

INSTRUCTIONAL SERVICES PROGRAM REVIEW FORMAT-- SERVICES AND NON-INSTRUCTIONAL PROGRAMS

I. Description of program/service (including purpose or goals)

The Learning Technologies (LTech) department provides technological solutions and enhancements for instruction and learning at Northwest Florida State College (NWFSC). LTech offers instructional technology training and support for the college's traditional, distance, and blended classes. Through its support of various alternative delivery methods and tools, LTech plays a key role in helping the College achieve its mission of providing quality educational programs and services that enable students to achieve their goals.

LTech's guiding principles are 1) to improve teaching and learning and 2) to increase access to education. LTech's departmental goals are as follows:

1. To provide access to e-learning resources and technical support to encourage student success.
2. To provide training and support for faculty and staff in the use of learning technologies in order to facilitate distance learning student success rates equal to those in comparable traditional courses.
3. To provide technology to assist faculty in both the technical and creative aspects of teaching.
4. To facilitate faculty innovation in the use of learning technologies.
5. To identify and inform the college community about trends in instructional technology, including institutional enrollment trends that may assist departments/divisions in determining classes to be developed and offered via alternative delivery methods.

LTech contributes to the College's mission through these departmental goals, which are discussed in detail in the departmental operational plan, available at <http://ltech.nwfsc.edu/faculty-DL-documents.cfm>.

II. Assessment of the degree to which goals are being met (including student evaluations)

LTech meets its goals through the strategies noted in the table below:

LTech Goal	Program Outcomes	Implemented Strategies	
<p>1. Access and Support</p> <p><i>To provide access to e-learning resources and technical support to encourage student success.</i></p>	<ul style="list-style-type: none"> • The number of technical support resources to support students (e.g., tutorials, online distance learning orientation, links, etc.) will meet or exceed that of the previous year. • At least 95% of support requests will be resolved within 24 business hours. • Participation rates in technology training will meet or exceed that of the previous year. • 100% of faculty websites will be current and contain appropriate information for students. 	<p>Provide online tutorials for faculty and students.</p> <p>Maintain a help request tracking system with a 24-hour response time to support requests.</p> <p>Provide one-on-one training for faculty as requested.</p> <p>Provide scheduled, regular one-on-one coaching sessions for at least five faculty members every semester.</p> <p>Provide open labs for faculty assistance every Friday, sometimes at the FWB campus or other centers.</p> <p>Provide a snapshot in time to departments; the content and currency of faculty websites is a departmental responsibility.</p>	<p>Yes: Faculty and student tutorials provided for all supported applications.</p> <p>In Spring 2009, LTech staff responded to approximately 6,200 student and faculty support requests. Over 95% of these were resolved within 24 hours.</p> <p>Yes</p> <p>Yes, 5 faculty selected per semester.</p> <p>Yes, including FWB, Crestview, and DeFuniak at least once a semester.</p> <p>In Spring 2009, at least 90 % of faculty websites were current.</p>

	<ul style="list-style-type: none"> Coordinate the on-campus Distance Learning orientations, midterms, and finals for 1,500 students and 80 courses each semester. 	<p>Coordinate with the Office of Instruction to reserve rooms; provide online schedules for Distance Learning orientations, midterms, and finals for 1,500 students and 80 courses each semester; provide staff to assist students during orientations/exams.</p>	Yes
<p>2. Faculty training</p> <p><i>To provide training and support for faculty and staff in the use of learning technologies in order to facilitate distance learning student success rates equal to those in comparable traditional courses.</i></p>	<ul style="list-style-type: none"> Participation rates in technology training will meet or exceed that of the previous year. Faculty satisfaction rates with respect to technology training, either in groups or one-on-one sessions, will meet or exceed that of the previous year. 	<p>Provide one-on-one training for faculty as requested.</p> <p>Provide scheduled, regular one-on-one coaching sessions for at least five faculty members every semester.</p> <p>Provide open labs for faculty assistance every Friday, sometimes at the FWB campus or other centers.</p> <p>Offer Opening Week and Adjunct Faculty Workshop training sessions.</p> <p>Collect faculty satisfaction surveys at the end of every Opening Week session.</p> <p>Beginning in Fall 2009 faculty receiving regular one-on-one training also completed a satisfaction survey; this data will be reported in the next program review.</p>	<p>Yes. Better records of these sessions will be maintained from now on.</p> <p>Yes, 5 faculty selected per semester.</p> <p>Yes, including FWB, Crestview, and DeFuniak at least once a semester. Attendance logs will be implemented.</p> <p>Yes. In 2009, more than 100 faculty participated in LTech Opening Week trainings.</p> <p>95% of training participants reported satisfaction with the Opening Week training sessions.</p>
<p>3. Faculty Technical Support</p>	<ul style="list-style-type: none"> At least 95% of support requests will be resolved 	<p>Maintain a help request tracking system with a 24-hour response</p>	<p>In Spring 2009, LTech staff responded to approximately 6,200 student and</p>

