

**INSTRUCTIONAL SERVICES  
2005-06 PROGRAM REVIEW RECOMMENDATIONS**

PROGRAM/AREA	RECOMMENDATIONS FOR FOLLOW-UP ACTIONS DURING 2006-07	FOLLOW-UP ACTIONS COMPLETED/IN PROGRESS
<p style="text-align: center;"><b>Academic Success Center</b></p>	<ul style="list-style-type: none"> <li>◆ Increase student awareness of the ASC</li> <li>◆ Continue to expand services of ASC at the Chautauqua Center and Sikes Center</li> <li>◆ Increase the connection of the ASC to College Prep Students</li>   <li>◆ Increase space of the ASC</li>   <li>◆ Upgrade equipment to insure compatibility with program equipment</li> <li>◆ Work toward 12-month staffing for ASC</li> </ul>	<ul style="list-style-type: none"> <li>◆ New brochures have been developed and distributed</li> <li>◆ Letters to invite and encourage individual prep students to use the ASC have been sent</li> <li>◆ Phone calls to individual students to encourage them to use the ASC have been made</li> <li>◆ Visits and presentations to prep classes have been made to invite and encourage students to use the ASC</li> <li>◆ Tutors are continually being hired to service the Chautauqua Center and Sikes Center</li> <li>◆ The configuration of the AWSC Niceville Campus has been installed. The space for tutoring and computer assistance has been increased.</li> <li>◆ The Ft. Walton Beach ASC has been redesigned and can accommodate more students</li> <li>◆ The computers have been upgraded to match the capabilities of the classroom computers</li> <li>◆ A new ASC director has been hired to serve on a 12 month basis</li> </ul>
<p style="text-align: center;"><b>Accounting</b></p>	<ul style="list-style-type: none"> <li>◆ Monitor enrollment patterns in all Accounting Programs to develop improved scheduling</li>   <li>◆ Track employment trends in the local community relative to the field of entry-level accounting</li>   <li>◆ Recruit additional associate faculty members</li>   <li>◆ Explore strategies to increase the success rate of students enrolled in distance learning classes</li> </ul>	<ul style="list-style-type: none"> <li>◆ Enrollments have been monitored by the Business Division. Computer Applications in Accounting and Payroll Accounting courses will be offered in the fall and spring every year in order to increase enrollments. Enrollments in Accounting are steady and courses will continue to be offered each semester.</li> <li>◆ According to FETPIP, graduates of the A. S. in Accounting Technology/Accounting Applications are experiencing a 100% placement rate</li>   <li>◆ Recruitment of associate faculty members is ongoing. Accounting classes are adequately staffed at present.</li> <li>◆ A Distance Learning Program Review for Accounting has been reviewed. Online Accounting syllabi have been reviewed and changes made to enhance the online class</li> </ul>

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		environment.
Admissions and Registration	<ul style="list-style-type: none"> <li>◆ Increase cross training of front-line staff to allow for continuous support of workloads during staff absences, shortages or peak registration periods</li> <li>◆ Implement Florida Community College Software Consortium (FCCSC) Student Information System (SIS) full functionality (State of Florida's "time to degree" and/or excessive hour initiatives; web advising; baccalaureate supplemental admission forms) to allow for advances in technology, record processing and services to students</li> <li>◆ Implement State of Florida Academic Counseling and Tracking System (FACTS) full functionality to allow for advances in technology, record processing and services to students</li> </ul>	<ul style="list-style-type: none"> <li>◆ Completed cross training program to insure that all positions will be covered during peak registrations and/or during staff absences. I</li> <li>◆ Each registration, a college-wide registration training update is conducted to keep all campuses/centers current and allow for the shifting of staff (as needed) to support admissions and registration functions.</li> <li>◆ FCCSC SIS system is fully implemented and functional. Yearly enhancements continue to be migrated in from the FCCSC and staff is trained on all upgrades</li> <li>◆ Implemented all current initiatives required by FACTS MOU to include Transient Student Processing and 2+2 SUS Degree Audit</li> </ul>
Athletics, Health & Fitness	<ul style="list-style-type: none"> <li>◆ Expand the Wellness Center on the Niceville Campus (Projected in the new Community Services Complex)</li> <li>◆ Purchase updated equipment for all Wellness Centers</li> <li>◆ Purchase updated equipment for labs in First Aid and Athletic Injuries</li> <li>◆ Update classroom furniture in both F104 and F205</li> <li>◆ Provide new visual aid equipment for classrooms</li> <li>◆ Consider hiring full-time instructor for the FWB Wellness Center</li> </ul>	<ul style="list-style-type: none"> <li>◆ Plans are for expansion of the Niceville Wellness Center in the new Community Services Center (CSC)</li> <li>◆ Some equipment has been purchased and upgraded with the majority to be done in the new CSC</li> <li>◆ Ongoing updates of furniture and equipment in F 104 and F 205 as funds are available.</li> <li>◆ New visual aid equipment is in the classrooms</li> <li>◆ Classes are being effectively taught by adjunct instructors</li> </ul>

