

INSTITUTIONAL ASSESSMENT REPORT

ONLINE LEARNING AND EDUCATIONAL TECHNOLOGY / 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.

This department supports the college mission aiding in course accessibility and quality. We assist in the delivery and support of online, hybrid and face-to-face courses, through the use of a learning management system and various other forms of educational technology. We work with others to ensure online quality. We provide various forms of academic assistance to a broad, diverse range of students assisting them in their educational goals. This is accomplished through activities such as support of online services, including the help desk, training, online course development assistance and shared coordination role in the Academic Success Center. We aid the teaching and learning process by providing and supporting a broad range of faculty professional development services including work with the Center for Teaching and Learning (CTL) and various professional development opportunities for adjunct instructors. We demonstrate a commitment to planning and assessment through work on various committees including the Assessment Committee and co-chairing of the Strategic Planning Committee. The department supports outside and community activities including organizational membership, grant implementation, and planning for initiatives such as broadband adoption.

This review covers a time frame from March 2013 through November 2014 to include activities since the reorganization of the department.

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.

- Planned, implemented and participated in the Adjunct Faculty Professional Development Seminar two years 2013 (144 participants) and 2014 (152 participants). This half day professional development opportunity is an important event for ensuring our adjunct instructors are well equipped with information to assist them in their classroom instruction. Information from the surveys was used in planning the event for the upcoming year.

- Spear headed development of the adjunct faculty certification course, JC101 Foundations for Adjunct Instruction. This course was piloted in the spring of 2014, and was offered for the first time the summer and fall of 2014. It has had 53 successful participants of 54 attempts. The end of course survey results have been used to make course updates and corrections. The course outcomes were considered to be essential information need by adjunct instructors as they taught at Jefferson College for the first time. The Spring 2015 course is scheduled.
- The department was involved in submitting action plans and a capital project for the Center. We worked with deans and division chairs in the planning and implementation. We have worked with various stakeholders in its promotion. The center has had over 6,000 visitors since its opening.
- As an initiative from the Assessment Committee, the department worked with 8 faculty and staff to evaluate the use of Quality Matters at Jefferson College. The College joined the KC Reache Consortium and began a one year pilot. Twenty-three faculty have successfully completed the Applying the Quality Matters Rubric course in 2014. From the information gathered, it was determined that the best fit for the college maybe a hybrid approach for quality review of online courses. A subcommittee was formed out of the Assessment committee charged with providing a recommendation on a rubric and updated process for ensuring online course quality at Jefferson College.
- New Instructional Designer (Lori Kovarik) began work in January 2014 after a selection process which occurred in the fall of 2013.
- The Center for Teaching and Learning offered 18 events in 2013-2014 in the newly renovated space. The Center evaluated and worked with Service Learning projects. It lead the New Faculty Cohort meetings and supported the Adjunct Professional Development Seminar and JC101 course.
- The faculty certification course for new online instructors continues to be a requirement to teach online for adjunct instructors and is highly encouraged for all full time faculty. This course has had 166 successful completers since it was developed. This is a live course that occurs over four weeks. The Instructional Designer leads this course. This course will undergo modification with the adoption of a new online course quality rubric.
- The department assisted stake holders to implement the Online Math Lab Spring 2014. Two instructors were trained in various supporting technologies including Adobe Connect and iPads. A schedule was developed by the division and the online lab began to support students at a distance. This service is now part of the larger group of services available at a distance to online and on-campus students.
- December 2014 will be the beginning of the third time Jefferson College has offered an online winter term. This term has had high student success rates and enrollment in the courses has been high. The courses maintain strong academic rigor and alignment of outcomes as in other term formats. Student demand for this term prompted and expanded Intersession term. These term formats allow for students to accelerate their academic progress and reduce time to completion. Success rates in these courses continue to be evaluated student surveys are run at the end of term.
- This department was the grant lead for the Broadband Technology Opportunity Program (BTOP) grant and also wrote the local request for Jefferson College. The grant period was for three years and ended in the fall of 2014. There were over 6,000 student enrollments in the 17 free information literacy courses provided to the community.

Additionally four labs were equipped with new furniture, computers and smart classroom technology so that Jefferson College could expand broadband community access. During the calendar year of 2012 there were over 16,000 visitors to these open labs. These labs were provided additional staffing made available through the grant. Every quarter Course enrollments, promotion and scheduling occurred through the Continuing Education Department.

