College of Marin

June 25, 2012

Dear Colleagues:

On behalf of the Marin Community College District, I am pleased to present the College of Marin Distance Education Plan (2012-2015). Based upon the COM Academic Senate Recommendations Regarding Distance Education Report and survey data, this carefully crafted plan was designed to provide a thoughtful, practical, and sustainable approach for the College to position its distance education students for success.

Since the College of Marin Distance Education Plan (2012-2015) has been developed to fully support the College of Marin Strategic Plan 2012-2015 and the College’s Updated Master Plan Recommendations (February 2012), it demonstrates the College’s ongoing commitment to an integrated and comprehensive planning process and to excellence in providing high-quality, sustainable programs.

I extend many thanks to the dedicated individuals who contributed to the completion of this document, in particular to the Distance Education Accreditation Response Team, Director of Planning, Research and Institutional Effectiveness Dr. Chialin Hsieh, the Distance Education Committee, Academic Senate President Sara McKinnon, members of the Academic Senate, the Moodle Production Team, and student services faculty and staff.

Sincerely,

[Signature]

David Wain Coon, Ed.D
Superintendent/President

6/25/2012
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Introduction
The College of Marin Distance Education Plan 2012-2015 (DE Plan), a collaborative endeavor of the Distance Education Committee, the Academic Senate, and the Moodle Production Team, addresses the important need for thoughtful college wide distance education (DE) planning and further promotes the mission, vision, and strategic direction of the College. Based upon the College of Marin Educational Master Plan 2009-2019’s recommendations, this DE Plan guides the allocation and use of the College’s DE resources.

College Mission
College of Marin’s commitment to educational excellence is rooted in our mission to provide excellent educational opportunities for all members of our diverse community by offering:

- preparation for transfer to four-year schools and universities;
- workforce education;
- basic skills improvement/English as a Second Language;
- intellectual and physical development and lifelong learning;
- cultural enrichment.

The College of Marin is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment with a strong foundation of sustainability, which will instill environmental sensitivity in our students.

(Mission approved by the Marin Community College District Board of Trustees on April 20, 2010.)

College Vision
College of Marin will be a premier educational and cultural center that provides programs of the highest caliber to meet the needs of an increasingly interconnected global society. Our vision will be guided by our values.

(Vision approved by the Marin Community College District Board of Trustees in January, 2006)

College Statement of Values
Student and Community Centered Education
We promote student success by providing programs and services that are learner centered and reflect the changing needs of our students and surrounding community.
Academic Excellence and Innovation
We are dedicated to academic excellence and encourage innovation. We foster intellectual inquiry by encouraging critical thinking, information literacy and technical competence. We continually evaluate the effectiveness of our programs.

Collaboration and Open Communication
We cultivate a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff and the communities we serve.

Diversity
We cherish a learning environment that celebrates diverse backgrounds and recognizes the knowledge and experiences among its students, faculty and staff. We will provide open access and strive to remove barriers to student success.

Sustainability
We will apply environmentally sustainable and green principles in our college community to ensure the future of our planet.

Accountability
We will be accountable for our decisions and actions on behalf of the students, college and community. Our decisions will be academically, fiscally and environmentally responsible.

Distance Education Mission
In support of the mission, vision and values of College of Marin, the Distance Education Program offers students access to quality instruction and support in online, hybrid, and web-enhanced environments.

Distance Education Vision
College of Marin provides an integrated and sustainable Distance Education Program that supports the College's mission and the College of Marin Educational Master Plan 2009-2019 to enhance instruction, improve learning, and increase student success.

Distance Education Strategic Planning
College of Marin's integrated planning process envisions a continuous cycle of improvement, grounded in research, in which there are well-defined operational relationships linking the college's mission to the major institutional plans. In the model below, the Distance Education
plan has been inserted to illustrate that it is consistent with the priorities in the Educational Master Plan and helps drive the objectives and action steps of the Strategic Plan.

Integration of Distance Education Planning
Distance Education Plan Development Process

The Distance Education Committee, the Moodle Production Team, online student services’ members, the Academic Senate (AS), and administrators contributed to the development of the College of Marin Distance Education Plan 2012-2015 (DE Plan). Table 1 below displays an overview of the actions completed by these parties during the plan’s development.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>DEC, the Moodle Production Team (MPT), and the online learning faculty resource instructor worked on various tasks, including Moodle migration, Moodle training, and a DE mini-program review, as well as identified areas of need to make the DE Program more sustainable and online student services more robust.</td>
</tr>
<tr>
<td>02/01/2012</td>
<td>The College received ACCJC’s recommendation regarding the DE Plan.</td>
</tr>
<tr>
<td>02/15/2012</td>
<td>The DE Accreditation Response Team (DEART) identified individuals and groups vital to the DE Plan and arranged interviews with them. The DE Student Survey data of fall 2011 was shared with the DEC and the AS.</td>
</tr>
<tr>
<td>02/15/2012</td>
<td>DEART began participating in weekly accreditation-related team meetings.</td>
</tr>
<tr>
<td>04/13/2012</td>
<td>The office of Planning, Research and Institutional Effectiveness (PRIE) provided a comprehensive data report for DE.</td>
</tr>
<tr>
<td>04/24/2012</td>
<td>The AS issued recommendations for DE.</td>
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<tr>
<td>05/08/2012</td>
<td>The superintendent/president met with the DEC, AS, and DEART to discuss the direction of the DE Plan.</td>
</tr>
<tr>
<td>05/10/2012</td>
<td>Work on the DE Plan continued with meetings with individuals and small groups who contributed to the DE Program. (MPT, DE faculty, DEART, and other stakeholders in student services).</td>
</tr>
<tr>
<td>05/22/2012</td>
<td>The first draft of the DE Plan was posted on the Moodle forum and reviewed, with the DEC, the DEART, the Moodle Production Team, the AS, other stakeholders, and administration providing feedback.</td>
</tr>
<tr>
<td>06/08/2012</td>
<td>The final draft DE Plan was reviewed by DEC, DEART, MPT, AS, other stakeholders, and administration one last time.</td>
</tr>
<tr>
<td>06/25/2012</td>
<td>The superintendent/president approved the final DE Plan.</td>
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<tr>
<td>06/26/2012</td>
<td>The final DE Plan was submitted to PRAC for approval.</td>
</tr>
<tr>
<td>07/09/2012</td>
<td>The final DE Plan was submitted to College Council for approval.</td>
</tr>
</tbody>
</table>
College of Marin’s Distance Education Priorities

The following four College of Marin distance education (DE) priorities are designed to support the four college priorities from the Educational Master Plan (EMP): student access, student learning and success, college systems, and community responsiveness.

