

Santa Rosa Junior College

Program Resource Planning Process

Distance Education 2014

1.1a Mission

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

1.1b Mission Alignment

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

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

- High quality, student-centered, interactive learning experiences in online, hybrid, or blended courses.
- Collaborative and interdisciplinary approaches to learning that help students develop meaningful and relevant connections in their lives.
- Pedagogy which encourages critical and independent thinking and is responsive to a spectrum of learning styles.
- Flexibility in the scheduling of course offerings to meet student needs.
- Up-to-date delivery formats which equip students to be successful in an ever-changing technological environment.
- Online resources which encourage and facilitate access to learning for all students, regardless of disabilities, challenges or limitations.

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

1.1c Description

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

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

Compliance

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

Best Practices

As the environment for distance education continues to change, the department must consider, revise, publish and promote best practices in online course design and delivery. This is done through the creation of Best Practices documents, offering training sessions to faculty regarding those Best Practices, meeting individually with instructors to help them understand and integrate the Best Practices, etc. This is an ongoing effort and includes discussions with the District Online Committee and a review of literature and other institutions' Best Practices in order to remain technologically and pedagogically current. The Dean of Learning Resources & Educational Technology 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 online educational resources, including a course management system. SRJC currently hosts and maintains two CMSs; CATE and Moodle. Each of these requires a robust server system, including local and cloud-based backups, as well as personnel to maintain and upgrade these systems. In addition, each CMS must be monitored, updated, patched and programmed to meet the distinct needs of our campus environment.

Training and Support

SRJCs faculty request and require ongoing training in the use of each of the available CMSs. Many departments have adopted requirements for Special Expertise in online teaching that can be met by such training. Faculty desire training in a variety of formats, including face-to-face, live online, archived videos, and help documentation. The Distance Education Department strives to create and offer training in all of these ways. During the spring and fall semesters, a series of nine 3-hour workshops are offered that can be attended physically or virtually, or viewed as archived recordings. During intersession, the department offers the same workshops in a condensed "bootcamp" version. Help documents and short "how-to" videos are being created to offer faculty help with specific CMS components.

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

Conclusion

The Distance Education Department faces this ever-growing demand for training and support with a bare-bones staff and negligible financial resources. Our vision is to offer our faculty a variety of training options, including face-to-face workshops, webinars, short video lessons, and help documentation in order to help them learn the basics of online teaching. In addition, we feel it's necessary to offer training in online teaching and learning pedagogy and support for the process of designing their online courses.

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. Lastly, the department must be lead by someone who has the capability of staying abreast of the latest technologies, research, and regulatory and accreditation requirements. The other DE employees must also be given ongoing training and professional development opportunities in order to stay current with this rapidly changing environment.

1.1d Hours of Office Operation and Service by Location

Distance Education Hours of Operation

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

1.2 Program/Unit Context and Environmental Scan

Distance Education:

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

- a) More than 6.7 million students—32 percent of total higher ed enrollment—took at least one online course during fall 2011 (Sloan Consortium, 2012);
- b) Growth in online enrollments in the U.S. has been about 10% per year for the past four years;
- c) Two year associate institutions have the highest growth rates in online education.

In addition, there is a paradigm shift in education from a focus on teaching to an emphasis on learning. Technology played a critical role in creating the need for this shift and facilitating this shift. Learning technologies offer a multitude of benefits, according to educational research. They not only offer more options to accommodate students with different educational backgrounds, learning styles or educational objectives; they could also accelerate the pace of learning, facilitating the acquisition of the increased knowledge needed to master a particular field of study, (Farmer, 1996) and improving the long-term retention of learned concepts (Clark, 2008). The greatest advancement is in the increasing level of interactivity afforded by the improvement of the learning technologies. Learning technologies have so much interactivity built-in that they “effectively replicate the adaptability and flexibility of human communication,” thereby enhancing learning and performance (Sims, 1997).

The literature is increasingly discussing this paradigm shifting and the resultant way we conduct instructional design from linear and sequential to non-linear and non-sequential in order to make learning more effective (Sims, 1997; Gibbons, 2003). Online learning, with the web as its most

dependable form, makes possible the “non-sequential arrangement of information content” and the linking of conceptually-related content (Graff, 2003, p. 407). Online learning is said to force students to be more active in participating in their learning, thereby shifting the pedagogy “from instructivist to constructivist” (Sims et al, 2002, p. 136). It is also purported to support different learning styles from the wholist-analytic to the verbaliser-imager, although wholistic- and imager-styled learners tend to perform better in the web environment than the analytic- or verbaliser-styled learners (Graff, 2003). Properly-designed web-based learning systems can also accommodate vast differences in individual learning needs and preferences—the content and its presentation are adaptable in the web environment as is the overall system (Magoulas, 2003). In short, learners drive their learning process in the online environment: they decide where to begin and where to end, depending on their learning objective as well as their prior knowledge on a topic. Content is presented in a variety of multimedia formats so that the wholistic, the analytic, the verbaliser and the imager learners could all benefit.

