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<b>Distance-Education-2009</b>						
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College of Marin Program Review Signature Page • CG v.I February 2008						

## Program Overview–Introduction

### Distance-Education-2009

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**Instructions:** Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

#### I. Program Definition

**Outline the unique qualities that define the importance of your program.**

The DE program at COM promotes the adoption of instructional, learning, and technical innovations at the discipline, department and instructional levels and contributes to updating curricula and instructional effectiveness by integrating programs and services among faculty, staff, management and students at COM. A primary objective of the program is to increase retention and success by integrating best practices in DE instruction, policies and procedures, and program structure. 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 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).

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.

## **II. Program Purpose**

### **Pathway:**

#### **Briefly describe how your program fits into the pathways you have chosen.**

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.

However, the historically low enrollments of many of CoM's DE courses suggests that insufficient attention has been paid to student needs in allocating this resource. The purpose of DE as a program should be to serve the program majors in enabling students to achieve their goals without unnecessary commuting and scheduling requirements. There is no evidence that student need has driven the development of this program, and this should be remedied as soon as possible. Considerations of the pathways and of specific majors should employ data-driven means of learning which courses should be offered in DE mode to improve student access. Further, CoM's student success rate for DE courses is around 48%, while statewide rates have stabilized at 57%. Attention must be paid to means used at other colleges to improve student success in DE courses.

## **III. Students Served**

### **Briefly outline what students are served in your program.**

These courses are in different departments so no demographics are available. This is something we will request in advance for future program reviews.

## **IV. Program History**

### **Briefly outline the recent history of your program.**

Although in the past we have offered a wide variety of DE courses--televised, videocassette, videoteleconferenced, and online-- the sections are few, and until recently, there was little oversight or leadership of the program. We have never had a centralized DE office or a DE Coordinator (unlike many other institutions) charged with the growth and monitoring of the program. In 2007-08 the Academic Senate created a task force on Distance Education and Teaching-Assisted Learning (DETAL) to help with the planning and implementation of the DE Program. Made possible by the establishment of DETAL, this program review is the first serious consideration of DE as a program within the structure of the college. The task force's main goals were to make recommendations to improve the coordination of DE campus-wide, ensure consistency in the DE course environment experienced by students and thus improve student success, and maintain a consistent high quality educational experience in DE instructional materials.

DETAL recommended that, in order to increase DE offerings while improving student success, a four-pronged approach is necessary.

First, implement faculty training and improve faculty support. This professional development initiative should promote collaboration between instructors, enable faculty to focus on both technology and curricular development and, above all, support

student learning. Faculty technical support should include upgrade of the course management system (cms), a 24-hour help desk, and access to emerging technologies.

Second, the college must increase student preparation and support regarding online courses. Title 5 and best practices require that we offer the same student support services in the online environment as we do for face-to-face (f2f) courses. While there is an online orientation available, currently we do not offer embedded counseling, tutoring, or reference library services. In fall 09 the college held a number of trainings regarding embedded librarian services and we hope to pilot such a service in fall10. I believe that CoM also needs to develop and offer an introductory-level course for students to learn how to navigate a CMS and be effective online learners.

Third, the assignment, evaluation, review, and quality check of DE courses is insufficient. As stated above, although no formal process exists to evaluate the DE course at CoM, instructors teaching DE courses worked with the administrator in the area to pilot an evaluation tool for online classes in an effort to assess and document the rigor and academic integrity of these courses at CoM. In fall 09 the piloted process was implemented for some online courses and plans are underway to implement evaluation for all online courses in keeping with contractual guidelines. Title 5 does not distinguish between DE and regular courses beyond the need for a separate approval process and the need to ensure regular effective student-faculty contact. WASC expects College of Marin to improve its standards for approving DE courses. One way to achieve this would be to have a locally-developed policy for Effective Student-Faculty Contact. At the present time, DETAL and the Curriculum Committee are reviewing a policy created by Mount San Jacinto Community College, a policy which has been widely adopted by California Community Colleges. Another necessary way to tackle the same issue of quality is to create some system for online course assignments, a system that requires instructors to demonstrate minimum training and design competencies or prior relevant experience before teaching online.