<p><i>To provide technology to assist faculty in both the technical and creative aspects of teaching.</i></p>	<p>within 24 business hours.</p> <ul style="list-style-type: none"> Faculty satisfaction rates with respect to technology support will meet or exceed those of the previous year. 	<p>time to support requests.</p> <p>Provide online tutorials for faculty and students.</p> <p>Provide one-on-one training for faculty as requested.</p> <p>Provide scheduled, regular one-on-one coaching sessions for at least five faculty members every semester.</p> <p>Provide open labs for faculty assistance every Friday, sometimes at the FWB campus or other centers.</p> <p>Offer Opening Week and Adjunct Faculty Workshop training sessions.</p> <p>Collect faculty satisfaction surveys at the end of every Opening Week session.</p> <p>Beginning in Fall 2009 faculty receiving regular one-on-one training also completed a satisfaction survey; this data will be reported in the next program review.</p>	<p>faculty support requests. Over 95% of these were resolved within 24 hours.</p> <p>Yes: Faculty and student tutorials provided for all supported applications.</p> <p>Yes</p> <p>Yes, 5 faculty selected per semester.</p> <p>Yes, including FWB, Crestview, and DeFuniak at least once a semester.</p> <p>Yes. In 2009, more than 100 faculty participated in LTech trainings.</p> <p>95% of training participants reported satisfaction with the Opening Week training sessions.</p>
<p>4. Innovative use of technologies</p> <p><i>To facilitate faculty innovation in the use of learning technologies.</i></p>	<ul style="list-style-type: none"> Integration of significant technologies, i.e., Desire2Learn or Tegrity, into the curriculum will meet or exceed that of the previous year. 	<p>Research new technologies and technology solutions to instructional challenges.</p> <p>Research emerging trends, such as the use of social networking sites in</p>	<p>Yes, ongoing. Currently, open textbooks initiatives are being investigated.</p> <p>Continuing: during Spring 2010, the FDLC is providing models of these</p>

		<p>post-secondary instruction.</p> <p>Design and implement adoption strategies for new technologies.</p>	<p>policy to member institutions.</p> <p>Yes. For example, after careful planning, high exposure to the tool, and readily available training, faculty adopted Tegrity as follows:</p> <ul style="list-style-type: none"> • Fall 2008: 10 faculty • Spring 2009: 14 faculty • Summer 2009: 17 faculty • Fall 2009: 28 faculty <p>In Fall 2009, NWFSC students viewed Tegrity podcasts (online videos) produced by faculty 10,128 times.</p>
<p>5. Trends</p> <p><i>To identify and inform the college community about trends in instructional technology, including institutional enrollment trends that may assist departments/divisions in determining classes to be developed and offered via alternative delivery methods.</i></p>	<ul style="list-style-type: none"> • Integration of significant technologies, i.e., Desire2Learn or Tegrity, into the curriculum will meet or exceed that of the previous year. 	<p>Facilitate increasing use of appropriate technologies in traditional courses by supporting faculty in offering supplemental or required online resources.</p> <p>Facilitate the increase in blended-with-online courses by supporting faculty as they integrate technology into their classes.</p> <p>Facilitate the increase in online courses by supporting faculty as they transition courses to the online delivery method.</p> <p>Attend training and stay current with industry standards.</p>	<p>Fall 2006 and Fall 2008:</p> <ul style="list-style-type: none"> • Web-required sections: no classes in Fall 2006; 6 in Fall 2008 • Web-supplemented sections: 103 to 139 (34.9% increase) <p>Fall 2006 and Fall 2008 blended with online : 20 to 29 (45.0% increase)</p> <p>Fall 2006 and Fall 2008: 70 to 79 (12.8% increase)</p> <p>Yes. LTech staff have attended on-campus D2L training and the 2007 D2L Fusion conference.</p>

		<p>Attend the Florida Distance Learning Consortium meetings.</p> <p>Research emerging trends, such as the use of social networking sites in post-secondary instruction.</p> <p>Create the semester reports on Technology-Enhanced/Delivered Courses that track trends in NWFSC's alternate delivery courses.</p> <p>Communicate LTech's findings via the most effective means (meetings, emails, online postings, etc.).</p>	<p>Yes</p> <p>Yes, during Spring 2010. the FDLC is providing models of these policy to member institutions.</p> <p>Yes</p> <p>Yes. The LTech Newsletter was discontinued, however, because there was not sufficient staff to produce it. LTech plans to contribute to the college research publication, <i>Insight</i>. In addition, LTech staff are members of the Institutional Research, Distance Learning Committees and College-wide Council.</p>
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*Only current Tegrity numbers are available.

