

# Santa Rosa Junior College

## Program Resource Planning Process

### Distance Education 2016

#### 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](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. This year the department has the major task of transitioning all instructors and course material from one of the

two systems currently in use to the state's new common course management system, Canvas. This involves copying all content into Canvas, helping faculty organize the content there, and training them how to use the new system. This process requires a great deal of planning and coordination, as well as additional staff to help work with faculty.

While the department is working with faculty to transition them to Canvas, we are taking the opportunity to try to improve the overall quality of our online courses and material. For instructors teaching online classes, the new Instructional Designer creates an outline of steps that could be taken to improve student engagement, and therefore student success and retention, in the course. If additional content is needed in order to accomplish those goals, then the staff works with the faculty to create it and incorporate it into the course outline. The Instructional Designer is also available to meet with faculty who are creating new online courses, or who wish to discuss changes in their course design, helping to improve the overall success and retention of students at SRJC.

After the retirement of the Instructional Systems Designer, Bill Stone, the department has been trying to fill the workload gap in a variety of ways. We have hired a part-time programmer to maintain our legacy system, CATE, as well as to help us track our activities by creating and maintaining a database of department activities. The system administration tasks for the other 2 systems, Moodle and Canvas, have fallen to other staff members until the full-time position can be replaced.

In order to ensure that all of our online course material is accessibility compliant, our full-time Assistive Technology Specialist reviews every online and hybrid course on a rotating, 6-year cycle. If she finds that changes must be made in order to bring the course into compliance, the department works with the instructor to make those changes, reducing the instructor's workload in that area as much as possible. A student employee performs many of the more routine or repetitive tasks involved with bringing course material into compliance.

As faculty are transitioning to Canvas, they need to learn how to use this new system. While some instructors use a course management system only to post a syllabus and report grades, many take advantage of other tools that allow students to access online resources, upload assignments, take exams, etc. The Distance Education staff offers many workshops, drop-in sessions, and one-on-one appointments to help faculty learn what they need to know. These are held both on the Santa Rosa and Petaluma campuses. In addition, we have created a variety of online resources, both text and video based, that can be used by faculty to learn Canvas in a self-paced environment. Lastly, the team is hosting an all-day conference in May, offered 3 PDA sessions in the spring, and plans to offer several PDA sessions in the fall.

Communication with employees during this time has been crucial. A lot of misinformation has been discovered as the DE staff is in conversation with faculty, staff and students across the District. In order to combat this, the department has totally redesigned the DE website, making it better organized, more student-centric, and updating many aspects of the site that were outdated or obsolete. The Assistive Technology Specialist has led this project, taking advantage of many of the new tools that Drupal offers in order to provide an automatically-updated calendar of events, pop-up event descriptions, etc. The Director and at least one team member have also visited many departments during their monthly meetings in order to give short demos, answer questions, and tailor our message to their particular needs. Lastly, the director has been sending out regular email communications regarding the progress being made, resources offered, etc. Responses to a recent survey sent out reveal that approximately one-third of all instructors currently using a course management system at SRJC have already migrated to Canvas.

As the District prepares to shut down both CATE and Moodle, several key functions need to be migrated to other systems. For example, CATE has traditionally hosted all faculty and section "homepages." These key resources allow students to easily find information regarding their courses and instructors. The DE department has been working with IT to replace those resources, since not all of their functionality is tied to online learning.

Because the URL/domain supplied by Instructure was complex and non-intuitive (santarosajc.instructure.com), it was determined that the District should purchase a "custom Canvas URL" at the cost of \$1,000 per year in order to help students successfully locate their online course materials. That cost has been added to the Distance Education Department budget.

The Director of Distance Education maintains a presence at the state level by holding a seat on the Online Education Initiative Steering Committee, a board seat on CCC DE Coordinators organization, and membership in the OEI Online Course Reviewers organization. This involvement allows the District to both stay abreast of important statewide news, and to have a voice in the decision-making at that level.