Fourth and most important, provide an infrastructure for continuous growth and improvement of the DE program. Without the organizational infrastructure necessary to guide DE at COM, it is unlikely that it can achieve its potential as a robust program offering comprehensive services and choices to students who require more flexibility of schedule, course format, and assessment if they are to achieve their academic goals. At the present time, the seat license for Blackboard 8 is limited to 3,000 users, and the college has approximately 2,700 users. If College of Marin is seriously committed to growing the DE program, pursuing a seat license for unlimited enrollment should be a high priority. The Enterprise Level system would allow for all courses at the college to be utilizing Blackboard with an unlimited enrollment. Further, it would eliminate some of the resolve some of the conflicts between Banner and the current Blackboard version 8 system. I am not sure where my next point goes, but it definitely belongs in this list of four, and I would argue for it being the most important: all instructors developing new online courses must use the College's licensed CMS: Blackboard. Online courses using other CMSs should be phased out as soon as possible. The reasons are twofold:

1. CoM can only support one CMS when it comes to training, tech support, and evaluation.
2. The navigational/technology skills honed in one CoM DE course must be transferable to the next CoM DE course to encourage student success.

#### **I. Program Enrollment**

Briefly characterize enrollment factors and trends in your program for all courses using the questions below. Please include number of classes, enrollment, and total Faculty Units as an attachment in Part VI. Select on or more of the following enrollment measures: classes (total), Headcount, and/or FTES (based on which measures best indicate trends in your program.)

The chart below depicts the number of courses offered and the number of students who enrolled, withdrew, were retained and successfully completed Distance Education (DE) courses from the Fall 2005 to Spring 2009 semesters. The following patterns/trends can be seen in this display.

- a) The total number of courses offered across the semesters was fairly constant from the Fall 2005 (27) to the Spring 2009 (28).
- b) However, the number of DE courses fluctuated across the semesters. Fewer courses (21) were offered Fall 2008 whereas the most courses (30) were offered in Spring 2007.
- c) The number of students who enrolled in CoM's DE classes increased from 696 (F05) to a high enrollment of 963 students in F07. Interestingly, the highest number of students enrolled when only 26 courses were offered as compared with smaller enrollments of 925 when 30 courses were offered.
- d) Over the semesters F05 to S09 fewer students withdrew or dropped their course (277 to 219 students). But, from Spr06 to Spr08 large numbers of students withdrew. The rise in number was from 299 to 350.
- e) Correlated with fewer students dropping or withdrawing from their courses was a rise in the overall student retention rate (60% to 74% from F05 to Spr09).
- f) The mean student success rate also rose from 33% to 52% across the semesters. Except for 2 semesters (S06 to F06) the success rate rose steadily.
- g) Correlated to the rising average rate of student success was a rise in the upper ranges of student success rates. The upper limit steadily rose from a 63% student success rate to 94%. In one semester only did the upper limit regress (S06).

Semester	Total # Courses	Total # Students Enrolled	Total # Students Dropped/Withdrew	Retention Rate across all courses	Mean Student Success Rate	Range Student Success Rate
F05	27	696	277	60%	33%	14%-63%
S06	26	763	299	61%	40%	0%-69%
F06	29	828	303	63%	38%	15%-57%
S07	30	925	371	60%	35%	0%-58%
F07	26	963	350	64%	40%	17%-71%
S08	25	941	342	64%	42%	3%-75%
F08	21	716	232	68%	46%	19%-71%
S09	28	837	219	74%	52%	22%-94%

Why has this occurred?

There were 763 students enrolled in 25 sections of DE courses in S06, which increased to 941 students enrolled in 26 classes in S08, an increase of 23%. The rate of increase was slightly greater than that for community colleges statewide. However, in fall 08, student enrollment decreased to 450. This sharp decline is worth analysis because decisive action is necessary if we are to reverse the trend.

The reasons for DE's growth are not mysterious. There is a great demand for DE courses in this area because of our location on the busy 101 corridor. Additionally, since course offerings have been cut in traditional courses, students are receptive to taking DE courses which allow flexibility of scheduling. Anecdotally, DE students also tend to be older students with work responsibilities or other family responsibilities which limit the time students are able to enroll in courses during the day or in the evening, so DE courses better suit their needs. Enrollment data show that online classes generally have initial high enrollments. Students often add online sections when they cannot find other classes to fit their schedules. In fact, these online sections meet a specific need for our students who often cannot fit

