Santa Rosa Junior College

Program Resource Planning Process

Distance Education 2021

1.1a Mission

Mission

The Distance Education Department is committed to providing high quality, student-centered, interactive learning experiences in online, hybrid, and blended courses.

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 courses, pathways, 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.

During the pandemic, the District relied on the Distance Education Department to assist faculty in the rapid transition of all classes to an online learning platform so that education could continue. This involved traning hundreds of faculty in the general use of technology, in the specific use of the District's course management system (Canvas), and in the overall practices of online teaching.

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. In addition, the department is committed to reviewing all online classes on a regular basis to discover any areas of non-comlpliance, and to assist faculty in remediating those areas. This ensures that SRJCs distance learning offerings remain in full compliance with all accessibility standards, regulations and laws.

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. Since the Chancellor's Office has funded a distance education professional development organization (@ONE), SRJC (through the Distance Online Committee) has adopted their Online Course Review Rubric its standards as a way to remain in sync with the standards used by other CCCs. The Distance Education Department publishes this rubric, offers training sessions to faculty regarding the standards in the rubric, and meets individually with instructors to help them understand and integrate the standards in the rubric. The District Online Committee is kept apprised of any changes in the rubric and continues to support its use. 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 faculty become more familiar with education technology, the Distance Education Department is finding ways to provide them with additional tools and hosting services. 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. In addition, the Distance Education Department procures and integrates other third-party resources into the District's course management system (CMS). These include faculty-selected publisher resources, state-provided software such as an online tutoring platform, accessibility tools, and online proctoring services. The department also maintains access to and support for Canvas, the statewide adopted CMS.

Traning and Support

SRJC's faculty and staff request and require ongoing training in the use of Canvas as well as other educational technology. 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, 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. Help documents and short "how-to" videos have been created, and continue to be updated, which 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 support tickets, emails, phone calls, office visits, or requests that come through the Canvas support system. Faculty also seek one-on-one consultations regarding the use of various CMS components, the accessibility of online course materials, and overall questions regarding online course design and delivery.

Conclusion

During the pandemic, 95% of all SRJC sections were conducted online and the Distance Education Department rose to the occasion, offering hundreds of workshops, consultations, and support. Research and common sense predict that the District will not return to the 11-12% level of online classes in the future. As more courses are taught online, and as more faculty use the CMS for both online and in-person classes, the Distance Education Department faces an 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. It is important to offer training in online teaching and learning pedagogy and support for the process of designing their online courses. It is also crucial to continue the work of reviewing online courses to ensure compliance with all mandated accessibility regulations, and to help faculty understand how to create content that meets those requirement. In addition, it has 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:

In Spring of 2020, 95% of all classes were quickly converted to remote formats. This required the hiring of sixteen part-time staff in order to assist faculty both in the conversion of their course content as well as in at least a rudimentary understanding of online teaching technology and pedagogies. It also required increased staff to ensure that all those new online course materials meet the appropriate accessibility laws and regulations. Lastly, it required additional staff to assist faculty with technological issues ranging from basic computer skills and login credentials, to problems with the use of the learning management system and other educational software.

During a one-year period beginning with the onset of the pandemic in March of 2020, the Distance Education Department assisted faculty and staff with a monumental volume of questions, problems and training needs. Here is a synopsis:

Distance Education Pandemic Statistics

March 2020 to March 2021

System Administration

Canvas-related Tickets	1054
Non-Canvas Tickets:	83

Instructional Design

Workshops	234
Workshop Participants (total attendees)	1918
Workshop Participants (unique attendees)	487
Online Special Expertise	8
OSE Participants	117
Certificates Issued	80
Individual Consultations	826

Accessibility

Canvas Courses Remediated	64
Documents Remediated	383
Videos Captioned	554

As the department looks ahead to post-pandemic status, it's clear that the volume of both online classes as well as the use of instructional technology will continue to be much greater than it was pre-pandemic. This is because more instructors are comfortable teaching online, more courses have been approved for online delivery, and more technological resources are available to assist faculty in their desire to continue teaching their classes online.

Student demand for classes offered in their preferred modality also continues to drive growth. "Students have expectations that higher education will mirror the information accessibility and immediacy of their connected lives" (Johnson et al., 2016, p. 18) Pre-pandemic, online sections filled much more quickly, on the whole, than face-to-face sections showing that students are clearly voting with their enrollments. At SRJC, the growth in online enrollment between 2014-15 and 2019-20 was 75% and the change in the percentage of online enrollments compared to face-to-face enrollments went from 7% to 15% (FTES: CCCCO Datamart), and the unmet demand for online courses (as a percent of total demand) was about 40%. That means that students continued to try to enroll in online classes, but found that they were 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, part-time Educational Technology Specialists 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.

