

Annual Program Plan—2019-2020

All divisions should complete annual Program Plans (APPs) in October 2018.

Division: (Academic Affairs, Student Services, or Administrative Units)	Academic Affairs		
Program/Department:	Distance Education		
Participants who contributed to the APP (include at least two contributors, unless there is only one full-time employee in the area)	Wendy Bass Azita Khami Melinda Ung		
Date:	10/18/18	Version number:	1

I. Program/Department description

PierceOnLine is the department name for all things Distance Education at Pierce College. Distance Education refers to any instructors using the Learning Management System (Canvas) to either teach online or web enhance their courses. The faculty and staff in PierceOnLine are responsible for programming of all Distance Education and web-enhanced class shells – plus district files for student uploads. Additionally, they keep the Distance Education website current, train faculty in Canvas and provide support for all faculty and students via email, telephone, and appointments both on and off campus.

II. Status of 2017-2018 goals

2017-2018 Goals	SMP Goal	Status	If goal not completed, briefly describe the reason
1. Work on creating a Canvas video repository on the Title V online.piercecollege.edu webpage	D2 & D4	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	http://online.piercecollege.edu/instructor.html
2. Provide more workshop and training opportunities to encourage faculty to create more online courses	D4	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
3. Continue to provide Monthly Technology Workshops for all Faculty	D4	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
4. Continue to focus on the upgraded PierceOnLine Department website that provides support for both faculty and	D2 & D4	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
5. Update the Distance Education Handbook	D4	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> Not Completed	Work in progress. It was completed two years ago and is now in the process of being updated again.

6. Create a DE Plan for the College	D4	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> Not Completed	Was told the APP was my plan so no need for another plan.
7. Continue to increase C-ID approved online course offerings	D4	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
8. Provide more student support with workshops specifically geared toward students	D2	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	

III. Analysis of data

A. Datasets provided by the Office of Institutional Effectiveness, if applicable ([click here](#) for a copy of the datasets)

Discuss any longitudinal trends within your program, and improvements based on these trends. You must discuss and provide strategies to improve all metrics that fall below the program set standard or have an equity gap. If none of the metrics fall below the set standard and/or have an equity gap, you must state so.

Success, retention, and persistence rates

California Community Colleges Chancellor's Office
Credit Course Retention/Success Rate Summary Report

	Spring 2017	Spring 2017	Spring 2017	Spring 2018	Spring 2018	Spring 2018
	Enrollment Count	Retention Rate	Success Rate	Enrollment Count	Retention Rate	Success Rate
Los Angeles CCD Total	42,555	82.03 %	64.65 %	51,707	83.41 %	65.92 %
East LA Total	6,188	85.55 %	69.62 %	7,612	83.30 %	67.21 %
LA City Total	4,670	79.83 %	65.70 %	4,745	80.55 %	65.99 %
LA Harbor Total	3,913	80.55 %	62.89 %	4,826	85.06 %	67.01 %
LA Mission Total	2,920	81.78 %	64.32 %	4,095	79.37 %	60.02 %
LA Pierce Total	3,573	76.24 %	60.71 %	5,499	83.80 %	69.25 %
LA Swest Total	2,471	78.27 %	54.55 %	2,298	82.94 %	61.92 %
LA Trade Total	861	79.67 %	62.83 %	1,029	78.52 %	65.21 %
LA Valley Total	6,426	85.19 %	68.58 %	9,593	84.78 %	66.98 %
West LA Total	11,533	82.60 %	63.56 %	12,010	84.58 %	65.09 %

Report Run Date As Of : 10/29/2018 11:38:05 AM

Pierce's success rate not only increased tremendously from Sp 2017 to Sp 2018, but we now have the highest success rate in the district! Additionally, Pierce's success rate of 69.25% is above the statewide average of 67.84%

California Community Colleges Chancellor's Office
Credit Course Retention/Success Rate Summary Report

	Spring 2018	Spring 2018	Spring 2018
	Credit	Credit	Credit
	Enrollment Count	Retention Rate	Success Rate
State of California Total	592,425	83.74 %	67.84 %

Report Run Date As Of: 10/29/2018 11:45:44 AM

Interestingly enough, the gap between success in traditional classes (statewide) 73.17% and DE classes at Pierce 69.25% is lessening. In fact, within the LACCD district, DE success rate at Pierce is higher than success rate in traditional classes at Southwest, West and Mission.