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Dual Enrollment	<ul style="list-style-type: none"> <li>◆ Enhance communication between the college and high school counselors</li> <li>◆ Develop a system to help individual dual enrollment students know about the resources available to them</li>   <li>◆ Update the dual enrollment student handbook, website and orientation</li> <li>◆ The dual enrollment student handbook, website, and orientation are reviewed yearly and updated as needed.</li>   <li>◆ Consider specific budget allocation for dual enrollment mail-outs, flyers, etc.</li>   <li>◆ Provide an area for the staff assistant that allows for some privacy for dual enrollment students and their parents</li> </ul>	<ul style="list-style-type: none"> <li>◆ Met with the counselors at Niceville, Choctawhatchee, and Ft. Walton Beach High Schools. Met with parents and students during the high school registration period at Freeport High School. Met with a select group of seniors at Walton High school. There is regular e-mail correspondence among OWE dual enrollment, the high school counselors, and the school district offices. We worked very closely this year with Niceville High School to determine if dual enrollment was the best option for each student.</li> <li>◆ Attended a FDOE workshop on dual enrollment to get information to share with the high schools</li> <li>◆ The dual enrollment website and student handbook are updated regularly. The dual enrollment student handbook, website, and orientation are reviewed yearly and updated as needed.</li> <li>◆ Midterm and final grades for dual enrollment students are sent to each high school and District office. The OWC Director of Dual Enrollment and the high school counselors use the grade reports to advise students on their best options.</li> <li>◆ Met with Enrollment Services to discuss a separate budget for dual enrollment and decided, for now, it is better to keep the dual enrollment expenses under Enrollment Services</li> <li>◆ No space is available in Building C-1 for the dual enrollment staff assistant to have an area with privacy. We will reconsider this when Enrollment Services expands into the C-2 area.</li> </ul>

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Education	<ul style="list-style-type: none"> <li>◆ Increase the number of blended classes offered in education</li> <li>◆ Regularly review latest state mandates of prerequisites to ensure that students are advised correctly and well prepared to attend any university</li> <li>◆ Attend all articulation meetings between UWF and FSU to ensure adequate communication and cooperation</li> <li>◆ Monitor fingerprinting issues closely to ensure compliance with the law and to facilitate the procedures for the various counties where practicum placements are made</li> <li>◆ Develop marketing plan for EPI program</li> <li>◆ Seek new faculty member to serve both teacher education and EPI programs</li> </ul>	<ul style="list-style-type: none"> <li>◆ The Introduction to Educational Technology class offered very successfully in a blended format</li> <li>◆ All EPI classes offered in blended format</li> <li>◆ State of Florida has changed education prerequisites. OWC is advising students of new changes</li> <li>◆ OWC staff has attended articulation meetings</li> <li>◆ Both universities have presented to OWC education classes</li> <li>◆ Fingerprinting issues closely monitored. All education majors and EPI students who have practicum placements in local schools are fingerprinted in the district in which they serve</li> <li>◆ Marketing for the EPI program has been highly successful.</li> <li>◆ Fifth cohort to begin summer 2007.</li> <li>◆ Average number of 40 EPI students per cohort</li> <li>◆ Faculty members for the EPI are now contacting OWC seeking positions rather than OWC seeking faculty</li> </ul>
Foreign Language	<ul style="list-style-type: none"> <li>◆ Seek additional sign language instructors</li> <li>◆ Add summer offering of sign language if instructor can be found</li> <li>◆ Develop and implement non-credit occupation-based Spanish courses for Health care workers, law enforcement officers and businesses</li> </ul>	<ul style="list-style-type: none"> <li>◆ The availability of additional sign language instructors is scarce in this region. OWC continues to seek additional faculty members.</li> <li>◆ Summer offerings of sign language have been successful</li> <li>◆ Spanish for Health Care Workers, Spanish for Law Enforcement are now scheduled for the spring term.</li> <li>◆ Spanish for Health Care Workers is now also offered at the SN level</li> <li>◆ Spanish for Firefighters is also being implemented for the spring term.</li> <li>◆ Spanish for Businesses has not yet been implemented.</li> </ul>

