



Overview of the Office of Instructional Technology

The Office of Instructional Technology (OIT) at Dalton State College makes higher education a possibility for those who face life obstacles to taking courses in a traditional face-to-face classroom setting and for those who prefer to utilize distance education. Distance learning allows students to learn and complete coursework in ways more convenient to them while maintaining rigor. Dalton State has strategies and policies in place to ensure the learning outcomes and experiences of online courses are equivalent to those of traditional courses.

The development of the OIT in January 2012 was based on several key supporting factors including increased delivery of online and hybrid courses, recommendations by the Online Education Committee, the Dalton State College strategic planning process, and the University System of Georgia strategic planning process.

Mission Statement:

The mission statement of the OIT is as follows:

The Office of Instructional Technology is a college-wide function at Dalton State which serves to develop and enhance the college's ability to deliver education to students at remote locations and to meet institutional distance learning goals. Through inter-campus sharing of resources, the Office of Instructional Technology facilitates collaboration among schools and departments to deliver quality distance instruction, faculty and student services, and initiatives.

Distance education at Dalton State takes place through three venues. The first is DaltonStateOnline, which is comprised of courses developed and taught by faculty members of DSC primarily to students enrolled in credential programs (associate's, bachelor's, and certificate) of DSC. In 2015, the first totally online program offered solely by Dalton State was approved, a B.S. in Health Information Management Systems. The DaltonStateOnline venue is in contrast to eCore, which is a program of the USG that allows students to earn all needed credits in the first two years of college study online. Dalton State students often take advantage of these offerings, especially since DSC was an early affiliate member of eCore. The third venue is eMajor. Dalton State partners with Valdosta State to offer a B.S. in Organizational Leadership and with Georgia Southwestern State University to offer a B.S. in Criminal Justice, both totally online (eCore being the venue for earning the first two years' credit and the upper division credits being taught online by either Dalton State, Valdosta State, Georgia Southwestern State, or other credentialed USG faculty.)

By utilizing three venues for distance learning, Dalton State College is able to offer a variety of distance learning opportunities for its students.

Goals:

Goals and functions of this unit mirror the institutional distance learning goals.

- Work with faculty to plan and create distance learning environments that encourage and support excellence in a personal environment, allowing them time to focus on teaching their discipline rather than mastering technology.
- In collaboration with other campus and USG units, maintain the human and technical resources and network infrastructure necessary to successfully support and deliver distance and distributed learning. This is accomplished through a shared learning management system and the ability to purchase platforms and services at scale.
- Ensure that academic and student services are appropriate to meet the needs of distance and distributed learners.
- Conduct continuous evaluation of distance and distributed learning and support services to ensure the advancement of the College's mission and adherence to quality standards.
- Support research, scholarship, and creative endeavors which promote knowledge of distance learning.

Assessment of Goals:

The goals and work of the OIT are assessed through the use of surveys, student evaluations, and data analysis. The Annual Distance Learning Profile (included below) also serves as an important assessment tool. The Distance Education Committee provides guidance and assistance with the functionality of the department.

Reporting Structure:

The Office of Instructional Technology reports to the Assistant Vice President for Academic Affairs.

Staffing:

Staffing for the OIT consists of an Instructional Technologist and a Georgia View administrator.

Services Provided to Faculty and Staff at DSC:

- Professional development in teaching and learning theory and practice related to online course delivery
- Networking with University System of Georgia personnel on issues related to distance learning, including involvement in the Regents Advisory Council for Distance Education (RAC-DE). Therefore, the Office of Instructional Technology is both representative of DSC and a spokesperson for the USG in issues of distance learning.
- Professional development in utilizing the USG's learning management system, GeorgiaVIEW (a D2L product called Brightspace)
- Professional Development for other instructional tools such as software, hardware, student response systems, etc.
- Liaison for eCore and eMajor programs from the University System of Georgia

Office of Instructional Technology Professional Development

Continued training and development is a requirement for the personnel of the department. The staff attends regular training and related meetings to help in remaining current in their knowledge of technologies, processes, policies, and procedures relevant to distance and online learning. Part of the continuous improvement process includes weekly web conference calls with the other University System of Georgia D2L administrators and twice-a-year RAC-DE meetings. Staff also attends the USG's Rock Eagle meeting in the fall and takes advantage of other online and webinar courses.

