potential FKCC news, the OCPR decided not to institute a formal system to request PR support. It was decided that a formal process may deter faculty or staff from communicating potential news story ideas and may also create frustration if an idea is not deemed newsworthy. The Office of College and Public Relations maintains an open-door policy and encourages faculty and staff communication.
- The press releases and information that has been disseminated by the OCPR has been well-received, due in large part to the contact database that has been created this year. This database includes information from a variety of internal and external publics and allows the Office of College and Public Relations to easily target communication to the appropriate audience for a given message, from news releases to formal invitations, thus enabling communication to be more relevant and efficient.

Action 2f: Increase the number of Monroe County High School graduate enrollment to 25%

- MCHS enrollment increased by 89% from 2009 to 2010 reporting year, considerably higher than the established benchmark. The enrollment chart below captures all new applicants who graduated from a MCHS and enrolled at FKCC for the first time. This enrollment increase is attributed to the outreach from the student affairs department which includes recruiting and community events, high school visits, and marketing initiatives.

	2006 RY	2007 RY	2008 RY	2009 RY	2010 RY
Key West HS	61	64	79	83	138
Marathon HS	8	12	5	10	27
Coral Shores HS	13	8	10	13	34
Island Christian	4	1	4	1	3
PACE	1	0	1	0	0
TOTAL	87	85	99	107	202

3. Create a comprehensive infrastructure and master facilities plan that is aligned with and supportive of the educational needs of the college

2009-2010 Assessment of Actions:

Action 3a: Revise the distance learning policies and procedures manual for faculty and students

- The [Distance Learning Committee](#) met and approved a preliminary version of the [FKCC Distance Learning Policies and Procedures Manual](#). The manual contains guidelines and information for FKCC distance education instructors. For example, the manual includes general policies, instructor evaluation processes as well as training and resources for open and clear communication of expectations and procedures at FKCC.

Action 3b: Hire a director of distance learning



- Florida Keys Community College successfully hired a [Director of Distance Learning](#) in January 2010 to oversee the distance learning programs and services. This strengthened the unit by providing leadership and direction for the Distance Learning Advisory Committee. The Director of Distance Learning assisted in the development of a Substantive Change Prospectus.





Action 3c: Hire an instructional designer/trainer for distance learning

- As the year progressed, the Distance Learning Committee recommended that the college create a new position of [Instructional Designer](#) to support the unit. This decision was based on the need to expand curricular distance learning offerings while simultaneously ensuring quality education. This position was created and was filled on July 1, 2010 as an instructional support person to online faculty.
 - The Instructional Designer has initiated standardization of FKCC online course formats, trained FKCC online instructors with best practices, managed Web-Ex accounts and the video streaming server, and also contributed to the planning and updating of distance learning documents, policies, and procedures.

Action 3d: Assess the effectiveness of the Enrollment Management module

- Enrollment Management Module has been fully implemented and its objectives for the 2009-2010 year:

Objective	Status
Enroll 440 new students	
756 new students enrolled in fall 2010 <ul style="list-style-type: none"> ▪ 407 Credit ▪ 210 Dual Enrollment ▪ 5 EPI ▪ 13 PSAV ▪ 121 Community Instructional 	The College accomplished this objective primarily through its recruiting, student advising and financial aid initiatives and outreach offered at the high schools and in the communities. This outreach also resulted in a 144 percent increase in the number of FKCC inquiries – 1,132 inquiries in Fall 2008 and 2,764 inquiries in Fall 2009.
Enroll 4 new international students	
6 international students enrolled in Fall 2009.	In addition, 13 international inquiries were conducted in

	Fall 2009. The college is considering whether recruitment of international students remains a priority as the inquiries, applicants, and enrollees remain low and the cost of this recruitment is considerable.
Enroll 4, new, fulltime, degree-seeking, out-of-state students	
43 new, fulltime, degree-seeking, non-resident students enrolled in Fall 2009. <ul style="list-style-type: none"> ▪ 20 in Associate in Arts Degree ▪ 11 in Associate in Science in Diving Business Technology ▪ 7 in Associate in Science in Marine Environmental Technology ▪ 3 in Associate in Science in Marine Engineering, Management & Seamanship ▪ 1 in Associate in Science in Nursing ▪ 1 in Associate in Applied Science in Criminal Justice 	Recruiter attended two out-of-state college fairs as a strategy to recruit out-of-state students. The marine sciences program also attended national conferences and conventions where FKCC information is disseminated. The Student Ambassadors have been diligent in responding to out-of-state inquirers and provided College information to potential enrollees. These efforts contributed to FKCC achieving this objective. The Enrollment Management Committee has identified the need to conduct enhanced tracking of in-state, out-of-state and international students through application data as a means for creating more comprehensive data reports.
Increase fulltime, degree-seeking students by 20 percent	
FKCC increased fulltime, degree-seeking student enrollment by 162 percent in Fall 2009 – from 60 students in Fall 2008 to 157 in Fall 2009.	This increase is attributed to the outreach initiatives from the student affairs staff - includes high school visits and the hosting of four open houses. The College continues these effective recruitment methods.
Increase general awareness of FKCC	
Accomplishments for Fall 2010: <ul style="list-style-type: none"> ▪ 756 new students enrolled ▪ 43 new, fulltime, degree-seeking, non-resident students enrolled ▪ 162 percent increase in fulltime, degree-seeking student enrollment 	The applicant and enrollment increases during the 2009 - 10 year demonstrates an increase in awareness of FKCC. In addition to the community and high school outreach, the College also conducted public relations efforts, which were also beneficial. For example, the College President is interviewed on US1 Radio once a month to share FKCC updates and initiatives with the community. Numerous news features and press releases were developed and provided to local media and also posted on the College's website. Social networking such as Facebook and Flickr are also methods that FKCC has employed to increase general college awareness.
Cross train 100 percent of staff	
100% of enrollment services staff cross-trained	<p>Enrollment services staff has been successfully cross-trained throughout 2009-10 in software programs. This training is continual due to transitions and upgrades in software programs, such as Banner 8. Upper Keys Center staff was re-trained by Enrollment staff during Summer 2010. The New Center Director was also trained in Banner software to ensure equity among the Centers. Enrollment services staff has found that 1-on-1 training is more effective for addressing individual questions regarding Banner software.</p> <p>In addition, staff has been trained on a new Enrollment Management letter generation process for new applicants. This process entails staff to print weekly letters for new applicants, disseminating timely and accurate admissions information to students, and ultimately alleviating frequently asked questions of students and parents. The letter contains information on:</p> <ul style="list-style-type: none"> ▪ portal (online services) login ▪ FKCC email login