During the pandemic, a team of accessibility remediation employees, led by Distance Education's Instructional Accessibility Specialist, worked to ensure that all classes with a registered DRD student were carefully instpected and corrected in order to ensure that all online course materials were accessibility compliant. This required a large team of part-time staff including a Professional Expert to help organize and monitor the work. During this time, the department put all other accessibility remediation on hold including the normal work of our full-time Instructional Technology Specialist to review every online and hybrid course on a rotating, 6-year cycle. We're hopeful that in the coming academic year, the department will be able to continue to bring other online courses into compliance by working with the instructor to

make those changes, reducing the instructor's workload in that area as much as possible. This will include the employment of one or more student employees to assist with this work.

The Instructional Accessibility Specialist also continues to take the lead in keeping the Distance Education website up do date and as helpful as possible in providing faculty, staff and students with the resources they need. The department website is the second largest in the District, requiring a great deal of time to keep it current, accurate and engaging for all users.

The Distance Education team is also occasionally invited to visit academic departments during their monthly meetings in order to give short demos, answer questions, and tailor our message to their particular needs. This helps keep a connection with faculty as they are making decisions about whether or not to create new online classes, and how to get help when they need it.

The Director of Distance Education maintains a presence at the state level by chairing 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 often present at the Online Teaching Conference, as well as the DE Coordinators Retreat just before the conference begins. 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

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.
Instructional Systems Administrator	40.00	12.00	Same as above, but this is a categorically-funded position that focuses on the integration between Distance Education platforms and SIS and the creation of an SIS-connected database to track DE activity.
Instructional Technology Specialist	40.00	12.00	This is a categorically-funded position. Assists, trains and supports faculty in the use of instructional technologies. Provides assistance with the design and development of instructional content using current technological resources.

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 Accessibility Assistant	40.00	12.00	A student assistant is needed to help remediate course materials to make them accessibility compliant, often by providing captions for instructional videos.
Educational Technology Specialist	135.00	12.00	These Professional Experts are needed to support faculty create online course materials, learn to use the course management system, and troubleshoot a variety of online teaching issues.
Assistive Technology Specialists	100.00	12.00	These STNCs are needed to remediate the huge amount of course materials added to the course management system and which need to be remediated in order to comply with accessibility laws and regulations. This includes captioning videos, remediating PDF and Word Documents, and correcting Canvas course pages.
Instructional Support Specialist	20.00	12.00	This STNC is needed to assist the Instructional Systems Administrator in providing technical assistance to all course management system users, including the correction of SIS/Canvas mismatches, cross-listing sections, integrating faculty-selected applications (such as digital publisher materials), assisting with access/login issues, and more.

2.2d Adequacy and Effectiveness of Staffing

Current Staffing

The Distance Education department has struggled to meet the overwhelming demand for services and support during the pandemic. Even with the addition of twelve STNC and four Student Employees, the workload has been monumental. Over the course of a year, the team has hosted more than 1,000 faculty workshop participants and 117 Online Special Expertise course participants, provided more than 800 individual faculty consultations, resolved more than 1,000 support requests, and completed more than 1,000 accessibility remediations.

Moving forward, the department's regular staffing level will not be sufficient to maintain the same level of service for what will surely be a permanently-increase level of online classes and instructors. In particular, the team will struggle to offer the technical support and course design and delivery assistance that faculty have come to rely on our staff for.

Each current member of the Distance Education continues to 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 offerengs, 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 positions on various committees and presenting at conferences. 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. 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 Accessibility Specialist

In order to ensure that all of our online course material is accessibility compliant, our full-time Instructional Accessibility 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, we also have hired a visually-challenged student to help test various software and online content. Her insights have been invaluable to the work we do. In terms of adequacy, as the number of online classes continue to increase, the department has a need for additional student employees to help faculty fix any accessibility issues as they are found.

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. 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.

