



DISTANCE EDUCATION & Blackboard Support NON-INSTRUCTIONAL

(Instructional Support, Student Services, Institutional Support)

ANNUAL PROGRAM REVIEW and PLAN

2015

1. Program Description/Mission:

Distance education refers to instruction that is delivered to students online. To facilitate access to this option, all students are given a Citrus College email account when they register. Technical support is provided by the Distance Education office weekdays from 8:00 am to 5:00 pm, via online, telephone, and in person. Support to facilitate students' success with this instructional delivery system is provided by the Distance Education Supervisor, the faculty Distance Education Coordinator, an Information Tech Support Specialist, the Learning Center staff, and the Library/Learning Resource Center staff. If a distance education course requires on-campus testing, these tests are administered and proctored by the Citrus College Testing Center, and/or instructor.

Approximately 130 courses in 41 disciplines are approved for online instruction and approximately 100 sections including hybrid courses are offered each semester. Seventeen associate degrees and/or certificates may be completed totally online in the following areas: Accounting, Administration of Justice, Administrative Office Occupations, Biological and Physical Sciences, Business, Business Administration, Fine and Performing Arts, Language Arts, History, Language Arts, Liberal Arts (Arts and Humanities; Math and Science; Social and Behavioral Science; Technology and Business), Social and Behavioral Sciences, Sociology, and Writing Competency.

2. Key functions/goals of this Department/Program:

The College provides a range of support services for Distance Education students including online access to library resources, tutoring, counseling, and the bookstore. Training and support are provided to all faculty. This department also provides blackboard support for many face- to- face courses.

3. Assessment of Outcomes:

Assessment: *How did you assess the outcomes? What method did you use?*

Result: *What was the product or consequence of your assessment?*

Change: *What will you do differently as a result of what you learned from the assessment?*

The DE Committee met and approved the following revised SLOs. Assessments will be planned for the next academic year.

<u>Outcome</u> The DE program will support students, faculty, and/or staff by enabling them to:	<u>Assessment</u>	<u>Result</u>	<u>Change</u>
Utilize current Blackboard, distance education platforms, as well as other technology available to effectively enhance distance education courses as well as face-to-face courses.			
Attain online degrees and certificates in a timely fashion.	During the following academic year, the number of completely online degrees will be tracked.	No students have earned their degrees completely in an online format. (Students take a combination of face-to-face and online courses)	No change is needed at this time.
Utilize online student support services including but not limited to counseling, admissions and records, financial aid and tutoring.	During the following academic year, the number of DE students who utilized the online orientation will be tracked.	The program is awaiting data on the usage of this feature.	

4. Recommendations/Next Steps:

	Previous Recommendation	Progress/ Persons Responsible	Status	Est. completion
1	The newly developed training system		Not pursued	First @One

	for faculty members should be implemented as soon as possible.		- @One training adopted instead.	course was completed by 23 faculty in Spring 2015.
2	All Citrus College classes should have an active shell on Blackboard.		Complete	2010
3	All Citrus College faculty members should be encouraged to attend basic Blackboard training.	Needs to be offered frequently onsite or create an online training module	Not in place – currently 1-1	We plan to eventually include all faculty – first cohort of training included 23 faculty. (@One Course: Intro to Online Teaching and Learning)
4	The ongoing administrative review of distance education class web sites should continue.	Faculty should be encouraged to have sites available for review two weeks prior to each session	Ongoing	Ongoing
5	Potentially successful math and science courses should be added to the distance education course offerings.	Additional classes have been offered	Complete	2011
6	The Distance Education department is lacking in full time staff. The need for additional staff will likely increase in the coming years. The addition of full time staff should be a college priority.	With the building of program as well as increased demand due to traditional class users, increased staff is needed.	Not done	Needs to be re-evaluated.
7	At least three offices, a reception area, a computer lab, and meeting space should be provided for Distance Education in the new “Center for Innovation.”	Currently we have a development lab, a universal conference room, a reception area and three office locations.	Complete	2009
8	Ongoing consideration should be given to the possibility of offering adequate distance education classes to allow students to earn their AA degree entirely online.	Classes that were offered were heavily impacted due to budget cuts. A new review needs to be done to ensure classes rotate often enough for degrees.	Planned	Fall 2013 – Revisited in Spring 2015
9	In cooperation with the Office of Student Services and the Dean of Admissions and Records, continue to review and monitor the DE portion of the college catalog.	Currently DE is involved in reviewing and proof reading catalog and schedule. DE needs to be more involved in the Student Services side of the college atmosphere.	Ongoing	Ongoing
10	Distance education staff and faculty members should continue to attend	Due to budget limitations no conferences were attended for the	Ongoing	Ongoing

