

# INSTITUTIONAL ASSESSMENT REPORT

## JEFFERSON COLLEGE ONLINE / 2014

### Department's Relationship to the College Mission and Strategic Plan

*(completed Spring semester or on accreditation cycle)*

*In a paragraph or two, discuss how the department's work carries out the Mission and Strategic Plan.*

The online program at Jefferson College supports the mission of the college by “providing an accessible, quality college experience as it strives to meet the diverse needs of the students and community.”

The vision and purpose of the online program is to provide alternative methods of delivery of credit courses that will provide students with the flexibility they need to meet their educational goals. The online program utilizes a broad range of educational technologies to deliver instruction remotely. These courses can lead to a degree in Associate of Arts and an Associate of Arts in Teaching. Additionally Career and Technical Education courses can lead to degrees in Business Management, Business Information Technology, Criminal Justice and Health Information Technology.

Jefferson College Online supports the College's strategic plan in facilitating positive learning outcomes through quality curriculum, excellent instructional strategies and comprehensive support services. It is our objective to increase student success and retention rates in online and also meet demands for instructional flexibility. We strive to provide a broad range of excellent support services and appropriately address the technological need of students and faculty to facilitate learning.

Jefferson College is committed to providing high quality online courses and support services for faculty and students as evidenced in its planning documents, institutional assessment activities, and annual expenditures to support online activities.

## **Summary of Departmental Activities, Assessment and Use of Results**

*(completed Spring semester or on accreditation cycle)*

*(may include process flowchart)*

*Provide a brief overview of major accomplishments since the last review and how assessment results have been used to improve services/learning outcomes.*

There were several goals stated in the last program review. The following is an assessment of the progress toward those goals.

**Goal 1** ~ *Develop quality standards and expectations for faculty teaching online and hybrid courses to include curriculum development, certification, evaluation and professional development.*

Shortly before the last review a faculty online certification course was developed by the Center for Teaching and Learning (CTL) and the Instructional Support Center. This certification course is required of all new adjunct instructors teaching at Jefferson College. It addresses necessary pedagogy and technical skills to teach online. Currently 180 full and part time faculty have completed the course. A hybrid module was added to the course since the last program review. The course outcomes are attached as an appendix to the document.

Since the last review, Jefferson College has conducted a college wide planning meeting to assess the status of the online program. One of the goals that came from the meeting was to adopt a new quality course design rubric. The BAT/FAT negotiations the following summer also adopted this as a goal. The Assessment Committee reviewed Quality Matters (QM) as a potential rubric and in the Fall of 2013 Jefferson College joined the KCREACHE consortium and became a Quality Matters College to pilot for a year. During this time 27 faculty and staff completed the “Applying the Quality Matters Rubric” course. This course trains faculty how to use the Quality Matters Rubric to design and review courses. It was determined through this process that a sub-committee from Assessment would review the pilot of QM and make a recommendation to the Assessment Committee on the final rubric selection as well as a process for implementing for all online courses. A draft plan is expected by Spring 2015.

**Goal 2** ~ *Improve Student orientation for online courses by clarifying expectations and increasing student awareness of responsibilities.*

The SmarterMeasure assessment was implemented soon after the last review. This assessment is currently an alternate assignment in all COL101 courses and is required in the new online Student Orientation Seminar (SOS). It is used in student advising as a tool to help guide students in the correct course selections. Annually the assessment is taken approximately 1,100 times. The survey contains sections on life factors, individual attributes, learning styles, reading rate and recall, technical competency, technical knowledge and typing speed accuracy. This tool helps students determine their areas of

strength and weakness when taking online courses and provides resources for students to help improve in areas where they might score below their peers.

In the summer of 2014 the Online Learning department worked with student services to develop an online SOS course for students only taking online courses. This course specifically address technical skills, what to do in an online course, online services at the college and skills needed for online success (SmarterMeasure).

***Goal 3 ~ Develop a plan for growth of the online program and support course development consistent with the plan.***

A Winter Term and expanded Intersession were implemented since the last review. This provides students additional options to complete courses and stay on the path for their educational goals.

The Online Learning department developed a marketing and growth plan for the online program. This proposal was reviewed by the leadership team and Marketing and Public relations department. This plan (consistent with the research provided for this review) indicates that students only taking online courses and seeking a degree is a potential growth area for the online program. Since the period of last review, students only taking online courses has grown by 84.5%

***Goal 4 ~ Assure online course development reflects approved quality standards.***

See response in Goal 1.