- ♦ **An increase in the operating budget of \$3,000 to cover the Custom Canvas URL contract and the increased travel requirements of our additional staff.**

The categories for the budget include:

- 5690 - Contract Service - \$1,000: **This is the yearly cost of the Custom Canvas URL, paid to Instructure.**
- 5210 - Travel - \$3,500 (increase of \$1,500): **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 - \$1,000 (increase of \$500): **A mileage budget to reimburse staff for local conferences, workshops, and meetings**

## 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	02	04	\$1,500.00	The Distance Education department will need additional funds for registration and travel to conferences & training workshops for key staff, such as Online Teaching, DET/CHE, Instructional Design, and Instructure/Canvas.
0002	ALL	02	04	\$500.00	The Distance Education department will need additional funds for mileage to and from conferences or airport locations.
0003	ALL	01	01	\$1,000.00	SRJC has contracted with Instructure to create and maintain a permanent customized URL at canvas.santarosa.edu for students to easily find their Canvas classes. This fee needs to be paid annually.

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Instructional Systems Administrator	40.00	12.00	Administrates, maintains, and supports instructional systems for delivery of online classes and web-based instructional materials. Provides database tools for tracking progress by the Distance
Accessibility Compliance Specialist	40.00	12.00	Provides support to faculty in the accessibility of web-based instructional materials
Instructional Designer	40.00	12.00	Provides support to faculty in the creation of online course content and new online courses, as well as conducting trainings in the use of the course management system and improvement in online course pedagogy.

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Director of Distance Education	40.00	12.00	Under general direction, provides leadership and oversight to the Distance Education program at SRJC. The

			Director is responsible for planning and outreach, budget development and oversight, staff supervision, and coordination with administrative and instructional departments throughout the District.
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.
STNC Internet Specialist - 4	100.00	12.00	Funding approved through June 2017 for temporary staff working to assist faculty as they convert to the new course management system (Canvas). Amount of funding and details presented in 2.2d.

## 2.2d Adequacy and Effectiveness of Staffing

### Summary of Additional Staffing Needed

The Distance Education Department continues to focus on student success in its efforts to provide faculty with the resources they need to create, modify, and deliver high-quality online, hybrid and blended courses at SRJC. In order to continue to offer this level of support in the coming year, the department will require the following additional staff:

2. 4 part-time STNC conversion team members (approved by the District, with conditions noted below)
3. A part-time department Administrative Assistant

### STNC Conversion Team Justification

The STNC conversion team approved by the District is reflected in 2.2c. This funding will give faculty the best support as they transition to Canvas, offering them the opportunity to not only get help with the technical aspects of the conversion, but also continued assistance with improving their online course content, and ongoing training with the new CMS.

The District provided migration and conversion funding of an estimated \$122,024 in the following manner:

- 2,800 hours from June 13 – December 23, 2016, at a cost of \$61,361. This represents 4 STNCs x \$20.00 x 8 hours per day x 88 days + 8.95% benefits.

A progress assessment report will be submitted in early December to determine the level of funding requested, which may be reduced based on achievement towards goal. Current estimated additional funding is:

- 2,800 hours from January 3 – June 8, 2017, at a cost of \$60,663. This represents 4 STNCs x \$20.00 x 8 hours per day x 87 days + 8.95% benefits.

These support personnel 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
- Offer a variety of both basic and advanced Canvas training opportunities as faculty come up to speed with the new course management system
- Meet with faculty to help resolve issues and find ways to use the new tools that Canvas offers to improve the quality of their courses, thereby increasing student success

- Work with faculty who need extra, one-on-one help learning how to use Canvas (after they attend the training sessions)
- Create new help documentation

### **Administrative Assistant Justification**

An increase in the staffing budget in the amount of \$38,233 is needed for administrative assistance support (calculated as Grade K - 76,466/2). As the number of staff in the department, both permanent and temporary, increases, so does the need for administrative assistance. The amount of detail generated by the department is voluminous, as is the need for scheduling, personnel paperwork, invoicing and budgeting, etc. This person's work will include:

- Creating and tracking PAFs
- Tracking budgets and purchase orders
- Communicating and keeping track of training schedules
- 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
- Timesheet processing
- Workshop, drop-in session, and appointment scheduling
- Conference planning and details
- Travel request processing
- Database entry

### **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. This year the department has the additional task of transitioning all instructors and course material from one of the two systems currently in use to the state's new common course management system, Canvas. This involves copying all content into Canvas, helping faculty organize the content there, and training them how to use the new system. This process requires a great deal of planning and coordination, as well as additional staff to help work with faculty.

While the department is working with faculty to transition them to Canvas, we are taking the opportunity to try to improve the overall quality of our online courses and material. For instructors teaching online classes, the Instructional Designer creates an outline of steps that could be taken to improve student engagement, and therefore student success and retention, in the course. If additional content is needed in order to accomplish those goals, then the staff works with the faculty to create it and incorporate it into the course outline. The Instructional Designer is also available to meet with faculty who are creating new online courses, or who wish to discuss changes in their course design, helping to improve the overall success and retention of students at SRJC.