	<ul style="list-style-type: none"> ▪ student ID ▪ welcome letter from Dr. Tyree <p>These letters also contain outstanding admissions requirements to make the enrollment process more efficient. Enrollment services staff reports that this improved communication appears to have improved student experience with FKCC, evidenced by the 91 percent satisfaction rate with the enrollment services unit as reported on the 2010 Student Climate Survey.</p>
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Action 3e: Implement Phase II of MGT Study

- Phase II of the MGT Study focused on bringing the lowest paid employees with five or more years of service to the appropriate market level within a two-year period of time.

FKCC addressed Phase II on July 1, 2009 by implementing a 4 percent salary increase for full-time executives, administrators, professional specialists, career employees and faculty members. The plan was to further increase the salary of those employees who were still not at the minimum in their 2009-10 pay range after the 4 percent increase, however, due to budget constraints, this was not possible to fulfill.

FKCC has no plans to address the MGT study in the 2010-11 year due to budgetary constraints.

Action 3f: Create and publish a monthly employee e-newsletter

- Three issues of an employee monthly e-newsletter were issued. However, the employee newsletter has been replaced by the [President's Friday Report](#), which is distributed weekly (less often during summer) to FKCC Board of Trustees, FKCC Foundation Board, and all FKCC employees.

Both the employee newsletter and the President's Friday Report have been the subject of positive feedback in regards to improving college-wide communication and increasing transparency in the institution.

- Employee satisfaction as evidenced on the [Employee Climate Survey for 2009 and 2010](#) demonstrates an average 68 percent satisfaction rate with public relations efforts at the institution. However, in 2010, 21 percent of employees indicated that they are unaware of public relations at FKCC. As a result, the Office of College and Public Relations maintains an ongoing commitment to communicating institutional information through emails, press releases, and the Friday Report as a means for enhancing employee awareness of pertinent issues.

Action 3g: Establish a trigger mechanism to internally and externally communicate the introduction of new employees

- In October 2009, a formal notification process was established to introduce new employees and recognize internal promotions and advancements. New hires, promotions and/or new positions (full-time) are communicated internally via the President's Friday Report.

Full-time faculty and director level positions and higher are also communicated externally via a news release. This process has been very effective for keeping personnel abreast of new hires and organizational modifications.

Action 3h: Beautify the campus by creating shade areas in courtyard, planters at building bases, and colorful painting of concrete

- This goal was partially met. Fifty thousand dollars has been allocated to the [sun shade project](#). The sun shades between buildings A, B, C, and HR are in the process of being installed and are expected to be up by Spring 2011. However due to fiscal constraints, the painting of the concrete has been removed from the original plans. Fiscal constraints have also postponed improvements in the landscaping projects that were intended to further beautify the campus.

4. Investigate the potential for developing new or enhanced mission-driven credit and non-credit programs and offerings

2009-2010 Assessment of Actions:

Action 4a: Fire Science Associate Degree and Certifications prepared for offering August 2010

- The development of the fire sciences program has been suspended pending a more comprehensive needs assessment. Although FKCC received SACS approval for this substantive change, the college decided to refrain from its development due to the reported modifications in the educational needs of the county's fire personnel. The Director of the Criminal Justice program is communicating with fire personnel and his advisory committee in order to respond to any future curricular needs and recommendations.

Action 4b: Position created for a Director of the Hospitality/Tourism program in order to begin developing curriculum by Fall 2009

- FKCC has suspended the development of hospitality/tourism program pending a more comprehensive needs assessment. For this reason, there has been no need to hire a program director. The college has identified the plan to hire a company to conduct a programmatic needs assessment for Monroe County during the 2010 to 2011 year, however, due to state budgetary restrictions, FKCC has not yet contracted with a company and has no plans to address this issue until the state budget is stabilized.

Action 4c: Instructor hired to teach diving courses in the Middle and Upper Keys

The Diving Business and Technology program has experienced a 48 percent duplicated headcount increase from the 2009 to 2010 reporting year as represented in the chart.

