Santa Rosa Junior College
Program Resource Planning Process

Distance Education 2017

1.1a Mission

Distance Education provides a cluster of instructional support services and facilities, focusing on the use of technology in the instructional program at SRJC. Within this general charge, Distance Education directly supports the Online Learning Program (blended, hybrid and completely online classes) and provides technology training and support for the instructional program. The mission of the Online Learning Program is to provide high quality educational experiences and access to learning at a distance that provides flexibility of scheduling and access for students who have difficulties in attending classes in person in order to meet the needs of our students and community.

1.1b Mission Alignment

The Distance Education Program at SRJC fulfills the mission and values of the college by promoting open access and actively eliminating barriers to a college education. The Dean's office provides leadership and supervision for the program.

The vision for Distance Education supports the overall mission of SRJC with a strong commitment to student learning and success through:

- High quality, student-centered, interactive learning experiences in online, hybrid, or blended courses.

- Collaborative and interdisciplinary approaches to learning that help students develop meaningful and relevant connections in their lives.

- Pedagogy which encourages critical and independent thinking and is responsive to a spectrum of learning styles.

- Flexibility in the scheduling of course offerings to meet student needs.

- Up-to-date delivery formats which equip students to be successful in an ever-changing technological environment.

- Online resources which encourage and facilitate access to learning for all students, regardless of disabilities, challenges or limitations.

Distance Education in the form of online degrees and certificates plays an integral part in the fulfillment of the mission for the Sonoma County Junior College District.

1.1c Description

Distance Education provides a cluster of instructional support services and facilities, focusing on the use of technology in the instructional program at SRJC. Within this general charge, Distance Education directly supports the Online Learning Program (blended, hybrid and completely online classes) and provides technology training and support for the instructional program.

More specifically, the work done in the Distance Education Department can be divided into several areas.

Compliance

In an environment of rapidly changing legal, institutional, and accreditory rules and policies, the department must stay current with today's requirements as well as monitoring any changes that appear to be on the horizon. This ensures that SRJCs distance learning offerings remain in full compliance, and keeps us in a position to take advantage of any emerging trends.

Effective Practices

As the environment for distance education continues to change, the department must consider, revise, publish and promote effective practices in online course design and delivery. This is done through the creation of Effective Practices documents, offering training sessions to faculty regarding those Effective Practices, meeting individually with instructors to help them understand and integrate the Effective Practices, etc. This is an ongoing effort and includes discussions with the District Online Committee and a review of literature and other institutions' Effective Practices in order to remain technologically and pedagogically current. The Director of Distance Education supervises the Distance Education Program and serves as the administrative co-chair for the District Online Committee.

Systems

Faculty must be provided with both the hardware and software necessary to offer faculty and students technologically-current online educational resources. As SRJC moves away from hosting two CMSs (CATE and Moodle), it is moving towards finding other ways to provide tools and hosting services for online educational resources. Examples of the resources currently being hosted by DE are H5P and UDOIT. Each of these requires a robust server system, including local backups, as well as personnel to maintain and upgrade these systems. In addition, each resource must be monitored, updated, patched and programmed to meet the distinct needs of our campus environment.

Traning and Support

SRJC's faculty request and require ongoing training in the use of Canvas. Many departments have adopted requirements for Special Expertise in online teaching that can be met by such training. Faculty desire training in a variety of formats, including face-to-face, live online, archived videos, and help documentation. The Distance Education Department strives to create and offer training in all of these ways. A series of workshops are offered that can be attended physically or virtually, or viewed as archived recordings. During intersession, the department offers the same workshops in a condensed "bootcamp" version. Help documents and short "how-to" videos are being created to offer faculty help with specific CMS components.

In addition, faculty need to be able to find support when questions or problems arise regarding the use of Canvas. Responses may take the form of emails, phone calls, office visits, or postings to a monitored faculty forum. Faculty also seek one-on-one consultations regarding the use of various CMS components, and overall questions regarding online course design and delivery.

Conclusion

The Distance Education Department faces this ever-growing demand for training and support. Our vision is to offer our faculty a variety of training options, including face-to-face workshops, webinars, short video lessons, and help documentation in order to help them learn the basics of online teaching. In addition, we feel it's necessary to offer training in online teaching and learning pedagogy and support for the process of designing their online courses. It has also become increasingly evident that both faculty and students would like the ability to create engaging multimedia content to supplement the text-based components of their courses.

Moreover, we must then give our faculty the resources they need to get help when they have questions or problems that need to be dealt with in a timely manner. The department must be lead by someone who has the capability of staying abreast of the latest technologies, research, and regulatory and accreditation requirements. The other DE employees must also be given ongoing training and professional development opportunities in order to stay current with this rapidly changing environment.

1.1d Hours of Office Operation and Service by Location

Distance Education Hours of Operation

Monday - Friday, 8:00am to 5:00pm and at other times by email for emergencies

1.2 Program/Unit Context and Environmental Scan

Distance Education:

Many outside forces contribute to the need to continue to grow and develop online courses and degree programs. At the national level these include:

a) In Fall 2014, the proportion of all students taking at least one online course is at an all-time high of 32.0 percent. (Allen & Seaman, 2016; b) Growth in online enrollments in the U.S.continues to grow at about 7% per year (Allen & Seaman, 2016); c) The number of students taking one or more of their higher education courses as a distance continues to steadily increase (Allen & Seaman, 2016).

Student demand for classes offered in their preferred modality continues to drive this growth. "Students have expectations that higher education will mirror the information accessibility and immediacy of their connected lives" (Johnson et al., 2016, p. 18) So, while faculty acceptance of online teaching and learning still continues to be mixed, students are clearly voting with their enrollments. At SRJC, the growth in online enrollment between 2013-14 and 2014-15 was 11.81%, and the unmet demand for online courses (as a percent of total demand) is about 40%. That means that students continue to try to enroll in online classes, but find that they are full.

As SRJC continues to struggle with enrollments that lag behind expectations, online course enrollments steadily increase. Even when the number of overall course sections dropped by 7.86% in Spring 2017 from the previous Spring semester, the FTES in online courses increased by 6.6%.

