

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **DEPARTMENT PURPOSE**

The Division of External Programs seeks to help the College meet its mission through the provision of an equally effective academic program at sites that are distant to the Mount Vernon campus. The Division of External Programs provides a community of intellectual inquiry and learning under Christian sponsorship to students unable to commute to the Mount Vernon Campus for such an educational experience. Furthermore, the Division of External Programs develops student maturation in knowledge, values and citizenship through baccalaureate degrees and the Associate of Arts degree, and through the provision of counseling and career guidance as well as to assist students to learn.

#### **OBJECTIVE 1**

Enhance academic quality by continually reviewing the feasibility, quality and staffing of each existing site; developing and improving the academic programs at each existing site; and exploring the possibilities of new sites for the external program.

#### **ACTION PLAN 1**

To annually review the feasibility, quality and staffing of each existing site, confirming that they have learning environments, which encourage scholarly and creative achievement.

#### **ASSESSMENT**

Review student assessments of classes and professors at the end of each semester. Conduct year-end surveys of site directors, staff, faculty and students regarding their level of satisfaction with the academic program, services and staffing. Review the ETS Academic Profile pre- and post-test results section focused on external programs to look for "value added". Study alumni survey information for information regarding the effectiveness of the programs in securing employment and graduate school.

#### **RESPONSIBILITY**

Assistant Vice President for External Programs and Provost

#### **TIME FRAME**

Annual (Spring)

#### **RESOURCES**

Time to conduct surveys and review already available data

#### **RELATED TO**

Strategic Goal No. 4; SACS Recommendation No. 15

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2002-03**

##### **OBJECTIVE 1**

Enhance academic quality by continually reviewing the feasibility, quality and staffing of each existing site; developing and improving the academic programs at each existing site; and exploring the possibilities of new sites for the external program.

##### **ACTION PLAN 1**

To annually review the feasibility, quality, and staffing of each site, confirming that they have learning environments that encourage scholarly and creative achievement.

##### **RESULTS**

On their course evaluations for Fall 02 external students rated the overall effectiveness of their classes on a 1-5 scale where 1 = ineffective and 5 = very effective. The mean rating for Fall 02 was 4.21 for external students and 4.01 for students on the Mount Vernon campus.

In a Spring 03 survey external students rated their satisfaction with the quality of their academic experience on a scale of 1-6 where 1 = very dissatisfied and 6 = very satisfied. The mean ratings for overall academic experience, preparation for employment or grad school, treatment of ethical issues in courses, learning assistance programs, quality of teaching inside and outside of major, and the process for student evaluation of teachers ranged from 4.44 to 4.94 with a median of 5. Satisfaction with variety of courses offered each term and variety of degree programs had a mean rating of 3.75 and 3.80 respectively with a median of 4. One obvious general conclusion here is that attention is needed in improving the variety of courses and degrees. Students rated the quality of teaching inside their major at 4.94 with a median of 5 and outside their major at 4.74 with a median of 5.

A new interim Assistant Vice President for External Programs was hired in September and much initial assessment in the fall was conducted by dialog (in person, by phone, and by email) between him and the site directors and staff. The general consensus of these dialogs suggested the following needs: improved communication between directors, staff, and faculty at sites and main campus; more consistency and organization in and streamlining of procedures).

Waiting for results of ETS Academic Profile in order to determine value added.

An external programs alumni survey is being developed which will be administered in Fall 2003.

**RESPONSE**

More frequent and consistent observation of courses (as required by the adjunct faculty observation procedures suggested by the ad hoc committee on adjunct faculty evaluation, Oct. ) and interviews and surveys of external faculty, staff, and students should help determine the reasons for the higher rating given by external students regarding the overall effectiveness of their classes than that given by students on main campus to make sure that lower standards are not a factor in this judgment. Student course evaluations, surveys, and teaching observations will serve as guidelines for developing strategies to further improve students' judgment of the effectiveness of their classes.

A first step toward improving the variety of courses and degrees would be to increase enrollment. The student population at the Savannah site has become particularly low due to the lack of an organized marketing and recruitment plan. The new director has 4 years successful experience in admissions and recruitment and is expected to increase enrollment at that site. Also, \$10,000 from the Strategic Planning Fund has been added to the general budget for Savannah and will be available 7/1/03 to be used primarily for an extensive advertising campaign.

Another consideration that is being made in regard to the variety of degrees offered is the establishment of a nursing program on the main campus and an extension of it in the Savannah-Hinesville area. An associate of arts degree in Pre-Nursing/Allied Health was approved by the faculty assembly on the main campus (date). Preliminary investigations in the feasibility of developing beyond this "pre-nursing" degree to a nursing degree have begun. The first step is completed: dialog, by phone and email, with director of nursing program at LaGrange College, a small , private, church affiliated liberal arts college like Brewton-Parker; contact with state nursing director, determination whether it is financial feasible at this point for Brewton-Parker make initial investment to begin program.

Due to employee turnover in several key positions in the spring, including two directorships of sites, a survey of directors and staff is being postponed until 03-04. Distinct web pages have been created for External Programs in general and each of the sites in order to facilitate availability of information and general communication between external students, sites, and main campus. In addition, a Blackboard (computer program for on-line courses) site is being set up to aid in communication between faculty and staff off campus and the External Programs office as well as to allow easier and quicker availability of documents, forms, regulations, syllabi, etc. to external staff and faculty. Orientation meetings for adjunct faculty have been scheduled at external sites in addition to the main campus. The Office of External Programs on the main campus has been in dialog with the offices of admissions, financial affairs, and the registrar in order to codify the specific procedures involved in the admission, registration, advisement and maintenance of students and has written these in a new handbook. This handbook has been put on the website to make it available to the staff and faculty of external sites. This will allow immediate availability of adjustments or changes in procedures.

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2003-04**

##### **OBJECTIVE 1**

Enhance academic quality by continually reviewing the feasibility, quality and staffing of each existing site; developing and improving the academic programs at each existing site; and exploring the possibilities of new sites for the external program.

##### **ACTION PLAN 1**

To annually review the feasibility, quality, and staffing of each site, confirming that they have learning environments that encourage scholarly and creative achievement.

##### **RESULTS**

The feasibility, quality, and staffing of existing sites remains consistent with last year. They continue to support an effective learning environment for students. In the perception of students, according to course evaluations and the annual spring survey, they have improved over last year.

On their SIRII evaluations of specific courses for Fall 03 external students rated the overall effectiveness of their classes on a 1-5 scale where 1 = ineffective and 5 = very effective. The average mean rating of the 94 classes rated for Fall 03 was 4.22 compared with 4.21 from Fall 02. This also compares with 3.91: the average mean rating of overall effectiveness for the 139 classes offered on the main campus in Fall 03.

In a Spring 04 survey external students rated their satisfaction with the quality of their academic experience in general on a scale of 1-6 where 1 = very dissatisfied and 6 = very satisfied. The mean ratings for overall academic experience (4.84), preparation for employment or grad school (4.73), treatment of ethical issues in courses (4.96), learning assistance programs (4.73), quality of teaching inside and outside of major (5.01 and 4.93), and the process for student evaluation of teachers (4.66) were all significantly higher than those of the previous year and ranged from 4.73 to 5.01 with a median of 5 (compared with 4.44 to 4.94 in the Spring 03 survey). Satisfaction with the variety of degree programs also improved over the previous year with a mean rating of 4.35 and a median of 5 (compared with 3.75 with a median of 5 in Spring 03).

A second survey was also administered in Spring 04. Student satisfaction ratings were higher in every category on this survey as well as the first when compared to Spring 03.

Due to the low number of responses the faculty (N=11) and the staff/administration (N=6) survey information for external programs was combined with that of the main campus.

Academic Profile data showed a five-point improvement in English for the 50 students who took the test in Fall 02 and the retest in Spring 03. This was greater than

the 3.15 improvement in English for the Fall 01 -- Spring 02 cycle. Both improvements were significant: 01-02 at the 95.6 confidence level and 02-03 at the 99.4 confidence level.

**RESPONSE**

Student course evaluations, surveys, and teaching observations will continue to serve as guidelines for developing strategies to further improve students' judgment of the effectiveness of their learning environment and academic experience. Sites will continue to be monitored to assess their feasibility and staffing needs. Academic Profile test will continue to be administered, monitored, and analyzed.

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2004-05**

##### **OBJECTIVE 1**

Enhance academic quality by continually reviewing the feasibility, quality and staffing of each existing site; developing and improving the academic programs at each existing site; and exploring the possibilities of new sites for the external program.

##### **ACTION PLAN 1**

To annually review the feasibility, quality, and staffing of each site, confirming that they have learning environments that encourage scholarly and creative achievement.

