

**END OF YEAR REPORT FORMAT FOR ANNUAL ASSESSMENT 2015-2016**

<b>Unit Name</b>	Distance Education
<b>Goal 1</b>	Expand Online/Hybrid Course Offerings
<b>Strategic Initiative(s) (Choose from priorities 1-5)</b>	<ol style="list-style-type: none"> <li>1. <b>Access with Excellence</b> Gordon State College will serve the educational needs of the region and the state by maintaining its mission as an access institution, while expanding to offer wider access to baccalaureate programs and assuring excellence in its offerings and service to its constituents. By maintaining access while expanding programs, Gordon State College will open the doors to a college education to a wider audience, resulting in a more educated Georgia.</li> <li>2. <b>A Diverse Academic Environment</b> Gordon State College will advance the academic work of the College and the resources that support it. The synthesis of the intellectual, cultural and material resources of the campus community will support the development of effective habits of mind for all participants. The College will support the physical, technological and pedagogical resources needed to achieve this goal. This focuses resources and energies on the core educational mission of the College, and promotes the ongoing development of all of the College’s stakeholders through strategic allocation of resources.</li> <li>3. <b>Retention, Progression, and Graduation</b> Gordon State College will increase retention (the number of students that are retained from one year to the next), graduates (the number of students who graduate from two-year and four-year programs), and the number of students who progress from Gordon State College to the next appropriate step (such as transfer to another college). By accomplishing these goals, the College will contribute to a more educated population, prepared to face the challenges and opportunities of the 21st century.</li> <li>5. <b>Efficiency, Accountability, and Sustainability</b> Gordon State College is committed to providing a welcoming atmosphere that attracts a diverse community and engages through academics and culture. In a dynamic economic atmosphere, Gordon State College must constantly strive to improve operational efficiencies, ensure a commitment to performance and accountability, and advance our financial resources sustainability, in order to achieve these goals.</li> </ol>

<b>Time Frame</b>	2015-2016
<b>Objective</b>	Through training sessions, increase numbers of faculty qualified to teach online/hybrid courses.
<b>Measures</b>	Number of certified faculty, following the two semiannual training sessions.
<b>Target (Desired Performance and Deadline)</b>	15 certified faculty fall and spring semester
<b>Data Collection (Who/Where/When)</b>	Faculty participated in a 10-week hybrid program requiring one on-campus meeting per week as well as online activities. Faculty had to complete a checklist of activities involved with building an online course. Faculty gained certification by completing the checklist of items within their demo courses.
<b>Findings &amp; Status</b>	Fall 2015: 17 faculty were certified in spring 2015 and 9 faculty are in the program in fall 2015. Spring 2016: Since target certification was met, program wasn't offered. Program will now be offered on a semi-annual basis.
<b>Discussion of Results and Action Plan</b>	The program will now be offered once during an academic year (either fall or spring semester). There are currently 77 full-time, part-time, and staff certified to teach online courses. Offering the program once a year will allow for advanced training for those that are already certified as well as individual and targeted assistance in faculty designing an online course- particularly during its first implementation.
<b>Goal 2</b>	Ensure 504 Compliance in Online and Hybrid Courses.
<b>Strategic Initiative(s) (Choose from priorities 1-5)</b>	<ol style="list-style-type: none"> <li><b>1. Access with Excellence</b> Gordon State College will serve the educational needs of the region and the state by maintaining its mission as an access institution, while expanding to offer wider access to baccalaureate programs and assuring excellence in its offerings and service to its constituents. By maintaining access while expanding programs, Gordon State College will open the doors to a college education to a wider audience, resulting in a more educated Georgia.</li> <li><b>2. A Diverse Academic Environment</b> Gordon State College will advance the academic work of the College and the resources that support it. The synthesis of the intellectual, cultural and material resources of the campus community will support the</li> </ol>

	<p>development of effective habits of mind for all participants. The College will support the physical, technological and pedagogical resources needed to achieve this goal. This focuses resources and energies on the core educational mission of the College, and promotes the ongoing development of all of the College’s stakeholders through strategic allocation of resources.</p> <p><b>3. Retention, Progression, and Graduation</b> Gordon State College will increase retention (the number of students that are retained from one year to the next), graduates (the number of students who graduate from two-year and four-year programs), and the number of students who progress from Gordon State College to the next appropriate step (such as transfer to another college). By accomplishing these goals, the College will contribute to a more educated population, prepared to face the challenges and opportunities of the 21st century.</p> <p><b>5. Efficiency, Accountability, and Sustainability</b> Gordon State College is committed to providing a welcoming atmosphere that attracts a diverse community and engages through academics and culture. In a dynamic economic atmosphere, Gordon State College must constantly strive to improve operational efficiencies, ensure a commitment to performance and accountability, and advance our financial resources sustainability, in order to achieve these goals.</p>
<b>Time Frame</b>	2015-2016
<b>Objective 1</b>	Develop a plan to caption videos used in online/hybrid/flipped-classroom courses (where captioning is not yet available).
<b>Measures 1</b>	Number of existing videos captioned to align with 504 Compliance.
<b>Target (Desired Performance and Deadline)</b>	70 existing and 10 new
<b>Data Collection (Who/Where/When)</b>	Videos that need to be captioned can be tracked in the AMAC system. The faculty member will need to submit the video to Accessibility Services who can then submit the video to AMAC for captioning. The AMAC system can track how many videos have been submitted.
<b>Findings &amp; Status</b>	Fall 2015: We were never given access to AMAC to upload videos and start the captioning process. The plan was to upload the videos via

