Santa Rosa Junior College

Program Resource Planning Process

Distance Education 2024

1.1a Mission

Mission

The Office of Distance Education at SRJC is committed to:

- Providing instructional design and delivery support for faculty teaching or creating courses in any distance education modality

- Providing technical support and training for faculty using the District's Learning Management System in courses of any modality

- Providing accessibility support, training and review for faculty using educational tools in courses of any modality

- Providing content-creation support for faculty wishing to create multimedia instructional materials

- Providing knowledge, resources and leadership within the SRJC community regarding online instruction research, regulations and related updates

1.1b Mission Alignment

The Office of Distance Education at SRJC fulfills the mission and values of the college by promoting open access and actively eliminating barriers to a college education. The Director of Distance Education, under the supervision of the Vice President of Academic Affairs, 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 and partially-online 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

The Office of 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 (online and partially online classes) and provides technology training and support for the instructional program.

During the pandemic, the District relied on the Office of Distance Education 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 Office of Distance Education can be divided into several areas.

Compliance
In an environment of rapidly changing legal, institutional, and accreditory rules and policies, the staff must stay current with today's requirements as well as monitoring any changes that

appear to be on the horizon. In addition, the staff is committed to reviewing all online classes on a regular basis to discover any areas of non-comlpliance, and to assisting faculty in remediating those areas. This helps further the goal that digital instructional content in SRJC courses is in 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 program 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.

Educational Technology
Faculty must be provided with the educational software necessary to offer students technologically-current online education courses. As faculty become more familiar with educational technology, the Office of Distance Education finds ways to provide them with additional tools and hosting services. The Office of Distance Education facilitates procurement and integrates a variety of 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 learning management system (LMS).

Traning and Support
SRJC's faculty and staff 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 Office of Distance Education 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 LMS components.

In addition, faculty need to be able to find support when questions or problems arise regarding the use of Canvas or any of the other educational technologies integrated with 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 LMS 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 LMS and other educational technologies for both online and in-person classes, the Office of Distance Education 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 Office must be led 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

August-May: Monday - Friday, 9:00am to 5:00pm and at other times by email for emergencies
June-July: Monday - Thursday, 9:00am to 5:00pm and at other times by email for emergencies

1.2 Program/Unit Context and Environmental Scan

Distance Education:

In Spring of 2020, 95% of all classes were quickly converted to remote formats. The Distance Education team, with the help of a group of COVID-funded STNCs, worked with every instructor to ensure that they had the tools they needed and wanted to begin teaching remotely. Many faculty opted to teach these fully-online classes without the use of the District's LMS (Canvas), and instead used email and/or Zoom to conduct their classes.

While every educational institution faced the same challenges, most California Community Colleges neqotiated mandatory training and minimal use of Canvas. Since SRJC chose to do neither, many faculty continue to teach their fully-online classes in ways that satisfied the

emergency need to be online, but which do not meet the criteria for quality online classes with substantial instructor-to-student interactions, as required by law.

A recent survey of more than 2,000 community college students showed that:
- 68% of respondents said they want the option to take some courses fully online.
- Among those students currently taking online courses, 78% want the option to take more online courses in the future;
- 57% want to take some courses as a combination of in-person and online instruction;
- 63% want to use more digital materials and digital resources in their courses; and 59% want more technology used in fully in-person courses."

(Community College Students Want More Flexibility, Technology in Their Courses. Kelly, January 2022, Campus Technology, https://campustechnology.com/articles/2022/01/06/community-college-students-want-more-flexibility-technology-in-their-courses.aspx)