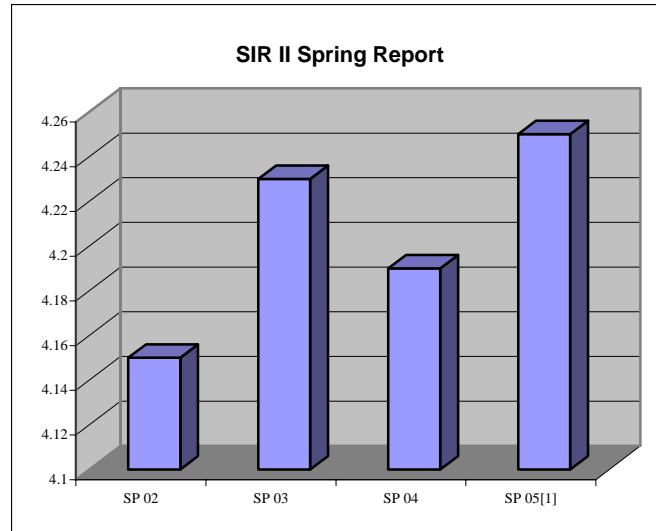
##### **RESULTS**

Enhancing academic quality is one of the priorities of the Division of External Programs. During the '04-'05 academic year, the feasibility, quality, and staffing of existing sites showed signs of improvement in the academic areas over the '03-'04 school year. External Programs continued to support an effective learning environment for students. In the opinion of our students and according to course evaluations and the annual spring survey, they have improved over last year.

Though the academic quality of our External Sites improved over the last year, enrollment of our external programs declined once again. Maintaining a certain level of enrolled students significantly contributes to the feasibility and quality of programming at each external site. Class sizes that fall below effective teaching levels can negatively affect the quality of each student's educational experience. Moreover, lower enrollment could affect the financial resources needed to maintain high academic standards and student services.

##### **Academic**

On their SIR II evaluations of specific courses for Fall '04 external students rated the overall effectiveness of their classes on a 1-5 scale where 1 = ineffective and 5 = very effective. The average mean rating of the 95 classes rated for Fall '04 was 4.19 compared with 4.22 from 94 classes in Fall '03. This also compares with 3.98: the average mean rating of overall effectiveness for the 174 classes offered on the main campus in Fall '04.



On their SIR II evaluations of specific courses for Spring '05 external students rated the overall effectiveness of their classes on a 1-5 scale where 1 = ineffective and 5 = very effective. The average mean rating of the 120 classes rated for Spring '05 was 4.25 compared with 4.19 from 120 classes in Spring '04. This also compares with 3.97: the average mean rating of overall effectiveness for the 157 classes offered on the main campus in Spring '05.

#### **SIR II Semester-by-Semester Results**

<i>External Programs</i>			<i>Main Campus</i>	
<b>Semester</b>	<b>Mean Score</b>	<b># of Classes</b>	<b>Mean Scores</b>	<b># of Classes</b>
FA 01	4.15	108	3.96	155
SP 02	4.15	80	3.93	134
SU 02	4.20	61	4.23	31
FA 02	4.21	108	4.01	151
SP 03	4.23	88	4.05	127
SU 03	4.28	38	4.33	23
FA 03	4.22	94	3.91	139
SP 04	4.19	120	4.00	138
SU 04	4.24	31	4.25	41
FA 04	4.19	95	3.98	174
<b>SP 05<sup>1</sup></b>	<b>4.25</b>	<b>120</b>	<b>3.97</b>	<b>157</b>

In a Spring '05 survey external students rated their satisfaction with the quality of their academic experience in general on a scale of 1-6 where 1 = very dissatisfied and 6 = very satisfied. The mean ratings for overall academic experience (4.97), preparation for employment or grad school (4.83), treatment of ethical issues in courses (4.98), learning assistance programs (4.80), quality of teaching inside and outside of major (5.04 and

<sup>1</sup> The comparative mean for 48,999 classes taught to 957,152 students at four-year institutions is 3.97.

4.96), and the process for student evaluation of teachers (4.88) were all higher than those of the previous year and ranged from 4.83 to 5.04 (compared with 4.73 to 5.01 in the Spring '04 survey). Satisfaction with the variety of degree programs also improved over the previous year with a mean rating of 4.42 (compared with 4.35 in Spring '03).

**Enrollment**

Enrollment also contributes to the feasibility and quality of programming at each external site. Class sizes that fall below effective teaching levels can negatively affect the quality of each student’s educational experience. Moreover, lower enrollment could affect the financial resources needed to maintain high academic standards and student services.

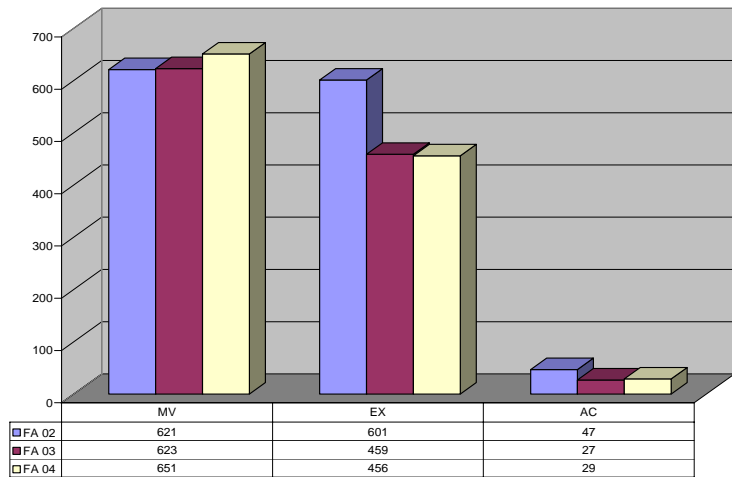
Over the course of the last three years External Programs’ enrollment has declined while main campus enrollment increased. Both new student recruitment numbers and continuing student retention rates have fallen slightly. In fall 2002,

External Programs had a total enrollment of 601 students attending five different campuses. One year later in fall 2003 total student enrollment for the External Programs declined to 459 registrants. Then, again in fall 2004 External Programs felt another, yet much smaller, decline in student enrollment with a total enrollment of 456.

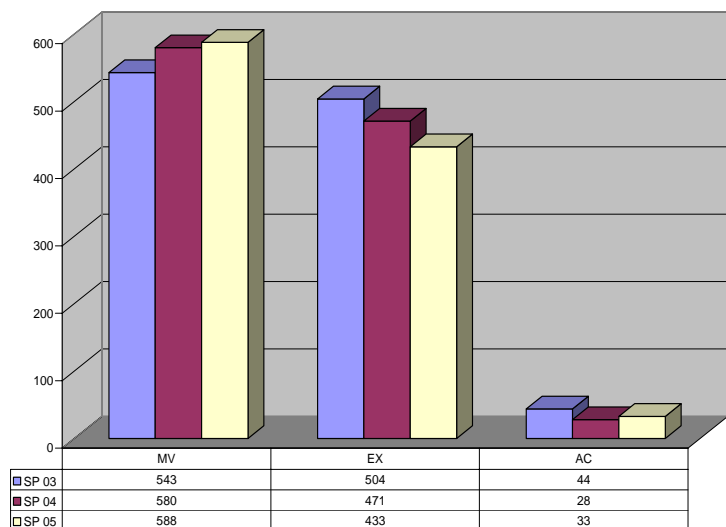
This same trend also occurred during the last three spring semesters. In spring 2003, total external enrollment was 504 students attending five campuses. In spring 2004, that enrollment declined to 471 and then in spring 2005 enrollment declined even further to 433 students.

The total enrollment decline, in part, has been felt in both new student recruitment efforts and the retention of continuing student.

Fall Enrollment by Program



Spring Enrollment by Program



**RESPONSE****Academic**

Student course evaluations, surveys, and teaching observations will continue to serve as guidelines for developing strategies to further improve students' judgment of the effectiveness of their learning environment and academic experience. Sites will continue to be monitored to assess their feasibility and staffing needs. Academic Profile test will continue to be administered, monitored, and analyzed.

**Enrollment**

Since External Programs' enrollment has declined over the last three years a realignment of the division under Enrollment Services was initiated. This restructuring allows the day-to-day operational, student services, and enrollment issues to have direct connection with the Enrollment Management division and oversight by the Executive Dean for Enrollment Services. A search for a new Dean for External Programs is currently underway. This new Dean will report directly to the Executive Dean for Enrollment Services. Yet, this person will work indirectly with the academic department chairs and the Provost to ensure scholastic quality and integrity. Under this reorganization, the Provost will continue to oversee academic related decisions including, but not limited too, hiring of adjunct faculty, curriculum development and review and classroom management issues.

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **OBJECTIVE 1**

Enhance academic quality by continually reviewing the feasibility, quality and staffing of each existing site; developing and improving the academic programs at each existing site; and exploring the possibilities of new sites for the external program.

