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## Bainbridge College

### *Instructional Delivery Plan*

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Each time during a review period that the file is revised, the version number should increase by one.

For example, UGA's original file would be **IDPUGA\_07\_v1.doc**. If the file is revised in the same year, the file name would be **IDPUGA\_07\_v2.doc**. If the file is revised again in 2007, it would be named **IDPUGA\_07\_v3.doc** and so on. If the file is updated the next year, it should be renamed **IDPUGA\_08\_v1.doc** for the first update in 2008.

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**References:** *USG Board of Regents Policy Manual: Section 303.03, Academic Affairs, Instruction Offered Externally*

See <http://www.usg.edu/regents/policymanual/300.phtml>.

*USG Board of Regents Academic Affairs Handbook: Section 2.12, Off-Campus Instruction*

See <http://www.usg.edu/academics/handbook/section2/>.

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## Part I: Plans for Change, New and Discontinued Centers and Programs

Complete summary information for all external programs that your institution plans to **ADD** within the next 3-5 years or plans to **DISCONTINUE** within that time period.

### Off-campus Programs

**Off-campus Programs** employ face-to-face instruction and interaction between instructor and students in an environment external to the institution's primary campus.

Use these codes to enter information for each Center.

Field	Entry or code
<b>Center Name</b>	Name of location
<b>County</b>	Name of county where Center is located
<b>Type of Center</b>	OC = Off campus center H = Host campus consortium I = Instructional Center CS = Contract Center
<b>Center continuation plans</b>	EC = Continuing Center ET = Existing Center; plan to terminate N = New or planned Center
<b>Degree Program</b>	Name of degree program
<b>Program Status</b>	N = New program E = Existing program
<b>Plans for Program</b>	A = Plan to add as DE offering D = Plan to discontinue as DE offering
<b>Target Year</b>	Target year to add or discontinue

### Off-campus Programs or to be added or discontinued off campus)

Center Name	County	Center Type OC, H, I, CS	Center Cont. Plans EC, ET, N	Degree Program	Prog. Status N, E	Prog. Plans A, D	Target Year
<i>Example: XX High School</i>		I	N	Associate of Arts	N	A	2009
<i>Example: XX Center</i>		OC	EC	M.Ed. in Special Education	E	D	2010
<b>Early County Center</b>	<b>Early</b>	<b>OC</b>	<b>EC</b>	<b>Associate of Arts</b>	<b>E</b>	<b>A</b>	<b>2008</b>
<b>Early County Center</b>	<b>Early</b>	<b>OC</b>	<b>EC</b>	<b>AAS in Forestry</b>	<b>E</b>	<b>D</b>	<b>2009</b>

Early County Center	Early	OC	EC	AAS in Accounting	E	A	2008
Early County Center	Early	OC	EC	AAS In Administrative Office Technology	E	A	2008
Early County Center	Early	OC	EC	AAS in Computer Information Systems	E	A	2008
Early County Center	Early	OC	EC	AAS in Criminal Justice Technology	E	A	2008
Early County Center	Early	OC	EC	AAS in Drafting Technology	E	A	2008
Early County Center	Early	OC	EC	AAS in Early Childhood Care and Education	E	A	2008
Early County Center	Early	OC	EC	AAS in Electronics Technology	E	A	2008
Early County Center	Early	OC	EC	AAS in Industrial Maintenance	E	A	2009
Early County Center	Early	OC	EC	AAS in Marketing and Management	E	A	2008
Early County Center	Early	OC	EC	AAS in Medical Assisting	E	A	2008
Early County Center	Early	OC	EC	AAS in Medical Office Technology	E	A	2008

***Bainbridge College plans to offer the full Associate of Arts degree at the Early County Center. Currently, we are offering up to 49 per cent of the program. In addition, we are currently offering certificates in ten technical areas. Our plan is to offer the full Associate of Applied Science degrees in these areas and in two additional technical areas. The A.A.S. degrees and the A. A. degree were requested by the community and agreed to, pending approval by the Board of Regents and SACS, at the time Bainbridge College acquired the Early County Center from the Department of Technical and Adult Education.***

***At this time, the only program planned to be discontinued is the AAS in Forestry due to low enrollment.***

***Distance Education Programs***

In **Distance Education Programs**, the majority of courses required to earn the degree are delivered through one or more forms of distance technology, and the instructor of record and the student(s) are separated by time and/or geographic location.

Enter information for programs that are **FULLY** distance, **OTHER** distance education programs, and alternate delivery formats.

**FULLY Distance Education Programs (to be added or discontinued as Distance Education)**

Program Name	Prog Status	Plans	Target Year	Primary Technologies				
	N, E	A, D		Inter-net	Interactive Video	CD-ROM	Video-tape	Other


**OTHER Distance Education Programs (to be added or discontinued)**

Program Name	Prog Status	Plans	Target Year	Primary Technologies				
	N, E	A, D		Inter-net	Interactive Video	CD-ROM	Video-tape	Other

**Alternate Delivery Formats**

In **Alternate Delivery Formats**, delivery deviates from traditional, degree programs offered by single institutions; used in conjunction with either off-campus or distance education programs. Examples include Collaborative Degrees, Dual Degrees, other formats, and degrees offered by another institution for which your institution provides supporting services.

**Collaborative Degrees:** Online degrees in which faculty from more than one institution join together to develop and deliver instruction. Each institution offers degree, and student receives degree from one institution, e.g., WebBSIT; WebMBA.

Collaborative Degrees (to be added or discontinued)	Collaborating Institutions

**Dual Degrees:** Institutions partner to offer degrees with other institutions. Student receives degrees from both institutions.

Dual Degrees (to be added or discontinued)	Partner Institutions
A.A. Early Childhood Education (Bainbridge College) B.S. Early Childhood Education (Albany State University)	Albany State University (B.S. degree offered on Bainbridge College’s main campus—traditionally delivered.)
A.A. Criminal Justice (Bainbridge College) B.S. Criminal Justice (Albany State University)	Albany State University (B.S. degree offered on Bainbridge College’s main campus—traditionally delivered.)
A.A. Business Administration (Bainbridge College)	Georgia Southwestern State University

<b>College)</b> <b>B.S. Business Administration (Georgia Southwestern State University)</b>	<b>(B.S. degree offered on Bainbridge College's main campus—traditionally and electronically delivered.)</b>
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**Other Alternate Delivery Formats:** Other configurations in which institution offer degrees externally.