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work of the Canvas system administrator, working with IT to find ways to connect Canvas with our unique student information system, and to configure Canvas to reflect the way our faculty want and need to use the available tools.

In order to ensure that all of our online course material is compliant with current accessibility regulations, our full-time Assistive Technology Specialist reviews every online and hybrid course on a rotating, 6-year cycle. If she finds that changes must be made in order to bring the course into compliance, the department works with the instructor to make those changes, reducing the instructor's workload in that area as much as possible. A student employee performs many of the more routine or repetitive tasks involved with bringing course material into compliance.

As faculty are transitioning to Canvas, they need to learn how to use this new system. While some instructors use a course management system only to post a syllabus and report grades, many take advantage of other tools that allow students to access online resources, upload assignments, take exams, etc. The Distance Education staff offers many workshops, drop-in sessions, and one-on-one appointments to help faculty learn what they need to know. These are held both on the Santa Rosa and Petaluma campuses. In addition, we have created a variety of online resources, both text and video based, that can be used by faculty to learn Canvas in a self-paced environment. Lastly, the team offered 3 Canvas PDA sessions in the spring, and plans to offer more in the fall.

Communication with District employees during this time has been crucial. A lot of misinformation has been discovered as the staff is in conversation with faculty, staff and students across the District. In order to combat this, the department has totally redesigned our website, making it better organized, more student-centric, and updating many aspects of the site that were outdated or obsolete. The Assistive Technology Specialist has led this project, taking advantage of many of the new tools that Drupal offers in order to provide an automatically-updated calendar of events, pop-up event descriptions, etc. In addition, regular blog posts are created and emails are sent out to all faculty with current information.

As the District prepares to shut down both CATE and Moodle, several key functions need to be migrated to other systems. For example, CATE has traditionally hosted all faculty and section "homepages." These key resources allow students to easily find information regarding their courses and instructors. The DE department has been working with IT to replace those resources, since not all of their functionality is tied to online learning.

## **Staffing Needs**

As faculty continue to request assistance with their transition to Canvas, our staff will need to find efficient ways in which to help them with that process. We anticipate a great number of faculty waiting until the fall semester to begin the process. This means that we need to plan on continuing that work through the following academic year. That work includes moving content manually into Canvas course shells, provide training and tools to help faculty learn to work confidently in Canvas, and supporting both faculty and students in the use of the new system. All of this will require a great deal of staff support in a number of areas, including a temporary team of STNC workers, and a part-time Administrative Assistant.

In addition, the department has been tasked with growing online enrollment by 30% each year. 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 "appreciative observations" 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.

In order to offer faculty the support they need as they learn the new system, convert their course material, and improve the quality of their online courses, it is recommended that the District fund the additional staffing as outlined above.

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	08	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

N/A

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

### 2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
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### 2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

No requests for Instructional and Non-Instructional Equipment, Technology and Software are being requested in this Planning Cycle. However, the Center for Excellence in Teaching and Learning in the Doyle Library is a vital instructional support space that is intended for shared district professional development and is often utilized as a location for faculty meetings, demonstrations, and trainings.

This space should be considered an "incubator" space for new classrooms where new ideas and new technologies can be explored, tested, discussed and demonstrated. Faculty can come and try out the technology to see if it would improve their classroom effectiveness. The technology can be installed and faculty can be trained without interrupting regularly scheduled classes. The Distance Education staff are well-placed to provide this type of training and to monitor the use and success of the new technology.

If newer technologies are being considered for classroom use, it's recommended that they first be installed in CETL for all of these reasons. If Measure H funded demonstration classroom technologies are identified for investigation and classroom consideration, installation of these new instructional technologies in CETL would be appropriate and ideal.

### 2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	ALL	00	00		0	\$0.00	\$0.00			

### 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

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

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

### 3.3 Cultivate a Healthy Organization

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### 3.4 Safety and Emergency Preparedness

Part of Library (Doyle) safety plan

### 3.5 Establish a Culture of Sustainability

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

Education department continues to make it possible for the District to go paperless in the classrooms; thereby achieving one of its primary sustainability goals.

