**Distance Education Unit Strategic Plan**

**2019 to 2021**

Every two years, during spring semester, programs/departments/service units are asked to develop Unit Strategic Plans. These plans need to be closely aligned with the Institutional Action Priorities, the College’s Long Range Goals, and the College’s five-year strategic plan. The Strategic Plans incorporate and reflect the operation of that unit at all campuses and instructional sites. Each unit’s budget needs to reflect the fiscal implications associated with the unit’s identified goals and objectives.

**Name of Program/Department:** Distance Education Division

**Mission Statement**The Distance Education Division increases access to college courses by utilizing educational technologies and Internet based content delivery methods that reduce, and in some cases eliminate, the need for students to be in particular locations at set times to receive instruction.

**Division Outcomes**

• Oversee development and design of transfer, career and developmental courses to ensure comparability of distance education courses with courses delivered in the traditional manner.

• Make effective and innovative use of educational hardware, software and web services to develop and deliver Internet, hybrid/blended and interactive videoconference courses.

• Schedule flexible learning opportunities that meet the needs of students with constraints that prevent them from attending traditional classes.

• Promote faculty development and training in the use of educational technologies and alternative methods of delivering instruction.

• Coordinate dual enrollment courses for qualified high school students.

Distance education courses follow the same course outlines as courses delivered in the traditional manner and are taught by qualified Jefferson State instructors. Upon successful completion of these courses, students receive credit equivalent to traditional courses. Most Transfer/General Studies courses are available in a distance education format, along with many program courses.

**Summary of Access, Productivity and Effectiveness (Including, but not limited to, program load, success rate, retention rate, completion rate, employer surveys, student surveys):**

The Distance Education Division works with all divisions, departments and programs to provide a broad range of high-quality Internet, hybrid/blended, interactive videoconference and dual enrollment courses. Faculty assigned to the division teach distance education courses, dual enrollment courses at local high schools and traditional on-campus courses.

The Executive Secretary provides daily support to faculty and staff within the division, support for Child Development faculty on the Jefferson Campus, and is responsible for collecting course related materials from faculty, entering changes to Internet, dual enrollment and Spanish classes during class schedule construction, and scheduling events in interactive videoconference rooms.

**Internal Conditions:**

1. **Technology**

Faculty and staff computers are upgraded according to the College’s rotation plan.

Blackboard, Tegrity and Respondus software licenses, which are renewed annually, are current, and meet the College’s needs.

1. **Budget**

The current budget is sufficient to

* Provide computer resources, classroom resources and office supplies for division faculty and staff.
* Maintain annual licenses needed to provide distance education courses.
* Renew annual NC-SARA, Online Learning Consortium, and Instructional Technology Council memberships.

1. **Staffing**

Alan Davis: Associate Dean of Developmental Education and Distance Education

Erma Hughes: Executive Secretary

Zac Alexander: History Instructor

Shay Culbertson: Spanish Instructor

Alberto Luna: Spanish Instructor

Ann Lyons: Chemistry and Physical Science Instructor

Faculty contribute to the division’s mission by teaching dual enrollment courses, Internet courses, hybrid courses, videoconference courses, and traditional on-campus courses. The need for additional faculty and/or staff is assessed as college needs change.

1. **Resources**

Faculty and staff are encouraged to pursue professional development opportunities. Instructors submit annual IAP forms that include professional development requests and needs. IAP forms provide instructors the opportunity to request funding for workshops, conferences, etc. Professional development requests from staff are evaluated on a case-by-case basis.