College DE Priority #1: Student Access

1. Maintain learning management system (Moodle).
2. Provide Moodle training to DE faculty and DE students to facilitate access to College Moodle instruction, resources, and services.
3. Evaluate course offerings to meet students’ needs.
4. Provide online student services support.

College DE Priority #2: Student Learning and Success

1. Maintain one college wide learning management system (Moodle).
2. Assure the quality of the DE Program by analyzing retention and success rates.
3. Assure the quality of the DE Program by developing and continuously monitoring online student academic and support services.
4. Assure the quality of the program by developing DE skills self-evaluation for faculty.
5. Assure the quality of the program by implementing online suitability self-assessment for students.
6. Assure the effectiveness of instruction by recommending a method for certifying instructors for teaching online, as well as guidelines for deans to evaluate online courses.

College DE Priority #3: College Systems

1. Provide appropriate funding for hosting Moodle.
2. Maintain adequate staffing.
3. Provide appropriate and sustainable technology that supports faculty and students in the online working environment.
   3.1. Provide faculty training in online pedagogy, design, and ADA compliance.
   3.2. Provide Moodle training for students.
   3.3. Assess ADA compliance and monitor verification of student identity.
   3.4. Provide ongoing technical support for the implementation, customization and enhancement of the LMS.
4. Enhance services and operational efficiency through improvements to student, instructional, and technological support.
4.1. Integrate and enhance IT and instructional maintenance calendars for online technology and instruction.

**College DE Priority #4: Community Responsiveness**

1. Continue to survey/evaluate and respond to current and prospective students’ needs.
2. Publicize information about the College’s DE Program to both the College community and the general public to increase awareness.

**Alignment with College of Marin Strategic Plan 2012-2015**

The DE Plan is aligned with both the recently developed *College of Marin Strategic Plan 2012-2015* and the *Updated Educational Master Plan 2009-2019 Recommendations* (Student Access 3) (updated February 2012). The Strategic Plan Task Force incorporated a new distance education-related objective in the new *College of Marin Strategic Plan 2012-2015* which supports the following recommendation from the *Updated Educational Master Plan 2009-2019 Recommendations*:

*Support distance education and effective use of instructional technology by providing:*

- the hardware and software needed to offer online courses successfully;
- expansion of faculty and student training in online environment and;
- evaluation of all aspects of distance education and other instructional technology, including ADA compliance.

The new *College of Marin Strategic Plan 2012-2015* distance education-related objective referenced above is:

*Implement, evaluate, and institutionalize the COM Distance Education Plan.*
2010 – 2012 Completed Distance Education Initiatives
The College’s commitment to maintaining a viable DE Program is reflected in improvements implemented since 2010. During this time period, the College focused on eight areas: (1) curriculum; (2) a learning management system; (3) faculty training and support; (4) student training and support; (5) online student services; (6) ADA compliance; (7) staffing; and (8) research. The DE infrastructure underwent a period of great change with numerous enhancements in these eight areas which are detailed in the following sections.

1. Curriculum

1.a. Curriculum Approval Process
- The Distance Education Committee (DEC) evaluated LMSs and, based upon pedagogical considerations, recommended that the college migrate from Blackboard to Moodle when Blackboard’s license expired.
- DEC developed the form for Instructional Performance Distance Education Observations and the form for Student Evaluation of Distance Education Course and Instructors – both of which are being negotiated by the United Professors of Marin (UPM) at present.
- DEC made recommendations to the AS for DE course developments.
- The AS issued The COM Academic Senate Recommendations for Distance Education based on the results of a faculty survey on DE and a review of DE success and retention rates.

[ACCJC/WASC Standard: II.A.; College Distance Education Priority: 2]

1.b. Course Outlines of Record for DE
- In spring 2011, the DEC and the AS reviewed and revised the Curriculum Committee Course Outline of Record DE Approval Form (the Distance Education Course Outline Addendum). These two groups also developed the Best Practices for Distance Education document for the Curriculum Committee.
- DEC developed a Course Outline of Record (COR) Addendum for DE outlines.
- DEC developed COR Faculty Handbook guidelines for DE.

[ACCJC/WASC Standard: II.A.; College Distance Education Priority: 2]

1.c. Policies and Procedures
DEC and the AS created Administrative Procedure (AP) 4105 - Distance Education which includes definitions for hybrid and online courses and regular and effective contact (approved by the College’s governance system on 04-19-2012.)
The COM Board of Trustees approved a revision to *AP 4105 Distance Education* in April 2012 which includes the following elements:

- course approval
- certification
- course quality standards
- course quality determinations
- instructor contact (including various forms listed in the following chart)

<table>
<thead>
<tr>
<th>Group meetings</th>
<th>Supplemental Seminar</th>
<th>Required Chat Room</th>
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<tbody>
<tr>
<td>Individual Meetings</td>
<td>Email</td>
<td>Optional Chat Room</td>
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<td>Orientation</td>
<td>Voice Mail</td>
<td>Teleconferencing</td>
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<td>Study Session</td>
<td>Correspondence</td>
<td>Listserv</td>
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<tr>
<td>Review Session</td>
<td>Message Board</td>
<td>Podcasting</td>
</tr>
<tr>
<td>Library Workshop</td>
<td>Phone Contact</td>
<td>Webcasting</td>
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<tr>
<td>Field Trips</td>
<td>Instant Messaging</td>
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</tbody>
</table>

- ADA Compliance
- instructor learning management system (LMS) training

Language regarding the online learning environment was specifically added to *Board Policy (BP) 3720 Information Technology Use/AP 3720 Information Technology* and was adopted by the Board of Trustees (July 19, 2011).

Language regarding the online learning environment was specifically added to *BP 5500 Standards of Conduct* and was adopted by the Board of Trustees (May 17, 2011).

[ACCJC/WASC Standard: II.A.; VI; College Distance Education Priority: 2]

### 1.d. Distance Education Committee (DEC) and Academic Senate (AS)

In fall 2010, the Academic Senate formed the Distance Education Committee (DEC), a committee to oversee the development and implementation of DE offerings at College of Marin.

- The AS approved the charge for DEC in early fall 2010.
- DEC met once to twice a month (since October 2010) with ten members with experience or interest in DE from nine disciplines.

In spring 2012, following a DE survey of faculty, the *COM Academic Senate’s Recommendations for Distance Education* report was issued to outline the direction of the DE program.

[ACCJC/WASC Standard: II.A.; College Distance Education Priority: 2]
1.e. Schedule of Classes
- The printed and online College schedules and catalog were revised to include DE information and online student support services.
- The creation of the DE tab in the MyCOM public website, the redesign of the DE home page, and the creation of a Moodle home page were developed and launched in 2011 (http://www.marin.edu/DE/), including links to faculty Course Welcome Letters as of fall 2011 and online course listings (Banner pages) as of spring 2012.

