

444**SERVICE UNIT NAME:** eCollin Learning Center**ACADEMIC YEAR: 2013-2014****SERVICE UNIT PROGRAM REVIEW**

Questions regarding forms, calendars & due dates should be addressed to the Kathleen Fenton (ext. 3737) or Gordon Lin (ext. 3713) in the Institutional Effectiveness Office.

I. PROGRAM STATUS

- A. Describe how the program supports the college [mission and core values](#).
The eCollin Learning Center supports Collin College's mission and core values by supporting faculty, staff and students as they explore innovative teaching and learning methods to enhance the learning experience.
- B. Program Literature: List all program literature (course schedules, student handbooks, flyers, brochures, catalog entries, etc.) and provide last date updated. All program literature must be reviewed and updated no earlier than three months prior to the program review due date.

Table I-B: Program Literature

Title	Type	Last Updated
Student Registration Guide	Guide http://www.collin.edu/academics/PDF/2014SpringRegGuide.pdf	Spring 2014
eCollin Brochure	Brochure http://www.collin.edu/academics/ecollin/ecbrochure.pdf	Fall 2012

eCollin Bookmarks	Bookmarks - Two pdfs: ELC Student bookmark.pdf ELC Faculty bookmark.pdf	Fall 2013
eCollin Schedules	Schedules - http://www.collin.edu/academics/ecollin/eCollinSchedules.html (Fall 2013 should be moved to main schedule page as well) http://online.collin.edu/DistanceLearningCoursesFall2013.pdf	Spring 2013
eCollin FAQ's	http://online.collin.edu/eLC_faqs.html	

C. Identify the unit's primary function(s).

The eCollin Learning Center offers online student orientations, student, faculty and staff training for use of Blackboard and other online tools and technologies, and provides hands-on training, individualized support and instruction, group workshops and presentations, development and distribution of tutorials, webinars (via Collaborate), needs assessments, and logs and documentation on all activities in order to support faculty development and administrative records.

Research how three peer colleges handle this unit's functions. Identify the colleges and describe the similarities, the differences and any practices that might be advantageous to Collin College.

The structure and practices of three peer institutions were reviewed: San Jacinto Community College, Palm Beach State College, and Portland Community College. Areas of comparison included faculty training and support, online course approval and online faculty certification, and procedures for online student orientation.

In the case of faculty training and support, as is the case with Collin, the peer colleges house the responsibility within their respective distance learning departments. Their instructional designers and online trainers conduct both online and in-person workshops, and are available for in-person training and troubleshooting to the faculty both online and in-person. Thus, there is great similarity with our peer institutions in this regard. There is a striking and crucial difference, however--our peer colleges currently have far more designers, trainers, and staff which with to deliver these services to their faculty. Whereas Collin has a total of three instructional designers/trainers, our peer colleges have 11, 8, and 10 respectively. Portland Community College has, for example, in their course design department three online development facilitators plus an accessibility advocate for online courses, and in their instructor support department they have four instructional technology specialists and an alternate media formats technician. The case is similar at both San Jacinto Community College and Palm Beach State College. Whereas Collin expects to deliver the same services and support as our peer colleges, we are currently doing so with far less staff resources.

Similar to Collin, online course approval and faculty certification is administered primarily through the distance learning departments at the peer colleges. The nature of faculty involvement in the approval process differs slightly. At Portland the process seems to be entirely in the hands of the distance learning department, whereas at San Jacinto faculty serve on the authorizing committee. It is worth thinking about to what extent faculty should be involved in the approval process.

Student orientation for online learning seems to be important to all the institutions studied. In all cases, the institution provides support for the student orientations and the distance learning departments are responsible for such orientations. Whether they should be mandatory is an open question. At Collin and Palm Beach State they are not, at Portland and San Jacinto they are.

II. INSTITUTIONAL DATA

A. Gather any relevant, available information for the unit. Possibilities include:

1. Student Satisfaction Surveys

- a) IE Student Satisfaction Survey 2010 and 2012: IE Student Survey of Service Units_2010_2012.pdf
- b) Noel-Levitz Student Satisfaction Surveys: No information found on e-learning, distance learning, online student, web, instructional design.

