



G GARDEN CITY
COMMUNITY COLLEGE

**NON-ACADEMIC
DEPARTMENTAL REVIEW**

May 2019

Online Learning



Non-Academic Departmental Review Self-Study

Department: Online Learning

Department Head: Lecia Sims

Submitted by:

Submission Date:

INSTRUCTIONS:

Complete this form using department documentation and your own observations. This self-study is designed to be a narrative document and all responses to questions should be supported by rationale, explanation and or specific documentation.

All documentation provided for the Non-Academic Departmental Review Self-Study should include the previous five years, beginning with the 2014-2015 academic year.

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

TABLE OF CONTENTS

1: Non-Academic Departmental Review Participants	3
2: Departmental Profile.....	4
A. Mission/Purpose	4
B. Human Resources	4
C. Description of the Department and the Customers/Clients Served	6
3: Departmental Resources.....	8
4: Departmental Innovation	9
5: Outcomes, Assessment Measures, Targets of Achievement, and Prior Results.....	10
6: Additional Comments	12
7: Executive Summary.....	13
8: Departmental Action Plan (with timelines for recommendations).....	15
9: Signature Page and Archiving	17

1: Non-Academic Departmental Review Participants

List the names of **your department personnel** who contributed to the writing of this report and their position/association within your department.

Name	Association
Lecia Sims	Director of Online

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

2: Departmental Profile

A. Mission/Purpose

1. What is the mission of the department and how does it align with the institutional mission and other strategic priorities?

The mission of the Online Learning Office at Garden City Community College is to provide online instruction, that offers a diverse student population a convenient and affordable educational experience to aid in achieving their academic and career goals.

B. Human Resources

Combine all Sub-units for analysis.

1. How does the department assure that all personnel are qualified for their position?

Online instructors are required to have a Masters degree in the discipline or a Masters with 18 hours in their discipline. In addition, instructors with a minimum of 3 years online teaching are preferred. No instructor can teach until GCCC has a official transcript on file in the Human Resource office.

Staff in the Online Learning office are required to have at minimum a Masters degree. This is determined by review of official transcripts.

2. Include an organizational chart with names and titles.

Lecia Sims – Director of Online and Instructional Technology

3. List departmental, divisional, College, professional, or community committee or board activities and leadership roles, if applicable, of each full-time employee for the past **five** years.

Lecia Sims – Chair of Distance Learning Committee (2017-present), GCCC IT Committee (2016-2017), assigned to Strategic Enrollment Management Committee – Chair of Completion sub-committee (2017-present), Relay for Life of Finney County Chairperson (2016-2017), RFL Entertainment/Ceremonies lead (2015-2016)

4. List names and anticipated dates of retirement (month, year) within the next five years.

NAME	MONTH	YEAR

5. How are the results of employee evaluations used in identifying professional development needs?

Evaluation meetings with Dean of Academics results in conversations about where the department needs to progress to continue the growth of the online and ensure quality courses.

6. What department-specific professional development opportunities are offered/provided by the department?

Online classes to increase knowledge for Instructional Design purposes. Specifically, ADA and UDL courses taken at Wichita State and Butler Community College.

Virtual attendance to Online Learning Consortium (OLC) conferences. 3 opportunities available a year.

Instructurecon – Canvas LMS annual conference

Webinars

7. Show evidence that employees have continued their professional development by attaching a list of current full-time employees who participated in professional development activities during the past **five** years, and those activities.

- 2015
 - Course in advising Student-Athletes
- 2016
 - Instructurecon Canvas conference
 - Virtual attendance OLC
 - Webinars – Respondus, Turnitin, ADA, UDL, Accuplacer
- 2017
 - NADE conference

- Instructurecon Canvas conference
- Webinars – Vericite, ADA, UDL, various course design technologies
- KCOG – Anthropology
- Doctoral Program Maryville University – Higher Education Leadership
- 2018 (spring)
 - Instructurecon Canvas conference
 - Doctoral Program Maryville University – Higher Education Leadership
 - Certificate in ADA Course Design -Awareness – Wichita State

C. Description of the Department and the Customers/Clients Served

1. What are the key functions, processes and services provided by the department? Include production level data such as students/customers served, transactions processed, etc. Explain any compliance duties or responsibilities.