One reason for the success could be all the student support tools that are being used in Canvas. Students have access to 24/7 tutoring, Library installed in very shell (with a direct link to resources for the subject matter of that shell), Online counseling through Cranium Café, online proctored exams through Proctorio, anti-plagiarism software, Vericite and interactive tools for enhance online teaching such as softchalk and voicethread. Additionally, before each session, students are emailed a link to self-enroll in our online readiness workshop called Quest for Success. Many of these tools are funded by CVC-OEI as Pierce is part of the consortium and as such gets many tools funded by the grant (Vericite (ending June 2019), Cranium Café, NetTutor, Notebowl and

As of last year, DEIT passed a recommendation to adopt the OEI course design rubric, but it was voted down in senate. However, there is now a resolution at the state academic senate (9.02.01 F18 Amend Resolution 9.02) to adopt the course design rubric for peer mentoring at the individual campuses. *"Resolved, That the Academic Senate for California Community Colleges encourage local academic senates, through their curriculum committees and online education committees, to adopt the CVC – OEI Course Design Rubric for local use and explore the development of local peer online course review."* The local peer online course review (POCR) would help increase our student success and maybe even equal it to our traditional courses. PierceOnLine Coordinator will be taking a class at the end of November on how to implement POCR on your campus.

There is new research out of the chancellor's office that says the following: *"This point becomes clearer when we examine the length of time online courses were offered. Courses newly offered online in 2013–14 had higher passage rates than older online courses. Table 2 shows that the newest online courses in the 2013–14 academic year had passage rates of 66 percent, while courses that had been offered online for many terms had passage rates below 60 percent. Moreover, the passage rate gap between online and traditional courses was substantially lower for new online courses. Such newly offered online courses had passage rates only about 5 percent lower than the rates of traditional courses, a narrower gap than the 10 percent overall difference in passage rates between online and traditional courses. This suggests that instructors who have developed new online courses have increasingly taken advantage of best practices in online learning. It also suggests, to improve student results, courses taught online for many terms should be updated."*

Three new resolutions were put forth to Pierce Academic Senate from DEIT. They were titled:

(1) Distance Education Certificate Renewal which specifically requested that all instructors teaching online be recertified every five years. This would be a self-paced two hour online workshop that went over the new tools working with Canvas and the laws pertaining to online education. This was requested because technology is constantly changing and making sure our online courses/content/tools continue to meet the needs of our students is crucial. Additionally the Chancellor's Office Distance Education Accessibility Guidelines for Students with Disabilities (2011) states that if a college *"has not yet reviewed its distance education courses to ensure accessibility, it should do so immediately."* In addition, the Chancellor's Office requires that *"the curriculum for each DE course and its associated materials and resources be reviewed and revised, as necessary, when the course undergoes curriculum review pursuant to Title 5, sections 55002 and 55206, every six years as part of the accreditation process."* So a re-review of the accessibility of the course could be part of the instructor's recertification.

(2) Distance Education Recertification – this resolution requests that if an instructor was certified, but never taught online in five years, then the instructor would have to undergo the full recertification process.

(3) Distance Education Virtual Office Hours – this suggested different ways that an online instructor can fulfill online office hours to meet the needs of the contract.

As of submission of this APP, the resolutions are in notice motion in the senate and will be voted on Monday, November 5, 2018.

Here are some stats about the canvas usage in fall 2018.