- c) IE Faculty/Staff Satisfaction Surveys: IE Faculty Survey of Service Units_2011_2012.pdf
2. IPEDS (Integrated Postsecondary Education Data System) Data: No information found on e-learning, distance learning, online student, web, instructional design.
3. Unit-level Data, if available
- a) Audit Reports N/A
 - b) Periodic Unit Reports for supervisory chain - See Daily Log in item d.1 below
 - c) Point-of-Service Unit Surveys:
 - 1. ConstantContact Faculty Survey_December2013.pdf
 - 2. SurveyMonkey Faculty Survey_2013.pdf
 - 3. SurveyMonkey Student Survey_2012.pdf
 - 4. SurveyMonkey Student Survey_May2013.pdf
 - d) Number of delivered service units by function
 - 1. eLC Daily Log - list of total contacts of Faculty, Staff, and Students broken down by contact type
 - a. eCollin_DailyLog_July_Dec_2013.pdf
 - 2. Distance Learning and Faculty Certification
 - a. Distance Learning Reviews were not cataloged until late 2013. List of addenda being kept now.
 - b. Faculty Certifications: FacultyCertifications2013.pdf
 - e) Cycle or response time for service or product delivery completion: The eLC is open 9am - 5pm Monday - Friday for calls, emails and appointments. Response time is by end of business day. Product delivery is documented in detail of eLC daily log.
 - f) Number and types of complaints, No formal complaints 2012/2013. Formal complaints are escalated to the Associate Dean, Distance Learning. The Associate Dean addresses the complaint with the direct supervisor of

the employee OR directly with the supervisor (if the complaint is about the supervisor).

g) Time to resolution of complaints by type N/A

III. PROGRAM RESOURCES SINCE LAST PROGRAM REVIEW

A. Partnerships Resources: List all university/business and industry partnerships and describe them.

Table IV-A: Partnership Resources.

University/Business & Industry	Partnership Type	Special Requirements
N/A		

B. Employee Resources: List program employees (full- and part-time), their role, credentials, and professional development activity during the last four years.

Table IV B: Employee Resources -

Employee Name	Role in Program	Credentials	Professional Development since last Program Review
Blackman, Ann	Coordinator	MS Computer Education & Cognitive Systems, BSW Applied Behavioral Sciences	Faculty Development Conference, August 2013 Educause W/ SW Regional Conference, February 11-14, 2013, Austin TX Texas Distance Learning Association, March 25 - 28, 2013, Galveston TX Texas Community College Technology Forum, November 15,

			2013, Frisco TX
Choy, Francis	Instructional Designer	MS Administrative Science, BS Social Science	Attended Texas Distance Learning Associate Conference in 2013
Dolliver, Beth	Instructional Designer	MS Computer Education & Cognitive Systems, BS Elementary Education	New as of May 2013
Fueller, Bill	Director, Staff Technology Training	Ed.D. Curriculum and Instruction, MS Communications, BS English	
Garimella, Nirisha	Instructional Designer	Ph.D Family Sciences. MS Human Development, BS Home Science	Presented at Texas Community College Technology Forum, November 15, 2013, Frisco TX
Little, Brock	Secretary	H.S. Diploma, Completing AA in Music Business	New as of July 2013

Carter, Morgan	P-T Instructional Design Intern	Completing BAAS Applied Arts & Sciences	
Vance, Villa	P-T Instructional Design Intern	BS, Computer Science	New as of September 2013
Luna, Nicola	P-T Lab Assistant	BS, Computer Science	
Mayhew, Jen	P-T Lab Assistant	Bachelors in Communication	
Miro, Ben	P-T Lab Assistant	Completing MS in Arts & Technology	New as of December 2013

c. Facilities Resources: List/describe any resources acquired in the last five years, including grants, facilities and equipment.

Table IV-C: Facilities Resources

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any N" answer in columns 5 or 6.
eLC CPC - LA-232		LAB	Learning lab w/computers and	Y	N	Technologies will change substantially in five years

			projection system			
eLC PRC - L116		LAB	Learning lab w/computers and projection system	N	N	Layout is inappropriate for how the space is used today. Technologies will be obsolete soon.
eLC SCC - L257		LAB	Learning lab w/computers and projection system	Y	N	Technologies will change substantially in five years
Admin Office - L242		Office	Administrative suite with assistant space	Y	Y	

D. Equipment and Supplies: List all equipment valued at \$5,000 or more each

Table IV-D: Equipment and Supplies

Current Equipment Item or Budget Amount	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change
N/A			

E. Financial Resources: List all financial resources in the table below.

Table IV-E: Financial Resources

Source of Funds (i.e. college budget, grant, etc.)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
College Budget	N	N	Understaffed. Last had a new full-time position in 2008.	General Revenue

IV. PROGRAM PLANNING

- A. Attach the unit’s two most recent Continuous Improvement Plans (CIPs).
Enter the filename of the first CIP and Enter the filename of the second CIP.
N/A - New unit as of 2012
- B. Describe any additional continuous improvement activity not captured in the Continuous Improvement Plans.
Not applicable
- C. What data, situation or observation prompted the continuous improvement activity described in #2?

