CALHOUN COMMUNITY COLLEGE STRATEGIC PLAN 2020-2022 W/MEASURABLE OUTCOMES

INSTITUTIONAL PRIORITY: TEACHING AND LEARNING

Focus Area	Implementation Strategies	Year 1 Results
Tutoring	Provide more Professional Development for tutors on available tools and equipment.	Tutors were provided extra support and PD using Blackboard Collaborate and portable Wacoms when moving to virtual appointments.
	Purchase additional wacoms and webcams to facilitate sessions.	Additional Wacoms and webcams have been purchased.
	Embed tutors in classes, both online and traditional.	Tutors were embedded in 8 English and Speech courses with limited success. More training for both tutors and faculty is needed.
	Offer seminars on specific subjects through the STAR Institute.	Seminars offered included How to be Successful in an Online Class, Mental Health Matters, Financial Literacy, and a Meet and Greet the Counselors. Still working on evaluating the data for subjects and hours most requested to streamline the scheduling process.
	Assess adequacy of hours of coverage in needed areas.	More marketing needed to show students that they can be successful in online learning – perhaps another seminar.
	Promote the availability of online learning.	Continue to promote STAR with faculty by sharing data relating to success of students attending. Announcement sent through Faculty Community on 8/19/20. STAR information has been included periodically throughout the year via the Faculty Development weekly update. This information is also sent by the VPs Office 3 times per year.
	Include STAR information in the Faculty Community so that they can get the word out to students.	Due to COVID, use of STAR has decreased over the past year. New marketing strategies are needed once before students return in the fall to

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		make them aware or STAR services (emails, texting, social media).
	Increase student awareness of online tutoring options (email blasts, social media, etc.).	Ongoing.
Digital Literacy	Develop a digital literacy MOOC for students who lack digital literacy to acquire needed sills.	This project is being funded by the Title III grant. Distance learning is collaborating with the CIS department to develop this MOOC. The completion goal is December 2021. Details of this incentive will be worked out once the MOOC is complete.
	Incentivize students to complete the digital literacy MOOC prior to enrolling at Calhoun.	No progress since this is dependent on the MOOC being complete.
	Explore options to collaborate with public libraries to improve computer literacy.	No progress to date.
	Create faculty development opportunities on incorporating principles of digital literacy onto classes.	No progress to date.
	Develop a student survey to be deployed in the first week of class to identify students who have instructional barriers related to technology and Internet and establish interventions to help.	A student survey was done in Fall 2020 and results were shared college-wide.
	Identify and intervene with students that have low digital literacy levels.	We are using the computer literacy quiz that is part of the Blackboard Student Orientation to identify students with low computer and/or digital literacy skills. Moving forward, these students will be pointed to the computer literacy MOOC when it is complete.
Faculty Training	Create an awareness campaign among faculty for the Faculty Community in Blackboard.	Combined DL resources and faculty development resources in one place called the Faculty Community. This points faculty to one place to access all resources in Blackboard. Began sending a Faculty Development weekly update in

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		fall 2020 through the Faculty Community to increase awareness.
	Link Faculty Community in Employee Pages or create a page specific to faculty that is like Employee Pages.	Webpage created. Still need to add social media presence. Plans are to do this in conjunction with the new full-time faculty PD model.
	Create a Faculty Community on the Calhoun website, and add a social media presence.	Workshops and information have been offered on STAR, mental health and online tutoring, but no survey has been done to determine how effective the push has been.
	Determine the extent to which faculty understand how to refer students for online tutoring, STAR, mental health counseling, ADA, Calhoun Cupboard, Calhoun Closet, Student Advocate and related service.	An online PD course for adjunct faculty has been created and will deploy fall 2021. Spots are limited to 10 this year with plans to scale in the future. All new faculty completed DL Certification. This will be a standard practice with each new cohort.
	Additional Developments	An online PD course for adjunct faculty has been created and will deploy fall 2021. Spots are limited to 10 this year with plans to scale in the future. All new faculty completed DL Certification. This will be a standard practice with each new cohort.
Dual Enrollment	Expand outreach to high school students to respond to high schools moving to online learning.	The Dual Enrollment department expanded outreach to participating high schools to help facilitate the move to online learning. However, based on the outcomes of the past year, most high schools are actively trying to move to onsite learning for as many students as possible.
	Work with dual enrollment instructors to have coursework that aligns with college courses.	Much work has been done by Dual Enrollment and especially by the Deans and departments to ensure that students on the high school campuses are receiving the same content and quality of instruction as all Calhoun students.