- Work with online instructors and subject matter experts to develop online courses.
- Instructional design assistance.
- Recommend practices for online teaching.
- Implement tools for academic integrity in online environments.
- State authorization updates.
- Schedule creation of course offerings.
- Work with marketing to promote Online Campus.
- Work with community members, businesses, and school districts for course offerings and partnerships.
- Administrators for the campus LMS (Canvas).
- Engagement with potential students via phone, email, face-to-face.
- Enroll and advise online students in partnership with college departments
- Co-advise with 4 year institutions when possible.
- Ensure courses are ADA, UDL compliant
- Work with Coordinator of Disabilities to ensure students get the services they are guaranteed by law.
 - Ensure online instructors are informed of students with services in their classes
 - Aid instructors in changes to course design that may result from an accommodation.

2. What impact do those services have on students and other key stakeholders? What are the department's enhancements to the institution?

Ensuring that courses are well designed, academically rigorous, and ADA compliant increases a student's chance of success in the course/program.

Informed advising will help students create schedules that work for them and that are necessary for their academic and professional goals.

The addition of the Online Campus in 2015 has increased the institutions enrollment. It has provided increased opportunities for students to take classes that fit their schedule and learning preference.

The creation and expansion of the online program has made it possible for students in all 50 states to take classes at GCCC.

3. Discuss how the department utilizes appropriate technology to provide services to its stakeholders.

The department utilizes technology (both hardware and software) to create quality courses. This is done using programs, such as Greenshot, Audacity, Camtasia, PowToons, Adobe Suite, and ARC.

Courses are created and reviewed for both PC and mobile friendly formats to accommodate students using mobile devices and iPads.

4. Describe any existing continuous improvement activities.

The Department continues to review courses to ensure they are top quality, both in content and design. Review of courses is done every semester by the Distance Education Committee members and administration. Feedback from reviews is used to improve courses and instructors.

The Department of Online Education created a SLO Map for online classes that has since been adopted by the entire campus. The Department will continue to look for ways to ensure classes meet the department standards of campus programs and that these standards are observable, measurable, and if necessary reportable.

Department is continually looking to hire top quality online instructors. Seeking out people with years of online teaching experience, in addition to "real world experience" they can bring into the classroom.

5. Provide any other relevant information needed for a complete understanding of your department.

The Online Education Office (Online Campus) exists to provide educational opportunities for students both in the service area and out of the area. The goal of online is not to be in competition with traditional face-2-face courses, but instead to be a valuable resource for students.

Additions to Online, such as education tools and knowledge from professional development are also beneficial to traditional instructors on campus. The services, tools, and knowledge gained are routinely shared with the college at large.

3: Departmental Resources

1. Describe the overall adequacy of resources (human, technological, capital, facilities, and fiscal) available to the department for providing effective service delivery and achieving outcomes. If additional resources are needed, please provide data and describe how those resources would improve services.

For years 2015-2018 the Department has had one employee. Initially this was adequate for the small number of course offerings and low online advising load. However, with a significant increase in courses and students, having a solitary employee is no longer adequate to ensure that the Department runs efficiently at a high level of quality production.

In Fall 2013 online headcount was 281 students. In Fall 2017 the headcount increased to 583. This is an increase of 107.47%. Spring 2018 headcount was 591, this was a 130.86% increase from Spring 2014 headcount of 256. Summer online enrollment has also increased 65.79% since 2014.

Technology (hardware and software) for the Department has been adequate to run a small online program. It would be beneficial to look into investing into more robust programs, such as Cidi Labs Design Tools that would make development and maintenance of courses more streamlined and of higher design quality. Consistency in design is known to improve student experience and success. In addition to design technology, adding an Instructional Designer to the Online Campus/Instructional Design office would be an asset. This staff position would be able to assist with both online and campus courses; aiding in content creation, following of course SLOs, ADA requirements and UDL recommendations.