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Grant Administration	<ul style="list-style-type: none"> <li>◆ Develop a resource handbook that includes Grant Administration guidelines, policies and procedures</li> <li>◆ Develop an in-house monitoring tool for grants and evaluate each college grant on an annual basis</li> <li>◆ Prepare an annual schedule documenting the tentative date of each grant review</li>   <li>◆ Re-establish Grant Oversight Committee</li> <li>◆ Survey grant administrators twice annually to gather information concerning their grants</li> <li>◆ Provide monthly grant budget summary to grant managers</li>   <li>◆ Consider creating a staff position for a college grant writer</li> <li>◆ Analyze and apply for grants that fall within the college's mission and capability of successfully implementing.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Planning in progress</li>   <li>◆ Self evaluation tool was developed for OWC grants. All grant managers have completed this form and filed with the Coordinator of Educational Services</li> <li>◆ Schedule for 2006-2007 internal grant reviews has been determined. Several grants will be reviewed each year. Those grants that require an annual monitoring will also be included in reviews.</li> <li>◆ Grant Oversight Committee has been reestablished</li> <li>◆ Grants managers have started meeting on a bimonthly basis to discuss grant issues</li> <li>◆ A new grants accountant has been hired and will begin to provide monthly grant budget summaries to grant managers</li> <li>◆ Grant administrators have completed the OWC Grant Self Assessment tool and have completed a grant information sheet.</li> <li>◆ Grant writer position has not been funded</li> </ul>
History	<ul style="list-style-type: none"> <li>◆ Increase delivery methods for history courses (on-line, weekend, blended)</li> <li>◆ Expand tutoring resources in history</li> <li>◆ Procure wall mounted history maps for three classrooms</li> </ul>	<ul style="list-style-type: none"> <li>◆ History courses are now available in on-line form and in the weekend format</li> <li>◆ Blended formats have not yet been implemented</li> <li>◆ The ASC has increased the amount of tutors available for history courses</li> <li>◆ Wall mounted history maps added to 3 classrooms</li> </ul>

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Humanities	<ul style="list-style-type: none"> <li>◆ Develop a non-western art history class to further support OWC's current offerings</li> <li>◆ Seek updated reference materials from the arts library to include other publications and audio-visual software</li> <li>◆ Enhance HUM 1020 with a greater emphasis in literature.</li> <li>◆ Compile a list of suggested readings for HUM 1020 for all instructors</li> <li>◆ Equip J304 with internet and PowerPoint capabilities</li> <li>◆ Purchase videos for music class</li> <li>◆ Add an evening class in music for continuing education</li> </ul>	<ul style="list-style-type: none"> <li>◆ New textbook for HU&amp;M 1020, <u>Landmarks in Humanities</u> covers a broader ethnic and cultural diversity.</li> <li>◆ Enhanced DVD collection for Art Humanities and expanded the non-western components for ARH 2050, ARH 2051, ARH 2042</li> <li>◆ LRC has provided an "on-line journal" on selected articles and expanded reference materials related to all areas of the Humanities</li> <li>◆ All areas of the Humanities expanded to include web references that are related to each textbook chapter.</li> </ul>
Industrial Management Technology	<ul style="list-style-type: none"> <li>◆ Review or expand distance learning courses to meet the needs of students who are employed full-time</li> <li>◆ Coordinate increased marketing of the program with the JOBS Center, military bases, and local employers</li> </ul>	<ul style="list-style-type: none"> <li>◆ All core courses and all technical electives listed for this program are now available to students in a distance learning format.</li> <li>◆ The Career Resource Center has specific information related to the Industrial Management Technology Program and will work closely with the military bases and local employers to make sure the information is up to date and available to all students.</li> </ul>