	<p>AMAC and have AMAC caption them for us. This should perhaps be a focus for Spring 2016.</p> <p>Spring 2016: Decided that counseling will handle AMAC partnership for captioning.</p>
<b>Discussion of Results and Action Plan</b>	<p>A faculty member can request captioning of a video (to meet the needs of the student enrolled in the class) by contacting the instructional designer and/or Accessibility Services. The video will be obtained and sent to AMAC (via the partnership web portal). After captioning by AMAC, the video will be delivered back to the faculty member to use. The partnership area of AMAC can track the number of videos that have been captioned.</p>
<b>Measures 2</b>	Number of new faculty-produced videos captioned to align with 504 Compliance
<b>Target (Desired Performance and Deadline)</b>	100%
<b>Data Collection (Who/Where/When)</b>	<p>Videos that need to be captioned can be tracked in the AMAC system. The faculty member will need to submit the video to Accessibility Services who can then submit the video to AMAC for captioning. The AMAC system can track how many videos have been submitted.</p>
<b>Findings &amp; Status</b>	<p>Fall 2015: We still don't have a good way of tracking when new videos or made and uploaded. This will be a focus in Spring 2016.</p> <p>Spring 2016: Decided that counseling will handle AMAC partnership for captioning.</p>
<b>Discussion of Results and Action Plan</b>	<p>A faculty member can request captioning of a video (to meet the needs of the student enrolled in the class) by contacting the instructional designer and/or Accessibility Services. The video will be obtained and sent to AMAC (via the partnership web portal). After captioning by AMAC, the video will be delivered back to the faculty member to use. The partnership area of AMAC can track the number of videos that have been captioned.</p>
<b>Goal 3</b>	Integration of Blackboard Collaborate (Web Conferencing) into Desire2Learn
<b>Strategic Initiative(s) (Choose from priorities 1-5)</b>	<p>1. <b>Access with Excellence</b> Gordon State College will serve the educational needs of the region and the state by maintaining its mission as an access institution, while expanding to offer wider access to baccalaureate programs and assuring excellence in its offerings and service to its constituents. By</p>

maintaining access while expanding programs, Gordon State College will open the doors to a college education to a wider audience, resulting in a more educated Georgia.

**2. A Diverse Academic Environment** Gordon State College will advance the academic work of the College and the resources that support it. The synthesis of the intellectual, cultural and material resources of the campus community will support the development of effective habits of mind for all participants. The College will support the physical, technological and pedagogical resources needed to achieve this goal. This focuses resources and energies on the core educational mission of the College, and promotes the ongoing development of all of the College’s stakeholders through strategic allocation of resources.

**3. Retention, Progression, and Graduation** Gordon State College will increase retention (the number of students that are retained from one year to the next), graduates (the number of students who graduate from two-year and four-year programs), and the number of students who progress from Gordon State College to the next appropriate step (such as transfer to another college). By accomplishing these goals, the College will contribute to a more educated population, prepared to face the challenges and opportunities of the 21st century.

**5. Efficiency, Accountability, and Sustainability** Gordon State College is committed to providing a welcoming atmosphere that attracts a diverse community and engages through academics and culture. In a dynamic economic atmosphere, Gordon State College must constantly strive to improve operational efficiencies, ensure a commitment to performance and accountability, and advance our financial resources sustainability, in order to achieve these goals.