Briefly describe the type of arrangement and the degrees offered in any other alternate formats that your institution has developed.

Other Alternate Delivery Formats	Degrees (to be added or discontinued)

**Support Services for Other Institutions:** Degree is offered by another institution, but your institution provides supporting services.

Degree supported	Institution offering degree	Services that your institution provides
<b>B.S. Early Childhood Education</b>	<b>Albany State University</b>	<b>Program liaison, office space, classroom space, library resources, tech support, secretarial support, advising and admission services</b>
<b>B.S. Criminal Justice</b>	<b>Albany State University</b>	<b>Program liaison, office space, classroom space, library resources, tech support, secretarial support, advising and admission services</b>
<b>B. S. Business Administration</b>	<b>Georgia Southwestern State University</b>	<b>Program liaison, office space, classroom space, library resources, tech support, secretarial support, advising and admission services</b>



**Distance Education Programs**

Enter information for current Distance Education programs that are **FULLY** distance, **OTHER** distance education programs, and alternate delivery formats.

**Current FULLY Distance Education Programs**

Program Name	Primary Technologies				
	Internet	Interactive Video	CD-ROM	Videotape	Other

**OTHER Current Distance Education Programs**

Program Name	Primary Technologies				
	Internet	Interactive Video	CD-ROM	Videotape	Other

**Current Alternate Delivery Formats**

In **Alternate Delivery Formats**, delivery deviates from traditional, degree programs offered by single institutions; used in conjunction with either off-campus or distance education programs. Examples include Collaborative Degrees and Dual Degrees.

**Collaborative Degrees:** Online degrees in which faculty from more than one institution join together to develop and deliver instruction. Each institution offers degree, and student receives degree from one institution, e.g., WebBSIT; WebMBA.

Current Collaborative Degrees	Collaborating Institutions

**Dual Degrees:** Institutions partner to offer degrees with other institutions. Student receives degrees from both institutions.

Current Dual Degrees	Partner Institutions


**Other Alternate Delivery Formats:** Other configurations in which institution offer degrees externally.

Briefly describe the type of arrangement and the degrees currently offered in any other alternate formats that your institution has developed.

Other Alternate Delivery Formats	Current Degrees

## Part III: Academic Programs and Delivery Methods

### A. Strategic Plan

Describe your institution's strategic plan to offer external instruction for the next three years. Identify disciplines, degree levels, delivery methods, and resource investments. Describe how these programs advance the mission of the institution. The following table will help structure the information.

Discipline	Degree level	Off-campus Location	Delivery Methods (DE Modality)	Resource Investment
Business Administration	Associate of Arts	Early County Center	Traditional	.5 faculty member
Criminal Justice	Associate of Arts	Early County Center	Traditional	.5 faculty member
Education-Early Childhood	Associate of Arts	Early County Center	Traditional	.5 faculty member
Education-Middle Grades	Associate of Arts	Early County Center	Traditional	.5 faculty member
Education-Secondary Education	Associate of Arts	Early County Center	Traditional	.5 faculty member
English	Associate of Arts	Early County Center	Traditional	.5 faculty member
Foreign Languages	Associate of Arts	Early County Center	Traditional	.5 faculty member
General Studies	Associate of Arts	Early County Center	Traditional	.5 faculty member
Health and Physical Education	Associate of Arts	Early County Center	Traditional	.5 faculty member
History	Associate of Arts	Early County Center	Traditional	.5 faculty member
Mathematics	Associate of Arts	Early County Center	Traditional	.5 faculty member
Music	Associate of Arts	Early County Center	Traditional	.5 faculty member
Political Science	Associate of Arts	Early County Center	Traditional	.5 faculty member
Psychology	Associate of Arts	Early County Center	Traditional	.5 faculty member
Sciences	Associate of Arts	Early County Center	Traditional	.5 faculty member
Sociology	Associate of Arts	Early County Center	Traditional	.5 faculty member
Speech	Associate of Arts	Early County Center	Traditional	.5 faculty member
Forestry	Associate of Applied Science	Early County Center	Traditional (to be deleted)	1 Faculty Member

Accounting	Associate of Applied Science	Early County Center	Traditional	1 Faculty member
Administrative Office Technology	Associate of Applied Science	Early County Center	Traditional	1 Faculty Member
Computer Information Systems	Associate of Applied Science	Early County Center	Traditional	1 Faculty Member
Criminal Justice Technology	Associate of Applied Science	Early County Center	Traditional	.5 Faculty Member
Drafting Technology	Associate of Applied Science	Early County Center	Traditional	.5 Faculty Member
Early Childhood Care and Education	Associate of Applied Science	Early County Center	Traditional	1 Faculty Member
Electronics Technology	Associate of Applied Science	Early County Center	Traditional	1 Faculty Member
Industrial Maintenance	Associate of Applied Science	Early County Center	Traditional	1 Faculty Member
Marketing and Management	Associate of Applied Science	Early County Center	Traditional	.5 Faculty Member
Medical Assisting	Associate of Applied Science	Early County Center	Traditional	.5 Faculty Member
Medical Office Technology	Associate of Applied Science	Early County Center	Traditional	.5 Faculty Member

### Fit with Institutional Mission

All programs are consistent with and advance the Bainbridge College mission statement:

*“Bainbridge College’s mission is three-fold: to provide transfer degrees, technical programs, and public service/continuing education courses. The College assists in area economic and community development programs and has established collaborative relationships with local businesses, industries, and cultural/civic groups.”*

Additionally, these programs and the establishment of the Early County Center are consistent with Bainbridge College’s Strategic Plan and align with three goals of the University System of Georgia:

*Goal #1: Educate graduates who are intellectually and ethically informed individuals with well-defined skills and knowledge who are capable leaders, creative thinkers, and contributing citizens.*

*Goal #2: Expand participation by increasing access, enhancing diversity, improving service to nontraditional students, expanding use of distance education, advancing public library usage, and marketing the advantages of postsecondary education.*

*Goal #5: Help accelerate Georgia’s economic development by providing needed graduates, offering appropriate academic programs, and marketing the System and its institutions as economic assets of the state.*

These programs will provide high quality instruction in an area of southwest Georgia which has been historically underserved. The Early County Center and its program offerings will also be consistent with the new Early County initiative—“*Early County 2055*”—which has been recently endorsed by civic and community leaders as a plan to provide new economic, social, and cultural opportunities for the citizens of Early and surrounding counties.

