LEARNING AND ACADEMIC AFFAIRS ANNUAL PLAN 2012-13 rev.3/7/13

Our major directives include the following:

- **To review and implement all approved recommendations in the design team reports listed below.**
- **Support the continuous improvement and progress of academic initiatives as related to Middle States accreditation recommendations and commitments.**

To review and implement all approved design team recommendations.	**Data Collection & Analysis**	**Procedural Process Improvements**	**Priorities for Spring 2013**	**Measurements**	**Responsible Parties**
ED100 http://www.mvcc.edu/design-teams/actions/dean-response-to-ed100-design-team-recommendations	1. Survey to assess student response to new design to be administered week seven or eight. 2. Data on completion as compared with previous semester data, old model (% earning ABC grades compared)	1. ED100 scheduled as A term course. 2. Revised, common curriculum established and approved. 3. Best practice workshop for ED100 faculty held Dec. 2012. 4. SQ adopted by several trained faculty for use in ED100. 5. Faculty blackboard site including course materials established.	1. Survey students, week seven or eight. 2. Compile comparative data on completion rates. 3. Work group to review data, suggest revisions. 4. Textbook selected by work group (if desired). 5. Training for Fall 2013 faculty held. 6. SQ training offered to interested ED100 instructors.	1. Student surveys will indicate an average rate of 4.5 (on a 5.0-point scale) satisfaction level with the course format and content. 2. Completion rates for the eight-week spring 2013 course offerings will be 15% higher than were completion rates for students in the 15-week fall 2012 ED100 sections. 3. 100% of fall 2013 course instructors will adopt the ED100 Work Group's selected textbook (if it is determined that a textbook will be required). 4. All instructors who are	Boulanger, Dewan, G. St. Croix, ED100 Work Group

				new to teaching ED100 in the fall 2013 will attend training. 5. StrengthQuest training will be offered to all ED100 instructors.	
Honors Program http://www.mvcc.edu/design-teams/actions/dean-response-to-honors-design-team-recommendations	1. Data regarding potential number of students invited to join Honors Program 2. Survey to assess student response to Honors Program participation to be administered week fourteen.	1. New courses, HP101, HP200 proposed and approved, first offerings 2012-13 2. Rubric/toolbox for projects designed; Honors project faculty to attend workshop, January 2013 3. Membership in the National Collegiate Honors council confirmed. 4. Web page designed.	1. Process for opening Honors Program to eligible students established; fall 2013 participants invited. 2. Honors Program budget established. 3. Field trip planned and implemented.	1. At the conclusion of the 2012-13 academic year, 100% of eligible Honors participants will be invited to join the program.	Boulanger, Beck, Honors Program Work Group
Internship http://www.mvcc.edu/design-teams/reports/internship-design-team Response letter to work group still to be created.	1. Research best practices at identified exemplary internship programs. 2. Define service learning. 3. Inventory existing components and assets related to internships already in place at the College. 4. Identify key components of a comprehensive internship program for students at MVCC. 5. Develop preliminary recommendations and present to the College Senate for feedback. 6. Develop final recommendations, with preliminary program and budget needs, and present to Cabinet.	1. A central internship office/coordinator to oversee the college wide internship process for students and companies. This person would work in conjunction with the faculty internship coordinators in their respective areas to support and enhance their programs. The coordinator would also oversee the development of the website and the implementation and offerings of the centralized internship fair each semester. 2. A comprehensive Internship Fair for students, faculty and employers.	1. Deans address the 10 recommendations 2. Identify an appropriate office to house a college wide internship program.	1. Response to the Dean Team will be completed and the majority recommendations will be implemented.	Akhavi, Kahler (consultant), Carraway, Fuoco, Nicholls, Internship Work Group

		3. A central internship web site for all internship programs as well as a database to house all of the internship opportunities. 4. A comprehensive internship orientation for all internship sites participating in the MVCC internship program. 5. Internships should be offered on a paid and unpaid basis. 6. Standardization of internship hours for credit: 1 credit=45 contact hours. 7. Standard legal contract regarding liability for the student, college, and employer. 8. Internships should be offered during all semesters (fall, spring & summer.) 9. Development of a college wide document/contract for supervisors, students, and faculty to determine the learning outcomes for the internships. 10. Internships to be offered on a credit and not-for-credit basis.			
Learning Communities http://www.mvcc.edu/design-teams/actions/learning-communities-system-design-team	1. Student feedback collected via student survey 2. Data comparing GPA and persistence of students in learning communities versus stand-alone sections of the same classes compiled	1. Learning Communities planned for Spring 2013 2. Meetings with VPSA and Associate Dean for Enrollment and Advisement to suggest: a. Dean to attend part-time	1. Refocus efforts toward developmental learning communities 2. Explore alternative registration pathways to facilitate enrollment process	1. Learning Communities participants will persist to registration in the subsequent semester at a rate that is 10% higher than their peers in non-Learning	Boulanger, Dewan, Learning Communities Work Group