<b>Time Frame</b>	2015-2015
<b>Objective</b>	Blackboard Collaborate will be integrated and then utilized by faculty members and academic services via Desire2Learn
<b>Measures</b>	Faculty will use Bb Collaborate for synchronous course interaction, advising, and/or tutoring (including SSC)
<b>Target (Desired Performance and Deadline)</b>	25%

<b>Data Collection (Who/Where/When)</b>	<p>The Blackboard Collaborate accounts can be tracked via the administrative Blackboard Collaborate area. The number of sessions each faculty and staff member have hosted, the length of the sessions, and the number of participants is also tracked in this area.</p>
<b>Findings &amp; Status</b>	<p>Fall 2015: Blackboard Collaborate is now integrated in D2L and faculty can begin using it. This is now included in the LTO training. Isolated BBC training will begin for all faculty (and students) in Spring 2016.</p> <p>Spring 2016: Blackboard Collaborate Training for faculty &amp; staff is currently being offered for the program inside and outside of D2L. 25% is not currently met but may be met by the end of the semester.</p>
<b>Discussion of Results and Action Plan</b>	<p>Training for faculty and staff will continue in future semesters. It will become part of the Learning to Teach Online training program for new faculty teaching online. It will also be offered as stand-alone training. As online/hybrid courses are designed, this program will be addressed as an option for synchronous communication/interaction.</p>
<b>Goal 4</b>	<p>Increase Off-Campus Testing Integrity in Online Courses (to move away from on-campus proctoring)</p>
<b>Strategic Initiative(s) (Choose from priorities 1-5)</b>	<ol style="list-style-type: none"> <li>1. <b>Access with Excellence</b> Gordon State College will serve the educational needs of the region and the state by maintaining its mission as an access institution, while expanding to offer wider access to baccalaureate programs and assuring excellence in its offerings and service to its constituents. By maintaining access while expanding programs, Gordon State College will open the doors to a college education to a wider audience, resulting in a more educated Georgia.</li> <li>2. <b>A Diverse Academic Environment</b> Gordon State College will advance the academic work of the College and the resources that support it. The synthesis of the intellectual, cultural and material resources of the campus community will support the development of effective habits of mind for all participants. The College will support the physical, technological and pedagogical resources needed to achieve this goal. This focuses resources and energies on the core educational mission of the College, and promotes the ongoing development of all of the College's stakeholders through strategic allocation of resources.</li> <li>3. <b>Retention, Progression, and Graduation</b> Gordon State College will increase retention (the number of students that are retained from one year to the next), graduates (the number of students who graduate from two-year and four-year</li> </ol>

	<p>programs), and the number of students who progress from Gordon State College to the next appropriate step (such as transfer to another college). By accomplishing these goals, the College will contribute to a more educated population, prepared to face the challenges and opportunities of the 21st century.</p> <p><b>5. Efficiency, Accountability, and Sustainability</b> Gordon State College is committed to providing a welcoming atmosphere that attracts a diverse community and engages through academics and culture. In a dynamic economic atmosphere, Gordon State College must constantly strive to improve operational efficiencies, ensure a commitment to performance and accountability, and advance our financial resources sustainability, in order to achieve these goals.</p>
<b>Time Frame</b>	2015-2016
<b>Objective 1</b>	Integration of Respondus Lockdown Browser into Desire2Learn
<b>Measures</b>	Number of Faculty (f2f and online) using Lockdown Browser for D2L testing
<b>Target (Desired Performance and Deadline)</b>	25%
<b>Data Collection (Who/Where/When)</b>	Faculty can require the use of the lockdown browser for tests within D2L. The number of faculty and the number of tests requiring the lockdown browser can be monitored via the administrative area of Respondus Lockdown Browser.
<b>Findings &amp; Status</b>	<p>Fall 2015: Lockdown Browser is implemented and is beginning to be used. We are not at 25% yet, however.</p> <p>Spring 2016: Faculty are continuing to use the product, but not at the 25% mark. It is up to the professor's discretion to use the software.</p>
<b>Discussion of Results and Action Plan</b>	The lockdown browser option will continue to be communicated to faculty during standalone training (specifically for D2L tests) as well as the Learning to Teach online program (for faculty beginning to teach online courses). Video tutorials have been added to the Gordon State College D2L website.

<b>Objective 2</b>	Purchase of Respondus Monitoring System, Integration of Respondus Monitor into D2L (w/ help of ITD), Training for Faculty on Respondus Monitor
<b>Measures</b>	Number of Faculty (f2f and online) using Respondus Monitor for D2L testing
<b>Target (Desired Performance and Deadline)</b>	25%
<b>Data Collection (Who/Where/When)</b>	Prior to the purchase of Respondus Monitor, a video demo as well as on-campus demos were provided to faculty. They were then asked to complete a survey. Based upon the results of the survey, which indicated that faculty would not use the product, it was decided that the product should not be purchased at this time.
<b>Findings &amp; Status</b>	After faculty demos and survey, it was decided not to purchase Respondus Monitor.
<b>Discussion of Results and Action Plan</b>	With the new configuration of an eLearning committee (in Fall 2016), proctored assessments will be addressed. The committee may decide to revisit this particular product or other similar products (that monitor students online as they test).