another class into their schedule. For example a comparison of English online classes to traditional on-campus night classes in fall 2008 will show that online sections have higher enrollment than the traditional sections. Further discussion of these trends and their implications will be found in the Student Success section. The demand is growing, too, as CSUs and UCs limit their course offerings, particularly of courses offered at the community college level. The cancelation of summer school at numerous colleges, including CCSF, will undoubtedly contribute to the demand for courses at CoM. Additionally, increased unemployment and greater numbers of people looking for work brings with it greater demands for education and the flexibility that DE offers. Job seekers, in particular, want DE courses so they can still attend interviews and take a job if one is offered to them without interrupting their studies. While DE enrollments grew until S08, enrollments declined by 53% in F08 compared with F07. Several reasons may account for this drastic and sudden reduction, including a reduction in DE courses offered, insufficient organizational support for the program, lack of planning linked to EMP goals (the current EMP does not mention DE, but the draft revision in process has highlighted DE as a major initiative), poor scheduling, weak marketing of the program, weak faculty support services and inconsistent training opportunities. Student tech support was greatly reduced in F08 based on staffing changes, and this lack of continuity of knowledge probably affected enrollments. The college eliminated several large videocassette courses because they did not meet standards of recency or academic rigor. When such necessary steps are taken to preserve the quality of instruction, the college must also consider how such eliminations affect students who have been expecting to enroll in these courses. Steps should be taken to provide alternate DE course options that do meet our academic standards. A needs assessment should be conducted to determine the preferred course modalities and exact course needs that will attract the student populations who are likely to enroll in DE courses. Enrollment data will show that online classes, with a few exceptions, have high enrollments. Students often add online sections when they cannot find other classes to fit their schedules. In fact, these online sections meet a specific need for our students who often cannot fit another class into their schedule. For example, a comparison of English online classes to traditional on-campus night classes in fall 2008 will show that online sections have higher enrollment than the traditional sections.

Significant growth of DE enrollments took place in spring 09 (15%) accompanied by a significant rise in student success rates over time, from a low of 35% in S07 to 51% in S09, nearing the statewide average of 57%.

In response to the 08 DE program review, the college began a number of initiatives:

- Offering training in Blackboard to faculty. @One trainer Donna Eyestone gave a day-long workshop attended by 27 faculty and staff. A faculty part-time (3 units) position was approved to start in spring 10 for an experienced DE educator to work with COM faculty on an ongoing basis and several training workshops were held by in-house faculty. It is worth noting here that student success has also improved significantly over time, from a low of 35% in S07 to 51% in S09, nearing the statewide average of 57%.
- Forming a group of administrators and technical staff to meet weekly and consider impediments to growth and student success in DE.
- Hiring a permanent staff member to staff the Distance Education Success Center (DESC).
- Upgrading the obsolete cms from version 6.2 to version 8 and providing faculty training in the new version.
- Adding 7 additional courses with thought as to their suitability for online teaching modality.

These steps are a good start, but a comprehensive DE program at CoM will require ongoing investment of resources as the program grows. The program needs more infrastructure, better communication, ongoing upgrades in technological and pedagogical support, a single supported CMS, embedded student support in the online learning environment, a help desk, increased student and faculty training in use of CoM's CMS, greater attention to students' needs, a greater system for assigning and evaluating online courses.

One final point: online courses need to be compliant with the Americans with Disabilities Act (ADA). At most colleges, DSPS is required to sign off on a course before it goes online. CoM needs to identify a staff member to review existing online

courses and all new online courses. This is crucial for accreditation purposes as well.

The following charts represent student use of the DESC office to take on-site tests for their online courses. DE testing increased from 277 in 2007 to 498 in 2009. Since DESC requires students to show a government-issued ID to authenticate their identity before testing, this resource contributes to a culture of academic integrity in our online courses. (NOTE: Make-up tests for traditional courses are also booked in DESC.)

**Total Number of Tests Proctored in the DESC Office, 2007 to 2009**

Month	2007		2008		2009	
	DESC	MakeUp	DESC	MakeUp	DESC	MakeUp
January	0	0	14	1	11	2
February	0	6	14	17	11	16
March	0	13	15	42	24	43
April	31	20	66	38	38	52
May	68	62	59	81	96	79
June	8	0	5	0	9	2
July	48	2	57	11	51	11
August	0	11	3	0	1	0
September	4	12	12	5	18	12
October	29	32	30	52	56	52
November	32	56	33	38	54	67
December	57	40	73	69	129	99
<b>Total per year</b>	<b>277</b>	<b>254</b>	<b>381</b>	<b>354</b>	<b>498</b>	<b>435</b>













**Attachments:**

**List and briefly describe any attachments**

We embedded a chart of sections, enrollments, and student success over the past five years and charts showing student use of DESC under Program History





# Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.  
**Distance-Education-2009**

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**I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.**