Response letter to work group still to be created.		advisor training to share information on learning community benefits b. Student panel of participants to share learning community experiences with part-time advisors 3. Learning Communities open forum held for interested faculty and professional staff members, fall 2012		Community sections of the same courses. 2. Alternative pathways for Learning Community registration will be explored.	
Professional Development Still in process.	1. Review past five years of professional development funding. 2. Analyze data to discern patterns. 3. Create spreadsheet with data results.		1. Review the recommendations with the Dean Team 2. Review workgroup report at Dean meeting, Cabinet and Senate. 3. Create response to the recommendations. 4. Prepare implantation of new design by Fall 2013.	1. Design team recommendations are addressed.	Professional Development Work Group, Deans
Program Development http://www.mvcc.edu/design-teams/recommendations/program-development-design-team Response letter to work group still to be created.	1. Needs Assessment Analysis Form (NAAF) 2. Continuous Assessment/ Improvement of Existing Programs 3. Discontinuance Analysis	1. NAAF guidelines and Undergraduate Program Proposal Form developed. Flow Chart developed to visualize the process. 2. Proposed program indicator data developed. 3. Criteria for a discontinuance analysis and process for implementation developed.	1. Review the current APR process with a goal to revise current practices, realigning the APR committee with SUNY and MSCHE requirements while providing a useful and meaningful connection with faculty, especially with regard to the data-driven portion. 2. *Begin vigorous review of all degree programs to address credit creep and compliance with new SUNY SED initiatives.	1. Provide recommendations for a revision of current practice and a realignment of the APR committee with SUNY and MSCHE requirements. 2. All degree programs reviewed and recommended for initiative alignments completed.	1. Akhavi, Woodrow, Buttenschon, Schwaner, Program Development Work Group 2. Dean Team, VPLAA

Scheduling http://www.mvcc.edu/design-teams/recommendations/scheduling-system-design-team-recommendations Response letter to work group still to be created.		1. Streamlined and simplify the college calendar; Eliminated the "Tuesday is a Monday" Fall Schedule 2. Increased internet and hybrid course offerings 3. Implemented a more robust Course Search that permits searching by a full range of day/time/ campus criteria.	1. Analyze current capacity and usage to determine needs and identify partners near campus and within our region to expand physical space capacity if required 2. Continue to increase internet and hybrid course offerings 3. Offer more evening, and internet programs 4. Centers will work to coordinate their offerings to ensure that online, evening, summer, and Rome sections are offered with minimal time conflicts 5. Inventory Fall and Spring Only courses, determine necessity and note on degree worksheets.	1. Establish what time slots are full, and where there is capacity. Compile list of partners where possibilities for class offering exist. 2. % increase of internet/hybrid offerings from 2011-12 to 2012-13. 3. % increase of programs offered via evening/internet scheduling from 2011-12 to 2012-13. 4. Asst Deans and Dean of Rome Campus will establish times to meet together to conduct comprehensive review of the schedule to see what conflicts exist amongst classes, what time slots are not being filled, and what courses are not being offered as often as needed or offered too much. 5. VPLAA Office will conduct assessment of course offerings to establish list of courses that are offered on a semester-only basis.	Pucine, Bogan, Lynch, Broadhurst, Scheduling Work Group