Annual Distance Learning Profile

This profile is an interpretive report based on the College's Distance Learning (DL) statistical data. It aims to help Dalton State College evaluate its DL methods of course delivery. DL courses, enrollments, and faculty involvement are all tracked annually, providing ample data with which to understand the strengths, weaknesses, and areas of improvement in DL offerings. This year's report highlights the trends and progress made in 2014-2015.

Key Findings (2014-2015):

- The number of Dalton State faculty teaching Dalton State-based hybrid and online courses has decreased, from 71 in 2013-2014 to 54 in 2014-2015. However, DSC faculty involvement in eCore and eMajor teaching remains strong.
- When eCore and eMajor (B.S. Organizational Leadership and B.S. Criminal Justice) are added into the figures, involvement in distance education by faculty and students is growing steadily.
- The numbers of both hybrid courses and hybrid enrollments is growing more quickly than the numbers of online courses and online enrollments. Because courses in the core Area A-E are available through eCore, there is less need for online versions of 1000- and 2000-level courses to be developed by DSC faculty. Attention is moving toward developing online courses not available through eCore.
- The completion rate for DL courses (94.9%) is slightly lower than the completion rate for traditional courses (96.2%).
- Enrollment in DL courses overall increased from 2554 in 2013-2014 to 2728 in 2014-2015, about 6.8%. This is probably due to increased offerings in eMajor.

Appendix 1 contains data on faculty and the courses taught in 2014-2015. Attachments included are spreadsheets of online course offerings and enrollments.

Table 1: 2014-2015 Distance Education Data

2014-2015 Distance Education Data	Fall 2014	Spring 2015	Summer 2015	Total
Total Online Sections	10	204	106	320
Total Online Students	250	904	411	1565
Non-duplicated headcount	206	612	306	1124
Total hybrid sections	41	26	12	79
Total hybrid students	1076	600	185	1861
Non-duplicated headcount	937	502	165	1604
Number of Students Taking Only DL Courses 2014-2015	273			
Completion Rate for DL Courses 2014-2015	94.9%			
Completion Rate for Traditional Courses 2014-2015	96.2%			

Table 2: 2013-2014 Distance Education Data

2010-2011 Distance Education Data	Fall –	Spring –	Summer –	Total
	2013	2014	2014	
Total Online Sections:	16	12	8	36
Total Online Students:	389	226	139	754
Non-Duplicated Online Headcount:	336	212	127	675
Total Hybrid Sections:	41	45	17	103
Total Hybrid Students:	911	966	323	2200
Non-Duplicated Hybrid Headcount:	785	817	277	1879
Number of Students Taking Only DL Courses	281			
Completion Rate for DL Courses - 2013	93.90%			
Completion Rate for Traditional Courses - 2013	95.40%			

Table 3: 2012-2013 Distance Education Data

2010-2011 Distance Education Data	Fall –	Spring –	Summer –	Total
	2012	2013	2013	
Total Online Sections:	14	14	7	35
Total Online Students:	350	284	179	813
Non-Duplicated Online Headcount:	306	261	143	710
Total Hybrid Sections:	41	42	17	100
Total Hybrid Students:	858	896	275	2029
Non-Duplicated Hybrid Headcount:	748	770	240	1758
Number of Students Taking Only DL Courses	295			
Completion Rate for DL Courses - 2012	93.10%			
Completion Rate for Traditional Courses - 2012	95.10%			

Table 4: 2011-2012 Distance Education Data

2010-2011 Distance Education Data	Fall –	Spring –	Summer –	Total
	2011	2012	2013	
Total Online Sections:	11	8	4	23
Total Online Students:	339	177	71	587
Non-Duplicated Online Headcount:	299	168	69	536
Total Hybrid Sections:	49	40	14	103
Total Hybrid Students:	1037	850	277	2164
Non-Duplicated Hybrid Headcount:	865	724	243	1832
Number of Students Taking Only DL Courses	247			
Completion Rate for DL Courses - 2011	90.10%			
Completion Rate for Traditional Courses - 2011	91.64%			