***Goal 5 ~ Expand and improve support services for students taking online and hybrid courses and staff teaching those courses.***

The Online Learning department, working with various stakeholders, implemented several online services for students including an online writing lab, online math lab, online advising, online help desk and library services all under one tab in MyJeffco. This initiative won the college the MCCA Technology Innovation award in November 2011. These services not only support online but also on-campus students. The student survey provided in the appendix of this report reflects usage and student satisfaction. Online students can also take advantage of the new Academic Success Center located in the Technology Center in Hillsboro. Online student services and academic support is an area of strength of the online program.

Since the time of the last review, help desk hours have been expanded to include Sunday afternoons. Help desk staff are now part-time regular employees. A part-time regular Instructional Design Support position has been added that helps primarily with faculty support, but also students. These resources have resulted in a 98% favorable survey results from students. This is also specifically mentioned as a strength in the faculty surveys, and is another reported strength of the program.

Planned system outages are clearly communicated to students and faculty through email. The academic calendar now has scheduled dates now for planned outages. A generator was implemented in IT since the last review to help with system outages. Blackboard is now remotely hosted which has greatly helped with system availability. In this review, system outages were not mentioned as a student concern, indicating significant progress has been made in this area.

***Goal 6 ~ Explore the concept of JC Online as a 4<sup>th</sup> campus.***

The concept of an online campus has been investigated and the College has decided not to move forward with it at this time.

***Goal 7 ~ Provide outreach and marketing to specific populations.***

In the spring of 2013 a direct mailer was sent out to all recent high school graduates in Jefferson County to promote the online intersession and summer courses. The winter session also receives special marketing support using normal means. Several marketing initiatives have been targeted toward promoting online courses to the general population. The marketing plan developed over the summer of 2014 is in the process of being implemented. This plan targets a specific demographic as determined by research to be the most likely to seek a degree online. *(See the appendix for a copy of this plan)*

***Additional Accomplishments***

The college working with local area high schools has greatly expanded the dual credit course online course offerings.

Blackboard has gone through a major revision and service pack upgrade since the period of last review. The upgrade to version 9 was significant requiring a major retraining initiative and course conversion process. The Online Learning department worked in support of these initiatives. The new features provide a more capable learning environment that is easier to use than previous versions. Blackboard is used by 58% of colleges in the 2013 ITC Distance Learning Survey. The next highest LMS in use was Canvas at 12.5%.

A mobile application was introduced to students and faculty that currently allow students and faculty to access Blackboard on a portable phone or tablet running iOS or Android. Blackboard has also released a grading application for faculty. These applications have been promoted to users.

A texting feature has been added to the Blackboard Announcements area. This allows faculty to not only communicate through email and the announcement feature, but also send a text message to students who have signed up for the service. Additional promotion of this feature will occur in the spring 2014 term.

Adobe Connect was also implemented. This synchronous training tool is used in support of courses, faculty office hours and the online math lab. It is expected there will be increased demand for this tool. It is currently licensed on an individual faculty basis.

There are currently 136 courses that have been developed for online delivery at Jefferson College.

The college has been involved in promoting broadband access in the county through various initiatives including: surveys, open community meetings, presentations and training to thousands of community residents through the Broadband Technology Opportunity Program (BTOP) grant. This grant also provides several upgraded community access sites. Additionally the college has been working with local school superintendents and the 911 Board to potentially implement a county wide wireless broadband network. The increased dialog and awareness has helped improve service and access in the county. The student survey for this program review indicated a 97% favorable rating by students on the speed of their Internet connection to complete their course.

