## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingrid Kelly</td>
<td>Team Member</td>
<td><a href="mailto:ingrid.kelly@marin.edu">ingrid.kelly@marin.edu</a></td>
<td>415-810-8797</td>
<td></td>
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</tr>
</tbody>
</table>

## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
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</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
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<tr>
<td>Laura McCarty and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
<td></td>
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</tr>
<tr>
<td>Sara McKinnon</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
<td></td>
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</tr>
<tr>
<td>Sara McKinnon, Yolanda Bellisimo and Anne Gearhart</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
<td></td>
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</tr>
<tr>
<td>N/A</td>
<td>Student Access and Success Committee Chair</td>
<td></td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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</table>

## III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
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<tr>
<td>Nick Chang</td>
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</table>

## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Eva Long</td>
<td></td>
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</table>

College of Marin Program Review Signature Page • CG v.1 February 2008
I. Technology/Software Requests

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Importance:
- 'A' means that your discipline cannot teach your course(s) without the requested equipment.
- 'B' means that your course(s) would be greatly enhanced with the requested equipment.
- 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support Annually</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>01</td>
<td>0 None</td>
<td>None</td>
<td>None</td>
</tr>
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</table>

Description and part number for ordering. Please include system requirement.

Turnitin is the a web-based tool for managing writing assignments that prevents plagiarism, delivers multiple phases of feedback and revisions, and engages students in the process.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
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<td>$0.00</td>
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Type
- College-wide: None
- Discipline-Specific: None

Item to be shared with the following Department/Program: (Include any shared expenses)

Distance Education and any faculty/department interested in using this service along with Moodle. This software can also be used in the Online Writing Center, a service open to all registered COM students where all students can use the informational literacy tools to check their work.

Justification for Item (See Rating Rubric)
1. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
2. Is this software required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

Turnitin has been proven to promote original writing in the digital age.

Today's educators and administrators struggle to promote the honest, thoughtful and legal use of information by students. With access to billions of Internet source documents, students can cut-and-paste entire written passages in seconds. This, combined with a
growing emphasis on performance and assessment, has led to pervasive use of unoriginal content in student essays and research papers.

Turnitin OriginalityCheck helps educators encourage original student writing and discourage plagiarism. A recent series of in-depth statistical studies reveals that when secondary schools, colleges and universities use Turnitin:

- Students become better writers and researchers. They create work with more original content and learn appropriate ways to use and cite source material.
- Teachers save time. With Turnitin's easy-to-read Originality Reports, hours once wasted searching for evidence of suspected plagiarism are now spent providing feedback to produce better writers.
- Institutions improve their overall levels of learning. Continued use of Turnitin helps ensure the integrity of an institution, its educational mission, and the degrees it grants.

Turnitin's three interrelated components: OriginalityCheck, GradeMark and PeerMark greatly accelerate the delivery of rich feedback on student work, engage students in their own learning and development, free instructors from the burden of tracking paper copies of assignments so they may focus on interactions with the student, and promote critical thinking while maintaining academic integrity. Turnitin can be integrated into Moodle, making Turnitin seem like a natural extension of the web application your COM already has in place. The main advantage is eliminating the need for separate logins and passwords, and eliminating the need for dual submission - when a paper is submitted to Moodle, it will automatically route to Turnitin servers for originality report generation, then route back to Moodle. Since COM is in the process of migrating to a single learning management (LMS) system, Moodle, if the Turnitin software is added to the Moodle system, it will not only serve Distance Education students and faculty, it can be used by any instructor who wishes to support writing across the curriculum and provide an online presence for writing in any course, including those taught in the classroom.