[ACCJC/WASC Standard: II.A.; College Distance Education Priorities: 2 & 3]

1.f. DE Mini Program Review
The DE Mini Program Review 2012 contained requests for a full-time instructional design faculty position. The English Department Mini Program Review requested a full-time faculty position to oversee the Online Writing Center (OWC) due to the need for improved online courses and instruction, in addition to expansion of writing support for all COM students through the Moodle OWC. (See DE and English Mini Program Reviews 2012 for details). The English program review also indicated the need for Turnitin to better address issues of cheating in the online environment, as well as training and quality improvement.

[ACCJC/WASC Standard: II.A.; College Distance Education Priority: 1, 2, & 3]

2. Learning Management System (Moodle)
2.a. Moodle Migration and Moodle Production Team
The College implemented its first learning management system, Blackboard, in 2004. Since fall 2008, the College also has made available Course Studio in MyCOM for instruction. In fall 2010, the Academic Senate's DE Committee recommended, on the basis of its evaluation of pedagogical considerations, that COM adopt Moodle as its sole learning management system as of June 2011, provided that resources were allocated for IT support and faculty training during the transition from Blackboard to Moodle and beyond, and for continued maintenance of the chosen learning management system.

The College accepted DEC’s recommendation, and the vice president of Student Learning launched the Moodle migration during 2011. This migration started with a Moodle summer (2011) pilot of three sections, followed by Phase One in fall 2011, in which all previous Blackboard courses migrated to Moodle. During Phase Two in spring 2012, the College migrated all online and hybrid courses to Moodle and equipped all credit courses with a Moodle course shell. By the end of Phase Three in fall of 2012, the
College will have completed its migration since all of its credit and noncredit courses will use Moodle for fully online, hybrid, and web-enhanced instruction.

COM branded the Moodle site to provide a familiar, recognizable interface for all COM students, regardless of course and modality of instruction. Access to Moodle is provided through the MyCOM Portal, where student authentication is performed. From the DE tab, the College provided students with a direct link to Moodle, in addition to all online student support services, online student success tips and FAQs. Once the students enter Moodle, the College provides them with an online greeting by a faculty-nominated Moodle Poster Student who shares his or her inspiring story of online success at COM. Both the DE and Moodle home pages are updated on a regular basis to ensure informational currency and student success. Additionally, the College has been providing informational updates about the Moodle migration, training opportunities, news and policy, and calls for papers and conferences, as well as providing links to online learning objects and best practices in its monthly online newsletter, DE@COM.

Other Moodle-related accomplishments are listed below:

- Assisted in transferring (exporting/importing) content from existing Blackboard shells to Moodle for the summer 2011 and fall 2011 terms
- Established Moodlehelp@Marin.edu in fall 2011 to help respond to technical issues from faculty and students, as well as to track the performance of the newly implemented Moodle platform
- Applied several patches and upgrades to the Moodle 2.0 platform to address known issues, enhance functionality, and maintain currency
- Linked DE course listings and student registration with Banner in fall 2011
- Developed custom synchronization scripts to replicate SIS data (course definitions, faculty assignments, and student enrollments) from Banner (the College’s enterprise system) during summer 2011, fall 2011, and spring 2012
- Starting with summer 2012, improved synchronization by implementing the Luminis Message Broker plug-in which replicates faculty assignments and student enrollments in quasi real-time
- Accommodated single-sign-on (SSO) from MyCOM portal to Moodle using central authentication service (CAS) technology (so the student does not need a second set of credentials to access Moodle)

The MPT worked to improve the configuration (grade reporting, statistics, etc.) of the Moodle platform and continues to address issues as they arise.

[ACCJC/WASC Standard: II.A.; III.C.; College Distance Education Priorities: 1 & 3]
3. Faculty Training and Support

All fully online and hybrid instructors have been offered training in Moodle and online pedagogy through Remote-Learner, @ONE, or COM’s in-house Moodle Training Program. Additionally, the College has offered faculty numerous FLEX workshops related to Moodle, ADA compliance, and online pedagogy both at the start of each fall and spring semester and throughout the semesters since fall 2010.

During the period of June 2011 to June 2012, approximately 80 COM instructors (online, hybrid, and face-to-face) have taken Moodle and/or online pedagogy training.

Alternatively, one-to-one training sessions have been provided to any instructor who requested training by telephone, email, or in person. Many instructors also have pursued training on their own by attending the Moodle Course Builder’s Workshop by Moodle Rooms (July 2011), taking @ONE trainings, or attending trainings at other colleges—in particular, at neighboring colleges and universities where some COM adjunct instructors also use Moodle.


Instructional and technology training sessions were offered throughout the migration from Blackboard to Moodle.

Faculty and staff technological and pedagogical training at COM included the following:

- Spring 2011 Flex Workshop: Overview of Web Accessibility for Community Colleges, Jayme Johnson of the High Tech Center (January 19, 2011)
- Spring 2011 Workshop: Up, Up and Away in Our Moodle-full Balloon! How Santa Barbara City College Transitioned to Moodle and Increased Student Satisfaction, Class Completion Rates, and Academic Success, Douglas Hersh and Jason Walker (April 11, 2011)
- Fall 2011 Flex Workshop: Getting Started with Moodle Hands-on Workshop (August 10, 2011)
- Fall 2011 Flex Workshop: Tools and Tips for Teaching with Moodle: An Introduction to COM’s New Learning Management System (August 10, 2011)
- Spring 2012 Flex Workshop: Discover Online Writing Support for All COM Students in the New Moodle OWC (January 18, 2012)
- @ONE Moodle Training with Micah Orloff (December 1st and 2nd, 2011, January 18, 2012)
- @ONE Pedagogy Training with Patricia James (April 2012) (June 2012)
- In-house Moodle Training with Alisa Klinger (28 sessions: June 2011-March 2012)
- Summer 2012 Moodle Training with Kathleen Smyth, Alisa Klinger, and Frank Crosby
3.b. Ongoing Professional Development and Training

Through the Flex Program (Flex is used to denote faculty Professional Development activities), the College regularly offers workshops for faculty and staff addressing technology-related topics. During 2009-2012, workshops were offered in the following areas: MyCOM Portal; MyCOM email; online resources for teaching and learning; MS Office; PowerPoint; EduStream; ARTSTOR; Getting Started with Moodle; Teaching with Moodle; Using the Data Dashboard; Using the Course Outline, Degree/Certificate, and Program Review databases; and web accessibility.