Diving Business & Technology						
Enrollment	Upper Keys	Middle Keys	Key West	Off Campus KW	Virtual	Total
2006RY			319	30		349
2007RY			331	26		357
2008RY			384	21		405
2009RY			270	23		293
2010RY	5	22	391		15	433

*Duplicated headcount by center

Program expansion has occurred at all FKCC locations, including the Upper Keys and Middle Keys; the department also attributes some of the increases to enhanced accessibility as a result of the distance learning offerings. In an effort to continue enrollment growth, FKCC has hired a full time instructor to teach diving courses in the Middle and Upper Keys locations.

Action 4d: Early Childhood AS degree program viability evaluated

- The Early Childhood Advisory Committee met in spring 2010 to discuss the viability of the program. The challenge with this program is that students/graduates are not provided with financial or positional incentives from their employers. Additionally, the State of Florida has not yet mandated that all early childhood professionals achieve an associate's degree. As such, enrollment has declined by over 50 percent in the past year, with only 12 students currently enrolled. Due to this serious enrollment reduction in this program, FKCC's instructional division recommended termination. The 12 enrolled students were contacted and provided with degree-completion options.

The College's District Board of Trustees approved the Instructional Division's recommendation to sunset this degree programs on June 22, 2010 -effective August 23, 2010. The Commission on Colleges was [notified of this program termination](#) on August 12, 2010.

Action 4e: Continuing Education "packages" developed and promoted to county businesses

- The initiative to package and promote continuing education courses originated when Diving and Criminal Justice were both a part of the Continuing Education Department. The intention was to bundle specific courses together to create certifications for Monroe County employees who work in these industries. However, due to organizational transitions within the College, the Criminal Justice and Diving units now report to separate instructional divisions and therefore were reassigned other priorities.

Continuing Education was successful however, in packaging and promoting a Microsoft Office Certification prep course. Microsoft Excel, Word and Outlook courses were bundled together and offered to Monroe County business industry employees. The Continuing Education department continues to assess the needs of Monroe County businesses in order to create offerings that accommodate industry demands.

5. Establish and implement marketing planning for all Centers of the College that identifies differentiated approaches for the various constituents we seek to attract with a particular focus on fulltime students

2009-2010 Assessment of Actions:

Action 5a: Electronically archive and track the news releases/announcements

- All news releases, radio scripts/talking points, published newspaper articles, as well as some radio spots (as available) have been electronically archived; however, a tracking method to determine effectiveness has not been established. Archived news releases, radio scripts/talking points, and newspaper articles allow for quick reference and enable new messages to be built upon previous communication. This allows the Office of College and Public Relations to more easily disseminate comprehensive and consistent key messages. However, a system to track the nature (positive, negative, neutral) of news stories and as it relates to FKCC news releases and story pitches still needs to be established in order to determine effectiveness.

Action 5b: Establish a process to feature college faculty and staff through various local media venues

- New hires, promotions and/or new positions (full-time) are communicated internally via the President's Friday Report. Full-time faculty, director-level and executive positions are also communicated externally via a news release. This process has been beneficial for introducing new hires to employees from all 3 college centers as well as our community stakeholders.

Action 5c: Explore integrating additional social media to promote FKCC

- The Office of College and Public Relations assumed ownership of the FKCC Facebook Page. Due to the success of this marketing and communication tool, the OCPR deleted the MySpace page as it has lost effectiveness as a social media tool. In addition to the Facebook page, the OCPR created an FKCC Flickr page.

FKCC's social media presence facilitates the ability to be constantly engaged with a variety of publics, including prospective students. Facebook communication is interactive and can include images, videos, and hyperlinks. Flickr allows photos from FKCC events to be shared with the public and hyperlinked within other communiqué (i.e. President's Friday Report).

Twitter may be added in the future, depending upon the costs and personnel demands for maintaining the account. The Office of College and Public Relations continues to encourage people to "follow" the college's social media sites, in order to increase awareness of positive news and events—thus improving overall perceptions of FKCC.

Action 5d: Attend national, state, and county college informational events

- Recruiter attended 30 informational events in 2009-2010. Attendance at these informational sessions increased awareness of the educational opportunities at FKCC. The sessions targeted a broad range of prospective students' interests from the AA transfer degree to program specific AS and AAS degrees, as well as industry certifications. Events attended:
 - 10 Military Indoctrinations and TAP (exit session for military personnel exiting the military)
- 4 out of state fairs:
 - NY - National Association of College Admissions Councilors
 - NJ - National Association of College Admissions Councilors
 - Chicago – Our World Underwater for diving community
 - Philadelphia - National Association of College Admissions Councilors
- 3 in-county fairs at:
 - Key West High School
 - Marathon High School
 - Coral Shores High School
- 2 campus visitation days:
 - 10/09 Fall Visitation Day
 - 03/10 Spring Visitation Day/Go Higher, Get Accepted

Action 5e: Develop advertising and advising marketing materials to encourage fulltime enrollment

- FKCC advertising and marketing materials are designed to target both full-time and part-time students. Ads and publications include messages that promote full-time enrollment; however, they remain relevant to part-time students, which traditionally are a large portion of community college student bodies.

Many FKCC marketing materials and [advertisements](#) list FKCC's academic programs and certificates; the promotion of full programs (as opposed to general promotion, or promotion of individual, ungrouped classes) encourages commitment to complete a required set of courses, and thus may motivate students to take as full of a course load as possible in order to reach their goals.