2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

In recent years, studies by independent researchers and by the company have found that Turnitin can significantly reduce student plagiarism, improve written work, and enhance instructor productivity in high school and college environments. The company has collected multiple years of data and analyzed the effectiveness of its tools in real-world settings. Among the results:

- A statistical analysis of 7 years of data from high school and college submissions to Turnitin found that after two years of Turnitin use, serious instances of unoriginal content and plagiarism in student writing decreased by 20 percent or more. After four years, institutions experience improvements of 35 - 70 percent.
- Independent research studies show that Turnitin is substantially more effective than manual plagiarism detection methods.
- A recent survey of educators showed that Turnitin not only reduced plagiarism, but also helped improve writing skills, reduced instructor workloads and increased productivity.

Recent statistical analyses of tens of millions of papers submitted to Turnitin over a 10 year period spotlight how regular use of Turnitin helps reduce incidents of unoriginal student work over time.

- After two years of regular Turnitin use, institutions often show improvements of 20 percent or more, compared to their first full academic year of use. At individual
institutions with widespread implementations of Turnitin, improvements of 30 to 35 percent are not uncommon.

- Institutions using Turnitin for four years show improvements of more than 35 percent. Many observed improvements of up to 70 percent.
- After six years or more, institutions see more than 45 percent improvement compared to Year 1.

The use of Turnitin will develop better writers every semester, every year. Detailed month-by-month analyses of statistics show a sharp peak at the start of each academic term as students submit their first assignments. That peak rapidly diminishes by 40% or more as students become aware of their instructors' expectations and adopt better writing practices. At the start of the next term, another peak occurs but this time the peak is shorter and again drops off rapidly as the term unfolds. Each subsequent year shows overall reductions in the size of the peaks at the start of the school year.

Instructors at every level who use Turnitin as a teaching tool say the service is helping them get the results they want. An April 2010 survey of educators found that Turnitin helps instructors:

- Prevent plagiarism (92% of respondents)
- Discuss academic integrity with students (89% of respondents)
- Teach techniques for paraphrasing, summarizing and quoting (83%)
- Teach students to cite sources properly (79%)
- Build better writing skills in students (75%).

For more findings on the impact and effectiveness of Turnitin, please visit the Turnitin website, where Turnitin has assembled a repository of articles, white papers, user testimonials and standards information:


Articles, Testimonials, and Case Studies: http://turnitin.com/static/customers/index.php

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Since COM is in the process of migrating to a single learning management (LMS) system, Moodle, if the Turnitin software is added to the Moodle system, it will not only serve Distance Education students and faculty, it can be used by any instructor who wishes to support writing across the curriculum and provide an online presence for writing in any course, including those taught in the classroom.

Turnitin can be integrated into Moodle, making Turnitin seem like a natural extension of the web application COM already has in place. The main advantage is eliminating the need for separate logins and passwords, and eliminating the need for dual submission – when a paper is submitted to Moodle, it will automatically route to Turnitin servers for originality report generation, then route back to Moodle. As a result, all COM students, in all departments, will have access to this tool.

There are multiple options for licensing, individual, department and instructor licenses, and institutional licenses. Of course, the institutional license would provide the most benefit to students, giving access to writing and research tools campus-wide. Ideally,
an institutional license would allow for more faculty to learn about this tool to help improve student writing across the curriculum.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

**Expected Outcomes:**

- Prevention of plagiarism
- Increased awareness of academic expectations and goals
- Better understanding of techniques for paraphrasing, summarizing and quoting
- Better understanding of how to cite sources properly
- Overall improvement in writing skills

*Turnitin* services are designed to help educators meet state and national educational standards and promote student achievement and learning outcomes.

*Turnitin* correlates to key standards as specified by state and national standards organizations and policymakers:

- National English and Language Arts standards developed by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA)
- Benchmark grade-level English and Language Arts standards for California, Florida and Texas.

The *Turnitin* website ([http://turnitin.com/static/products/correlations.php](http://turnitin.com/static/products/correlations.php)) contains summary and comprehensive documents that explain specific state and national standards and describe how various *Turnitin* components correlate with them. Charts that specify and explain the alignment to 21st Century Skills standards, and the specific proficiencies that can be developed using *Turnitin*, are included in the white paper entitled “*Turnitin*: A Web-Based Technology for Collaborative Writing and Learning,” also available on the *Turnitin* website at [http://turnitin.com/static/products/white_papers.php](http://turnitin.com/static/products/white_papers.php).