## 1. Basic Skills

*Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.*

**Our program serves students in this pathway:** Some students

## 2. Career and Technical Education

*Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.*

**Our program serves students in this pathway:** A good proportion of the students, but not a clear majority

## 3. Cultural Enrichment

*Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.*

**Our program serves students in this pathway:** A good proportion of the students, but not a clear majority

## 4. Lifelong Learning

*Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.*

**Our program serves students in this pathway:** Some students

## 5. Transfer

*Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.*

**Our program serves students in this pathway:**

**Transfer GE:** To a great extent/ a majority of the students

**Transfer Major:** None

## II. What are your program's goals for each pathway?

The goals of basic skills courses in English and math is to move students through the sequence to meet their educational goals of graduation or transfer. Some DE courses are available for Basic Skills math (MATH 95 and MATH 101); the success rates for these courses are relatively high. In recent years (f07, s08, f08) a few sections of English 120 were offered in DE modality, but the student success rates were low and no sections have been offered since that time. However, we recommend that training for both faculty and students be provided and that basic skills students

be offered the chance to take DE sections of both English and math. This could be an access issue. We further recommend that improvements be made to the online writing center (OWC) to improve access for basic skills students.

**III. How does your program/discipline help students meet these goals?**

**IV. How do you measure your success?**

**V. How do you make sure your students are able to get through your program in a timely fashion?**

# Student Access and Success

## Distance-Education-2009

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### I. Access

*Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?*

Data for DE courses is available through specific departments in which they are located.

### II. Student Success

*Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?*

*Note: Success Rate is the percentage of students who received a passing grade of A, B, C, or P at the end of the semester.*

*Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.*

As noted in the Program Overview, COM's student success rate for DE courses were very low until recently. We embarked on a program of faculty training and have improved the student success rate for DE; this improvement must be continued if we are to increase DE sections.

### III. Student Retention

*Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.*

COM needs to develop a student readiness model for DE--whether a required prerequisite one-unit course or a less formal learning module linked to a student self-assessment of readiness for online courses.

### IV. Improving Student Success and Retention

*What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.*

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:

**V. Please explain and provide additional details regarding your choices above:**

We are planning to add online student access to support services (counseling, tutoring) but need resources in order to achieve this. Attempts to grow DE at COM proceeded slowly so that we could address issues of student success; now that our success rates are in the acceptable range, we need to add new offerings and additional sections through more recruitment and outreach and through professional development to help faculty develop the skills to teach in an online environment, All of these factors are included in our 3-year plan.

# Curriculum

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**1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.**

Course outlines are monitored through the academic departments. However, it is worth noting that the COM administration eliminated several videocassette courses because they lacked recency and rigor.

**2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.**

N/A

**3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.**

Since all DE courses are offered within departments, by definition DE must interact with all departments. No learning communities are planned at this time but this is a possible direction in the future.

**4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.**

Plans for developing new DE courses are discussed in this version of a 3-year plan for DE. It should be noted that, until we stopped the decline in student success for DE courses, the number of courses could not reasonably be increased. Trends in student access and success are discussed in the Program Overview.

**Fall 09:**

- a) Hold Kickoff session for building online learning at COM
- b) memo to DE faculty previewing change to version 8.0 of Blackboard over winter break.
- c) Send out call and hire faculty member as online resource facilitator.
- d) Evaluate and if necessary enhance student assessment.

**December 09:** Steve sends a letter out to all users with a link to the test platform, an invitation to start the 30-day trial. Special attention, spring DE instructors: we will be using version 8 as a test platform

**spring 10:** Use version 8. Get faculty buy-in.

- a) Carry on with all activities.
- b) Provide faculty training through @one.
- c) Faculty resource facilitator supports course development and provides support for training
- d) Start conversations at the department and division level about best choices for DE or

hybrid course offerings. Consult Blueprint task force.

- e) Implement policy that all new online courses must use Blackboard as a cms.
- f) Create academic support for students
- g) Evaluate and if necessary enhance student assessment.
- h) Pilot student readiness assessment.
- i) Pilot embedded librarian

Outcome: Increase DE offerings by 2 courses (about 10% more courses and enrollment to 750). Increase DE student success rate by 5% to 39%.

**Fall 10:**

- j) Carry on with all activities.
- k) Evaluate and enhance academic support.
- l) Create embedded counseling support.

Outcome: Increase DE offerings by 2 courses (about 10% more courses and enrollment to 750). Increase DE student success rate by 5% to 39%.