The ADA training with Jayme Johnson of the High Tech Center, Overview of Web Accessibility for Community Colleges, was offered on January 19, 2011. The College conducted several workshops, covering the process for converting videos for online access as well as guidelines for compliance with copyright and ADA requirements.

4. Student Training and Support

- MoodleHelp@marin.edu (Moodle help)
- FAQ at DE Website http://www.marin.edu/DE/faq.html
- Online success tips for DE students: 20 Survival Tips for Being a Successful Online Learner http://www.marin.edu/DE/tips.html
- Helpdesk@marin.edu (MyCOM Portal)
- Moodle Poster Student (peer-to-peer support)

5. Online Student Services

Online student services have been enhanced to better serve DE students (in addition to all students), including the Distance Education Support Center (DESC), Online Counseling, the Online Tutoring Center, the Library, and the Online Writing Center.

5.a. Distance Education Support Center (DESC)

DESC provides testing and tutoring services for DE students (fall 2011 and spring 2012). Students enrolled in DE courses at COM can schedule an appointment to take a test by filling out the online appointment form. For general questions about success strategies for online courses, students can contact AskDESC@marin.edu.
5.b. Online Counseling

The College redesigned and launched a Counseling website on November 2011 http://www.marin.edu/counseling/, which includes a new design, a list of FAQs, and an online intake form Ask a Counselor has been established as a viable service for students to contact counselors for specific questions. Students can access Ask a Counselor directly through the MyCOM portal, the Counseling web page or the COM homepage. After analysis by the counselors, plans for the development of live chat with an online counselor have been deactivated in part because of the possibility of a FERPA violation, and due to the need to evaluate workload issues. Instead, in fall 2011, Ask A Counselor was developed as an online service to allow students to ask specific counseling-related questions. Since 2011 the site has been continuously modified and updated based on user feedback. Priority was assigned to provide students with easy access and a timely response from counselors. The site is intended both for DE students (the initial pilot group) and to potential, new and current COM students. Links have been placed on the College’s web pages for Student Services and Distance Education, in addition to the drop down menu on the College home page for new and continuing students.

[ACCJC/WASC Standard: II.B.; II.C; College Distance Education Priority: 2]

5.c. Online Tutoring

In spring 2012, the TLC piloted online tutoring via CCC Confer and made some changes to the interface based on student feedback. The Interim TLC Coordinator created marketing materials and contacted instructors to ask students to fill out related applications. After tutors were trained to use the new technology, online tutoring rooms were set up for each subject, and the designated times were shared with faculty and students. This initial project was piloted with three courses: one Kentfield Campus day class, one Indian Valley Campus evening class, and one DE class.

In early fall 2011, the College posted the in-person drop-in tutoring schedule http://www.marin.edu/Student_Services/TLC/tutoring-schedule.html on the TLC website. An online tutoring application http://www.marin.edu/student_services/TLC/apply/ for students has also been available. The College also established AskTutoring@marin.edu as a service for students to ask the TLC staff specific questions about available services.

In spring 2012, the College’s staff designed and launched a new website http://www.marin.edu/student_services/TLC/TLCOntline.html to house online tutoring and linked it to the TLC and Learning Resource pages, the DE tab in MyCOM, and the Moodle home page.
5.d. Library

In spring 2012 the College hired a third, full-time librarian with one of his primary duties to provide library and research support to DE students. With the addition of a new librarian, the library faculty made significant improvements to the library’s web presence to better serve all College of Marin students, and especially those enrolled in distance education coursework.

Additional content has been added that identifies library services and instructional support material. This content is located on three separate web pages, all of which are linked from the COM Library home page http://www.marin.edu/lrc/. These new pages are accessed by clicking on the following three links from the Library home page: Distance Education, Library Forms and Handouts, and Information Literacy Instruction.

- **Distance Education**: http://www.marin.edu/lrc/DistanceEducation.htm
  Resources on this page include AskTheLibrary@marin.edu, a dedicated email account for DE students to contact a reference librarian with research questions. Other access points for this service are located on the Distance Education Student Support Services web page http://www.marin.edu/DE/student.html and via the MyCOM portal. The library’s Distance Education page also provides links to digital resources (research databases and the library catalog), library handouts in PDF format, and other services that support students taking DE coursework at College of Marin.

- **Library Forms**: http://www.marin.edu/lrc/LibraryHandouts1.htm
  This page provides digital copies of all the forms, handouts, presentations, and reports that are available to walk-in students at the reference desk. All documents on this page are in PDF format.

- **Information Literacy Instruction**: http://www.marin.edu/lrc/InformationLiteracy.htm
  This page identifies the library’s mission statement, provides a comprehensive section on information literacy, identifies the library’s instructional programs, and lists specific learning outcomes for students using the library. This page also includes tips for instructors to design more effective research assignments.

In 2011 the College implemented a service that allows students to access library databases through the MyCOM portal. Prior to this implementation, library staff had to maintain a separate account for each student for each of sixteen databases. Students can now access any of the library databases through the portal.

[ACCJC/WASC Standard: II.C; College Distance Education Priority: 2]
5.e. Online Writing Center (OWC)

The OWC provides a necessary, vital service to COM's online and on-the-ground students, assisting them with writing across the disciplines and with transfer and scholarship applications. During the migration to Moodle in fall 2011, a $9,000 Educational Excellence and Innovation Fund (EEIF) project, *Redesign and Update of the Moodle Online Writing Center to Support Writing Across the Disciplines for All COM Students*, was approved for two English-teaching faculty, Alisa Klinger and Ingrid Kelly, to: a) create a Moodle version of the Blackboard OWC; and b) make it available to all COM students in any course (rather than just to English students in the English composition sequence).

As of fall 2011, the College made the OWC available to all online and web-enhanced courses, with expansion to all COM students; and OWC self-registration was implemented in spring 2012. Final end-of-semester reports for the OWC were completed for spring 2011, summer 2011, fall 2011, and spring 2012, and are available for review, along with the EEIF application and 3 EEIF reports.

[ACCJC/WASC Standard: II.B.; II.C; College Distance Education Priority: 2]

5.f. Office of Admissions and Records and Campus Bookstore

The Office of Admissions and Records has developed additional online services. Besides using the online application to register that has been available for several years, students can now purchase parking permits, change their educational goals, and order transcripts and books online. The college has partnered with NELNET to allow students to pay for tuition and services online through a payment plan.