SRJC has responded to the learning paradigm and also to student demand by continuing to increase our online course offerings. For example, from Spring 2010 to Spring 2011, there is a 6.25% increase in online student headcount and an 8.18% increase in online units enrolled by SRJC students. In spring 2011, online student enrollments accounted for 13.27% of the overall District student headcount. Again, from Spring 2011 to Spring 2012, there was a 10.7% increase in online FTEs and online FTEs account for 15.36% of the overall District FTEs.

The literature also documents the gap between f2f students and online students in retention and success. The gap is real and it exists at SRJC, although the gap has been narrowing as online learning matures. Nevertheless, instructional design and the faculty’s role in proper instructional design for effective online delivery cannot be over-emphasized. To that end, it is critical that the DE department acquires sufficient human resources to provide ongoing training and support to the faculty.

References

Sheehy, K. (2013, January 8). Online course enrollment climbs for 10th straight year. U. S. News and World Report. Retrieved from <http://www.usnews.com/education/online-education/articles/2013/01/08/online-course-enrollment-climbs-for-10th-straight-year>

The Sloan Consortium. Changing course: Ten years of tracking online education in the United States. (2012) (n.d.). Retrieved from http://sloanconsortium.org/publications/survey/changing_course_2012 on April 24, 2013.

2.1a Budget Needs

Distance Education

The Distance Education department has been able to offer the District an ever-expanding number of online classes based on a half-time Dean position and a full-time Instructional Systems Designer. Four years ago, the PC Trainer position was permatized at a 30% FTE primarily to support online accessibility compliance review. This year it was temporarily expanded to 60% in order to help faculty with the task of making their courses ADA compliant for two months. A

part-time DE Manager has been attempting to train and support faculty as they transition to the Moodle course management system, as well as create self-paced online training materials, do OCP course reviews, create online Help resources, offer PDA sessions regarding online pedagogy, and maintain a presence within the state's DE Coordinators organization.

Both of the course management systems that SRJC employs, CATE and Moodle, are administrated by a classified staff person who has reached retirement age. We need to create a plan for this eventuality which includes time for the current Instructional Systems Designer to train someone to carry on his work. At the moment, he is the only person who is capable of supporting and administrating our homegrown CATE system which many of our faculty rely on heavily as an instructional tool. In addition, he solely administrates our newer Moodle system. If we are to have a seamless transition when he retires, and also have a plan should an emergency arises which makes him unavailable, we will need to have someone else up to speed with his duties.

Additional positions and financial resources are desperately needed to support Distance Education if the online learning program is to continue to grow and to support the implementation of Moodle. The following is a summary of additional support needed:

- ♦ **A full-time Distance Education Manager**
- ♦ A full-time Distance Education Instructional Coordinator (faculty)
- ♦ A permanent 65% Compliance Technologist
- ♦ **A full-time Instructional Designer**
- ♦ A half-time Systems Administration Assistant (STNC)
- ♦ **A budget for department operations**
- ♦ **A budget for faculty training**

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	00	01	\$125,000.00	A full-time Distance Education manager is needed to manage the ever-growing DE program, especially with regard to implementing new Board policy and meeting current accreditation standards and guidelines.
0002	ALL	02	01	\$85,000.00	A full-time Distance Education Instructional Coordinator is needed to offer ongoing support to faculty teaching online, hybrid or web-supplemented courses.
0003	ALL	00	00	\$82,581.00	An Instructional Designer is needed to help faculty improve online and hybrid course curriculum in order to increase student retention and student success. This person would also be responsible for helping faculty continue to transition to Moodle by offering training courses, developing short training videos and Help documents, and working with individual faculty members to offer guidance and troubleshooting assistance.
0004	ALL	00	00	\$7,500.00	DE needs to train, assist, and incentivize faculty as they transition to Moodle and online teaching. This includes the creation and implementation of training courses, short training videos and Help documents, as well as working with individual faculty members to offer guidance and troubleshooting assistance.
0005	ALL	00	00	\$2,500.00	A student assistant is needed to help faculty with basic technology questions during training sessions, and to help individual faculty transfer information from one CMS to another.
0006	ALL	00	00	\$7,500.00	Needed for the maintenance and operations of the Distance Education department.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
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Instructional Systems Designer	40.00	12.00	Designs and implements instructional systems for delivery of online classes and web-based instructional materials. Provides database administration of course management systems, and training and assistance to faculty in the use of those systems.
Accessibility Compliance Specialist	12.00	12.00	Provides support to faculty in the accessibility of web-based instructional materials

