Santa Rosa Junior College
Program Resource Planning Process

Distance Education 2015

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.

Traning 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 and increasing enrollment during a time when overall enrollment has been declining. Most of this was accomplished with a 20% 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 expanded to 100% in order to help faculty with the task of making their courses ADA compliant.

A part-time DE Manager had 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. This year that position was opened as a full-time Director of Distance Education and was filled in June.

The state recently announced that they will be offering a new Common Course Management System to all California Community Colleges. This new system, Canvas, will be available free of charge for at least 4 years, and includes a variety of integrated professional development and student success resources. In addition, the courses that will be included in the new CCC course "exchange" system can only be offered in Canvas. For those reasons, and many others, the District Online Committee, with the support of the Academic Senate, has recommended that the District begin the process of converting all courses from our current course management systems (CATE and Moodle) to Canvas. This will require a great deal of planning in order to ensure a smooth transition, and will necessitate hiring and training of several staff positions, including a team of temporary STNC and student workers to help faculty convert their courses and learn the new system.

Both of the course management systems that SRJC employs, CATE and Moodle, are administrated by our Instructional Systems Designer (Bill Stone) who has reached retirement age. At the moment, Bill 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 arise which makes him unavailable, we will need to have someone else up to speed with his duties. Therefore the department will utilize one of the STNC staff, hired to help with the transition, to work with the current Instructional Systems Designer in order to learn what he does and carry on that work, if necessary, until a permanent replacement is available.

The recent report by the Public Policy Institute of California found a strong correlation between student success in online courses and courses which are newly created or updated, taking advantage of current best practices in online pedagogy. The Distance Education Department wants to use the momentum and excitement generated by the adoption of this newer, more powerful, and more user-friendly course management system to encourage faculty to create new online courses and update their older ones. The hiring of an Instructional Designer will give faculty the opportunity to work with a professional course-design expert as they move their content into the new system. They will also have the opportunity to attend workshops given by someone specifically hired to encourage the use of new technology and best practices, and to generate enthusiasm about creating an environment of excellence and success for our online students.

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

- **An increase in the 2330 STNC budget in the amount of $80,901.91 is needed for 3 part-time STNC conversion team members** (needed for 2 years, total per year calculated as: $17.68/hour x 8 hours x 175 days x 3 people + 8.95% benefits)
  They will:
    - **Use the information/guidance provided by the Instructional Designer to help faculty create the course modules they will need in Canvas**
    - **In many cases they will perform all the necessary work to move course content from CATE/Moodle to Canvas**
    - **They will work with faculty who need extra help learning how to use Canvas (after they attend the training sessions)**
    - **One of them will cross-train with Bill Stone to learn enough about CATE and Moodle System Administration to take over when he retires, as well as learning the**

Canvas System Administration work in order to step into that role when needed.

- **An increase in the 2330 STNC budget in the amount of $4,556.25 is needed for additional Student Employee hours**
  With increased demand for creating and updating course materials caused by the adoption of a new CMS, we will need an increase in the student budget of approximately 9 student hours per week. Students are needed to help faculty with:
  - **Basic technology questions during training sessions**
  - **Minor/repetitive work related to the accessibility compliance of course materials**
  - **Assistance with the maintenance of the new DE website information**
  - **Compiling paperwork and other minor tasks related to the tracking and organization of all the conversion activities**
  - **Transferring information from one CMS to another**

- In addition, the department will need **an operating budget of $5,000.**
  The categories for the budget include:
  - 4390 - Supplies - $500 **: A supplies budget for instructional training supplies, media creation/connection equipment, and miscellaneous department operational supplies**
  - 5210 - Travel - $3,000**: A travel and training budget to ensure our staff is kept current with online teaching and learning techniques, tools and pedagogies, and so that we can participate in statewide committees and workgroups**
  - 5230 - Mileage - $500**: A mileage budget to reimburse staff for local conferences, workshops, and meetings**
  - 4510 - Graphics - $200**: A graphics budget for training handouts, business cards, etc.**
  - 5300 - Dues/Memberships - $250**: A membership and professional organizations budget for membership in organizations such as CCCDECO which provides online training and resources as well as connection with statewide committees and initiatives**
  - **4342 - Non-inst. Software - $500**: A budget for non-instructional software such as that used for checking accessibility, educational tools, and staff training.
  - 5530 - Telephone - $50**: A telephone budget for miscellaneous long-distance calls**