Service Learning http://www.mvcc.edu/design-teams/reports/service-learning Response letter to work group still to be created.	1. Inventory of current Service Learning projects. 2. Community Demand Survey to be designed and approved.	1. Training program for faculty/staff developed and conducted with 15 people trained. 2. Service Learning Project: "Conversation Partners" piloted with International students and EN150 students. 3. Process to track and record service learning hours performed for co-curricular transcript developed and implemented.	1. Inventory of current Service Learning projects completed. 2. Community Demand Survey conducted and results analyzed. 3. January Institute training conducted for 27 faculty/staff members. (completed)	1. Inventory completed. 3. Survey completed and analyzed. 4. Five new service learning (one from each Center) will be identified as a result of survey analyses.	Fess, Sue Smith, Broadhurst, Service Learning Work Group
Underprepared Students http://www.mvcc.edu/design-teams/actions/underprepared-students-actions Response letter to work group still to be created.	1. Pass rates compiled and analyzed for MA045 and MA050 with comparative data for previous semesters 2. Smarthinking utilization data by subject code compiled and analyzed 3. Smarthinking student survey compiled and administered to assess student satisfaction 4. Data compiled for Title III and Perkins applications, to include percentages testing into developmental courses	1. established at least one full-time faculty position for each developmental discipline (English, reading, mathematics, and chemistry) 2. created Developmental Coordinator positions, as well as a Developmental Math Advisory Council, to work on curricular redesign 3. developed several developmental learning communities and provided professional development on learning communities 4. engaged in focused curricular alignment discussions in math and English with local high school faculty and administrators 5. engaged developmental faculty in professional	1. Dev Math: a. Spring pilot, infused tutoring b. Smarthinking adoption to provide online tutoring for students taking MA050 via the Internet c. New course proposals developed and moved through CWCC d. Title III Application to focus on dev studies, math 2. Dev English: a. EN098 proposal developed and moved through CWCC 3. Dev Reading: a. (Tentative) Perkins proposal to include reading/study skills full-time tutor	1. Sections of MA050 with infused tutoring will have a 10% higher passing rate than that of the sections without infused tutoring. 2. Online developmental math student who access Smarthinking five or more times will achieve a passing rate that is 5% higher than that of their classmates who do not use the service. 3. A proposal to create EN098 will be finalized and approved through CWCC.	Boulanger, Dewan, Underprepared Students Work Group

		development at the Kellogg Institute 6. expanded Learning Center efforts through an annex in the Instructional Technology building, a retention center in the Jorgensen Center, and establishment of online tutoring options.			
Virtual Campus http://www.mvcc.edu/design-teams/recommendations/virtual-campus-design-team-recommendations Response letter to work group still to be created.	1. Research and identify areas for advancement; recommend additions, deletions, and modifications to current practices, procedures and systems. 2. Research best practices for a virtual campus at Rio Salado, Anne Arundel CC, and Franklin University. 3. Research and identify areas for advancement with the use of technology for teaching and learning to create full on-line degrees and programs. 4. Conduct a needs assessment and survey the College community for their perceptions and needs regarding support services for the online community	1. Create a distance learning development plan 2. Increase staffing support 3. Design distance learning policies 4. Design virtual campus attributes	1. Establish a web-based framework for full spectrum student support services. This would likely include virtual tours, building and classroom tours/maps. Media can be delivered as video, full interactive 3D environments, and/or downloadable documents, usually in PDF format. 2. Update current inventory of virtual learning and student support service offerings. 3. Identify challenges to further progress in Virtual campus creation. 4. Create workgroup to pursue further progress. 5. Invite design team along with Ben Duerr.	1. Inventory is updated. 2. Workgroup is created and charged.	Lynch, Kahler, Akhavi, Virtual Campus Work Group
Support the continuous improvement and progress of academic initiatives as related to Middle States accreditation recommendations and	**Data Collection & Analysis**	**Procedural Process Improvements**	**Priorities for Spring 2013**	**Measurements**	**Responsible Parties**

commitments.					
MIDDLE STATES' TEAM RECOMMENDATIONS					
Institutional goals should explicitly focus on intended outcomes, particularly student learning outcomes where appropriate	1. Data on DGV and information management assessments 2. Data on General Education outcomes 3. Data on benchmark standards regarding program outcomes assessment report	1. Strategic Plan provides detail regarding student learning outcomes, including appropriate measures and benchmarks		1. Throughout 2013-14 budget development process, academic centers connect center mission and objectives to strategic planning directions and link where possible their objectives where possible to student learning outcomes.	Deans, VPLAA , Assessment Liaison
Revise academic advising system to insure timely, accessible, comprehensive and well-coordinated services	1. Data reflecting advisor loads	1. Dean review of various advisement models, concluding with decision to follow "Total Intake Model" 2. "Appreciate Advisement" professional Jennifer Bloom presentation 3. Workgroup commissioned; work group determines program areas needing additional advisors 4. Faculty advisement cross-training held, August 2012 5. Fall 2012 training held for Office Specialists to adjust advising loads	1. Advisor training planned for faculty hired 2012-13	1. 100% of new faculty hired of 2nd year faculty are trained to advise. 2. Spring priority Explore options for true one-stop academic advising for Fall 2013 implementation.	Deans, VPLAA