- The department director was given the opportunity to participate in the Missouri Completion Academy first and second meetings. The college continues to work toward completion and success initiatives identified while participating in these events.
- Presentations (2014):
 - (1) Higher Learning Commission - Chicago, IL, April 2014, *Meeting Federal Financial Aid Regulations: Attendance and Participation Tracking*
 - (2) Missouri, Oklahoma, Kansas and Arkansas Ellucian Users Conference (MOKA) – Emporia, KS, November 2014, Attendance and Participation Tracking
 - (3) Missouri Community College Association (MCCA), Branson, MO, November 2014, Motivating Adjunct Faculty to Incorporate Service Learning: Our Professional Development Model
 - (4) DeSoto Rotary Club – October 2014, Online Learning, Educational Technology and Academic Support at Jefferson College
 - (5) Arnold Rotary Club – December 2014, Educational Technology at Jefferson College: Promoting Student Access and Success.
- Committee Participation: Strategic Planning (co-chair), Assessment, Accreditation, President's Leadership Council, Student Learning and Support (Lori Kovarik), Curriculum, Landscape (sub-committee), Quality Matters (sub-committee), Viking Venture 5k planning ad hoc initiative and the Jefferson College Website Redesign Planning meetings.
- Community Involvement: Jefferson County Broadband initiative, Northwest Chamber of Commerce, Regional Higher Education Council – A degree attainment initiative, Annual Northwest Chamber Toy Drive, Presentations Desoto and Arnold Rotary Clubs.
- Involvement in planning, promoting, training and supporting the Student Participation System at Jefferson College.
- Coordinated the offering of the First Four Weeks presentation to the all faculty meeting in August and the Adjunct Professional Development seminar.
- Updated websites for the Online Learning and Center for Teaching and Learning.
- Worked with the coordinator of the CTL to help support and plan programming.
- Co-chaired the Instructional Furniture committee 2014-2015.
- Supported the conversion to Office 2013 and the transition to Blackboard (Bb) Service Pack 14 in the fall of 2014.
- Actively involved in the promotion, planning and implementation of the Higher Learning Commission Quality Initiative. The department is currently involved in the second year's activities of automation. Planning has begun for year three initiatives including data review and automated early warning and alert system.
- Worked with Student Services in the development of a Student Orientation Session for online only students.

- With support from administration and the human resources office the department was able to move three long-term help desk positions from part-time temp to part-time regular staff.
- Capital Project presentations on the Fine Arts Sound system and TC second floor electrical upgrade to move the TC109 classroom to the second floor allowing for expansion of the Academic Success Center.
- Developed a plan to promote the online degree options provided at the College.

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 Jefferson College Online IA provides a detailed analysis of the online program. One of the primary responsibilities of this department is supporting the online activity. Following is a summary analysis. More detailed information can be found in the JC Online IA for 2014.

Online grew from 12.2% of college credit hours in 2008-2009 to 22.5% of credit hours in 2013-2014.

Jefferson College online courses have a 4.3% difference in success rates (A-C) when compared to similar classroom courses. They currently 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%).

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.

The Academic Success Center's first semester in operation was fall of 2014. Sign-in's were tracked. The student success data will be analyzed in the spring of 2015. Data results will be used for the center's improvement.

The CTL Advisory Committee met to informally assess the events of 2013-2014. Discussions focused on session topics, times, and facilitators. Positive feedback included:

- The variety of current topics offered through sessions
- The availability of the Faculty Coordinator for instructional support and mentoring
- The drive to motivate more faculty to incorporate Service Learning
- The updated CTL and the variety of services it supports

- The mentoring focused on the New Faculty Cohort
- The topics which supported faculty concerns

Suggestions for the coming year included:

- Video recording some sessions with topics that seem to be more popular among faculty
- Offering one session each semester at JCA
- Creating events especially for adjunct instructors
- Avoiding meetings and events the last few weeks of each semester

A survey was given to all online faculty. Information provided below provides highlights and trends. This survey was implemented in fall of 2014. There were 55 faculty that responded.