#### **ACTION PLAN 2**

To continually develop and improve the academic programs at each external site, so they might have even better learning environments which encourage scholarly and creative achievement. Prior to the addition of any new program, to conduct a study indicating that the program is feasible, has defined assessable educational outcomes and is consistent with the institutional mission. To seek SACS approval for any substantive change

#### **ASSESSMENT**

Annual audit of courses and programs offered at off-campus sites conducted by External Programs and reported to Provost. Results of feasibility studies; SACS response to any substantive change request

#### **RESPONSIBILITY**

Assistant Vice President for External Programs, directors and relevant faculty at specific sites, Provost, SACS

#### **TIME FRAME**

Annual (Spring)

#### **RESOURCES**

Time to conduct audit and feasibility studies

#### **RELATED TO**

Strategic Goal No. 4, SACS Recommendation No. 15

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2002-03**

##### **OBJECTIVE 1**

Enhance academic quality by continually reviewing the feasibility, quality and staffing of each existing site; developing and improving the academic programs at each existing site; and exploring the possibilities of new sites for the external program.

##### **ACTION PLAN 2**

To continually develop and improve the academic programs at each external site, so they might have even better learning environments which encourage scholarly and creative achievement. Prior to the addition of any new program, to conduct a study indicating that the program is feasible, has defined assessable educational outcomes and is consistent with the institutional mission. To seek SACS approval for any substantive change

##### **RESULTS**

Classroom observations, site visits, and student feedback have indicated examples of excellence in teaching as well as some specific cases of weaknesses and inconsistencies in academics at some of the external sites.

##### **RESPONSE**

In order to encourage excellence, official recognition was given to an external programs professor for excellence in teaching at the Liberty County and Savannah graduation: she received a plaque and modest check when the award was announced. Two similar awards recognizing excellence were also given to a staff member and a student. Dialog with adjunct faculty has corrected some of the weakness and inconsistencies in academics that were found. In one case, an adjunct, who through classroom observation and evaluation of syllabus and testing materials was found not to be adequately reaching the goals and objectives designated for the course by its academic division at the Mt. Vernon campus, is being mentored in order to ensure equity of the academic experience of this class with that of the main campus.

The chair of the humanities division has appointed a director of writing who has begun the process of ensuring consistency of freshman writing courses on and off campus. The writing director has instituted guidelines for adjunct faculty teaching these courses as well as pre- and post-course writing tests for the students of these courses at off-campus sites.

Study of the feasibility of adding a nursing degree has begun but has not yet been completed.

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2003-04**

##### **ACTION PLAN 2**

To continually develop and improve the academic programs at each external site, so they might have even better learning environments that encourage scholarly and creative achievement. Prior to the addition of any new program, to conduct a study indicating that the program is feasible, has defined assessable educational outcomes and is consistent with the institutional mission. To seek SACS approval for any substantive change request.

##### **RESULTS**

Classroom observations, site visits, and student feedback have indicated examples of excellence in teaching. In two cases, where students voiced dissatisfaction with a course, the Dean of External Programs successfully arbitrated a mutually agreeable resolution to the problem.

At the request of students and upon approval from the Southern Association of Colleges and Schools on February 12, 2004, the college has added the following majors currently available on the main campus to the following sites: Norman Park, Savannah, and Hinesville, GA: the Bachelor of Arts in General Studies; Savannah and Hinesville: the Christianity major for either a Bachelor of Arts or Bachelor of Ministry degree; Savannah and Hinesville: the Accounting major for the Bachelor of Business Administration degree.

SACS has also approved a new cohort program for the current Bachelor of Business Administration degree at the Savannah site. The program is academically identical with the current program offered both on and off campus. The only significant changes being made in the new program involve instructional method of delivery and costs.

None of the above additions and changes involved a substantive change.

##### **RESPONSE**

Continue to assess the success of current programs through classroom evaluations, site visits, surveys, and verbal and written feedback. Monitor closely the success and feasibility of newly added programs both by the methods listed above as well as by enrollment.

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2004-05**

##### **OBJECTIVE 1**

Enhance academic quality by continually reviewing the feasibility, quality and staffing of each existing site; developing and improving the academic programs at each existing site; and exploring the possibilities of new sites for the external program.

##### **ACTION PLAN 2**

To continually develop and improve the academic programs at each external site, so they might have even better learning environments that encourage scholarly and creative achievement. Prior to the addition of any new program, to conduct a study indicating that the program is feasible, has defined assessable educational outcomes and is consistent with the institutional mission. To seek SACS approval for any substantive change request.

##### **RESULTS**

Classroom observations, site visits, and student feedback have indicated examples of excellence in teaching. In cases where students voiced dissatisfaction with a course, the Chair of that division and the External Site Director successfully arbitrated a mutually agreeable resolution to the problem.

At the request of several members of BPC's Board of Trustees, churches, community leaders, businesses and the Newnan Commission on Higher Education and upon approval from the Southern Association of Colleges and Schools in February 2004, the college added the following majors currently available on the main campus to the Newnan, GA site: the Christianity major for either a Bachelor of Arts or Bachelor of Ministry degree; the General Business major for the Bachelor of Business Administration degree.

In addition, SACS approved the College to offer the Bachelor of Business Administration degree at the Newnan site in a way helpful to working adults. This program is identical in the method of delivery and costs to that of the cohort program in Savannah that was previously approved by SACS. This program remains academically identical with the current program offered both on and off campus.

The addition of the two degrees in Newnan constituted a substantive change.

##### **RESPONSE**

Continue to assess the success of current programs through classroom evaluations, site visits, surveys, and verbal and written feedback. Monitor closely the success and feasibility of newly added programs both by the methods listed above as well as by enrollment.

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **OBJECTIVE 1**

Enhance academic quality by continually reviewing the feasibility, quality and staffing of each existing site; developing and improving the academic programs at each existing site; and exploring the possibilities of new sites for the external program.

#### **ACTION PLAN 3**

To continually explore the possibilities of new sites for the external program. Prior to the addition of any new site, to conduct a study indicating that it is feasible, has defined assessable educational outcomes and is consistent with the institutional mission. To seek SACS approval for any substantive change

#### **ASSESSMENT**

Results of feasibility studies

#### **RESPONSIBILITY**

Assistant Vice President for External Programs, Provost, Trustees, SACS

#### **TIME FRAME**

Annual (Spring)

#### **RESOURCES**

Time to run feasibility studies

#### **RELATED TO**

Strategic Goal No. 4

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2002-03**

##### **OBJECTIVE 1**

Enhance academic quality by continually reviewing the feasibility, quality and staffing of each existing site; developing and improving the academic programs at each existing site; and exploring the possibilities of new sites for the external program.

##### **ACTION PLAN 3**

To continually explore the possibilities of new sites for the external program. Prior to the addition of any new site, to conduct a study indicating that it is feasible, has defined assessable educational outcomes and is consistent with the institutional mission. To seek SACS approval for any substantive change

##### **RESULTS**

Consideration is being given to opening a new site in Newnan, Ga.

##### **RESPONSE**

Meetings with contacts in Newnan who support the opening of a site there as well as with local church and civic leaders have been held. Dr. Jossey, chair of the education department on main campus, Dr. Denni, the dean of external programs, and Marvin Johnson, a businessman and civic leader in Newnan who supports the establishment of a site in Newnan, have met with the superintendent of Coweta County Schools to explore the feasibility of offering a degree in Early Childhood Education there and discuss other possibilities in which Brewton-Parker and the local board of education might be able to help each other fulfill their respective missions in the community. Possible sites are being explored. Needs analysis and feasibility studies are in progress, but not completed.

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2003-04**

##### **ACTION PLAN 3**

To continually explore the possibilities of new sites for the external program. Prior to the addition of any new site, to conduct a study indicating that it is feasible, has defined assessable educational outcomes and is consistent with the institutional mission, to seek SACS approval for any substantive change.

##### **RESULTS**

Last year anecdotal evidence based on discussions with community leaders of major constituencies (churches, schools, and businesses) in Newnan, GA. indicated that the establishment of a new external site in the area was feasible. Furthermore, community consensus indicated that such an enterprise would contribute significantly to the quality of life in Coweta County. We have received verbal and written support from the Superintendent of Coweta County Schools and other educational leaders, from the Chamber of Commerce, and from several church leaders. A needs analysis and feasibility study has been completed adding hard data to support the viability of this project. This information has been sent to SACS in a prospectus for substantive change, and we are currently waiting for their approval to offer a Bachelor of Business Administration and a Bachelor of Ministry degree in the area. In the meanwhile, we have begun offering a limited number of general education courses at a location in Newnan donated to us by Mills Chapel Baptist Church. We have recruited a pool of adjunct professors from the area and have hired a director who is managing the site, recruiting students, and working with community leaders to promote the college and respond to their needs. We have an enrollment of approximately 10 students for our first fall session, 2004.