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<p><b>Learning Support Services</b></p>	<ul style="list-style-type: none"> <li>◆ Continue to expand tutorial services at all centers based on curricular need and student demand</li> <li>◆ Explore ways to deliver tutorial services and web advising options via available technology and new software</li> <li>◆ Reorganize the "Assistance at a Distance" web page to take advantage of new technologies such as Elluminate and Camtasia for more interactive student support via the web, including pda and phone options</li> <li>◆ Enhance faculty training options to strengthen awareness and use of technology that can improve learning support services</li> <li>◆ Implement intervention referral system for use by faculty that can increase early intervention strategies</li> <li>◆ Increase tutorial services and materials in natural science, economics, accounting, and other high-need areas</li> </ul>	<ul style="list-style-type: none"> <li>◆ Increased hours and staffing at FWB &amp; Sikes open labs.</li> <li>◆ Purchase of Accutracker; increased visibility of ask-a-tutor and other free tutorial services on the OWC website and planned offering of tutoring via Elluminate</li> <li>◆ Assistance-at-a-Distance webpage is updated, more interactive and prominently available on the OWC mail page. Student support options are organized so that the page can be a portal to new technologies as they are available</li> <li>◆ Updating and enhancement of the LTech website includes new faculty tutorials and manuals. Increased face to face help via the inclusion of the LRC Instructional Technology staff member as a primary contact point for faculty using new technologies. Increase full-time faculty in the developmental areas and coordinate between the departments so that new technology and strategies can be better communicated to all faculty teaching pre courses.</li> <li>◆ Implementation of face-to-face advising for any student who tests into a college prep class</li> <li>◆ Implementation of mandatory SLS class for any student who tests into any two college prep classes</li> <li>◆ Creation of a Student Success Committee to develop early intervention strategies and address retention of high risk students</li> <li>◆ Environmental changes and reorganization of the ASC have resulted in changes in tutorial offerings that include increases in tutorial services in high-need areas.</li> </ul>
<p><b>Military Education (Eglin/Hurlburt)</b></p>	<ul style="list-style-type: none"> <li>◆ Add on-site information sessions for BAS program at both bases</li> <li>◆ Consider on-site Emergency Management Program for Hurlburt cohort of students</li> <li>◆ Enhance classroom environment at both bases</li> <li>◆ Increase Learning Support Services available at both bases</li> <li>◆ Develop educational plan to anticipate and accommodate impact of BRAC decisions</li> </ul>	

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Physical Sciences	<ul style="list-style-type: none"> <li>◆ Maximize use of the new science facility</li> <li>◆ Develop annual budget for the observatory to meet its recurring maintenance and incidental equipment requirements</li> <li>◆ Add new courses such as environmental science, astronomy lab, or other special topics</li> <li>◆ Increase meteorology class offerings</li> <li>◆ Evaluate distance learning data</li> <li>◆ Develop strategies to increase success rate of distance learning students in the physical sciences</li> </ul>	<ul style="list-style-type: none"> <li>◆ New facility continues to be equipped and “decorated” with educational materials, including 3 aquaria. Should be completed by the summer of 2007</li> <li>◆ Continue to have basic furniture and equipment needs in physics, earth science and chemistry laboratories. New tables, chairs, demonstration desks and storage cabinets are needed</li> <li>◆ Observatory presently has a small budget. Department chair will begin producing an annual report of activities, needs, etc. in 2007</li> <li>◆ Environmental Science class will be offered twice in the fall of 2007.</li> <li>◆ A new course—Natural disasters—was offered in the fall of 2006. It has become a very popular offering. It will be offered in a distance learning format in the summer term 2007</li> <li>◆ Meteorology is offered regularly, mostly at branch campuses</li> <li>◆ We have received much distance learning data from Dr. Southard and have discussed the need to increase student success rates with relevant faculty. More faculty-student contact is needed, even in text-based Distance Learning courses.</li> </ul>
PRIME Time	<ul style="list-style-type: none"> <li>◆ Refine on-line and phone registration</li> <li>◆ Expand travel and field trip courses</li> <li>◆ Add classes at other locations</li> <li>◆ Increase pool of instructors</li> </ul>	<ul style="list-style-type: none"> <li>◆ We are continuing on-line registration. Students are becoming more aware of the opportunity to register on-line</li> <li>◆ We have added two trips to each semester</li> <li>◆ We have added water color classes at the FWB Campus</li> </ul>

