

Pasco-Hernando Community College  
Documentation of Implementation, Year One



Using Technology to Enhance Instruction and  
Streamline Student Development Services

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Impact Report of the Quality Enhancement Plan  
(Part V of the Fifth-Year Interim Report) due September 2015

Implementation schedule:

Year Zero: October, 2009 – June 2010

Year One: July 2010 – June 2011

Year Two: July 2011 – June 2012

Year Three: July 2012 – June 2013

Year Four: July 2013 – June 2014

Year Five: July 2014 – June 2015

**Get eSmart Implementation  
Table of Contents**

- I. Executive Summary ..... 3
- II. Get eSmart Plans for Year Two ..... 4
- III. Adjustments and Changes to the Get eSmart Implementation Process ..... 5
- IV. Progress of Goal 1 ..... 6
  - A. Adjustments and Changes to Goal 1 ..... 6
  - B. Data and Measures of Goal 1 ..... 6
  - C. Progress of Action Steps, Goal 1 ..... 9
- V. Progress of Goal 2 ..... 14
  - A. Adjustments and Changes to Goal 2 ..... 14
  - B. Data and Measures of Goal 2 ..... 14
  - C. Progress of Action Steps, Goal 2 ..... 17
- VI. Progress of Goal 3 ..... 18
  - A. Adjustments and Changes to Goal 3 ..... 18
  - B. Progress of Action Steps, Goal 3 ..... 18

## I. EXECUTIVE SUMMARY

Get eSmart, PHCC's Quality Enhancement Plan, is designed to enhance student learning using technology in the classroom and online services. Get eSmart focuses on different areas of the college in which students apply learned technical skills: online classes, student services, and face-to-face classes.

This first year of implementation, 2010-2011, was the most ambitious year of the five year plan. Nine of the thirteen Action Steps detailed in the SACS-approved QEP document are original initiatives. The remaining four Action Steps enhance and expand the use of educational technology in PHCC's courses and services. Original initiatives have required many hours and much cooperation among various departments of the College. Only one Action Step (1.4) had to be postponed a year, but all others are on schedule or require summer months to complete.

Year One implementation showcases the collaboration of several areas of the College to impact student success. The Associate Dean of Institutional Research and Assessment is piloting the Sample eCourse, which was created by Academic Technology. Institutional Research and Assessment will incorporate a student-readiness assessment into the Sample eCourse, thus streamlining student preparation for success in online courses. Student Development is working diligently with Academic Technology to create a quality online orientation for PHCC students. Student Development and Academic Technology together selected the Wimba software, which offers maximum opportunities for both departments.

The Assistant Dean of Academic Technology directed two new initiatives: creation of the Sample eCourse and the establishment of two eLearning Support Centers located on the North and East Campuses. As planned, a Senior Instructional Designer was hired to staff the new eLearning Support Centers. All three eLearning Support Centers offer a variety of services, an extensive collection of hardware and software, and hands-on support for the use of these tools.

The Associate Dean of Student Enrollment and Retention, working with the Department of Academic Technology, acquired software to be used for both online advising and online courses. Student Development will begin online advising in Year Two, as planned. Creation of online orientation is in progress, and this program should be ready to pilot in Year Two.

The first annual "Get eSmart Survey" gathered input from PHCC's students, faculty and staff for the Committee. The results from the survey provided guidance for the best use of technology in the learning process, and survey results will continue to provide guidance each year. For example, beginning in the fall 2011, all faculty will be required to incorporate into their classes the use of at least four feature components available

within the college's learning management system, myPHCC. Additional information regarding this requirement is detailed in this report under Action Step 3.4.

eSeminars began at All College Day with workshops addressing the Americans with Disabilities Act. Also, multiple eSeminars for SMARTHINKING, our online tutoring service, were also conducted online.

The Assistant Dean of Academic Technology continued oversight of faculty eCertification, incremental training for myPHCC components, and development of online courses. Expanding and enhancing these areas are incorporated into the Quality Enhancement Plan. In addition, Academic Technology maintains and updates eLearning Support Centers on three of PHCC's campuses.

During this year, the District Board of Trustees also caught the spirit of using technology by going paperless. Instead, they now meet using laptops and the wireless capability of PHCC.

Much has been accomplished this first year, demonstrating PHCC's commitment and dedication to student learning and to the success of Get eSmart.

## **II. GET eSMART PLANS FOR YEAR TWO**

Year Two builds upon the solid foundation created before and during the first year of Get eSmart. Get eSmart's second year completes full implementation of the Sample eCourse and the readiness self-assessment. PHCC students will explore the online learning environment before deciding to enroll in an online class. A short self-assessment for online learning readiness will also help students decide if online learning will be a good choice for them.