##### **RESPONSE**

We will continue to recruit faculty and students and develop a positive and responsive relationship with community leaders, educational institutions, and churches of Coweta County. We anticipate a response from SACS by December 2004 and, if given the go-ahead, will begin offering courses in the approved majors in Spring 05.

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### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2004-05**

##### **OBJECTIVE 1**

Enhance academic quality by continually reviewing the feasibility, quality and staffing of each existing site; developing and improving the academic programs at each existing site; and exploring the possibilities of new sites for the external program.

##### **ACTION PLAN 3**

To continually explore the possibilities of new sites for the external program. Prior to the addition of any new site, to conduct a study indicating that it is feasible, has defined assessable educational outcomes and is consistent with the institutional mission to seek SACS approval for any substantive change.

##### **RESULTS**

After submitting a substantive change that showed the need and BPC's ability to respond, the Newnan, GA external site was approved by SACS in February 2004 to offer the Christianity major for the Bachelor of Arts and Bachelor of Ministry degree as well as the General Business major for the Bachelor of Business Administration degree.

In addition, a letter to was sent to Dr. Wheelan, President, Commission on Colleges for the Southern Association on Colleges and Schools, on July 26, 2005 communicating two new developments. The first development was the addition of an Associate of Arts Degree in Newnan, GA. Over the last year and a half, the newly approved Newnan site witnessed a need for associate degree coursework in Coweta County. Because the College already has approval to offer specific baccalaureate coursework at this site and the College already has a viable associate degree program at the main campus, BPC used the letter to SACS to alert them of our intent to provide this program in Coweta County.

The second development came from a Christian high school desiring BPC to offer lower level courses to high school student at their facility. Brewton-Parker College was asked to initiate an ACCEL program at Eagle's Landing Christian Academy beginning fall 2005. The ACCEL program is sponsored by the State of Georgia for high achievers in secondary schools to earn college credits while still enrolled in high school. Because Brewton-Parker College is already approved to offer such programs and because the College is not offering more than 50% of a degree program, a letter informing SACS of the College's intentions was sent.

**RESPONSE**

With the successful start up of the Newnan, GA external site research will begin as to the need and feasibility of adding degree programs currently offered on the main campus to existing external locations. Anecdotal evidence suggests that surrounding communities of current external centers, such as Norman Park, GA and Glennville, GA need degree programs already approved and successfully administered on the main campus.

In addition, the College has received requests from community leaders of major constituencies (churches, schools, and businesses) in Columbus, GA. and Waycross, GA to study the feasibility of establishing new external sites in their areas. A needs analysis and feasibility study will commence sometime during the '05-'06 academic year to ascertain the level of community need and BPC's involvement.

Finally, as the External Programs Division continues to seek ways to meet the educational needs of various external communities, each year a

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **OBJECTIVE 2**

Enhance academic quality by increasing the accessibility and the extent and effectiveness of the use of Brewton-Parker library resources by students, staff, and faculty at each external site, through increased cooperation with library staff and improved technology.

#### **ACTION PLAN**

New software, which is more user-friendly, will be installed in the main-campus library to aid in accessibility. The Director of the Library will create a plan that will result in professional librarians visiting External Program centers on a regular basis. Service to all students will be increased.

#### **ASSESSMENT**

Annual school-year-end evaluation of library software, staff visits, and access service. Annual survey of student use and satisfaction

#### **RESPONSIBILITY**

Dean of External Programs, Director of the Library and Provost

#### **TIME FRAME**

Annual (Spring)

#### **RESOURCES**

Time to evaluate services and conduct survey

#### **RELATED TO**

Strategic Goal No. 4, SACS Recommendations No. 36 and 44

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2002-03**

##### **OBJECTIVE 2**

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##### **ACTION PLAN**

New software, which is more user-friendly, will be installed in the main-campus library to aid in accessibility. The Director of the Library will create a plan that will result in professional librarians visiting External Program centers on a regular basis. Service to all students will be increased.

##### **RESULTS**

During the 2002-03 academic year, library staff visited external sites to conduct six library orientation sessions for 210 students, during which 151 Brewton-Parker ID cards were made and distributed to students and 252 orientation booklets were distributed.

In October the library replaced Dynix with Horizon, a system which has a searchable module that is accessible to anyone with Internet access without glitches, improving access to information from the main library, books, periodicals held, audio-visual materials, for external program students. Galileo, Atlas, and WilsonWeb also improve information access. These databases provide many full-text articles so that external students seldom need hard copy from the main library.

##### **RESPONSE**

Ensure that all external program students are aware of the extent of library services available to them and continue to encourage greater use of these services by EP students. This will be done by developing strategies to improve communication of their availability as well as by encouraging instructors to suggest or require the use of these services in some of their course assignments. A survey of library use by EP students will be conducted at the end of each semester.

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2003-04**

##### **OBJECTIVE 2**

Enhance academic quality by increasing the accessibility and the extent and effectiveness of the use of Brewton-Parker library resources by students, staff, and faculty at each external site, through increased cooperation with library staff and improved technology.

##### **ACTION PLAN**

New software, which is more user-friendly, will be installed in the main-campus library to aid in accessibility. The Director of the Library will create a plan that will result in professional librarians visiting External Program centers on a regular basis. Service to all students will be increased.

##### **RESULTS**

During the 2003-04 academic year:

- 10 reference inquiries were answered for external students and 2 for external faculty members by library staff on the main campus.
- Library tours were conducted for 16 external students.
- 34 Brewton-Parker ID cards were made and distributed to external students.
- Bibliographic instruction was given to 3 external classes consisting of 54 students.
- 100 External Guide to the Library booklets were distributed to external students.
- External students made 4 intra-library loans and no interlibrary loans.
- 8,881 searches were performed on electronic databases. This number is for both on-campus and external students. Galileo does not distinguish between external and main-campus searches.

##### **RESPONSE**

This data indicates that library use by external students was lower than during the previous year. The library and office of external programs will take steps to ensure that all external program students are aware of the extent of library services available to them and continue to encourage greater use of these services by EP students. This will be done by developing strategies to improve communication of their availability as well as by encouraging instructors to suggest or require the use of these services in some of their course assignments. Data from a survey of library use by EP students in 2003 was

unreliable because of a miscommunication in administering the survey. Accurate data was collected in Spring 04 and this will be compared with similar data in Spring 05.

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2004-05**

##### **OBJECTIVE 2**

Enhance academic quality by increasing the accessibility and the extent and effectiveness of the use of Brewton-Parker library resources by students, staff, and faculty at each external site, through increased cooperation with library staff and improved technology.

##### **RESULTS**

During the 2004-05 academic year

- 53 reference inquiries were answered for external students compared to last year's total of 10 inquiries.
- 13 reference inquiries for external faculty members by library staff on the main campus as compared to only 2 last year.
- Library tours were conducted for no external students because of the increased visits to external sites.
- 190 Brewton-Parker ID cards were made and distributed to external students. Last year only 34 Brewton-Parker ID cards were made and distributed to external students. This represents an increase of 157 students.
- Bibliographic instruction was given to 10 external classes consisting of 123 students. In addition to these classes, library orientation was provided for 121 external students outside of class. Last year bibliographic instruction was given to 3 external classes consisting of 54 students. This constitutes a significant increase in instruction and student / library interaction.
- 400 External Guide to the Library booklets were distributed to external students. Last year a total of 100 External Guide to the Library booklets were distributed to external students.
- External students made 70 intra-library loans and 1 interlibrary loan. Compared to last year in which External students made 4 intra-library loans
- 11,795 searches were performed on electronic databases. This number is for both on-campus and external students. GALILEO does not distinguish between external and main-campus searches. Last year 8,881 searches

(from on- and off-campus students) were performed on electronic databases.

**RESPONSE**

This data indicates that library use by external students was significantly higher this year than during the previous year. The Library and Office of External Programs will continue to take steps to ensure that all external program students are aware of the extent of library services available to them and continue to encourage greater use of these services by EP students. This will be done by reviewing the strategies employed during this past year that successfully increased awareness and use of the library and, if necessary, by developing new strategies to improve communication of their availability as well as by encouraging instructors to suggest or require the use of these services in some of their course assignments.

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **OBJECTIVE 3**

Enhance academic quality by improving several aspects of the external program faculty, including tighter control of the academic preparation and transcripts of external program faculty, increasing the ration of full to part-time faculty at the sites, improving the procedure for evaluation of faculty; increasing external program faculty participation in orientation and faculty development and increasing student structured access to and interaction with full-time faculty.

#### **ACTION PLAN 1**

Improve the faculty in the external programs by a tighter control of the academic preparation and transcripts of external program faculty. This involves several things, including developing easier access between the transcript files stored in the Provost's office and those in the External Programs office and tightening the practice of scrutinizing transcripts for the minimum of a master's degree with 18 semester hours or a Master's Degree in the teaching discipline.

