

2015/2016 Full Program Review
Discipline: Distance Education

Program Overview

I. Program Definition – describe the unique qualities that define the importance of your program. *Data available on the Data Dashboard.

The Distance Education Program offers students access to quality instruction and support in online, hybrid and web-enhanced environments. 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 provides access to essential courses required by students to complete their educational goals. The program also provides opportunities for students who are employed full-time, have familial commitments, and disabilities that prohibit them from attending scheduled face-to-face classes.

II. Program Purpose

Basic Skills

English as a Second Language

Career/Technical Education

Associates Degree

Transfer

Cultural Enrichment

Lifelong Learning

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.

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Term	Fall 2015
Ed Goal	Undup Hdct
	Value
4 yr univ student taking reqs	43
Advance in current job	10
Complete H. S. Credits/GED	3
Discover career interests	14
Earn Vocational Certificate	12
Educational Development	16
Improve basic skills	8
Maintain Certificate/ License	8
Move from noncredit to credit	2
Obtain 2 yr vocational degree	1
Obtain AA & transfer to 4-yr	225
Obtain an AA/AS degree	61
Prepare for a new career	41
Transfer to 4 yr College/No AA	113
Undecided	3
Total by COLUMNS	560

Of the 560 students enrolled in DE course Fall 2015, 60% had plans to attend a 4 year college and 11% were already 4 year university students taking prerequisites courses. 40% had plans to obtain an AA and transfer to a 4 year university, 20% of students had plans to transfer to a 4 year university without an AA.

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III. Students Served – *briefly describe what students are served in your program.*

**Data available on the Data Dashboard.*

Gender

Female	366	65.4%
Male	188	33.6%
Not Reported	6	1%
Total	560	

Ethnicity

American Indian or Alaska Native	2	0.4%
Asian	49	9.1%
Black or African American	44	8.6%
Hispanic	128	22.9%
Multi-Racial	46	8.2%
Native Hawaiian or Other Pacific Islander	2	0.4%
None/Unknown	9	1.6%
White	280	50%
Total	560	

Age Group

Under 18	13	2.3%
18 - 19	86	15.4%
20 - 21	98	17.5%
22 - 24	91	17.3%
25 - 29	98	17.5%
30 - 34	40	7.1%
35 - 39	32	5.7%
40 - 49	55	9.8%
50 - 64	39	6.7%
65 and over	8	1.4%
Total	560	

In summary, the DE program is a diverse group of students, predominately female (65.4%) with the highest ethnic majorities being 50% white and 22.9% Hispanic. Over 50% of students are between ages 20-29.

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IV. Program History – *briefly describe the recent history of your program.*

In the Fall of 2011 COM transitioned to a new Learning Management System (LMS), Moodle. Faculty were given the opportunity to learn the new system through @one training, workshops during flex week and full-day hands on training sessions. Many faculty participated but the non- DE faculty were slow to adopt the new system.

The Distance Education Committee and DE coordinator identified the need for a full time instructional design position to support all faculty. This position proved to be extremely valuable to all faculty. With the addition of the Instructional Technologist more faculty are using Moodle. COM has a designated office where students and faculty can have their questions answered and their problems solved. Additionally, creating moodlehelp@marin.edu as a place to go for support has been very successful. It helps DEC collect data on what issues students and faculty are facing. Moodle workshops are held during flex week. Often focusing on grade book, basic and advance features of the LMS, and accessible materials and courses.

As with all technology, new and improved systems are being introduced every year. With this in mind DEC is actively investigating changing the LMS to a more user-friendly LMS, Canvas, which has been adopted by the CCCs through the Online Education Initiative (OEI) as the state-wide common course management system (CMS). While this may be disruptive to some faculty DEC believes that migrating to Canvas will improve retention, faculty use, and solve many issues related accessibility.

The Assistive and Instructional Technologists acquired a DECT captioning grant and put a processes in place to ensure video content can be captioned easily with little to no cost. Information and guidance on captioning and accessibility have been disseminated to faculty in the way of support materials and workshops

However, a large majority of faculty still do not adhere to ADA or section 508 regulations and/or seek support to ensure their materials are accessible.