Table 5: 2010-2011 Distance Education Data

2010-2011 Distance Education Data	Fall –	Spring –	Summer –	Total
	2010	2011	2011	
Total Online Sections:	11	13	5	29
Total Online Students:	341	354	101	796
Non-Duplicated Online Headcount:	293	321	99	713
Total Hybrid Sections:	38	60	10	108
Total Hybrid Students:	831	1441	163	2435
Non-Duplicated Hybrid Headcount:	684	1214	160	2058
Number of Students Taking Only DL Courses	224			
Completion Rate for DL Courses - 2010	89.60%			
Completion Rate for Traditional Courses - 2010	90.35%			

Table 6: 2009-2010 Distance Education Data

2009-2010 Distance Education Data	Fall - 2009	Spring - 2010	Summer - 2010	Total
Total Online Sections:	10	13	8	31
Total Online Students:	354	355	179	888
Non-Duplicated Online Headcount:	315	332	168	815
Total Hybrid Sections:	32	42	9	83
Total Hybrid Students:	769	1034	223	2026
Non-Duplicated Hybrid Headcount:	618	893	220	1731
Number of Students Taking Only DL Courses	243			
Completion Rate for DL Courses - 2009	88.60%			
Completion Rate for Traditional Courses - 2009	90.50%			

Table 1: Ten-year Distance Learning Enrollment and Faculty Involvement

Ten-year Distance Learning Enrollment and Faculty Involvement	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-2015
Distance Learning Enrollment	50	607	1367	799	1869	2546	2771	2368	2842	2954	2728
Faculty Teaching Online Courses:	12	8	7	11	21	24	20	19	28	30	22*
Faculty Teaching Hybrid Courses:	5	12	20	18	38	42	63	58	69	71	40*
Online Courses	-	-	6	14	29	31	29	23	35	36	25*
Hybrid Courses	-	-	20	23	64	82	108	103	100	103	58*

***does not include eCore or eMajor. See attached spreadsheets for totals including eCore and eMajor.**

Survey Data

In Fall 2015 the Online Education Committee designed and administered a survey about online and hybrid education for all students. The response rate was close to 15%. The committee and administration were pleased to learn that

- 95% of students reported having reliable Internet access at home.
- 29% had taken an eCore course
- 29% had taken an online course through Dalton State, with 72.5% saying it was a positive experience.
- 59% had taken a hybrid course, with 74% saying it was a positive experience.
- The students overwhelmingly wanted more courses taught in online and hybrid formats, especially in their majors.

Work of Online Education Committee:

In addition to administering the survey, the Online Education Committee has been able to make several important strides in the area of Distance Learning.

In June 2016 a full-time Instructional Technologist, who reports to the Office of Academic Affairs, was hired, and he has been able to work one-on-one with faculty, provide multiple training sessions, receive his own professional development, and purchase equipment.

In order to address readiness for online learning issues, in Summer 2015 the Online Education Committee created and had approved an online orientation quiz that was implemented for Spring 2016 registration. Over 400 students took the quiz for admission into online courses. This online orientation quiz is in addition to the online orientation quiz students would take to be admitted to eCore courses or eMajor courses, since the three programs have slight differences that would require different information sets.

Also in Summer 2015, the Online Education Committee revised the approval process and rubric for new online and hybrid courses and is moving toward full implementation. In Fall 2015, a grant process for creating new hybrid and online courses went into effect.

Finally, through the University System of Georgia, DSC is now a member of the Quality Matters organization and will be moving towards utilizing its professional development opportunities.

Evidence of Improvement

In addition to the accomplishments listed above under Key Findings, Survey Data, and the Online Education Committee, all courses delivered by Dalton State faculty are evaluated by students at the end of the semester using the SmartEvals platform. The questions for traditional, online, and hybrid courses differ slightly in order to be appropriate to the delivery system. These evaluation scores are calculated into the faculty member's average for the year, which figures into the annual report process for tenure and promotion. These evaluation scores are available to the Office of Instructional Technology for review.