In light of these student demands for more online courses, SRJC faces a number of challenges.

1. How to provide more opportunities for students to take courses in their preferred modality, including more sections of courses already offered online, and the addition of online sections of courses not currently offered in that modality.
2. How to improve the success and retention of students taking online classes.
3. How to offer support to faculty teaching online courses. This includes both pedagogical training and technological resources.

The Distance Education Department at SRJC is working towards meeting these challenges in a variety of ways:

1. Works directly with faculty who want to create new online courses, helping them structure their courses, find resources, and develop delivery strategies.
2. Helps faculty redesign online courses to take advantage of technological advancements or changes in pedagogical research.

3. Offers workshops for faculty and staff who want to learn more about the use of technology in any course, as well as online pedagogy and educational strategies in online teaching and learning.
4. Creates online resources for faculty, including guides to help in a variety of circumstances, video teaching tips, online courses designed to offer resources, etc.
5. Assists faculty in the creation of multimedia for their online courses.
6. Reviews online courses to ensure they comply with state and federal accessibility regulations, and assists faculty with any corrections that need to be made.
7. Supports the use of the District's learning management system (LMS) in all classes.
8. Researches and communicates changes in the distance education regulatory environment.
9. Provides students with tools to ensure their readiness for success in online courses.

References

Allen & Seaman. (2016) "Online Report Card; Tracking online education in the United States" Babson Survey Research Group.

Johnson, Becker, Cummins, Estrada, Freeman, & Hall. (2016) NMC horizon report: 2016 higher education edition. Austin, TX: New Media Consortium.

2.1a Budget Needs

Distance Education

The Distance Education department has been able to offer the District an ever-expanding number of online classes and increasing enrollment during a time when overall enrollment has been declining. This year the department had the major task of transitioning all instructors and course material from one of the two previous systems to the state's new common course management system, Canvas. This involved copying all content into Canvas, helping faculty organize the content there, and training them how to use the new system. This process required a great deal of planning and coordination, as well as additional staff to help work with faculty. While the department was working with faculty to transition them to Canvas, we took the opportunity to offer suggestions for improving the course design, and help in finding or creating additional resources.

After the retirement of the Instructional Systems Designer, Bill Stone, the department decided to revise the position description and title to meet the changing support needs. We now have

an Instructional Systems Administrator who adds a level of education and experience in online teaching and learning that allows him to work more closely with faculty to resolve technical issues with Canvas as well as offer suggestions for the use of additional educational technologies.

In order to ensure that all of our online course material is accessibility compliant, our full-time Assistive Technology Specialist continues to review every online and hybrid course on a rotating, 6-year cycle. If she finds that changes must be made in order to bring the course into compliance, the department works with the instructor to make those changes, reducing the instructor's workload in that area as much as possible. A student employee performs many of the more routine or repetitive tasks involved with bringing course material into compliance. With the rapid increase in the number of courses being approved for online delivery, she and the student are finding it difficult to keep up with that workload, and are looking for other ways to help faculty with their accessibility compliance revisions.

As faculty are transitioning to Canvas, they need to learn how to use this new system. While some instructors use a course management system only to post a syllabus and report grades, many take advantage of other tools that allow students to access online resources, upload assignments, take exams, etc. The Distance Education staff continues to offer many workshops, drop-in sessions, and one-on-one appointments to help faculty learn what they need to know. In addition, we have created a variety of online resources, both text and video based, that can be used by faculty to learn Canvas in a self-paced environment. Lastly, the team offers a variety of PDA sessions each semester.

Communication with employees during this time has been crucial. A lot of misinformation has been discovered as the DE staff is in conversation with faculty, staff and students across the District. In order to combat this, the department has totally redesigned the DE website, making it better organized, more student-centric, and updating many aspects of the site that were outdated or obsolete. The Assistive Technology Specialist has led this project, taking advantage of many of the new tools that Drupal offers in order to provide an automatically-updated calendar of events, pop-up event descriptions, etc. The Director and at least one team member have also visited many departments during their monthly meetings in order to give short demos, answer questions, and tailor our message to their particular needs. Lastly, the Instructional Designer now sends out weekly emails containing online teaching tips and Canvas demonstrations.

As the District prepares to shut down both CATE and Moodle at the end of this semester, several key functions have been migrated to other systems. For example, CATE traditionally hosted all faculty and section "homepages." These key resources allow students to easily find information regarding their courses and instructors. The DE department worked with IT to replace those resources with Section Information Pages (SIPs) that are linked to every section number in the schedule of classes. The department also worked with IT to create a process that allows faculty to upload their syllabus to those SIPs in order to make them available to students and potential students outside of the authenticated course management system. In addition, the department worked with the DTREC committee to recreate in Canvas the survey given to students during the evaluation of an online course/faculty.

Because the URL/domain supplied by Instructure was complex and non-intuitive (santarosajc.instructure.com), it was determined that the District should purchase a "custom Canvas URL" at the cost of $1,000 per year in order to help students successfully locate their online course materials. That cost has been added to the Distance Education Department budget.

The Director of Distance Education maintains a presence at the state level by holding a seat on the Online Education Initiative Steering Committee (OEISC), a board seat on CCC DE Coordinators organization (CCC DECO), and a seat on the Distance Education and Educational Technology Advisory Committee (DEETAC) at the Chancellor's Office. This involvement allows the District to both stay abreast of important statewide news, and to have a voice in the decistion-making at that level. Both the Director and the Instructional Designer will present at this year's Online Teaching Conference in Anaheim, and the Director will attend the annual InstructureCon conference in Colorado. These and other smaller workshops attended by the DE staff allow them to stay abreast of the rapidly changing educational technology and online teaching environments. In order to fund this travel, the department is asking for:

- **An increase in the operating budget of $3,000 to cover the Custom Canvas URL contract and the increased travel requirements of our additional staff.**

The categories for the budget include:

- 5690 - Contract Service - $1,000: **This is the yearly cost of the Custom Canvas URL, paid to Instructure.**
- 5210 - Travel - $3,500 (increase of $1,500)**: A travel and training budget to ensure our staff is kept current with online teaching and learning techniques, tools and pedagogies, and so that we can participate in statewide committees and workgroups**
- 5230 - Mileage - $1,000 (increase of $500)**: A mileage budget to reimburse staff for local conferences, workshops, and meetings**

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	02	04	$1,500.00	The Distance Education department will need additional funds for registration and travel to conferences & training workshops for key staff, such as Online Teaching, DET/CHE, Instructional Design, and Instructure/Canvas.
0002	ALL	02	04	$500.00	The Distance Education department will need additional funds for mileage to and from conferences or airport locations.
0003	ALL	01	01	$1,000.00	SRJC has contracted with Instructure to create and maintain a permanent customized URL at canvas.santarosa.edu for students to easily find their Canvas classes. This fee needs to be paid annually.