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	02	01	$80,901.91	An annual STNC budget of $80,901.91 is needed for 3 part-time STNC employees who will assist faculty with conversion of all online course material from the existing course management systems to Canvas. One of them will also cross-train with the current Systems Administrator (Bill Stone) and co-train with him in the use of the new Canvas system administration tasks.
0002	ALL	02	07	$4,556.25	With additional demand for creating and updating course materials, we are requesting an increase in the student budget of $4,556.25 (increase of approx. 9 student hrs/week). Students are needed to help faculty with basic technology questions during training sessions, assisting with course accessability compliance, and to help individual faculty transfer information from one CMS to another.
0003	ALL	02	07	$500.00	The Distance Education department will need an operating budget, including funds for miscellaneous office supplies, instructional training supplies, media creation/connection equipment (e.g. headsets, webcams, polycam).

0004	ALL	02	07	$2,000.00	The Distance Education department will need an operating budget, including funds for conferences & training workshops for key staff, such as Online Teaching ($1,000), DET/CHE ($600), and Instructure/Canvas ($1,000).
0005	ALL	02	07	$1,000.00	The Distance Education department will need an operating budget, including funds for online accessibility, pedagogy, and technology workshops/webinars.
0006	ALL	02	07	$500.00	The Distance Education department will need an operating budget, including funds for local conferences/workshops/meetings (Canvas, accessibility, education technology, instructional design, etc.)
0007	ALL	02	07	$250.00	The Distance Education department will need an operating budget, including funds for membership in key distance education organizations such as CCCDECO.
0008	ALL	02	07	$200.00	The Distance Education department will need an operating budget, including funds for graphics/copies of training handouts, business cards, etc.
0009	ALL	02	07	$500.00	The Distance Education department will need an operating budget, including funds for training software, accessibility checking software, educational software tools
0010	ALL	02	07	$50.00	The Distance Education department will need an operating budget, including funds for miscellaneous long-distance calls.

2.2a Current Classifed Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Instructional Systems Designer	40.00	12.00	(W.Stone) 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.
Accessiblity Compliance Specialist	40.00	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
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.
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	9.00	12.00	A student assistant is needed to help faculty with basic technology questions during training sessions, as well as offering support to faculty who are transitioning materials from one CMS to another.

2.2d Adequacy and Effectiveness of Staffing

Current Staffing

The Distance Education department has been able to offer the District an ever-expanding number of online classes and increasing enrollment during a time when overall enrollment has been declining. Most of this was accomplished with a 20% 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 expanded to a full-time Assistive Technologist position in order to help faculty with the task of making their courses ADA compliant. The use of a student employee a few hours a week is used to accomplish a variety of the simpler, more repetitive tasks needed to accomplish this.

A part-time DE Manager attempted to train and support faculty as they transitioned Moodle, 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. This year that position was opened as a full-time Director of Distance Education and was filled in June.

Staffing Needs

With the adoption of the state's new Common Course Management System (Canvas), the Distance Education Department will need to ramp up its efforts significantly in order to ensure a smooth transition. While a small number of resources will be available from the vendor and the state, SRJC will need to create a migration plan, connect the new system with the our SIS data, train our own staff in the use of Canvas, determine the optimal system and default course settings, develop programatic tools to help faculty move content out of our proprietary (CATE) system, develop strategies for moving content manually into Canvas course shells, provide training and tools to help faculty learn to work confidently in Canvas, and develop a support structure for both faculty and students. All of this will require a great deal of staff support in a number of areas, including an Instructional Designer, a temporary team of STNC workers, a part-time Administrative Assistant, and an operating budget.

In addition, the department has been tasked with growing online enrollment by 30% in the next 3 years. While our numbers have been good, that is still a daunting task. In order to accomplish it, we have planned for additional staffing to encourage the development of more online courses, particularly in the disciplines which are resistant to the idea, such as those in the STEM area. We are working to ensure that the classes we offer are of the highest possible quality so that students will both continue to sign up for them and encourage their friends and family to do the same. Lastly, we are finding ways to market our online program to the community so that there is a greater recognition of the online classes and programs we offer. This will include updating our website and creating marketing tools such as the Quicklooks videos we have begun to produce. All of this work will require the help of the additional staff as requested.