### **Internal and External Data Collection and Analysis**

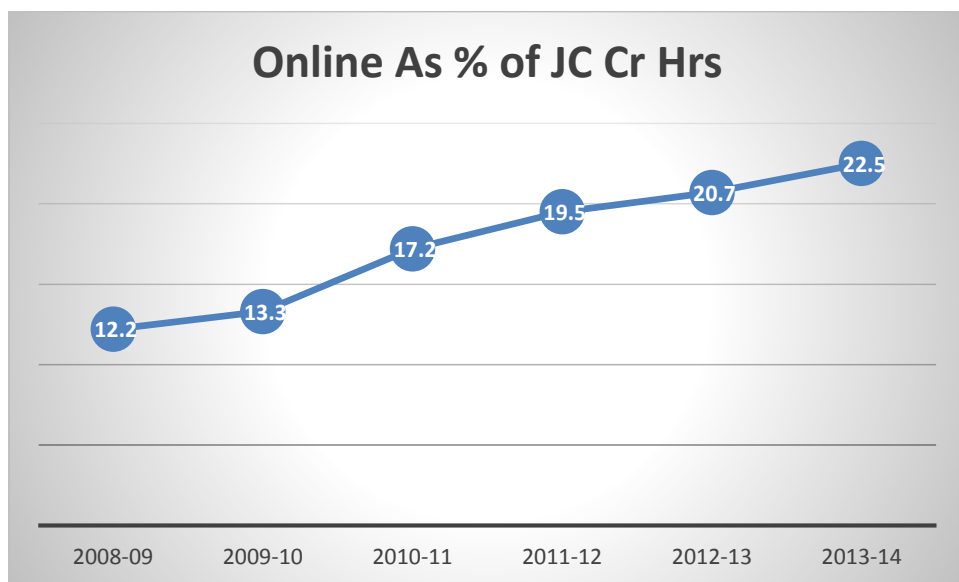
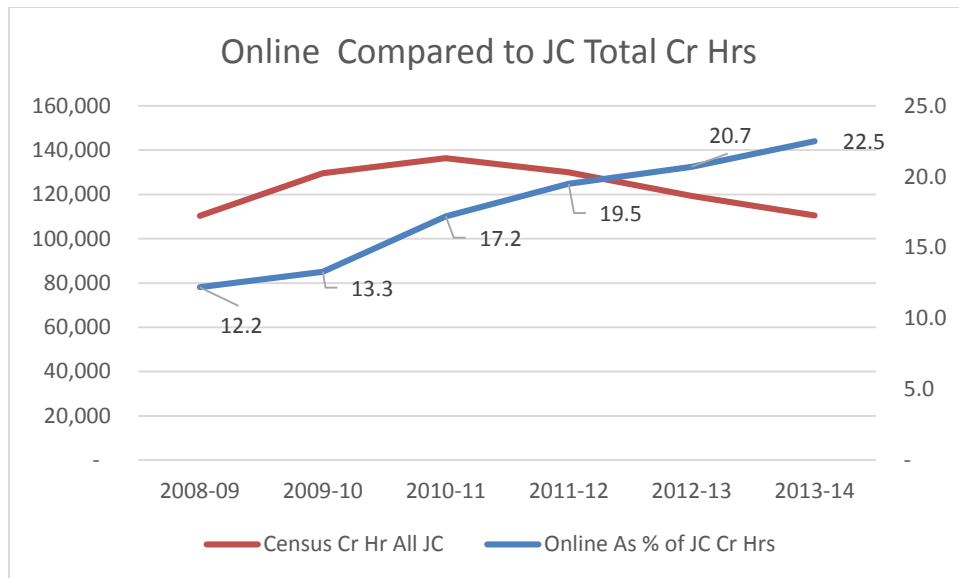
*(completed by Fall semester or on accreditation cycle)*

*Gather and analyze relevant internal and external data (link to data).*

The Office of Research and Planning provided [current and trend data for this review](#). Additionally national data is referenced from the Instructional Technology Council 2013 Distance Education Survey Results published in March 2014, and National Community College Benchmark Project (NCCBP) data is also used to provide national comparisons with peer institutions. A survey to all Jefferson College online students was implemented in fall of 2014 and a survey to all online faculty was also implemented in the same time frame.

### ***Online Growth***

In 2008-2009 there were 13,423 credit hours generated online at Jefferson College annually. In 2013-2014 there were a total of 24,832 credit hours taken online. This is a growth in credit hours of 85.7% over a six year period. In 2008-2009 online credit hours represented 12.2% of all college credit hours at the census date. In 2013-2014 online credit hours represented 22.5% of all college credit hours at the census date.



### ***Comparison of Course Success and Attrition Rates***

Jefferson College online courses have a 4.3% difference in success rates (Grade A-C) when compared to similar classroom courses and they also have a 2.9% difference in attrition rates. The attrition rate of online students since the period of last review has improved (14% versus 11.5%). Hybrid courses have the same success rate as face-to-face courses and a .3% difference attrition rate. We rank above average when comparing completed, A&B success, and withdraw rates on the NCCBP.