- The course schedules that are developed by the Instructional Division to accommodate varying student schedules is the core component of the [printed course schedule](#), a key marketing piece published each semester. The well-balanced, comprehensive schedules enable students to incorporate a full load of courses into their schedules, which often require balancing work and family commitments. Also, marketing messages within the course schedule, as well as individual program flyers, include information about the shortest time period needed to earn a credential (i.e. Associate in Arts is promoted as a two-year transfer degree). Ultimately, the decision to take a full load is made by the student with input from his/her advisor and is based on what is best for the student's success.
- Marketing materials for [FKCC Foundation Scholarships](#) promote full-time enrollment. Particularly, there is a scholarship, "Full-time Degree-Seeking Scholarship, which, as the name indicates, is only eligible to full-time, degree-seeking students.

Action 5f: Enhance processes for faculty to communicate with advising staff to identify at-risk students

- Florida Keys Community College recognizes the importance of actively engaging and supporting students. To address this, the Office of Student Advisement & Engagement resurrected a process to improve communication with faculty and adjuncts to identify at-risk students, ensuring overall student success.

Each semester a [Mid-Term Progress Report form](#) is disseminated by the Deans to all faculty and adjuncts. Instructors identify students who are both at-risk and excelling in their courses. This form is returned to the appropriate Dean for disbursement to the student.

In addition to receiving the form, students are also sent:

- A letter asking them to see an advisor
- Interactive Student Learning Environment (ISLE) schedule
- Information pamphlet on SMARTHINKING
- Community health and social services directory pamphlet.

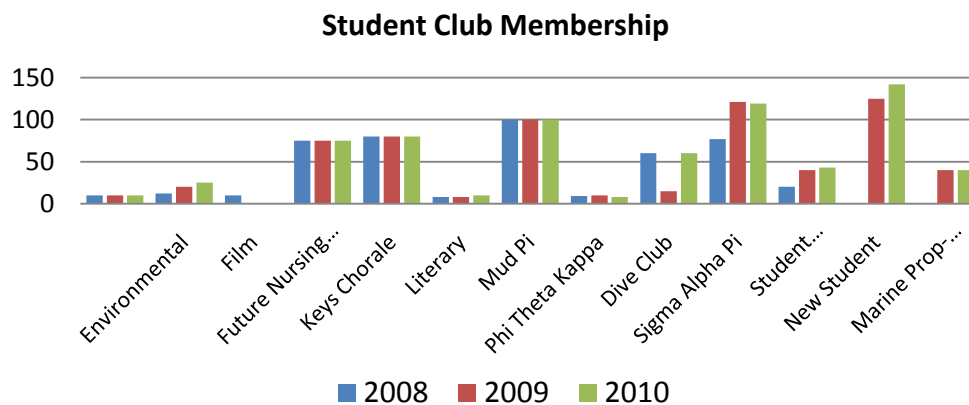
The advising staff works with each student to assess and evaluate the student's needs and directs the student to the appropriate resources. For example, an advisor could set up tutoring sessions, assist students with withdrawing or connects students with his/her instructor(s).

6. Maximize and expand student support services and initiatives to enhance quality and accessibility

2009-2010 Assessment of Actions:

Action 6a: Increase overall student club membership by 20%

Student club membership has increased by 13.6 percent in 2009-2010 with an overall membership increase from 644 students in 2009 to 712 students as of August 2010. However, the rate of growth for student clubs was shy its 20 percent goal; no new clubs were added for the 2009 year which slowed growth. Advising and recruiting are collaborating to identify new clubs such as the International Traveling Club for the upcoming year and are using communication campaigns to reach out to students to increase membership in current clubs.