5. Additional Justification for this item:

Benefits for College include enhanced training opportunities for faculty and staff to encourage and promote use of the tool on campus.

*Turnitin* offers easily accessible, online collateral materials at no charge. In an effort to maximize instructors’ use of the tools, *Turnitin* also provides online training videos, user manuals, and Quickstart guides.

Online Training Videos titles consisting of:

- Log-in and basic set-up for classes and assignments
- Turnitin Originality Reporting
- GradeMark and GradeBook
- PeerMark
- Course Management Tools

All student, instructor, and administrator training videos are available at: [http://turnitin.com/static/community/index.php](http://turnitin.com/static/community/index.php)

**Quick Start Guides** Ä????Ä??Ä??Ä?Âc?? PDF documents consisting of:


- Student Quick Start
- Instructor Quick Start
- Administrator Quick Start

**User Manuals** PDFs consisting of:

- Student User Manual
- Instructor User Manual

User manuals for Moodle are also available for institutions that access Turnitin through their existing course management system such as:

The complete selection of videos, manuals and Quickstart guides is available at:

**Professional Development/Training**

*Turnitin* specialists are available to deliver customized training sessions or workshops on our *Turnitin* services for your school, district, college, university, or consortium. These sessions can be tailored to focus on getting your staff up and running, or to address issues of curriculum integration such as those covered in our *Turnitin* Academy sessions.

These live sessions can be designed to be delivered on-site or via live remote (using WebEx or Elluminate). Please contact your account manager to request an estimate, or email us at sales@turnitin.com.

**The Turnitin Academy**

The *Turnitin* Academy is a new series of highly interactive professional development webinars for instructors, geared toward taking your writing-intensive classes beyond plagiarism prevention and toward a writing pedagogy. Taught by a college professor, each webinar explores practical elements of using all the components of *Turnitin* in the instructional process. There’s no cost to participate in these valuable professional development webinars for both high school and college instructors. The sessions are appropriate for both new and experienced *Turnitin* users.

Learn more and sign up here: [http://community.turnitin.com/?page=academy](http://community.turnitin.com/?page=academy)
I. Program Faculty

Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

There are NO full-time faculty in this position/discipline/program.

This position has NEVER had a full time faculty position.

Currently, our "staffing" for DE will be reduced from an 8-unit position to a 6-unit position. While the focus has been on infrastructure, reporting, web presence, communication, and training. Focusing on the quality of our web-enhanced and online courses is crucial, but so is all the other work just to keep the program operational and in compliance.

Once the migration is "over," the need for training and support will grow. We have some very tech savvy instructors at COM, but they are few in number relative to the number of instructors who need (and many of whom want) additional tech training and pedagogical support to teach with increasingly technologically sophisticated devices and LMSs.

As it stands now, staffing is the number one issue on both the tech and the instructional sides. COM is not at all in line with other college’s support of their DE programs--as commented by Nancy Meddings in the recent WASC visit.

Even if our program is quite small, there are still baseline needs for training and support. The demand for training and support, of course, will increase considerably as the Moodle Migration and technological changes unfold.

We need the equivalent of full-time Instructional Design at COM, if not more than one, just to bring our courses up to the level of quality WASC requires. We are by and large teaching text-based online courses. This is not only a dated approach, but it is also one that discourages student success. We need Web 2.0 tools, and we need to teach people how to use them, if we are going to improve our student success rates.
2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

The need for a full time faculty Distance Education Coordinator position has been requested in past Program Reviews, and notably, the College has moved forward in implementing a part-time position in this role, but with the Moodle Migration underway, where all faculty and all students will have access to a Moodle site, and with the continued growth of the DE Program, more leadership--a full-time position--is needed to keep up with the growth.