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 addition, the number of courses now approved for DE delivery has risen by more than 100% in the past two years:
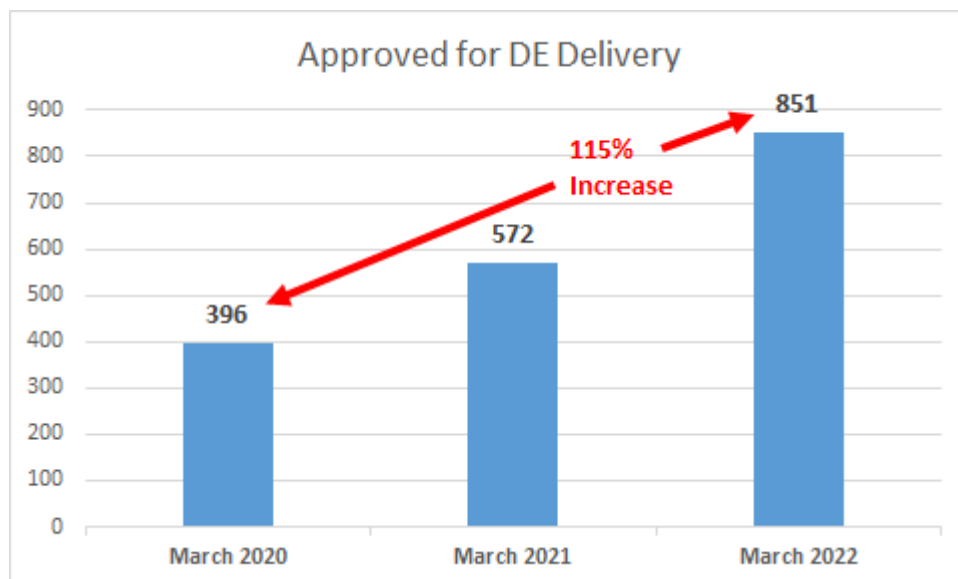
Because the Distance Education staff supports all faculty using any educational technology, it is also important to note that the use of suchs technologies has also risen dramatically in the past several years. Faculty have been givin the option to use many new digital resources funded either by the state or the District, in addtion to a sharp increase in the use of Canvas, the District's LMS.
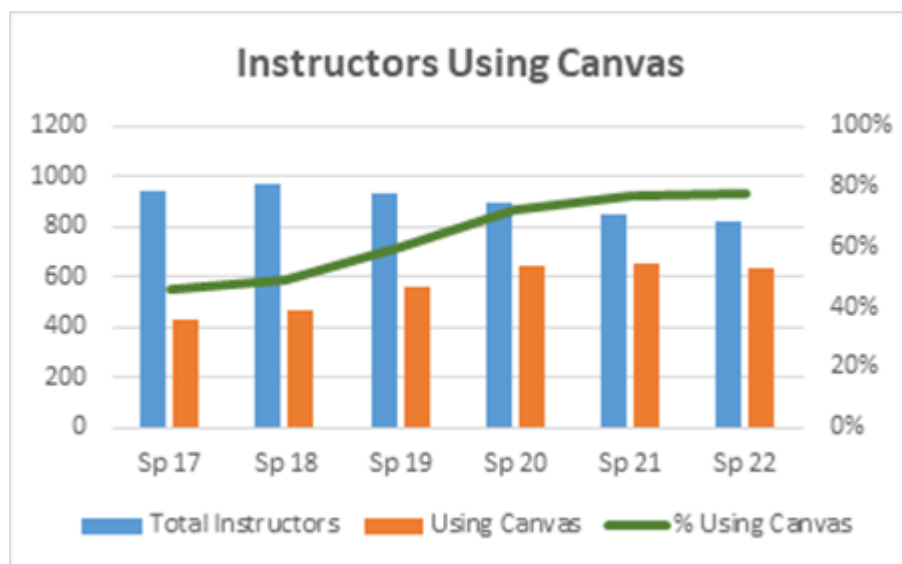
In light of student demand for more online courses, SRJC faces a number of challenges.

1. How to improve the success and retention of students taking online classes.
2. How to offer support to faculty teaching online courses. This includes training in the use of technology, effective online teaching practices, the creation of accessible digital resources, and support for faculty experiencing difficulties or needing help with Canvas-related issues.

The Distance Education staff 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 (Canvas) 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.

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.

Needs

- The Distance Education office continues to be asked to act as advocate for and processor of all educational technology licenses. These resources allow all of our faculty, including those who teach in online, face-to-face, and hybrid modalities, to take advantage of state-of-the-art resources that promote engagement and improve student success and retention. DE is therefore requesting an ongoing fund of $150,000 per year to renew these licenses.
- As the Distance Education team has expanded, we require a larger budget for travel and professional development in order to stay abreast of the constant technical, pedagogical, and regulatory changes that impact our work. We ar therefore asking for an additional $5,000 in travel funds.
- The CETL Studio was created many years ago and is in need of an equipment refresh. We are asking for an ongoing $3,000 annually to refresh various equipment (cameras, lights, computer, software, iPad, etc.)