		6. January 2013 training held for Office Specialists to assign advisors for new students			
Revise course outlines and syllabi to provide clear and measurable learning outcomes for student performance		1. Course outlines were reviewed and those needing revision were adjusted and submitted through their Center Dean. These were vetted one last time by the Assessment Liaison. 2. New CWCC policy instituted: all new or revised curricula must be reviewed and approved by the Assessment Liaison prior to submission to the College-wide Curriculum Committee.	1. Ensure faculty review of all course outlines for active courses by the end of the Spring 2013.	1. Maintain 100% compliance of course outlines.	Deans, VPLAA
MIDDLE STATES' TEAM SUGGESTIONS					
Review sufficiency and effectiveness of academic administrative structure		In response to the 2011 questionnaire regarding the academic administrative structure: 1. Faculty volunteers worked on one of three teams to identify themes and present recommendations 2. Academic Centers were relocated to centralize support for faculty and students	1. Examine further potential efficiencies within the academic unit.		Deans, VPLAA

		3. Clerical support was increased in each Center 4. Coordinator needs were identified and new positions developed 5. Coordinator agreements created, Fall 2012			
Complete Program Reviews in a timely manner		1. New priority established regarding completion of APRs on five-year cycle 2. Assessment liaison maintains a spreadsheet of all APRs due and communicates information with appropriate Center Dean 3. Academic coordinators take ownership of APR process	1. The following Academic Program Reviews will be completed by the end of the Spring 2013 semester: Accounting Administrative Assistant Air Cond Tech-Refrigeration Airframe & Powerplant Tech Allied Health Care Business Administration Business Management Carpentry & Masonry Chef Training Chemical Technology Computer Aided Drafting Electric Service Tech/Elec Main Engineering Science ESL Graphic Com: Graphic Design Human Services Lib Arts & Sci-Gen Study Lib Arts & Sci-Human&SocSci Medical Assisting Medical Assistant Mech Tech-Aircraft Maintenance Recreation & Leisure Services		Deans, VPLAA

Expand efforts to extend culture of assessment to all faculty		The first objective in the Institutional Effectiveness and Assessment Plan provides a focus on extending a culture of assessment to all faculty, staff, and students.	PRR Task Force and IEC members will review the AAUP 15 elements for achieving a culture of assessment to determine areas of future focus.	Review of elements completed and areas in need of improvement identified and incorporated into the PRR.	Assessment Liaison
Provide in-service training to faculty linking assessment to improvement of student learning outcomes		The Assessment Liaison continues to conduct rubric training sessions to assist faculty with developing and using rubrics to assess student achievement of learning outcomes.	Rubric training session conducted as per request.	100% of the training requests completed.	Assessment Liaison
Move forward with Adjunct Faculty Support Design Team recommendations		The Adjunct and Service Learning Liaison 1. Developed and conducted Adjunct Orientation sessions that are held at the beginning of every fall and spring semester 2. Communicates regarding important issues and deadlines via email and an adjunct webpage. 3. Invites adjuncts to all professional institutes held on campus, and several have committed to regular attendance at the New Faculty Institute.		1. Added evening session of adjunct orientation for the Spring 2013 semester with 12 adjuncts attending. 2. Completed and ongoing. 3. Completed and ongoing.	Deans, VPLAA
Review faculty workload and overload		In an effort to ensure faculty availability for academic responsibilities and curriculum oversight, the Vice President for	Monitor compliance with maximum 140% load goal.		Deans, VPLAA