**Spring 11:**

- a) Carry on all activities.
- b) Send out another call and hire faculty
- c) Evaluate and if necessary enhance academic support.
- d) Evaluate and if necessary enhance student readiness assessment.
- e) Evaluate and if necessary enhance counseling support.

Outcome: Increase DE enrollments by at least another 5% (787). Increase DE student success rate by another 10% to 43%.

**Fall 11:**

- a) Carry on all activities.
- b) Evaluate and if necessary enhance academic support.
- c) Institutionalize or revise student readiness assessment.
- d) Evaluate and if necessary enhance counseling support.

Outcome: Increase DE enrollments by at least another 5% (826). Increase DE student success rate by another 10% to 47%.

**Spring 12:**

- a) Carry on all activities.
- b) Evaluate and if necessary enhance academic support.
- c) Evaluate and if necessary enhance counseling support.

Outcome: Increase DE enrollments by at least another 5% to 867. Increase DE student success rate by another 5% to 51%.

**Fall 12:**

- a) Carry on all activities.
- b) Investigate whether it is time to purchase the Enterprise version in F12, since we will have a DE student success rate at least as high as the statewide average and almost 1,000 student enrollments.
- c) Evaluate and if necessary enhance academic support.
- d) Evaluate and if necessary enhance counseling support.

Outcome: Increase DE enrollments by at least another 5% to 954. Increase student success rate to 57%

**5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.**

yes.

**6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.**

no.

## Student Learning Outcomes

### Distance-Education-2009

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#### Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

#### I. Degrees and Certificates

##### 1. What degrees and certificates does your discipline offer?

##### 2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

No programs or certificates are offered completely online as yet; however, the format of online courses generally requires some level of proficiency in communication and information literacy.

##### 3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

- i. Written, Oral and Visual Communication
- ii. Scientific and Quantitative Reasoning
- iii. Critical Thinking
- iv. Problem Solving
- v. Information Literacy

#### II. General Education:

##### 1. Does your discipline offer any classes which count for general education requirements?

##### 2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

- i. Written, Oral and Visual Communication
- ii. Scientific and Quantitative Reasoning
- iii. Critical Thinking
- iv. Problem Solving
- v. Information Literacy

#### III. Course Level Outcomes:

**1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?**

**2. What percentage of faculty members in your discipline include SLOs in their course syllabi?**

**3. Assessment:**

**i. How often do you assess these SLOs?**

**3. Assessment:**

**ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.**

**3. Assessment:**

**iii. What improvements have you made or do you plan to make in the future?**

**3. Assessment:**

**iv. What do you plan to assess this year? Who will you assess? How will you assess?**

# Instructional Equipment

## Distance-Education-2009

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

*Please enter items that will be used over a period of semesters BY STUDENTS..(Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests".*

*Select whether the item is less than or more than \$200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.*

### I. Instructional Equipment/Materials Requirements

Priority:	To Support:	Category	Discipline Area
01	900 Students	Over \$200 Each	DE

#### Description and part number for ordering:

Enterprise version of Blackboard

Qty.	Unit Cost:	Tax:	Shipping:	Total:
0	\$48,000.00	\$0.00	\$0.00	\$0.00

**One-time expenses:** (e.g. construction, electrical, installation)

**On-going Expenses:** (e.g. maintenance, repairs, staffing, and/or upgrades)

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

college-wide

**Do you have space for this equipment?**

Yes

#### Justification for Item (See Rating Rubric)

**1. Indicate how important this item is to the life of your discipline.**

- '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.

Online courses and enrollments cannot increase without the Enterprise version of Blackboard.

**2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)**

**Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)**

**3. 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?**

**4. 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?**

Access is made possible for many currently-underserved students through online courses.

**5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?**

**6. How will these outcomes be measured for future planning? What data or evidence supports your request?**

**Additional Justification for this item:**

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# Technology Requests

## Part I : Software

### Distance-Education-2009

#### 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.*

Priority:	To Support:	Category	Discipline Area
01	30 Classes	Online Subscription	Distance Education

#### Description and part number for ordering:

Upgrade to Blackboard 8.0 enterprise version

Qty.	Unit Cost:	Tax:	Shipping:	Total:
0	\$7,000.00	\$0.00	\$0.00	\$0.00

Type	How often?	College-wide	Discipline-Specific
Upgrade	Annually	Distance Education	None

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

All departments will benefit because the seat license will accommodate unlimited seats.

#### Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.

- '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?

A) Courses cannot be increased without the new license. Our strategic goal includes increasing online courses for reasons of access.

2. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)

Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

3. 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?

4. 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?