None of the changes we will be making can be made at the expense of student success and retention in our online courses. The recent report by the Public Policy Institute of California found a strong correlation between student success in online courses and courses which newly created or updated, taking advantage of current best practices in online pedagogy. The Distance Education Department will use the momentum and excitement generated by the adoption of the newer, more powerful, and more user-friendly course management system to encourage faculty to create new online courses and update their older ones. This includes developing a process by which faculty can complete peer reviews of each other's online courses, as well as master classes and course templates that will encourage the use of Canvas's exciting, engaging, and pedagogically sound teaching tools. An Instructional Designer will be a key part of these processes.

Both of SRJC's current course management systems 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 (Bill Stone) 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. The department plans to use one of the STNC conversion-team members to accomplish this.

Summary

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

- **A full-time Instructional Designer**
  This person's work will include:
    - Working with faculty to help design or redesign their online courses in Canvas
    - Assisting with faculty training (both CMS and pedagogical)
    - Creating online resources for training and support
    - Continuing to update and modify the DE website in order to provide a user-friendly, helpful, and engaging presence for both faculty and students
    - Finding creative ways to encourage peer review of existing online courses in order to improve their quality
    - Coordinating the creation of "master classes" for courses taught by many instructors each semester.
- **A part-time department Administrative Assistant**
  This person's work will include:
    - Creating and tracking PAFs
    - Tracking budgets and purchase orders
    - Communicating and keeping track of training schedules
    - Making room reservations
    - Producing and organizing training handouts
    - Creating and tracking Flex credit requests
    - Tracking instructor training completion and certification
    - Managing and updating project management details
    - Compiling and distributing DE data and statistics
    - Organizing and tracking staff scheduling

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	02	01		Instructional Designer	Classified
0004	ALL	02	01		Administrative Assistant II (50%)	Classified

2.3a Current Contract Faculty Positions

Position	Description
N/A	N/A

2.3b Full-Time and Part-Time Ratios

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

2.3c Faculty Within Retirement Range

Although not faculty, the Instructional Systems Designer has reached retirement age and we expect that we will need to replace him within the next 1-2 years.

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

- converting faculty to a new course management system

- training our faculty to use the new course management system

- 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

- Maintaining participation in state-level initiatives and committees

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 Director of Distance Education (as currently staffed)

- a full-time Instructional Systems Designer (as currently staffed)

- a full-time ADA Compliance Reviewer (as currently staffed)

- a full-time Instructional Designer (new position)

- a part-time Administrative Assistant for the Director/deparment (new position)

- 3 part-time STNC conversion team members

- additional student employee hours

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

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.

2.4c Instructional Equipment and Software Requests

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

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

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

2.5a Minor Facilities Requests

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

2.5b Analysis of Existing Facilities

3.1 Develop Financial Resources

3.2 Serve our Diverse Communities

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

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

3.3 Cultivate a Healthy Organization

3.4 Safety and Emergency Preparedness

Part of Library (Doyle) safety plan

3.5 Establish a Culture of Sustainability

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

4.1a Course Student Learning Outcomes Assessment

4.1b Program Student Learning Outcomes Assessment

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

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

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented

4.2a Key Courses or Services that address Institutional Outcomes

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

4.2b Narrative (Optional)

5.0 Performance Measures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.2a Enrollment Efficiency

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

5.2b Average Class Size

5.3 Instructional Productivity

5.4 Curriculum Currency

5.5 Successful Program Completion

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

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

5.6 Student Success

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

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

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

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

5.7 Student Access

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

5.8 Curriculum Offered Within Reasonable Time Frame

5.9a Curriculum Responsiveness

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

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

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

5.11a Labor Market Demand (Occupational Programs ONLY)