## ***B. Local, Regional, State Needs, and Student Demand***

Document local, regional, and/or state needs and student demand for programs.

From 1998 to June 30, 2006, the Early County Center was administered as a branch campus of Albany Technical College. During these years and in an agreement with Albany Tech, Bainbridge College offered English composition, mathematics, and history courses which supported the curriculum of both institutions. This relationship was mutually beneficial, and most importantly, it had a positive impact on the educational welfare of residents in the area.

In the fall of 2005 local civic and community leaders and elected officials envisioned a campus which would offer a comprehensive curriculum of technical and transfer degree programs to provide educational opportunities for career-minded students and for students wishing to pursue associate of arts and baccalaureate degrees. These citizens petitioned state governmental leaders and the BOR and DTAE to effect a transfer of the campus to Bainbridge College and the Board of Regents. Albany Tech's enrollment at the time was not vigorous, with an average of 200-250 students per quarter, and residents in the area argued that the transfer of the campus would increase enrollment, given Bainbridge College's ability to provide the Associate of Arts degree and numerous Associate of Applied Science degrees.

Bishop Hunter, Chairman of the Early County Board of Education, wrote in a letter to DTAE: "Alignment with Bainbridge College provides greater educational opportunities for disadvantaged students in a high poverty area, by offering both technical college and university transfer opportunities. More options for students to obtain initial diplomas will be available. Diplomas serve as an entry into the job market where unemployment is higher than in any region in the state." Richard Ward, Chairman of the Early County Board of Commissioners, in a letter to DTAE argued that Early County shared more "regional commonalities with Bainbridge than Albany." He noted, "We have similar demographics, similar needs, and interdependent resources, connected by a major transportation corridor."

With the approval of the Chancellor of the Board of Regents and the Commissioner of the Department of Technical and Adult Education, the campus was transferred to Bainbridge College and the BOR on July 1, 2006.

The result of this transfer has been more positive than anticipated. In fall 2006, Bainbridge College offered a wide variety of technical and transfer degree courses. Four hundred and seventy-seven students enrolled. In spring 2007, enrollment increased to 574 students, and more than 700 students are anticipated for fall 2007. With full implementation of the A.A. and numerous A.A.S. degrees, Bainbridge College anticipates over 1,000 students by fall 2008.

The response thus far clearly indicates that the college has tapped into a segment of our population in southwest Georgia that is eager to advance their education and to improve their economic welfare. In an area that has been blighted by endemic poverty and low educational achievement, it is not an exaggeration to state that the Early County Center will serve as a beacon of opportunity.

## ***C. New Facilities Investments, Locations, Acquisition and Operating Costs, Financing, Other Commitments***

If any of the plans for these offerings include using new facilities or new technologies, explain how the institution plans to address associated costs.

The Center is a modern facility of 32,591 square feet, encompassing in one building ten classrooms, four computer labs, an electronics lab, a nursing lab, a library, and twenty offices for faculty and administrators. The facility also has a bookstore and a snack area for students, faculty, and staff. The site is easily accessible on the U.S. Highway 27 Bypass in Blakely.

It is anticipated that the Early County Center will be a profit generating enterprise. Under the terms of the transfer from DTAE to the BOR, Bainbridge College receives an allocation in excess of one million dollars annually from DTAE to support our technical programs in Early County. In FY '07, our first fiscal year of operation, the Center's revenue from tuition and the DTAE allocation exceeded expenses by \$65,000.

### ***D. New Technology Investments***

Provide information about projected lifespan of new technology, value, and improved learning outcomes.

In 2006 forty-eight new computers were purchased and installed in two computer labs, twenty-four computers in classroom/lab combination, and twelve new computers were placed in the library

One classroom will need new computers this fiscal year, which is allocated for in the budget. We plan to replace computers on a three-year rotational basis in order to stay current with technology. Internet connectivity is provided to all classrooms with computers and wireless internet connection is available campus-wide. Students can access files stored on the student network anywhere on the campus using the secure wireless connection. Plans are to upgrade software as needed to provide students with up-to-date learning technologies. WebCT/VISTA and Blackboard are currently used to enhance student learning.

Our electronics program also received updated technology in 2006. Twenty-two thousand dollars worth of equipment was purchased to support the curriculum within the program.

Video conferencing equipment will be installed by Fall 2007 to provide greater and expanded learning opportunities to our students as well as to our faculty.

## Part IV: Infrastructure and Services

This section addresses the elements of program delivery that ensure that quality is maintained and is organized into the following categories:

- Infrastructure and Services Common to All External Programs
- Infrastructure and Services Unique to Off-campus Programs
- Infrastructure and Services Unique to Distance Education

Outline information about infrastructure and services that are common to all external programs and not dependent upon delivery format. Briefly Center actual process, policy, procedure, or practice for all components.

### **Infrastructure and Services Common to All External Programs**

Components in the following list match those outlined in the *Academic Affairs Handbook, 2.12.02: Off-Campus Instructional Center Policies and Guidelines, Part V*.