Needs

The Distance Education Department has outfitted a multimedia studio space to help faculty create video and audio content for their classes. The department is seeing an increase in demand for the use of this space, which is outfitted with commercial video equipment, including cameras, microphones, monitors, lighting, a "Learning Glass," and high-level editing software. The complexity of this equipment necessitates scheduling someone with multimedia expertise to set up and operate the equipment. Faculty can be intimidated by the scope of a multimedia project, and the equipment could easily be damaged by someone without the correct training. We therefore are asking for a part-time multimedia specialist to assist faculty with setup, training, operation, and post-production work. This person would also assist with the overall need for instructional technology support.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	02	01	Administrative Assistant	Administrative Assistant	Classified
0001	Santa Rosa	02	01	Instructional Technology Specialist	Instructional Technology Specialist	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 Requests

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

2.4d Non-Instructional Equipment and Technology Requests

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

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	01	01	Respondus-Convert quizzes to Canvas	1	$2,545.00	$2,545.00	Lisa Beach	4425	Lisa Beach
0001	ALL	01	01	Articulate-Course design and engagement tools	1	$2,500.00	$2,500.00	Lisa Beach	4425	Lisa Beach
0001	ALL	01	01	VoiceThread-Course discussion/engagment tool	1	$7,000.00	$7,000.00	Lisa Beach	4425	Lisa Beach

2.5a Minor Facilities Requests

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

2.5b Analysis of Existing Facilities

Distance Education Space

The Distance Education staff have space needs that fluctuate somewhat. At a minimum, the department requires confidential office space for the 4 full-time staff, as each of them meets with faculty to discuss matters that can be of a sensitive nature.

The students employed by the Instructional Accessibility Specialist need a small, quiet place to do their work, including computer workstations.

The Course Developers hired to help faculty as they create new online classes need workstations and an area in which to meet with faculty one-on-one.

Since the department offers a variety of drop-in sessions for faculty as well as scheduled workshops and bootcamps, a small computer training area is required. At this time an area with a minimum of 15 workstations would be adequate.

As faculty are working to create and integrate more multimedia into their online course materials, the Distance Education Department has outfitted a multimedia 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 SRJCs course management system (CMS) to post their syllabus, provide course content, describe and upload assignments, give feedback, post grades, etc. for students in their face-to-face courses. Members of the Distance Education department have worked diligently to show faculty that using these CMS components is easy and user-friendly so that even instructors who are not technologically oriented can take advantage of them. 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 CVC-OEI's Online Course Review Rubric, the DE Department recommends that instructors creating online courses at SRJC post their Student Learning Objectives not only in the syllabus, as is required for all courses, but also within each learning module. This has 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)

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5.0 Performance Measures

In addition to serving about 13,000 enrollments a year in 600 online classes, Distance Education also:

- administrates the Canvas course management system, providing services such as cross-listing, creation of course "sandboxes" for development of materials or trying new tools, integrating new applications, and responding to support requests
- offers workshops and bootcamps to train faculty in the use of Canvas and other educational technology
- coordinates the Online College Project by meeting with faculty to develop pedagogically-sound course creation strategies, add engaging multimedia, and ensure that all materials comply with accessibility regulations
- reviews all online courses on a 6-year cycle as well as all online courses taught by an instructor for the first time
- provides direct assistance to faculty who are creating new online courses, including help finding new resources, converting test banks, and editing multimedia
- creates teaching tip videos that feature SRJC online instructors who are using educational technology in interesting and innovative ways
- assists faculty in the use of the CETL Studio as they create their own engaging multimedia content
- maintains and updates a large website that offers resources to faculty, staff and students

Last year about 100 instructors attended DE workshops and training sessions, and another 400 instructors met with DE staff individually. 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. A large number of faculty also attend the numerous PDA sessions offered by the DE staff on a variety of topics.

Instructors can also complete the Online Special Expertise certificate by enrolling in a 6-week course taught by the Instructional Designer using both synchronous and asynchronous activities. The course covers the use of Canvas, ways to engage online students, accessibility, etc. In 2017/18, 52 faculty completed the course and received their OSE certificate.

In 2017/18, the DE department reviewed 45 online classes for accessibility compliance. The majority of the faculty sucessfully "fixed" accessibility compliance issues (often with substantial help from DE student employees) and passed the review. 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. The Instructional Accessibility Specialist trains each new student employee in this work and also does a substantial amount of it herself, relieving the workload from faculty and ensuring that all students will be able to access these critical course materials.

The Distance Education department has created a robust menu of help and support documents and resources for both faculty and students using Canvas. In addition, the department was asked to recreate the online tool used to gather instructor evaluations by students. The department has

worked closely with the appropriate shared governance committees to ensure that the new process comforms to all existing evaluation standards and procedures.