2.2a Current Classifed Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Instructional Systems Administrator	40.00	12.00	Administrates, maintains, and supports instructional systems for delivery of online classes and web-

Position	Hr/Wk	Mo/Yr	Job Duties
			based instructional materials. Provides database tools for tracking progress by the Distance
Accessiblity Compliance Specialist	40.00	12.00	Provides support to faculty in the accessibility of web-based instructional materials
Instructional Designer	40.00	12.00	Provides support to faculty in the creation of online course content and new online courses, as well as conducting trainings in the use of the course management system and improvement in online course pedagogy.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Director of Distance Education	40.00	12.00	Under general direction, provides leadership and oversight to the Distance Education program at SRJC. The Director is responsible for planning and outreach, budget development and oversight, staff supervision, and coordination with administrative and instructional departments throughout the District.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Assistant	9.00	12.00	A student assistant is needed to help faculty with basic technology questions during training sessions, as well as offering support to faculty who are transitioning materials from one CMS to another.
STNC Internet Specialist - 4	100.00	12.00	Funding approved through June 9, 2017 for temporary staff working to assist faculty as they convert to the new course management system (Canvas). Amount of funding and details presented in 2.2d.

2.2d Adequacy and Effectiveness of Staffing

Summary of Additional Staffing Needed

The Distance Education Department continues to focus on student success in its efforts to provide faculty with the resources they need to create, modify, and deliver high-quality online, hybrid and blended courses at SRJC. In order to continue to offer this level of support in the coming year, the department will require the following additional staff:

2. 2 part-time Distance Education Course Developers
3. A full-time Instructional Technology Specialist
4. A part-time Administrative Assistant

Distance Education Course Developer Justification

Faculty creating new online courses often find the work is extensive. The instructor needs to shepherd the course through the Curriculum procces, work with the Instructional Designer to determine the best strategy for teaching the course in an online format, and work with the Instructional Accessibility Specialist to ensure the course materials are compliant and accessible. In addition to all of this, the instructor must learn the details of working within the course management system to organize the course content and find ways to engage the student with new, interactive resources. Often this involves the creation of new assignments, assessments, and various types of instructional materials. A Distance Education Course Developer (DECD), drawn from the ranks of the instructor's faculty peers, could offer a great

deal of help and support in these areas. While the instructor must remain the subject matter expert in the course-creation process, the DECD could become an invaluable partner in the work of managing the details of course development.

Instructional Technology Specialist Justification
The cost of a full-time Instructional Technology Specialist would be $112,098. The District provided migration and conversion funding of an estimated $122,024. The STNC conversion team has worked with faculty for the past year to help them create a variety of multimedia resources for their courses. As the department reflects on all that they have done, we realize that loss of their funding will create a void in our ability to provide these services. Some examples of the work they have provided are:

- Interactive assignments with built-in knowledge checks
- Short, captioned screencasts to explain visual concepts and increase instructor presence in online classes
- Complex, visual, on-paper foreign language quizzes
- Assessments of music knowledge through interactive audio-based quizzes
- Instructor-featured introductions to online classes posted to the DE website to increase awareness and enrollments
- A practice-time tracking system for the Music Department
- Visually-oriented course navigation systems
- Image-map assessment tools to help students learn vocabulary and concepts related to visual course components
- A repository for multimedia created and shared by our faculty

Administrative Assistant Justification
An increase in the staffing budget in the amount of $38,233 is needed for administrative assistance support (calculated as Grade K - 76,466/2). As the number of staff in the department, both permanent and temporary, increases, so does the need for administrative assistance. The amount of detail generated by the department is voluminous, as is the need for scheduling, personnel paperwork, invoicing and budgeting, etc. This person's work will include:

- Creating and tracking PAFs
- Tracking budgets and purchase orders
- Communicating and keeping track of training schedules
- Producing and organizing training handouts
- Creating and tracking Flex credit requests
- Tracking instructor training completion and certification
- Tracking Online College Project participation and completion
- Managing and updating project management details
- Compiling and distributing DE data and statistics
- Organizing and tracking staff scheduling
- Timesheet processing
- Workshop, drop-in session, and appointment scheduling

- Conference planning and details
- Travel request processing
- Database entry
- Overflow from the Dean of LRET's Admin III workload

Current Staffing

The Distance Education department has been able to offer the District an ever-expanding number of online classes and increasing enrollment during a time when overall enrollment has been declining. This year the department has the additional task of transitioning all instructors and course material from one of the two systems currently in use to the state's new common course management system, Canvas. This involves copying all content into Canvas, helping faculty organize the content there, and training them how to use the new system. This process requires a great deal of planning and coordination, as well as additional staff to help work with faculty.

While the department is working with faculty to transition them to Canvas, we are taking the opportunity to try to improve the overall quality of our online courses and material. For instructors teaching online classes, the Instructional Designer creates an outline of steps that could be taken to improve student engagement, and therefore student success and retention, in the course. If additional content is needed in order to accomplish those goals, then the staff works with the faculty to create it and incorporate it into the course outline. The Instructional Designer is also available to meet with faculty who are creating new online courses, or who wish to discuss changes in their course design, helping to improve the overall success and retention of students at SRJC.