#### 4.1a Course Student Learning Outcomes Assessment

#### 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 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	02	07	Convert all online course material and train faculty in use of new CMS - Canvas	By the fall semester: * Have a 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 are now staffed with a FT Director, Instructional Technology Specialist, and Instructional Designer, and recently added a FT replacement for the Instructional Systems Administrator. We also have a team of 4 STNCs who are fully trained in Canvas and working with faculty to migrate them to and train them in the use of Canvas. * In the past year we have offered more than 140 training workshops. * We worked closely with IT to integrate Canvas with our SIS to ensure proper functionality * We have a system in place for migrating content out of CATE/Moodle and into Canvas for every instructor * We have a process in place for tracking the progress of faculty who are converting to Canvas
0002	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	2015-2016	* Canvas was adopted and a plan put in place to convert all online course material.

				<p>course management system provided by the Online Education Initiative.</p> <ul style="list-style-type: none"> <li>* Use the state's new course review rubric to help faculty do self-reviews of their online courses.</li> <li>* Initiate a process to form small peer-review teams that can use the new rubric to give collegial feedback. These would include the input of the Instructional Designer.</li> <li>* Continue to encourage the creation of "master classes" or "Canvas roadmaps" in order to help faculty start their course design process with a pedagogically sound structure and ideas for use of engaging CMS tools unique to their subject.</li> </ul>		<ul style="list-style-type: none"> <li>* We have spent approximately 1,200 hours working with faculty to convert their course materials to Canvas.</li> <li>* We have spent ___ hours creating new instructional content for faculty who have requested this type of help to improve their online courses</li> <li>* The Instructional Designer uses the new course review rubric to evaluate online courses and provide recommendations, as well as using it in the Online College Project review process and the Online Special Expertise certificate course.</li> <li>* We have not yet initiated a process for peer review.</li> <li>* We are in discussion with several departments regarding the creation of "Canvas roadmaps"</li> </ul>
0003	ALL	02	07	<p>Increase enrollment in online courses by 10% annually for the next 3 years.</p>	<ul style="list-style-type: none"> <li>* Hire and train staff to help/train faculty to use the new course management system.</li> <li>* Train faculty to use the new course management system.</li> <li>* Train faculty to use course analytics to improve retention.</li> <li>* Work with targeted departments to increase the number of online/hybrid courses offered.</li> <li>* Continue to create Quicklooks videos to increase interest and enrollment in online courses</li> </ul>	<p>2015-2016</p> <ul style="list-style-type: none"> <li>* All DE staff, with the exception of the new Instructional Systems Administrator, have been trained to use and teach the use of Canvas.</li> <li>* We have offered more than 140 workshops attended by more than 400 (distinct) faculty and staff.</li> <li>* We have begun to let faculty know about the course analytics they can use to monitor retention and engagement.</li> <li>* We have begun meeting with departments to discuss the idea of creating more online courses.</li> <li>* 5 additional Quicklooks videos were created to increase interest and enrollment in online courses.</li> </ul>
0004	ALL	02	01	<p>Increase the skill and knowledge levels of faculty teaching online or hybrid courses by making them aware of current pedagogically sound practices.</p>	<ul style="list-style-type: none"> <li>* Add a FT Instructional Designer who can work with faculty to improve the quality of both their material and their online teaching methodologies.</li> <li>* Set up training sessions and online resources for learning both the new CCMS and the pedagogy for online teaching and learning.</li> </ul>	<p>2015-2016</p> <ul style="list-style-type: none"> <li>* A Full-time Instructional Designer was hired in January, 2016.</li> <li>* She has added pedagogical elements to our Canvas training workshops to improve quality of online courses.</li> <li>* She has worked with faculty in the Online College Project to improve the quality of those courses.</li> <li>* She has met with faculty to discuss ways to improve their courses, and has helped them to create unique and engaging interactive online content.</li> <li>* She has rewritten the Online Special Expertise course in Canvas, adding a variety of pedagogical elements to the content.</li> </ul>

