

Unit Plan: Full-Time Faculty/Adjunct Staffing Request(s) [Acct. Category 1000]

Unit: Instructional Technology Center

Division or Area to Which You Report: Applied Technology and Business

Author(s) of this Unit Plan: Minta Winsor, Lisa Ulibarri, Abdullah Yahya, Arlene Adamson, Melita Fogle

Date: 3/14/08

Audience: Faculty Prioritization Committee and Administration

Purpose: Providing explanation and justification for new and replacement positions for full-time faculty and adjuncts

Instructions: Please justify the need for your request. Be sure to include reference to Goals/Objectives from Part II, and Strategic Planning Priorities. Please cite any evidence or data to support your request, including enrollment management data (EM Summary by Term) for the most recent three years, student success data (EM Success report), and any other pertinent information. For EM data, go to <http://help/EMC/> (from on campus—college intranet). If you have not worked with EM data previously, seek assistance from your division dean or CEMC rep.

Not Applicable

Unit Plan: Classified Staffing Request(s) [Acct. Category 2000]

Unit: Instructional Technology Center

Division or Area to Which You Report: Applied Technology and Business

Author(s) of this Unit Plan: Minta Winsor, Lisa Ulibarri

Date: 3/14/08

Audience: Administrative Staff

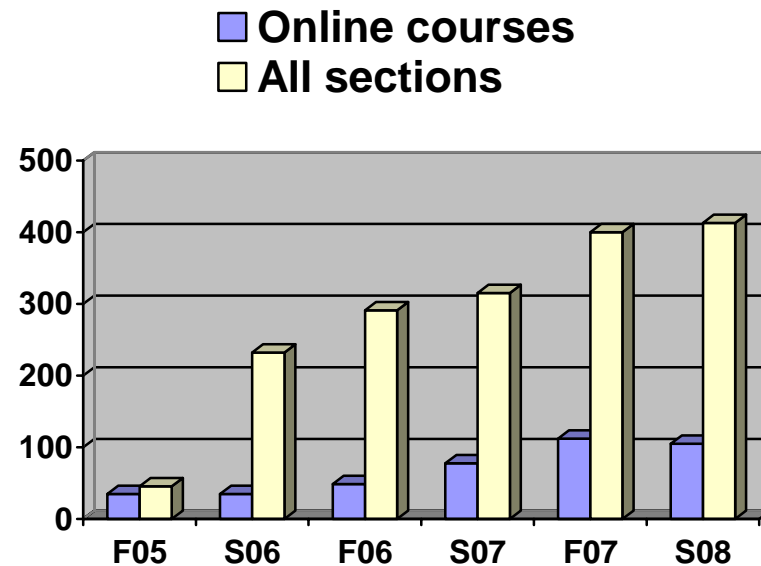
Purpose: Providing explanation and justification for new and replacement positions for full-time and part-time regular (permanent) classified positions

Instructions: Please justify the need for your request. Be sure to include reference to Goals/Objectives from Part II, and Strategic Planning Priorities. Please cite any evidence or data to support your request. **If this position is categorically funded, include and designate the funding source of new categorically-funded position where continuation is contingent upon available funding.**

As noted elsewhere in the ITC and DE Unit Plans, the number of fully online and web-enabled courses continues to grow. In the summer 06/fall 06/spring 07 academic year, 143 online sections were offered. In the summer 07/fall 07/spring 08 academic year, we offered a total of 247 online sections, an increase of 73%. DE student FTES for this past fall and this spring totals 786.4, an increase of approximately 65% vs. a year ago. This brings the total number of online, hybrid, telecourse, web-enabled, on-campus using Bb as a supplement to 413 sections.

Support, in contrast, has remained unchanged, and therefore has become grossly inadequate. While the need to grow DE courses appears to be more apparent campus-wide, what may not be so obvious is the training & technology support required, not only for DE courses, but all technology-enabled courses, as well as for general technology-supported work tasks. Furthermore, the Distance Education Unit Plan lists several objectives which rely heavily on ITC staff support.

Course Sections Using a Course Management System (Blackboard)



Proposed: Expand current Online Learning / Blackboard Student Support (classified as Instructional Assistant II) to 100% (not split between divisions) and from 10 months to 12 months.

Why this is needed:

- Strategic Objective 8h, Increase online enrollment; Develop new DE support services.**
- DE Committee Unit Plan includes:** Improve retention, success rates in online courses by providing online tutoring and expanded Blackboard support for students; effectively market our online curriculum Provide equivalent tutoring options to online students as we provide our on-campus students, Improve online student retention by resolving Blackboard technical issues quickly.