1225 Course

472 active teachers

17,502 students

22,898 assignments

10,346 discussion topics

69,706 file uploads

And on one of our peak days, Sept 10, 2018, we had 271,643 page views

Here is a synopsis of success rate in online classes at Pierce

Discipline	Course	Term	Enrollment	Fill Rate	Avg Class Size	Hours Taught	Success	Retention	
ADM JUS	ADM JUS 001	Fall 2016	103	76.3 %	34.3	9	60.2 %	68.0 %	
		Fall 2017	100	76.9 %	33.3	9	69.0 %	95.0 %	
	ADM JUS 002	Fall 2016	36	72.0 %	36.0	3	75.0 %	86.1 %	
		Fall 2017	36	72.0 %	36.0	3	80.6 %	86.1 %	
	ADM JUS 008	Fall 2017	37	92.5 %	37.0	3	75.7 %	75.7 %	
	ADM JUS 075	Fall 2016	40	80.0 %	40.0	3	72.5 %	85.0 %	
		Fall 2017	34	85.0 %	34.0	3	88.2 %	91.2 %	
	ADM JUS 305	Fall 2016	49	98.0 %	49.0	3	57.1 %	91.8 %	
		Fall 2017	32	80.0 %	32.0	3	53.1 %	78.1 %	
	ADM JUS 319	Fall 2016	46	92.0 %	46.0	3	65.2 %	71.7 %	
		Fall 2017	27	67.5 %	27.0	3	92.6 %	92.6 %	
	ADM JUS 383	Fall 2016	38	76.0 %	38.0	3	76.3 %	92.1 %	
Fall 2017		25	62.5 %	25.0	3	52.0 %	80.0 %		
ANML SC	ANML SC 420	Fall 2015	43	107.5 %	43.0	2	90.7 %	95.3 %	
	ANML SC 422	Fall 2016	29	72.5 %	29.0	2	96.6 %	100.0 %	
ANTHRO	ANTHRO 101	Fall 2016	41	82.0 %	41.0	3	63.4 %	68.3 %	
		Fall 2017	58	116.0 %	58.0	3	60.3 %	77.6 %	
	ANTHRO 102	Fall 2016	29	72.5 %	29.0	3	48.3 %	89.7 %	
	ANTHRO 121	Fall 2016	44	88.0 %	44.0	3	72.7 %	79.5 %	
		Fall 2017	43	86.0 %	43.0	3	86.0 %	88.4 %	
	ANTHRO 161	Fall 2016	42	78.4 %	42.0	3	69.0 %	92.9 %	
ART	ART 101	Fall 2016	55	84.8 %	55.0	3	69.1 %	94.5 %	
		Fall 2017	80	76.2 %	40.0	6	67.5 %	88.8 %	
	ART 103	Fall 2016	28	52.0 %	28.0	3	50.0 %	61.5 %	
		Fall 2017	31	62.0 %	31.0	3	74.2 %	83.9 %	
	ART 501	Fall 2016	37	74.0 %	37.0	4	48.6 %	70.3 %	
Fall 2017		37	74.0 %	37.0	2	40.5 %	73.0 %		
BUS	BUS 001	Fall 2016	89	74.2 %	89.0	9	46.1 %	53.9 %	
		Fall 2017	58	70.0 %	58.0	8	71.4 %	83.9 %	
CAOT	CAOT 087	Fall 2015	20	50.0 %	20.0	3	65.0 %	80.0 %	
		Fall 2017	28	80.0 %	28.0	1	42.9 %	85.7 %	
		Fall 2016	130	78.8 %	43.3	9	56.9 %	77.7 %	
CH DEV	CH DEV 001	Fall 2016	69	69.0 %	34.5	6	62.3 %	81.2 %	
		Fall 2017	34	56.7 %	34.0	3	91.2 %	94.1 %	
CHICANO	CHICANO 080	Fall 2016	38	63.3 %	38.0	3	73.7 %	86.8 %	
		Fall 2017	37	61.7 %	37.0	3	75.7 %	78.4 %	
		Fall 2016	101	84.2 %	50.5	6	71.3 %	87.1 %	
CINEMA	CINEMA 107	Fall 2016	95	79.2 %	47.5	6	71.6 %	80.0 %	
		Fall 2017	44	88.0 %	44.0	2	68.2 %	93.2 %	
COUNSEL	COUNSEL 008	Fall 2016	38	76.0 %	38.0	2	87.1 %	87.1 %	
		Fall 2017	42	84.0 %	42.0	3	59.5 %	88.1 %	
	COUNSEL 020	Fall 2016	39	78.0 %	39.0	3	59.0 %	74.4 %	
		Fall 2017	94	94.0 %	47.0	6	77.7 %	92.6 %	
	COUNSEL 040	Fall 2016	93	93.0 %	46.5	6	63.4 %	84.9 %	
		Fall 2017	94	94.0 %	47.0	6	77.7 %	92.6 %	
	DANCEST	DANCEST 805	Fall 2016	36	80.0 %	36.0	3	61.1 %	66.7 %
			Fall 2017	33	73.3 %	33.0	3	75.8 %	87.9 %
ECON	ECON 001	Fall 2016	166	83.0 %	33.2	15	74.1 %	83.1 %	
		Fall 2017	187	81.3 %	37.4	16	69.0 %	80.2 %	
	ECON 002	Fall 2016	120	80.0 %	30.0	12	85.8 %	95.8 %	
		Fall 2017	94	67.1 %	31.3	9	75.5 %	87.2 %	
EDUC	EDUC 001	Fall 2017	39	70.9 %	39.0	3	64.1 %	74.4 %	
FINANCE	FINANCE 008	Fall 2016	35	77.8 %	35.0	3	51.4 %	85.7 %	
		Fall 2017	61	67.8 %	30.5	6	73.8 %	80.3 %	
GEOG	GEOG 001	Fall 2015	43	107.5 %	43.0	3	67.4 %	86.0 %	
		Fall 2016	80	88.9 %	40.0	6	56.3 %	92.5 %	