Online courses improve student access.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Additional Justification for this item:

## Non-Instructional Support Staff

### Distance-Education-2009

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#### I. Current Support Staff

##### List of Support Staff

Name:	Type	Purpose :	Hours/Week	To support:
Full Name		Computer Tech	20	5000Students

##### Leadership: List involvement in committees or other service

DE needs a computer technician to help students and faculty with technical issues that they encounter when using technology in classes. This technician would function as a "help desk" person where students, faculty and staff working both in DE and in on-campus classes that use technology can call, e-mail or make appointments with this technician to aid in technical issues that hinder success.

This support staff position would also be able to host training workshops for faculty, students and staff and would enable the administration of orientation sessions for using technology at COM.

The absence of such a support position has been a large part of the reason why the DE program has low retention in some DE courses. Data shows that the DE sections fill up quickly, but that we lose students within the first three weeks of the class session. Many of these students report that the reason is due to lack of technical support help. Also, many faculty have indicated that they would be interested in designing and developing DE courses or online instructional materials, but that the lack of technical support has hindered this goal.

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#### II. Request for additional support staff (clerical, lab tech, IS, comp tech, tutor, etc.)

## Program Summary

### Distance-Education-2009

**Instructions:** after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding summary) for your entire program review.

#### I. Program Excellence (Best Practices)

Please address any of the following areas:

Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address learning outcomes.

- Faculty are taking the initiative in to creating and implement assessment tools for DE courses to showcase the academic integrity of courses and of the DE program.
- Student evaluations are collected to gather data about the effectiveness of the DE program. These evaluations prove that DE courses provide access to populations of students who would otherwise not be able to continue their education.
- The institution is supportive of innovative ideas surrounding DE by awarding grants, such as a mentorship program and the development of DE courses to strengthen the DE Program.
- Faculty who teach online courses were immediately responsive to the concern about the low level of student success and worked to improve student success from 35% to 52% in just two years.

#### II. Program Resources (Responsiveness)

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Key resources include:

- increased seat licenses for Blackboard course management system (cms) for online delivery of instruction
- license for Edustream (enables streaming media content)
- a faculty trainer (at least .20 FTE)
- money for faculty training (local travel, fees)
- buy-in at the department and divisional levels

#### III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

##### Fall 09:

- a) Hold Kickoff session for building online learning at COM
- b) memo to DE faculty previewing change to version 8.0 of Blackboard over winter break.
- c) Send out call and hire faculty member as online resource facilitator.
- d) Evaluate and if necessary enhance student assessment.

**December 09:** Send a letter out to all users with a link to the test platform, an invitation to start the 30-day trial. Special attention, spring DE instructors: we will be using version 8 as a test platform  
**spring 10:** Use version 8. Get faculty buy-in.

- a. Provide faculty training through @one.Faculty resource facilitator supports course development and provides support for training
- b. Start conversations at the department and division level about best choices for DE or hybrid course offerings. Consult Blueprint task force.
- c. Implement college policy that all new online courses must use Blackboard as a cms.
- d. Create clear path from idea to implementation for faculty interested in developing an online course.
- e. Continue discussions of embedding librarians and counseling services.
- f. Evaluate and if necessary enhance student assessment
- g. Pilot student readiness assessment.
- h. Pilot embedded librarian

Outcome: Increase DE offerings by 2 courses (about 10% more courses and enrollment to 750). Increase DE student success rate by 5% to 39%.

##### Fall 10

- j) Carry on with all activities.
- k) Evaluate and enhance academic support.
- l) Create embedded counseling support.

Outcome: Increase DE offerings by 2 courses (about 10% more courses and enrollment to 750). Increase DE student success rate by 5% to 39%.

**Spring 11:**

- a) Carry on all activities.
- b) Send out another call and hire faculty support.
- c) Evaluate and if necessary enhance academic support.
- d) Evaluate and if necessary enhance student readiness assessment.
- e) Evaluate and if necessary enhance counseling support.

Outcome: Increase DE enrollments by at least another 5% (787). Increase DE student success rate by another 10% to 43%.

**Fall 11:**

- a) Carry on all activities.
- b) Evaluate and if necessary enhance academic support.
- c) Institutionalize or revise student readiness assessment.
- d) Evaluate and if necessary enhance counseling support.

Outcome: Increase DE enrollments by at least another 5% (826). Increase DE student success rate by another 10% to 47%.

**Spring 12:**

- a) Carry on all activities.
- b) Evaluate and if necessary enhance academic support.
- c) Evaluate and if necessary enhance counseling support.