After the retirement of the Instructional Systems Designer, Bill Stone, the department has been trying to fill the workload gap in a variety of ways. We have hired a part-time programmer to maintain our legacy system, CATE, as well as to help us track our activities by creating and maintaining a database of department activities. The system administration tasks for the other 2 systems, Moodle and CATE, have fallen to other staff members until the full-time position can be replaced. The Director continues to do the work of the Canvas system administrator, working with IT to find ways to connect Canvas with our unique student information system, and to configure Canvas to reflect the way our faculty want and need to use the available tools.

In order to ensure that all of our online course material is compliant with current accessibility regulations, our full-time Assistive Technology Specialist reviews every online and hybrid course on a rotating, 6-year cycle. If she finds that changes must be made in order to bring the course into compliance, the department works with the instructor to make those changes, reducing the instructor's workload in that area as much as possible. A student employee performs many of the more routine or repetitive tasks involved with bringing course material into compliance.

As faculty are transitioning to Canvas, they need to learn how to use this new system. While some instructors use a course management system only to post a syllabus and report grades, many take advantage of other tools that allow students to access online resources, upload assignments, take exams, etc. The Distance Education staff offers many workshops, drop-in sessions, and one-on-one appointments to help faculty learn what they need to know. These

are held both on the Santa Rosa and Petaluma campuses. In addition, we have created a variety of online resources, both text and video based, that can be used by faculty to learn Canvas in a self-paced environment. Lastly, the team offered 3 Canvas PDA sessions in the spring, and plans to offer more in the fall.

Communication with District employees during this time has been crucial. A lot of misinformation has been discovered as the staff is in conversation with faculty, staff and students across the District. In order to combat this, the department has totally redesigned our website, making it better organized, more student-centric, and updating many aspects of the site that were outdated or obsolete. The Assistive Technology Specialist has led this project, taking advantage of many of the new tools that Drupal offers in order to provide an automatically-updated calendar of events, pop-up event descriptions, etc. In addition, regular blog posts are created and emails are sent out to all faculty with current information.

As the District prepares to shut down both CATE and Moodle, several key functions need to be migrated to other systems. For example, CATE has traditionally hosted all faculty and section "homepages." These key resources allow students to easily find information regarding their courses and instructors. The DE department has been working with IT to replace those resources, since not all of their functionality is tied to online learning.

Staffing Needs

As faculty continue to request assistance with their migration to Canvas, our staff will need to find efficient ways in which to help them with that process. We anticipate a significant number of faculty needing continued support as they begin using new tools and finding new ways to engage students. This means that we need to plan on continuing that work through the following academic year. That work includes moving content manually into Canvas course shells, provide training and tools to help faculty learn to work confidently in Canvas, assisting with the creation of new multimedia as they redesign their courses, and supporting both faculty and students in the use of the new system. All of this will require a great deal of staff support in a number of areas, including an Instructional Technology Specialist and DE Course Developers.

In addition, the department has been tasked with growing online enrollment by 10% each year. While our numbers have been good, that is still a daunting task. In order to accomplish it, we have planned for additional staffing to encourage the development of more online courses, particularly in the disciplines which are resistant to the idea, such as those in the STEM area. We are working to ensure that the classes we offer are of the highest possible quality so that students will both continue to sign up for them and encourage their friends and family to do the same. Lastly, we are finding ways to market our online program to the community so that there is a greater recognition of the online classes and programs we offer. This will include updating our website and creating marketing tools such as the Quicklooks videos we have begun to produce. All of this work will require the help of the additional staff as requested.

None of the changes we will be making can be made at the expense of student success and retention in our online courses. The recent report by the Public Policy Institute of California found a strong correlation between student success in online courses and courses which newly created or updated, taking advantage of current best practices in online pedagogy. The Distance Education Department will use the momentum and excitement generated by the

adoption of the newer, more powerful, and more user-friendly course management system to encourage faculty to create new online courses and update their older ones.

In order to offer faculty the support they need as they learn the new system and improve the quality of their online courses, it is recommended that the District fund the additional staffing as outlined above.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	02	01		Instructional Technology Specialist	Classified
0001	Santa Rosa	02	01		Ancillary Faculty Assignment	Classified
0001	Santa Rosa	01	01	Instructional Accessibility Specialist	Instructional Accessibility Specialist 35%	Classified
0002	Santa Rosa	08	07		Administrative Assistant II (50%)	Classified

2.3a Current Contract Faculty Positions

Position	Description
N/A	N/A

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
N/A	0.0000	0.0000	0.0000	0.0000	N/A

2.3c Faculty Within Retirement Range

N/A

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

No requests for Instructional and Non-Instructional Equipment, Technology and Sofware are being requested in this Planning Cycle. However, the Center for Excellence in Teaching and Learning in the Doyle Library is a vital instructional support space that is intended for shared district professional development and is often utilized as a location for faculty meetings, demonstrations, and trainings.

This space should be considered an "incubator" space for new classrooms where new ideas and new technologies can be explored, tested, discussed and demonstrated. Faculty can come and try out the technology to see if it would improve their classroom effectiveness. The technology can be installed and faculty can be trained without interrupting regularly scheduled classes. The Distance Education staff are well-placed to provide this type of training and to monitor the use and success of the new technology.

If newer technologies are being considered for classroom use, it's recommended that they first be installed in CETL for all of these reasons. If Measure H funded demonstration classroom technologies are identified for investigation and classroom consideration, installation of these new instructional technologies in CETL would be appropriate and ideal.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	02	01	Articulate Storyline 360 interactive e-learning	1	$1,300.00	$1,300.00	Lisa Beach	4421	Lisa Beach

2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description

| 0001 | Santa Rosa | 02 | 01 | Urgent | Doyle Library | 4422 | $15,000.00 | $5,000 needed to modify the existing space (currently used as an IC storage closet) to a usable workspace (carpet, paint, etc.) $10,000 to add equipment that faculty can use to create and edit multimedia resources to improve their online course materials (camera, microphone, computers, etc.) Funding being pursued through existing Demonstration Classroom budget. |

2.5b Analysis of Existing Facilities

Distance Education Studio

As faculty are working to create and integrate more multimedia into their online course materials, the Distance Education Department would like to provide a convenient space for them to work in. While the Media Services Department has a large film studio space, the commercial equipment necessitates scheduling MS staff to operate the camera, soundboard, teleprompter, and lighting equipment. Faculty can be intimidated by the scope of that type of project, and it can be difficult to schedule all the needed staff.