New student orientation will begin the pilot process. Feedback from the pilot process will be used to make adjustments before full implementation which is scheduled for Year Three. One new eAdvisor has been funded in the 2011-2012 budget and will be hired consistent with the Year Two plans, beginning eAdvising at PHCC.

As students begin using these new Get eSmart initiatives, students bring a fresh perspective and drive effective improvements to each one. Assessment and adjustments continue in all Get eSmart initiatives throughout the Get eSmart project to maximize student learning using technology.

Faculty support continues with eCertification, eLearning Support Centers, and eCourse development. eSeminars will continue and use of myPHCC and use of other educational technology will be encouraged. A faculty-to-faculty mentoring program will begin this

year. This program equips selected faculty to help other faculty implement technology in the learning process.

The Get eSmart survey will gather information for the second time, providing the PHCC community the opportunity to continue guiding the implementation process. Adjustments to the QEP will be based on the results of these surveys and student response to the initiatives.

Because maintaining an enthusiastic, well trained and supported faculty is critical to Get eSmart success, the foundational strengths of quality online courses and faculty support, upon which Get eSmart is built, continue. The Assistant Dean of Academic Technology continues oversight of faculty eCertification, incremental training for myPHCC components, and development of online courses.

A variety of data will be collected to measure the impact of these initiatives. Early implementation of eTools created in Year One allow for longitudinal data analysis. Data measures and feedback over multiple years allows evaluation of trends and time to make adjustment to assure the ultimate goal of improved student success in both online classes and the use of online student services.

### **III. ADJUSTMENTS AND CHANGES TO GET eSMART IMPLEMENTATION PROCESS**

The ambitious plans for this first full year of implementation were challenging. Progress continues but some action steps require the summer months to be completed. Other than timing, no other adjustments were made to the original implementation plans.

Get eSmart has inspired other initiatives at PHCC. The PHCC Writing Center ([www.phccwritingcenter.org](http://www.phccwritingcenter.org)) is already of great benefit to our students taking writing classes. This college-wide, interdisciplinary resource was created by two instructors working with the Department of Academic Technology. It provides information on essay writing, grammar, research, and MLA and APA styles. Additional instructors have created math drills that can be inserted into any myPHCC class. The drills provide unlimited opportunities for practicing all arithmetic operations.

PHCC's catalog was available in the online format at the beginning of Get eSmart implementation. In the spirit of Get eSmart and in line with the goals of Get eSmart (but not part of the actual QEP), students may search PHCC's catalog electronically. The Department of Academic Technology created tutorials for using the online catalog. These tutorials are readily available via the PHCC website. Students are encouraged and empowered to integrate online services as part of the academic planning process.

A lot of responsibility for Get eSmart implementation falls on the Associate Dean of Student Enrollment and Retention. This position was upgraded to Dean of Student

Enrollment and Retention. Because the person in this position is critical to the implementation of Get eSmart, it is significant to note this change to the plan as written and submitted to SACS. Beginning with Year Two, “Dean of Student Enrollment and Retention” should replace each reference to “Associate Dean of Student Enrollment and Retention” in the original plan.

**IV. Progress of GOAL 1: PHCC student retention and success in online courses will increase.**

To achieve this goal, Get eSmart provides preparation activities for students prior to their enrolling in online courses. In addition, Get eSmart increases preparation of the faculty and staff to support the expansion of online courses.

**IV A. Adjustments and Changes to Goal 1**

No adjustments or changes have been made to this goal. All adjustments made to the individual Actions Steps for this goal maintain the goal's purpose.

**IV B. Data and Measures of Goal 1**

Foundational data, upon which Get eSmart was developed, show growth of student enrollment and success in online courses. Monitoring these initial trends provides vision and allows the Get eSmart Project Coordinating Committee to adjust the plan as trends indicate (Tables 1 – 5). During implementation, additional data from online courses will be examined (Tables 6 – 8).