Outcome: Increase DE enrollments by at least another 5% to 867. Increase DE student success rate by another 5% to 51%.

**Fall 12:**

- a) Carry on all activities.
- b) Investigate whether it is time to purchase the Enterprise version in F12, since we will have a DE student success rate at least as high as the statewide average and almost 1,000 student enrollments.
- c) Evaluate and if necessary enhance academic support.
- d) Evaluate and if necessary enhance counseling support.

Outcome: Increase DE enrollments by at least another 5% to 954. Increase student success rate to 57%

**IV. Assessment of 2008 Program Reviews:**

1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

Based on our 2008 program review, the following resources were granted:

- Several training sessions for faculty were held.
- A .20 FTE faculty member was selected to provide support for faculty development of online courses in s10.
- Support for five faculty and staff members to travel as a team to a training in Sacramento
- The college upgraded from Blackboard 6.2 to version 8.0
- Edustream license was procured.

As a result of these and also in part as a result of dissemination of the data generated by program review, online faculty improved the student success rate from its low of 35% to 52%, only five points less than the statewide

average.

#### V. Fall 2009 Requests Summary:

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

#### Recommendations for Online Program & Distance Education Planning

##### Spring 2010

According to the most recent Program Review data, student success rates in DE have risen from 37% in Spring 2007 to 52% in Spring 2009. Further, roughly 30 or more courses have been offered online each semester since fall 2005, increasing enrollment by 33%, which is consistent with the increasing nationwide demand for online courses; however, unless the college invests in an upgrade to an unlimited site license, no further online courses can be scheduled and student support services like the Online Writing Center may be shut down since we are currently at our site license limit. In order for the online program to continue and to grow, the following short-term plan has been recommended, which coincides with the long term planning efforts developed by the Office of Learning Resources. ?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.?

The main objectives of this short-term plan are to further improve student success in online and web-enhanced courses, to provide training for faculty teaching new DE courses and web-enhanced courses, to provide support for faculty teaching existing DE courses in the area of student success, and to encourage faculty from a variety of disciplines to develop alternative student-success-oriented modalities for teaching new DE courses or for adding a web-enhanced course site to existing courses. In order to accomplish these goals, we recommend the following four short term goals be completed by fall 2010:

1. Upgrade to an unlimited site license with the Blackboard Course Management System
2. Automate and streamline the procedures in managing the online program
3. Further Integrate Blackboard with the Banner system
4. Continue training that is frequent and consistent for management, faculty, staff and students.
5. Increase buy-in at the departmental and divisional levels.

#### Background:

More and more faculty are using Blackboard sites. We currently have approximately 50 instructors developing Blackboard sites for online courses, as supplements to traditional courses, and for the Online Writing Center. Approximately 2500 students use these sites each term. The College is at the limit with the course license that we currently have. In at the start of the spring 2010 term we had 2662 users in the Blackboard system and we have a seat license for only 3000 users.

Since we have a limited site license, we are deleting student accounts each semester in order to maintain our license terms, which works against our college mission and discourages student use/access to learning materials and support rather than encouraging student success. Current research indicates that both traditional and basic skills students benefit from access to online course materials, which aids in their overall success.

An upgrade to the Blackboard Enterprise level product would provide an unlimited site license and would provide new tools that faculty and students can use to improve learning and success. The upgrade to the Enterprise level product would also allow captioning tools to meet DSPS requirements, blogging tools and integration with smart phones for enhanced communication between instructor and student (a title 5 requirement for ?regular effective contact?).

Each semester the request for Blackboard sites and waitlists for online sections increase. Student demand for online sections is high, especially in light of the recent cut backs in sections and night classes. Investing in the upgrade to the Blackboard Enterprise System with an unlimited site license would allow for an automatic Blackboard Course to be created for each section at the College, thereby encouraging instructors to develop online course materials which students may access 24x7 which would aid in their overall success.

Additionally, this upgrade would save in training costs in the long term. Training and support for older versions of Blackboard are no longer supported by the company. If the College invests in a product, making a commitment to online learning tools, the training can be integrated with the existing technology tools used by the college like Edustream (which allows for video streaming of course materials), Argos and MyCOM. Faculty and Staff training during FLEX and through the year could be better coordinated as well.