Last year the department worked with Media Services and Instructional Computing to create a brand new multimedia studio for faculty. The space includes commercial-grade video, audio, lighing and editing equipment, as well a green screen and a Learning Glass to aid instructors in the creation of new and exciting multimedia content for their courses.

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

Although the Distance Education Department does not schedule classes, it does provide assistance in the creation of new courses available in an online format. This allows academic departments the flexibility to schedule classes in the format most appealing to students.

5.2a Enrollment Efficiency

Online enrollment efficiency has always been higher than face-to-face sections.

The productivity rates (FTES/FTEF) for the 2017/18 academic year were significantly higher for online classes, with a 3-semester average of 16%, than for face-to-face classes which had a 3-semester average of 13%.

This can be attributed to a number of factors, including a higher demand for online classes, and the work the Distance Education Department has done over the years to help faculty create pedagogically sound, engaging online courses.

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

With the change in the Funding Formula, program completion will become even more important in terms of the fiscal health of the District. We currently have 15 certificates that students can complete fully online and many more that can be completed partially online. With each new online course created, the District takes another step towards offering students the ability to complete their program completely online. Knowing that many students want and even need to take their classes in this modality due to work/family obligations, disabilities, etc., these increases should help more students complete their programs which benefits both the students and the District.

5.6 Student Success

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%.

In the 2017/18 academic year, the success rate for face-to-face classes was 76.7% and the retention rate was 89.1%. In that same year, the success rate for online classes was 70.7% and the retention rate was 85.3%. Over the years, these rates have continued to move closer together. In fact, when looked at by academic department there are now departments for which the rates are actually higher for online classes than for their face-to-face classes.

The Distance Education Department hopes to continue to offer resources, support, and expertise that contribute to this positive trend.

5.7 Student Access

The percentage of Latino students enrolled in online classes has increased dramatically over the years, offering greater access to educational opportunities to this demographic that traditionally faces limitations due to work and family obligations. Since 2014, the percentage of Latino students enrolled in online classes has increased from 24% to 32%.

Display
- ⦿ Unduplicated Headcount
- ○ Duplicated Enrollment Count

Semester
- ⦿ All
- ○ Spring
- ○ Summer
- ○ Fall

Online
- ○ All
- ○ Face to Face
- ⦿ Online
- ○ Blended
- ○ Hybrid

Method Of Instruction
(All) ▼

Class Location
(All) ▼

EthnicityStr
Latino ▼

Gender
(All) ▼

First Gen Status
(All) ▼

Department
(All) ▼

CourseKey
- ☑ (All)
- ☑ AGBUS2
- ☑ AGBUS7
- ☑ AGBUS51
- ☑ AGBUS52
- ☑ AGBUS56
- ☑ AGBUS61
- ☑ AGBUS62
- ☑ AGBUS71
- ☑ AGMEC50
- ☑ AGMEC60
- ☑ AGMEC163
- ☑ AGRI10