5.11b Academic Standards

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	02	01	Support student success and retention by continuing to improve the quality of online courses.	Train faculty in both CMS tools and online pedagogy. Adopt new state online course review rubric for Online College Project course reviews and for faculty information regarding best practices. Help faculty make required accessibility updates to courses.	2014-2015	Moved all training materials to online format for easier access by faculty. Posted (and advertised) new state rubric and used to review newly created OCP courses. Hired and trained student employee to help faculty make required accessibility changes. Signed contract for new Common Course Management System (CCMS). Began working with IT to connect CCMS to our SIS. Redesigned department website in Drupal to make it easier for both students and faculty to find the online resources they need.
0002	ALL	02	01	Increase enrollment in online courses.	Work with Curriculum to improve DE approval interface. Make presentations to departments regarding online course developments. Work with individual STEM faculty to create online/hybrid course formats. Improve the quality of our online courses in order to increase retention and repeat online student enrollments.	2014-2015	We are working with the Curriculum office to streamline both the submission and the tracking of DE Proposal forms. Several presentations were made to departments regarding DE resources and answering questions regarding online education in general. We are using the stat'es new online course review rubric to ensure courses created for the Online College Project are of the highest quality.
0003	ALL	02	01	Improve knowledge of and access to the state's Online Education Initiative (OEI) resources.	Get someone on one or more of the various committees and workgroups so that our voice can be added to the conversation. From there we can work to get priority in resource rollouts, and we have access to information quickly. Make the resources provided by the OEI more visible and available to our faculty.	2015-2015	The DE Manager obtained three state-level roles: *Member of the Peer Online Course Revew team *Member of the Online Education Initiative Steering Committee *Executive Board member on the CCCDECoordinator's organization.

							Included in the new DE website are links to some of the new resources available from the OEI. A new DE blog has been created to communicate updates and changes to OEI resources.
0004	ALL	02	01	Ensure that online courses comply with ADA regulations.	Continue our efforts in reviewing new and exisitng courses to ensure compliance. Increase the ADA Compliance position to FT.	2014-2015	The ADA Compliance position has been increased to FT, facilitating a more robust review of online and hybrid courses. The ADA Compliance staff person is receiving ongoing training to ensure she is up to date with the latest requirements, and the has access to the best possible tools for evaluation. She is also now directly connecte with the OEI subgroup tasked with ensuring ADA accessibility accross all CCCs.

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	The Distance Education program at SRJC continues to be successful in many ways. * We have consistently increased enrollment each semester over the previous year. * Courses are being reviewed and modified to comply with state and federal accessibility requirements. * All of the training materials for faculty to learn both the course management system tools and the pedagogy of online teaching and learning have been converted to fully-online training and assessment modules. * Workshops are offered to improve online teaching skills by training faculty in a variety of tools and techniques. * Many faculty have been offered stipends to create new online courses, and the DE department has assisted them in the process in order to ensure the outcome includes high-quality, accessible courses taught by faculty who are knowledgeable in the use CMS tools and online pedagogy. * The new Director of DE is a member of 3 statewide groups that are in the process of rolling out a variety of new, low/no-cost resources to all CCCs. She is working with them to ensure that SRJC is at the top of the list (after the pilot group) to begin accessing these resources, including the new course management system - Canvas. * The Director will begin working with other departments on campus to coordinate online student support services, such as counseling, tutoring, etc. as required by the Accreditation Team Report. We are on the cusp of many major changes in our online program. The new Dean and new Director will be working diligently to improve the quality of our online courses in a variety of ways. The hope is that there will be something of a groundswell of excitement as new tools, trainings, and technologies are offered to our faculty in order to make online course materials more engaging. This, then, should help to increase interest in creating new online courses, improve the quality of existing courses, and improve the enrollments, success and retention in our online programs. In order to make this happen, we will need to be fully staffed by the time the state gives us the green light to adopt Canvas. The staffing requests outlined in this document will ensure that we are prepared to help all faculty adopt the new system quickly and enthusiastically, whether they are digital natives or digital immigrants.

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, including fully online, hybrid, and blended 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 Instructional Designer for the program, as well as the other staff as outlined above. Comparisions 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 (Canvas) to use going forward. The College currently uses both an in-house system (CATE) and a self-hosted system (Moodle). This is not an ideal situation for students of faculty. The State's recent selection of Canvas to be the single system to be used by all community colleges will provide SRJC with an excellent path forward. However, 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, so a migration plan needs to be developed for Fall 2015 possible implementation.