[ACCJC/WASC Standard: II.A.; College Distance Education Priority: 2]

6. Communication

6.a. Distance Education Public DE Web Page

In this area, the College has accomplished the following:

- Added information to the DE home pages about all student support services available to online students (including information about the Library, Media Services, the Tutoring and Learning Center, on-campus testing, writing support, Counseling, and the campus bookstore).
- Posted faculty support services to site to provide Moodle Migration updates and training information.
- Released an FAQ for faculty and students in fall 2011 for Phase One of the Moodle migration.
- Posted 15 issues of the DE@COM newsletter to the DE public site from February 2010 to December 2011. A link to DE@COM appeared in the President’s Weekly Briefings and was distributed to the ComAll mailing list.
- Enhanced DE web presence with student and faculty support tabs.
- Provided course welcome letters for students (summer 2011, fall 2011, spring 2012, summer 2012, fall 2012)
- Added the Moodle Poster Student feature to the Moodle home page, beginning in summer 2011.
- Included links to online course listing (Banner pages) starting in spring 2012.

[ACCJC/WASC Standard: I.A.; II.A.; College Distance Education Priority: 4]

6.b. MyCOM portal and Distance Education Tab
MyCOM Portal is the College’s gateway for all enrolled students and faculty. Students use the MyCOM Portal to access Moodle, the learning management system, in addition to the newly redesigned DE tab which the College launched in June 2011. Once students login to MyCOM and select the Distance Education tab, they can find descriptions of the following services (for all COM students) and locate online access and contact information:

- Counseling
- Tutoring and Learning Center
- Online Writing Center
- DE@COM newsletter
- Media Center information
- Library
- English Lab
- DESC
- COM bookstore

[ACCJC/WASC Standard: II.A.; II.B.;II.C.; College Distance Education Priority: 4]

6.c. ADA
COM Website
The College achieved the following progress in this area:
- developed COM Web Accessibility Standards and Guidelines and summarized the Section 508 rules in a checklist format (http://www.marin.edu/ADA/Web/) (fall 2011)
- circulated the two aforementioned documents to all users using Contribute software on campus and posted them online (spring 2012)
- added a skip to content link to the COM home page (spring 2012)
developed an A to Z index list for ease of navigation (http://www.marin.edu/indexAZ.html) (fall 2011)

**ADA Training**
Alternative Media Specialist (Bobby Bradford) supports instructors to make their courses compliant with legal accessibility requirements. The DE website and Moodle site also comply with ADA regulations.

**[ACCJC/WASC Standard: I.A.; I.B.; II.A.; College Distance Education Priority: 3]**

**6.d. Various Communication Efforts**
The College initiated and completed the following various outreach and communication efforts with faculty, students, and community:

- Convocation Program and President’s Weekly Briefings routinely provide information and updates about Distance Education at COM
- *President’s Circle* film about DE/OWC for community: “By the Numbers: College of Marin 2012” and “OWC” (March 2012)
- Presentations to New Faculty Academy about OWC and Moodle (spring 2012)
- Inclusion of DE in Part V of the *Academic Senate Faculty Handbook*
- Progress Reports and survey results from the Library, Counseling Department, DESC, OWC, Staff Development Program, etc. highlighting the DE Program’s progress and accomplishments
- *AS News* and emails to all faculty (Academic Senate president distributes communications regarding DEC’s work in *AS News* at least annually and/or by semester)
- DE and Moodle coverage in *Echo Times* campus student publication (spring 2011, spring 2012)
- The EEIF recipients and OWC faculty coordinators from fall 2011 and spring 2012 presented the OWC’s accomplishments at both the Online Teaching Conference in June 2012 and the West Coast Moot in August 2012.

**[ACCJC/WASC Standard: I.A.; I.B.; II.A; College Distance Education Priority: 4]**

**7. Staffing and Funding for DE Program**
Staffing and funding for the DE Program is displayed in the tables below. A few of the staffing and funding line items (as designated) include online support for other functions, in addition to DE.
### 2011-2012 Academic Year

<table>
<thead>
<tr>
<th>Staffing or Funding for College’s DE Program</th>
<th>Total</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 FTE IT support (includes general online support)</td>
<td>$70,072</td>
<td></td>
</tr>
<tr>
<td>1 FTE Lab technician (includes general online support)</td>
<td>$46,473</td>
<td></td>
</tr>
<tr>
<td>.4 administrators</td>
<td>$46,499</td>
<td></td>
</tr>
<tr>
<td>.2 Website</td>
<td>$14,623</td>
<td></td>
</tr>
<tr>
<td>1 FTE Online Student Services (including general online support)</td>
<td>Including .1 FTE OWC</td>
<td></td>
</tr>
<tr>
<td>.53 Faculty Coordinator fall 2011</td>
<td>$24,000</td>
<td></td>
</tr>
<tr>
<td>.53 Faculty Coordinator spring 2012</td>
<td>$24,000</td>
<td></td>
</tr>
<tr>
<td>Moodle Technical Support (24/7 hosting)</td>
<td>$11,000</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Operating expenses and supplies</td>
<td>$5,984</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Initial faculty training</td>
<td>$12,000</td>
<td>One-time 2011/2012</td>
</tr>
<tr>
<td>Course conversions (80 @ $40/course)</td>
<td>$3,200</td>
<td>One-time 2011/2012</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$257,851</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 2012-2013 Academic Year

<table>
<thead>
<tr>
<th>Staffing or Funding for College’s DE Program</th>
<th>Total</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5 FTE IT support (including general online support)</td>
<td>$35,036</td>
<td></td>
</tr>
<tr>
<td>1 FTE Instructional Technologist, DE (including general online support)</td>
<td>$57,299</td>
<td>Hired in fall 2012</td>
</tr>
<tr>
<td>.3 administrators</td>
<td>$34,874</td>
<td></td>
</tr>
<tr>
<td>.2 Website</td>
<td>$14,623</td>
<td></td>
</tr>
<tr>
<td>1 FTE Online Student Services (including general online support)</td>
<td>Including .1 FTE OWC</td>
<td></td>
</tr>
<tr>
<td>.4 Faculty Coordinator fall 2012</td>
<td>$18,000</td>
<td>Pending approval</td>
</tr>
<tr>
<td>.4 Faculty Coordinator spring 2013</td>
<td>$18,000</td>
<td>Pending approval</td>
</tr>
<tr>
<td>Moodle Technical Support (24/7 hosting)</td>
<td>$11,000</td>
<td>Pending approval</td>
</tr>
<tr>
<td>Operating expenses and supplies</td>
<td>$5,984</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$194,816</strong></td>
<td></td>
</tr>
</tbody>
</table>

At the Kentfield Campus, the DE office is located in Learning Resource Center Room 126 for students and faculty.

[ACCJC/WASC Standard: III.A.; III.C.; III.D.; College Distance Education Priority: 3]

### 8. Distance Education Research

The College conducted various surveys and studies (including enrollment and achievement) listed below to both analyze the effectiveness of the DE Program and to establish its future direction. All such information has been carefully studied and integrated into the DE Plan.

