



Unit Action Plan

Department Information			
Department Name:	Distance Learning		
Leader:	Bryan Maertins	Submitted by:	Bryan Maertins
Date Submitted:	9/2/2006	Review Period: 09/01 2006	To 08/31/ 2007
Unit Purpose Statement:	The purpose of the Distance Learning department to provide to our students and to maintain quality courses through a variety of formats including: ITV, fully online, and hybrid. In my current role, I am responsible not only for managing course access and development, but for providing training to the faculty on the learning management system as well providing training on many other areas of professional development needed by faculty.		
1st Goal/Objective			
Classification:	Instructional	College Master Goal:	Learning
Unit Goal:	Develop, implement, and measure a plan for orienting new faculty to the current practices of College personnel.		
Information Source Leading to This Unit Goal:	<input type="checkbox"/> Assessment of the College <input type="checkbox"/> Departmental Assessment <input type="checkbox"/> Graduation Follow-Up Survey	<input type="checkbox"/> End of Course Survey <input type="checkbox"/> Student Environment Survey (CCSSE) <input type="checkbox"/> Institutional Research Data	<input checked="" type="checkbox"/> Other Explain Here: The Marshall Faculty Senate felt that providing an orientation to incoming faculty would be beneficial.
Amount Budgeted:	\$500.00		
Budget Explanation:	Most training will be conducted by in-house professionals on-site.		
Strategies:	The first session will be a luncheon for all new employees, followed by a two-day session of effective instructor skills by Louis Maze. Thereafter, each Friday during a two-hour block, a topic will be covered by an in-house professional. Examples: Groupwise training, use of media, advising, marketing and financial aid, etc.		
Expected Outcomes:	All incoming full-time faculty will receive a minimum of 20 hours of orintatation on relevant campus topics.		
Evaluation Instruments Used To Measure Goal:	<input type="checkbox"/> Assessment of the College <input type="checkbox"/> Departmental Assessment <input type="checkbox"/> Graduation Follow-Up Survey	<input type="checkbox"/> End of Course Survey <input type="checkbox"/> Student Environment Survey (CCSSE) <input type="checkbox"/> Institutional Research Data	<input checked="" type="checkbox"/> Other Explain Here: Sign-in sheets and certificates.
Mid-Cycle Outcomes			
Mid-Cycle Date:	2/21/2007	Expected Outcomes Met?	No
Extent Outcomes Were Met:	Of the three full-time faculty during the fall term, 100% received at least 20 hours of orientation on the following topics: effective instructor skills (12 hours), advising (1 hour), financial aid and marketing (1.5 hours), DeVEd and Learner Support Services (1.5 hours), Smartboard training(2 hours), Groupwise (1 hour), campus personnel (2.5		
Other Factors:			
Final Outcomes			
End-Cycle Date:	8/31/2007	Expected Outcomes Met?	No
Extent Outcomes Were Met:	Out of the 8 new faculty during the year 2006-07, please note the following: 3 of 8 (38%) reached the outcome of 20 hours.		
Other Factors:	Two of the new faculty were former employees, and were already familiar in some of the areas of training that were offered.		
Additional Needs Identified Through Evaluation:	After examining the process over the past year, I realize that an appointment-based system may be more effective vs. a weekly two-hour block of training. In the future, I forsee new faculty setting appointments with key contacts in multiple areas of the College related to the student's journey toward graduation. This process will benefit both the presenter and the new faculty member in terms of scheduling and building a one-to-one relationship.		
Recommended Action For Next Year:	Use an appointment-based process to orient new faculty.		