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Student Activities	<ul style="list-style-type: none"> <li>◆ Review and plan for improvement of intramural sports activities to improve participation and encourage participation of Collegiate High School students</li> <li>◆ Strengthen community service/service learning activities for students, especially Collegiate High School students</li> <li>◆ Work with the Business and Computer Science Division to develop a student organization for business and computer science students</li> </ul>	<ul style="list-style-type: none"> <li>◆ Publicized college-wide via flyers and All Student e-mails</li> <li>◆ Made contact with interested students, including Collegiate High School students and encouraged them to tell their friends</li> <li>◆ Encouraged CHS student involvement in SGA, where students organized 2 blood drives, a food drive and a toy drive</li> <li>◆ 2006-07 school year, over 50% of Student Government officers are Collegiate High students</li> <li>◆ Updated the Student Activities website, improved club sign-up day, and streamlined the way a student organization is made. This led to a 25% increase in student organizations. Six (6) new organizations were formed</li> <li>◆ Students from the Business division have started the process of making an entrepreneur's club and a multimedia club</li> <li>◆ Expanded the Brain Bowl Team to have 2 teams represent OWC at tournaments.</li> <li>◆ Student Activities Coordinator visited economics classes in fall semester to speak with students and encourage them to join college student activities.</li> </ul>
Visual Arts	<ul style="list-style-type: none"> <li>◆ Continue to perfect an art class schedule that meets the needs of students</li> <li>◆ Increase the number of classes offered as student enrollment demands</li> <li>◆ Utilize gallery space to display student work</li> <li>◆ Upgrade outdated equipment and lighting in photography lab</li> <li>◆ Relocate photography lab nearer to the Fine Arts complex/Visual Arts building</li> <li>◆ Add a part-time photography lab assistant to increase lab availability for students</li> </ul>	<ul style="list-style-type: none"> <li>◆ Continued to work on arranging arts class schedules to have a seamless flow between semesters to create program consistency</li> <li>◆ Faculty continued to monitor student's needs and conduct surveys to offer what students want</li> <li>◆ Gallery spaces in the Arts Center and within the Visual Arts Building are used by faculty</li> <li>◆ Two new enlargers purchased.</li> <li>◆ New safe lights have been installed</li> <li>◆ No movement on relocating the photography lab</li> <li>◆ Request for part-time photography lab assistant will be made in the 2007-08 budget</li> <li>◆ A visual arts student assistant will also be requested in the 2007-08 budget year.</li> </ul>

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Women's Resource Center	<ul style="list-style-type: none"> <li>◆ Offer information sessions on more campuses</li> <li>◆ Offer one evening information session per month</li> <li>◆ Install an outside literature holder by Women's Resource Center office</li> <li>◆ Develop an endowment specifically to support the Women's Educational Resource Center</li> <li>◆ Develop a source of funding for textbooks</li> <li>◆ Consider reactivation of Adults in a Changing Society or similar course to transition displaced homemakers/returning students into an educational/work training environment</li> </ul>	<ul style="list-style-type: none"> <li>◆ The WERC now offers information sessions in FEB, Crestview and DeFuniak in addition to those in Niceville</li> <li>◆ Evening information sessions were held in fall semester 2006 and a spring 2007 session is planned for March</li> <li>◆ Outside literature holder has been installed outside B 113</li> <li>◆ Staff continues to work with Dr. Richburg and Mr. Chitwood on establishing an endowment</li> <li>◆ More Perkins funds have been allocated for textbooks</li> <li>◆ Discussion of reactivation of Adults in a Changing Society class has been conducted with the Associate Dean of Career and Technical Programs</li> </ul>
Writing Gordon Rule	<ul style="list-style-type: none"> <li>◆ Reformat all department and instructor syllabi, due to the change in Gordon Rule for fall 2006</li> <li>◆ Change assessment tools for each class with the change in Gordon Rule</li> <li>◆ Institute more blended classes for these courses</li> <li>◆ Provide for more instructor participation in workshops directed to assist with on-line courses</li> <li>◆ Seek additional associate faculty for Sociology and Social Problems SYG 2010</li> <li>◆ Extend use of "Turnitin" plagiarism software to all writing classes</li> </ul>	<ul style="list-style-type: none"> <li>◆ All department instructor syllabi reflect changes in the Gordon Rule Requirements. This includes both Communications and Social Science courses.</li> <li>◆ Blended classes for English and Literature have increased</li> <li>◆ Blended classes for Social Science have not increased</li> <li>◆ Number of workshops directed to assist with online courses has increased 100% with the addition of a Distance Learning Director</li> <li>◆ Search for additional associate faculty for Sociology and Social Problems is ongoing</li> <li>◆ Use of "Turnitin" has been extended to all Gordon Rule classes</li> <li>◆ Workshops for faculty on the use of "Turnitin" have been conducted</li> <li>◆ Plagiarism rates have decreased</li> </ul>