#### **ACTION PLAN 2**

Improve the faculty in the external programs by increasing the number of full-time faculty teaching all or part of their load at external centers each year. Budgeted funds to increase the number of full-time faculty teaching at external centers will be requested during each budget cycle. Full time faculty teaching in Mount Vernon will be encouraged to occasionally teach at external centers. In 2001-2002, the number of full-time faculty teaching at external centers was 8. The specific goal for each year is:

**02-03: 10**  
**03-04: 12**  
**04-05: 14**  
**05-06: 16**  
**06-07: 18**  
**07-08: 20**

#### **ACTION PLAN 3**

Improve the faculty in the external programs by implementing an improved system of faculty evaluation, which emphasizes the use of faculty evaluation to improve the quality of education. Complete the study by an existing ad-hoc committee on the evaluation of adjunct professors and institute its recommendations.

**ACTION PLAN 4**

Improve the faculty in the external programs by promoting faculty participation in the annual orientation program (in August) on the main campus. Promote External Program faculty participation in faculty development seminars. Request from the Provost's faculty development line in the pro-forma budget: \$2000 for External Program faculty professional development for 03-04 and add an additional \$1000 for each of the remaining 4 years of the plan.

**ACTION PLAN 5**

Improve the faculty in the external programs by increasing student-structured access to and interaction with full-time faculty, using the planned increases in full-time faculty in the program for better advising.

**ASSESSMENT**

1. Conducting an annual audit of External Programs faculty files with courses taught to link courses taught with documentation of academic preparation and official transcripts.
2. An annual report documenting the full-time faculty teaching all or part of their load at external centers will be prepared. In any year in which the specific goal is not attained, an action plan will be created to address reaching the goal during the next year.
3. Evaluate the effectiveness of the procedures the evaluation of adjunct faculty at the end of each academic year.
4. Report to the Provost the number of External Programs professors attending a) the August adjunct faculty meeting on the main campus, b) faculty development seminars; and c) participation in other faculty development programs.
5. Annual surveys of External Programs students will include question about the amount and helpfulness of faculty and staff contacts.

**RESPONSIBILITY**

Executive Dean for Enrollment Services and Provost

**TIME FRAME**

Annual

**RESOURCES**

Time to make reports and conduct and interpret surveys

**RELATED TO**

Strategic Goal No. 4, SACS Recommendations No. 21, 22, 25 and 26

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2002-03**

#### **OBJECTIVE 3**

Enhance academic quality by improving several aspects of the external program faculty, including tighter control of the academic preparation and transcripts of external program faculty, increasing the ration of full to part-time faculty at the sites, improving the procedure for evaluation of faculty; increasing external program faculty participation in orientation and faculty development and increasing student structured access to and interaction with full-time faculty.

#### **ACTION PLAN 1**

Improve the faculty in the external programs by a tighter control of the academic preparation and transcripts of external program faculty. This involves several things, including developing easier access between the transcript files stored in the Provost's office and those in the External Programs office and tightening the practice of scrutinizing transcripts for the minimum of a master's degree with 18 semester hours or a Master's Degree in the teaching discipline.

#### **ACTION PLAN 2**

Improve the faculty in the external programs by increasing the number of full-time faculty teaching all or part of their load at external centers each year. Budgeted funds to increase the number of full-time faculty teaching at external centers will be requested during each budget cycle. Full time faculty teaching in Mount Vernon will be encouraged to occasionally teach at external centers. In 2001-2002, the number of full-time faculty teaching at external centers was 8. The specific goal for each year is:

**02-03: 10**  
**03-04: 12**  
**04-05: 14**  
**05-06: 16**  
**06-07: 18**  
**07-08: 20**

#### **ACTION PLAN 3**

Improve the faculty in the external programs by implementing an improved system of faculty evaluation, which emphasizes the use of faculty evaluation to improve the quality of education. Complete the study by an existing ad-hoc committee on the evaluation of adjunct professors and institute its recommendations.

**ACTION PLAN 4**

Improve the faculty in the external programs by promoting faculty participation in the annual orientation program (in August) on the main campus. Promote External Program faculty participation in faculty development seminars. Request from the Provost's faculty development line in the pro-forma budget: \$2000 for External Program faculty professional development for 03-04 and add an additional \$1000 for each of the remaining 4 years of the plan.

**ACTION PLAN 5**

Improve the faculty in the external programs by increasing student-structured access to and interaction with full-time faculty, using the planned increases in full-time faculty in the program for better advising.

**RESULTS**

External programs faculty files have been reviewed to ensure proper documentation (including official transcripts) are present for all courses being taught.

Full-time faculty teaching all or part of their load at external centers (excluding Education Division faculty): A total of 14 different full-time faculty taught 58 classes at external sites during the 2002-03 academic year; 7 taught 21 classes in the fall, 10 taught 25 classes in the spring, and 8 are teaching 12 classes in the summer.

The ad-hoc committee on adjunct faculty evaluation presented a report and plan which was approved by the Academic Council on October 17, 2002. The procedures set forth in the plan were begun in the spring of 2003.

Of the 80 adjunct external programs adjunct professors scheduled to teach classes in the fall semester of 2002, 43 (or roughly 54%) attended the annual orientation meeting in August of that year.

On a scale of 1 to 5 where 1=ineffective and 5=very effective the mean score from external program students in rating the helpfulness of instructors on the SIR II was 4.61 in the fall of 2002. The mean response concerning the availability of extra help in the same evaluation was 4.58, and the overall mean for all aspects of faculty/student interaction was 4.63. In a Spring 03 survey external students rated their satisfaction with student services and staff on a scale of 1-6 where 1 = very dissatisfied and 6 = very satisfied. The overall mean for this category was 3.91. The overall mean for their satisfaction with faculty advisement on the same survey was 4.77.

**RESPONSE**

Continue to scrutinize documentation of new applicants and closely follow the established procedures for approval to teach courses.

Continue to encourage professors from main campus to teach part of their load at off-campus sites and hire new full-time external programs professors with terminal degrees when the budget allows.

Since the new procedures for adjunct faculty evaluation have only been in place for a single semester, it is too soon to adequately evaluate their effectiveness. An initial assessment, however, seems to indicate that adjustments may need to be made in these

procedures in order to realistically carry them out according to the limitations of staffing. Research will be done to determine how other accredited institutions of similar size deal with this problem.

In order to increase participation in adjunct faculty orientation meetings, three such meetings were scheduled and conducted in August 2003 instead of only the one traditionally held on the main campus: one on the main campus, one in Norman Park, and one in Hinesville for Liberty County and Savannah site faculty. Attendance: \$1030 is available for external programs' faculty development in the 2003-04 pro forma budget.

Continue to survey students on satisfaction with helpfulness of faculty and staff. Staff changes have been made that are expected to improve on this in 2003-04. The introduction of on-line registration and the addition of two new full-time faculty members with terminal degrees at Liberty County campus and the Savannah center have already improved student advisement some. Plan to involve some of the part-time adjunct faculty in advising in order to lower the advisee load of full time professors.

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2003-04**

#### **OBJECTIVE 3**

Enhance academic quality by improving several aspects of the external program faculty, including tighter control of the academic preparation and transcripts of external program faculty, increasing the ration of full to part-time faculty at the sites, improving the procedure for evaluation of faculty; increasing external program faculty participation in orientation and faculty development and increasing student structured access to and interaction with full-time faculty.

#### **ACTION PLAN 1**

Improve the faculty in the external programs by a tighter control of the academic preparation and transcripts of external program faculty. This involves several things, including developing easier access between the transcript files stored in the Provost's office and those in the External Programs office and tightening the practice of scrutinizing transcripts for the minimum of a master's degree with 18 semester hours or a Master's Degree in the teaching discipline.

#### **ACTION PLAN 2**

Improve the faculty in the external programs by increasing the number of full-time faculty teaching all or part of their load at external centers each year. Budgeted funds to increase the number of full-time faculty teaching at external centers will be requested during each budget cycle. Full time faculty teaching in Mount Vernon will be encouraged to occasionally teach at external centers. In 2001-2002, the number of full-time faculty teaching at external centers was 8. The specific goal for each year is:

**02-03: 10**  
**03-04: 12**  
**04-05: 14**  
**05-06: 16**  
**06-07: 18**  
**07-08: 20**

#### **ACTION PLAN 3**

Improve the faculty in the external programs by implementing an improved system of faculty evaluation, which emphasizes the use of faculty evaluation to improve the quality of education. Complete the study by an existing ad-hoc committee on the evaluation of adjunct professors and institute its recommendations.

**ACTION PLAN 4**

Improve the faculty in the external programs by promoting faculty participation in the annual orientation program (in August) on the main campus. Promote External Program faculty participation in faculty development seminars. Request from the Provost's faculty development line in the pro-forma budget: \$2000 for External Program faculty professional development for 03-04 and add an additional \$1000 for each of the remaining 4 years of the plan.