DE Areas of Work

California Virtual Campus (CVC) - Exchange

This year, the District took an exciting step of joining nearly every other CCC in becoming a Home College with the CVC. The technical work to integrate our homegrown SIS with the state's systems has been significant, but it is now nearly complete. This work will ensure that SRJC's classes will appear in the cvc.edu class listing so that students from outside the District can discover the many online classes we offer. In addition, our students can now take advantage of the "instant enrollment" feature available when they find an online class at a Teaching College that they are unable to enroll in at our college. In approximately two years, when SRJC has fully adopted the new Banner SIS, students from other CCCs will also be able to instantly enroll in SRJC online classes.

Adoption of New SLO Software

The District has selected new software to assist with the assessment of SLOs and the reporting of disaggregated assessments. The Director of DE has been asked to spearhead the technical adoption process and is currently working closely with the vendor to make needed changes required to interface with SRJC's unique data structures. DE is also responsible for all software

setup and integration steps, and will be working closely with the new SLO Liaisons to ensure faculty receive all necessary training.

Software Licenses

Because of the close communication DE staff has with faculty regarding their use of all educational technologies, we have historically been the conduit of requests for the funding of such tools to the District. During the Pandemic, all faculty began using educational technologies at a much higher rate than previously. Since the Pandemic, most faculty, regardless of the modality in which they teach, have continued to use one or more of these software resources. DE continues to do the work of assessing each resource for accessibility, FERPA compliance, integration with the LMS, potential overlap with existing resources, etc. Once a resource has passed all of those assessments, DE works with the vendor to obtain a quote, and then communicates the request to the District's Finance Department. If funding is approved and obtained, DE creates the requisition and purchase order, installs the new tool in the LMS, creates an informational page containing all relevant details, communicates the availabilty to faculty, and offers ongoing training and support.

As each approved software resource comes up for renewal, faculty who have adopted the tool have an expectation that the work they did to incorporate it into their courses will be taken into account, and that if possible the license will be renewed. The current list of software titles that are being used by our faculty totals approximately $150,000 per year. This is the amount DE is asking be added as a regular budget item in order to eliminate the need for the DE staff to request the funding for each software license each year.

Online College Project

The Online College Project allows faculty to create new online courses with guidance and assistance from the Distance Education Department. Since the pandemic, nearly every instructor has already created online course structures for all of their courses. Therefore, DE is requesting that the District allow our office to pivot those resources earmarked for the Online College Project towards the creation of a Peer Online Course Review (POCR) process. Since the creation of a POCR process is a required step in becoming a Teaching College, DE feels as though this is the right time to begin piloting a POCR system at SRJC. The funds that have been used to pay faculty a stipend for creating new online classes will now be used to pay faculty who volunteer to go through POCR training, and those who choose to submit their courses for review and remediation.

Professional Development

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.

Accessibility

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 Accessibility Specialist to review every online and hybrid course on a rotating, 6-year cycle.

This year our Instructional Accessibility Specialist has renewed her work of reviewing online courses and working to bring them into compliance by working with the instructor to make those changes, reducing the instructor's workload in that area as much as possible. The new Instructional Accessibility Technician has given us the opportunity to review more courses and to offer even more assistance to faculty whose course content requires remediation.

The Instructional Accessibility Specialist also continues to take the lead in keeping the Distance Education website up do date and in making it as helpful as possible in providing faculty, staff and students with the resources they need. This includes an extensive section entitled EdTech Toolkit which provides details about every instructional technology resource provided by the college. 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.