Unduplicated Headcount by Term

Year

Latino students

- 1,996
- 2,386
- 2,751
- 3,208
- 3,755
- 2,081

Unduplicated Headcount by Term

Year

All students

- 8,447
- 9,219
- 9,955
- 10,712
- 11,606
- 6,103
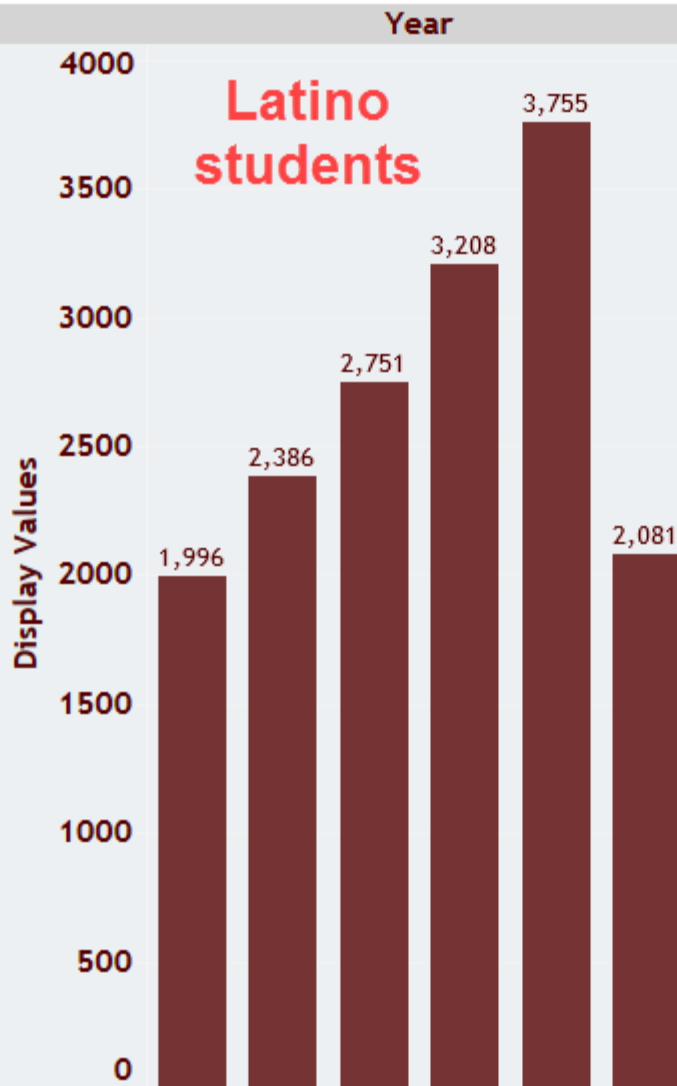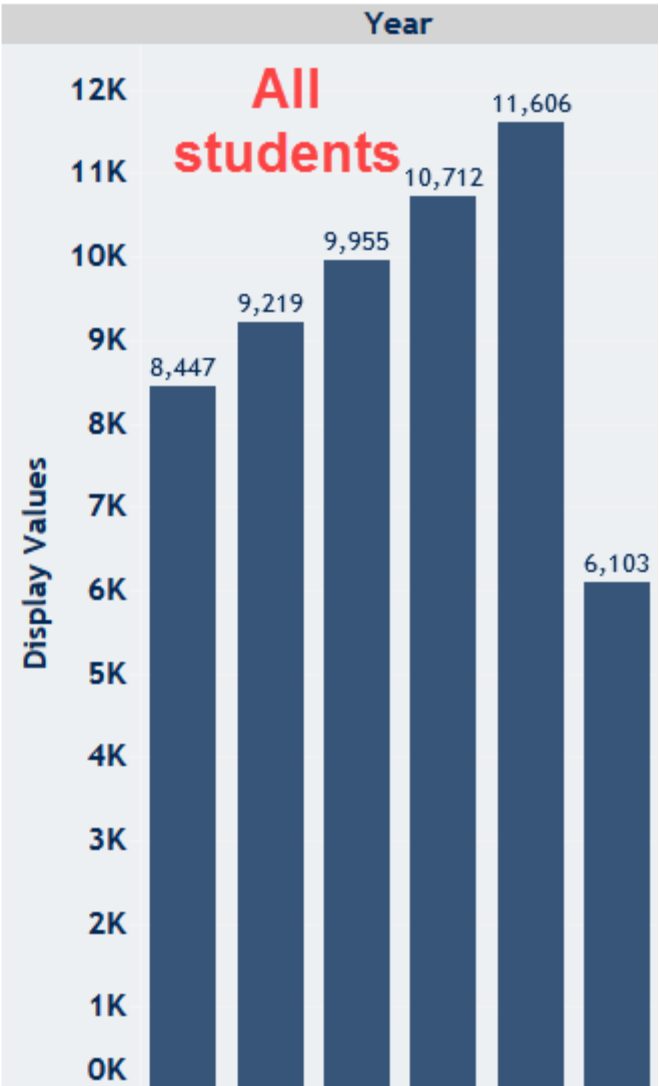
5.8 Curriculum Offered Within Reasonable Time Frame

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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
0000	ALL	00	00				
0001	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. * 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. * 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 uninterupted access to their courses. * Continue helping faculty use the CETL studio to create high-quality, engaging online course content	2020/ 2021	* Regular emails have gone out to all faculty with tips about using Canvas to engage students, links to Canvas workshops and information about self-paced Canvas training opportunities. * Instructional software has been integrated into Canvas that promotes and facilitates modern technological methods for engaging students in their online coursework. * The Instructional Designer continued to use the state's Online Course Review Rubric as she assisted faculty in the creation of new online courses through the Online College Project, and in conversations with faculty wanting to evaluate or update their own online courses. * The Online Special Expertise course was completely reviewed and revised to better assist faculty in their understanding of effective practices in online teaching, as well as increasing interactions between participants as they discuss key concepts and share their own effective practices. * The Instructional System Administrator created new automations and improved workflows to decrease response time for support. * As the pandemic made the CETL Studio inaccessible, the studio equipment was moved the new Black Box Theater in order to assist faculty in the creation of high-quality, engaging video content.