Part-time instructors in the past have had this position and have recommended that a full-time position be implemented due to the workload in running, marketing, training, growing, and maintaining this program. Hiring part time faculty to fill this position does not allow for continuity of the program.

The following general duties are required to fulfill this position; these duties require a full-time commitment:

Administrative Duties

- Planning and organization of DE programs
- Implementation of DE programs (organize a structured timeline for yearly organizational tasks--program descriptions, schedule notations, faculty/course database, registration tasks, etc.)
- Staff classes
- Secure site licenses
- Establish technical support services for staff and student needs
- Communicate needs with IT staff
- Create retention strategies for students and staff
- Market programs to students and faculty

Faculty Liaison

- Establish training opportunities
- Offer technical support services
- Collect faculty input and feedback
- Work in shared governance structure (create a DE committee responsible for decision-making for online program) Committee should include representation from faculty, staff, students and admin.

District Responsibilities

- Maintain knowledge of state and district policy
• Implement
district policy

• Implement
state/federal disability laws

The specific tasks listed below in black are those that the part-time position has started; those duties listed in red are those that need attention and implementation. A full-time Distance Education Coordinator is required to fulfill these new tasks and to maintain and implement the current duties that are necessary to insure a strong DE program.

Management Duties

• Planning
  and of DE programs (create DE plan that mirrors Educational Master Plan at the college and that furthers the college mission statement)
• Create
  retention strategies for students and staff
• Market
  programs to students and faculty

• Collect
  faculty/student input and feedback
Review & evaluate courses for instructional effectiveness & student satisfaction in coordination with faculty & division deans.

Ensure compliance with college, state & federal codes, guideline & policies, including accreditation standards, copyright & intellectual property rights, Section 508 compliance

Develop & monitor DE budget

Prepare DE Reports regarding enrollment, retention, completion, WSCH & FTES

Identify, write, & administer grant & revenue-generating proposals

Develop and revise standards to assure quality learning experiences
Supervise DE staff, set priorities, direct workflow, conduct employee evaluations

Develop & prepare newsletters, student guides & other print materials regarding DE services

Prepare & Review agreements, contracts, copyright applications for DE programs

Assess satisfaction, services & needs of DE faculty & students

Leadership Tasks:
Work in shared governance structure (create a DE committee responsible for decision-making for online program) -- Committee should include representation from faculty, staff, students and admin.

- Lead faculty, staff, and Academic Senate & divisions to adopt instructional & student support innovations in distance education.
- Serve on college/district committees & provide leadership in DE planning, development, implementation & evaluation
- Generate interest in distance learning at the college by being a distance learning advocate. Educate faculty, department chairs, deans, and others in what distance learning is and how the college implements it.

Interface with college, president, VP, instructional deans, Student Services, DSPS, campus bookstore & facilities regarding distance education related needs

Represent DE in the implementation of district and campus Tech Plans
Experience distance learning as a student via trainings and online learning, and encourage faculty and staff to do the same.

Technical Duties:

- Knowledge of server capabilities and capacity
- Knowledge of Instructional design principle
- Software and hardware requirements to support DE
- Keep DE website current and well-designed
Develop online registration and tracking methods

Apply 508 compliance standards

Internal Coordination Duties:

- Implementation of DE programs (organize a structured timeline for yearly organizational tasks—program descriptions, schedule notations, faculty/course database, registration tasks, etc.)
- Communicate needs with IT staff
- Establish training opportunities
- Orient new Faculty to available DE opportunities on campus
Establish technical support services for faculty, staff and student needs

Serve as liaison to College Curriculum Committee

**External Coordination Duties**
- Maintain
  knowledge of state and district policy

- Implement
  district policy

- Implement
  state/federal disability laws

- Secure
  site licenses

Coordinate development of new markets, pursue partnerships

Respond to CCCO annual distance ed institutional survey & administer student satisfaction survey

Work with vendors to identify new telecourses or online course content for evaluation
Networking? represent college to other organizations such as CVC, @ONE, CCCConfer, Consortium for Open Learning, INTELECOM, AND CCCSat

Liaison with national telecourse distribution & user associations, & agencies such as PBS, cable networks, consortia colleges, & distance education professional organizations
3. New FT Faculty:  How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

Zero!

