**Online and Learning Resource Technologies      PBI Grant Annual Performance Report Template  Final Report, Yea Ending September, 31, 2015**
**Submitted by:  Dr. Leigh M. Bello-de Castro**

The Office of Academic Affairs was charged with Developing and implementing online coursework and degree programs.  Essex was using course shells and content from an outside institution/3rd party vendor until Spring 2014.  The course content did not match our syllabi, nor did it resemble the face to face courses. In addition, some instructors voiced concerns about the course content and difficulty with the online course shells.  The purpose of the original proposal was to provide faculty with stipends to develop courses for the institution based on our current text books and publishers.  The use of these funds have allowed this office to compensate full and part time faculty for developing course shells and content and to gain additional professional development experiences as a result.  More importantly, this funding secured the successful development of a new area.

| Objective # 1 Develop 20-30 Essex County College course shells based on faculty input, current text books, and current publishers. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Performance Measure** | **Measure Type** | **Quantitative Data** *see explanation below* | | | | | | |
| Increase the number of current ECC online course shells increased to 20-30 faculty developed shells by Fall 2015 | Project (type in "Project" for all rows) | **Target** | | | **Actual** | | | |
| | | Raw # | *Ratio* | % | Raw # | *Ratio* | % | |
| | | 28 | | | 47 | | | |

**Explanation of Progress**

The Office of Online Learning has been in the process of converting 3rd party course content shells to Essex County College content and text course shells developed by our faculty.  Our structure now consists of working with 3 main publishers, Pearson, Mc Graw Hill and Cengage and a Lead Faculty Course Developer.   Fully executed contracts with the Publishers have yielded the following results:  streamlined course content, a replicated online course, access to all Ebooks and supplemental software for instructors and in course shell development.

**Current list of 100% Online courses at ECC based upon Objective 1 (9/5/2014):  ART 100, 101, and 102. ENG 098, ENG 101 and 102, ENG 105, ENG 151, ENG 205, ENG 215, HST 101 AND 102, HST 111 AND 112, HST 121 and 122, BUS 101, 211, 201, 204, 231. POL 104. PSY 101, 102, 219, and 232. CIS 107, 131 and 135. SOC 101 and 108. MUS 100, MTH 101 and 103, ACC 101, ACC 102 and 232.  ECO 101 and 102.  CSC 137 and 235. BIO 101 and 102 (Hybrid only). ITL 101 \*, FRN 101 and 102\*. SPN 101, 102\* and 201. (Please note language**

**courses FRN, ITL and SPN have been launched but are still in development due to ongoing technical issues with the Publishers).**

**Overall, this area has achieved it's goal of moving away from our former methods, developing new course shells and content, engaging ECC faculty in the process and working continuously with our Publishing partners.**

**Our cycle is continual as we have already begun the development cycle, process and launch schedule for Fall 2015,   A partial listing of new courses will include:  CHM 101 and 102, EDU 101, CSS 101, CIN 101, PHY 101, BUS 207,  MTH 127, MUS 109, EDU 205, ENG 200 Literature Courses (6 pending new contract agreement with Publisher).**

| Objective # 2 Develop and implement an ECC online instructor training certificate. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Performance Measure** | **Measure Type** | **Quantitative Data** *see explanation below* | | | | | | |
| Research, Develop and implement an ECC Online Instructor Training Certificate by Fall 2015. All current and prospective online instructors will enroll in the training prior to teaching online and hybrid courses. | Project (type in "Project" for all rows) | **Target** | | | **Actual** | | | |
| | | Raw # | *Ratio* | % | Raw # | *Ratio* | % | |
| | | 30 | | | 45 | | | |

Explanation of Progress

The new ECC Online Faculty Training Certification was developed and continues to be administered.  Through our partnership with Pearson Publishing, we have identified and launched 10 Virtual Learning Environment modules as a part of our Online Instructor Certification Program.  Phase 1 of the training is Modules 1-5 which consists of online student engagement, pedagogy, etc Phase 2 is hands on Moodle Training, Phase 3 is Modules 6-10 which consist of assessment etc.   All online modules are self-paced and using Pearson Publishing content. The current process is as follows:  Instructors are required to complete 3 modules of training to include 2 self-paced online components and an in person Moodle navigation seminar. After the 3 modules of training are complete, Faculty will receive an Essex County College Online Teaching Certificate.  Our full time faculty and adjuncts have embraced this additional professional development and have been allowed to teach online with completing Phase 1 and 2.

A total of 45 Faculty both full and part time, either have earned their certificate in the ECC training or is 2/3 of the way through to completing the certificate.  Ongoing Moodle in

person training has taken place in one on one environment and overall training sessions are held at the beginning of each semester.  Ongoing efforts to continually train and advise online teaching faculty are imperative to our program succeeding.

**Objective #** 3 Professional development for administration and staff in the field of technology and online learning programs.

| Performance Measure | Measure Type | Quantitative Data *see explanation below* | | | | | |
|---|---|---|---|---|---|---|---|
| Administrator and staff will have attended a minimum of 2 conferences and will implement findings at the institution | Project (type in "Project" for all rows) | Target | | | Actual | | |
| | | Raw # | *Ratio* | % | Raw # | *Ratio* | % |
| | | 4 | | | 11 | | |

**Explanation of Progress**
**Conferences attended by Online Staff:  The Sloan Consortium, CITE for Online Educators by Pearson, NJEdge Conferences, NJEdge workshops, and Emerging Technologies.**

**The purpose of attending the Conferences and training was to benefit the development, organization and new structure of the Online Learning Area.  The professional development enabled staff to effectively create a new department, processes, procedures, course work and also implement training.  The Course Developer and Associate Dean, were able to develop and implement workshops on an ongoing basis for all online and face to face faculty dealing with the specific functionalities of Moodle and Best Practices in online education.   In addition, Power Point slides and other conference information, materials were disbursed electronically and also embedded into the Moodle course shell where appropriate.**