0005	ALL	02	01	Ensure that online course comply with ADA regulations	Continue our efforts in reviewing new and existing courses to ensure compliance. Increase the ADA Compliance position to FT.	2015-2016	<p>The Instructional Technology Specialist continues to review every online course section on a rotating basis. In the previous academic year, the following accessibility-related work was accomplished:</p> <ul style="list-style-type: none"> <li>* 54 courses were reviewed.</li> <li>* A Canvas Accessibility Guide web page was created to help guide faculty on creating accessible content in Canvas.</li> <li>* A Web Accessibility module was created in the Online Special Expertise course for faculty to receive certification for online teaching.</li> <li>* The Canvas template provided to faculty in their course shells was tested and fixed for accessibility.</li> </ul>
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## 6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	<p>The Distance Education program at SRJC continues to be successful in many ways.</p> <ul style="list-style-type: none"> <li>* We have consistently increased enrollment each semester over the previous year.</li> <li>* DE staff continues to work with faculty who want to participate in the Online College Project to create new online courses, attempting to make the process easier, and ensuring that the results are high-quality, accessible courses taught by faculty who are knowledgeable in the use CMS tools and online pedagogy..</li> <li>* Courses are being reviewed and modified to comply with state and federal accessibility requirements.</li> <li>* Faculty are given the opportunity to earn the Online Special Expertise Certificate by participating in an online course in Canvas, moderated by our Instructional Designer</li> <li>* Workshops are offered to improve online teaching skills by training faculty in a variety of tools and techniques.</li> <li>* The 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 can take advantage of these resources.</li> <li>* The Director has begun working with other departments on campus to coordinate online student support services, such as counseling, tutoring, etc. as required by the Accreditation Team Report.</li> <li>* The Director and Instructional Designer have begun meeting with instructional departments to help them understand the new course management system, and to encourage them to consider the creation of new online courses.</li> </ul> <p>The Dean and 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.</p> <p>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.</p>
Santa Rosa	

## 6.2b PRPP Editor Feedback - Optional

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## 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	01	Convert all online course material and train faculty in use of new CMS - Canvas	<p>By the end of the fall 2016 semester:</p> <ul style="list-style-type: none"> <li>* make sure all course content is migrated to Canvas</li> <li>* make sure all faculty are given ample opportunities to use DE staff services for help with course organization and training in the use of Canvas</li> <li>* ensure all CATE functionalities have been transferred to other modalities (e.g. Drupal faculty homepages, new Section Information Pages, etc.)</li> <li>* shut down CATE and Moodle</li> <li>* Oversee a nearly complete overhaul of the DE website to reflect changes in processes for both faculty and students due to the migration to Canvas.</li> </ul>	June - December, 2016	<ul style="list-style-type: none"> <li>* We will need to continue offering the resources of 4 STNCs to help faculty with the migration, organization, and training aspects of the move to Canvas.</li> <li>* We will continue to need the help of the IT staff to move the remaining CATE functionalities (Accessibility Console, File Management, etc.) to other modalities.</li> <li>* The DE System Administrator will need to work closely with the IT staff to shut down CATE and Moodle in a way that effectively removes all faculty and student access, while retaining appropriate levels of archived data.</li> <li>* The department will need to be fully staffed in order to handle the increase in workload based on an increasing number of online courses, additional training, and an overhaul of the DE website.</li> </ul>
0002	ALL	02	01	Support student success and retention by continuing to improve the quality of online courses.	<ul style="list-style-type: none"> <li>* Continue to encourage all faculty to use the Canvas system to in order to make their online course material more functional, engaging, and environmentally sound.</li> <li>* Continue to use the state's course review rubric to help faculty evaluate their own courses and make improvements where necessary, as well as in the creation of new online courses through the Online College Project.</li> <li>* Continue to improve the efficacy of the Online Special Expertise Certificate course, providing the best possible instruction in both Canvas and online pedagogy, while limiting workload/time requirements as much as possible.</li> <li>* Continue to monitor Canvas support calls and system status to ensure course materials remain active and available, and users have uninterrupted access to their courses.</li> <li>* Begin helping faculty understand how to use Canvas course analytics to monitor student activity and engagement, and offering suggestions for resolving noted problems and increasing engagement.</li> <li>* Begin using Canvas system analytics to identify areas that need attention, and finding solutions to these system-wide issues.</li> </ul>	2016-2017	<ul style="list-style-type: none"> <li>* The DE staff will continue to track the progress of the transition to Canvas through the use of the department database and other tools.</li> <li>* The DE staff will work to send targeted and compelling messages to faculty to encourage the use of Canvas by all faculty.</li> <li>* The DE staff, and the Instructional Designer in particular, will continue to use the state's course review rubric to offer suggestions for improvement to any faculty member who asks for a consultation, as well as using the rubric to evaluate courses in the Online College Project and in the Online Special Expertise Certificate course.</li> <li>* The Instructional Systems Administrator will need to continue to monitor the Canvas Support system, resolving both faculty and student issues that cannot be handled by Instructure. He will also need to monitor the status of the Canvas system and communicate any problems or changes to faculty and students, and integrate new resources requested or available that could improve online course quality at SRJC.</li> <li>* The DE staff will need to continue to learn more about the intricacies of Canvas analytics in order to identify system-wide issues and to</li> </ul>



