

# Santa Rosa Junior College

## Program Resource Planning Process

### *Distance Education 2018*

#### **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.

### **Training 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.

The Online College Project allows faculty to create new online courses with guidance and assistance from the Distance Education Department. From submitting a DE Proposal, designing the course to meet the OEI Online Rubric standards, and meeting accessibility guidelines, the team offers help and support at every step. In addition, 2 part-time DE Course Developers can now offer hands-on assistance with the discovery and creation of online course resources. With the addition of all of these resources for faculty, the District has benefitted by the addition of 38 completed Online College Project courses in the past 3 years.

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.

In order to ensure that all of our online course material is accessibility compliant, our full-time Instructional 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. This year, the Disability Resources Department has indicated it can no longer fund the 35% of her position it had been funding, so the District has agreed to fund her position at 100% from the General Fund, which is reflected in the Distance Education Department budget.

The Instructional Technology Specialist also continues to take the lead in keeping the Distance Education website up do date, including a major reworking of the multimedia resource pages in order to reflect the fast-moving changes in that environment. The team has 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 sends out weekly emails containing online teaching tips and Canvas demonstrations.

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 decision-making at that level. Both the Director and the Instructional Designer will present at this year's Online Teaching Conference in Anaheim. 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.

## 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
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## 2.2a Current Classified 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-based instructional materials. Provides database tools for tracking progress by the Distance
Instructional Accessibility Specialist	40.00	12.00	Provides support to faculty in the accessibility of web-based instructional materials and maintains the Distance Education website.
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.

## 2.2d Adequacy and Effectiveness of Staffing

### 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. Our current level of staffing allows us to continue to offer the resources and support that allow faculty to continue developing well-designed online courses, and to use the course management system to supplement their face-to-face activities and resources. Each member of the Distance Education provides a valuable role in this work.

#### Director of Distance Education

The director reviews all distance education course proposals, co-chairs the District Online Committee, works with deans, chairs and faculty to explore and develop new online course offerings, coordinates collaborative work between departments, oversees all work done to support faculty related to distance education, and administers the department budget. In addition, she 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 decision-making at that level. The information gathered by doing this work is then delivered to the District by way of presentations to committees such as the AAC, DCCIM, Academic Senate, District Online Committee, and the Board of Trustees.

#### Instructional Technology Specialist

In order to ensure that all of our online course material is accessibility compliant, our full-time Instructional 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. This year, the Disability Resources Department has indicated it can no longer fund the 35% of her position it had been funding, so the District has agreed to fund her position at 100% from the General Fund, which is reflected in the Distance Education Department budget.

## Instructional Designer

Faculty rely heavily on the expertise of our Instructional Designer to guide them as they create or modify their online courses. She offers many workshops, drop-in times, PDA sessions, and one-on-one appointments to help faculty with course design and delivery issues. She has also 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. In addition, the Instructional Designer takes the lead in working with faculty in the Online College Project and Online Special Expertise course to ensure they have the training and guidance they need to create and teach their online courses.

## Instructional Systems Administrator

Although our Canvas contract gives us access to 24/7 phone support, our Instructional Systems Administrator still spends the majority of his time supporting our online learning systems. People often still prefer to speak with someone "internally" rather than reaching out to someone outside the organization. And there are still many things only he can deal with, including the creation of new course shells, correction of Canvas data, cross-listing of sections, assignment of TAs, and enrollment of non-instructional staff. In addition to support tasks, he evaluates and installs new applications, reviews changes to Canvas, and creates documentation for new tools and processes. He also offers Canvas workshops and PDA sessions, works with Instructional Technology to ensure smooth integration with other District systems, and handles emergency issues related to all Distance Education programs.

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
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## 2.3a Current Contract Faculty Positions

Position	Description
N/A	N/A

**2.3b Full-Time and Part-Time Ratios**

<b>Discipline</b>	<b>FTEF Reg</b>	<b>% Reg Load</b>	<b>FTEF Adj</b>	<b>% Adj Load</b>	<b>Description</b>
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
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## 2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

No requests for Instructional and Non-Instructional Equipment, Technology and Software 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 Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	01	01	ARC video engagement and creation tool	1	\$28,500.00	\$28,500.00	Lisa Beach	4422	Lisa Beach
0002	ALL	01	01	Proctorio online exam proctoring	1	\$18,000.00	\$18,000.00	Lisa Beach	4425	Lisa Beach
0003	ALL	01	01	Screencast-o-matic screencast recording tool	50	\$9.60	\$480.00	Lisa Beach	4425	Lisa Beach

### 2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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## 2.5a Minor Facilities Requests

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

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### **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**

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### **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**

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### **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
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### 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)

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## 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 guidelines. 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 successfully "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**

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## **5.3 Instructional Productivity**

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## **5.4 Curriculum Currency**

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## **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**

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## **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)**

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**5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)**

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**5.11a Labor Market Demand (Occupational Programs ONLY)**

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**5.11b Academic Standards**