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	Create online videos/seminars for dual enrollment students on "How To Be Successful in College Classes" and "How To Be Successful in Online Classes."	While the Dual Enrollment Department has not developed their own videos/seminars, we have actively promoted the excellent student workshops that have been developed by the STAR Institute. These resources really preclude the need for Dual Enrollment specific workshops.
	Have online subject-specific professional development for dual enrollment instructors with full-time faculty available to answer questions	Subject-specific PD for Dual Enrollment instructors is still an ongoing process. The Faculty Development Office has done a great job of developing online resources for the dual Enrollment adjuncts but they would benefit from partnerships with full-time faculty from their departments. Virtual Dual Enrollment faculty kickoff held on 8/25/20 through TEAMS. Agenda included discussion on SLOs and requirements of the position.
Consistent Navigation	Have the attendance-taking assignment in the same location in all courses, or have the same assignment in all courses.	No progress to date.
	Have DL and Deans check LMS to ensure that all courses are using it and have conformed to CNE.	This is an ongoing process each semester. DL spot checks courses throughout the semester as they work with students and faculty. Roughly 75% of courses are using the CNE correctly.
	Require training (online) for those who fail to comply.	The Department Chairs have worked closely with faculty to train them one-on-one and have worked with DL to help faculty as well. It is not yet formalized.
Technology Access *NOTE: Changes in Banner and Blackboard*	Secure continued access for students & faculty to online test proctoring.	The College has had several challenges with online test proctoring due to ACCS changes, but is currently using HonorLock.
	Make attendance verification easier.	No progress to date.

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through ACCS have limited ability to respond in this area.	Provide loaner laptops for faculty use with specialized software like Captivate, Camtasia, iSpring, etc.	Two laptops have been purchased and an additional two are on the way for Softchalk/Camtasia/etc. for faculty loaners.
	Find services that will integrate well with Blackboard. For example, Flipgrid is very useful, but scores must be entered directly into Blackboard and are not linked to the videos.	Loaner hotspots and computers have been purchased and are available to students to address this issue. Hotspots in buildings have been improved so that students can access them from the parking lot. STAR Institute has offered access to computers for online testing by appointment.
	Address issues of equity and moderated online testing. Example: Lockdown browsers are only effective for students with one device. Affluent students will have multiple sources from which to retrieve online information during assessments.	One example of how equity is being addressed in test proctoring is the transition from LockDown Browser to Honorlock. Honorlock has a unique feature called "Secondary Device Detection." It detects when students use another device to look up test answers and flags it for instructor review.
	Identify additional software tools for Student Services to meet a potential increase in online students with disabilities.	No progress to date.
	Advocate for the improved functionality of the Blackboard app.	With the transition to Blackboard Ultra for Fall 2021, the blackboard app and mobile access as a whole will improve greatly.
	Designate funding for specialized software to enhance online capabilities.	We have purchased licenses of iSpring and Camtasia that will help faculty create more engaging content. We are evaluating new video management solutions to implement during 2022.
	Add some specialized software to STAR computers so that tutors can help students in areas such a graphic design, additive manufacturing, and accounting.	No progress to date..

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	Provide loaner laptops to students and add specialized software where needed.	300 laptops available in Decatur Student Technology Success Center. As of this date, 94 laptops have been loaned out for student use.

INSTITUTIONAL PRIORITY: STUDENT SERVICES AND SUPPORT

Focus Area	Implementation Strategies	Year 1 Results
Technology Access	Purchase additional laptops and Wifi Hotspots for student checkout.	84 laptops and 6 hotspots have been loaned to students as of 6/3/21.
	Determine eligibility guidelines for student checkout and distribution.	Eligibility guidelines have been established and are provided to students upon requests to checkout technology.
	Research limited VPN access options from personal computers.	No progress on this activity.
	Determine guidelines for VPN eligibility.	No progress on this activity.
Intervention for At-Risk Students	Determine campus definition of at-risk student	Partial progress; from the academic advising perspective, being on academic probation is one factor that could make a student at-risk, outreach now being done. Redundant course list also reviewed each semester with student outreach to ensure more positive experience by students so they are not at risk of leaving.
	Research existing student outreach platforms	Not determined necessary – ACCS has finalized a contract with Blackboard to create a single system-wide LMS instance for existing Blackboard schools and 3 Moodle schools. As part of the contract Blackboard included their retention coaching tool. Target X also has been selected by ACCS as CRM for outreach.
	Provide professional development opportunities to faculty and staff regarding existence and use of intervention program	In progress – Done through STAR Institute with SAGE. Refer to Director of STAR Institute to see what professional development opportunities exist.
	Develop instructional and student services across multiple platforms.	Done through DL instructional. Academic advising is now done through both face-to-face and virtual modalities to better serve students.