LTech has assisted academic departments/divisions in increasing the quality and quantity of NWFSC's distance offerings, provided training and support, and optimized its own departmental procedures. Increasing demand for LTech services is demonstrated by the following:

- Heavy reliance on LTech's support in college-wide use of instructional technology.
 - As faculty become accustomed to using the support request form, which logs their requests into a database, and as they increase their use of technology in instruction, the number of recorded technical support request has increased: in Fall 2008, over 6,200 support requests from faculty and students were answered by LTech.
- An increase of 42.4 FTE from distance learning enrollments between Fall 2006 and Fall 2008.
- An increase of 49.2% FTE from blended-with-online enrollments between Fall 2006 and Fall 2008.
- An increase of 31.9% FTE in web-supplemented courses between Fall 2006 and Fall 2008.
- An increase of approximately 75% in the number of faculty and college webpages between Fall 2008 to Spring 2009.

Student success rates are an important measure of all NWFSC courses, including those delivered in alternate formats. From Fall 2006 to Fall 2008,

- Blended-with-online courses' student success rates dipped to approximately 90% as the population expanded from bachelor's level students to associate's level students; nevertheless, blended-with-online student success regularly outstrips that of other delivery methods, including traditional classes.
- Blended-with-text courses saw a steady increase in student success rates to an average level of approximately 80%.
- Online courses' student success rates increased to approximately 75%.
- Text-based courses' student success rates remained fairly constant at approximately 74%.

More detailed information about alternate delivery courses is available in the reports posted on Technology-Enhanced/Delivered Courses at <http://ltech.nwfsc.edu/faculty-DL-documents.cfm>.

III. Summary of strengths

- LTech personnel's commitment to the college mission and student success.
- Collaboration with faculty and other college staff.
 - In conjunction with the Distance Learning Committee and faculty, LTech is participating in the ongoing review and strengthening of distance learning courses.
 - With the cooperation of IT, LTech has improved the efficiency of user uploads to D2L and Tegrity.
- Faculty training available through
 - Friday labs,
 - one-on-one appointments as needed

- scheduled, regular one-on-one coaching sessions for at least five faculty members every semester.
 - just-in-time web tutorials.
- Emphasis on data-driven decisions and information provided to other college constituencies, facilitated by semester reports on the previous semester's technology-delivered and -enhanced classes, including enrollment figures and student success rates.
- Opening Week and Adjunct Faculty Workshop faculty professional development workshops.
- The LTech comprehensive departmental website.

Major 20063-20092 successes for LTech include:

- Completing the college-wide move to a new course management system, Desire2Learn (D2L).
- Increasing the use of Tegrity, an audio and video recording and playback program, by faculty and students.
- Collaborating with academic stakeholders throughout the college to improve distance learning course assessment.
- Collaborating with academic stakeholders throughout the college to strengthen the course proposal process for distance, blended, and web-required classes.
- Collaborating with Information Technology to improve the upload process for Tegrity and D2L.
- Creating and implementing a new webpage creation tool for faculty to increase faculty control of and participation in their web presence.

IV. Summary of areas for improvement

Some challenges and areas for improvement for LTech are:

- Staffing—the four full-time technical personnel and a staff assistant have difficulty meeting the demands of peak timework loads (which occur nine times each year) and completing projects and reports in a timely manner.
- Faculty training—faculty need more training prior to their teaching a distance class with D2L.
- Technology—though improved, various technical processes requiring integration between D2L and the Nexus student information system result in labor-intensive, time-consuming tasks and student frustration. Improvement in this area requires Information Technology leadership; LTech cannot accomplish this goal, although it can offer assistance with D2L.
- Student support—
 - LTech recognizes the need to identify and implement strategies for increased student support other than the online request form and telephone contact; technical support requests can exceed personnel resources during nine two-week periods each year: the start of classes, midterms, and finals each semester.
 - In addition, students need assistance in better self-selecting their mode of instruction. Research to identify the characteristics of students who are not successful, then identifying students with these traits, and lastly contacting and counseling them about their enrollment in distance learning is a long-term goal. While the research can be done by staff over

a semester or two, technological solutions for identifying and quickly contacting the students would be required in order to make effective interventions before the drop/add period ended each semester.

- Assessment—although one-on-one faculty training and workshops are assessed, not all faculty support is evaluated; nor do students evaluate the support provided.
- Research—the workload is such that the vital work of researching new technologies and emerging trends is frequently pushed aside to respond to immediate needs.

V. Recommendations for the future (equipment, facility, staffing, addition or deletion of services, policy/procedure issues change in goals, etc.)

Adequate staffing to meet the increasing college demand for LTech support and to meet LTech's goals effectively is a recurring need in Challenges/Areas for Improvement, above. Increased staffing would position LTech to 1) meet users' need for technical support, 2) alleviate the crunch of uploading users to D2L and Tegrity (and other applications in the future), and 3) prepare regular research reports while also providing work hours to 4) research successful students' characteristics and new technologies and 5) design and implement new assessment tools. Therefore, recommendations include the following:

- A permanent part-time staff member.
- Increased funding for LTech staff's technology training and tools.