**Growth in online enrollment**

**Table 1: Unduplicated Students (Headcount) Registered in Online Courses**

(Includes college credit, post-secondary adult vocational, and college preparatory courses; Source: Management Information Services)

Semester	Students Taking One or More Online Courses	Total Students	Percentage of Student Taking One or More Online
Fall 2006	955	7595	12.6%
Fall 2007	1365	8077	16.9%
Fall 2008	1643	8644	19.0%
Fall 2009	2225	10039	22.2%
Fall 2010	2547	10800	23.6%

**Table 2: Full Time Enrollment** (Includes college credit, post-secondary adult vocational, and college preparatory courses; Source: Management Information Services)

Semester	Online FTE	Total FTE	Percent FTE from online
Fall 2006	128	2166.01	5.9%
Fall 2007	205.82	2571.90	8.0%
Fall 2008	249.16	2774.5	9.0%
Fall 2009	320.37	3195.29	10.0%
Fall 2010	333.24	3276.47	10.2%

PHCC's online enrollment has continued to increase. Table 1 shows an increase in the number of students taking online classes, increasing from 2225 online students during the fall semester just prior to Get eSmart implementation (Fall 2009) to 2547 online students during the fall semester one year later (Fall 2010). Table 1 also shows continued growth in the percentage of students participating in online classes, from 22.2% in Fall 2009 to 23.6% one year later in Fall 2010. Table 2 shows similar increases for FTE in online enrollment, beginning with 320.37 FTE during fall semester 2009 to 333.24 FTE one year later, Fall 2010. Online FTE represents an increasing percentage of total FTE. 10.0% of total FTE came from online enrollment in the fall semester of 2009. One year later Fall 2010 for 10.2% of total FTE.

**Measures of completions (retentions) and successes (A, B, or C grade),  
Comparative Data of online with face-to-face**

For the purpose of contrasting student success based on the delivery method of a course, only those courses offered in both modalities are included in Tables 3, 4 and 5. "Non-completion rates" combine withdrawals with dropouts (students who quit attending prior to withdrawal deadline).

**Table 3: Student Non-Completion Rates** (Source: Management Information Services)

Semester	Percent Non-Completion: Online	Percent Non-Completion: Face-to-face
Fall 2005	24.95%	16.56%
Fall 2006	24.53%	15.28%
Fall 2007	17.07%	13.37%
Fall 2008	16.48%	12.94%
Fall 2009	15.12%	13.17%
Fall 2010	14.63%	12.86%

Table 3 shows online students continue to have higher non-completion rates than students in face-to-face classes. Action Steps of Get eSmart's Goal 1, once fully implemented, are expected to improve completion rates in online classes and bring them more in line with the non-completion rates in face-to-face classes.

**Table 4: Student Success Rates** (Source: Management Information Services)

Semester	Percent Succeeding in Online	Percent Succeeding in Face-to-face	Difference
Fall 2005	67.68%	72.66%	- 4.98%
Fall 2006	62.62%	74.03%	- 11.41%
Fall 2007	71.35%	76.15%	- 4.80%
Fall 2008	69.43%	76.48%	- 7.05%
Fall 2009	72.22%	76.00%	- 3.78%
Fall 2010	73.85%	76.83%	-2.98%

Table 4 data compares student success (passing the course with grade of A, B, or C) in online sections with those in face-to-face sections. The online success rate remains lower than in face-to-face sections. By the end of Get eSmart's full implementation, the success rate for online students is expected to mirror that of face-to-face classes.

**Table 5: Success Rates among Completers**

(Source: Management Information Services)

Semester	Percent Succeeding in Online	Percent Succeeding in Face-to-Face	Difference
Fall 2005	90.18%	87.08%	+ 3.10%
Fall 2006	82.97%	87.37%	- 4.40%
Fall 2007	86.03%	87.90%	-1.87%
Fall 2008	83.13%	87.85%	- 4.72%
Fall 2009	85.08%	87.53%	- 2.45%
Fall 2010	86.50%	88.17%	-1.67%

Narrowing data to focus only on the students who attend classes for the duration of the semester ("completers"), Table 5 compares success rates in online courses with success rates in the same courses offered in the face-to-face modality. Eliminating the unsuccessful students who drop out or withdraw, success rates are more closely aligned than those of Table 4, which include students who withdrew or dropped out. That the online student success rate remains lower than the student success rate in comparable face-to-face classes is still a matter of concern.

### **Measures of completions (retentions) and successes (A, B, or C grade), Specific to Online Classes**

Data used in Tables 6, 7, and 8 are taken from online classes only and include all online classes in the fall semester of each year. Using all PHCC's online classes, not just the classes that have a face-to-face comparable modality, gives insight to the online learner without comparison to the face-to-face learner. Tables 6, 7 and 8 provide baseline data from two fall semesters: fall 2009 before Get eSmart implementation and fall 2010 during

creation of new initiatives. As in earlier tables, "Success" is defined as a student successfully completing a course, as measured by earning a grade of A, B, or C.