		ORI 110 is offered both face-to-face and online. All FSAs are DL certified.
	Develop a comprehensive program for probationary students so we do not lose them to suspension.	In progress – outreach done 3-4 times/semester. Additional resources guide has been created and distributed to students on probation, continued probation, returning from suspension, etc.
Online Forms	Review campus forms; develop timeline for digital conversion; and advertise availability of forms.	A student services staff member reviewed existing campus forms for digital accessibility. Students and employees are informed of availability when requesting forms and at department meetings.
Calhoun Cupboard	Research external partnerships for continuous replenishment of Cupboard supplies. Increase awareness of Cupboard. Encourage direct financial contributions to Cupboard.	With the majority of students off campus during fall and spring, the Cupboard was not utilized as much as typical. Plans are to seek partnerships with public schools and nonprofits to raise funds and collect supplies. The Cupboard coordinator will also make an appeal at Fall professional development (as well as by email) for monetary support from employees.

INSTITUTIONAL PRIORITY: CAMPUS ENVIRONMENT AND SAFETY

Focus Area	Implementation Strategies	Year 1 Results
Campus Facilities	Appoint a 5-7 person committee and rapid response team made up of both academic VP/Deans, Student Services VP/Directors, Public Relations, Faculty Senate, Maintenance/Facilities, and Campus administrators to develop an Emergency Operations Plan. Initial policies to include the following: • Classroom/laboratory usage, distancing, occupancy and sanitation. • Response to student, staff or visitor after a confirmed positive exposure. • Formative classroom operation changes during a pandemic (limits, masks, collaborate, etc.). • Create guidelines for the facilitation of student events and facility usage by community agencies for activities of greater than 20 individuals outside of the classroom setting. • Implement printed, digital and virtual signage on all campuses and in Blackboard for social distancing, use of mask and hand washing best practices in all common areas of the college and online.	Covid-19 Response Team formed and executed implementation plan as discussed.
	Via the Help Desk, assist students and faculty with technology needs, promoting success in the classroom. When students return to campus, establish accessible locations for Technology	The loaner devices portion of the Student Technology Support Center (STSC) in Decatur is fully established. In the process of hiring a staff member to support the Brewer Library location

	Support Centers and lockable storage for loaner laptops. Initial services may include: • Device evaluation and update for compatibility with the college's LMS. • Limited update/repair of personal computers to improve compatibility with online learning. • Assistance with navigating the college's LMS. • Dissemination of technology to both students and faculty.	100% for hands-on tech support items and management of loaner devices. Construction in progress in Huntsville with an ETA of Fall 2021. Faculty needs will continue to be met via the Helpdesk and not the STSC. Student needs will be the primary focus of the STSC.

INSTITUTIONAL PRIORITY: COMMUNITY/EXTERNAL PARTNERSHIPS

Focus Area	Implementation Strategies	Year 1 Results
Shared Database	Create a single college-wide shared database with contact information for all Community/External Partners. Utilize existing Foundation database to consolidate donors, industry and advisory board members.	Tremendous progress made in this focus area. Contact information for community and external partners is updated and current as far back as 1980. The database increased from 3900 contacts to 23,000 contacts.
Regular Contact	Reach out to business, industry and chamber leaders to get dates/times for regularly scheduled virtual meetings. Meet virtually once each semester with Chamber of Commerce and Economic Development leaders in Calhoun's service area.	Great progress in this focus area. The pandemic forced us to embrace and utilize technology more. We have met virtually with city, county, state, and economic development leaders, in some cases even more than once each semester. Also developing a North Alabama "Communicators" group.
College Website	Implement "live-chat" or virtual assistant feature to Calhoun Community College website. Research options and report findings back to the team for action.	Complete! Worked closely with Student Services areas and webmaster to create "Warhawk Cal", the virtual assistant Chatbot that appears on the Calhoun website to answer questions, streamline inquiries and direct individuals to the proper department and/or service.
Phone System	Review current messaging/calling tree, coordinate with the business office to recommend improvements. Restructure Calhoun Community College phone messaging system to reduce call loss.	Progress has been made, but more time is needed to enhance our phone system to dial by name and reduce call loss. We are waiting for feedback and estimates from current service provider for enhancing system.