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
STNC Manager, Distance Education	16.00	12.00	Responsible for coordinating faculty training in Distance Education and review of online materials for accessibility. Also responsible for the tracking and notification of the Online College Project.
Dean, Learning Resources and Educational Technolog	20.00	12.00	Provide leadership to online teaching and learning and supervise all staff in the Distance Education department.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Assistant	6.00	12.00	A student assistant is needed to help faculty with basic technology questions during training sessions, as well as offering support to faculty who are transitioning materials from one CMS to another.

2.2d Adequacy and Effectiveness of Staffing

Staffing is not adequate for Distance Education. With the addition of an alternate Learning Management System in the form of Moodle and the increasing demand from faculty for training in online technology and pedagogy, we desperately need a full-time Distance Education manager, a full-time Distance Education Instructional Coordinator, and a half-time Instructional Designer in order to continue to grow online and to improve the quality of online classes for better student retention and student success.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	00	00		Distance Education Manager	Management
0002	ALL	02	07	Accessibility Compliance Specialist (35%)	Accessibility Compliance Specialist (65%)	Classified
0003	ALL	00	00		Instructional Designer	Classified
0004	ALL	01	02		Systems Administration Assistant	STNC

2.3a Current Contract Faculty Positions

Position	Description
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2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
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2.3c Faculty Within Retirement Range

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

Analysis of Faculty Staffing Needs and Rationale to Support Requests

The DE department at SRJC supports the needs of faculty who are teaching entirely online, in a hybrid format, or face-to-face with supplemental web-based materials. As the number of courses in each of these categories continues to grow, the demands on the DE department's resources will also continue to grow.

The DE department is responsible for the following:

- hosting and maintaining 2 course management systems
- customizing our course management systems based on the needs of our instructors
- training our faculty to use the course management systems
- training our faculty in technological and pedagogical best practices
- training our faculty to adhere to laws and requirements regarding online education/materials
- offering support to faculty who are designing new online or hybrid courses
- helping faculty to troubleshoot problems with our course management systems
- staying current with educational technologies

- staying current with online educational pedagogy/research
- reviewing online and hybrid courses for compliance with ADA requirements
- teaching faculty how to correct problems with courses or materials that are not ADA compliant

In order for the DE department to be successful in all of these areas, the staffing will need to be increased. The following is a minimum recommendation for staffing:

- a full-time Distance Education Manager (increased from the current part-time STNC Manager)
- a full-time Systems Designer (as currently staffed)
- a part-time Instructional Designer (new position)
- a part time ADA Compliance Reviewer (increased from the current 30% to 50%)

Without this additional staffing, the DE department will not be able to successfully accomplish everything that the college expects it to, and will need to in order to comply with laws and accreditation standards.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	02	01	Distance Education	

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

The Center for Excellence in Teaching and Learning (formerly known as the Center for New Media) in the Doyle Library is often utilized as a location for 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.

Unfortunately, the lab area in this space is not designed to allow all participants to view what's being displayed by the overhead projector. In order to make the space more usable for large groups, we are requesting that new, media-friendly furniture groups be installed that allow participants to view the images displayed by the person at the instructor station, as well as allowing group member to display the images from their own computers to facilitate group work and discussions. One possible solution is the Media:scape collaboration furniture: <http://tinyurl.com/oxjlp8>. Instructors and Librarians may find that this type of collaboration furniture could also enhance group learning in the classroom or library.

A Polycom microphone is frequently requested from Media Services in order to facilitate the inclusion of participants at a distance. In order to make this easier and less of a stumbling block for this kind of communication, we're asking that a Polycom be purchased and permanently installed in this space. This will reduce the demand for the time and resources of the staff in Media Services, and also hopefully encourage people who use the CFNM to use this technology as a way of being more inclusive and to increase the accessibility of meetings and trainings for those who are not, for whatever reason, able to attend in person.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	00	00	Polycom microphone	1	\$850.00	\$850.00	Cherry Li-Bugg	Center for New Media	Lisa Beach

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

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

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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2.5b Analysis of Existing Facilities

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3.1 Develop Financial Resources

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3.2 Serve our Diverse Communities

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3.3 Cultivate a Healthy Organization

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3.4 Safety and Emergency Preparedness

Part of Library (Doyle) safety plan

3.5 Establish a Culture of Sustainability

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

4.1a Course Student Learning Outcomes Assessment

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.