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0002	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. * Continue to work with the Curriculum Department to streamline the online course approval process * Continue to train faculty to become successful 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.	2020/ 2021	* During the pandemic (Su 20, F20, Sp21), the District offered a total of 5280 online sections, an increase of 574.3% from the previous three semester total. (DE Section Reports) * DE worked with the CRC to streamline the approval process for DE Addenda. In 2020/21, 178 courses were approved to be offered in a DE modality - a 223% increase from the previous year. * Though the Online College Project was put on hold during the pandemic, the DE team helped faculty create 24 new online courses through the CE Online grant program, making sure they all met the criteria for excellent online course design in the state's rubric. * The DE staff will need to continue to have access to resources that will allow us to offer a variety of workshops and training sessions to help improve the access to and quality of our online courses. *In 2020, DE administered a $500,000 grant to create new online CTE courses, and was able to purchase ads to market SRJC online courses in a variety of ways (radio, print and social media).

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date

0003	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.
						2020/ 2021	*During the pandemic, DE helped to create a collaborative team consisting of staff from DE, IT and DRD to help faculty ensure that their new online course materials meet the accessibility standards. Complete Canvas Courses Remediated 64
							
							  Documents Remediated 383
							
							  Videos Captioned 554
							
							* The Instructional Technology Specialist needed to pause her review of all online courses on a 6-year cycle. While the number of such reviews was expanding each semester pre-pandemic, the staff needed to focus solely on faculty requests and DRD student needs during the pandemic.
							
							* DE continues to work with IT, as well as with a temporary IT-trained staff member to improve the Accessibility Console in order to ensure accurate tracking of the 6-year reviews once the pandemic ends.
							
							* We will need to continue to use one or more Student Employees to make the kind of routine, repetitive fixes to online course material required to make them ADA compliant.
							
							* In addition to the need for help with departmental tasks, scheduling the numerous accessibility reviews and appointments could be added to the duties of a department administrative assistant to free up more time for the Instructional Technologist to meet with instructors, review their course materials, and make necessary changes.

6.2b PRPP Editor Feedback - Optional

This past year has been challenging for the Distance Education department. Overnight the college went from offering approximately 12% of all courses online, to more than 90% online. Many faculty struggled to learn the technological and pedagogical skills necessary to teach online. Even with added COVID-relief funded staff, the team was stretched thin as it tried to offer support, training and guidance to the hundreds of instructors needing to quickly pivot to a new teaching modality.

Everyone on the DE team stepped up and worked overtime to help faculty during this trying time. They "dug deep" to find kindness and grace to faculty who were also struggling and working overtime, and who sometimes expressed their frustration during communications with the staff.

Some of the team's accomplishments during the March 2020 to March 2021 time period:

Accessibility

Complete Canvas Courses Remediated	64
Documents Remediated	383
Videos Captioned	554

System Administration

Canvas-related Tickets	1054
Non-Canvas Tickets:	83

Instructional Design

Workshops	234
Workshop Participants (total attendees)	1918
Workshop Participants (unique attendees)	487
OSEs	8
OSE Participants	117
Certificates Issued	80
Individual Consultations	826

Reading current research and survey results make it clear that students expect colleges to continue offering more online courses than were available pre-pandemic. Students also request (in surveys) that faculty become more familiar with online technology to ensure that their classes are well-designed and delivered, which increases their success.

In order to ensure that SRJC can offer faculty the support and professional development they want and need to continue successfully teaching online, we will need to continue to assess the staffing in the department. Though I did not note it in this PRPP, one idea that has come up based on the practice of many other CCCs is the addition of a faculty member to the team with

"release time." Other colleges report that faculty appreciate the option to collaborate with another faculty member in areas of pedagogy, in particular.

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.	* 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. * 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. * 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. * Continue helping faculty use the CETL studio to create high-quality, engaging online course content	2021/ 2022	* The DE staff will continue 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. * As more instructors want to add engaging video content to their courses, the DEdepartment will need to ensure it has enough staff to assist them with the creation, editing and captioning of those videos.

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0003	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.	2021/ 2022	* 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 a department administrative assistant to free up more time for the Instructional Technologist to meet with instructors, review their course materials, and make necessary changes.