**Table 6: Student Success Rates, Online Courses** (Source: Management Information Services)

Semester	Percent Succeeding: Online
Fall 2009	73.78%
Fall 2010	74.77%

**Table 7: Student Non-Completion Rates, Online Courses**(Source: Management Information Services)

Semester	Percent Non-completion: Online
Fall 2009	14.49%
Fall 2010	14.04%

**Table 8: Success Rates among Completers, Online Courses**(Source: Management Information Services)

Semester	Percent of Completers Succeeding: Online
Fall 2009	86.28%
Fall 2010	86.98%

#### **IV C. Progress of Action Steps, Goal 1**

Action Steps are the core of Get eSmart success. Several action steps include large projects requiring much cooperation among departments. Dedicated PHCC employees worked aggressively to complete as many as possible this first year. Some adjustments were made to the expected time of completion.

##### **Action Step 1.1 Create Sample eCourse**

The Sample eCourse was completed and reviewed by selected faculty members. The Sample eCourse provides students with a thorough experience of the online learning environment. This detailed Sample eCourse takes a minimum of 3 hours to complete, causing some concern to the Get eSmart Project Coordinating Committee that students may not voluntarily complete the Sample eCourse. Changes and adjustments will be made to the Sample eCourse based on the results of the pilot with PHCC students. The focus-group piloting was postponed from spring semester to summer semester. The use of this Sample eCourse can be expanded and made available as a tutorial resource for both students and faculty when students encounter difficulties with using myPHCC.

**Action Step 1.2 Provide online readiness self-diagnostic assessments**

The subcommittee selected to review the READI assessment determined that the assessment was more extensive than needed and recommended that a shorter survey be included with the Sample eCourse. The Associate Dean of Institutional Research and Assessment has assumed the responsibility for creating this assessment. The best location for this assessment is still under consideration. Original plans placed this self-assessment as part of the new student orientation. The Get eSmart Project Coordinating Committee determined students would be better served by making the self-assessment available outside of the orientation.

The following three action steps, “eCertify 50% of Faculty,” “Train Faculty Mentors” and “Increase Number of eCourse Sections Offered,” expand student choices for online courses. Faculty support and eCertification assure that PHCC offers quality eCourses taught by trained eCertified instructors. Expansion of quality online sections and faculty certified to teach them is an institutional goal that is integrated into the Get eSmart project.

**Action Step 1.3 eCertify 50% of faculty**

Faculty members are required to be “eCertified” to teach in the online environment. The eCertification class qualifies faculty for “eCertification,” assuring quality instruction in online courses. Annual training is required to maintain eCertification status.

**Table 9: eCertification classes and satisfactory completion** (Source: Department of Academic Technology and Management Information Services)

Academic Year	Number of eCertification classes offered	Number completing eCertification	Percent of all current instructors with eCertification
2008-2009	2	65	16.8%
2009 - 2010	3	43	24.6%
2010 - 2011	3	20	21.5%

The number of faculty with current eCertification increased from 96 to 100 although the percentage of instructors who maintain certification decreased. The number of faculty, full time and part time, grew from 391 in the initial year to 465 during Year One, but eCertification grew on a lesser scale. This contrasts with 54.2% of full time faculty being eCertified (see Tables 22 and 23).

**Action Step 1.4 Train faculty mentors**

“Mentoring-light” began the mentoring program, while the official mentoring program was delayed one year. Twenty five instructors, representing all four campuses, volunteered to assist peers with using myPHCC components. Four specific components were recommended for use during Year One and these 25 volunteers helped faculty with them. The volunteers did not go through extra training to do so, nor were they compensated.

Academic Technology, who is responsible for this mentoring program, experienced several position vacancies due to staff turnover resulting in fewer staff being available to fully accomplish the Year One objectives. Remarkably, this is the only Action Step that was rescheduled for one year later. Mentors should be fully trained as planned in Get eSmart and available by fall, 2012.

**Action Step 1.5 Increase number of eCourse sections offered**

**Table 10: Course Sections** (Source: Management Information Services)

Semester	Online sections	Total sections	Percent of total sections online
Fall 2006	50	1032	4.8%
Fall 2007	70	1088	6.4%
Fall 2008	83	1102	7.5%
Fall 2009	101	1202	8.4%
Fall 2010	112	1344	8.3%

Table 10 shows that 11 more online sections were offered in the fall of Year One (Fall 2010) than were offered in the fall prior to Get eSmart implementation (Fall 2009). Online sections make up more than eight percent of all the course sections offered to PHCC students.