**ACTION PLAN 5**

Improve the faculty in the external programs by increasing student-structured access to and interaction with full-time faculty, using the planned increases in full-time faculty in the program for better advising.

**RESULTS**

External programs faculty files have been reviewed to ensure proper documentation (including official transcripts) are present for all courses being taught. In a few cases, teaching assignments of adjunct faculty have been changed to more strictly follow SACS requirements. In those cases, new faculty have been found as replacements to cover the courses involved.

A total of 13 different full-time faculty taught 54 classes at external sites during the 2003-2004 academic year (compared to 14 teaching 58 classes in the previous year); 5 taught 17 classes in the fall, 10 taught 23 classes in the spring, and 10 taught 14 classes in the summer.

In the three regular semesters since the plan for adjunct evaluation was approved by the Academic Council (Spring 03, Fall 04, and Spring 04), 19 classroom observations of external faculty have been conducted.

In order to increase participation in adjunct faculty orientation meetings, two such meetings were held at off-campus sites in August 2003 instead of only the one traditionally held on the main campus. Attendance by adjuncts to these meetings however remained roughly the same as the previous year: slightly more than 50% attendance.

On a scale of 1 to 5 where 1=ineffective and 5=very effective the mean score from external program students in rating the helpfulness of instructors on the SIR II was 4.61 in the fall of 2003. The mean response concerning the availability of extra help in the same evaluation was 4.58, and the overall mean for all aspects of faculty/student interaction was 4.62. These scores are almost identical to the scores for the same categories in the fall of 02: 4.61, 4.58, and 4.63 respectively.

In a Spring 04 survey external students rated their satisfaction with student services and staff on a scale of 1-6 where 1 = very dissatisfied and 6 = very satisfied. The overall mean for this category was 4.41. This figure shows an improvement over the Spring 03 survey: 3.91. The overall mean for their satisfaction with faculty advisement on the same survey was 4.98, also an improvement over Spring 03: 4.77.

**RESPONSE**

Continue to scrutinize documentation of new applicants and closely follow the established procedures for approval to teach courses.

Continue to encourage professors from main campus to teach part of their load at off-campus sites and hire new full-time external programs professors with terminal degrees when the budget allows.

Adjustments must be made in the procedures for evaluating external adjunct professors. Student evaluations indicate a general satisfaction with professors and along with verbal feedback are sufficient to monitor students' opinions, however the teaching observation process proposed by the ad hoc committee on adjunct faculty evaluation has proven cumbersome due to staffing limitations. The Dean of External Programs will bring this issue to the back to the table at the beginning of the Fall 04 semester and suggest that the ad hoc committee be reconstituted and review the process.

\$1000 has been made available for external programs' faculty development in the 2004-05 pro forma budget.

Continue to survey students on satisfaction with helpfulness of faculty and staff.

An adjunct has been hired to help with the advising load at the Liberty Campus in Hinesville, which has the largest external enrollment and thus has the greatest need for advisement.

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2004-05**

#### **OBJECTIVE 3**

Enhance academic quality by improving several aspects of the external program faculty, including tighter control of the academic preparation and transcripts of external program faculty, increasing the ration of full to part-time faculty at the sites, improving the procedure for evaluation of faculty; increasing external program faculty participation in orientation and faculty development and increasing student structured access to and interaction with full-time faculty.

#### **ACTION PLAN 1**

Improve the faculty in the external programs by a tighter control of the academic preparation and transcripts of external program faculty. This involves several things, including developing easier access between the transcript files stored in the Provost's office and those in the External Programs office and tightening the practice of scrutinizing transcripts for the minimum of a master's degree with 18 semester hours or a Master's Degree in the teaching discipline.

#### **ACTION PLAN 2**

Improve the faculty in the external programs by increasing the number of full-time faculty teaching all or part of their load at external centers each year. Budgeted funds to increase the number of full-time faculty teaching at external centers will be requested during each budget cycle. Full time faculty teaching in Mount Vernon will be encouraged to occasionally teach at external centers. In 2001-2002, the number of full-time faculty teaching at external centers was 8. The specific goal for each year is:

**02-03: 10**  
**03-04: 12**  
**04-05: 14**  
**05-06: 16**  
**06-07: 18**  
**07-08: 20**

#### **ACTION PLAN 3**

Improve the faculty in the external programs by implementing an improved system of faculty evaluation, which emphasizes the use of faculty evaluation to improve the quality of education. Complete the study by an existing ad-hoc committee on the evaluation of adjunct professors and institute its recommendations.

**ACTION PLAN 4**

Improve the faculty in the external programs by promoting faculty participation in the annual orientation program (in August) on the main campus. Promote External Program faculty participation in faculty development seminars. Request from the Provost's faculty development line in the pro-forma budget: \$2000 for External Program faculty professional development for 03-04 and add an additional \$1000 for each of the remaining 4 years of the plan.

**ACTION PLAN 5**

Improve the faculty in the external programs by increasing student-structured access to and interaction with full-time faculty, using the planned increases in full-time faculty in the program for better advising.

**RESULT**

External programs faculty files have been reviewed to ensure proper documentation (including official transcripts) are present for all courses being taught. In a few cases, teaching assignments of adjunct faculty have been changed to more strictly follow SACS requirements. In those cases, new faculty members have been found as replacements to cover the courses involved.

A total of 19 different full-time faculty taught 86 classes at external sites during the 2004-2005 academic year (compared to 13 teaching 54 classes in the previous year); 13 taught 33 classes in the fall, 12 taught 39 classes in the spring, and 6 taught 14 classes in the summer.

In the three regular semesters since the plan for adjunct evaluation was approved by the Academic Council (Spring 03, Fall 04, and Spring 04, Fall 05), 24 classroom observations of external faculty have been conducted.

In order to increase participation in adjunct faculty training and orientation and since new adjuncts are hired each semester, four such meetings were held at off-campus sites throughout the year instead of only the one traditionally held on the main campus. Attendance by adjuncts to these meetings however remained roughly the same as the previous year: slightly more than 50% attendance.

On a scale of 1 to 5 where 1=ineffective and 5=very effective the mean score from external program students in rating the helpfulness of instructors on the SIR II was 4.54 in the fall of 2004 and 4.61 in spring 2005. The mean response concerning the availability of extra help in the same evaluation was 4.43 for fall 2004 and 4.56 for spring 2005, and the overall mean for all aspects of faculty/student interaction was 4.52 for fall 2004 and 4.62 for spring 2005. The fall 2004 scores are slightly down for the same categories in the fall of 03: 4.61, 4.58, and 4.62 respectively. Spring 2005 scores for the same areas increased again to be nearly identical to fall 2004.

## **RESPONSE**

Continue to scrutinize documentation of new applicants and closely follow the established procedures for approval to teach courses.

Develop a faculty training program and regular off-campus faculty meetings that will educate instructors on adult theory models, teaching methods, web enhancements, and other issues desired by faculty.

Continue to encourage professors from main campus to teach part of their load at off-campus sites and hire new full-time external programs professors with terminal degrees when the budget allows.

Adjustments must be made in the procedures for evaluating external adjunct professors. Student evaluations indicate a general satisfaction with professors and along with verbal feedback are sufficient to monitor students' opinions, however the teaching observation process proposed by the ad hoc committee on adjunct faculty evaluation has proven cumbersome due to staffing limitations. The Executive Dean for Enrollment Services will ask the Provost to bring this issue back to the table at the beginning of the fall 2005 semester and suggest that the ad hoc committee be reconstituted and review the process.

\$1000 continues to be available for external programs' faculty development in the External Programs 2005-06 pro forma budget. In addition, the division of Business received a grant to help underwrite adjunct faculty development costs for the 2005-06 year. To continue to improve our faculty, the External Programs division will seek additional dollars for faculty development for the 2006-07 academic year.

Based on the information given by students, an ad hoc committee will be convened early fall 2005 to discuss and create a plan to improve student services within the External Programs. The team will continue to survey students on satisfaction with helpfulness of staff.

A full-time business faculty has been hired to help with the advising load at the Liberty Campus in Hinesville and the Savannah Center in Savannah.

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **OBJECTIVE 4**

Ensuring that the off-campus sites provide an appropriate learning environment that encourages scholarly and creative achievement comparable to the Mount Vernon campus.

#### **ACTION PLAN**

Ensuring such equity between sites includes such things as:

1. Promoting and encouraging academic achievement of the students in the external programs so that they equal that of the on-campus student;
2. Administering only approved programs and courses at off-campus sites;
3. Using the same textbooks and essentially the same syllabi as chosen by the full-time professor (usually on-campus) responsible for that class – unless negotiated with that professor;
4. Providing appropriate and adequate staffing at each site that is responsive to the needs of students, faculty, and other staff members;
5. Providing appropriate and adequate facilities and technology to carry out the mission at each site, such as added classrooms and offices and equipment at the Liberty County Campus;
6. Providing students with timely access to required textbooks and supplemental materials, coordinating with the on-campus bookstore and other staff;
7. Providing students with appropriate and necessary information for their academic process, including consideration of a Financial Aid/Admissions Counselor at Liberty County Campus;
8. Providing and delivering appropriate career and student services to meet the needs of traditional and non-traditional students;
9. Enhancing the Christian distinctiveness of external programs by initiating a dialog with External Programs students, faculty and staff concerning the proper role of faith and learning in liberal arts education –thus participating in the “campus-wide” dialog slated by the President;
10. Keeping the External Programs components of the College’s safety and security plan in operational compliance.