1. **Enrollment**

Enrollment in distance education courses continues to increase, and sections are offered to keep pace with demand. Demand for dual enrollment courses is also increasing. The Distance Education Division works with all areas of the College to ensure scheduled classes meet a variety of needs.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fall Semester** | **Total Registration** | | **Total Registration** | | **Total Registration** | | **Total Registration** | | **Total Registration** | |
| **Method of Delivery** | **2019** | **2019** | **2018** | **2018** | **2017** | **2017** | **2016** | **2016** | **2015** | **2015** |
| Traditional | 14643 | 67.8% | 15193 | 67.3% | 14996 | 67.6% | 16082 | 69.9% | 16346 | 71.7% |
| Hybrid | 539 | 2.5% | 830 | 3.7% | 699 | 3.2% | 752 | 3.3% | 725 | 3.2% |
| Independent Study | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 11 | 0.0% | 16 | 0.1% |
| Internet | 6217 | 28.8% | 6207 | 27.5% | 6150 | 27.7% | 5858 | 25.5% | 5437 | 23.8% |
| Video Conference | 199 | 0.9% | 238 | 1.1% | 209 | 0.9% | 212 | 0.9% | 167 | 0.7% |
| Co-Op | 0 | 0.0% | 108 | 0.5% | 117 | 0.5% | 101 | 0.4% | 118 | 0.5% |
| **Report Total** | **21598** | **100%** | **22576** | **100%** | **22171** | **100%** | **23016** | **100%** | **22809** | **100%** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Spring Semester** | **Total Registration** | | **Total Registration** | | **Total Registration** | | **Total Registration** | | **Total Registration** | |
| **Method of Delivery** | **2019** | **2019** | **2018** | **2018** | **2017** | **2017** | **2016** | **2016** | **2015** | **2015** |
| Traditional | 12166 | 61.9% | 12578 | 64.4% | 13141 | 66.7% | 13203 | 67.7% | 13566 | 68.9% |
| Hybrid | 756 | 3.8% | 587 | 3.0% | 648 | 3.3% | 528 | 2.7% | 538 | 2.7% |
| Independent Study | 0 | 0.0% | 0 | 0.0% | 11 | 0.1% | 14 | 0.1% | 13 | 0.1% |
| Internet | 6375 | 32.4% | 6046 | 30.9% | 5556 | 28.2% | 5463 | 28.0% | 5243 | 26.6% |
| Video Conference | 244 | 1.2% | 205 | 1.0% | 197 | 1.0% | 177 | 0.9% | 189 | 1.0% |
| Co-Op | 120 | 0.6% | 121 | 0.6% | 139 | 0.7% | 125 | 0.6% | 128 | 0.7% |
| **Report Total** | **19661** | **100%** | **19537** | **100%** | **19692** | **100%** | **19510** | **100%** | **19677** | **100%** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Summer Semester** | **Total Registration** | | **Total Registration** | | **Total Registration** | | **Total Registration** | | **Total Registration** | |
| **Method of Delivery** | **2019** | **2019** | **2018** | **2018** | **2017** | **2017** | **2016** | **2016** | **2015** | **2015** |
| Traditional | 4309 | 44.2% | 4877 | 46.6% | 4974 | 48.5% | 5449 | 52.9% | 5833 | 55.7% |
| Hybrid | 418 | 4.3% | 402 | 3.8% | 362 | 3.5% | 334 | 3.2% | 280 | 2.7% |
| Independent Study | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 4 | 0.0% | 7 | 0.1% |
| Internet | 4888 | 50.2% | 5073 | 48.5% | 4816 | 46.9% | 4387 | 42.6% | 4273 | 40.8% |
| Video Conference | 78 | 0.8% | 81 | 0.8% | 79 | 0.8% | 95 | 0.9% | 37 | 0.4% |
| Co-Op | 51 | 0.5% | 28 | 0.3% | 27 | 0.3% | 26 | 0.3% | 35 | 0.3% |
| **Report Total** | **9744** | **100%** | **10461** | **100%** | **10258** | **100%** | **10295** | **100%** | **10465** | **100%** |

1. **Facilities**

Current office space and instructional facilities meet the needs of distance education faculty and staff. Interactive videoconference resources at all locations are aging, but sufficient to meet current needs.

1. **Equipment**

The Distance Education Division has the equipment needed for daily tasks. Copiers, scanners, fax machines and office supplies are available and accessible at all locations. Faculty and staff computers are upgraded according to the College’s planned rotation.

**External Conditions (such as state funding, accrediting agencies, advisory committees, postsecondary policy changes):**

Program accreditation is a high priority for Jefferson State. The Distance Education Division assists with reports and participates in meetings with the visiting committees during accreditation visits. Distance Education Division faculty and staff are active in supporting institutional goals related to the assessment of student learning outcomes. Increased state-level emphasis on dual enrollment should increase demand for dual enrollment courses.

**2017 – 2018 Accomplishments**

Blackboard, Tegrity and Respondus annual licenses were renewed, along with ITC Membership.

Jefferson State’s Blackboard course data was successfully migrated from JSCC servers to Blackboard Cloud storage. Fall 2017 training sessions for faculty were provided. Blackboard Learn SaaS course shells were provided for all spring 2018 distance education courses. Blackboard ALLY was launched with Blackboard Learn SaaS.

Jefferson State was approved for membership in NC-SARA.