<b>A. Anticipated Fields of External Instruction and Anticipated Locations/Methods of Delivery has already been addressed in this IDP.</b>	
<b>B. Curriculum and Instruction</b>	
<b>Educational content and student outcomes</b>	<i><b>Example:</b> Regardless of delivery format, all course content is reviewed at the department level for consistency and links to defined student outcomes. All courses are required to have a clearly defined syllabus posted within the course management system for review by students.</i>
<b>Educational content and student outcomes</b>	<i><b>Regardless of delivery format, all course content is reviewed at the divisional level for consistency and links to defined student learning outcomes. All instructors are required to have a clearly defined syllabus. Syllabi are posted within the course management system for review by students.</b></i>
<b>Appropriate technology</b>	<b>All Associate of Arts and Associate of Applied Science programs have appropriate technology to support student learning outcomes. More than 150 computers are available for instructional purposes. Technical programs, such as the A.A.S. degree in Electronics, have well equipped labs to support their curricula.</b>  <b>Additionally, instructors incorporate Web CT Vista and Blackboard in their classes. All students also receive an e-mail account by which instructors and students may communicate.</b>
<b>Instructional materials</b>	<b>Faculty work with the Center Director, Division Chairs, and the VP of Academic Affairs to determine quality of instruction and curriculum. The Center has sufficient funding, and up-to-date instructional materials are ordered on a timely basis to assure achievement of student learning outcomes.</b>
<b>C. Faculty</b>	
<b>Training, professional development, and support</b>	<b>Annual review and evaluation of faculty help to assess the professional development needs.</b>  <b>On-site technology training is offered to faculty to strengthen instructional delivery methods. Banner training has been offered</b>

	<p>by the Early County Center Technology Specialist. A faculty member from the Technical Studies Division and the college's Educational Technology Services Coordinator have offered WebCT and Blackboard training workshops at the Early County Center. Faculty from the Center have also attended instructional technology training on the main campus.</p> <p>Faculty are encouraged to participate in staff development workshops and conferences to enhance their quality of instruction. Funding is available at the divisional and college level for faculty development strategic to instructional delivery, including teaching and development of all courses.</p>
<p><b>Credentialing requirements, ratios, and processes</b></p>	<p>All faculty--full and part-time--meet SACS criteria to teach at the certificate, Associate of Arts, and Associate of Applied Science level. Associate of Applied Science degree programs and Learning Support courses are almost exclusively taught by fulltime faculty assigned to the Early County Center. Transfer courses in the Associate of Arts degree are taught by fulltime faculty from the main campus and by adjuncts. Division chairs monitor the full-time/part-time faculty ratio to assure that programs have a high ratio of full-time faculty to students.</p>
<p><b>Evaluations</b></p>	<p>All Bainbridge College faculty, whether at the main campus or at the Early County Center, are evaluated annually according to established procedures which reward faculty for work that is strategic to the mission of the institution.</p>
<p><b>D. Student Support</b></p>	
<p><b>Library services</b></p>	<p>BC's Early County Center houses a 1,650 square foot library facility. This library has 2,063 print volumes, 1,689 print titles, 152 audio visual volumes, and 134 audio visual titles. Students have access to eleven personal computers in the library lab for using software applications and performing research. They also have access to GALILEO and GIL.</p> <p>Early County Center students are also supported by the 10,778 square foot Bainbridge College Campus Library, which houses over 34,000 volumes. Included in the square footage are two study rooms. The books in the library were chosen to support students' academic requirements as well as to provide more in-depth reading. This collection provides access to some 600 periodical titles in both hard copy and microfilm. Back issues extend, in some cases, into the early years of the twentieth century. Of additional interest are newspapers on microfilm including the entire run of newspapers published in Bainbridge, and selected back issues of the <i>New York Times</i>.</p> <p>The library's catalog is available online through Georgia Interconnected Libraries (GIL). GIL allows students to search library holdings from Bainbridge College and other libraries in the state university system and access student information such as checkouts, fines, and holds.</p> <p>Non-print media such as videotapes, compact discs, filmstrips, slide/tape programs, and 16-mm movies are also available.</p> <p>Facilities and equipment available to students include cassette duplication service for non-copyrighted tapes, a photocopier, microform readers, two microform reader/printers, projectors,</p>

	<p>cassette players, and conference rooms.</p> <p>The Library houses a Computer Center containing 11 IBM computers and software available for student use. In addition, the library has computer workstations to assist student and faculty research using the GALILEO Interconnected Libraries project and provides access to the library catalog and GALILEO full-text periodical databases over the Internet.</p> <p>Students and faculty may order books and periodical articles not held in the Bainbridge College or Early County Center Libraries collection, through the interlibrary loan (ILL) service. The library is a participant in the Georgia Online Database, a computerized system that can deliver books and periodical articles in several days. Rush interlibrary loans for periodical articles can be transmitted by the library's Fax machines, reducing delivery times to less than twenty four hours in most cases.</p>
<p><b>Learning support and tutoring</b></p>	<p>All Bainbridge College students may receive tutoring through our Academic Resource Center. The Center provides one-to-one tutoring, reserved tables for study groups, group tutoring by appointment, study skills information, test anxiety information, note taking strategies, essay preparation techniques, research paper coaching, time management information, Regents Test Preparation, computer skills tutoring, as well as self-paced computer study for math, geography, grammar, reading and vocabulary.</p> <p>At the Early County Center, tutoring services are provided in Room 154, which has five computers, resource materials, and study tables for individual and group tutoring. Both students and faculty provide tutoring free of charge to students. The Center is supervised by the Early County Center Director. The Director of the Academic Resource Center at the main campus maintains communication with Early County Center Director. She also visits the Early County Center on a regular basis to review the operation of the tutoring center.</p> <p>Numbers for tutoring at the Early County Center for Spring 2007 are the following:</p> <p>Enrollment – 574</p> <ul style="list-style-type: none"> <li>• Number of Visits – 203</li> <li>• Students tutored – 77             <ul style="list-style-type: none"> <li>- 13% of students enrolled</li> </ul> </li> <li>• Number of MAP students – 50             <ul style="list-style-type: none"> <li>- 65% of visiting students</li> </ul> </li> <li>• Number of Technical Studies Students-61             <ul style="list-style-type: none"> <li>- 79% of visiting students</li> </ul> </li> </ul>
<p><b>Advising</b></p>	<p>All students are assigned a faculty advisor upon admission to the college. Students meet with advisors to plan their academic program and to schedule classes.</p> <p>In addition, the college maintains a website which provides information on the admission process.</p> <p>BC's Admissions and Records Office web-Center is located at <a href="http://www.bainbridge.edu/student/admi_reco/admi_reco_idx.htm">http://www.bainbridge.edu/student/admi_reco/admi_reco_idx.htm</a>.</p>