Online			Web & Classroom			Similar Classroom Courses		
Graded Students:	% A-F	88.0%	Graded Students:	% A-F	91.0%	Graded Students:	% A-F	89.9%
% Successful:	% A-C	65.5%	% Successful:	% A-C	69.8%	% Successful:	% A-C	69.8%
% Attrition:	%W	11.5%	% Attrition:	%W	8.9%	% Attrition:	%W	8.6%
Average GPA:	AvgGPA	2.463	Average GPA:	AvgGPA	2.586	Average GPA:	AvgGPA	2.581

### *National Comparison to Peers*

From the National Community College Benchmark Project, Jefferson College submission for 2014, the distance learning sections and credit hours for fall 2012, Jefferson College is in the 80% rank with 22.3 percent of credit hours generated online and the 87% rank with total credit sections.

### *Growth of Online Only Students*

Comparing Fall 2009 to Fall of 2013 there was an **84.5% increase in students** (Unduplicated Head Count) who were taking only online courses ('09-284 vs '13-524). These students when compared to all other online students, had the following characteristics: There was a slightly higher percentage female, high percentage non-traditional, and had higher placement test scores. This is consistent with the national research numbers and is the primary target group in the online marketing plan.

### *Student Comparisons by Location*

The following comparisons provide the unduplicated headcount and percent of online enrollment by location. A more detailed comparison is provided in the appendix.

	2009	2013
Jefferson County	960 (75.5%)	1,389 (78.4%) +
Counties immediately to the North	106 (8.3%)	152 (8.6%) +
Counties immediately to the South	74 (5.9%)	125 (7%) +
Counties immediately to the West	26 (2%)	17 (1%) -
Other Counties in Missouri	35 (2.8%)	25 (1.4%) -
Enrollment outside Missouri	27 (2.1%)	29 (1.6%) +

### *Online Faculty Survey*

The information provided below provides highlights and trends. This survey was implemented in fall of 2014. There were 55 faculty that responded. Full survey results are provided in the appendix.

- *I have taken a course to prepare me for teaching online.*  
84% responded “Yes”
- *I have sufficient Blackboard skills to teach online.*  
82% responded “Satisfied,” 18% responded “Somewhat Satisfied,” 0% responded “Not Satisfied”
- *What professional development opportunities would you like to have provided, related to online instruction.*  
(Response trends included the following:)
  - ~ Production of video lectures
  - ~ More advanced Blackboard topics
  - ~ Small group discussions on best practices
  - ~ Student retention and communication strategies
  - ~ Open Educational Resources
  - ~ Synchronous Video (Skype or Adobe Connect)
- *What does Jefferson College do well with regard to its online program?*  
(Response trends included the following:)
  - ~ Course availability
  - ~ Instructor support and assistance
  - ~ Student academic online and on-campus support services
  - ~ Student readiness indicator (SmarterMeasure)
  - ~ Faculty Welcome Letter
  - ~ Good learning management system
  - ~ Student technical support
  - ~ Online certification course
  - ~ Attendance and academic warning system
- *What are your recommendations for improving student success in online courses?*  
(Response trends included the following:)
  - ~ Notifying faculty of students who are out of the service area
  - ~ Provide a student orientation course
  - ~ Advising as to who should take them
  - ~ More frequent reminders and communication by faculty
  - ~ Students testing into low level remedial writing or reading should not be allowed into online courses
- *How can Jefferson College better support you, as a faculty member, teaching online courses?*  
(Response trends included the following:)
  - ~ Newsletter to faculty with trends, suggestions and updates
  - ~ Access to model Jefferson College online courses
  - ~ ADA resource link in all courses
  - ~ Updated quality rubric, self and peer evaluation systems



- *What should Jefferson College do to provide better services to online students?*  
(Response trends included the following:)
  - ~ Make sure students understand mobile devices are ancillary not primary course access devices
  - ~ Expanded availability of Adobe Connect
  - ~ Help ensure students are properly trained/prepared for the online environment
- *From your point of view, what are the biggest challenges facing the online program over the next five years?*  
(Response trends included the following:)
  - ~ Trying to make the “human connection” in a digital format
  - ~ Academic integrity
  - ~ Competition from other providers
  - ~ Keeping courses fresh and updated not being “complacent”

### ***Online Student Survey***

The information provided below are highlights and trends. This survey was implemented in fall of 2014. There were 107 students that responded. Full survey results are provided in the appendix.