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

5. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.
This program has never had a budget and now serves every discipline on campus, so due to the growth of technology, online classes and the Moodle implementation, a full time position is now needed.

6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

COM has recently adopted Moodle and has completed the Moodle migration providing access to online tools for ALL students and faculty. More and more students are enrolling and requesting online courses and supplementary Moodle sites to complete their degrees and other goals at COM. The growth of DE, of online and of hybrid courses is immanent and a full-time faculty position is necessary to foster this growth.

*A survey based on the responses of 154 community colleges and released at the annual meeting of the American Association of Community Colleges reported an 18 percent increase in distance education enrollments in 2007.

*Sixty-four percent of institutions reported offering at least one online degree defined as one where at least 70 percent of the courses may be completed online. Colleges also reported that they aren’t yet meeting demand. Seventy percent indicated that student demand exceeds their online offerings.

*A report published in 2007 by the Sloan Consortium found that online enrollment across the country is growing at a rate that vastly exceeds general student-growth rates. The survey found that almost 3.5 million students were taking at least one online course during the fall of 2006. Nearly 20 percent of all college students in the country were taking an online course during the fall of 2006, the study found.

*And, in California, according to Ken Nathar, a Specialist in the Academic Planning & Development System Office for California Community Colleges, the Distance Education Report for the period of FY 1995/96 though 2005/06 that was presented to the Board of Governors at their July 9th, 2007 meeting shows that:
During the downturn in the state economy beginning in FY 2002/03, system-wide the student enrollments in traditionally delivered courses (i.e., classroom-based, face-to-face) declined. Beginning in 2003/04, traditional student headcount declined 10.19%; in FY 2004/05, another 9.71%; and, most recently, in FY 2005/06, .62%. Since FY 2002/03, the colleges have lost over 463,000 student headcount, a drop of 17% in the traditional student headcount.

In contrast, since FY 2002/03, DE student headcount grew by nearly 55%, adding 106,823 students to the DE student headcount. The current DE student headcount of 301,073 in FY 2005/06 represents an opportunity for those students to continue their education at a distance. A look at the types of courses students are taking at a distance reveals that these students enroll in transferable courses used to help accelerate their completion of a degree or program. The top five courses taken by DE students based on FTES generation includes Mathematics, History, Psychology, English, Sociology ? all degree applicable and transferable subjects.

The FTES generated by DE courses during the last five fiscal years (FY 2001/02 through 2005/06) has grown by over 38,000 FTES, starting at 20,008.15 in FY 2001/02 to last year?s 58,135.26 FTES. This represents a significant source of revenue to the colleges.

* *Projections show that 50 percent of high school courses will be taught online by 2019, according to the Executive Director of Education at Innosight Institute, a nonprofit research group.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.
Several requirements for DE programs have been required by the Chancellor's Office and by the Crediting Commission for Community and Junior Colleges and a full time faculty position is needed in the DE Program to help meet these requirements. Additionally, The Higher Education Act has been recently signed into law. It contains several changes to accreditation requirements, and many of these changes are required to be implemented immediately.

All of the changes to the accreditation portion of the law can be found on the President's Desk of the Commission's web page at http://www.accjc.org/directors_desk.htm.

Although we have a Taskforce that is involved in the researching and drafting of these new policies, we do not have the leadership to implement them. The DE program is in need of a FT faculty position to help with the implementation of these latest requirements of all DE programs. These policies insure academic integrity of programs, so a faculty position, rather than administrative is necessary.

In contrast to the organizational structure of DE programs at other institutions, where the DE Program is centralized, at CoM, one Administrator is in charge of several student services programs in addition to the DE program. As a result, the focus on the DE program is minimal and growth of the program has been slowed. Additionally, planning efforts in this area have also been slowed due to a lack of implementation of the planning recommendations. This lack of action is largely due to a lack of staff hours and leadership needed to complete these tasks, so hiring a FT faculty member would help to alleviate these challenges.