Expansion of online courses builds upon the Master eCourse quality design process implemented by the Department of Academic Technology. For Master eCourse development, an instructional development team that includes at least an instructional designer and a subject matter (content) expert is formed. A Master eCourse is designed collaboratively providing similar course navigation and consistent quality among online (Master) courses. Master eCourses provide each eCertified instructor with the flexibility and academic freedom to customize the course according to the instructor's teaching style. Master eCourses adhere to stringent standards following the eLearning Guidelines (Appendix VI). The review process includes scheduled peer reviews, revision, and student evaluations, thereby maintaining a consistent quality. Students enrolled in these courses experience similar course navigation and a familiar process of interaction with instructors and fellow students.

The combination of online Master eCourses taught by eCertified faculty assures overall quality and consistency of online courses.

**Table 11: Number of Master eCourses offered and number of sections of Master eCourse** (Sources: Department of Academic Technology and Management Information Services)

Fall and Spring Semesters	Total Master Courses	Number of sections of Master Courses	Total online sections	Percent of online sections that are Master Course section
2010-2011	11	69	234	29.5%

Of the 55 different courses offered online in the first year of Get eSmart, eleven have been developed as Master Courses. Table 11 shows that 69 of the online sections offered are sections of Master Courses, making up 29.5% of all online sections.

Master Courses available for Year one, 2010-2011:

ACG 2021	Principles of Financial Accounting	1 section fall	1 section spring
ACG 2071	Principles of Managerial Accounting	1 section fall	1 section spring
CGS 1100	Microcomputer Applications	21 sections fall	21 sections spring
CGS 2821	Graphics and Multimedia in a Web Environment	0 sections fall	0 sections spring
ENC 1101	English Composition I	4 sections fall	4 sections spring
HSC 0530	Medical Language I	1 section fall	1 section spring
HSC 0534	Medical Language II	1 section fall	1 section spring
HUN 1270	Sports Nutrition	0 sections fall	3 sections spring
NUR 2820	Nursing Role and Scope	2 sections fall	3 sections spring
OST 2335	Business Communications	0 sections fall	1 section spring
QMB 1001	Business Math	1 section fall	1 section spring

**Table 12: Student Satisfaction with Online courses** (Source: Institutional Research and Assessment) Data taken from online students only.

Survey Statement	Average Response Fall 2009	Average Response Fall 2010
"This course increased my interest in the subject."	3.25	3.23
"I would recommend this instructor to another student."	3.46	3.38
"This course provided a valuable learning experience."	3.46	3.43
"The quality of this course was consistently high."	3.44	3.40
"I would take more online courses if they were available."	3.61	3.56

The “Average Response” calculations result from the Likert scale used for this question in which students were asked to indicate their level of agreement with each of the survey statements. The student chose from four levels of agreement with each level being assigned a numerical value. The levels of agreement and their numerical values are Strongly Agree (value of 4), Agree (value of 3), Disagree (value of 2), and Strongly Disagree (value of 1). Responses were then averaged.

Table 12 compares student response during fall semesters, beginning with the fall semester just prior to Get eSmart implementation (Fall 2009). Ratings are uniformly high for the online classes and are analogous with the ratings students gave traditional classes. The comparable ratings indicate students are satisfied with the quality of online and face-to-face classes equally well.. Student response to all five questions remained steady with the previous fall, indicating that student remain satisfied with the quality of PHCC’s online classes and demand for more online courses remains high.

### **eLearning Support Centers**

One full-time Senior Instructional Designer and two eLearning Support Centers were added this year as part of the Get eSmart plan. eLearning Support Centers provide a variety of service, hardware, software, and hands-on support for all PHCC employees. Three campuses now have staffed eLearning Support Centers to facilitate both online and traditional courses. The West campus eLearning Support Center is located in S-120 with full time staff. The East campus eLearning Support Center, located in A134 and the North campus eLearning Support Center, located in C114, share one full time Senior Instructional Designer. Get eSmart plans include hiring an additional Senior Instructional Designer in Year Three so each of these three campuses can have a dedicated Instructional Designer.