					<ul style="list-style-type: none"> <li>* Initiate a process to form small peer-review teams that can use the new rubric to give collegial feedback. These would include the input of the Instructional Designer.</li> <li>* Initiate a process to create "course roadmaps" in order to help faculty start their course design process with a pedagogically sound structure and ideas for use of engaging CMS tools.</li> </ul>		<ul style="list-style-type: none"> <li>train faculty to use them to improve student success and retention in their courses.</li> <li>* The Instructional Designer will begin developing a process for small peer-review teams.</li> <li>* The DE staff will continue to meet with various instructional departments to help them create course roadmaps for their instructors.</li> <li>* Add the scheduling of the numerous workshops, appointments, and meetings to the duties of the department administrative assistant.</li> </ul>
0003	ALL	02	07	Ensure that the DE staff is current with changing technology, pedagogy and regulations related to distance education.	Add travel and webinar funds to the DE budget to facilitate attendance at conferences and webinars.	2016-2017	<ul style="list-style-type: none"> <li>* With the addition of full-time employees, the DE department will require additional travel funds to cover the expenses associated with maintaining currency in our rapidly-changing environment.</li> <li>* Add the work of processing travel requests and invoicing to the duties of the department administrative assistant.</li> </ul>
0004	ALL	02	07	Increase enrollment in online courses by 10% annually for the next 3 years.	<ul style="list-style-type: none"> <li>* Increase the number of online courses offered at SRJC by continuing to fund and resource the Online College Project.</li> <li>* Work with the Curriculum Department to streamline the online course approval process</li> <li>* Continue to train faculty to become successful online educators and to create engaging and effective online courses.</li> <li>* Continue to improve the quality of online course offerings in order to ensure the success, retention, and reputation of these courses.</li> <li>* Train faculty to use course analytics to improve success and retention.</li> <li>* Work with targeted departments to increase the number of online/hybrid courses offered.</li> <li>* Create a plan to market SRJC online courses in order to increase enrollment.</li> </ul>	2016-2017	<ul style="list-style-type: none"> <li>* The District will need to continue to offer stipends to faculty for the creation of new online courses.</li> <li>* The DE staff will need to continue to have access to resources that will allow us to offer a plethora of workshops and training sessions to help improve the access to and quality of our online courses.</li> <li>* The DE staff will need the support of the SRJC Administration to encourage the development of online courses, particularly in areas such as STEM where we currently have few or no online courses available to our students.</li> </ul>
0005	ALL	02	01	Ensure that online courses comply with ADA regulations	<ul style="list-style-type: none"> <li>* Continue our efforts to review new and existing courses to ensure compliance.</li> <li>* Continue to educate faculty regarding the need for and methods of creating accessibility-compliant course materials.</li> <li>* Continue to offer DE support to faculty who need to make changes to course material.</li> <li>* Continue to work with the OEI to create the basis for a standardized ADA compliance document, and to test new accessibility review technology tools.</li> </ul>	2016-2017	<ul style="list-style-type: none"> <li>* The DE Instructional Technology Specialist will need to continue to review all online courses on a 6-year cycle. The number of reviews expands each semester with the addition of new online courses.</li> <li>* We will need to work with IT to recreate the functionality of the ADA Console that is used to determine which courses need to be reviewed and track the review process outside of the CATE system.</li> </ul>

					* Continue to offer the Instructional Technology Specialist the ongoing professional development she needs to remain current with state and federal accessibility regulations.		* We will need to continue to use a Student Employee to make the kind of routine, repetitive fixes to online course material required to make them ADA compliant. * Add the scheduling of the numerous accessibility reviews and appointments to the duties of the department administrative assistant to free up more time for the Instructional Technologist to meet with instructors, review their course materials, and make necessary changes.
0006	ALL	02	07	Free up DE staff resources to focus on all of the department and District goals listed above by adding a part-time Administrative Assistant to deal with all of the departmental administrative, scheduling and personnel details.	* Hire a part-time Administrative Assistant for the Distance Education Department.	December, 2016	Additional department funding will be needed in order to hire a part-time administrative assistant in order to facilitate the increase in scheduling workshops, appointments and meetings, as well as helping with ongoing personnel, data mining, and report-creation tasks.