- Technology Survey (DE questions for students and faculty 3/2012)
Summary of the DE Enrollment and Achievement Report:

- Total of 780 DE students in spring 2012. Total of 40 sections of online courses. Total of 18-20 faculty taught online.
- In terms of age, the proportion of younger DE students was higher than those of the proportion of the whole student population.
- In terms of gender, the proportion of female DE students was higher than those of the proportion of the population.
- In terms of educational level, the proportion (60%) of earned high school diploma DE students was higher than those of the proportion of the population (50%).
- A higher proportion of DE students indicated their educational goals were to transfer with a degree (33%) or transfer without a degree (14%) (vs. the whole student population: 24% and 10% respectively).
- Interestingly, the proportion of DE students who were full-time (12+ units) had the highest GPA of 2.68 – in comparison with the proportions of all other part-time students (less than 6 units, 6-8.9 units, 9-11.9 units) both in DE or the whole student population.
- Most of DE students came from Marin County or neighbor counties: cities include Novato, San Rafael, Mill Valley, San Anselmo, San Francisco, Sausalito, Fairfax, Corte Madera, Santa Rosa, and Greenbrae (the top ten). They are similar to the cities for face-to-face students.
- The proportion of DE students receiving financial aid was higher than the proportion of the whole student population which received Financial Aid.
- The proportion of DE students placed into ENGL 120 or ENGL 150 was higher than the proportion of all students which placed into ENGL 120 or ENGL 150.
- There was not much difference between DE students and all students in math placement results.
- In terms of retention rates, DE had an average retention rate of 83% and the College had an average retention rate of 90% in fall 2011. In terms of discipline retention rates, these varied from 57% to 100%.
- In terms of success rates, DE had an average success rate of 58% and the College had an average success rate of 73% in fall 2011. In terms of discipline success rates, these varied from 12% to 100%.

[ACCJC/WASC Standard: I.B.; II.A.; College Distance Education Priority: 1]
2012 – 2015 Distance Education Initiatives

The College’s continuing commitment to maintaining a viable and quality DE program is reflected in the College of Marin DE Plan 2012-2015. The COM Academic Senate Recommendations regarding Distance Education (April 2012) have shaped the direction of the DE program for 2012-2015; with the report’s major themes listed as follows:

1. The March 2012 Distance Education Survey data did not suggest strong support for expansion.
2. For many, if not most of our community college students, face-to-face instruction is vital. Therefore, AS urged the college to give equal support for professional development in best pedagogical practices for face-to-face instruction.
3. Training:
   a. Training, both for faculty in pedagogy, design and ADA compliance
   b. Training or instruction for students in how to use Moodle
   c. Ongoing technical support is vital as well, both in the design and implementation of a course and for the technical glitches that occur.
   d. DE skills self-evaluation for students
   e. Online counseling
4. AS also encouraged disciplines offering distance education courses to analyze their success and retention rates; and when these rates are more than 10 percent below comparable face-to-face courses, departments should find solutions for improvement or consider not offering it.
5. AS recommended that disciplines with more than one face-to-face section of a class that wish to offer that course in a DE format receive technical support, and training in DE.
6. AS recommended that future offerings focus on the GE areas and perhaps concentrate on the most highly demanded classes that are offered on a regular basis.
7. AS recommended that priority for new DE units be given to disciplines that consistently have wait lists for particular courses, whether face-to-face or online.
8. Whether or not to offer classes in Distance Education format should be up to the disciplines and departments themselves.
9. Student Success is paramount in all that the College does. Having well-designed courses takes time and training. Therefore, the Academic Senate recommends that faculty is well-prepared technically and pedagogically in the use of the learning management system.

(Appendix: COM Academic Senate Recommendations regarding Distance Education, April 2012)
The initiatives for the next three years (2012-2015) focus on using assessment, evaluation, and analysis to ensure continuous quality improvement for the DE program, in addition to identifying/assessing the potential market/need for the students. The numbered list below outlines the framework for the initiatives. Following the list are details, including the benefit, status, responsible party, timeline, and measurable outcome for each of the list’s numbered items.

1. Compatibility/Integration with Institutional Mission
2. Monitoring of Course Offerings, Enrollment Patterns, Students’ Characteristics, and Research
3. Meeting Increased Expectations
   3.1. Course delivery
   3.2. Online student services
      3.2.1. Counseling
      3.2.2. Tutoring
      3.2.3. Library
      3.2.4. Online Writing Center
      3.2.5. Communications
4. Training and Support for Faculty
5. Training and Support for Students and Student DE Self-Evaluation
6. Monitoring and Evaluating DE Student Achievement
7. Monitoring and Evaluating DE Student Learning Outcomes
8. Integrity
   8.1. Online pedagogy and technical support for faculty
   8.2. Faculty and student assessment system
   8.3. Verification of student identity
   8.4. Accessibility of DE program
9. Policy and Procedure
10. Adequate staffing and funding for DE
11. Ongoing Planning and Evaluation

1. Compatibility/Integration with Institutional Mission

Annually assess the DE mission to evaluate its compatibility and integration with the College’s mission.

- **Benefit:** Insuring the compatibility and integration of DE mission with institutional mission
- **Status:** Initiate in 2012
- **Responsible Party:** DEC and DE Director
- **Timeline:** Annually
2. Monitoring of Course Offerings, Enrollment Patterns, Student Characteristics, and Research

In terms of DE course offerings, the Academic Senate recommends that: (a) future offerings focus on the GE areas and perhaps concentrate on the most highly demanded classes that are offered on a regular basis and (b) disciplines that consistently have wait lists for particular courses, whether face-to-face or online, should be given priority for new DE units for those courses.

(Academic Senate DE Recommendations 4, 5, and 6).

The DE enrollment information (in terms of courses, student headcount, student characteristics, as well as prospective students’ information/surveys) will be monitored annually and shared with the DE Committee, the Academic Senate, deans, and the vice president of Academic Affairs to be incorporated as part of enrollment management analysis. The information will provide possible future market information.

- **Benefit:** Monitoring of the DE enrollment and success trends and integration of such trends into the enrollment management plan ensures DE program’s offerings reflect student needs.
- **Status:** Initiate in 2012.
- **Responsible Party:** Vice president of Student Learning, DE director and PRIE director
- **Timeline:** By semester
- **Measurable Outcome:** DE Enrollment data, waitlist data, and high school graduate information

[ACCJC/WASC Standard: I.A.; I.B.; II.A.; College Distance Education Priority: 1]

3. Meeting Increased Expectations

3.a. Course delivery

Improve and expand student and faculty access to Moodle to ensure efficiency.