*Technologies available for checkout in each of the North and East Campus eLearning Support Centers:*

Dell laptops	Headsets
Macbook laptops	Snowballs
iPad	Livescribe pens
Webcams	

*Technologies available for checkout in the West Campus eLearning Support Center:*

Windows laptops w/ software	Smartboard
Macintosh Laptops w/software	TV Station w/ DVD player
Webcams	Sony DVDirect Multi-Function DVD Recorder
Microphones	JVC Professional miniDV to CD player
Headsets	JVC Professional miniDV to VCR player
Audio Recorders	One class set of Clickers
iPad	Table PC
Kindle e-Reader	Livescribe Pens
Nook e-Reader	Flip camera

*Technologies available with appointment in the West Campus eLearning Support Center:*

Faculty development area for one-on-one and small group training on multiple productivity and multimedia applications

Adobe Streaming Communication Server (for streaming video and real-time communication)

Softchalk Software	Sound Proof Recording Rooms
Adobe Photoshop Software	Adobe Visual Communicator software
Adobe Illustrator Software	Video Camcorder
Adobe Flash Software	Digital Camera
Adobe Captivate Software	Tripods (1 mini, 1 regular size)
Adobe Director software	Green screen
Dell Touchscreen Monitor	Set of Lights
Flip Cam (HD)	Wireless Interactive Tablet (1 mini size)
Scanners	Interactive Tablet (1 large size)
MOBI Pad	Teleprompter
Intel Reader	Video/Audio Editing Software (2 computer stations)

**V. Progress of GOAL 2: PHCC students will increasingly integrate online student services as part of their academic planning process.**

To achieve this goal, Get eSmart increases online student services and encourages student participation in all online services.

**V A. Adjustments and Changes to Goal 2**

Slight delays in the timing of completion and implementation are the only adjustments to this goal. No other changes have been made to this goal. All adjustments made to the individual Actions Steps for this goal maintain the goal's purpose.

**V B. Data and Measures of Goal 2**

Increasing online student services and expanding the use of these online services are the focus of this goal. Student use of each of the online services has increased over the previous year. One additional online service was added this year: online application. Baseline student access data for this additional service is located after Table 21, labeled Table A.

**Measures of growth of student body**

NOTE: Data contained in Tables 13 and 14 duplicate some of the data contained in Tables 1 and 2.

**Table 13: Unduplicated Students (Headcount) Registered in Online Courses**  
(Includes college credit, post-secondary adult vocational, and college preparatory courses; Source: Management Information Services)

Semester	Total Students	Percentage increase over previous fall
Fall 2009	10039	----
Fall 2010	10800	7.58%

**Table 14: Full Time Enrollment** (Includes college credit, post-secondary adult vocational, and college preparatory courses; Source: Management Information Services)

Semester	Total FTE	Percentage increase over previous fall
Fall 2009	3195.29	----
Fall 2010	3276.47	2.54%

**Measures of student access to online services**

Increases in student use of online services outpace PHCC's growth in enrollment. Each of the following tables indicates how many students use the service online.

**Table 15: Student Registration via WISE, Unduplicated**  
(Source: Management Information Services)

Semester	Number of Students Registering Online	Percentage increase over previous fall
Fall 2009	4689	29.4%
Fall 2010	5712	21.8%

**Table 16: Online Student Service: Pay Fees** (Source: Management Information Services)

Semesters	Number of Students, unduplicated, using this online service	Percentage increase over previous year
Summer + Fall 2009	3374	----
Summer + Fall 2010	4117	22.0%

**Table 17: Student participation in SMARTHINKING, online tutoring** (Source: SMARTHINKING)

Semester	Number of Hours Used	Number of Sessions	Students, unduplicated	Percentage increase over previous year		
				Hours	Sessions	Students
Fall 2009	201:33	384	188	69.1%	47.1%	100%
Fall 2010	420:18	734	314	108.5%	91.1%	67.0%

**Table 18: Online Student Service: Update Student Demographic Data** (Source: Management Information Services)

Semesters	Number of Students, unduplicated, using this online service	Percentage increase over previous year
Summer + Fall 2009	4156	----
Summer + Fall 2010	5383	29.5%

**Table 19: Online Student Service: Unofficial Transcript** (Source: Management Information Services)

Semesters	Number of Students, unduplicated, using this online service	Percentage increase over previous year
Summer + Fall 2009	11389	----
Summer + Fall 2010	15548	36.5%

**Table 20: Online Student Service: Confirm Obligation Charges** (Source: Management Information Services)

Semesters	Number of Students, unduplicated, using this online service	Percentage increase over previous year
Summer + Fall 2009	76	----
Summer + Fall 2010	234	207.9%

**Table 21: Online Student Service: Degree Audit** (Source: Management Information Services)

Semesters	Number of Students, unduplicated, using this online service	Percentage increase over previous year
Summer + Fall 2009	7306	----
Summer + Fall 2010	10424	42.7%

Increases (expressed percentages) in each one are larger than the 7.58% growth in the student population. PHCC students are embracing the online opportunities PHCC provides, accessing the information without the need to come to campus, and becoming self-sufficient with academic planning. Student access to these services increases as students become aware of availability. Online services are advertised to students in a variety of ways which includes notification by mail and advertising on the campuses. Notifications to student when they log into WISE is also helpful. Once students are aware of these services, they take advantage of the opportunity to get important information themselves.