Moreover, a FT faculty hire can help with the recommendations of the DE plan which help strengthen student retention, and student success. No support staff currently exists to implement these plans. As a result, we have many plans, but no support to implement these plans.
For example, students would benefit from the development of orientations to DE courses, and from other retention building activities, like sending letters to DE students, e-mailing students who do not check into class, holding meetings and informing DE instructors about current policies, issues and requirements of DE courses. Most other colleges have a centralized Office of DE, at CoM the organizational structure is more fissured. Implementing procedures such as calling or e-mailing DE students about their DE classes, informing them of student services, important deadlines, contacting DE students when/if they have not checked into their classes for longer than a week, will fight weak retention rates. This method has proven successful at other colleges in improving success and retention.

This support FT faculty position would also be able to organize training workshops for faculty, students and staff and work on marketing tasks to help grow the program.

Implementing orientations for DE students and increasing online student services for all students would help retention and success. For example, a help desk for technical support of DE students, online counseling services (for all students), online financial aid (for all students). The FT faculty position would help to further these goals by working with the college’s existing student support services to branch out to online support services.

Notes from a recent department meeting from the current (part-time) DE faculty trainer further demonstrate the need for a full time position:
We are in our 3rd year of Strategic Plan

There is a three-year plan to develop Distance Education (DE) at the College of Marin. The plan has two intended outcomes: to increase our online course offerings and to improve our rate of student success in DE courses. *College of Marin Strategic Plan 2009-2012; Strategic Objective 1.2.*

For student success:

1. More user-friendly Moodle LMS that the whole college will use for greater consistency and transferable skills as students move from one online course to the next or as students access web-enhancements from one face-to-face class to the next.

2. Access to the redesigned Moodle Online Writing Center (OWC) for all COM students in any discipline online or off by Spring 12.

3. Redesigned DE & Moodle websites with online student services and faculty support, as well as FAQs; contact people for help with DE, including AskDESC@com, with a 24 hours from response time M-R.
To increase online course offerings and online faculty selection/evaluation:

Two big issues for COM that come out of our Strategic Goal, WASC Recommendation 3, and the WASC ARC Conference Chialin Hsieh and I attended are that COM needs a rationale and comprehensive plan for growth and for certification/evaluation of DE faculty:

1. comprehensive DE plan for growth
2. comprehensive plan for certification and recertification of DE faculty

In other words, what is the rationale for which courses will be taught online (or hybrid) and what is the rationale for who will teach them? As well as how will we ensure quality?

- These questions are ones that have many stakeholders, but principally faculty, management, and UPM.
- Given the interests of each group, what are COM’s 1, 3, and 5-year plans for online instruction at a time of diminishing dollars and no-unit growth?
- There are opportunities presented by new hiring, particularly since COM has the opportunity to hire new faculty with recent training in online instruction and possibly even graduate emphasis on web-enhanced instruction.

Academic Senate Distance Education Committee (DEC) is working on a plan for growth, and it will make a recommendation to the AS later this semester about which courses
should be offered as DE in the future, particularly GE classes and courses that are at the bottlenecks:

As we grow DE, the following priorities should be considered:

1. What do students need in general education? (Kathleen Smyth)
2. What are impacted areas that restrict students from fulfilling goals? (Maula Allen)

Next, AS DEC will consider the complex issue from WASC about instructors. WASC is very clear about colleges needing a selection process for determining competence to teach online:

WASC Rec. #3 charges COM to develop a comprehensive DE plan for growth that is not simply based on an instructor’s desire to teach a DE course (p. 20).