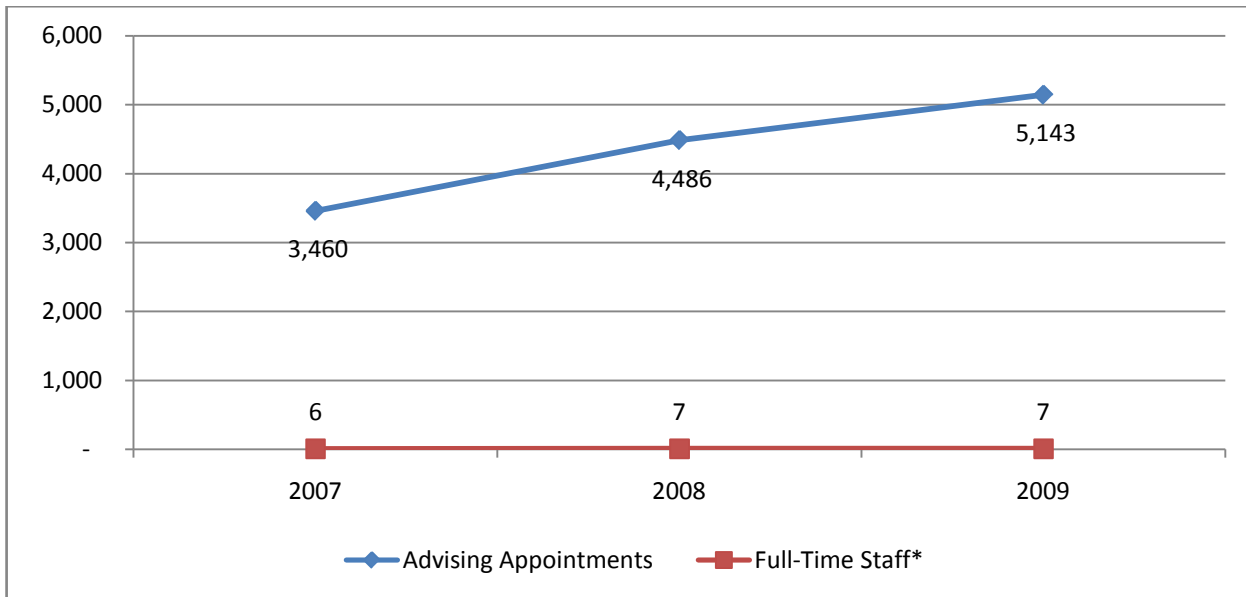


Action 6b: Funnel 40 percent of the New Student Club members into other existing clubs at the college

- FKCC set a goal to funnel 40 percent of New Student Club members into existing clubs. This year 8 percent of the New Student Club members successfully became members in other clubs. Advising and recruiting are coordinating efforts such as communication campaigns and reach out to improve the number of students funneling from the New Student Club into existing clubs.

Active membership in the student clubs has increased faculty, staff, peer and community involvement through a variety of club sponsored events and activities. The Environmental Club hosted clean up days where students, staff, and faculty took an active role in maintaining the local mangroves and environment. The New Student Club has been successful in holding snorkeling trips and other activities promoting island living, island learning. Additionally, membership in clubs has produced scholarship opportunities for students and facilitated volunteer hours for Phi Theta Kappa members.

Action 6c: Increase the number of students advised by 15% in 2009-2010 from 2008-2009



FKCC's advising department far exceeded its 15 percent benchmark from 2008 to 2009; advising appointments increased by 49 percent. Advising appointments include registration, counseling, disabled student services, placement testing, and career assessment.

Advising appointment counts are duplicated as a student can meet with an advisor more than once during the year (counts are based on sign-in log). It is important to note that these results only indicate the advising conducted at the KW campus. The department has accommodated the student demand for advising by hiring a part-time advisor and staggering the staff hours from early morning into the evening. The student affairs division also hired a Dean of Student Affairs in July 2010, which relieves the Director of Advising from some administrative duties and permits her to assist with the student advising.

Action 6d: Implement Degree Works advising software program to assist students in meeting their educational goals

- Action is still in progress. DegreeWorks has a new deployment date for the fall 2010. The DegreeWorks Implementation Team are discussing and resolving issues with pertinent curricular data. Currently the Team is working closely with the Instructional Division to ensure the most relevant curricular information.

Action 6e: Implement Banner EM relations management software to enhance communication between students and staff

- Staff trained 09-10 on Enrollment Management letter generation for new applicants. Enrollment staff now prints weekly letters for new applicants. The automated weekly letter generation enables enrollment services to send out timely and accurate admissions information to students, alleviating frequently asked questions of students and parents. The letter contains information on:
 - portal (online services) login
 - FKCC email login
 - student ID
 - welcome letter from Dr. Tyree
- These letters also contain admissions requirements so that students are informed of what they need to send in to FKCC. This open communication helps retain applicants and prepare them for timely class registration.

Action 6f: Institute process to upload FCAT scores for improved in-county student outreach

- This goal was not achieved. However, it is still a priority for the college and is remaining as an ongoing project for the IT department.

Action 6g: Reformat nursing web site to improve content, increase accessibility, and provide promotional information

- The [nursing department website](#) was reformatted in 2009. The website is continuously updated to provide students with accurate and up-to-date information regarding the Nursing program and admissions requirements. The update has benefitted FKCC Nursing students as well as prospective students; updated content and program requirements have improved awareness and clarity with program information, application deadlines and accessibility to content to current and prospective students regardless of location.

Website updates also included promotional information such as FKCC NCLEX-RN pass rates compared nationally and FKCC's Affiliation Agreement with St. Joseph's College in Maine enabling students to earn their [BSN through St. Joseph's distance learning program](#).

Action 6h: Create process to track the top 3 sources that provide invalid student addresses for enhanced efficiency

- Due to limited personnel and budgetary constraints, a process for tracking the top three sources that provide invalid student addresses was not identified.

7. Ensure good fiscal stewardship of the institution to ensure best practices, cost efficiencies and an overall model for optimal performance

2009-2010 Assessment of Actions:

Action 7a: Investigate funding/grant opportunities from both public and private entities

- FKCC received [ten grant awards](#) in 2009 totaling \$767,034. Many areas of the college benefited from the awards received. For example, the FKCC Library received funding through the National Endowment for the Humanities enabling them to host the “Lincoln: The Constitution and the Civil War” Exhibition in February 2011. Enrichment opportunities such as this serve our students, staff, faculty and community members.

Other awards include funding for the [College Reach Out Program](#) (CROP), which increases reach out efforts to low-income educationally disadvantaged students in grades six through twelve. CROP introduces students to the benefits of higher learning and improves accessibility and awareness of higher education opportunities.