- *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

An online survey was given to online students in the fall of 2014. The results are as follows:

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

- *I would recommend Jefferson College online courses to a friend.*
93% responded “Yes”

- *Highlights on rate the following statements:*

**Response
Rate**

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 courses.	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 responses to my questions (24-48 hours).	91%

- *Areas for possible improvement:*

**Response
Rate**

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.

SWOT Analysis

(Completed by fall semester)

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

Internal Strengths <ul style="list-style-type: none">• Full-time staff experience and job knowledge.• Faculty support of and participation in services provided.• Institutional support and funding of educational technology.• Effective help desk and online services for students.• Strong adjunct participation in professional develop initiatives.	Internal Weaknesses <ul style="list-style-type: none">• Heavy reliance on part-time, non-professional staff.• Some areas of responsibility do not directly report to the department.• Need analysis to determine areas for future online development.• Lack of early warning system for online students.
External Opportunities <ul style="list-style-type: none">• Changes in public perception and accreditation status of for profit online providers.• Growing numbers of online degree seekers.• Decreased cost and prevalence of effective educational technologies.	External Threats <ul style="list-style-type: none">• Growing competition from other online providers.

External Accreditation (if applicable)

Link to accreditation report.

N/A

INSTITUTIONAL ACTION PLANS for *Online Learning and Educational Technology / 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	A	Work with student services and academic areas to create a 2+2 agreements with online baccalaureate providers such as Western Governors and South East Missouri State.	Awards/Degrees Conferred by Program	No	n/a					2018	New	Student Services, A&S Dean, and Online Learning	Wamsley
	579	1	1.1	C	Work with various stakeholders to develop the JC102 training course for adjunct faculty.	Fall-to-Fall Persistence Rates	No	n/a					2015	New	Online Learning and CTL	Wamsley
	579	1	1.1	D	Continue to implement the plan for promotion of the online degree options at Jefferson College.	Awards/Degrees Conferred by Program	Yes	9,000			9,000		2016	New	Online Learning and Public Relations	Wamsley
	579	1	1.1	C	Work with the Assessment Committee to adopt a new online course design rubric and evaluate online courses using the rubric.	Distance Learning Success Rate	No	n/a					2016	Ongoing	Online Learning and Division Chairs	Wamsley

DEPARTMENTAL ACTION PLANS for *Online Learning and Educational Technology / 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	1.2	C	Revise the Online Faculty Certification course with the adoption of a new quality rubric.	Distance Learning Success Rate	No	n/a					2017	New	Online Learning	Wamsley
	579	1	1.2	C	Develop a method to summarize the training provided at the Adjunct Professional Development seminar and share that with those who were not able to attend the event or were not able to make it to a session of interest.	Fall-to-Fall Persistence Rates	No	n/a					2017	New	Online Learning and CTL	Wamsley
	579	1	1.2	E	Leverage existing staff resources in this department, the library and the Continuing Education areas to offer free information literacy courses to the community.	Student Satisfaction	No	n/a					2017	New	Online Learning, Cont. Ed., and Library Services	Wamsley
	579	1	1.2	C	Implement a student and faculty survey for the Academic Success Center (ASC) to help assess its effectiveness and work toward continuous improvement.	Graduation Rates	No	n/a					2015	Ongoing	Online Learning and Division Chairs	Wamsley
	579	1	1.2	E	Provide training courses through the CTL to help faculty place additional video lecture content in their online courses.	Distance Learning Success Rates	No	n/a					2016	New	Online Learning and CTL	Wamsley
	579	1	1.2	E	Pilot a BYOD program in a CTE program of study.	Licensure and Certification Pass	No	n/a					2017	New	Online Learning, IT and Health Occupations	Wamsley
	579	1	1.1	C	Provide training through the CTL on how to effectively manage student-to-student communication in an online course.	Distance Learning Success Rates	No	n/a					2016	New	Online Learning and CTL	Wamsley
	579	1	1.2	E	Promote Lynda.com as a faculty training resource for Adobe Connect and Skype.	Distance Learning Success Rates	No	n/a					2016	New	Online Learning	Wamsley
	579	1	1.2	E	Implement a semi-annual newsletter to faculty containing online and educational technology topics.	Distance Learning Success Rates	No	n/a					2016	New	Online Learning	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

Allen Wamsley
Division Chair/Director

Comments:

January 23, 2015

Date

Dean

Comments:

Date

M.K. Selson
Vice President/President

Comments:

February 25, 2015

Date