	<p>Students can access application information at this Center. There are four ways to apply for admission to BC:</p> <p><b>1. Download Application Forms</b></p> <ul style="list-style-type: none"> <li>• Admission Application (PDF Format)</li> <li>• Application for International Admission (Word Format)</li> <li>• Certificate of Immunization (Word Format)</li> </ul> <p><b>2. Apply Online</b> Applicants for admission can complete an easy online application. This service is offered by Gacollege411.org.</p> <p><b>3. Request a Paper Application</b> Students wanting a paper application or other information about BC sent to them can e-mail the Director of Admissions and the materials will be sent immediately.</p> <p><b>4. Apply in Person</b></p> <ul style="list-style-type: none"> <li>• Complete and submit a BC Application for Admission. Joint enrollment applicants and LPN applicants also must complete a supplemental application.</li> <li>• Have official transcripts mailed to BC Admissions Office from all high schools/colleges/technical schools attended.</li> <li>• Take required entrance test(s). Certificate program applicants must take only the COMPASS exam. Degree program applicants are required to take the SAT I and the COMPASS unless exempt due to one of the following: (1) Applicants out of high school for 5 years or more are required to take only the COMPASS; (2) Applicants who score a 480 on the SAT I Verbal AND a 440 on the SAT I Math AND have completed the high school College Preparatory Curriculum requirements in both English and math are required to take only the SAT I.</li> <li>• Submit a Certificate of Immunization Form.</li> </ul> <p>The Admissions Center includes the Academic Calendar, all admission steps to BC, access to BANNER web, directions to Off-Campus locations from the main campus, and online orientation. Also included are links for the schedule of classes, programs of study, upcoming test (entrance) dates, and incomplete grade assignment form. In addition, a link is provided to information concerning how to access final grades on the web.</p> <p>The Office of Financial Aid (OFA) at BC assists students in obtaining the financial resources needed to attend college. Links on the webCenter <a href="http://www.bainbridge.edu/student/fina_aid/fina_aid_idx.htm">http://www.bainbridge.edu/student/fina_aid/fina_aid_idx.htm</a> provide basic information about the financial assistance programs available to students.</p> <p>Other links for providing information to students are: Standards For Satisfactory Academic Process, New HOPE Requirements, and Directions for GSFAPPS Application, BC Payment of Balance Due Policy. In addition to this information, the Office of Financial Aid provides access to forms for the following:</p> <p>General Scholarship Application , 2006 – 2007 Scholarships/Grants, Summer Semester Financial Aid Application, Financial Aid Data Form 2007-2008, 2006-2007 Verification Worksheet Federal Student Aid Programs</p>
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	<p>(Dependent), 2007-2008 Verification Worksheet Federal Student Aid Programs (Dependent), 2006-2007 Verification Worksheet Federal Student Aid Programs (Independent), and the 2007-2008 Verification Worksheet Federal Student Aid Programs (Independent).</p> <p>In addition to these resources, two staff members at the Early County Center provide information regarding admission and financial aid. These staff members are available each day to assist students.</p>
<b>Counseling</b>	<p>All students at Bainbridge College have access to career and personal counseling. The Testing and Career Development Center provides assistance to strengthen study skills, to reduce test anxiety, to manage stress, to develop assertiveness skills, to develop effective resumes and interview skills, to complete job applications effectively, and to identify skills and experience desirable to employers. In addition, the college has a fulltime counselor who provides free and confidential individual and group therapy in the areas of depression, anxiety, family issues, stress, relationship issues, grief, and anger management.</p> <p>The counselor from main campus visits the Early County Center regularly, or as demand arises, to offer free and confidential individual and group therapy to assist with depression, anxiety, family issues, stress, relationship issues, grief, and anger management.</p>
<b>Disability services</b>	<p>The college's Physical &amp; Learning Disabilities Liaison provides campus contact for faculty, staff and administration concerning Americans with Disabilities Act questions or concerns and assists students with documented disabilities (approved by Regents' Center for Learning Disorders) in requesting modifications from faculty members.</p> <p>At the Early County Center the Disability Services coordinator meets regularly each month with staff and students. The coordinator is also available to arrange appointments on demand to meet student needs.</p> <p>After consultation with a student, the coordinator recommends an accommodation for the student. The coordinator then submits to the instructor a form for the accommodation, which is agreed to by the instructor and the student.</p>
<b>Career guidance</b>	<p>All students at Bainbridge College have access to career counseling. The career guidance counselor provides one-on-one counseling, resources on an encyclopedia of careers, and vocational guidance. In addition, Career and Testing Center provides an occupational outlook handbook, occupational guidance briefs and computerized occupational and educational information. Also in the career center are the following: GCIS, Discover Programs, literature about careers, and college directories. Inventory tests to assist students in learning more about themselves are administered, which include the Strong-Campbell Interest Inventory, FIRO-B, and the Kiersey Temperament Sorter.</p> <p>Jobs postings from area businesses and industries are emailed to faculty who announce to students and encourage them to</p>