Action 7b: Garner support from county medical centers for educational program support and student scholarships

- Area medical centers have remained very supportive of the College’s nursing program. Their support includes donations toward nursing faculty salaries and general program support. The following is a list of the medical center contributions in 2009-2010:
 - Fisherman’s Hospital - \$2,568
 - Lower Keys Medical Center Auxiliary - \$24,500
 - Florida Keys Area Health Education Center (Program) - \$10,000
- Medical Centers also offer scholarship support to FKCC’s nursing students. These scholarships help students achieve their nursing education and also often provide an opportunity for fulltime employment with the medical center upon graduation:
 - Baptist Hospital- \$66,858
 - Fisherman’s Hospital - \$1,000
 - Lower Keys Medical Center Auxiliary - \$14,824
 - Florida Keys Area Health Education Center - \$10,000

Action 7c: Fully implement the budget request process in conjunction with annual unit planning

- Budget requests were completed in conjunction with the annual unit planning process in March 2010 for the upcoming 10-11 fiscal year. Forty-one budget requests were submitted that included needs related to personnel, travel and supplies, equipment and renovations. Budget requests have been posted on FKCC’s website: [Webpage Snapshot of Budget Requests](#). All budget requests were linked to unit objectives and were reviewed by the Institutional Effectiveness Committee/Strategic Planning Council for thoroughness and relatedness to the College’s mission. A complete description of how the annual unit planning is coordinated with the budget process is outlined in the [Annual Unit Planning and Budgetary Narrative](#).

Action 7d: Resurrect the Budget Planning Committee to ensure appropriate distribution of college funding in relationship to college goals and priorities

- The [Budget Planning Committee](#) was successfully resurrected in spring 2010 with an established purpose:
 The purpose of the Budget Committee is to evaluate the college budget, including tuition and fees, and review college budgetary practices, processes, and procedures and make recommendations to the college’s executive council concerning planning and resource allocation.
- The committee created a rubric to evaluate all 41 budget requests that were submitted for the upcoming 2010-11 year. In addition to evaluating all unit budget requests, the BPC also took into consideration the [2010-13 strategic planning priorities](#) that required budgetary support.

Although the BPC had successfully fulfilled the budgetary consideration and evaluation process, no additional requests have been fulfilled for the 10-11 year due to the challenging financial condition of the state. All budget requests have been placed on hold until early 2011, when the state legislature is expected to provide funding information.

Action 7e: Work in conjunction with the Educational Foundation to promote scholarship opportunities and program support prospects

- The Florida Keys Community College Foundation continues to be a strong supporter of FKCC’s programs and services, which is especially important during the challenging economic climate of our county, state, and nation. Scholarships offered through the Foundation are often the only funding source for students to acquire an education.

The total amount of scholarships in the 09-10 year decreased by 15 percent from the previous year primarily due to the Foundation’s prudent planning for the stabilization of its investments; however, it was still able to provide \$182,089 in student support.

Programmatic support offered by the Foundation increased by 87 percent from 08-09 to 09-10, largely due to the generous donation from the Lockwood Foundation. This donation has provided instrumental assistance in enhancing FKCC’s marine technology and diving programs. As noted from the chart below, the Foundation continues to plan to support FKCC and has budgeted \$548,732 in scholarship and program grants for the 10-11 year.

	Scholarships	Programs	Total	
<i>April 2010 - March 2011</i>	<i>201,510</i>	<i>347,222</i>	<i>548,732</i>	<i>Budgeted</i>
July 2009 - June 2010	182,089	388,668	570,757	
July 2008 - June 2009	216,389	207,077	423,466	
July 2007 - June 2008	276,081	349,020	625,101	
July 2006 - June 2007	73,564	281,962	355,526	

Action 7f: Conduct contractual reviews and operational evaluations to identify cost savings options

Operational Enhancements Conducted During 2009-2010:

- Occupancy sensors were installed in 14 classrooms in our "C" Building, enabling the lights and air conditioning to adjust when the rooms are empty.
- Eight motion sensors were installed to lights.
- Low flow faucets and plumbing are installed throughout campus.
- Energy-savings measures have resulted in an average savings of \$5,000-6,000 per month, with a total of \$86,000 in the last six months of 2009.

Ongoing Cost and Energy Savings Initiatives:

- Energy efficient hand dryers installed in all bathrooms, reducing paper towel usage and waste.
- All copiers on site have double-sided printing capability, reducing paper consumption
- Carpeting replaced in two offices with recycled LEED certified "Green" carpeting.
- Building plans for new Marine Technology building are LEED certified.
- Water purification system installed, resulting in a reduction of bottled water consumption and subsequent waste.
- All business courses use an online platform to post course info, notes, and materials, as well as to submit assignments, resulting in significant reduction in paper waste.
- Contract initiated with "Shred-It" for document shredding and recycling. Containers are placed throughout campus and a letter of certification is supplied monthly.
- Five large recycling bins are located throughout campus.
- Cardboard and light bulbs are hauled to the recycling center.
- Publications are shared /circulated among staff instead of copied.
- replacement of incandescent lights with compact fluorescent bulbs.
- All purchase orders submitted to vendors for computers and equipment request Energy Star compliance.

8. Create a more technologically advanced institution through improved infrastructure, and increased online services, training and distance education courses

2009-2010 Assessment of Actions:

Action 8a: Complete a needs assessment for further technologically enhanced classrooms

- A survey was created and disseminated to all faculty and adjuncts regarding the use of technology in the classroom. The [Use of Technology in the Classroom](#) survey produced very few responses; however, 50% of the respondents stated that they utilize all of the technology available in their classroom. Of the remaining responses, a majority of instructors prefer to use their own technology or check equipment out from the Information Technology Department as needed.