#### **ASSESSMENT**

1. Annual review of course grades, comparing and analyzing tests, and tracking ETS Academic Profile pre- and post- tests comparing “value added” for on-campus and off-campus courses.

2. Annual year-end reports to the Provost itemizing the programs and courses offered.
3. Annual audit conducted by External Programs of the syllabi (with textbook and course-unit listings) requested from all full-time professors (and sent to all relevant adjunct professors) and comparing the approved syllabi with those required from all adjunct professors – and reported to the Provost.
4. Annual audit of External Programs faculty files and annual survey of students, faculty, and staff members.
5. Annual evaluation of the various facilities and steps taken.
6. Annual survey of students, faculty and staff conducted by External Programs and reported to the Provost.
7. Assessment of the needs and actions taken.
8. Annual survey of students, faculty and staff conducted by External Programs and reported to the Provost.
9. Summations of dialogs.
10. Being part of the regular review of the College Safety and Security Plan.

**RESPONSIBILITY**

Executive Dean for Enrollment Services and Provost

**TIME FRAME**

Annual

**RESOURCES**

Time to conduct audits, surveys, and dialogs.

**RELATED TO**

Strategic Goal No. 4 and SACS Recommendations No.15, 25, 49, and 65

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2002-03**

##### **OBJECTIVE 4**

Ensuring that the off-campus sites provide an appropriate learning environment that encourages scholarly and creative achievement comparable to the Mount Vernon campus.

##### **ACTION PLAN**

Ensuring such equity between sites includes such things as:

1. Promoting and encouraging academic achievement of the students in the external programs so that they equal that of the on-campus student;
2. Administering only approved programs and courses at off-campus sites;
3. Using the same textbooks and essentially the same syllabi as chosen by the full-time professor (usually on-campus) responsible for that class – unless negotiated with that professor;
4. Providing appropriate and adequate staffing at each site that is responsive to the needs of students, faculty, and other staff members;
5. Providing appropriate and adequate facilities and technology to carry out the mission at each site, such as added classrooms and offices and equipment at the Liberty County Campus;
6. Providing students with timely access to required textbooks and supplemental materials, coordinating with the on-campus bookstore and other staff;
7. Providing students with appropriate and necessary information for their academic process, including consideration of a Financial Aid/Admissions Counselor at Liberty County Campus;
8. Providing and delivering appropriate career and student services to meet the needs of traditional and non-traditional students;
9. Enhancing the Christian distinctiveness of external programs by initiating a dialog with External Programs students, faculty and staff concerning the proper role of faith and learning in liberal arts education –thus participating in the “campus-wide” dialog slated by the President;
10. Keeping the External Programs components of the College’s safety and security plan in operational compliance.

##### **RESULTS**

Review of course grades show external programs students receiving slightly higher grades than students on main campus.

Audits of programs, courses, syllabi, and textbook use have been made. Some cases of non-use of required textbooks or appropriate syllabi by adjunct faculty have been found.

Spring 03 survey of students indicates that staffing is sufficient. The overall mean in this survey category was 3.91 in a range of 1-6.

The technology department on main campus has increased visits and monitoring of computer and technology needs at all sites. They have assessed needs and are in the process of meeting them (see CTS strategic plan). Small, but new offices have been created for full-time faculty at Liberty campus. We are moving the location of our Savannah site from the office building on Abercorn Street to Calvary Baptist Day School. This will provide students with a more collegiate atmosphere (an actual campus) as well as an up to date computer lab, a biology lab, and language lab. The environment there will also be more consistent with our Christian mission.

In the Spring 03 survey external students rated their satisfaction with books and educational material on a scale of 1-6 where 1 = very dissatisfied and 6 = very satisfied. The overall mean for this category was 3.5 with a low score of 2.53 and a high score of 3.9.

A financial aid staff member at main campus made regular monthly visits to Liberty County. The new director of the Savannah site was the previous director of admissions on main campus and has made himself available for consultation at both Savannah and Liberty campus.

In the Spring 03 survey external students rated their satisfaction with student services on a scale of 1-6 where 1 = very dissatisfied and 6 = very satisfied. The overall mean for this category was 3.91.

Insufficient dialog with external programs students, faculty, and staff concerning the proper role of faith and learning in liberal arts education.

## **RESPONSE**

Higher grades at external sites could be due to grade inflation, less rigorous course requirements, or simply to the possibility that non-traditional students can be more mature and motivated than traditional ones. Efforts will be made to determine the cause of this phenomenon by examining testing materials, observing classes, and polling students on perceived ease or difficulty of courses.

Importance of using required textbooks or requesting alternatives by negotiation with divisional chair personnel on main campus will be emphasized in upcoming orientation sessions and results will be monitored through classroom observations and polling of students. The same process will be applied regarding the use of appropriate course syllabi. Plan to have approved course syllabi for all courses available to adjuncts on-line in 2003-04.

Continued dialog and surveys of students' satisfaction will be made in order to maintain and improve on their evaluations of staffing, facilities, textbooks, and services.

Dialog will be initiated on the proper role of faith and learning bringing all students, faculty, and staff into the "campus-wide" dialog slated by the President.

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2003-04**

##### **OBJECTIVE 4**

Ensuring that the off-campus sites provide an appropriate learning environment that encourages scholarly and creative achievement comparable to the Mount Vernon campus.

##### **ACTION PLAN**

Ensuring such equity between sites includes such things as:

1. Promoting and encouraging academic achievement of the students in the external programs so that they equal that of the on-campus student;
2. Administering only approved programs and courses at off-campus sites;
3. Using the same textbooks and essentially the same syllabi as chosen by the full-time professor (usually on-campus) responsible for that class – unless negotiated with that professor;
4. Providing appropriate and adequate staffing at each site that is responsive to the needs of students, faculty, and other staff members;
5. Providing appropriate and adequate facilities and technology to carry out the mission at each site, such as added classrooms and offices and equipment at the Liberty County Campus;
6. Providing students with timely access to required textbooks and supplemental materials, coordinating with the on-campus bookstore and other staff;
7. Providing students with appropriate and necessary information for their academic process, including consideration of a Financial Aid/Admissions Counselor at Liberty County Campus;
8. Providing and delivering appropriate career and student services to meet the needs of traditional and non-traditional students;
9. Enhancing the Christian distinctiveness of external programs by initiating a dialog with External Program students, faculty and staff concerning the proper role of faith and learning in liberal arts education –thus participating in the “campus-wide” dialog slated by the President.
10. Keeping the external programs components of the College’s safety and security plan in operational compliance.

##### **RESULTS**

Review of grade point averages show external programs students receiving slightly higher grades than students on main campus: external student mean GPA = 3.1; main campus student mean GPA = 2.84. . Classroom observations and interviews with

students and key faculty of the majors offered at Liberty Campus, Savannah, and Norman Park suggest that grade inflation plays a limited role if any at all in the higher grade point average for external students taking courses in their major field. However, no comprehensive study of possible reasons for the overall higher grade point average has yet been carried out.

Academic Profile data showed a five-point improvement in English for the 50 students who took the test in Fall 02 and the retest in Spring 03. This was greater than the 3.15 improvement in English for the Fall 01 -- Spring 02 cycle. Both improvements were significant: 01-02 at the 95.6 confidence level and 02-03 at the 99.4 confidence level.

Audits of programs, courses, syllabi, and textbook use have been made. The importance of using required textbooks and appropriate syllabi was stressed at the adjunct orientation meetings in August 03. Nonetheless, a few cases of non-use of required textbooks or appropriate syllabi by adjunct faculty were found during the past academic year. Those few situations were corrected.

Spring 04 survey of students indicates that their satisfaction with various student service and staff improved over the previous year. The overall mean in this survey category was 4.41 in a range of 1-6 compared with 3.91 in Spring 03.

The technology department on main campus has continued visits and monitoring of computer and technology needs at all sites. They have assessed needs and are in the process of meeting them (see CTS strategic plan). We have moved the location of our Savannah site from the office building on Abercorn Street to Calvary Baptist Day School. This has provided students with a more collegiate atmosphere (an actual campus) as well as an up to date computer lab, a biology lab, and language lab. The environment there is also more consistent with our Christian mission.