Describe source of CIP activity here.

Not applicable

D. Use the Institutional and Unit Data and Resources to respond to the following questions.

1. Strengths: What strengths can this unit build on in the near future?

The eLC's greatest strength is personnel - efficiency, ability to work together, and our expertise. The eLC also has and maintains strict and consistent processes for common tasks.

Weaknesses: What unit weaknesses must be addressed in the near future?

The eLC is very short staffed and cannot currently keep up with demand, especially at peak times.

2. What are the perceived consequences if the weakness(es) is(are) not addressed?

The eLC Staff's response time will increase substantially. The eLC is already not meeting needs of staff and staff training, and we cannot keep on top of needed template revisions. The eLC anticipates more complaints rather than a few complaints. In order to serve students and the community, the eLC needs additional personnel to continue to aid in developing skills for faculty, staff and students and creating innovative resources that help faculty develop student character and challenge the intellect of all.

3. **Threats and Opportunities:** Describe any forecasted trends or changes in the following areas and the ways in which the committee thinks they may impact the way this unit functions five to ten years from now:

- legal - ADA, copyright, and state authorization
- political - reauthorization of the higher education act. We foresee additional requirements to validate the identification of the online student
- demographic - difference in income levels limit, non-traditional vs traditional students
- educational - increase in number of online class offerings is both a threat and an opportunity, depending on staffing.
- technological - technology is always a threat and an opportunity. It is a threat because of the need to remain current. It

is an opportunity because technology has and will continue to help us grow and be more efficient.

- a) Inequitable access to technology is a threat - across the county
 - b) High-speed vs low-speed internet users. Also the wide variety of devices being used.
- economic - this is a threat if Collin College is unable to staff the eLC adequately due to economic and financial constraints.
 - environmental - evolution of the brick and mortar classroom to using online tools. The expectation of wifi availability - and the eLC available to support this type of innovative learning (incorporation of mobile devices in learning).
 - social - this was once a threat and now it is a strength. As students and faculty learn to socialize in different ways using technology, online and distance technologies become more transparent. This will only aid in the growth of online classes and in the way that we assist people in using technologies.
 - cultural - continue to see the need for on-demand education - anytime, anywhere. Evolution of classes being offered year-round, the idea of semesters with hard begin and end dates going away. Increasing modulation of courses - redefining of what is a credit hour.

E. Summarize expectations and general plans for the next five years.

In the next five years, the eLC expects substantial growth in online courses and in the area of support for new course design and course redesign. In order to meet demand, the eLC plans to increase efficiencies by using technologies to assist with project management. In addition, training of part-time personnel will be consistent and ongoing to help direct traffic and assist with faculty, staff and student questions and issues. New/ additional full-time and part-time staff will be required to meet the growing demand of online learning, and train faculty and staff in new technologies outside of online instruction.

F. Attach the next Continuous Improvement Plan that will be implemented the academic year following this Program Review. Enter file name of the next CIP here.

Decreasing the number of misdirected calls is a big priority for the eLC as they take up a considerable amount of time,

especially at the beginning of the semester. With a decrease in misdirected calls, the eLC can focus attention on developing on-demand training materials for online faculty, staff and on-campus faculty using technology in their classrooms.

CIP File Name: eCollin CIP_Documentation_Form_2013_Post_ReOrg

G. Under ideal circumstances, how might this unit move the college forward in terms of effectiveness, efficiency or customer satisfaction?

Under ideal circumstances, the eLC staff believe that this unit has a lot of work that we would like to do. The eLC believes that our strengths revolve around our ability to **design** instruction and develop instructional materials for faculty, staff and students. We use technology to do this and are adept in the use of technology to facilitate learning. We cannot be technical support as well. Distance Education is one of the fastest growing units at Collin College. In order to both meet demand for services and assist faculty and staff in the development of technologically-enhanced learning environments, we need to focus on just that. The eLC staff want to be at the cutting edge of technology facilitation and design and not technical support for systems to which we do not have access. We believe that we have the talent, knowledge and ability to lead Collin College toward the next generation of learning.

Program Review Report Pathway:

Completed Program Review Reports will be evaluated by the appropriate deans and Program Review Steering Committees. Following approval by the Steering Committee, Program Review Reports will be evaluated by the Leadership Team who will approve the reports for posting on the intranet. At any point prior to Intranet posting, reports may be sent back for additional development.