Due to the results and limited response rate, there was no demonstrated need to further enhance classrooms with technology. Rather than enhancing additional classrooms, the information technology department began collaborating with academic affairs to ensure instructors choosing to utilize technology in their teaching are scheduled for class in an [IT enhanced classroom](#) appropriate for their technology needs. This collaboration effort has improved instructor access to technology alleviating the need to enhance additional classrooms with technology.

At this time, a needs assessment is underway to determine what technology is needed to upgrade the technology currently available in enhanced classrooms. Based on the results of the needs assessment and budget permitting, these upgrades will be implemented.

Action 8b: Work with Provost and Monroe County School District to provide greater access to IT classrooms at the Upper Keys Center

- Progress has been made with utilizing computer resources in the Upper Keys. The increased availability of IT enhanced classrooms allowed FKCC to offer one new computer course at the Coral Shores facility in the summer of 2010. The College planned to expand the computer course offerings/student IT access area further by converting the lunch/classroom at the Upper Keys Center into a computer enhanced classroom. However, due to budgetary constraints this project has been suspended until funding improves.

Action 8c: Fully engage the Enrollment Management software program

- Staff trained on Enrollment Management letter generation for new applicants. Enrollment staff prints weekly letters for new applicants to disseminate timely and accurate admissions information to students, consequently alleviating frequently asked questions of students and parents. The letter contains information on:
 - portal (online services) login
 - FKCC email login

- student ID
- welcome letter from Dr. Tyree

These letters also contain outstanding admissions requirements to make the enrollment process more efficient. Enrollment services staff reports that this improved communication appears to have improved student experience with FKCC, evidenced by the 91 percent satisfaction rate with the enrollment services unit as reported on the 2010 Student Climate Survey.

- Continuing to utilize Enrollment Management to more effectively assess blocks on registration (holds) – this entails communicating with students every 2 weeks in order to ensure applications are completed and barriers to registration are prevented.

Action 8d: Fully engage the DegreeWorks software program

- This action is still in progress: Electronic course substitution tracking is contingent on DegreeWorks implementation which has been delayed until Fall 2010. Currently, Director is submitting course substitutions in DegreeWorks which has enhanced tracking. Director has begun working closely with advising as well as academic affairs to report course substitutions.

Graduation check-down sheets are almost complete in DegreeWorks; pending curricular updates from Instructional Division. Director is finding it difficult to substitute partial credit for courses. Another difficulty is completing graduation check down sheets for students that are enrolled in dual degree programs.

DegreeWorks is currently being reviewed and modified by Enrollment Management Committee due to issues that have been identified with the software and its limitations:

- Challenges substituting partial credit for courses
- View ability of graduation check down sheets for students that are enrolled in dual degree programs
- Overall, DegreeWorks is a very beneficial tool for both college administrators and students. With degree audits from DegreeWorks, the students no longer need to go to an advisor for explanation on their degree audit, consequently decreasing advising demands and enhancing student autonomy.

Action 8e: Enhance existing best practices for Enrollment Management and present at SunGard International Conference March 2010 in San Francisco

- Enrollment Management software effectively implemented at FKCC and as a result, SunGard continues to request that the Enrollment Management Team present at the International Annual Conference. Four FKCC employees attended the conference in San Francisco in March 2010. Members of the Enrollment Management Team presented 6 sessions of EM implementation and utilization of best practices.

Action 8f: Expand the Office of Online Learning – hire new director, technological support staff, and instructional designer

- The distance learning unit successfully hired a new Director of Distance Learning in January 2010 to oversee the distance learning programs and services. This strengthened the unit by providing leadership and direction for the Distance Learning Advisory Committee. The Committee worked together to create a job description and conduct interviews for the online tech position, which was filled in November of 2009. This position is vital to the quality of online programs and services as it provides technical support to both students and faculty utilizing Desire2Learn.

As the year progressed, the distance learning committee recommended that the college create a new position of Instructional Designer for this unit. This decision was based on the need to expand curricular offerings while simultaneously ensuring quality education. This position was created and has been filled on July 1, 2010 as an instructional support person to online faculty.

Action 8g: Update the D2L trainings for faculty and staff with the latest online learning methodologies and techniques

In order to be responsive to student demand; especially in relationship to the challenges of limited space at the Centers, the College enhanced its video conferencing and online general education course offerings. The operational aspects of this initiative have been accomplished by the hiring of 47 new online instructors and conducting over 20 trainings in the online learning management system to 150 faculty and staff. The following table outlines the professional development trainings that have been administered in the last six months of the 2010 fiscal year.