Numbers to be aware of are highlighted because there was a decrease in success from 2016 to 2017 and it may be worthwhile to look into adding support services like an embedded tutor into those courses. Additionally, the numbers highlighted in green are classes where the average class size is below 30 students. This may also be worth looking at why there is a lower number of students in those online classes.

One of the key factors to increasing our student success is continuing to provide support services for all online students as well as faculty. It is also vital that our online teaching faculty stay current with best practices in teaching online so they can adapt their courses to better meet the needs of their students while maintain high quality standards.

Degrees and certificates awarded

NA

Program learning outcomes assessment results

NA

Improvements or plans made as a result of dialogue surrounding course or program outcomes data.

NA

Licensure passage rates

NA

Job placement rates

NA

Faculty (including FT/PT ratios)

DE has 1 FT Faculty - Wendy Bass – DE Coordinator
 2 FT Classified Staff
 1. Azita Khami – Online Technical Support Assistant
 2. Melinda Ung – Multimedia Specialist

NA

The three of us support not only all the faculty who teach online, hybrid and web enhanced courses, but also provide all support for students and third party integrations through Canvas.

B. Other data, if applicable

Metric	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018

Discuss any longitudinal trends in the above data, and improvements based on these trends

See discussion above

IV. Internal and external influences

Briefly describe internal and external influences affecting the program/department

Internally Pierce College has always supported the DE Program. When the Title V Grant ended last year, the cost of most of the tools was picked up by the college. Externally, there is a lot going on at the state level with 114th online college. We want to continue to grow so we don't lose students, but we want to grow methodically so that we create online programs and degrees and not just electives. We would like to grow to support guided pathways.

V. 2019-2020 annual goals, aligned with long-term goals established in the 2016 Comprehensive Program Review ([click here](#) for a copy) and the Strategic Master Plan ([click here](#))

Create goals based on your status of 2017-2018 goals from section II, analysis of data from section III, and internal and external influences from section IV. Each annual goal can only be aligned to one long-term goal, which can only be aligned to one SMP goal.