Online courses at SRJC experience retention rates 10-14% lower than more traditional forms of delivery. This is very typical for online instruction at the state and national level as well. In 2009-2010, the District Online Committee (subgroup) developed a survey to assess student satisfaction and readiness for online courses. A representative sample of online instructors are expected to administer the survey in Fall 2010. Results will be used to develop strategies to improve retention.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
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4.2a Key Courses or Services that address Institutional Outcomes

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

4.2b Narrative (Optional)

5.0 Performance Measures

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

- maintains roughly 1,000 active DE accounts for faculty (many faculty have a home page, even those who do not teach online);
- supports 26 active CATE accounts for instructional departmental websites (CATE has an easy-to-use template that allows departments to create and maintain a website);
- supported approximately 9,661 different students (unduplicated headcount) in 2011/2012, and 10,333 in 2012/2013;
- provides CATE and Moodle training and support to faculty.

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

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

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

Between fall 2009 and spring 2014, the DE department reviewed a total of 196 online classes for accessibility compliance. In the 2012/2013 academic year, 75 courses were reviewed and 45 of them passed. The majority of the faculty successfully "fixed" accessibility compliance issues and passed the review. There are, however, 42 classes (from this year and past years) in which the faculty are still working to fix accessibility issues. In many cases, these instructors need assistance in bringing their classes into compliance. Many accessibility issues require a sophisticated level of expertise to correct, including converting math equations to an accessible online format, working with publisher sites, overseeing the progress and

completion of captioning instructional videos, bringing PDFs into compliance, etc. Starting in May of 2013, a new cycle of online courses began that will include 50 classes already identified plus the inevitability of newly scheduled or newly assigned online courses.

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

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

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

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

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

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

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

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

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

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

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

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

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

5.2a Enrollment Efficiency

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

5.2b Average Class Size

5.3 Instructional Productivity

5.4 Curriculum Currency

5.5 Successful Program Completion

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

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

5.6 Student Success

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

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

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

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

5.7 Student Access

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

5.8 Curriculum Offered Within Reasonable Time Frame

5.9a Curriculum Responsiveness

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

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

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

5.11a Labor Market Demand (Occupational Programs ONLY)

5.11b Academic Standards

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	01	01	Support student success through increasing online offerings	Increase number of classes available to students	2013-2014	Online enrollments increased at 6% rate increase for the academic year
0002	ALL	01	01	Provide increased support for ADA compliance	Increase support staff to support compliance support	2013	The compliance position was increased to a 65% permanent position
0003	ALL	02	07	Move College towards a single integrated CMS for students and faculty	Continue to migrate courses to the Moodle CMS	2013-2014	We worked directly with faculty to continue to transition courses to Moodle

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	
ALL	The Online Learning program continues to be a success story at the College. The transition to the Moodle CMS, while maintaining and supporting the CATE system has gone smoothly, offering students and faculty a choice. Ongoing training efforts continue with approximately 8 sessions offered each semester on a variety of topics. The staff continues to perform admirably with very limited resources.

6.2b PRPP Editor Feedback - Optional

The Distance Education Program is at a critical juncture in its history at the College. This program represents the only real enrollment growth for the District over the last three years. Distance education continues to offer students a wide variety of choices in class formats, hybrids, and other options. With that as the context, the program faces some critical challenges that center on the following issues:

1. The need for adequate staffing to continue to expand the program and provide adequate support. There is ample evidence that the College is going to need to hire a full-time Director for the program. Comparisons with other community college programs show a marked difference in support levels for all aspects of DE programs.
2. Selection of a single Course Management System (CMS) to use going forward. The College currently uses an in-house system (CATE) and has recently implemented Moodle. At the same time the State is exploring the development of a single system to be used by community colleges. This development will bear careful scrutiny over the next two years. Experience has shown that the migration of courses between CMS platforms involves a large amount of work on the part of teaching faculty and support staff.
3. Identifying and developing more classes that fit the GE pattern. There needs to be renewed efforts to integrate online course in the STEM area, English and Social Sciences. So far, these disciplines have been very slow to move towards online which limits student choices and opportunities. The College will need to offer incentives to induce faculty to develop courses in these critical areas.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	00	Support student success via coninued expansion of the DE program	Continue to grow the program at a minimm of 3% enrollment growth annually	2014-2015	Need additional staff to support course development and
0002	ALL	02	01	Increase support for DE program at College	Add a FT Director, Add a FT Instructional Designer, increase AADA Complaine position to FT	2014-2015	new staffing postions (\$\$\$)
0003	ALL	02	01	Ensure that online course comply with ADA regulations	Continue our efforts in reviewing new and exisitng courses to ensure compliance	2014-2015	None