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Faculty and Staff

1. Full Time Faculty Members *(Please add rows as needed)*

Name	Courses Taught
Kathleen Smyth	HED 130, 115, KIN 114
Alisa Klinger	ENGL 150
Ingrid Kelly	ENGL 151
Sandy Boyd	WE 249 WE299 EDUC 110 EDUC111
Susan Rahman	SOC 110
Shawn Purcell	PSY 114
Robert McCoy	PSY 110
Jessica Park	ANTH 101, 102
Nancy Willet	BUS 144
Erik Dunmire	CHEM 105, ENGG 111

2. Part Time Faculty Members *(Please add rows as needed)*

Name	Courses Taught
Linda Noble Brown	MUS 106
Sandi Weldon	DANC 103, 108; DRAM 103; MUS 103
John Marmysz	PHIL 110
Robert Eric Bruce	HIST 100
Sharon Vartanian	COUR 166, 168B, 266
Irina Roderick	MATH 101, 103
George Rothbart	MATH 115
James Gonzalez	MMST 101, 131ABC

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3. Non-Instructional Support Staff *(Please add rows as needed)*

Name	% FTE	Areas of Responsibility
Stacey Lince		Instructional Technologist: Moodle Help, trainings,
Elle Dimopoulos		Assistive Tech Specialist

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Facilities

What are the existing facilities issues that impact student access and success in your program? Focus on how existing facilities meet your program needs (or not).

(Note: Please use school dude work orders to solve routine maintenance issues, such as, temperature control, lighting repair, etc. as well as health and safety concerns).

The only space used by DE is the Instructional Technologist's office which has been named the Distance Education Center. Two computers have been supplied for faculty and students use while receiving training or one-on-one assistance. The office located in the Learning Resources Center which is the correct location but the office itself is very noisy given it is right next door to the bathroom. The level of noise can be challenging and disruptive when working with faculty and students. Students and faculty would be better served at another location within the Learning Resource Center. It is important that a solution be created. We are suggesting either moving or sound proofing the space.

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Student Access and Success

I. Access – Based on the enrollment numbers and demographic breakdown for your courses (available through the Data Dashboard), what significant factors or barriers are influencing student **access** to your courses or program? Factors could relate to issues at COM, outside of COM, or to the students' lives.

Common barriers to student success in DE are still largely related to time management and technology issues including lack of computer literacy skills and access to reliable technology devices. These issues are frequently further compounded by course design and accessibility issues.

II. Student Success – based on course completion rates and grades in your courses (available on the Data Dashboard), and more importantly, based on you and your colleagues experiences in class, what do faculty in your discipline feel are significant factors or barriers influencing student **success** in your courses or programs?

You could begin with: “Students who don’t succeed often struggle with _____,” and then analyze what you think are the reasons behind their difficulties which could range from socio-economic factors to issues more directly related to course work or presentation.

In Fall 2015, the DE course retention average as 84.18% compared to 80.08 in Fall 2014
The College's overall course retention average for Fall 2015 was 89.21%

In Fall 2015 DE course success average was 64.16% compared to 57.75% in Fall 2014.
The College's overall course success average for Fall 2015 was 75.79%.

While DE courses improved course success by 6.41%, the success rate still falls 11.63% below that of the College's overall average and 5.85% below a 70% standard benchmark.

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The gains in student success could be attributed to improvements made to course content, better control of fraud and academic integrity issues, and closer oversight of courses out of compliance.

Barriers to student success may continue to be issues such as the students' lack of understanding of the time commitment required to participate in online courses and an inability to strike a balance between employment, household responsibilities, and schoolwork.

Additional barriers to student success may also include poor course design and lack of clear direction to students on instructor expectations and course requirements.

The low success rates may also be attributed to students who are allowed to persist in the course after the census date, even if they failed to meet the first weeks' requirements of submitting coursework and participation.

Improving Student Success and Retention – please check off which of the following student support services your students have used:

- Bookstore
- Computer Labs for Student Use
- Counseling
- Student Accessibility Services
- Financial Aid
- Job Placement Center
- Library
- Transfer Center
- Tutoring
- Other

Comments:

Students have contacted Moodle Help or received guidance in the Distance Education Center and Moodle open labs

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

DE program at this point is not designed to provide students a pathway to complete their degree(s) or certificate(s). This is not applicable for our students at this time.