With the conversion of an existing storage closet into a multimedia studio, faculty will have the ability to self-produce high-quality video and audio, with the additional benefit of being able to use "green screen" technology to add images in post-production. This space can be equipped with basic filming equipment (camera, tripod, lights, green screen, microphone, etc.) at a minimal expense. The addition of a computer and monitors for screencasting, audio recording, and video editing will also be useful as faculty often don't have access to those resources within their departments. Documentation and instructional videos can be made available so faculty can learn more about the technology as they use it. A simple online sign-up solution will give faculty the opportunity to use the space at their convenience, and locating the studio in the Distance Education office area will allow the DE staff to work with faculty as they become more familiar with the software and hardware to create exciting new course content for students.

3.1 Develop Financial Resources

3.2 Serve our Diverse Communities

Distance Education is working to ensure that all online course materials provided by instructors are accessible and engaging for every student.

We work with faculty to make sure that courses which are taught in an online or hybrid format include materials and assessments that are engaging and support success for all learning styles.

3.3 Cultivate a Healthy Organization

3.4 Safety and Emergency Preparedness

Part of Library (Doyle) safety plan

3.5 Establish a Culture of Sustainability

A large number of instructors use one or both of SRJCs course management systems to post syllabi, assignment instructions and drop-boxes, tests and quizzes, etc. for students in their face-to-face courses. Members of the Distance Education department have worked diligently to make this process easy and user-friendly so that even instructors who are not technologically oriented can take advantage of this opportunity. Students appreciate the ability to access these components anytime from anywhere, and faculty find they need make fewer trips to the copy machine to make duplicates of handouts for students who lost them or missed the class meeting where they were distributed. This work by the Distance Education department continues to make it possible for the District to go paperless in the classrooms; thereby achieving one of its primary sustainability goals.

4.1a Course Student Learning Outcomes Assessment

4.1b Program Student Learning Outcomes Assessment

Each online course has student learning outcomes identified in the course outline of record, and online courses are expected to maintain the same rigor and academic standards as face-to-face courses.

As part of the Online Education Initiative's new Peer Online Course Review standards, instructors creating online courses at SRJC are asked to post their Student Learning Objectives not only in the syllabus, as is required for all courses, but also within each learning module. This had been shown to help students identify the skills they will be expected to master in each module, and better understand how to reach those goals.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Online Learning		X	X	X	X		X			X	X	X				X

4.2b Narrative (Optional)

5.0 Performance Measures

In addition to serving about 15,000 enrollments a year in 550 online courses, Distance Education also:

- maintains roughly 1,000 active DE accounts for faculty (many faculty have a home page, even those who do not teach online);

- supports 26 active CATE accounts for instructional departmental websites (CATE has an easy-to-use template that allows departments to create and maintain a website);
- supported approximately 9,661 different students (unduplicated headcount) in 2011/2012, and 10,333 in 2012/2013;
- provides CATE and Moodle training and support to faculty.

Since 2011, approximately 250 faculty have participated in Moodle faculty training. Faculty can choose to participate in the workshops face-to-face, live virtually, or by watching the archived recordings. The department is also in the process of converting all the training materials into standalone, self-paced training to give faculty the opportunity to direct their efforts towards only those concepts they currently need/want to learn.

The training includes an introduction to the Moodle course management system, use of the various components and educational tools that the system offers, pedagogical concepts guiding the structure of online courses and materials, guidelines for complying with ADA and 508 rules, peer discussion regarding the ways in which faculty can envision using Moodle, and the actual construction of a Moodle course.

The majority of the academic departments have adopted some language of Online Special Expertise as part of their assignment guidleines. There has been a concerted push to offer more online sections in diverse areas with the result that in the summer of 2011, the District offered slightly more than 100 sections of online classes.

Between fall 2009 and spring 2014, the DE department reviewed a total of 196 online classes for accessibility compliance. In the 2012/2013 academic year, 75 courses were reviewed and 45 of them passed. The majority of the faculty sucessfully "fixed" accessibility compliance issues and passed the review. There are, however, 42 classes (from this year and past years) in which the faculty are still working to fix accessibility issues. In many cases, these instructors need assistance in bringing their classes into compliance. Many accessibility issues require a sophisticated level of expertise to correct, including converting math equations to an accessible online format, working with publisher sites, overseeing the progress and completion of captioning instructional videos, bringing PDFs into compliance, etc. Starting in May of 2013, a new cycle of online courses began that will include 50 classes already identified plus the inevitability of newly scheduled or newly assigned online courses.

In the spring of 2012, the Distance Education completed work so that all faculty were enabled to create a Moodle course shell via their faculty portal. There are close to 100 courses set up in Moodle already. Training of faculty in using Moodle or transitioning from CATE to Moodle continues to be a challenge. In the Fall 2011 PDA session on Introduction to Moodle, there were 75 faculty participants on the Santa Rosa campus and 15 faculty participants at the Petaluma campus. In the spring of 2012, 61 faculty signed up for Moodle training; 34 attended at least one session but only 8 completed the full 27 hours of training. However, 35 faculty attended Moodle "Mootcamp" during the intersession between spring and summer 2012, and 25 of them completed the full 27 hours. This condensed, intersession format appears to be the most popular way for faculty to receive training, so we will continue offering it each summer.

The Distance Education department has also created a robust menu of Help documents for both faculty and students using Moodle. These include information about how to create courses and enroll students, how to move course components from one course management system to the other, how to resolve log in and access issues, how to create and share Moodle components, and more.