2019-2020 annual goals	Long-term goal	SMP goal aligned to long-term goal
1. Increase the success rate in DE Courses	A	A.4
2. Work with math department to get some math classes fully online so that we can offer more online ADT's	A	A.1
3. Enable POQR – peer review course rubric at Pierce College	D	D4 & D5
4. Work with DEIT to update DE handbook	D	D4
5. Continue to provide support software to create quality online content	D	D4 & D5
6. Increase student participation in Quest for Success by encouraging faculty to send out the self-enroll link.	A	A4

7. Continue to work across campus with different departments to ensure online students are getting necessary support	A	A.1, A4& A5
8. Continue to set up union instructor evaluations through specific software	D	A1 & D5

VI. Additional Resources Needed to Implement Annual Goals

A. Human Resource

Classified Staff

Description	Annual Goal	Long-term goal	SMP goal	Costs	Recurring?	Provider contacted?*
1. Online Multimedia Specialist	1,2,3,	A,B &C	D2&D	\$90,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2. Half-time Online Support Technical	1,2,3,	A,B &C	D2&D	\$ 30,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A

Professional Experts/Contracts/Others

Description	Annual Goal	Long-term goal	SMP goal	Costs	Recurring?	Provider contacted?
1. Turninin.com	1,5	D	D4 &5	\$38,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2. Intelcom Video Respository	1,2,3,5	D	D5	\$2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3. Films on Demand	1,2,9	D	D5	\$12000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4. VoiceThread	1,2,9	D	D5	\$6000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5. Softchalk	1,2,9	D	D5	\$7000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6. Course Eval	8	D	D5	\$6000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7. Question Point	1,2,9	D	D5	\$3500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8. Curriculum Builder	1,2,9	D	D5	\$1000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9. @one Intro to Teaching & Learning	1,4	A & D	D5	\$9000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
10. Professional Development training	6	A,B,C & D	D5	\$8000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

B. Equipment

Purchases

Description	Annual Goal	Long-term goal	SMP goal	Costs	Recurring?	Provider contacted?
1.15 Surface Pro Tablets for training	1	D	D4	\$18000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A

Maintenance agreements

Description	Annual Goal	Long-term goal	SMP goal	Costs	Recurring?	Provider contacted?
1. MFD Copier	1	D	D5	\$200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Supplies

Description	Annual Goal	Long-term goal	SMP goal	Costs	Recurring?	Provider contacted?
1. General Supplies	1	D	D5	\$500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2. Canon black,cyan,yellow, magenta cartridges (8 cartridges)	1	D	D5	\$1200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Improvements, alterations, and technological upgrades required for existing facilities

Description	Annual Goal	Long-term goal	SMP goal	Costs	Recurring?	Provider contacted?
1. Fix Smart Board Wall	1	D	D4	\$3000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

C. Consolidated priority listing

Prioritize items requested above (except for full-time faculty)

Description	Annual Goal	Long-term goal	SMP goal	Costs	Recurring?	Provider contacted?
1. Turninin.com	1,5	D	D4 &5	\$38,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2. @one Intro to Teaching & Learning Training	1,4	A & D	D5	\$9000	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3. Professional Development training conferences for three dept members	6	A,B,C & D	D5	\$8000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
4. Intelcom Video Respository	1,2,3,5	D	D5	\$1500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5. Softchalk	1,2,9	D	D5	\$7000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6. Course Eval	1,2,9	D	D5	\$6000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7. Surface Pro Tablets	2,3,5,7	D	D5	\$18000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8. Online Multimedia Specialist	1,2,9	D	D5	\$90000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9. Question Point	1,2,9	D	D5	\$3500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
10. Films on Demand	1,2,3,5	D	D5	\$11000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
11. General Supplies	1,2,9	D	D5	\$200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
12. Curriculum Builder	1,2,9	D	D5	\$1000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
13. MFD Copier maintenance	1	D	D5	\$200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
14. VoiceThread	1,2,9	D	D5	\$6000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
15. 50% Online Technical Support Assistant	1,2,9	A,B & C	D5	\$30000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
16. Fix Smart Board Wall	1	D	D4	\$3000	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A


Additional Comments or Information:

Here is a longer narrative about why the above are so relevant for PierceOnline.