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Curriculum

1. What is the focus of your program? Check all that apply.

- Basic Skills
- ESL
- Career Technical Education
- COM Degree/Transfer
- Lifelong Learning

2. Have there been any changes in the field that might impact your course offerings or degrees? Please explain.

With the initiation of the California Community College Online Education Initiative (OEI) students will have an opportunity to choose from many of the state's community colleges to enroll in online course to earn degrees etc. This could potentially put our DE courses in direct competition for students. The OEI has a strict vetting process for all DE courses. It would be prudent for COM to adopt a similar process. Using the OEI rubric for course design will help COM to improve the quality of their DE courses, focusing on ACCJC standards, accessibility, and student engagement.

3. Are you planning on changing, updating, or revising degree or certificate requirements? Please explain.

Not applicable

4. If available, have you created a "degree for transfer" in your discipline according to SB 1440? If so, please list.

Not applicable

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5. Have you prioritized your courses according to department goals? **(Please attach blueprint)**

Not applicable

6. Have all courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

We depend on the individual departments to keep track of when courses need to be updated. However, courses have been reviewed by the Distance Education Coordinator, Instructional Technologist, and Assistive Technologist to identify those that are not in compliance with accessibility and authentication standards. Three courses were brought into authentication compliance in 2015: MATH 103, MATH 115, and MUS 106. The courses also primarily relied upon publisher platforms as a means for student learning. The courses were redesigned to provide a stronger instructor presence, use original content, and allow for more student-to-student and student-to- instructor interaction.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain. **NOTE:** If you will need additional units in order to offer these courses, please fill out the additional units section of this Program Review.

The decision to implement new DE courses is up to the individual departments. DEC has agreed that the addition of new courses should focus on those that follow the IGETC pattern to allow the availability of courses for transfer students across the CCC system. Two new courses will be running in Fall 2016: Geology 120 and Geography 102. The courses were approved by the Curriculum Committee and the Distance Education Committee.

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.

We have considered approaching other departments about the development of new DE courses that follow the IGETC pattern.

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9. 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.

We have considered approaching other departments about the development of new DE courses that follow the IGETC pattern. Two new courses are currently in development and plan to run Fall 2016: Geology 120 and Geography 102. The need for courses that satisfy the IGETC Lab Science and Oral Communication requirements by some state colleges was also identified.

10. Please list materials fees currently in place. 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.

The addition of materials for DE courses is up to individual departments. Currently, there are no plans to purchase additional technologies that support instructor coursework or publisher materials in Moodle. However, many faculty have requested that the COM purchase site license for Voice Thread. We will be looking into this for future integration with Canvas.

DEC is actively investigating changing the LMS to a more user-friendly LMS, Canvas which has been adopted by the CCCs through the Online Education Initiative (OEI) as the state-wide common course management system (CMS). There is no cost for adoption and use Canvas through 2019. Additional costs may be incurred for faculty training including stipends paid to COM faculty selected to serve as trainers.

11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?

Not applicable.

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Student Learning Outcomes

I. General Education / College Wide Outcomes

1. Did you use the shared assessment rubrics and if so which one(s)?

- Critical Thinking and Problem Solving Combined
 - Scientific Reasoning--Physical Sciences and Math
 - Scientific Reasoning--Life/Earth/Social Sciences
 - Revised Written Communication
 - Visual Communication (Fine Arts - 2014)
 - Information Literacy
 - Modern Language Oral Presentation
 - Modern Language Written Composition
 - Modern Language Critical Thinking
 - Speech/Communication Performance Assessment Student Feedback Sheet (2013)
- Not applicable

2. If you used your own assessments or rubrics, please describe.

DE is in a unique position as it covers many disciplines each with a unique set of SLO's.

3. Which courses were assessed?

4. What did you learn from the analysis of your results?

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5. What do you plan to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? Or what have you already changed?

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6. Will these changes require new resources or a reallocation of resources?

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7. How have previously made changes affected student learning? Use qualitative and /or quantitative data to support your response.

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II. Course Level Student Learning Outcomes:

1. What Student Learning Outcomes have you assessed from your course outlines over the last year? Describe the assessment(s) and summarize the results.