Other recommendations for improving the Distance Education Program at COM include streamlining and automating semester tasks so that each task is completed at the same time each term, providing organization and expected processes each term. Each of the following tasks should be included on a semester timeline which is overseen by the Administrator of DE to insure a well-structured program:

Example:

- After schedules are signed: Instructors fill out a Blackboard site request online form, including a description

of their course to be included on the Distance Education page on the public COM web site, and choice to request students to have Online Writing Center Access.

- Marketing of online courses and of OWC begins: Ads in new schedule, MyCOM announcements to students, Ads on public site, training workshops for faculty scheduled.
- After midterms and after last day of finals: Instructors are sent an e-mail reminder to backup their Blackboard sites
- One week after the last day of finals: Courses are reset and new sections are created

We also recommend that IT work in conjunction with the Director of Learning Resources (Susan Andrien) and the Director of Enrollment Services (Bob Balestreri) to develop an integration tool between Blackboard and Banner, especially with cross-listing procedures.

Our last recommendation advises more frequent and consistent training opportunities for faculty and staff.

Priority	Recommendations & Goals	Deadline	Administrator in Charge	Resources Required	Feedback/ Updates to:	Date Feedback was reported
1.	Upgrade to Blackboard Unlimited Site License (via consortium or the Blackboard Enterprise Upgrade)	Fall 2010	Director of Learning Resources: Susan Andrien	<u>\$48,000 for version 9 Enterprise Blackboard</u>	<u>DE Committee</u> Academic Senate Blackboard Faculty Steve Dodson, Blackboard Administrator Alisa Klinger, Online Learning Faculty Resource Person Nancy Kutcher, Media Center Specialist Media Services Program Review	_____ _____ _____ _____ _____ _____
2..	Integration between Blackboard and Banner: cross-listing procedures, etc.	Fall 2010	IT Director: Marshall Northcott  Director of Enrollment Services: Bob Balestreri	<u>Programming time</u>	<u>Susan Andrien DE Committee</u> Academic Senate Blackboard Faculty Steve Dodson, Blackboard Administrator Alisa Klinger, Online Learning Faculty Resource Person Nancy Kutcher, Media Control Specialist Media Services Program Review	_____ _____ _____ _____ _____ _____

3	Automation of tasks to streamline the Online program: course request forms, backups, resetting courses, etc.	Fall 2010	Director of Learning Resources: Susan Andrien	<u>Feedback from DE Task Force</u>	<u>DE Committee</u> Academic Senate Blackboard Faculty Steve Dodson, Blackboard Administrator Alisa Klinger, Online Learning Faculty Resource Person Nancy Kutcher, Media Control Specialist Media Services Program Review	_____ _____ _____ _____ _____ _____ _____
4.	Training: Workshops for faculty, Media Services Department, and staff each semester and in the summer for Blackboard, Argos, Edustream, establish faculty orientations for new full-time and part time faculty in using Blackboard and appoint a point person for Distance Learning in each department.	Spring 2010	Director of Learning Resources: Susan Andrien  Online Learning Faculty Resource Person: Alisa Klinger	<ul style="list-style-type: none"> <li>• <u>Continuation of .20 FTE faculty resource person</u></li> <li>• \$10,000 in professional development funds for faculty travel, etc.</li> <li>• One unit each to compensate a DE point person in each department</li> </ul>	<u>Susan Andrien DE Committee</u> Academic Senate Blackboard Faculty Steve Dodson, Blackboard Administrator Alisa Klinger, Online Learning Faculty Resource Person Nancy Kutcher, Media Control Specialist Media Services Program Review	_____ _____ _____ _____ _____ _____ _____

**VI. Other concluding remarks.**

The 3-year plan developed in F09 will be updated since some outcomes have been exceeded and others have not been met. For example, it was our plan to pilot an embedded librarian in an online course in S10 but because of staffing concerns this will not be achieved this year. However, Title 5 does require the college to reach this goal.

## **Department Chair Comments**

### **Distance-Education-2009**

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**1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.**

**2. Please comment on 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.**

All requests are necessary to increase DE offerings and enrollments, part of the college strategic plan.

**3. Please comment on the faculty and staff sections.**

**4. Other comments**

## **Area Directors and Deans Comments**

### **Distance-Education-2009**

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**1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.**

**2. Please comment on 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.**

All requests are necessary to increase DE offerings and enrollments, part of the college strategic plan.

Susan Andrien

**3. Please comment on the faculty and staff sections.**

N/A

**4. Please itemize expenses currently covered by external funds that may revert back to general funds.**

N/A

**5. Other comments**

The \$7,000 requested for an upgrade to a better version of Blackboard is in addition to the \$9,500 budgeted for the current version.