**Expansion of Online Student Services**

The following service became available online during Get eSmart Implementation. Table A provides baseline student access data.

**Table A: Get eSmart Increase in Online Student Service: Application** (Source: Management Information Services)

Semesters	Number of Students, unduplicated, using this online service	Percentage increase over previous year
Summer + Fall 2010	4584	----

**V C. Progress of Action Steps, Goal 2**

The first two action steps planned for Year One need a few extra months of development. Both online orientation and online advising should be on schedule by the beginning of fall semester, 2011.

**Action Step 2.1 Offer new student orientation online**

Creation of online orientation is in progress. Originally planned to be contracted to an outside vendor, the online orientation is being developed through a cooperative process involving Student Development and Academic Technology. Self-development allows frequent changes and updates as needed. The flexibility to make changes and updates to the online orientation has become apparent even during the development stages. Federal Laws addressing Financial Aid recently changed, requiring significant adjustment to portions of the Orientation. In addition to the updates, there are several additional parts that are scheduled to be completed by the end of summer, so that the Orientation can begin a pilot in the fall. .Some delay in the scheduled release time is expected.

**Action Step 2.2 Extract elements from online orientation for stand-alone use**

PHCC’s Catalog and Student Handbook moved from print to online format in Year Zero. This resource is available via the PHCC website. The Department of Academic Technology created video tutorials to accompany the online catalog, thus beginning the “stand alone” elements that will be easily and conveniently accessible whenever needed.

These video tutorials for the catalog may be accessed via <http://catalog.phcc.edu/> then by click “catalog tutorial”. Other elements for this Action Step will be extracted and made available after successful implementation of the online orientation. Additional “stand alone” elements are scheduled to be extracted from the online orientation during Year Three of Get eSmart implementation. For example, students could review the specific tutorials for registering online or accessing the library resources.

**Action Step 2.3 Offer academic advising online**

Wimba Pronto and Wimba Classroom have been purchased and installed. Wimba software offers maximum opportunities for both advising and online courses, providing secure video-conferencing environments. The schedule for implementation has been shifted about 6 months later to maximize use of Wimba. The Associate Dean of Student Enrollment and Retention enhanced this action step with plans to include serving prospective students online. The first eAdvisor position has been funded as planned and will be hired near the beginning of during Year Two.

**Action Step 2.4 Implement college-wide appointment scheduling and tracking software**

This Action Step was completed with the purchase and implementation of appointment scheduling software during Year Zero. PHCC now has the ability to compile College-wide appointment data or to look at individual campuses or to view a specific advisor’s appointments.

**VI. Progress of GOAL 3 PHCC students will utilize myPHCC for technologically enhanced learning in face-to-face classes.**

Goal 3 focuses on PHCC’s face-to-face classes, providing students with access to courses through myPHCC. To achieve this goal, Action Steps focus on equipping and encouraging faculty to integrate various components of myPHCC in face-to-face classes.

**VI A. Adjustments and Changes to Goal 3**

No adjustments or changes have been made to this goal.

**VI B. Progress of Action Steps, Goal 3**

Institutional Research surveyed faculty and students using the first annual Get eSmart survey in March, 2011. This well-written survey gathers data and information about Get eSmart implementation and guides planning for faculty trainings, eSeminars, updates of eLearning Centers, and myPHCC usage in face-to-face classes. A variety of educational technology training sessions, available face-to-face and online, continue to be offered during the Get eSmart implementation process.

To have myPHCC become part of all classes, faculty training is integral to the success of this goal. Action Steps 3.1, 3.2 and 3.3 focus on encouraging and equipping faculty to integrate myPHCC and other educational technology into face-to-face classes. Training for myPHCC is available in short, topic-centered sessions providing gradual and

incremental training. Training sessions can be used collectively to acquire “Level I” training once the specified sessions have been completed. Additional levels of training (Levels II and III) are also available. eCertification incorporates all trainings contained in Levels I, II, and III, plus additional training specific to online instruction.

**Action Step 3.1 Increase faculty training on myPHCC, Level I**

Level I Training provides an overview of myPHCC and semester procedures, how to add content, how to use the support portal, with additional topics available.