3. Identifying and developing more online and hybrid classes in both the GE and CTE areas. There needs to be renewed efforts to promote online course formats in the STEM area in particular. So far, these disciplines have been very slow to move towards online which limits student choices and opportunities, thereby limiting enrollment. The College will need to find ways to help faculty create more online courses. We would like to work with faculty to help them create high-quality online and hybrid courses, and we will need secure additional

resources such as the support of an Instructional Designer, Instructional Media person, and STNC conversion workers in order to help these faculty get started with an online or hybrid course format. We are also looking at putting together teams consisting of faculty, the Instructional Designer, and an Instructional Media person in order to develop "master class" templates that could be used by any instructor teaching a particular course. We will need to work with the various departments to identify these courses and the best faculty to help develop them. Once created, they will offer faculty the ability to quickly customize the course and begin teaching it, even if they are offered it at a late date.

4. The Director of Distance Education needs to continue to represent SRJC in state organizations, and to improve and update her knowledge of the latest tools and pedagogy in online teaching and learning by attending various conferences and professional development activities. As she works towards achieving various objectives as outlined above, she will need the support of an Administrative Assistant to help with tracking faculty training, personnel paperwork, staff meeting coordination, budget tracking, room scheduling, project management, etc.

5. The Director will need to continue to coordinate with the various departments on campus that intersect with DE such as Curriculum, Counseling, IT, Assessment, DRD, etc. in order to improve overall student success in our online program and to comply with the Accreditation Team's report. She will also need to continue to work closely with the Academic Senate in order to ensure that the voice of the faculty is consistently included in decisions regarding online teaching and learning at Santa Rosa Junior College.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	07	Convert all online course material and train faculty in use of new CMS - Canvas	By the fall semester: * have conversion team in place * have DE staff training scheduled/in progress * have Canvas installed and working towards connections with SIS * create schedule for training faculty * have detailed plan in place for migration of course material from current systems	2015-2016	* We will need to be fully staffed as quickly as possible to ensure that new staff can be trained and up to speed for fall implementation. This includes Instructional Designer, Admin, and STNC conversion team. * We will need to have the dedicated assistance of the appropriate IT staff member to work with our system administrator to connect Canvas with SIS
0001	ALL	02	01	Support student success and retention by continuing to improve the quality of online courses.	* Adopt and convert all online course materials to a newer, more user-friendly course managment system provided by the Online Education Initiative. * Adopt the state's new course review rubric and make it available to all faculty for self-review. * Initiate a process to form small peer-review teams that can use the new rubric to give collegial feedback. These would include the input of the Instructional Designer. * Initiate a process to create "master classes" in order to help faculty start their course design process with a pedagogically sound structure and ideas for use of engaging CMS tools.	2015-2016	* The new CCMS was demo'd to the DOC which overwhelmingly approved its adoption, and a presentation was made to the Academic Senate which also gave its approval. The contract was then signed to bring Canvas into the College. * DE staff is now working to learn the new system and create tools and processes that will facilitate conversion. * As soon as an Instructional Designer is hired, he/she will be tasked with helping faculty improve their course formats using the tools and methods outlined.
0001	ALL	02	07	Create a budget to support the ongoing operations of the Distance Education Department	Need to create a budget to support ongoing operations as detailed in Section 2.	2015-2016	Distance Education will require resources to provide funding for staffing, training, travel, equipment, and supplies in order to reach the desired goals and objectives.
0002	ALL	02	07	Increase enrollment in online courses by 10% annually for the next 3 years.	* Hire and train staff to help/train faculty to use the new course management system. * Train faculty to use course analytics to improve retention. * Work with targeted departments to increase the number of online/hybrid courses offered. tion to FT	2015-2016	* Current DE staff is working to learn the new system. As soon as Canvas is connected with SIS, we will begin working to identify key analytics and train faculty to use them to improve success and retention in their coruses. * We are identifying the targeted departments and will begin those conversations in the fall semester.
0003	ALL	02	01	Increase the skill and knowledge levels of faculty teaching online or hybrid courses by making them aware of current pedagogically sound practices.	* Add a FT Instructional Designer who can work with faculty to improve the quality of both their material and their online teaching methodologies. * Set up training sessions and online resources for learning both the new CCMS	2015-2016	It is critical that we get an Instructional Designer on staff as soon as possible so that we can begin leveraging that person's skills in working with and training faculty to be excellent online instructors.

					and the pedagogy for online teaching and learning.		
0004	ALL	02	01	Ensure that online course comply with ADA regulations	Continue our efforts in reviewing new and exisitng courses to ensure compliance. Increase the ADA Compliance position to FT.	2015-2016	The ADA Compliance position has been increased to FT, facilitating a more robust review of online and hybrid courses.