- **Benefit:** Providing accessible, user-friendly, flexible system anytime and anywhere
- **Status:** In progress
- **Responsible Party:** Moodle Production Team, IT director, and DE director
- **Timeline:** In progress, regularly
- **Measurable Outcome:** Use tracking systems to monitor help requests and help tickets. Use student and faculty satisfaction surveys to evaluate progress.
3.b. Online Student Services

The College is committed to sustaining current online student support services, while monitoring usage levels, surveying student satisfaction, controlling quality, and providing appropriate staffing to meet demands for services.

As of spring 2012, College of Marin has approximately 7,337 (unduplicated headcount) credit students. There are 781 DE students (either online only or online and face-to-face). Of these 781 DE students, there are about 280 DE students only taking online courses. In other words, about four percent (280/7,337) of the College’s students might not have access to face-to-face student services.

### College of Marin Spring 2012 Enrollment Statistics

<table>
<thead>
<tr>
<th>Campus</th>
<th>Credit Students</th>
<th>Spring 2012</th>
<th>Credit Students</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unduplicated</td>
<td>Percent</td>
<td>Unduplicated</td>
<td>Percent</td>
</tr>
<tr>
<td></td>
<td>Headcount</td>
<td></td>
<td>Headcount</td>
<td></td>
</tr>
<tr>
<td>Distance Education*</td>
<td>781</td>
<td>9%</td>
<td>Online only</td>
<td>280</td>
</tr>
<tr>
<td>Indian Valley</td>
<td>1600</td>
<td>19%</td>
<td>IVC only</td>
<td>887</td>
</tr>
<tr>
<td>Kentfield</td>
<td>6179</td>
<td>72%</td>
<td>Kentfield only</td>
<td>5489</td>
</tr>
<tr>
<td>Off Campus</td>
<td>77</td>
<td>0%</td>
<td>Both IVC and KTD</td>
<td>681</td>
</tr>
<tr>
<td><strong>Total (duplicated)</strong></td>
<td><strong>8637</strong></td>
<td><strong>100%</strong></td>
<td>**Unduplicated</td>
<td><strong>7337</strong></td>
</tr>
</tbody>
</table>

*including students who took (a) online only and (b) online and face-to-face courses.

### Counseling:

- **Benefit:** Assuring the quality of the program by integrating online counseling services and applications to improve student learning environment (Moodle) on a continuous basis.
- **Status:** In progress
- **Responsible Party:** Vice president of Student Services and Counseling Department
- **Timeline:** By semester
- **Measurable Outcome:** End of semester report, program review, and Student Services Survey
Tutoring Services

- **Benefit:** Continuing to offer online tutoring services will allow all COM students, including DE students, to access free learning support without having to travel to campus. Because the online sessions will also be scheduled during times when the centers on both campuses are closed, this will provide greater access to services for all students.
- **Status:** Online tutoring will continue to be marketed to students, particularly DE students and instructors, to raise awareness of services. The level of services offered will be in accordance with demand and usage.
- **Responsible Party:** Learning resources director and TLC coordinator
- **Timeline:** Each semester
- **Measurable Outcome:** Student survey and program review

Library

- **Benefit:** Assuring the quality of the program by integrating online library services and applications to improve student learning environment (Moodle) on a continuous basis.
- **Status:** In progress
- **Responsible Party:** Learning resources director
- **Timeline:** By semester
- **Measurable Outcome:** End of semester report, program review, and Student Services Survey

Online Writing Center (OWC)

- **Benefit:** Assuring the quality of the Online Writing Center services to improve access for all COM students, including DE students, to free learning support without having to travel to campus. Instructors, moreover, can link their instruction to OWC writing resources and provide an OWC forum for their students, thereby enhancing student learning with writing support.
- **Status:** In progress
- **Responsible Party:** Learning resources director
- **Timeline:** By semester
- **Measurable Outcome:** End of semester OWC report, program review, and Student Services Survey

[ACCJC/WASC Standard: II.A.; II.C.; College Distance Education Priorities: 1 & 3]
3.c. Communication
Facilitate and enhance the public’s and the College of Marin community’s awareness about the College’s DE Program by increasing access to information about it.

- **Benefit:** Assuring the quality of communication to improve community’s awareness about DE program
- **Status:** In progress
- **Responsible Party:** Academic Senate, DE coordinator, DE director, director of Communications and Community Relations
- **Timeline:** Periodically
- **Measurable Outcome:** DE website, *President’s Weekly Briefing*, *DE@COM* Newsletter, *Echo Times student publication*, Flex workshops/presentations, President’s Circle, schedule of classes, AS News, *Academic Senate Faculty Handbook*

*ACCJC/WASC Standard: I.A.; I.B.; II.A.; College Distance Education Priority: 4*

4. Training and Support for Faculty
Provide appropriate and sustainable technology and training that supports all faculty who access the online working environment. Implement a tool for DE faculty to self-evaluate their pedagogical and technical skills and make self-training more accessible (Academic Senate DE Recommendation #3).

- **Benefit:** Assuring the quality of robust training for faculty, including DE faculty self-evaluation, to improve student learning.
- **Status:** Ongoing
- **Responsible Party:** DE director, Professional Development Committee, and DE coordinator
- **Timeline:** Periodically
- **Measurable Outcome:** quantity of events, faculty satisfaction surveys, and tool of DE faculty self-evaluation

*ACCJC/WASC Standard: II.A.; III.A.; College Distance Education Priority: 3*

5. Training and Support for Students and Students’ DE Self-Evaluation
Provide training for DE students in Moodle to assure student success. Implement DE skills self-evaluation for students (using DE skills self-evaluation tool) to assess online readiness. Collaborate with Counseling Department regarding the support of DE student self-evaluation (Academic Senate DE Recommendation #3).
• **Benefit:** Assuring the quality of student Moodle training, including DE skills self-evaluation tool, to improve and foster student success.

• **Status:** Planned for 2012-2013

• **Responsible Party:** DEC, DE director, Counseling Department, IT director

• **Timeline:** Beginning of each semester, and ongoing

• **Measurable Outcome:** Student satisfaction, results of students using the DE skills self-evaluation tool, Collaboration with Counseling Department

[ACCJC/WASC Standard: II.A.; II.B.; III.A.; College Distance Education Priority: 2]

6. **Monitoring and Evaluating DE Student Achievement**

   In general, student retention and success rates for COM’s online courses have been lower than in its face-to-face courses. There is no degree offered through the DE program.

   The Academic Senate encourages disciplines offering distance education courses to analyze their success and retention rates and when these rates are more than 10 percent below comparable face-to-face courses, departments should find solutions for improvement or consider not offering it. (Academic Senate DE Recommendations, #4)

   A report of DE students’ withdrawals, retention, and success information will be shared among DE faculty and development of strategies will be discussed.