NA

2. What specific strategies have you implemented or do you plan to implement in the future based on the results of your SLO assessment?

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Overall Program Assessment

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 issues of diversity, any specific student learning outcomes.

The DE faculty at COM come from many different departments with their own strengths and weaknesses. The same weaknesses and strengths are evident in DE. At the end of the Spring 2015 semester DE students were surveyed and 74% were satisfied or very satisfied with the COM DE program. 55% of those surveyed enrolled in the course because the course met their requirements for transfer and the same number took the course because it was more convenient with their work schedule. 78% agree or strongly agree that they would recommend taking online classes at COM. 72% they would take another online course at COM. 56% believe online courses are as effective as face-to-face courses.

More detailed results can be seen in the attachment.

II. Program Improvement

Beyond specific SLOs, what (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years? **Data available on the Data Dashboard.*

The DE program has worked to resolve issues with student authentication and eliminate the use of canned content. We are actively working with faculty to redesign their courses through one-on-one trainings and professional development workshops. In conjunction with Student Accessibility Services, Faculty are also provided guidance on accessibility best practices.

A new instructional technologist was hired and created a more central location where faculty and students could have face-to-face access for support

Faculty have been encouraged to manage their roster more closely to drop inactive or no show students before census. Additionally to include the drop policy in the syllabus and that it is clearly visible in the course.

We continually face the challenge of faculty needing to update and improve their courses and their online teaching skills yet the often this is difficult to accomplish because of the time commitment and lack compensation.

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III. Assessment of previous Program Reviews:

1. What resources have you been granted from your previous program reviews?

No resources have been granted from previous program reviews.

2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program? **Overall data available on the Data Dashboard.*

NA

3. What changes have you implemented based on previous program reviews?

Resources directly related to DE program have been granted through accreditation. The College funded a full-time instructional technologist/DE position, whose job includes fully supporting the DE program as well as Moodle.

4. What results have you found? **Overall data available on the Data Dashboard.*

Faculty use of Moodle has increased for non-DE instructors.

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Plans for Improvement

1. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. *(Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.)*

We are in the planning stages of creating a Distance Education Plan for 2016-2019. This will be our guide for improvement over the next 3 years.

Additionally, our plans for improvement will be guided by the Strategic Plan, specifically EMP Recommendation Student Access 3: Support distance education and effective use of instructional Technology.

We have two objectives:

1. To evaluate the scope and scale of the Distance Education program to support enrollment and student success goals.
2. Faculty members are trained in best practices for instructional technology use.

Our strategies for improvement will be to have all Distance Education courses meet a minimum score of 3 (Accomplished) based on the statewide Course Design Rubric for the Online Education Initiative (OEI). We will continue to provide faculty ongoing training on best practices in online learning, current trends in technology for online and onsite instruction, and increasing student engagement.

In the Spring of 2016 we will be meeting with the Academic Senate to discuss the timeline of the migration from Moodle to Canvas. The goal will be to prepare faculty and students to use Canvas with an online orientation, hands-on workshops, updating and improving the DE website FAQs and more importantly take advantage of the many services offered through the OEI.

2. Detail any resources you will need to achieve this improvement and explain what SLOs or student access issues you hope to address.

Additional funds may be needed to provide stipends to faculty interested in participating in the Canvas pilot (if adopted) and to serve as "trainers" to other faculty.

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Long Term Budget/Unit requests

I. Additional Teaching Units (add rows if necessary)

Class	Campus	Fall Units	Spring Units	Summer Units	Total Units

For each request above, please explain how these additional units will address scheduling needs, student access or success, and/or new graduation requirements. **Please show how these units work on your attached discipline blueprint.**

DE Budget Summary

Item	Amount
Remote Learner (Moodle Support) - Annual fee	\$16,721
Distance Education Coordinator	\$3,400/unit x 3 units per semester = \$20,400
Instructional Technologist	\$96,824 (salary and benefits)
Travel	\$1,500
Professional Development*	*Need to budget for Canvas “train the trainer” 2016-2107

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Software licensing fees and supplies	\$1,500
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Department Chairs and Division Managers:

Please work together to evaluate your various department or discipline non-personnel accounts and create a current + three year forecast for each account (restricted and unrestricted as applicable). This should cover any relevant operating account including instructional supplies (43000), other supplies (45000), etc.