To date, there is not an established budget for the Online Education Office (Online Campus). This makes it difficult to plan projects, market, and explore professional development opportunities. The Department should have a separate budget from the Academic budget as there are expenses that are unique to online.

4: Departmental Innovation

1. Does the department engage in extracurricular activities as a service to the students and community (yes or no)?

No.

2. What innovative ideas have been incorporated into the operation of the department during the last five years? Discuss the results and provide documentation.

Changes to the department in the past 5 years include:

- Changed LMS from eCollege to Canvas. This has allowed a more intuitive, user-friendly experience both for students and faculty. Canvas provides constant updates and improvements to their product. In contrast, eCollege was updated 2x per year.
- Worked with the Director of Library Services to add a proxy server to their system. Prior to this, students were not able to access some library content off campus and/or outside the area. Now students can access online library resources from anywhere.
- Added a plagiarism detection program to Canvas, available for use by in all classes. Unicheck can be used by instructors as a 'teaching moment' to show students what plagiarized content looks like and how to turn this into an acceptable submission. Teachers can use it in their grading decisions to determine authenticity of work.
- Created course templates to promote continuity in design of online courses. This eases the burden for students in finding course material and navigating courses.

5: Outcomes, Assessment Measures, Targets of Achievement, and Prior Results

1. If data has previously been gathered, list the intended outcomes for the department for the past three years and cite the institutional Essential Skills and other Strategic Plan priorities that each outcome supports.

No Assessment data has been collected. This is scheduled for 2018-2019 school year.

2. Describe the data gathering process and give results.

3. Analyze the data by comparing the actual results to the targeted levels of achievement and document what was learned.

4. The department will gather feedback regarding expectations and performance from stakeholders through interviews, surveys, focus groups or other appropriate measures. This feedback shall be considered when selecting performance measures and when continuous improvement plans are developed. Describe what changes have been made in response to these measures.

5. Use the results to develop a Continuous Improvement Plan for the department, improving efficiencies based on targeted outcomes. Include consideration for resources, processes, data collection, analysis and timelines for monitoring and assessing the results. List intended outcomes for the department that insure alignment with institutional Essential Skills and other strategic priorities.

For each outcome identify at least one method of measurement that will be used to assess progress toward the outcome. Assessment is strengthened when multiple measures are used. An assessment measure should provide meaningful, actionable data that the department can use to assess efficiency and improve processes.

Describe the target level of achievement for each measure. Levels of achievement shall be:

- Specific and measurable.
- Stated in numerical terms.
- Stated in realistic terms.
- Directly related to the outcome.
- Inclusive of all aspects of the outcome.
- Manageable and practical.

To demonstrate efficiency, determine if external or internal benchmarks are available for comparison.

6: Additional Comments

This space is for the department to add any additional comments to help clarify or explain its functions, if applicable.

7: Executive Summary

1. Briefly describe how the department review was conducted:
2. Describe the MAJOR conclusions regarding the present state of the department:
3. Briefly describe the goals and objectives of the department:
4. Comment on the progress on previous Departmental Review Action Plans or Recommendations

Departments completing the review for the first time will not have these items and need not answer this question.

5. Describe the department strengths:
6. Describe what areas need improvement:

7. State the recommendations for the department:

8: Departmental Action Plan (with timelines for recommendations)					
	Year 1	Year 2	Year 3	Year 4	Year 5
Recommendation 1: Measure of Success:	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>
Recommendation 2: Measure of Success:	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>
Recommendation 3: Measure of Success:	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>

<p>Recommendation 4: Measure of Success:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>
<p>Recommendation 5: Measure of Success:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>

9: Signature Page and Archiving


 Department Head/Director 5/16/19
Date


 Dean/next level supervisor (if applicable) 6/4/19
Date


 VP of Student Services or VP of Administrative Services - *VP INSTRUCTION* 6/4/19
Date


 Vice President of Institutional Effectiveness & Accountability 6/24/19
Date


 President 7-24-19
Date

Archiving:

Division Leader submits to VP of Institutional Effectiveness & Accountability.

1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic)
3. A signed signature page