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## **6.1 Progress and Accomplishments Since Last Program/Unit Review**

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0002	ALL	02	01	Support student success and retention by continuing to improve the quality of online courses.	<ul style="list-style-type: none"> <li>* 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.</li> <li>* 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.</li> <li>* 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.</li> <li>* 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.</li> <li>* 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.</li> <li>* Begin using Canvas system analytics to identify areas that need attention, and finding solutions to these system-wide issues.</li> <li>* 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.</li> </ul>	2017-2018	<ul style="list-style-type: none"> <li>* The DE staff has helped faculty come up to speed in the adoption and use of Canvas for online, hybrid and face-to-face classes. Since Spring of 2017, we've seen a 9% increase in face-to-face classes using Canvas. This helps students tremendously as they can now begin to see all of their course assignments, due dates, grades and instructor announcements in one place.</li> <li>* The DE department has offered more than 30 workshops and PDA sessions to help faculty learn Canvas.</li> <li>* The staff has had more than 200 individual appointments with faculty to help them understand how to use Canvas and how to teach online more effectively.</li> </ul>

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0004	ALL	02	07	Increase enrollment in online courses by 10% annually for the next 3 years.	<ul style="list-style-type: none"> <li>* Increase the number of online courses offered at SRJC by continuing to fund and resource the Online College Project.</li> <li>* Work with the Curriculum Department to streamline the online course approval process</li> <li>* Continue to train faculty to become successful online educators and to create engaging and effective online courses.</li> <li>* Continue to improve the quality of online course offerings in order to ensure the success, retention, and reputation of these courses.</li> <li>* Train faculty to use course analytics to improve success and retention.</li> <li>* Work with targeted departments to increase the number of online/hybrid courses offered.</li> <li>* Create a plan to market SRJC online courses in order to increase enrollment.</li> </ul>	2017-18	<ul style="list-style-type: none"> <li>* The District will need to continue to offer stipends to faculty for the creation of new online courses.</li> <li>* 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.</li> <li>* 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.</li> </ul>

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0005	ALL	02	01	Ensure that online courses comply with ADA regulations	<ul style="list-style-type: none"> <li>* Continue our efforts to review new and existing courses to ensure compliance.</li> <li>* Continue to educate faculty regarding the need for and methods of creating accessibility-compliant course materials.</li> <li>* Continue to offer DE support to faculty who need to make changes to course material.</li> <li>* Continue to work with the OEI to create the basis for a standardized ADA compliance document, and to test new accessibility review technology tools.</li> <li>* Continue to offer the Instructional Technology Specialist the ongoing professional development she needs to remain current with state and federal accessibility regulations.</li> </ul>	2017-2018	<ul style="list-style-type: none"> <li>* 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.</li> <li>* This year we worked 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.</li> <li>* 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.</li> </ul>

## **6.2b PRPP Editor Feedback - Optional**

The Distance Education unit has steadily and successfully provided support to faculty for the development of courses for online delivery. Key areas of focus have been providing instructional design and technical support for the development of new courses in the Online College Project. This program invites faculty, in consultation with their departments, to identify courses the department would like to offer online. It affords support and training to set the stage for success, as evidenced by the success rate of the program. The Online College Project supports the production of approximately 26 new online courses each academic year.

In recognition of increased requests for support in preparing video-based lecture materials, the Distance Education department spearheaded a low-cost initiative to develop a drop-in video production studio. Working with Media Services, Instructional Computing, a storage closet has been converted into an easy-to-use studio which allows faculty to record lecture material to be shared with students online in Canvas. The studio is located in the Center for Excellence in Teaching and Learning in Doyle Library, where Distance Education staff can provide ready assistance. This studio is an excellent example of the high impact ways the department provides support for faculty development of quality online instructional materials.

## 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	01	Support student success and retention by continuing to improve the quality of online courses.	<p>* 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.</p> <p>* Ensure that students are engaged with their online courses by supporting the faculty's desire and ability to use modern, proven educational technology to facilitate learning.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* Continue 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.</p>	2018/19	<p>* The DE staff will work to send targeted and compelling messages to faculty to encourage the use of Canvas by all faculty.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* The DE staff will continue to meet with various instructional departments to help them create course roadmaps for their instructors.</p>



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0003	ALL	02	01	Ensure that online courses comply with ADA regulations	<ul style="list-style-type: none"> <li>* Continue our efforts to review new and existing courses to ensure compliance.</li> <li>* Continue to educate faculty regarding the need for and methods of creating accessibility-compliant course materials.</li> <li>* Continue to offer DE support to faculty who need to make changes to course material.</li> <li>* Continue to work with the OEI to create the basis for a standardized ADA compliance document, and to test new accessibility review technology tools.</li> <li>* Continue to offer the Instructional Technology Specialist the ongoing professional development she needs to remain current with state and federal accessibility regulations.</li> </ul>	2018/19	<ul style="list-style-type: none"> <li>* 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.</li> <li>* 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.</li> <li>* 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.</li> <li>* 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.</li> </ul>