Current Support Status: There is only one 10-month Instructional Assistant II, split 50% with another division to provide all the of the student support for the continuously growing 15,000+ Blackboard students (400 sections; 130 of those are fully online or hybrids). The 10-month status leaves no on-campus support during the summer, unless the hourly budget allows for it. In the corresponding lab at LPC, there are always two staff members.

Proposed Duties:

- Provide clearer information to potential online students to enable them to make wise enrollment decisions.
- All student help requests (approximately 500 each semester) - Blackboard and Online student questions
- Lead Intro to Blackboard online and on-campus workshops for students
- Lead Intro to Online Learning Student Orientations
- Adjust schedule to provide "Extra" extended coverage needs- current weekend and first 3 week needs
- Manage student website- currently: online, DE, Blackboard, etc (needs merging)
- Provide general Online Tutoring or referral to tutors
- Help to ensure that equivalent on-campus services are available for online students.
- Explore retention issues/ follow-up with students
- Student Outreach: Brochures, Markee, A&R, general advertising for services
- Create student mini-modules
- Create student guides

Proposed: Instructional Multimedia Specialist (full-time).

Why this is needed:

- Strategic Objective 23f: Provide on-going training for staff in use of job-appropriate technologies; ensure technology capabilities are state-of-the-art.**
- DE Committee Unit Plan:** Integrate multimedia tools in at least 20 additional courses to enhance student learning and retention into online classes; Develop workshop series for hybrid online course development—both on-campus and online workshops; Continue to offer proposal development workshop online; Develop a training certificate and incentive program for faculty; Provide software and training in key multimedia tools (voice-over Powerpoint, podcasting).

- ❑ **ITC Unit Plan:** Develop a shared training lab for use by technology support areas on-campus (ITS, ITC, Media Services); Support quality online courses through offering additional opportunities for multimedia integration and updated software; Provide a place for faculty/ staff to demo new software for consideration.

Current Support Status: The current Instructional Assistant position in the Hub is less than part-time, yet is responsible for training & support of all non-Blackboard software for the campus (Microsoft Office, Adobe, Desktop Publishing, basic computer use, etc.). The Instructional Designer is full-time, but provides most of the course management (Blackboard) training, faculty hybrid & online course development & consultations, develops on-campus and online training, as well as assist in Blackboard System Administration. The Instructional Technology Coordinator is not only the primary Blackboard System Administrator, but is also responsible for overall technology and distance education coordination. Despite best efforts, this leaves little time for ITC to devote to emerging instructional multimedia technologies such as podcasting, video streaming, video conferencing, and creating interactive presentations. The Distance Education Committee has several initiatives which, in order to be successful, require an Instructional Multimedia Specialist.

Proposed Duties:

- ❑ Manage the multipurpose training room.
- ❑ Use an instructional design model such as ADDIE (Analyze, Design, Develop, Implement, Evaluate) to develop training resources.
- ❑ Assist faculty in integrating multimedia tools in courses to enhance student learning and retention into online classes.
- ❑ Provide training in key multimedia tools, such as: creating and editing with digital images (Photoshop), Narrating PowerPoints for the Web (Camtasia, Profcast), podcasting (Garageband), video streaming (Digital Media Studio) video conferencing (CCCConfer), Creating interactive learning modules (Camtasia, Captivate), blogging/journaling, etc.
- ❑ Assist faculty and staff in Continue developing guides and offering workshops and one-on-one training appointments in Microsoft Office (Word, Excel, Access, PowerPoint), Adobe CS suite (Photoshop), and general technology hardware and software questions.
- ❑ Must have a good understanding of varying learning styles, learning needs for varying instructional objectives.

Proposed: Online Learning Faculty Coordinator

Why this is needed:

- ❑ **Objective 4g: Improve the quality and scope of distance education offerings; Evaluate DE formats and services.**
- ❑ **Objective 8h: Increase online enrollment, Develop new DE support services, Provide mentoring and faculty development to support new online courses.**
- ❑ ITC staff strongly acknowledges that strategic goals for online learning cannot be accomplished without faculty leadership and release time.

Proposed Duties:

- ❑ Provides the necessary faculty leadership to accomplish goals and activities outlined in the strategic plan and Unit Plan.
- ❑ Works in conjunction with all ITC support staff.

Criteria For Classified Staffing Priorities (not necessarily in Priority Order as developed by the Admin Staff)

- 1) Impact on enrollment and revenue;
- 2) Safety;
- 3) Mandates;
- 4) Workload distribution (impact on other's work);
- 5) Relationship to institutional priorities.