	<p>apply for employment. Career Services also provides tips on career-related topics, such as developing resumes, interviewing, and career options for various majors.</p> <p>At the Early County Center the career guidance counselor meets regularly each month with staff and students. The counselor is also available to arrange appointments on demand to meet student needs.</p>
<b>Bookstore</b>	<i>Example: X institution bookstore offers online ordering 7 days a week, 24 hours a day with shipping to any location in the world. See URL for details. Online syllabus for each course includes bookstore URL.</i>
<b>Bookstore</b>	Bainbridge College has a bookstore on the main campus and a second bookstore at the Early County Center. Students can order their books on-line or visit the bookstore in person at either location.
<b>Testing and evaluation</b>	Faculty members employ a variety of testing and evaluation strategies. In addition to traditional methods, faculty are able to use online testing via WebCT Vista or Blackboard.
<b>Technical support</b>	Faculty and students at the Early County Center are assisted by an on-site director of technology. In addition, the Center is supported by the full staff of Technology Services on the main campus. Students have access to a helpdesk online or via telephone.
<b>Curriculum, course &amp; degree requirements</b>	Bainbridge College and the Early County Center maintain a user-friendly website (www.bainbridge.edu) which allows the student to access his or her records using BannerWeb. BannerWeb allows students to compare the courses they have taken along with the courses that have been accepted for transfer credit against the degree requirements for the academic programs that they want to complete in order to graduate from Bainbridge College. The degree requirements for each program offered are listed on the website so students can view these at any time. Also students may request a degree/major evaluation when nearing completion of their degree.
<b>Costs and payment policies</b>	Students at the Early County Center pay the same tuition and fees as do students on the main campus. Early County students are similarly subject to the same payment policies.
<b>Faculty/student interaction</b>	Students and faculty interact in traditional face-to-face modes as well as through e-mail or via WebCt Vista and Blackboard.
<b>Communications</b>	Students and faculty interact in traditional face-to-face modes as well as through e-mail or via WebCt Vista and Blackboard.
<ul style="list-style-type: none"> <li><b>Course information</b></li> </ul>	Students access course information via the college catalog, the college website, course syllabi, and other college publications. Students also communicate by means of e-mail with instructors and staff.
<ul style="list-style-type: none"> <li><b>Access to resources</b></li> </ul>	Students have access to all resources in person or via telephone and e-mail.
<b>E. Administrative, Fiscal, and Operational Support</b>	
<b>Cross-department planning and coordination</b>	The Director of the Early County Center is a member of the President's cabinet, which meets on a regular basis. The Director, along with the Vice President of Academic Affairs, the

	<p>Learning Support Division Chair, the Technical Studies Division Chair, and the Arts and Sciences Division Chair, communicate regularly to coordinate class scheduling at the Center.</p>
<p><b>Operational plan</b></p>	<p>The Director of the Early County Center meets annually, or as needed, with the President and cabinet to discuss faculty, programs, and services to be offered at the Center.</p>
<p><b>Budget</b></p>	<p>The Early County Center is adequately funded by Department of Technical and Adult Education and the Board of Regents. Programs are begun only with adequate support and sufficient resources to allow students an appropriate opportunity to complete degree requirements.</p>
<p><b>F. Other</b></p>	
<p><b>Compliance with law and policy</b></p>	<p>Bainbridge College and the Early County Center follow all appropriate federal, state, and BOR accounting and business office rules and procedures. The college also follows BOR policies regarding privacy, including the personal and financial records of students and faculty which deal with the college.</p> <p>In addition, the college observes the following Patent/Copyright Policy.</p> <p><b>PATENT/COPYRIGHT POLICY</b></p> <p><b>I. <u>Definitions</u></b></p> <p><b>A.</b> Patentable materials are those items which reasonably appear to qualify for protection under the patent laws of the United States or other protective statutes. Title 35, Section 101, as amended, of the <u>United States Code Annotated</u> provides that “(w)hoever invents or discovers any new and useful process, machine, manufacture, or composition of matter, or any new and useful improvement thereof, may obtain a patent therefore subject to the conditions and requirements of this title.”</p> <p><b>B.</b> Copyrightable materials shall include the following: (1) books, journal articles, texts, glossaries, bibliographies, study guides, laboratory manuals, syllabi, tests, and proposals; (2) lectures, musical or dramatic compositions, unpublished scripts; (3) films, filmstrips, charts, transparencies, and other visual aids; (4) video and audio tapes, cassettes; (5) live video or audio broadcasts; (6) programmed instructional materials; (7) computer program documentation; and (8) other materials or works which qualify for protection under the copyright laws of the United States or other protective statutes.</p> <p><b>II. Determination of Rights and Equities in Copyrightable/Patentable Materials</b></p> <p><b>A. <u>Individual Effort.</u></b> Copyrightable/patentable materials produced by employees of Bainbridge College shall be the exclusive property of the employee if there is no significant use of University System personnel or facilities (libraries excluded) and the materials are not prepared in accordance with the terms of a contract or grant or as a specific assignment. A faculty member’s general obligation to produce scholarly and creative works does</p>

not constitute a specific assignment.

**B. Institution-Assisted Individual Effort.** Joint rights of ownership and/or sharing of royalty income shall be insured where Bainbridge College provides significant support of an individual=s effort resulting in patentable/copyrightable material by the contribution of faculty or staff time, facilities, or institutional resources.

**C. Institution-Assigned Efforts.** Ownership of patentable/copyrightable material developed as a result of assigned institutional effort shall reside with Bainbridge College; however, sharing of royalty income with the author-inventor is authorized as an incentive to encourage further development of patentable/copyrightable materials.

**D. Sponsor-Supported Effort.** The grant or contract between the sponsor, the author-inventor, and Bainbridge College, under which patentable/copyrightable materials are produced, may contain specific provisions with respect to disposition of rights to these materials. The sponsor (1) may specify that the materials be placed in the public domain, (2) may claim reproduction, license-free use, or other rights, (3) may assign all rights to Bainbridge College, (4) may specify that rights be shared between Bainbridge College and the author-inventor, or (5) may assign rights to the author-inventor. Other specifications may be made subject to prior agreement of all interested parties.

**III. Institutional Procedures**

**A.** The President of Bainbridge College shall appoint an ad hoc faculty patent/copyright committee consisting of not fewer than three members. The committee shall include a fiscal affairs representative who will serve as chairman. Faculty, staff, and students shall promptly report to the President of Bainbridge College, in writing, all inventions and patentable/copyrightable materials.

**B.** Among the responsibilities of the faculty committee will be the resolution of conflicts relating to definitions of such terms as “institutional resources” and “significant support.”

**C.** The ad hoc faculty committee on patents and copyrights shall recommend to the President of Bainbridge College or his designee the rights and equities in patentable and copyrightable materials. Individuals may appeal the decisions of the committee to the President, with final appeal to the Board of Regents.