The Distance Education department has hosted a series of faculty conversations and short workshops regarding online education. Some of the topics have included:

- Regular and effective student contact
- Academic integrity
- Enhancing student success with social media
- Incorporating CCCConfer into your course
- Best practices in hybrid course delivery
- Creating screencasts to use as online resources

We will continue to offer more of these informal conversations and workshops. Many of them are also recorded, captioned, and archived for faculty who wish to view them asynchronously.

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

The online learning program offers about 500 sections each academic year. Each discipline/department recommends a schedule to the cluster Dean, and the deans are responsible to balance online offerings with face-to-face offerings to protect against negative competition between them.

Online courses are convenient to students in that they can be accessed at a time convenient to the student, 24 hours per day, 7 days a week.

Geographic distribution of courses is not an issue except with regard to "hybrid" courses that schedule orientations and/or face-to-face meetings. "Hybrid" classes are scheduled both at Petaluma and Santa Rosa campuses. About 20 courses each semester are offered "hybrid" usually because of mandatory orientation, face-to-face exams, or the need for the students to give speeches or presentations.

The Distance Education program could be providing a wider range of options to students. Currently the Distance Education program consists mainly of online courses delivered asynchronously. However, distance education needs to make better use of video-based broadcast from Santa Rosa to Petaluma, and possibly to high school sites in the county. This would expand the range of offerings available in Petaluma and provide opportunities for concurrently enrolled high school students to take classes not available at their high school sites.

The annual headcount in 2008-2009 was 14,412, an increase of 46% over the previous 4 years.

Online general education classes generally close during priority registration and typically have substantial numbers of hits after close. The Online College Course Development project has been addressing this need for the last several years by giving priority for stipends to general education courses.

There appears to be sufficient courses in Computer Studies, and these tend to have more open seats available to students.

5.2a Enrollment Efficiency

Online enrollment efficiency has always been higher, at least higher than on-the-ground sections. In the spring of 2011, online enrollment efficiency is 98%. For Fall 2011 and Spring 2012, online enrollment efficiency was around 93%. As a comparison, for these two semesters, the District average in terms of enrollment efficiency has been around 60%.

5.2b Average Class Size

5.3 Instructional Productivity

5.4 Curriculum Currency

5.5 Successful Program Completion

The College began promoting online degree programs in Fall, 2008. As yet, there is no way to track if students are completing a degree or certificate online or face-to-face. In either case, completion is monitored by the disciplines and departments.

In June, 2010, the ACCJC approved a substantial change request to add five additional online majors and twenty four additional online certificates to SRJC's online offerings. In this context, "online" means that 50% or more of the required units are offered online. This greater number of online options is expected to help students complete degrees and certificates. In May 2012, the Distance Education again prepared a substantive change proposal to be submitted to ACCJC for their November 2012 meeting. This proposal contains 8 new online degrees including one TMC (Sociology) and 12 new online certificates.

5.6 Student Success

Online retention and success rates have been 10-15% below face-to-face retention and success rates. This is a challenge to online programs at the state and national levels. However, as online learning matures, the gap in retention and success between f2f and online students is narrowing, nationally and at the JC. At the JC, the gap has been under 10% for several semesters and the statistics for Spring 2011 speak for themselves.

In the spring of 2011, online success rates (grade of C or better) were 60.4%, compared to the District rate of 65.5%, a gap of 5.1%. However, the gap has significantly improved since 2005/2006 when the gap was 12-15%.

Student Grade Point Average in online classes has been improving over time. The improvement is so dramatic that in the spring of 2011, the online student GPA of 2.62 is higher than the District average of 2.57.

In terms of retention, the rate for online students in the spring of 2011 is 68.8% versus the District average of 75.5%, a difference of 6.7%.

5.7 Student Access

Online classes tend to attract disproportionately more white students than other ethnic groups.

5.8 Curriculum Offered Within Reasonable Time Frame

_

5.9a Curriculum Responsiveness

The Online Learning program has no curriculum of its own. Curriculum resides in each academic department.

5.9b Alignment with High Schools (Tech-Prep ONLY)

_

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

_

5.11a Labor Market Demand (Occupational Programs ONLY)

_

5.11b Academic Standards

_

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	02	01	Convert all online course material and train faculty in use of new CMS - Canvas	By the end of spring 2017: * make sure all course content is migrated to Canvas * make sure all faculty are given ample opportunities to use DE staff services for help with course organization and training in the use of Canvas * ensure all CATE functionalities have been transferred to other modalities (e.g. Drupal faculty homepages, new Section Information Pages, etc.) * shut down CATE and Moodle * Oversee a nearly complete overhaul of the DE website to reflect changes in processes for both faculty and students due to the migration to Canvas.	June - December, 2016	* We will need to continue offering the resources of 4 STNCs to help faculty with the migration, organization, and training aspects of the move to Canvas. * We will continue to need the help of the IT staff to move the remaining CATE functionalities (Accessibility Console, File Management, etc.) to other modalities. * The DE System Administrator will need to work closely with the IT staff to shut down CATE and Moodle in a way that effectively removes all faculty and student access, while retaining appropriate levels of archived data. * The department will need to be fully staffed in order to handle the increase in workload based on an increasing number of online courses, additional training, and an overhaul of the DE website.
0002	ALL	02	01	Support student success and retention by continuing to improve the quality of online courses.	* Continue to encourage all faculty to use the Canvas system to in order to make their online course material more functional, engaging, and environmentally sound. * Continue to use the state's course review rubric to help faculty evaluate their own courses and make improvements where necessary, as well as in the creation of new online courses through the Online College Project. * Continue to improve the efficacy of the Online Special Expertise Certificate course, providing the best possible instruction in both Canvas and online pedagogy, while limiting workload/time requirements as much as possible. * Continue to monitor Canvas support calls and system status to ensure course materials remain active and available, and users have uninterrupted access to their courses. * Begin helping faculty understand how to use Canvas course analytics to monitor student activity and engagement, and offering suggestions for resolving noted problems and increasing engagement. * Begin using Canvas system analytics to identify areas that need attention, and finding solutions to these system-wide issues.	2016-2017	* The DE staff will continue to track the progress of the transition to Canvas through the use of the department database and other tools. * The DE staff will work to send targeted and compelling messages to faculty to encourage the use of Canvas by all faculty. * The DE staff, and the Instructional Designer in particular, will continue to use the state's course review rubric to offer suggestions for improvement to any faculty member who asks for a consultation, as well as using the rubric to evaluate courses in the Online College Project and in the Online Special Expertise Certificate course. * The Instructional Systems Administrator will need to continue to monitor the Canvas Support system, resolving both faculty and student issues that cannot be handled by Instructure. He will also need to monitor the status of the Canvas system and communicate any problems or changes to faculty and students, and integrate new resources requested or available that could improve online course quality at SRJC. * The DE staff will need to continue to learn more about the intricacies of Canvas analytics in order to identify system-wide issues and to