Table of Professional Development in Desire2Learn

Date	Trainee	Trainer	Subject of training
12/7/09	Instructor 1	D2L staff	New instructor orientation
12/7/09	Instructor 2	D2L staff	New instructor orientation
12/8/09	Instructor 2 2 nd session	D2L staff	New instructor orientation
12/11/09	Instructor 3	D2L staff	Instructor refresher
12/17/09	Instructor 3 2 nd session	D2L staff	Instructor refresher
28/1/10	Instructor 4	D2L Director	Importing quiz questions from Word into a D2L quiz
2/11/10	Instructor 5	D2L staff	Importing quiz questions from MSW into a random D2L quiz
2/18/10	Instructor 5 2 nd session	D2L staff	Importing quiz questions from MSW into a random D2L quiz
2/22/10	D2L Director	IT	Use of new video streaming server
3/3/10	IT	D2L Director	Captivate training
3/5/10	Instructor 7	D2L staff	New instructor orientation
3/5/10	IT 2 nd session	D2L Director	Captivate training
3/7/10	D2L staff		Microsoft Access
3/26/10	D2L staff		Microsoft Access

5/12/10	Instructor 8	D2L staff	New instructor orientation
5/19/10	D2L Director	State library association	Copyright webinar
5/24/10	Nursing director	D2L Director	Creating good presentation tools
5/28/10	Instructor 9	D2L staff	New instructor orientation
6/7/10	D2L staff	D2L Director	Using WebEx
6/8/10	Staff/Faculty	D2L Director	Using WebEx
6/11/10	Faculty	D2L Director	Using WebEx
6/15/10	Staff/Faculty/D2L staff	D2L Director	Using WebEx
6/18/10	Faculty	D2L Director	Using WebEx
6/22/10	Staff	D2L Director	Using WebEx without long distance phone call

The Office of Distance Learning also has training sessions scheduled to ensure instructor preparedness and student access for the fall 2010 semester. The following chart lists these scheduled trainings; however, if faculty members are unable to attend, the Director of Distance Learning schedules private trainings.

Schedule of Professional Development Opportunities

Date	Trainee	Trainer	Subject of training
7/22/10 7/27/10	Staff/Faculty	DL Director	New video streaming server for D2L
8/5/10 8/10/10 8/19/10 8/24/10	Staff/Faculty	DL Director Library Director	How to use our new software "Turnitin" with your students Using the new Copyright online resource
8/20/10 8/23/10 8/24/10 8/27/10	Students	DL Director Library Director	Accessing your online classes Online resources

Action 8h: Ensure website current with information and offerings – reflects the enrollment management initiatives

- Director of College and Public Relations is the Chair of the newly organized Website Steering Committee and has facilitated a comprehensive review of the College's Website content and submitted recommendations for updates and improvements to the respective units. Units are currently updating their content in accordance with the recommendations as well as the annual catalog.

9. Prepare to initiate SACS reaffirmation processes

2009-2010 Assessment of Actions:

Action 9a: Offer reaffirmation and QEP orientation workshops • college-wide during November

Four QEP/SACS Orientation sessions were held in November of 2009. The sessions were held on the following dates and times:

- November 3 9:30-10:00 a.m.
- November 6 9:30-10:00 a.m.
- November 6 3:30-4:00 p.m.
- November 17 10:00-10:30 a.m.

A make up session was held on January 5, 2010 and individual one-on-one sessions were held throughout the months of November and December. In total these sessions were attended by 85 FKCC employees.

Action 9b: Acquire membership for the QEP Leadership Team – identify a QEP Director

- The QEP Founding Leadership Committee first convened a meeting on [November 20, 2009](#). The Leadership Committee consisted of the membership from 2 fulltime faculty, 1 adjunct faculty, student affairs representative, administrator, librarian and 1 student representative.

This founding leadership team was replaced by the QEP Development team in August 2010, and is chaired by the program director and fulltime business faculty member. QEP development is ongoing and proceeding according to QEP timeline.

Action 9c: Develop timelines for the reaffirmation process and QEP

- Comprehensive timelines for both the [reaffirmation process](#) and QEP have been developed and distributed college-wide. As of the June 30, 2010, FKCC is on schedule with both processes. As is evident from these timelines, reaffirmation and the QEP are the primary focus of the institution until June 2012.

Action 9d: Assign responsibility for core requirement and comprehensive standard documentation and narratives

- Compliance report responsibility has been assigned as indicated on the [chart](#). The responsibilities have been changed with any organizational adjustments. The employees responsible for the core requirements and comprehensive standards have been tasked with completing them prior to FKCC's SACS Consultant's arrival at the end of July.

Action 9e: Attend the reaffirmation leadership orientation in Atlanta

- A leadership team from FKCC attended the orientation meeting in Atlanta at the first of the year. In attendance were Dr Tryee, Dr Charles, Dr Kehoe, Dr MacWilliams and Dean Snyder. All attendees received direction for a successful reaffirmation and QEP process. FKCC also scheduled the on-site visit during the orientation – November 15, 16, and 17, 2011.

Action 9f: Create an internal drive to contain all reaffirmation support documents and narrative drafts

- This action has been disbanded due to FKCC's purchase of [Compliance Assist](#) software. The College identified that Compliance Assist software can contain the reaffirmation report and the volumes of documentation more easily and much more cost effectively than trying to create an in-house program. Compliance Assist has been purchased, trainings have been offered and the leadership team has been inputting their responses since the first quarter of 2010.

10. Initiate a presidential search process

2009-2011 Assessment of Actions:

- Although this strategic objective was necessary at the onset of the 2009 reporting year, the College has since agreed to a permanent contract with the interim president until June 2012. Dr. Lawrence Tyree was hired in November of 2009 as interim president and agreed in March 2010 to continue as permanent president until June 2012. This action lends leadership and organizational stability to the institution, especially during this essential period of reaffirmation.