In the Spring 04 survey external students rated their satisfaction with books and educational material on a scale of 1-6 where 1 = very dissatisfied and 6 = very satisfied. The overall mean for this category was 4.02 compared with 3.5 in the Spring 03 survey showing an improvement in satisfaction.

In October 03 a new position was created in Admissions designated exclusively to External Programs. This new staff member has served as an admissions counselor and financial aid liaison for all external programs students.

In the Spring 04 survey external students rated their satisfaction with Christian values across campus on a scale of 1-6 where 1 = very dissatisfied and 6 = very satisfied. The overall mean for this category was 4.84 compared with 4.54 in the Spring 03 survey showing an improvement in their satisfaction.

In the same survey students rated their satisfaction with overall security services with a mean of 4.85 compared with 4.19 in the spring of the previous year showing an improvement in their satisfaction.

## **RESPONSE**

An attempt will be made to discover methods of better determining the reasons for grade point average differences. If satisfactory methods are found, they will be implemented. In any case, testing materials will continue to be examined, classes observed, and students and faculty interviewed.

Continue to monitor, analyze, and respond to Academic Profile test results.

Importance of using required textbooks or requesting alternatives by negotiation with divisional chair personnel on main campus will continue to be emphasized in upcoming orientation sessions and results will be monitored through classroom observations and polling of students. The same process will be applied regarding the use of appropriate course syllabi.

Continued dialog and surveys of students' satisfaction will be made in order to maintain and improve on their evaluations of staffing, facilities, textbooks, and services, as well as technology, faith and learning, and security.

## **BREWTON-PARKER COLLEGE**

### **EXTERNAL PROGRAMS SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08**

#### **RESULTS & RESPONSES—2004-05**

##### **OBJECTIVE 4**

Ensuring that the off-campus sites provide an appropriate learning environment that encourages scholarly and creative achievement comparable to the Mount Vernon campus.

##### **ACTION PLAN**

Ensuring such equity between sites includes such things as:

1. Promoting and encouraging academic achievement of the students in the external programs so that they equal that of the on-campus student;
2. Administering only approved programs and courses at off-campus sites;
3. Using the same textbooks and essentially the same syllabi as chosen by the full-time professor (usually on-campus) responsible for that class – unless negotiated with that professor;
4. Providing appropriate and adequate staffing at each site that is responsive to the needs of students, faculty, and other staff members;
5. Providing appropriate and adequate facilities and technology to carry out the mission at each site, such as added classrooms and offices and equipment at the Liberty County Campus;
6. Providing students with timely access to required textbooks and supplemental materials, coordinating with the on-campus bookstore and other staff;
7. Providing students with appropriate and necessary information for their academic process, including consideration of a Financial Aid/Admissions Counselor at Liberty County Campus;
8. Providing and delivering appropriate career and student services to meet the needs of traditional and non-traditional students;
9. Enhancing the Christian distinctiveness of external programs by initiating a dialog with External Programs students, faculty and staff concerning the proper role of faith and learning in liberal arts education –thus participating in the “campus-wide” dialog slated by the President;
10. Keeping the External Programs components of the College’s safety and security plan in operational compliance.

##### **RESULT**

Review of grade point averages show external programs students receiving slightly higher grades than students on main campus: external student mean GPA = 3.19; main campus student mean GPA = 2.91. Classroom observations and interviews with

students and key faculty of the majors offered at Liberty Campus, Savannah, and Norman Park suggest that grade inflation continues to play a limited role, if any at all, in the higher grade point average for external students taking courses in their major field. Those instructing external students suggest that external students, by nature of being older and more mature have better study habits and work ethic. Thus, their grades could be slightly higher than those of traditionally aged students. However, no comprehensive study of possible reasons for the overall higher grade point average has yet been carried out.

In a Spring '05 survey external students rated their satisfaction with student services and staff on a scale of 1-6 where 1 = very dissatisfied and 6 = very satisfied. In the 18 sub categories under the section of Various Student Services & Staff, all but one category indicated a decrease in student satisfaction. Though the actual points awarded to most categories are above average this information does suggest student satisfaction has declined with the student services that are being offered.

	2005 N=375	2004 N=188	Difference
<b>VARIOUS STUDENT SERVICES &amp; STAFF</b>			
31. Student Affairs staff	4.67	4.92	<b>(0.250)</b>
32. Counseling Center	4.47	4.85	<b>(0.380)</b>
33. Disability Support Services	4.40	4.95	<b>(0.550)</b>
34. Career Planning & Placement Center	4.54	4.64	<b>(0.100)</b>
35. Diagnostic testing services	4.43	4.70	<b>(0.270)</b>
36. Tutoring services	4.18	4.49	<b>(0.310)</b>
37. Health services	4.26	4.67	<b>(0.410)</b>
38. Information on contacting emergency medical personnel	4.46	4.80	<b>(0.340)</b>
39. Computer laboratory facilities	3.71	4.19	<b>(0.480)</b>
40. Availability of computers and printers	3.75	4.17	<b>(0.420)</b>
41. Access to the internet	4.15	4.44	<b>(0.290)</b>
42. Computer assistance and instruction	3.86	3.89	<b>(0.030)</b>
43. Enforcement of rules & regulations concerning student behavior	4.91	4.92	<b>(0.010)</b>
44. Student judicial process	4.64	4.76	<b>(0.120)</b>
45. Procedures to address formal complaints	4.52	4.60	<b>(0.080)</b>
46. Christian values across the campus	4.86	4.84	<b>0.020</b>
47. Cultural opportunities	4.52	4.69	<b>(0.170)</b>
48. Opportunities of multicultural interaction	4.68	4.65	<b>0.030</b>

The technology department on main campus has continued visits and monitoring of computer and technology needs at all sites. They have assessed needs and are in the process of meeting them (see CTS strategic plan). Of two technology needs that were identified during the 2004-05 academic year one has been completed and the other is slated to be completed during sometime during the 2005-06 academic year. The computer lab at the Hinesville campus was identified to be updated. Presently, new

Gateway computers (3.2 Ghz, XP operating systems, and CD/DVD burners) and flat screen monitors have been installed and are being used by faculty, staff, and students.

In the Spring '05 survey external students rated their satisfaction with the campus store and general educational material on a scale of 1-6 where 1 = very dissatisfied and 6 = very satisfied. The overall mean for this category was 4.81 compared with 4.55 in the Spring '04 survey showing an improvement in satisfaction.

CAMPUS STORE	2005 N=375	2004 N=188	<i>Difference</i>
20. Availability of textbooks	4.72	4.50	<b>0.220</b>
21. Other educational material	4.53	4.41	<b>0.120</b>
22. Other reading material	4.41	4.29	<b>0.120</b>
23. School and office supplies	4.49	4.38	<b>0.110</b>
24. General product quality	4.61	4.67	<b>(0.060)</b>
25. General product availability	4.52	4.50	<b>0.020</b>
26. General product selection	4.50	4.43	<b>0.070</b>
27. Buyback purchases	3.98	3.77	<b>0.210</b>
28. Pricing	3.40	3.04	<b>0.360</b>
29. Hours of operation	4.42	4.30	<b>0.120</b>
30. Quality of service offered	4.81	4.55	<b>0.260</b>

In March '05, a second position was created in Admissions designated exclusively to External Programs. This new staff member will serve as an admissions counselor and financial aid liaison for one half of the external programs new students.

In the Spring '05 survey external students rated their satisfaction with Christian values across campus on a scale of 1-6 where 1 = very dissatisfied and 6 = very satisfied. The overall mean for this category was 4.86 compared with 4.84 in the Spring '04 survey showing an improvement in their satisfaction.

46. Christian values across the campus	4.86	4.84	<b>0.020</b>
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In the same survey students rated their satisfaction with overall security services with a mean of 4.84 compared with 4.84 in the spring of the previous year showing a negligible improvement in their satisfaction.

PARKING AND SECURITY	2005 N=375	2004 N=188	<i>Difference</i>
54. Parking facilities	4.86	4.61	0.250
55. Security walking on campus	4.83	4.78	0.050
56. Security in classrooms	4.94	4.87	0.070
57. Information on contacting security	4.72	4.66	0.060
58. Overall security services	4.84	4.85	<b>(0.010)</b>

## **RESPONSE**

- 1.** An attempt will be made to discover methods of better determining the reasons for grade point average differences. If satisfactory methods are found, they will be implemented. In any case, testing materials will continue to be examined, classes observed, and students and faculty interviewed.
- 2.** Continue to monitor, analyze, and respond to Academic Profile test results.
- 3.** Importance of using required textbooks or requesting alternatives by negotiation with divisional chair personnel on main campus will continue to be emphasized in upcoming orientation sessions and results will be monitored through classroom observations and polling of students. The same process will be applied regarding the use of appropriate course syllabi.
- 4.** Continued dialog and surveys of students' satisfaction will be made in order to maintain and improve on their evaluations of staffing, facilities, textbooks, and services, as well as technology, faith and learning, and security.