**RIGHT TO COPY AND USE SOFTWARE**

Bainbridge College supports the work of EDUCOM, a non-profit Consortium of over 450 colleges and universities committed to the use and management of information technology in higher education, and ADAPSO, the computer software and services industry association. This work is outlined in their brochure Using Software: A Guide to the Ethical and Legal Use of Software for Members of the Academic Community. Therefore, Bainbridge College has adopted the principle of the legal and ethical use of

	software code developed by the EDUCOM Software Initiative. A copy of the <u>BAINBRIDGE COLLEGE POLICY ON THE RIGHT TO COPY AND USE SOFTWARE</u> is available upon request.
<b>Security</b>	<p>BC OIIT Implemented Information Security Measures:</p> <ul style="list-style-type: none"> <li>• Secure login domain architecture has been implemented using Microsoft Active Directory and Group Policy to secure computers at the user, machine, and network level using Kerberos, IPsec, and PKI.</li> <li>• 802.1x wired and wireless authentication for all secure network access.</li> <li>• Highly structured and redundant Firewall and Router access lists to prevent unauthorized communications between clients and servers.</li> <li>• Centralized Anti-Virus solution in McAfee ePolicy Orchestrator, Virus Scan 8.5i, and Group Shield for Exchange.</li> <li>• Perimeter Firewall and IDS using Cisco PIX/ASA and open source solutions.</li> <li>• Rotating daily data backups of all network data to robotic tape storage array.</li> <li>• Perimeter email gateway/Spam-Virus firewall (Barracuda) protects all incoming and outgoing email.</li> <li>• Remote VPN access to network using IPsec/3DES/SHA.</li> <li>• Continuous data server/client health monitoring using MOM and SMS.</li> </ul>
<b>Contracts, licenses, and policies</b>	The college follows all BOR and state policies regarding contracts and licenses.
<b>Safety</b>	The Early County Center has security personnel employed to ensure the safety of our students. In addition, an emergency manual is located in each classroom and emergency procedures are explained to students during orientation. The plan addresses fire, weather, bomb threat, terrorist actions, and medical emergencies. An automated defibrillator is located in the lobby of the campus building and a Medical Emergency Response Plan is in place. Faculty and staff are trained in CPR and first aid.
<b>G. Evaluation and Assessment</b>	
<b>Evaluation methods</b>	<p>Bainbridge College systematically evaluates the quality of student learning and uses assessment results to enhance courses and programs. Each semester the Bainbridge College Student Learning Outcomes Assessment Committee (SLOAC), appointed by the Vice President of Academic Affairs, provides the leadership for the College's student learning outcomes assessment process. The committee is comprised of the Vice President of Academic Affairs, Coordinator of Academic Affairs and Institutional Research, Institutional Research Statistician, chairs of the academic divisions of Arts and Sciences, Technical Studies, Early County Center, and Learning Support, and teaching faculty representative of various disciplines. SLOAC revisits the general education outcomes, transfer program outcomes, and career program outcomes each fall semester to consider revisions to the outcomes and determine if there is a need for any changes to subcommittee members.</p> <p>Faculty identified the following six general education learning outcomes: written communication skills; oral communication</p>

	<p>skills; mathematical skills; critical thinking skills; scientific inquiry skills; and multicultural awareness. For each outcome a subcommittee comprised of teaching faculty with a liaison from SLOAC wrote objectives and expected measurable outcomes, and developed the campus assessment instrument. Each semester the subcommittees of the outcomes to be assessed review the objectives, expected measurable outcomes and the assessment instrument for possible revision. Individual classes are selected by the subcommittee for administering the assessment instruments. The subcommittee compares the actual observed outcomes to intended objectives. The chairs of the subcommittees coordinate the review of the assessment instrument, data collection and prepare the data analyses. Using the assessment results, the subcommittee interprets the results to determine whether or not courses need to be changed, added, or deleted. The subcommittee's findings and recommendations are forwarded to the Vice President of Academic Affairs and SLOAC for documentation and approval of implementation where needed.</p> <p>Outcomes for the transfer programs functions were identified by faculty as the following: write effectively a research paper pertaining to, but not restricted to, poetry, fiction, drama, etc.; demonstrate an awareness of the achievements of past cultures; solve problems involving a range of mathematical reasoning skills; recognize scientific relationships and applications; demonstrate knowledge of the elements of American government; demonstrate knowledge of historical context and chronology of the American Revolution, Civil War, World War II, and industrialism/capitalism periods of American history; and identify how individual behavior influences personal safety and wellness. The chair of the Division of Arts and Sciences worked with the transfer faculty to identify expected results, assessment points (courses) desired success level, criteria, rating scale and methodology to be used for assessing outcomes. Each semester the transfer faculty of each area will review the assessment process for needed revisions and select the courses to use in the assessment. Once the assessment is complete, the transfer faculty will coordinate the review of the methodology and prepare the data analyses. Using the assessment results they will determine whether or not courses need to be changed, added, or deleted in the transfer area. The findings and recommendations are forwarded to the Vice President of Academic Affairs and SLOAC for documentation and approval of implementation of recommendations where needed.</p> <p>Career program outcomes are based upon the individual career for which the student is preparing. Each career program identified outcomes, such as industrial maintenance technology. The outcomes include weld (all program options); fabricate metal (welding and electrical options); perform basic machine shop operations (CAD/CAM option); demonstrate understanding of how to install residential, commercial, and industrial house wiring (electrical option); and demonstrate job information skills. The chair of Technical Studies worked with faculty to set up a methodology and identify the type instrument to be used for the assessment. Instruments in career programs were identified as performance test, objective test, portfolio, project, timed</p>
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	<p>production, a State of Georgia licensure test, or a combination of any of the instruments. Criteria were developed along with a rating sheet with a description of the course where the data is to be generated. The data are analyzed and recommendations are made in regards to adding, deleting or changing courses in the career program. The findings and recommendations are forwarded to the Vice President of Academic Affairs and SLOAC for documentation and approval of implementation of recommendations where needed. If changes are needed, the recommendations are forwarded to the faculty council for approval.</p> <p>Courses offered at BC and at the BC Early County Center are in at least one of student learning outcomes areas whether they are at the certificate or associate degree level.</p>
<p><b>Data collection and reporting</b></p>	<p>Subcommittees administer the assessments, analyze the data, and prepare a report with recommendations regarding changes to programs and/or courses based upon their findings. (See above.)</p>
<p><b>Retention and participation</b></p>	<p>The Offices of Institutional Research and Effectiveness monitor student retention at the Early County Center and on the main campus. Data are analyzed to determine how to improve programs and services where needed.</p>
<p><b>Program review</b></p>	<p>The quality of off-site instruction is maintained at the institutional level through the same procedures and standards applicable to on-site programs. All programs are assessed as part of the college's Comprehensive Review Program. The college's programs and services are reviewed by SACS. In addition, certain programs receive accreditation reviews by associations which are specific to their discipline.</p>