**Table 22: Level I Trained Faculty** (Source: Department of Academic Technology)  
Data includes eCertified instructors and instructors with Level II training, which include all components of Level I training.

Academic Year	Number newly trained Level I faculty	Percent of all current instructors with Level I training	Percent of full time instructors with Level I training
2009 - 2010	44	24.8%	48.1%
2010 - 2011	20	21.5%	54.2%

**Action Step 3.2 Increase faculty training on myPHCC, Level II**

Level II training adds additional myPHCC trainings for use in face-to-face classes.

**Table 23: Level II Trained Faculty** (Source: Department of Academic Technology)  
Data includes eCertified instructors

Academic Year	Number newly trained Level II faculty	Percent of all current instructors with Level II training	Percent of full time instructors with Level II training
2009 - 2010	43	24.6%	48.1%
2010 - 2011	20	21.5%	54.2%

Tables 22 and 23 indicate, for the second year, faculty prefer full eCertification to the incremental training offered by Level I and Level II certification steps. Based on this data, changes to these two Action Steps will be considered by the Get eSmart Project Coordinating Committee during the next implementation year.

**Action Step 3.3 Provide faculty eSeminars**

Academic Technology offers frequent and ongoing seminars and trainings for instructional technologies used at PHCC. Eighteen asynchronous trainings have been created for specific components of myPHCC. Each of these provides one or two hours of continuing education credit. Eight tutorials, for eight different components of myPHCC are available 24/7. Videos and printable tutorials were created by Academic Technology to facilitate with Action Step 3.4, the establishment and use of four minimum myPHCC components in all face-to-face classes.

Two workshops on ADA compliance were held on All College Day, October 19, 2010. Preliminary Wimba Classroom and Pronto demonstration and implementation planning was held over three days, February 23-25. Webinars for SMARTHINKING (online tutoring for students) were available quarterly.

### **Action Step 3.4 Establish minimum myPHCC component usage recommendations**

Four myPHCC components were recommended for use in all classes, both online and face-to-face: Syllabus, mail, course handouts, and student course evaluations. PHCC administration has made the use of these specific components mandatory beginning Fall 2011. Video tutorials for use of each of these components were created by Academic Technology and made available to all faculty and staff. These video tutorials, along with printable notes, are available as a stand-alone course in myPHCC titled “Get eSmart: MyPHCC minimum requirements.” The recommended components for this Action Step will be adjusted and expanded each year during Get eSmart implementation.

Results from the first Get eSmart survey reveal that the college faculty and students have welcomed technology as beneficial to learning. Student responses closely parallel the faculty’s satisfaction and use of technology at PHCC. The fourth mandatory component usages, “student course evaluations,” is not a direct usage of the myPHCC components but rather a mandate to faculty to encourage student participation in the “Student Course Evaluation.” Student Course Evaluations are administered each semester in myPHCC. To satisfy the mandate for this component, faculty is asked to either play the video tutorial provided or give out copies of the handout showing students how to access the evaluation. Since this is not a direct usage of myPHCC by faculty, the survey results do not indicate faculty usage.

The full report is available on the Institutional Research & Assessment website at <http://internal.phcc.edu/departments/iro/surveyreports.htm>

**Table 24: Component usage, by survey results**

Recommended/ Required myPHCC component	Population group	% using this component in spring 2011
Syllabus upload	Faculty	93.2%
	Students	97.0%
Course mail	Faculty	93.2%
	Students	99.0%
Content repository	Faculty	71.2%
	Students	(not asked)

Table 24 compares faculty use with student use of the specifically recommended myPHCC components. Students and faculty reported using the tools with similar percentages.

A large majority of the faculty who responded to the survey already using these recommended components before being required to do so. Over 90% (93.2%) upload syllabi. More than 90% (93.2%) use myPHCC mail, and 71.2% use the course content repository. The mandated use of “course content” is slightly different than the “course content repository” asked in the survey, as explained next. “Uploading course content” is a simpler process than “using content repository.” Course content can be uploaded into myPHCC two ways: directly into a course or linking the content from a repository. Regardless of the method used to upload the content, students can view or print class notes, handouts, or any other content provided by the instructor. Faculty uploading content directly into myPHCC without using the repository would not be captured in the survey results. Consequently, the percentage of faculty uploading content, with or without using the repository, would be higher than the 71.2% shown from the survey results.

These large percentages indicate that the PHCC community is using available eLearning tools that benefit student learning. The trend towards infusing technology to enhance student learning is expected to continue.