					* Initiate a process to form small peer-review teams that can use the new rubric to give collegial feedback. These would include the input of the Instructional Designer. * Initiate a process to create "course roadmaps" in order to help faculty start their course design process with a pedagogically sound structure and ideas for use of engaging CMS tools.		train faculty to use them to improve student success and retention in their courses. * The Instructional Designer will begin developing a process for small peer-review teams. * The DE staff will continue to meet with various instructional departments to help them create course roadmaps for their instructors. * Add the scheduling of the numerous workshops, appointments, and meetings to the duties of the department administrative assistant.
0003	ALL	02	07	Ensure that the DE staff is current with changing technology, pedagogy and regulations related to distance education.	Add travel and webinar funds to the DE budget to facilitate attendance at conferences and webinars.	2016-2017	* With the addition of full-time employees, the DE department will require additional travel funds to cover the expenses associated with maintaining currency in our rapidly-changing environment. * Add the work of processing travel requests and invoicing to the duties of the department administrative assistant.
0004	ALL	02	07	Increase enrollment in online courses by 10% annually for the next 3 years.	* Increase the number of online courses offered at SRJC by continuing to fund and resource the Online College Project. * Work with the Curriculum Department to streamline the online course approval process * Continue to train faculty to become successfull online educators and to create engaging and effective online courses. * Continue to improve the quality of online course offerings in order to ensure the success, retention, and reputation of these courses. * Train faculty to use course analytics to improve success and retention. * Work with targeted departments to increase the number of online/hybrid courses offered. * Create a plan to market SRJC online courses in order to increase enrollment.	2016-2017	* The District will need to continue to offer stipends to faculty for the creation of new online courses. * The DE staff will need to continue to have access to resources that will allow us to offer a plethora of workshops and training sessions to help improve the access to and quality of our online courses. * The DE staff will need the support of the SRJC Administration to encourage the development of online courses, particularly in areas such as STEM where we currently have few or no online courses available to our students.
0005	ALL	02	01	Ensure that online courses comply with ADA regulations	* Continue our efforts to review new and exisiting courses to ensure compliance. * Continue to educate faculty regarding the need for and methods of creating accessibility-compliant course materials. * Continue to offer DE support to faculty who need to make changes to course material. * Continue to work with the OEI to create the basis for a standardized ADA compliance document, and to test new accessibility review technology tools.	2016-2017	* The DE Instructional Technology Specialist will need to continue to review all online courses on a 6-year cycle. The number of reviews expands each semester with the addition of new online courses. * We will need to work with IT to recreate the functionality of the ADA Console that is used to determine which courses need to be reviewed and track the review process outside of the CATE system.

					* Continue to offer the Instructional Technology Specialist the ongoing professional development she needs to remain current with state and federal accessiblity regulations.		* We will need to continue to use a Student Employee to make the kind of routine, repetitive fixes to online course material required to make them ADA compliant. * Add the scheduling of the numerous accessibility reviews and appointments to the duties of the department administrative assistant to free up more time for the Instructional Technologist to meet with instructors, review their course materials, and make necessary changes.
0006	ALL	02	07	Free up DE staff resources to focus on all of the department and District goals listed above by adding a part-time Administrative Assistant to deal with all of the departmental administrative, scheduling and personnel details.	* Hire a part-time Administrative Assistant for the Distance Education Department.	December, 2016	Additional department funding will be needed in order to hire a part-time administrative assistant in order to facilitate the increase in scheduling workshops, appointments and meetings, as well as helping with ongoing personnel, data mining, and report-creation tasks.

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	The Distance Education program at SRJC continues to be successful in many ways. * We have consistently increased enrollment each semester over the previous year. * DE staff continues to work with faculty who want to participate in the Online College Project to create new online courses, attempting to make the process easier, and ensuring that the results are high-quality, accessible courses taught by faculty who are knowledgeable in the use CMS tools and online pedagogy.. * Courses are being reviewed and modified to comply with state and federal accessibility requirements. * Faculty are given the opportunity to earn the Online Special Expertise Certificate by participating in an online course in Canvas, moderated by our Instructional Designer * Workshops are offered to improve online teaching skills by training faculty in a variety of tools and techniques. * The Director of DE is a member of 3 statewide groups that are in the process of rolling out a variety of new, low/no-cost resources to all CCCs. She is working with them to ensure that SRJC is can take advantage of these resources. * The Director has begun working with other departments on campus to coordinate online student support services, such as counseling, tutoring, etc. as required by the Accreditation Team Report. * The Director and Instructional Designer have begun meeting with instructional departments to help them understand the new course management system, and to encourage them to consider the creation of new online courses. The department will be working diligently to assist faculty with improving the quality of our online courses in a variety of ways. The hope is that there will be something of a groundswell of excitement as new tools, trainings, and technologies are offered to our faculty in order to make online course materials more engaging. This, then, should help to increase interest in creating new online courses, improve the quality of existing courses, and improve the enrollments, success and retention in our online programs. The staffing requests outlined in this document will ensure that we are prepared to help all faculty adopt the new system quickly and enthusiastically, whether they are digital natives or digital immigrants.
Santa Rosa	