**Infrastructure and Services Unique to Off-campus Programs**

Outline information about infrastructure and services unique to off-campus programs. Center actual process, policy, procedure, or practice for each component.

If there are differences by specific location in the way services are rendered, discuss them. However, if services are managed in a uniform way, then address all off-campus programs together.

<b>A. Anticipated Fields of External Instruction and Anticipated Locations/Methods of Delivery has already been addressed in this IDP.</b>	
<b>B. Curriculum and Instruction</b>	<b>Center(s):</b> <b>Degree(s):</b>
<b>Educational content and student outcomes</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Appropriate technology</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Instructional materials</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>C. Faculty</b>	<b>Center(s):</b> <b>Degree(s):</b>
<b>Training, professional development, and support</b>	<i><b>Example:</b> All faculty who teach at off-campus locations are required to attend one session that reviews all of the procedures surrounding delivery of instruction away from campus. Topics include relevant campus policies on how to address student issues that might arise, who to contact for help, services provided on-Center and online, travel reimbursement, etc.</i>
<b>Training, professional development, and support</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Credentialing requirements, ratios, and processes</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Evaluations</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>D. Student Support</b>	<b>Center(s):</b> <b>Degree(s):</b>
<b>Library services</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Learning support and tutoring</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Advising</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Counseling</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Disability services</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Career guidance</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Bookstore</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Testing and evaluation</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Technical support</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Curriculum, course &amp; degree requirements</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Costs and payment policies</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Faculty/student interaction</b>	Addressed above in "Infrastructure Common to All External Programs"

<b>Communications</b>	Addressed above in "Infrastructure Common to All External Programs"
• <b>Course information</b>	Addressed above in "Infrastructure Common to All External Programs"
• <b>Access to resources</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>E. Administrative, Fiscal, and Operational Support</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Cross-department planning and coordination</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Operational plan</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Budget</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>F. Other</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Compliance with law and policy</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Security</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Contracts, licenses, and policies</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Safety</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>G. Evaluation and Assessment</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Evaluation methods</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Data collection and reporting</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Retention and participation</b>	Addressed above in "Infrastructure Common to All External Programs"
<b>Program review</b>	Addressed above in "Infrastructure Common to All External Programs"

**Infrastructure and Services Unique to Distance Education**

Outline information about infrastructure and services unique to distance education. Briefly Center actual process, policy, procedure, or practice for each component.

If there are differences tied to specific technologies or to specific academic programs, address them individually. Otherwise, explanation can address all distance education programs.

<b>A. Anticipated Fields of External Instruction and Anticipated Locations/Methods of Delivery has already been addressed in this IDP.</b>	
<b>B. Curriculum and Instruction</b>	<b>All DE programs? ____</b> <b>Specific Technologies:</b> <b>Specific Degree(s):</b>
<b>Educational content and student outcomes</b>	
<b>Appropriate technology</b>	
<b>Instructional materials</b>	
<b>C. Faculty</b>	<b>All DE programs? ____</b> <b>Specific Technologies:</b> <b>Specific Degree(s):</b>
<b>Training, professional development, and support</b>	<i><b>Example:</b> All faculty who teach online are required to have participated in an online teaching course offered by our IT staff or to show evidence of experience teaching online prior to coming to our institution. The course covers topics such as managing instruction, communicating with students, and setting appropriate expectations. More information about this course is located at URL.</i>
<b>Training, professional development, and support</b>	
<b>Credentialing requirements, ratios, and processes</b>	
<b>Evaluations</b>	
<b>D. Student Support</b>	<b>All DE programs? ____</b> <b>Specific Technologies:</b> <b>Specific Degree(s):</b>
<b>Library services</b>	
<b>Learning support and tutoring</b>	
<b>Advising</b>	
<b>Counseling</b>	
<b>Disability services</b>	
<b>Career guidance</b>	
<b>Bookstore</b>	
<b>Testing and evaluation</b>	
<b>Technical support</b>	
<b>Curriculum, course &amp; degree requirements</b>	

<b>Costs and payment policies</b>	
<b>Faculty/student interaction</b>	
<b>Communications</b>	
<ul style="list-style-type: none"> <li>• <b>Course information</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Access to resources</b></li> </ul>	
<b>E. Administrative, Fiscal, and Operational Support</b>	<b>All DE programs? ____</b> <b>Specific Technologies:</b> <b>Specific Degree(s):</b>
<b>Cross-department planning and coordination</b>	
<b>Operational plan</b>	
<b>Budget</b>	
<b>F. Other</b>	<b>All DE programs? ____</b> <b>Specific Technologies:</b> <b>Specific Degree(s):</b>
<b>Compliance with law and policy</b>	
<b>Security</b>	
<b>Contracts, licenses, and policies</b>	
<b>Safety</b>	
<b>G. Evaluation and Assessment</b>	<b>All DE programs? ____</b> <b>Specific Technologies:</b> <b>Specific Degree(s):</b>
<b>Evaluation methods</b>	
<b>Data collection and reporting</b>	
<b>Retention and participation</b>	
<b>Program review</b>	