		Learning and Academic Affairs has carefully scrutinized the load and overload for full-time faculty, thus: 1. In the Fall 2009 semester, a ceiling of 160% load was implemented 2. In the Fall 2012 semester, the overload percentage was adjusted a second time to 140% load. These changes have provided more time for faculty interactions with students outside of class and have opened more opportunities for faculty engagement in collegial efforts.			
Help students understand two-tier General Education requirements		A General Education Quick Reference Guide has been compiled to guide student selection of appropriate General Education courses. See https://sites.google.com/site/mvccadvisement/home/advisement/new-student-advising/documents		New Gen Ed quick reference guide was developed.	Deans, VPLAA
Address needs of adult learners through distance learning and flexible learning options		The Office of Adult Learner Services collaborated with the Academic Centers to offer special, cohort-based options, such as 1. an ESL summer program	An accelerated model for adult students is in the planning stages. The cohort program will provide students alternative and online class scheduling in the Human Services major and will articulate with		Deans, VPLAA

		(summer 2011) 2. Weekend College, designed for Business Management majors (a combination of Friday evening, Saturday and online courses, fall 2011). 3. Three learning communities that cater to the adult population, offered in each fall semester—2010, 2011, and 2012, as well as a stand-alone adult-focused section of ED100—College Seminar (fall 2011, fall 2012)	Keuka College's bachelor's program, which is also offered on the MVCC campus.		
Review developmental Education program to improve student performance/ retention		As a direct result of the Underprepared Students' Design Team recommendations, the College: 1. established at least one full-time faculty position for each developmental discipline (English, reading, mathematics, and chemistry) 2. created Developmental Coordinator positions, as well as a Developmental Math Advisory Council, to work on curricular redesign	Dev Math: 1.Spring pilot, infused tutoring 2.Smarthinking adoption to provide online tutoring for students taking MA050 via the Internet 3.New course proposals developed and moved through CWCC 4.Title III Application to focus on dev studies, math Dev English: EN098 proposal developed and moved through CWCC Dev Reading:	1. Sections of MA050 with infused tutoring will have a 10% higher passing rate than that of the sections without infused tutoring. 2. Online developmental math student who access Smarthinking five or more times will achieve a passing rate that is 5% higher than that of their classmates	Deans, VPLAA

		3. developed several developmental learning communities and provided professional development on learning communities 4. engaged in focused curricular alignment discussions in math and English with local high school faculty and administrators 5. engaged developmental faculty in professional development at the Kellogg Institute 6. expanded Learning Center efforts through an annex in the Instructional Technology building, a retention center in the Jorgensen Center, and establishment of online tutoring options.	(Tentative) Perkins proposal to include reading/study skills full-time tutor	who do not use the service. 3. A proposal to create EN098 will be finalized and approved through CWCC.	
Consider establishing "clearinghouse" for evaluating Experiential Learning		The Academic Policies and Standards Committee recently reviewed the experiential learning approval process, researched best practices at other colleges, and concluded that due to the limited number of requests and the continual interaction of and consultation among the Academic Deans who approve each application, consistency is not an issue.		The policy and procedure has been revised and updated in the catalog for the upcoming academic year.	Deans, VPLAA

Monitor Dual Credit course content/ instruction		MVCC's Dual Credit program was accredited by the National Alliance for Concurrent Enrollment Partnerships in 2009. In compliance with strict accreditation standards, MVCC is bound to monitor the curriculum carefully to ensure that the course content and rigor match that of the same course taught on the College's campuses. To ensure that rigor is maintained 1. each Dual Credit faculty member must possess the same qualifications as on-campus adjuncts (qualifications grid developed) 2. each is assigned a discipline-specific liaison who guides syllabus design, recommends course assignments, shares course materials, observes classes, and provides constructive verbal and written feedback. 3. Dual Credit faculty attend orientation and professional development events on campus each year. 4. Dual Credit faculty conduct assessments of			Deans, VPLAA

		student learning outcomes based upon the rubrics provided them by the College Academic Center.			
For recruitment/ college preparation, consider delivering the ED100 course at the local high school.		Response to feedback from teachers and students on a pilot program which included offering ED100 at Proctor High School, the College opted to offer ED100 on campus in the first summer session specifically for high school seniors who plan to attend MVCC as full-time students in the fall. The summer program offers several advantages over the Proctor-based course: (1) students are exposed to actual campus resources; (2) sharing of information occurs directly before students' fall admission so is more likely retained, and (3) the classes are offered in late afternoon to allow students still attending high school to complete one credit while maintaining the high school class schedule.	In light of the ED100 Design Team's recommendations for curriculum redesign and in deference to instructor and student feedback on the value of exposure to the campus during the instructional period, at least two sections of ED100 will be offered in condensed formats on the MVCC campus at times convenient to graduating high school seniors.	We have postponed any further decisions until new ED100 program data is available.	Deans, VPLAA
MIDDLE STATES—INSTITUTIONAL COMMITMENTS ADDRESSED IN PRR					