6.2b PRPP Editor Feedback - Optional

–

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	01	Convert all online course material and train faculty in use of new CMS - Canvas	By the end of the fall 2016 semester: * make sure all course content is migrated to Canvas * make sure all faculty are given ample opportunities to use DE staff services for help with course organization and training in the use of Canvas * ensure all CATE functionalities have been transferred to other modalities (e.g. Drupal faculty homepages, new Section Information Pages, etc.) * shut down CATE and Moodle * Oversee a nearly complete overhaul of the DE website to reflect changes in processes for both faculty and students due to the migration to Canvas.	June - 2016 - June 2017	* We will need to continue offering the resources of 4 STNCs to help faculty with the migration, organization, and training aspects of the move to Canvas, through June 9, 2017. * We will continue to need the help of the IT staff to move the remaining CATE functionalities (Accessibility Console, File Management, etc.) to other modalities, with CATE server shutdown in June 2017. * The DE System Administrator will need to work closely with the IT staff to shut down CATE and Moodle in a way that effectively removes all faculty and student access, while retaining appropriate levels of archived data after May 2017.
0002	ALL	02	01	Support student success and retention by continuing to improve the quality of online courses.	* Continue to encourage all faculty to use the Canvas system to in order to make their online course material more functional, engaging, and environmentally sound. * Continue to use the state's course review rubric to help faculty evaluate their own courses and make improvements where necessary, as well as in the creation of new online courses through the Online College Project. * Continue to improve the efficacy of the Online Special Expertise Certificate course, providing the best possible instruction in both Canvas and online pedagogy, while limiting workload/time requirements as much as possible. * Continue to monitor Canvas support calls and system status to ensure course materials remain active and available, and users have uninterrupted access to their courses. * Begin helping faculty understand how to use Canvas course analytics to monitor student activity and engagement, and offering suggestions for resolving noted problems and increasing engagement. * Begin using Canvas system analytics to identify areas that need attention, and finding solutions to these system-wide issues. * Initiate a process to form small peer-review teams that can use the new rubric to give	2017-2018	* The DE staff will work to send targeted and compelling messages to faculty to encourage the use of Canvas by all faculty. * The DE staff, and the Instructional Designer in particular, will continue to use the state's course review rubric to offer suggestions for improvement to any faculty member who asks for a consultation, as well as using the rubric to evaluate courses in the Online College Project and in the Online Special Expertise Certificate course. * The Instructional Systems Administrator will need to continue to monitor the Canvas Support system, resolving both faculty and student issues that cannot be handled by Instructure. He will also need to monitor the status of the Canvas system and communicate any problems or changes to faculty and students, and integrate new resources requested or available that could improve online course quality at SRJC. * The DE staff will need to continue to learn more about the intricacies of Canvas analytics in order to identify system-wide issues and to train faculty to use them to improve student success and retention in their courses. * The Instructional Designer will begin developing a process for small peer-review teams.

				collegial feedback. These would include the input of the Instructional Designer. * Initiate a process to create "course roadmaps" in order to help faculty start their course design process with a pedagogically sound structure and ideas for use of engaging CMS tools.			* The DE staff will continue to meet with various instructional departments to help them create course roadmaps for their instructors. * Add the scheduling of the numerous workshops, appointments, and meetings to the duties of the department administrative assistant.
0003	ALL	02	07	Ensure that the DE staff is current with changing technology, pedagogy and regulations related to distance education.	Add travel and webinar funds to the DE budget to facilitate attendance at conferences and webinars.	2016-2017	* With the addition of full-time employees, the DE department will require additional travel funds to cover the expenses associated with maintaining currency in our rapidly-changing environment. * Add the work of processing travel requests and invoicing to the duties of the department administrative assistant.
0004	ALL	02	07	Increase enrollment in online courses by 10% annually for the next 3 years.	* Increase the number of online courses offered at SRJC by continuing to fund and resource the Online College Project. * Work with the Curriculum Department to streamline the online course approval process * Continue to train faculty to become successfull online educators and to create engaging and effective online courses. * Continue to improve the quality of online course offerings in order to ensure the success, retention, and reputation of these courses. * Train faculty to use course analytics to improve success and retention. * Work with targeted departments to increase the number of online/hybrid courses offered. * Create a plan to market SRJC online courses in order to increase enrollment.	2016-2017	* The District will need to continue to offer stipends to faculty for the creation of new online courses. * The DE staff will need to continue to have access to resources that will allow us to offer a plethora of workshops and training sessions to help improve the access to and quality of our online courses. * The DE staff will need the support of the SRJC Administration to encourage the development of online courses, particularly in areas such as STEM where we currently have few or no online courses available to our students.
0005	ALL	02	01	Ensure that online courses comply with ADA regulations	* Continue our efforts to review new and exisiting courses to ensure compliance. * Continue to educate faculty regarding the need for and methods of creating accessibility-compliant course materials. * Continue to offer DE support to faculty who need to make changes to course material. * Continue to work with the OEI to create the basis for a standardized ADA compliance document, and to test new accessibility review technology tools. * Continue to offer the Instructional Technology Specialist the ongoing professional development she needs to remain current with state and federal accessiblity regulations.	2017-2018	* The DE Instructional Technology Specialist will need to continue to review all online courses on a 6-year cycle. The number of reviews expands each semester with the addition of new online courses. * We will need to work with IT to recreate the functionality of the ADA Console that is used to determine which courses need to be reviewed and track the review process outside of the CATE system. * We will need to continue to use a Student Employee to make the kind of routine, repetitive fixes to online course material required to make them ADA compliant. * Add the scheduling of the numerous accessibility reviews and appointments to the

							duties of the department administrative assistant to free up more time for the Instructional Technologist to meet with instructors, review their course materials, and make necessary changes.
0006	ALL	02	07	Free up DE staff resources to focus on all of the department and District goals listed above by adding a part-time Administrative Assistant to deal with all of the departmental administrative, scheduling and personnel details.	* Hire a part-time Administrative Assistant for the Distance Education Department.	2017-18	Additional department funding will be needed in order to hire a part-time administrative assistant in order to facilitate the increase in scheduling workshops, appointments and meetings, as well as helping with ongoing personnel, data mining, and report-creation tasks.