   • **Benefit:** Assuring the quality of the DE program by analyzing retention and success rates and providing recommendations/strategies to improve it.

   • **Status:** In progress

   • **Responsible Party:** DEC, deans, DE director and PRIE director

   • **Timeline:** annually in the mini program review; every three years for full program review

   • **Measurable Outcome:** DE Program Review, a report of DE students’ withdrawals, retention, and success information

[ACCJC/WASC Standard: II.A.; College Distance Education Priority: 2]

7. **Monitoring and Evaluating DE Student Learning Outcomes**

   There is no degree offered through the DE program. All courses are assessing course-level and college wide student learning outcomes. The DEC will develop DE program SLOs.

   • **Benefit:** Assuring the quality of the program by analyzing the student learning outcomes for courses and DE program and providing recommendations/strategies to improve both the courses and DE program

   • **Status:** Initiate in 2012
8. Integrity

8.a. Online Pedagogy and Technical Support for Faculty
The Academic Senate recommended that disciplines with more than one face-to-face section of a course that wish to offer that course in a DE format receive technical support, and training in Distance Education. (Academic Senate DE Recommendation #5).

Student success is paramount in all that we do. Having well-designed courses takes time and training. Therefore, the senate recommends that faculty is well-prepared technically and pedagogically in the use of the Learning Management System. (Academic Senate Recommendation #9)

- **Benefit:** Assuring the effectiveness of instruction by evaluating and recommending a method for certifying instructors for teaching online as well as guidelines for deans to evaluate online courses.
- **Status:** Initiate in 2012
- **Responsible Party:** Deans, DEC, Academic Senate, DE director, and Professional Development Committee
- **Timeline:** By semester
- **Measurable Outcome:** DE course evaluation, recommendations for certifying instructors for teaching online, a guideline for deans to evaluate online courses

8.b. Faculty and Student Assessment System
To insure the quality of instruction, DE course evaluation will be implemented using both the *Instructional Performance Distance Education Observation Form* and the student evaluation form pending their approval in the UPM contract.

- **Benefit:** Assuring the quality of instruction by using DE course evaluation to improve the DE program.
- **Status:** Initiate in 2012
- **Responsible Party:** Vice president of Student Learning
- **Timeline:** Annually
- **Measurable Outcome:** Course evaluation forms
8.c. Verification of Student Identity
The verification of student identity has been implemented through students’ log-ins to the MyCom Portal.

- **Benefit:** Assuring the verification of student identity to guarantee the integrity of the program
- **Status:** Ongoing
- **Responsible Party:** Dean of Admission and Records and IT director
- **Timeline:** Ongoing
- **Measurable Outcome:** Monitoring through Banner system

8.d. Accessibility of DE Program
Provide appropriate and sustainable American Disabilities Act (ADA) training and assessment. An alternative media specialist supports instructors to make their courses compliant with legal accessibility requirements. The DE website and the Moodle web page also follow ADA regulations.

- **Benefit:** Assuring students’ accessibility to DE program
- **Status:** In progress, ongoing
- **Responsible Party:** DSPS, DEC, DE director, director of Communications and Relations, and IT director.
- **Timeline:** By semester
- **Measurable Outcome:** Quantity of DE courses compliant with legal accessibility requirements

9. Policy and Procedure
Consistently monitor policy and procedural changes from Title 5 and update our policies and procedures related to DE.

- **Benefit:** By consistently monitoring policy and procedural changes from Title 5 and updating our policies and procedures related to DE, COM will remain in compliance with Title 5.
- **Status:** In progress
- **Responsible Party:** DEC, Academic Senate, and DE director
- **Timeline:** Periodically
- **Measurable Outcome:** Policy meetings
10. Adequate Staffing and Funding for DE

- Administrator .15 FTE
- Faculty .4 FTE
- IT staff .5 FTE
- Instructional Technologist 1 FTE
- Online services (including OWC) 1 FTE
- Office at the Learning Resource Center 126 at Kentfield Campus
- Moodle Technical Support (24/7 hosting, Remote Learner)
- Operating expenses and supplies

**Comparison Chart of DE Staffing for College of Marin and Allen Hancock College**

<table>
<thead>
<tr>
<th></th>
<th>DE Students</th>
<th>Courses/Sections</th>
<th>Administrator FTE</th>
<th>Faculty FTE</th>
<th>IT FTE</th>
<th>Instructional Technologist FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen Hancock</td>
<td>4000</td>
<td>200</td>
<td>15-20%</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>College of Marin</td>
<td>780</td>
<td>40</td>
<td>15%</td>
<td>.4</td>
<td>.5</td>
<td>1</td>
</tr>
</tbody>
</table>

- **Benefit:** Assuring the sustainability and infrastructure to support the quality of DE program.
- **Status:** in progress
- **Responsible Party:** Vice president of Student Learning, DE director
- **Timeline:** Annually
- **Measurable Outcome:** Monitoring staffing requests, workloads, and budgets

11. Ongoing Planning, Implementation, and Evaluation

The *College of Marin Distance Education Plan 2012-2015* is a strategic plan supporting the College’s DE priorities and detailing its DE vision with specific initiatives to promote it. These initiatives listed below will be reviewed and updated either annually or as appropriate.

- Monitoring/evaluating compatibility with institutional mission
- Monitoring/evaluating DE student characteristics and seeking student feedback in order to both meet student needs and assist with the development of the College’s enrollment strategies
• Enhancing/evaluating online student services and developing strategies to improve them
• Providing and evaluating faculty training and developing strategies to improve it
• Providing and evaluating student training and developing strategies to improve it
• Evaluating DE student achievement and developing strategies to improve it
• Evaluating DE student learning outcomes and developing strategies to improve them
• Monitoring DE integrity
• Monitoring sufficient staffing and funding

To ensure the College’s distance education planning is continuous and initiatives are refined or expanded as technologies evolve and College requirements change, the College will implement the following planning cycle for distance education – which includes a full program review (every three years) and an annual mini program review, in addition to the development the DE Plan every three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Type of Review</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>DE Full Program Review</td>
<td>Review and update DE initiatives.</td>
</tr>
</tbody>
</table>
College of Marin is fully accredited by WASC and serves approximately 10,000 credit and noncredit students per semester. The college is committed by policy not to discriminate on the basis of, or the perception of, race, ethnic group identification, ancestry, color, religion, age, gender, national origin, sexual orientation, disability (mental or physical), marital status, medical condition (cancer, genetic characteristics, or pregnancy), and status as a veteran in any of its educational and employment programs and activities, or in its policies, practices and procedures.