- *I would recommend Jefferson College online courses to a friend.*  
93% responded “Yes”
- *Rate the following statements (highlights):*

	<b>Response Rate</b>
The Jefferson College Help Desk was able to assist me with my questions.	98%
I was pleased with the on-campus testing services for online course.	97%
Appropriate technical assistance was available.	93%
The technology used in the courses was appropriate for what was being taught.	93%
Typically, online instructors provided me with timely response to my questions (24-48 hours).	91%

<i>Areas for possible improvement:</i>	
I felt a sense of community with other students in my online courses.	73%
My online instructors were actively involved in the courses.	84%
Course requirements were clearly stated in the syllabus and other easy to find course documents.	88%
I was comfortable getting started with the course because of the directions provided.	88%
The course materials and activities provided were sufficient to prepare me for the exams.	88%

- *What services you like to have that were not provided?*  
(Trends and Highlights)
  - ~ More online Math Lab Hours
  - ~ Prefer classes hosted in Bb
  - ~ My class did not have a discussion board
  - ~ Several positive comments on current available services
  
- *There were sufficient online offerings in my course of study?*  
90% responded “Yes.”  
(“No” responses, Trends and Highlights)
  - ~ Criminal Justice -Terrorism
  - ~ Accounting
  - ~ Nursing
  - ~ Sciences
  - ~ Should use ALEKS for higher level math like U of I
  - ~ Social Work classes
  - ~ Math and Science
  
- *What instructional activities have you found to be the most helpful in your online courses?*  
(Trends and Highlights)
  - ~ Clear directions and navigation
  - ~ Videos, slideshows and PowerPoints
  - ~ Lecture notes
  - ~ Library services
  - ~ Course Schedules
  - ~ Discussion boards
  - ~ Writing Lab
  - ~ MyMath Lab
  - ~ Announcement reminders of deadlines
  - ~ Instructor interaction

- *I would recommend the following to improve online courses at Jefferson College.*
  - (Trends and Highlights)
  - ~ Improve instructor communications on expectations and course directions
  - ~ Implement class discussion topics
  - ~ Turn-around of a week or less on graded assignments
  - ~ Course syllabus audits to ensure they are up-to-date
  - ~ Correct due dates in courses
  - ~ Both positive and negative review of publisher materials

**Annual Cost per FTE and Trend Analyses**  
*(completed by Fall semester)*

*Provide cost per FTE and analyze for the period being evaluated.*

The costs involved in offering the online program include such direct costs as the course development stipend for new courses, faculty salaries, IT, support services and course license fees. Income derived from online courses is based on tuition plus and online course fee. A review of FY2013-2014 direct costs and income showed that online courses are both cost-effective and self-sustaining.

**SWOT Analysis**  
(completed by Fall semester)

*Using the data collected and analyzed, complete a SWOT analysis. Reference and link data for each.*

<p style="text-align: center;"><b>Internal Strengths</b></p> <ul style="list-style-type: none"> <li>• Variety and quality of online services available to students and faculty.</li> <li>• Faculty support and assistance for online instruction.</li> <li>• Student participation system.</li> <li>• Variety of course offerings and degrees.</li> <li>• Technology used to support online instruction and its reliability.</li> <li>• Dual credit participation by local high schools.</li> <li>• Faculty responsiveness to online student requests.</li> </ul>	<p style="text-align: center;"><b>Internal Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Need for updated system for course design and review.</li> <li>• Lack of student sense of community in online courses.</li> <li>• Consistent process for reviewing faculty performance in online teaching.</li> <li>• Needs analysis to determine areas for future online development.</li> </ul>
<p style="text-align: center;"><b>External Opportunities</b></p> <ul style="list-style-type: none"> <li>• Growing demand for online degree seeking students.</li> <li>• Growing demand for dual-credit by local high schools.</li> <li>• Requests by local high schools for AA degree opportunities.</li> <li>• Increased demand for hybrid courses and hybrid course success rates.</li> <li>• Open Educational Resources may provide possible reduction in student costs.</li> <li>• The growing popularity of competency based learning programs.</li> </ul>	<p style="text-align: center;"><b>External Threats</b></p> <ul style="list-style-type: none"> <li>• Student integrity concerns and possible requirements to validate student identity with more rigorous methods.</li> <li>• Increased competition from other providers.</li> </ul>

**External Accreditation (if applicable)**

*Link to accreditation report.*

Not applicable to the Jefferson College Online Institutional Assessment.