Distance Education is continually evolving. Many faculty were a part of the first wave of online instructors. Some are now retiring from full time-teaching or retaining one or two online classes after retirement. WASC wants to know what techniques are we using to validate that the format of these classes meets current expectations. The faculty evaluation process is not considered a sharp enough tool to specifically consider online courses, since not all online courses are evaluated nor are they necessarily evaluated by people with a knowledge of online pedagogy. How can we sharpen that tool at COM? We will need to work with UPM to figure out how we can evaluate quality.
To give you an idea of how another college is satisfying the WASC requirement for evidence of quality,

At Cuyamaca College, most of our department chairs and coordinators require that online instructors fulfill a preparation/certification process. However, we are depending on a vigorous routine course evaluation process (accompanied by multiple training opportunities) to keep online instructors up to date (Connie Elder).

Conclusion

It is my hope that as Deans and Chairs, you can help come up with a plan for DE growth at COM this semester, deciding where instructional units will come from, how many, and when. With the Academic Senate’s recommendation for where there is the greatest need for online and hybrid courses, we can then move more purposefully into the future and address the second issue of instructor suitability next semester.

Other changes that illustrate the immediate need of a FT faculty position to coordinate the DE program are as follows:

-Changes in the nature of learning--more demand in online and DE options to meet learning styles and tight schedules

-Changes in the the job market to be familiar with online and technological learning modes

-Changes in student demands for greater access to classes
Changes
in the economy to meet the growing enrollment and economic needs of students in an economic downturn, and taking classes that do not require gas money, or other commuting costs (and in some cases book costs are reduced due to the availability of free online reading materials)

8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

The DE program is unique in the college in that it specifically meets the growing demands of a changing student population with high quality programs. The program reaches new populations of students and encourages continuing students to stay at COM to finish their education. The use of technology in reaching to support higher education problem-solving efforts is clearly described by an Annenberg/CPB Project (1992):

Tidal waves of economic, demographic, educational, and technological changes demand that colleges reconsider what they will teach, how they will teach, whom they will they teach, and the degree to which the classroom of today will look and feel anything like the classroom of yesterday.

Some of the compelling reasons that various forms of distance education have been implemented at CoM include
(a) the increase in the adult population seeking higher education, many while continuing employment; (b) workforce demands for updating skills and for lifelong learning; (c) the need to serve various types of part-time students who are juggling family and work responsibilities, from welfare recipients and industry workers to "reverse transfer" students with bachelor's degrees; (d) a paradigm shift within CoM regarding the educational mission; and (e) the increasing high costs of constructing brick and mortar buildings needed to absorb the influx of college students.

Distance education in California community colleges has undergone rapid changes over the last decade primarily influenced by technological innovations that broaden how content and learning are delivered, accessed, and managed. The Distance Education Report for Fiscal Years 1995-1996 through 2001-2002, published by the California Community Colleges Chancellor’s Office (CCCCO), documents this growth:
There was a 180% increase in the number of distance education students from 54,524 (1995 - 1996) to 152,690 (2001 - 2002). The percentage of distance education students among all students rose from 2.52% to 5.48% in the seven-year period of the study, representing a 117% increase. The study also reports that the number of distance education course sessions grew from 2,710 to 10,511 during this same period.

The total number of distance learning courses delivered entirely or predominately (i.e., more than 50%) through the Internet rose from nine on-line courses in 1995-1996 academic year to 2,902 courses in 2001-2002, according to the study. This growth in online and Web-based instruction parallels a nationwide growth in the number of people with access to the Internet via dial-up modem and broadband at work, school and home. (America's Online Pursuits, Pew Institute, 2003).

Today distance education and especially e-learning are pervasive in higher education. More than 87% of educational institutions surveyed responded that they currently have or are developing a strategic plan for distance education (Zastrocky & Harris, 2003).

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

In light of the data identifying the challenges facing community colleges, and in light of the increased demands of the state it is imperative that CoM work to meet these demands with the highest standards in mind, with faculty, staff and students working together to build a strong Distance Education Program and to create a strategic plan for Distance Education.