	functions such as the annual Online Teaching Conference, Blackboard and other related technology conferences in an effort to keep current with changing technologies.	past two years. There is an average of 4 to 6 conferences a year that should be regularly attended.		
11	The distance education staff should continue to monitor various online course delivery systems and software, noting features/capabilities as well as pricing.	The availability of new LMS platforms is growing. We review the availability every third year (current Bb contract).	Ongoing	Blackboard was renewed for a 3-year contract again upon reviewing LMS's last Spring (2014). Edmodo and Desire 2 Learn were also under consideration.
12	Distance education faculty members should continue the practice of meeting together regularly for the purposes of sharing information, methodologies, practices, and ideas, and to keep current regarding upcoming events.	The DE committee meets once a month during full sessions. Electronic and hard copy records of these sessions are maintained and they are often recorded as well.	Ongoing	Ongoing
13	Monitor current legal <u>and accreditation related</u> developments and requirements in the DE field.	Administrators continue to monitor new developments and requirements. Sub-committees will be established for upcoming accreditation.	Ongoing	Ongoing
14	DE students would benefit from access to an on-call counselor service (live-chat).	Dana Hester; Lucinda Over	Under discussion	
15	In order to support increased need for review of both DE and FtF classes, a full-time classified position is needed.	Dana Hester; Arvid Spor	Not currently being considered	
16	The faculty DE coordinator needs to have 40% reassignment (an increase of 20%) in order to meet the increased need for review of both DE and FtF classes.	Dana Hester; Arvid Spor	Complete	2013/2014
17	Training modules and a DE Handbook need to be developed to support the growth in coursework utilizing blackboard.	Faculty DE Coordinator; DE Supervisor; DE Committee	In Progress – Handbook in development and we are pursuing @One training	Ongoing

	New Recommendation	Progress/ Persons Responsible	Status	Est. completion
1	Monitor success and retention data as faculty training is completed	Dana Hester/Bev Van Citters	Underway	2018/2019
2	Support faculty wishing to host a course through the Online Education Initiative	Dana Hester/Bev Van Citters	On Hold until training is completed	Ongoing
3				
4				

5. Resources requested

Distance Education

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Priority
Instructional Designer – possibly salary, re-assignment, or stipend	Will facilitate a more cohesive framework for course sites making students' experience more predictable; Will help to achieve SLOs 1, 2, and 3. And will also help to support all 5-year goals; EMP – program goals 1 & 2. SP – 1.1.2	3

Classified Personnel

Position	Discuss impact on goals / SLOs	Priority
Enhanced testing center hours – part of testing center supervision to be supported by the DE program	Will help to achieve SLOs 1, 2, and 3; EMP – program goals 1 & 2.	3

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority
Conference Travel	Enables staff and faculty to remain current in technological and pedagogical materials relevant to online teaching methods; also allows staff to remain current on changes in federal and state regulations	\$1,000-2,000	2, 3

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Priority
Dedicated room with dressed scenery to record or capture material for online courses (such as an office)	Will allow faculty to record material in a professional setting which is set up with appropriate equipment	Office in CI?	3

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Priority
Hardware/software to	Will help to achieve SLOs 1, 2, and 3	~\$1000.00	2, 3

record 3-5 minute videos (iPad or equivalent with iMovie)			
Audio/video/chat asynchronous software package – possibly to integrate with LMS (site license)	Will help to achieve SLOs 1, 2, and 3; EMP – program goals 1 & 2.	Depends on program – possible with V-brick?	2, 3
CCC Confer and Zoom compatibility for campus computers	Will help to achieve SLOs 1, 2, and 3; EMP – program goals 1 & 2.	Might already be improved with upgrades to campus WiFi	2, 3
SnagIt	Will help to achieve SLOs 1, 2, and 3; EMP – program goals 1 & 2.	Depends on level of support attained through foundation grant	2, 3
Video Development Software	Will be utilized by Information Tech Support Specialist II to train on new technologies and assess potential program impact.	\$1-2,000	2, 3

Equipment

Item	Discuss impact on goals / SLOs	Cost	Priority
Video Cameras for DE faculty computers	Will help to achieve SLOs 1, 2, and 3; EMP – program goals 1 & 2.	Depends on level of support attained through foundation grant	2, 3
Apple Air	Will be utilized by Information Tech Support Specialist II to train on new technologies and assess potential program impact.	\$2000	2, 3
iPad Mini	Will be utilized by Information Tech Support Specialist II to train on new technologies and assess potential program impact.	\$700	2, 3

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.