

**Kern Community College District  
Strategic Initiative Status Report  
Strategic Initiative – Improving Online Student Retention Through Increased Student  
and Instructor Support**

<b>Strategy Implementation Plans</b>	<b>Implementation Process (what has been done to implement)</b>	<b>Accomplishments to Date (what has been accomplished)</b>	<b>Future Plans</b>	<b>Timeline</b>
A1. Develop Steering Committee for the Strategic Initiative project	Sought participants from faculty and staff	Steering Committee consists of: Tracy Lovelace (Educational Media Specialist) Bill Moseley (Instructor, chair of <i>BMIT</i> ) Cindi Swoboda (Department Assistant, Extended Education) Bernadette Towns (Faculty member, CHDV) Meets several times each semester	Meeting in February and March	

<p>A2. Hybrid training courses for online faculty</p>	<p>Courses written and sent through Curriculum Committee. Course in Schedule.</p>	<p>Courses have gone through Curriculum Committee, placed in schedule, and 2 of the 3 semesters have been taught.</p>	<p>Third course will be offered. Courses are to be re-evaluated to rewrite as shorter modules to allow instructors to be able to take them at times when they are not teaching. (open entry, open exit, no credit)</p>	<p>Re-evaluation in Spring semester</p>
<p>A3. Faculty Mentors</p>	<p>Researched other institutions who have online faculty mentor programs, developed criteria and job descriptions, hired mentors, contacted faculty</p>	<p>Criteria and job description for faculty mentors has been developed, mentors contacted, faculty have been assigned to mentors and contacted by dean and mentors.</p> <p><i>See Appendix A</i></p>	<p>Mentors will provide technical and pedagogical support for their assigned faculty, especially through the difficult first weeks of the semester. Mentors will assist with planning online faculty dinner and best practices discussion, and help determine criteria for faculty to earn funding to online conference.</p>	<p>Meet in February, March and continually online</p>

<p>A4. Online tutoring</p>	<p>Researched what is done at other institutions and how to share resources with CC and PC. (CC and PC will be offering scheduled tutoring and we will off drop-in, with the idea to have both options for all of our students and not copy efforts.)          Developed job description for tutor.          Hired tutor.          Developed online process for tutoring.          Found location and equipment for tutor.          Market online tutoring to students. Provided service to students.          Evaluate success and make adjustments.</p>	<p>CC and PC are looking at hourly appointment tutoring online, so we decided to offer drop-in tutoring to provide different resources to students. If they are successful, students at all campuses can use each type of tutoring. A job description and online process was developed. A tutor was hired who had already received the formal tutor training from the BC tutoring program. We provided a computer in the Math Lab area of the Learning Center, and the tutor set up consistent hours each week to provide tutoring. If no online students asked for help, the tutor assisted students face to face in the Math Lab. The Tutoring program was marketed to the students on lower level online math courses by both the Dean and the instructors. An example of a marketing tool is attached.</p> <p><i>See Appendix B</i></p>	<p>Online math tutoring is being re-evaluated at this time. The students who used the program were very pleased with it, but fewer students took advantage of the option that we would have liked. We are looking at other options to market the program or to offer the assistance at different times or methods online.</p>	<p>Evaluation of fall semester will be completed in January and adjustments will be made by the end of the month. (We have decided to also offer the option to our hybrid math students.)</p>
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<p>A5. Online faculty dinner to provide a chance for faculty to learn best practices from each other</p>	<p>Reserved room. Reserved catering. Hired mentors to assist with program and categories and criteria for prizes. Advertise with online faculty</p>	<p>Room and catering reserved. Mentors hired. Prizes have been determined.</p>	<p>Meet in first week of February with Mentors.</p>	<p>Market in March. Get nominees for prizes by 3<sup>rd</sup> week in March. Dinner on April 23<sup>rd</sup>.</p>
<p>A6. Provide opportunity for faculty to attend online conference.</p>	<p>Acquire info about online conference for 2008/9. Faculty mentors develop criteria for faculty to request financial support to attend. Faculty informed of criteria. Faculty chosen. After attending conference, faculty share information with other online faculty online or with discipline meet-ups</p>	<p>Information on 2008/9 conference received.</p>	<p>Develop criteria Inform faculty Gather requests Choose faculty to attend Provide opportunities for faculty to share what they learned</p>	<p>Criteria – March Choose faculty by April 15 Provide online faculty meet and share at fall FLEX</p>