6.2 Conduct training workshops for Academic Deans to address issues surrounding management and faculty evaluation.		Shortly after the academic reorganization in 2009, the Deans and Assistant Deans participated in a professional development session on faculty evaluation and developed a rubric defining a comprehensive set of standards for faculty evaluation. This document guides both the constructive verbal feedback that is shared in post-classroom evaluation conferences, as well as the written reports of classroom evaluations.		An evaluation design team was convened and we are awaiting recommendations for that group.	Deans, VPLAA
6.4 Departments will commit to maintaining files for their adjunct faculty members.		Academic Centers have compiled complete adjunct files for each adjunct hired. Files include adjunct information forms, resumes, transcripts, and classroom evaluations.		Completed.	Deans, VPLAA
6.5 Develop a procedure where all new courses are examined for College-level measurable SLOs and consistency with General Education outcomes, as appropriate.		Curricula are not approved until a thorough review is conducted and approval received from the Assessment Liaison to ensure measurability and appropriateness of course learning outcomes.		Completed and ongoing.	Deans, VPLAA
6.6 Require Departments to be more diligent in providing documentation about the use of		Although the SUNY General Education learning goals and objectives were developed by a SUNY committee without input		Completed and ongoing.	Deans, VPLAA

assessment results for the purposes of improving courses and the General Education Program.		from the College faculty, thus not fully investing faculty in the process, a growing number of MVCC faculty members have analyzed the General Education assessment data and used result to inform course improvements.			
7.1 Ensure that Centers are more consistent in examining learning outcomes for the courses that are being accepted for transfer credit.		Academic Centers found that, in general, transfer institutions' course learning outcomes were inaccessible. Deans and course evaluators will sometimes contact institutions to obtain SLOs, but some either have not created them or do not release them. In the absence of this information, Deans and faculty rely on course descriptions to determine course transferability.		Completed.	Deans, VPLAA
7.2 Require students to commence required remedial/ developmental courses in their first semester, and to continue to enroll in them in subsequent semesters until all requirements are completed.		1. All advisors are provided the *Test Scores and Course Placement* guides and are trained to comply with test score criteria for developmental or academic coursework. 2. Students who test into developmental courses are prevented from registering for higher level academic coursework until developmental courses are successfully		Completed.	Deans, VPLAA

		completed. 3. The Center for Language and Learning Design collaborates with professional advisors to adjust schedules of any students needing to repeat developmental courses.			
7.3 Reinforce efforts to encourage students to shorten the interval between remedial/ developmental course completion and enrollment in required program courses.		1. Faculty advisors are intentional in their advisement efforts regarding registering students who have recently completed developmental courses in the subsequent credit-bearing courses. 2. In those cases in which the credit-bearing course is suggested in the third semester, faculty advisors suggest students complete the developmental course during the semester just prior to ensure continuity.		29% of students who took developmental courses in Fall 2011 took credit-bearing courses in Spring 2012.	Deans, VPLAA
7.4 Continue to study the results of testing to determine correlation with student success and appropriate limitations on the time span for use of placement test results.		In 2012, the College established Accuplacer as the placement instrument for mathematics and reading since this format was more suitable for students with disabilities and since it offered options such as diagnostics (as	A coordinator has been charged with compiling data on Accuplacer math test scores and student achievement in the designated class(es), in all fall 2012 and spring 2013 math classes, developmental and credit-bearing;		Deans, VPLAA

		yet not purchased). Since its inception, a pilot comparing the Writeplacer scores with those of faculty readers has occurred; piloting is ongoing since results are inconclusive at this time. The effort to correlate Accuplacer placement scores and student success in courses will occur in spring 2013.	analyzing/determining correlation between test score thresholds for the various levels of math and appropriateness of placements, and recommending adjustments to test score thresholds as warranted to DMAG and math faculty.		
7.5 Further develop and support distance learning efforts to increase program offerings and improve feedback.		The College has increased the budget for distance education in the past two years, affording an expansion of online course offerings which include one four-credit lab science course and 30 three-credit courses. Full-time faculty participation has increased by 30% during the same time period. In addition, some of the Virtual Campus Design Team recommendations have yielded improvements to support services for online students.			Deans, VPLAA