1. Turnitin.com – this is an anti-plagiarism software. In years past, the DE program used Vericite which was funded through OEI. However, Vericite will no longer exist as a company (contract ends June 30, 2019) and Pierce will have to pick up the cost of an anti-plagiarism software. Turnitin has a monopoly on the market and is very pricey. However, faculty at Pierce are vocal in their need for anti-plagiarism software that is integrated with Canvas so that when students submit their papers, both students and faculty can see the results of the plagiarism software and learn from this.
2. @one Intro to Online Teaching and Learning/Teaching Online – this is one of the required courses for instructors to take if they want to be certified to teach online. PierceOnline staff teach the Intro to Canvas six times a year, but we do not have the personnel to pick up the @one trainings. According to the contract, we cannot require instructors to fund their own training to teach online, it is vital we continue to fund this option so faculty have the choice to get trained and teach online.
3. Professional Development training conferences for three dept members. The department staff need to stay current with technology in online teaching and learning. We need the opportunity to continue to learn as we work closely with faculty who are designing their online courses. Additionally, at the last conference Melinda attended, she learned about a video streaming service, YUJA, which will replace the need for housing videos on Youtube and allow for analytics within the video streaming. She was able to share this with district and now district is using measure J bond money to fund this pilot for Pierce to see if it will work for the whole district. Attending conferences is vital for learning about new technologies.
4. Intelcom Video Repository - these are closed captioned short video clips and numerous subjects that instructors can search for and embed in their lectures or to support their material. 4065 video views 2017-2018; and from July to Oct. 2018 there have been 1675 Discipline total clips played. Disciplines using Intelcom are Allied Health, Anthropology, Career Exploration, Environmental Studies, Oceanography, Sociology, Psychology, and many more.
5. Softchalk – this is interactive software that allows instructors to assess student knowledge while they are learning as well as create interactive activities to aid in learning, such as crossword puzzles, drag and drop activities and mini quizzes within the lectures. All of these are integrated with the Canvas gradebook. All lessons are saved in the cloud so if we do not renew, the instructors will lose all of their content.
6. Course Eval Software- 47 evaluations set up this semester, Fall 2017. These allow the DE Coordinator to set up union specified evaluations for online instructors. These are set up within the canvas shell and upon creation, send an automated announcement, create a module and create a navigation tab to encourage more student participation. Upon completion of the evaluation time, the results are set up to be emailed directly to the chair of the committee and instructor.
7. Surface Pro Tablets – PierceOnline is a training room and as such we have about 20 laptops that we got when we moved into this new LLC space. However the laptops are now old and we need a tech refresh. IT has had to come out and reset them quite a few times because anytime one of them loses power, it reverts to 1980 time and cannot be functional again until IT comes and re-sets them up. IT also recommended that we get a tech refresh so that when faculty come in for workshops, they have a working laptop to use for hands-on trainings.
8. Online Multimedia Specialist – we have one full-time position but with the increased number of online classes and the need for quality lecture materials, we need another. Our one Multimedia Specialist works with the faculty from start to finish discussing each lecture, what information should be emphasized, shooting the video AND then editing the video. If we had a second person, we would have a much higher output as they could take turns shooting and editing the videos.

9. Question Point – This is the consortium that allows a Pierce Librarian to work a few hours per week to cover hours so that our students get 24/7 access to a live librarian for questions and answers. Chat sessions requested by Pierce Students is 398 and chat questions answered by Pierce Librarians is 324.
10. Films on demand – over 20,530 films viewed from Fall 2017 to Fall 2018. This is embedded directly into Canvas so instructors can supplement their teaching with closed captioned film examples.
11. General supplies for DE – basic supplied for PierceOnline
12. Curriculum Builder -This is a tool that allows instructors to embed articles directly from the library into their canvas shells to support their topics
13. MFD Copier Maintenance – this is a shared machine with Professional Development
14. VoiceThread - the majority of instructors using this tool are Art and Media Arts. VoiceThread is a learning tool for enhancing student engagement and online presence. With VoiceThread, instructors and/or students can create, share, and comment on images, Microsoft PowerPoint presentations, videos, audio files, documents, and PDFs, using microphone, webcam, text, phone, and audio-file upload.
15. 50% Online Technical Support Assistant – as the program continues to grow there are more faculty and student support needs.
16. Fix Smart Board Wall – we were told by GST that the only way to get our new smartboard working was to fix the wall.

Signatures of participants who contributed to the 2019-2020 annual program plan

Name	Date	Signature
Azita Khami	10/31/18	
Wendy Bass	10/31/18	