Evidence of improvement is also shown by the revision to the rubric used to approve new online and hybrid courses, through increased offerings in all aspects of instructional technology and online pedagogy (offered through both the OIT and the Center for Academic Excellence).

Implications:

Dalton State College's Distance Learning program continues to grow rapidly, both in hybrid and online courses, to meet the needs of DSC students. Both traditional and nontraditional students take the courses. Online and hybrid courses have grown exponentially at Dalton State since the first offerings in Fall 2003. Course selection, enrollment, and faculty involvement in the DL program all continue to increase quickly, although growth is largely in hybrid classes. Through DSC's participation in eCore as an affiliate, through two eMajor programs, and through the implementation of an online, Dalton State-based program in Health Information Management, distant education offerings are growing.

Course outcomes demonstrate the quality of Distance Learning sections. Distance Learning course completion rates are only slightly (less than 2%) below traditional course completion rates.

Appendix 1

Faculty Member	Hybrid	Online
Allen, Kerri L	ENGL 2120	
Barton, Kristin M.	COMM 1110 COMM 2110	
Bennett, Karren E		NURS 1113
Burran, Susan	BIOL 1107	
Briganti, Alicia M	PSYC 1101 PSYC 3000	
Byron, Tammy K	HIST 2111 HIST 3930	
Chenoweth, Matthew R	BIOL 4410	
Collison, Richard F	CHEM 4800	
Connors, Jamie C	ACCT 3500	
Crisp, Jenny C		HUMN 1201
Dales, Raymond J		CAPS 1275
Desrosiers, Norman V	ELCT 1100	ELCT 2120
Drye, Jerry W	COMM 1110	
El-Najjar, Hassan	SOCI 1101 SOCI 1160	SOCI 1101
Fink, Chuck	BIOL 2213	
Garcia, Fernando		MNGT 3051
Gavagan, Carol J	MGIS 2201 MGIS 3351	CAPS 1140
Gonzalez, Thomas E		MATH 2253
Griggs, Christian A	HIST 4920	
Guo, Baogang	POLS 1101	
Hanson, Eric	MUSC 1100	
Hayes, Travis L		BUSA 3200
Hawkins, Timothy P	MGIS 2201	
Hibbs, Brian G	SPAN 1001	
Hipps, Matthew L	POLS 3100	FYES 1000
Jenkins, Ellie M	MUSC 1100	MUSC 1100
Johnson, Jean M	GEOL 1121	
Johnson, Natalie J	CRJU 3710	
Kay, April	BIOL 2215 BIOL 3340	
Loughren, Doyle	GEOG 1111	
Mahoney, Kelley	HUMN 1300	
Meeks, Aisha	ACCCT 4400	
Mergel, Sarah	HIST 3000	FYES 1100
Meyer, Andrew	BIOL 2212	

Ngo-Ye, Thomas	MGIS 2201	
Owens, Cheryl	NURS 4000	
Phelps, Todd	CAPS 1101	
Pierce, Max	RESP 1100	
Postell, Lydia	HUMN 1000	ENGL 2112
Postell, Vince		MGIS 2201
Price, Christy	PSYCH 1101	
Ray, Regina	READ 0098	
Richardson, Deborah		NURS 1112 NURS 1113
Ridings, Andrea		LPNS 1103
Ridley, Lynda	NURS 3100	
Roe, Robin		NURS 1113
Rose, Laura		BUSA 3300
Rutti, Raina	MNGT 3051 MNGT 4610 MNGT 4602 BUSA 3701 BUSA 4700	MNGT 3051 MNGT 3351
Shope, Sarah	ENGL 1102 ENGL 2112 ENGL 2131	
Taylor, Leslie	FYES 1000	
Tucker, Barbara	COMM 1110 COMM 3301 COMM 3801	
Wagner, Kay	CAPS 1101	
Waskey, Jack		PHIL 2010 POLS 1101
Wright, James	CRJU 3700 CRJU 4800 CRJU 3600	CRJU 3250 CRJU 4110
54 FACULTY	58 COURSES DUPLICATED 51 COURSES NONDUPLICATED	
42 TEACHING HYBRIDS		25 COURSES DUPLICATED 22 COURSES NONDUPLICATED
20 TEACHING ONLINE		