Alan Davis attended the April 18-20, 2018, Online Learning Consortium Innovate Conference in Nashville.

Zac Alexander contributed to the Dual Enrollment Program by teaching courses at high schools in multiple school districts.

Zac Alexander helped organize the 2017 Constitution Day Program.

Alberto Luna, Shay Culbertson and Stacye Thompson represented Jefferson State at Fiesta Birmingham 2017, and attended Latino Interest Network Meetings.

Alan Davis was the College’s QEP Director.

**2018 – 2019 Accomplishments**

Blackboard, Tegrity and Respondus annual licenses were renewed, along with NC-SARA and ITC Memberships.

The College purchased a DocSoft:AV Caption appliance and upgraded the Tegrity lecture capture license to include DocSoft:AV integration.

Alan Davis attended meetings where Chris Alexander, ACCS Director of Virtual College Programs, discussed the possibility of ACCS acquiring a single LMS, an online proctoring service, and an online tutoring service that would be used by all ACCS colleges. A system-wide Quality Matters membership was also discussed.

The IT Department upgraded Polycom equipment in interactive videoconference rooms.

Jefferson State acquired institutional membership with the Online Learning Consortium.

Zac Alexander contributed to the Dual Enrollment Program by teaching courses at high schools in multiple school districts.

Zac Alexander helped organize the 2018 Constitution Day Program.

Alberto Luna, Shay Culbertson and Stacye Thompson represented Jefferson State at Fiesta Birmingham 2018, and attended Latino Interest Network Meetings.

Alan Davis lead implementation of ACCS Task Force on College Readiness guidelines at Jefferson State, working with the Communications Department and Mathematics Department to implement new developmental courses and corequisite courses, and with Enrollment Services and Testing to implement new placement criteria.

Alan Davis taught QEP MTH 100S and wrote the College’s QEP Impact Report.

**Goals for September 2019 – August 2021**

**Goal 1:**  Renew annual licenses and memberships related to the College’s Distance Education Program.

1. Objectives
2. All annual licenses and memberships related to the College’s Distance Education Program will be renewed.
3. Method of Assessment - The objectives will be met when
   1. All licenses and memberships are renewed for the academic year.
      1. Blackboard Learn LMS License
      2. Lecture Capture License
      3. Respondus Exam Creation and Management License
      4. Instructional Technology Council Membership
      5. Online Learning Consortium Membership
      6. NC-SARA Membership
4. Additional Funding Requests
5. No additional funds are required for other license renewals.

**Goal 2:** Migration from Tegrity lecture capture to new lecture capture service before July 2020.

1. Objectives
2. Distance Education and IT will work together to create bid specs that will be used to select a lecture capture service to replace Tegrity lecture capture, which will be discontinued by McGraw Hill in July 2020.
3. Distance Education and IT will work with Tegrity and the new service to migrate recordings from Tegrity to the new lecture capture system.
4. Distance Education and IT will assist faculty using the new service, with the goal of making the new service reliable for delivering content in 2020 summer courses.
5. Method of Assessment - The objectives will be met when
6. The new lecture capture service is selected and implemented.
7. Content is successfully migrated from Tegrity to the new service.
8. Training sessions for faculty are provided.
9. Faculty can use the new service to deliver recorded instructional content.
10. Additional Funding Requests
    1. Funds are approved for the increased cost associated with implementing a new lecture capture service.

**Goal 3:** Assist Veterinary Technology faculty in selecting and implementing an online proctoring service.

1. Objectives
2. Veterinary Technology faculty have used Tegrity lecture capture to record students while they complete online assessments. The end of Tegrity service creates a need to identify and implement an online proctoring system for use in Veterinary Technology courses.
3. Method of Assessment - The objectives will be met when
   1. An online proctoring system is identified for use.
   2. The new system is implemented in Veterinary Technology courses.
4. Additional Funding Requests
5. No additional funds are needed at this time.

**Goal 4:** Monitor distance education initiatives being discussed by ACCS Virtual College Programs.

1. Objectives
2. ACCS Virtual College Programs appears to be moving forward with plans to acquire shared services. This could result in implementation of a new LMS, a new online tutoring service, an online proctoring service, and implementation of Quality Matters.
3. Method of Assessment - The objectives will be met when
4. Participate in meetings and correspondence where ACCS distance education initiatives are discussed.
5. The method of assessment will be updated as ACCS plans clarify.
6. Additional Funding Requests
7. No additional funds are needed at this time.