Unit Action Plan

2nd Goal/Objective			
Classification:	Instructional	College Master Goal:	Learning
Unit Goal:	Provide training to all faculty on the Web CT Vista learning management system (LMS).		
Information Source Leading to This Unit Goal:	<input type="checkbox"/> Assessment of the College <input type="checkbox"/> Departmental Assessment <input type="checkbox"/> Graduation Follow-Up Survey	<input type="checkbox"/> End of Course Survey <input type="checkbox"/> Student Environment Survey (CCSSE) <input type="checkbox"/> Institutional Research Data	<input checked="" type="checkbox"/> Other Explain Here: Mandated by administration.
Amount Budgeted:	\$100.00		
Budget Explanation:	Water, snacks and materials. Training conducted in-house.		
Strategies:	Two-hour hands-on lab session provided to each department on Web CT Vista at the web presence level. Web- presence defined: utilization of various features of the system along with the posting of a syllabus.		
Expected Outcomes:	All faculty will receive training on the Web CT Vista LMS at the web presence level. All faculty will post a syllabus on Web CT Vista for at least one course section.		
Evaluation Instruments Used To Measure Goal:	<input type="checkbox"/> Assessment of the College <input type="checkbox"/> Departmental Assessment <input type="checkbox"/> Graduation Follow-Up Survey	<input type="checkbox"/> End of Course Survey <input type="checkbox"/> Student Environment Survey (CCSSE) <input type="checkbox"/> Institutional Research Data	<input checked="" type="checkbox"/> Other Explain Here: Sign-in sheets and certificates. Syllabus verification in Web CT Vista.
Mid-Cycle Outcomes			
Mid-Cycle Date:	2/21/2007	Expected Outcomes Met?	No
Extent Outcomes Were Met:	45% of the 11 departments have received training at the web presence level on Web CT Vista.		
Other Factors:	Encourage course migration to Web CT Vista from other platforms such as Moodle and Web CT Campus Edition.		
Final Outcomes			
End-Cycle Date:	8/31/2007	Expected Outcomes Met?	No
Extent Outcomes Were Met:	22 of 28 (79%) received web-presence leve training on Bb Vista LMS.		
Other Factors:	We experienced funtional concerns with the Bb LMS, which led to the removal of the mandates required by the administration. We also decided to stop training of our faculty until the problems were corrected.		
Additional Needs Identified Through Evaluation:			
Recommended Action For Next Year:	Continue the web-presence training of our faculty on the Bb LMS, including any new faculty that come on board.		



Unit Action Plan

3rd Goal/Objective			
Classification:	Instructional	College Master Goal:	Learning
Unit Goal:	Provide professional development to incumbent faculty.		
Information Source Leading to This Unit Goal:	<input type="checkbox"/> Assessment of the College <input type="checkbox"/> Departmental Assessment <input type="checkbox"/> Graduation Follow-Up Survey	<input checked="" type="checkbox"/> End of Course Survey <input checked="" type="checkbox"/> Student Environment Survey (CCSSE) <input type="checkbox"/> Institutional Research Data	<input checked="" type="checkbox"/> Other Explain Here: ACE Survey
Amount Budgeted:	\$5,000.00		
Budget Explanation:	Consultant fees, supplies, snacks, equipment, conference travel.		
Strategies:	Gather the faculty and have them choose their desired professional development by a voting process.		
Expected Outcomes:	25% of the full-time faculty obtain a minimum of 4 hours of off-site and 2 hours of on-site professional development.		
Evaluation Instruments Used To Measure Goal:	<input type="checkbox"/> Assessment of the College <input type="checkbox"/> Departmental Assessment <input type="checkbox"/> Graduation Follow-Up Survey	<input type="checkbox"/> End of Course Survey <input type="checkbox"/> Student Environment Survey (CCSSE) <input type="checkbox"/> Institutional Research Data	<input checked="" type="checkbox"/> Other Explain Here: Sign-in sheets and certificates
Mid-Cycle Outcomes			
Mid-Cycle Date:	2/21/2007	Expected Outcomes Met?	No
Extent Outcomes Were Met:	21% of full-time faculty have received 4 or more hours of off-site professional development.		
Other Factors:			
Final Outcomes			
End-Cycle Date:	8/31/2007	Expected Outcomes Met?	Yes
Extent Outcomes Were Met:	25% of full-time faculty earned 4 or more hours in off-site professional development and 2 hours of on-site professional development.		
Other Factors:			
Additional Needs Identified Through Evaluation:			
Recommended Action For Next Year:	Design a monthly faculty development program containing the following areas: rubrics, lesson planning, learning outcomes, and student engagement		



Unit Action Plan

4th Goal/Objective			
Classification:		College Master Goal:	
Unit Goal:			
Information Source Leading to This Unit Goal:	<input type="checkbox"/> Assessment of the College <input type="checkbox"/> Departmental Assessment <input type="checkbox"/> Graduation Follow-Up Survey	<input type="checkbox"/> End of Course Survey <input type="checkbox"/> Student Environment Survey (CCSSE) <input type="checkbox"/> Institutional Research Data	<input type="checkbox"/> Other Explain Here:
Amount Budgeted:			
Budget Explanation:			
Strategies:			
Expected Outcomes:			
Evaluation Instruments Used To Measure Goal:	<input type="checkbox"/> Assessment of the College <input type="checkbox"/> Departmental Assessment <input type="checkbox"/> Graduation Follow-Up Survey	<input type="checkbox"/> End of Course Survey <input type="checkbox"/> Student Environment Survey (CCSSE) <input type="checkbox"/> Institutional Research Data	<input type="checkbox"/> Other Explain Here:
Mid-Cycle Outcomes			
Mid-Cycle Date:		Expected Outcomes Met?	
Extent Outcomes Were Met:			
Other Factors:			
Final Outcomes			
End-Cycle Date:		Expected Outcomes Met?	
Extent Outcomes Were Met:			
Other Factors:			
Additional Needs Identified Through Evaluation:			
Recommended Action For Next Year:			