<p>A7. Provide joint campus training for online faculty</p>	<p>Determined dates Developed curriculum Marketed Presented</p>	<p>Sarah Phinney and Tracy Lovelace provided the first joint campus training opportunity, designed to allow expertise to be shared with faculty from more than one campus at a time. The training was in October on Etudes, and was very well received.</p>	<p>We would like to continue this with other topics.</p>	<p>Meet to plan in February</p>
<p>A8. Provide additional online support for student through Educational Media Specialist.</p>	<p>Researched what other institutions do. Determine what we have the capability to do. Develop the tools. Present and market.</p>	<p>Tracy Lovelace adjusted her hours to allow online students to come in for face-to-face help. She has also developed a pictorial help guide for logging into Etudes and distributed that before the start of the spring semester. She is also working on one for Moodle.</p> <p><i>See Appendix C</i></p>	<p>Continue to develop pictorial guides for students to allow them to get assistance off hours.</p>	<p>Complete Moodle by end of spring semester. Determine what guide to do next and continue the process.</p>

## Appendix A

# Online Faculty Mentors

*Bakersfield College*

The Online Faculty Mentor is the primary campus contact for online faculty, acting as the official liaison between faculty and Bakersfield College Extended Learning department and Dean of Learning Resources and Informational Services. The Online Faculty Mentor's focus is on the pedagogy of online instruction and on development of quality online courses, including supporting Course Management System instruction.

### **Knowledge and Experience Required:**

- Taught one or more fully online courses for 2 or more semesters
- Experience in developing a course using Etudes, Moodle, or other course management systems used at Bakersfield College
- Skilled in online pedagogy and familiar with current best practices in online learning, including the Principles of Good Practice in Online Education adhered to by major education accrediting bodies and agencies.

### **Online Mentor Duties may include the following:**

- Act as official liaison among online faculty, the Extended Learning Department support personnel, the Dean of Learning Resources and Information Technology, and between online faculty instructors.
- Work one-on-one with faculty needing technical or pedagogical assistance in online instruction on course management systems.
- Assist in providing accurate information to newcomers interested in developing an online course.
- Provide information on best practices and new developments in online instruction.
- Encourage online instructors to attend faculty development trainings for online instructors.
- Attend two meetings per semester with Educational Media Specialist and Dean Of Learning Resources and Information Technology
- Participate in the Online Teaching Excellence Symposium.

### **Stipend:**

\$1500.00 for a two year commitment towards computer equipment

# BC Online Math Tutoring!

If you are an online Math A student  
or taking a hybrid math course,  
BC now offers math help online, just for you!

You can get online help 2 different ways:

## ***Instant Messenger—get help right away:***

If you would like to access the online tutor, you will need to use either Yahoo Messenger, or AOL Instant Messenger (AIM). To set up an account, if you don't have one already, just go to one of the two sites below, and follow the instructions to get started.

[www.aim.com](http://www.aim.com)

[messenger.yahoo.com](http://messenger.yahoo.com)

Once you have your account set up, you need to add our tutor to your buddy list so that you can see when he is online. Depending on which service you are using, his screen name is the following:

AIM: [bctutoring2008@aim.com](mailto:bctutoring2008@aim.com)

Yahoo: [bctutoring2008@yahoo.com](mailto:bctutoring2008@yahoo.com)

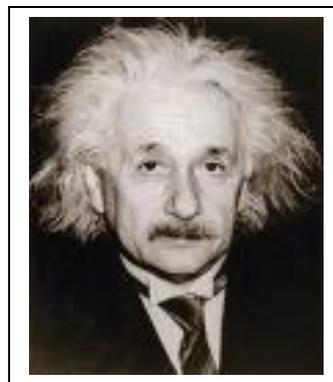
Once he is on your buddy list, you are welcome to **contact him during the hours below**. During this time, he will be logged in and his name will appear in your buddy list. Just double click his name, introduce yourself, and start talking.

## ***Email—The tutor will get back to you during his working hours:***

You can email our BC online tutor at [bconlinetutoring@gmail.com](mailto:bconlinetutoring@gmail.com). He will answer your emails during his tutoring hours.



<b>Our online math tutor is working</b>	
<b>Tuesday</b>	<b>4-5 pm</b>
<b>Wednesday</b>	<b>4-6 pm</b>



Albert Einstein

I only passed math  
because of my  
**BC ONLINE MATH  
TUTOR!**