### INSTITUTIONAL ACTION PLANS for *Jefferson College Online / 2014*

Instl or Deptl	Org Code	Aim	Obj	Instl Strategy	Action Plan Description	Indicators	Addl Res ?	Amount	Type	Onetime Expense	Annual Expense	Funding Source	FY Compl	Status	Responsible Party	Submitted by
	579	1	1.1	C	Implement an updated course design quality review process.	Fall to Fall Persistence; Distance Learning Success Rate	No	n/a					2016	Ongoing	Online Learning	Wamsley
	579	1	1.1	D	Develop a needs analysis for online degree development.	Graduation Rate	No	n/a					2016	New	Online Learning	Wamsley

### DEPARTMENTAL ACTION PLANS for *Jefferson College Online / 2014*

Instl or Deptl	Org Code	Aim	Obj	Instl Strategy	Action Plan Description	Indicators	Addl Res ?	Amount	Type	Onetime Expense	Annual Expense	Funding Source	FY Compl	Status	Responsible Party	Submitted by
	579	1	1.1	C	Develop a consistent, regular review process for online instruction	Distance Learning Success Rate	No	n/a					2016	Ongoing	Online Learning and Division Chairs	Wamsley
	579	1	1.4	A	Become a SARA institution	HLC Accreditation	Yes	\$4,000			\$4,000	579	2016	Ongoing	Online Learning	Wamsley
	579	1	1.4	A	Research current student identify management products	HLC Accreditation	No	n/a					2017	New	IT, Financial Aid, and Online Learning	Wamsley
	579	1	1.1	D	Implement the Online Promotion Plan.	Awards/Degrees Conferred by Program	Yes	\$9,000			\$9,000		2016	New	Online Learning and Public Relations	Wamsley
	579	1	1.1	C	Implement an Academic Early Alert for online students as part of the Quality Initiative.	Fall-to-Fall Persistence Rates	No	n/a					2017	New	Online Learning	Wamsley
	579	1	1.1	C	Working with the CTL design and implement training for increasing a sense of community among online courses.	Distance Learning Success Rates	No	n/a					2016	New	Online Learning and CTL	Wamsley
	579	1	1.1	G	Review possible impact of adopting a reading requirement minimum score on online course participants.	Distance Learning Success Rates	No	n/a					2018	New	Online Learning and Student Support Committee	Wamsley
	579	1	1.2	E	Provide increased faculty training for developing instructional videos to use in online courses.	Distance Learning Success Rates	No	n/a					2016	New	Online Learning	Wamsley
	579	1	1.1	F	Contest for best online course design at Jefferson College. Winning courses will be made available for others to use as a model of best practice.	Distance Learning Success Rates	No	n/a					2018	New	Online Learning	Wamsley
	579	1	1.1	A	Continue to pursue articulation agreements with regionally accredited institutions offering online degrees.	Awards/Degrees Conferred by Program	No	n/a					2018	New	Student Services, A&S Dean, and Online Learning	Wamsley
	579	1	1.2	E	Newsletter to faculty each semester from the Online Learning and Educational Technology department with current trends, technology, tips and faculty highlights.	Distance Learning Success Rates	No	n/a					2016	New	Online Learning	Wamsley
	579	1	1.1	C	Communicate faculty guidelines for teaching expectations (communication response times, assignment grading, posting assignment deadlines, etc.)	Distance Learning Success Rates	No	n/a					2017	New	Online Learning and Division Chairs	Wamsley

## Evaluation



Meets Expectations

*Comments:*



Requires Attention and Submission of a Follow-Up Report

*Comments:*



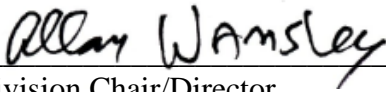
Does Not Meet Expectations and Requires Submission of a Follow-Up Report

*Comments:*

Follow-up report required by: \_\_\_\_\_

*Comments:* \_\_\_\_\_ (Date)

## Approvals



Division Chair/Director

*Comments:*

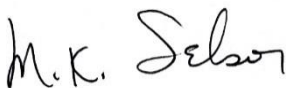
January 23, 2015

Date

\_\_\_\_\_  
Dean

*Comments:*

\_\_\_\_\_  
Date



Vice President/President

*Comments:*

February 25, 2015

Date