Other Work

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 as a member of the Distance Education and Educational Technology Advisory Committee (DEETAC) at the Chancellor's Office, and as President of the CCC Distance Education Coordinators Organization (CCC DECO). 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 Director continues to attend several conferences each year which allow her and her staff to stay abreast of the rapidly changing educational technology and online teaching environments.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	01	01	$150,000.00	This request is for an annual budget to cover the ongoing cost of all educational technology licenses used by faculty to create and delliver quality digital content in classes of all modalities.
0002	ALL	01	01	$5,000.00	As the Distance Education team has expanded, our smal travel and professional development budget no longer supports the needs of our staff as we attempt to stay abreast of technical, pedagogical and regulatory changes that are a constant in our work.
0003	ALL	01	01	$3,000.00	The CETL Studio was created and outfitted years ago but much of the equipment is in need of renewal. We are asking for an annual budget to refresh hardware, software, lighting, microphones and specialized recording equipment.

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 Accessibility Technician	40.00	12.00	Assists the Instructional Accessibility Specialist in the work of remediating digital instructional materials, and also assists the Instructional Systems Administrator with tier 1 support issues.
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. Processes all educational technology license purchases and renewals.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Director of Distance Education	40.00	12.00	Under general direction of the VPAA, 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	10.00	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	10.00	12.00	This Professional Expert is needed to support faculty creating online course materials through the Online College Project, and will pivot to assisting them in the Peer Online Course Review process.

2.2d Adequacy and Effectiveness of Staffing

Current Staffing

The Distance Education department has struggled to meet the overwhelming demand for services and support. Since the pandemic, the number of faculty using educational technology has increased exponentially, as has the amount of digital course materials that need to be made accessible in order to satisfy federal and state regulations. 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 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 Accessibility Specialist & Instructional Accessibility Technician

In order to ensure that all of our online course material is accessibility compliant, our Instructional Accessibility Specialist and Instructional Accessibility Technician continue to try to review every online course on a rotating, 6-year cycle. If they find 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.

Instructional Designer

Faculty rely heavily on the expertise of our Instructional Designer to guide them as they create or modify their online courses and face-to-face. This year, with the elimination of all of the part-time Educational Technology Specialists who were HEERF-funded, she has had to reduce the number of courses, workshops, drop-in times, PDA sessions, and one-on-one appointments that were available during the pandemic. Her work now focuses on the Online College Project and Online Special Expertise course where faculty can become certified to teach online. As more faculty have adopted educational technology for use in their face-to-face, onlline and partially-online classes, the need for guidance in the use of educational technology has greatly increased.

Instructional Systems Administrator

The Instructional Systems Administrator spends the majority of his time supporting our online learning systems. This includes 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. As more faculty have adopted educational technology for use in their face-to-face, onlline and partially-online classes, the need for support in the use of such technology has greatly increased.

Instructional Technology Specialist

This person has become an invaluable addition to the team. He has offered a great deal of support in the process of acquiring and renewing educational software, communicating with vendors for support, organizing and scheduling training opportunities, revising and coordinating internal processes, etc. He has also taken over the management and staffing of the department's multimedia creation space - CETL Studio, and has begun offering professional development workshops for the increasing number of faculty interested in creating their own multimedia resources. As more faculty have adopted educational technology for use in their face-to-face, onlline and partially-online classes, the need for training in the use of such technology has greatly increased.

Staffing Needs

The current staffing level in Distance Education allows the team to support faculty and staff in their use of the District's learning management system and other educational technologies. The addition of the Instructional Accessibility Technician has greatly improved the ability to review and remediate courses for accessibility, and to partially support the Instructional Systems Administrator with low-level support requests. The main area that still lacs full staffing is Instructional Design. Faculty continue to reach out in large numbers to our team for support in creating new online courses, using new educational technologies, and discussing best practices in online andragogy. A second full-time Instructional Designer would allow the team to once again offer workshops and individualized training sessions for the many educational technologies being used by all our faculty.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	02	01	instructional Designer	Instructional Designer	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 Academic Quality

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3.2 Student Success and Support

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 Responsiveness to Our Community

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3.4 Campus Climate and Culture

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 supporting all distance education classes and all faculty using educational technology, Distance Education also:

- administrated 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
- offered workshops and webinars to train faculty in the use of Canvas and other educational technology
- created and delivered Online Special Expertise courses to faculty wishing to learn how to teach in a distance education modality, or whose departments require that certificate in order to do so
- coordinated the Online College Project by meeting with faculty to develop pedagogically-sound course design strategies, add engaging multimedia, and ensure that all materials comply with accessibility regulations
- reviewed and fixed accessibility errors in all online courses in which a DRD student was enrolled
- provided direct assistance to faculty who were creating new online courses, including help finding new resources, converting test banks, and editing multimedia
- maintained and updated a large website that offers resources to faculty, staff and students
- created an EdTech Toolkit listing every educational technology available to faculty with all relevant details
- worked with DRD, IT and Library staff to ensure students with special needs were able to access all of their course materials in a timely manner
- created an AI Resources page listing many helpful online sites and tools for faculty wanting to learn more about how to deal with this technology in their classes

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 courses in an online or partially-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.

Productivity rates (FTES/FTEF) for classes online classes are consistently higher than for classes held on the Santa Rosa campus:

Productivity Rates		
	Santa Rosa	Online
Spring 2018	15.19%	16.54%
Spring 2019	15.93%	16.87%
Spring 2020	14.77%	15.36%
Spring 2021	12.90%	14.72%
Spring 2022	11.25%	14.79%
Spring 2023	12.44%	15.22%

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 that encourage students to continue to take classes in this modality.

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

5.6 Student Success

In the 2022/23 academic year:

On-campus Classes
Completions: 78.01%
Retention: 91.07%

Online Classes
Completions: 71.10%
Retention: 88.72%

The Distance Education Department hopes to continue to offer resources, support, and expertise that contribute to the improvement of online completion and retention rates. We also encourage the District to follow the lead of other CCCs in requiring instructors who teach online to receive adequate training for offering classes in that modality. Faculty who participate in the Distance Education Online Special Expertise certificate course consistently praise the experience as one which is invaluable for improving their teaching practice. In addition, it has been found to increase student success when colleges require faculty to use the District-provided LMS for basic communications, grading and syllabus features.

5.7 Student Access

Beause of the pandemic, nearly all courses at SRJC were taught in an online format in the 2020/21 academic year. In the 2021/22 academic year, we start to see more on-campus classes offered.
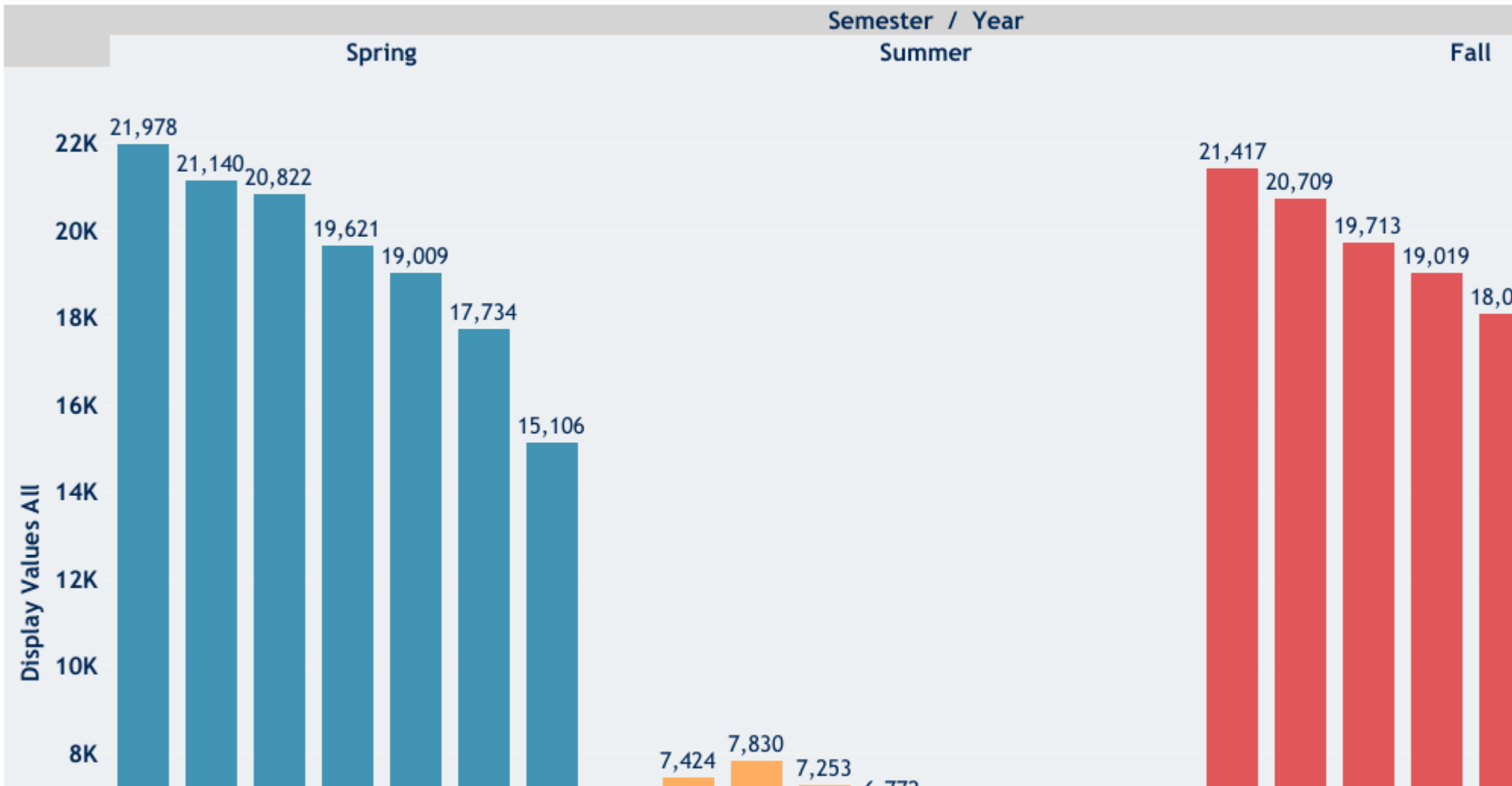
Graph of face-to-face headcount over time:

Credit Courses

Unduplicated Headcount by Term (updated 1/10/2022)

Semester / Year

Spring	Summer	Fall

Bar chart values:

Spring: 21,978 | 21,140 | 20,822 | 19,621 | 19,009 | 17,734 | 15,106

Summer: 7,424 | 7,830 | 7,253

Fall: 21,417 | 20,709 | 19,713 | 19,019 | 18,0...

Y-axis (Display Values All): 22K, 20K, 18K, 16K, 14K, 12K, 10K, 8K

Graph of distance education headcount over time:

Credit Courses

Unduplicated Headcount by Term (updated 1/10/2022)

Semester / Year

| Spring | Summer | Fall |

Display Values All

- 16,171
- 8,040
- 7,376
- 7,103
- 6,479
- 6,452
- 5,727
- 6,823
- 6,017
- 5,646
- 6,189
- 6,163
- 6,548
- 6,94
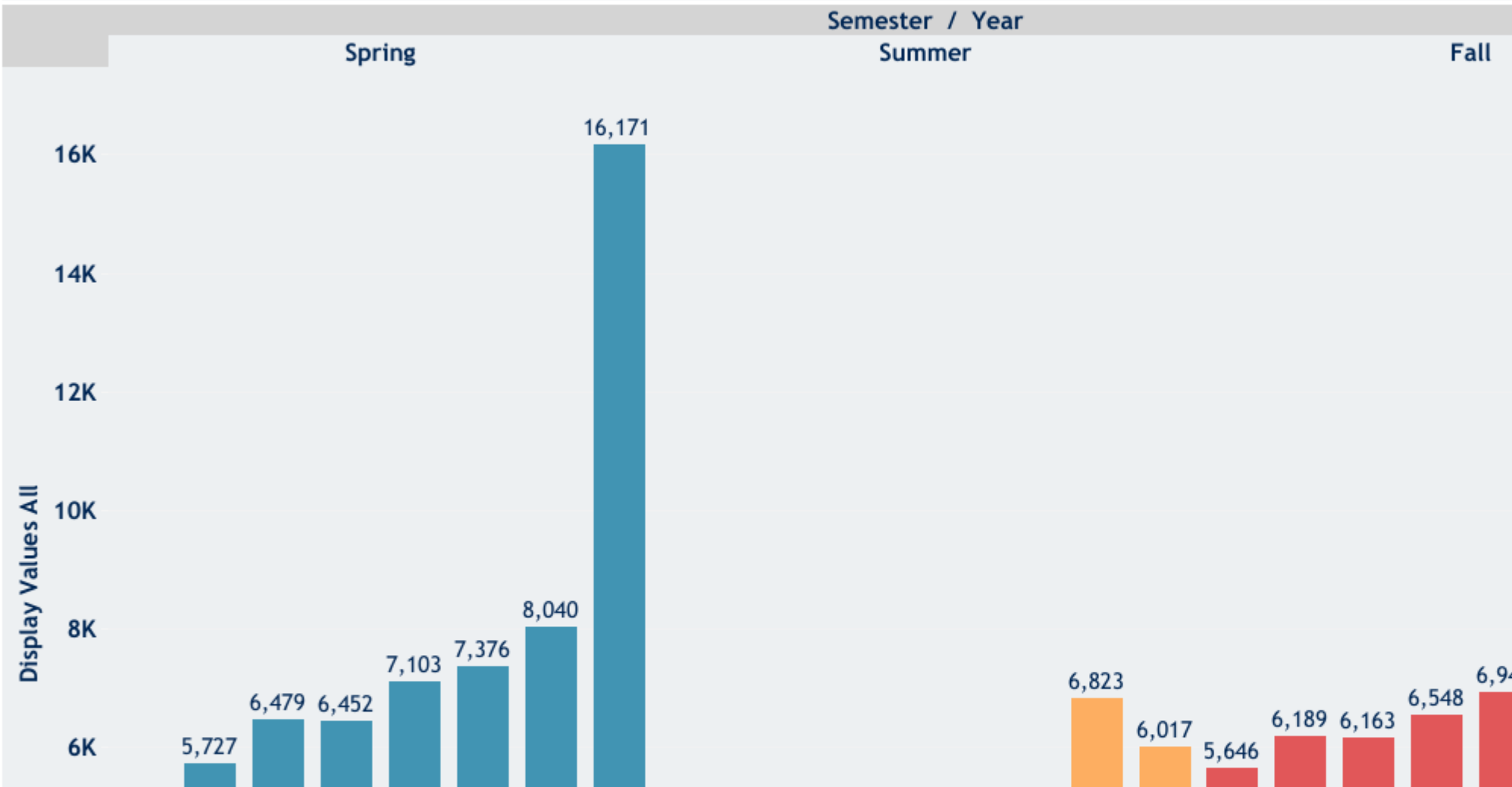
5.8 Curriculum Offered Within Reasonable Time Frame

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5.9a Curriculum Responsiveness

The Distance Education 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	01	01	Assist college in adopting new software used to assess Student Learning Outcomes	DE will complete the technical integration with Canvas, work with IT to import the SLOs into Canvas, offer expertise in planning/timeline, offer training in Canvas and the new software as requested	2022/2023	We will be working with the District-employed SLO Liaisons to offer training as requested. If DE staff is asked to do significant amounts of training, we will request additional part-time staff.
0000	ALL	01	01	Assist college in adopting new Student Information System	DE wil work with IT and others to ensure that the new SIS is integrated with Canvas, and that all current support services offered by DE are replicated within the new system.	2022/2023	DE will continue to try to complete this work with the current staffing, but may ask for additional part-time help if the workload exceeds our capacity.
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	2022/ 2023	* 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	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.	2022/ 2023	* 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 add a half-time Instructional Accessibility Technician to assist faculty with the remediation of complex graphs, images, PDFs, PowerPoint presentations, and other types of course content, as well as continue the use of student employees 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.

6.2b PRPP Editor Feedback - Optional

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	ALL	01	01	Assist college in adopting new software used to assess Student Learning Outcomes	DE will complete the technical integration with Canvas, work with IT to import the SLOs into Canvas, offer expertise in planning/timeline, offer training in Canvas and the new software as requested	2022/2023	We will be working with the District-employed SLO Liaisons to offer training as requested. If DE staff is asked to do significant amounts of training, we will request additional part-time staff.
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