Strengthening DE programs and services at CoM furthers the college's goals and addresses CoM's mission to provide educational excellence and innovative learning environments.
A strong DE Program promotes the adoption of instructional, learning, and technical innovations at the discipline, department and instructional levels in addition to encouraging updating of curricula and instructional effectiveness by integrating programs and services among faculty, staff, management and students.

10. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

The DE program at CoM serves students in all disciplines with varied educational goals; therefore, the DE program has, as its primary purpose, to increase access to students in achieving their goals whether they are housed in Transfer/Degree, Career/Work Training, Basic Skills or ESL, CES or Non-Credit, or Lifelong Learning.

EVERY department on campus will share in this important resource person to connect students to classes in ALL disciplines--in online, hybrid and other DE formats.
Non-Instructional Support Staff

I. Current Support Staff
II. Request for additional support staff (clerical, lab tech, IS, comp tech, tutor, etc.)

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Type</th>
<th>Approx. hours per week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Tech</td>
<td>Part-Time</td>
<td>20</td>
<td>8000 Students</td>
</tr>
</tbody>
</table>

Justification: Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

Several requirements for DE programs have been required by the Chancellor's Office and by the Crediting Commission for Community and Junior Colleges and technical support staff is needed in the DE Program to help meet these requirements. Additionally, The Higher Education Act has been recently signed into law. It contains several changes to accreditation requirements, and many of these changes are required to be implemented immediately.

All of the changes to the accreditation portion of the law can be found on the President's Desk of the Commission's web page at http://www.accjc.org/directors_desk.htm.

Although we have a Taskforce that is involved in the researching and drafting of these new policies, we do not have the technical support staff necessary to implement them. The DE program is in need of technical support staff to help with the implementation of these latest requirements of all DE programs. These policies insure academic integrity of programs.
Additionally, a technical support person can help with the recommendations of the DE plan which help strengthen student retention, and student success. No support staff currently exists to implement these plans. As a result, we have many plans, but no support to implement these plans.

For example, students would benefit from the development of orientations to DE courses, and from other retention building activities, like sending letters to DE students, e-mailing students who do not check into class, holding meetings and informing DE instructors about current policies, issues and requirements of DE courses. Most other colleges have a centralized Office of DE, at CoM the organizational structure is more fissured. Implementing procedures such as calling or e-mailing DE students about their DE classes, informing them of student services, important deadlines, contacting DE students when/if they have not checked into their classes for longer than a week, will fight weak retention rates. This method has proven successful at other colleges in improving success and retention.

Implementing orientations for DE students and increasing online student services for all students would help retention and success. For example, a help desk for technical support of DE students, online counseling services (for all students), online financial aid (for all students). The technical support staff could help to further these goals by working with the college’s existing student support services to branch out to online support services.

**Shared Resources:** If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

All college departments would share this resource as all registered COM students have access to a Moodle site.
Department Chair Comments

Distance-Education-2011

1. Please rank the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

2. Please comment if additional units, faculty, or staff have been requested.

3. Other comments

Comments from Ingrid Kelly, instructor of English, former chair of the DE Committee:

As we continue to plan for DE, which involves increasing online offerings and improving rate of student success in DE courses, we need to keep in mind that the strategic plan and any DE plan should be connected to a budget. So far, there has been no direct budget for DE. I have been filling out the DE program review, but it seems as if the DE and the technology plan are not specifically connected to any particular department or program, so a program review does not seem to apply. Still, it’s the only place to request funding, so I asked Sara McKinnon, a few years ago to create a Program Review form/template for DE.

It also seems as if the Technology and DE committees should be making these recommendations but there seems to be a disconnect since there is really no structure in place to request these funds. There is also not yet a place to request funding for computer classrooms and labs. These classrooms are not program specific. The college shares these resources, including the Writing Center and other labs on campus. I could be way off here, I know some current funding comes from somewhere, but we really need a steady source of funds to keep the DE program and the technology on campus up-to-date and in sync with the planning we do. I hope the DE Committee and the Technology Committee take on this important issue to insure the longevity of these important campus offerings and services.