Managers can pull this information for your department out of the “budget builder” tool in the intranet and copy it into an excel spreadsheet. **Please attach or turn in this completed spreadsheet with this program review. For any increases (or decreases) please justify below.**

Understanding account numbers:

<http://www.marin.edu/fiscal/accounting.html#chartofaccounts>
http://www.marin.edu/WORD-PPT/Accounts_05-15-13.pdf

Justification for any increases requested for these accounts.

Professional development funds are needed to train the trainers for the Canvas migration. The savings from not using Remote Learner once we migrate from Moodle to Canvas can be reinvested into plug-ins and professional development opportunities.

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Department Chair Comments

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

Online learning faces unique challenges when it comes to student success. According to the PPIC report, "Successful Online Courses in California's Community Colleges" there are four key elements necessary for a course to be successful in the online medium:

1. Course design- often the least developed aspect and usually requiring more preparation time than a face-to-face course.
2. Faculty Support and Development- faculty must receive training prior to teaching their course online and additional professional development.
3. Student Orientation and Expectations- many students struggle with the time-management requirements of online learning. Most of the online readiness tools were found to be ineffective so it is up to the instructor to be engage the student and guide them through the online learning experience.
4. Regular and Effective Interaction- because online learning can feel very isolating it is imperative that instructors have regular and effective contact with their students and that they create an opportunity for students to interact with one another.

The 2016-2019 DE Plan will focus on these four areas to improve our success rates. We will be using the OEI rubric as a way to assess our success. On May 6 COM is hosting a workshop "Applying the OEI Course Design Rubric."

2. Please comment on the Plans for Improvement section.

The DE plan for improvement begins with:

- using the OEI course rubric to help guide faculty in their course design and best practices
- working with the Curriculum Committee to ensure that proposed DE courses are vetted and that managers assign only trained faculty to teach the course
- ongoing faculty support and professional development
- mentorship for new and experienced DE faculty
- creating a DE handbook to guide faculty through best practices for online learning
- DE faculty meetings during flex week
- financial support for train the trainer for the migration to Canvas
- OEI hosted workshops on "Applying the OEI Course Design Rubric"

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3. For Instructional/ Student Services PR: What are your priorities if asked to make reductions? (Please be specific and address staffing, units/classes, supplies, service contracts, etc.) What reductions have already been implemented in recent years?

4. Other comments

Area Directors and Deans Comments

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

Efforts are focused on bringing all DE courses to a level 3 (Accomplished) on the OEI rubric, which is the institutional goal outlined in our current strategic plan. Individual meetings are being held in the spring semester to work with faculty on areas that should be elevated to improve student access and success. A couple of courses were put on hiatus until faculty could be formally trained and the courses reworked. On May 6, 2016, the College is hosting the OEI regional workshop on “Applying the OEI Course Design Rubric.” Twenty participants from the College will attend. There is a concerted effort underway to improve student success rates in our DE courses and emphasize the quality of the program.

2. Please comment on the Plans for Improvement section.

With our accreditation visit less than a year away, we have to focus our energies on bringing every DE offering into compliance in terms of accessibility standards and course quality (OEI level 3 on the rubric). We are bringing training opportunities to the campus for the convenience of our faculty, including the Flex session with Michelle Pilati held in January, 2016, and the OEI regional workshop to be held in May, 2016. The instructional technologist is providing information training for faculty that either have not participated in formal training or need a refresher. Together, the DE coordinator and instructional technologist have dedicated a great deal of time to working with faculty to improve faculty-student and student-student interaction in our online courses.

The migration to Canvas will help with accessibility issues and facilitate better “regular and effective contact” between faculty and students. The platform is less about the technology and

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more about online pedagogy. A Canvas sandbox is being made available to COM faculty so that a substantive evaluation of the LMS can be conducted.

3. For Instructional/ Student Services PR: What are your priorities if asked to make reductions? (Please be specific and address staffing, units/classes, supplies, service contracts, etc.) What reductions have already been implemented in recent years?

By going to Canvas, we will be saving around \$16,000 each year at least through 2019.

4. Other comments