

2013

Portfolio Assessment/Program Review Distance Education



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Education
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Portfolio Assessment / Program Review Organization

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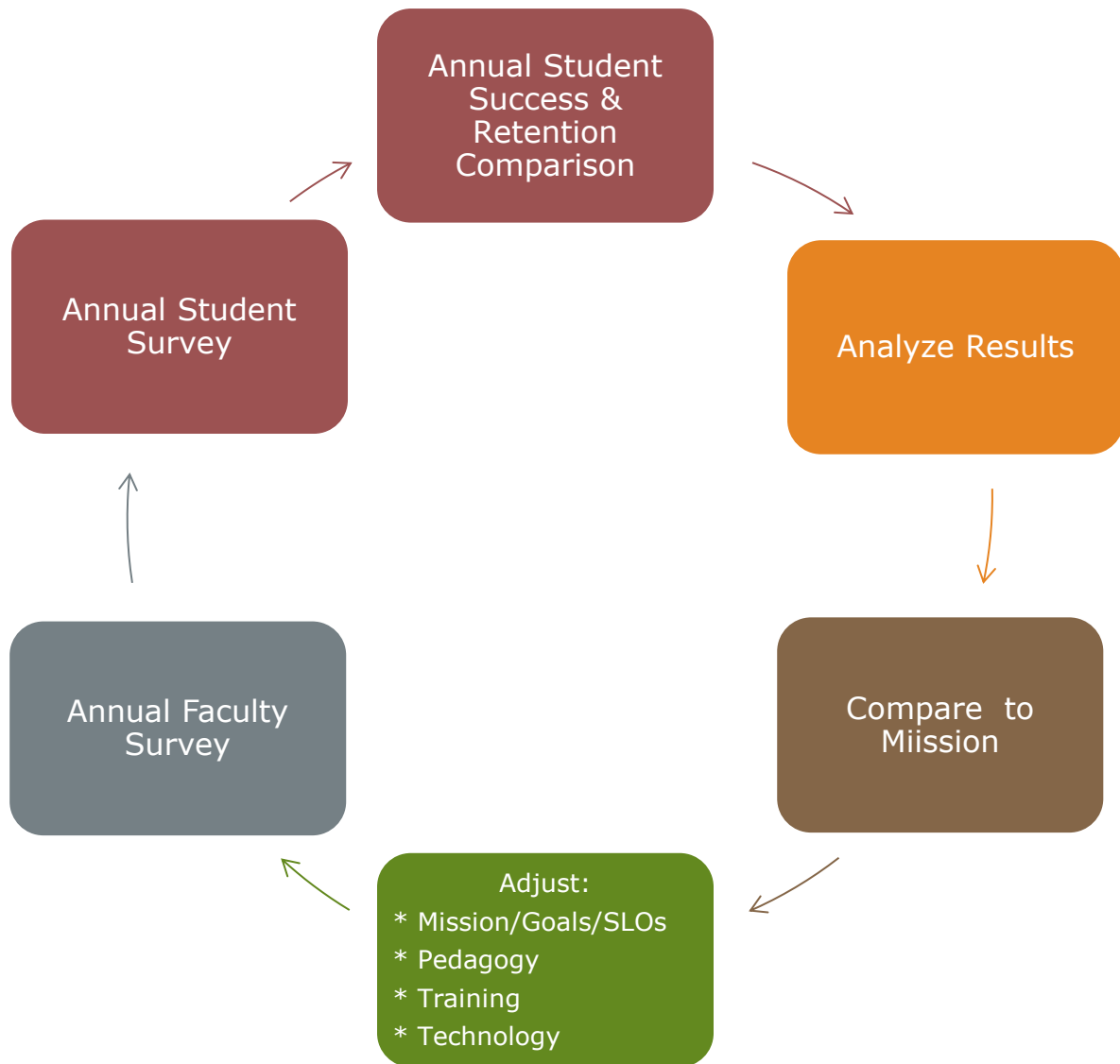
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This report analyzes the academic success and achievement of our students and faculty in distance education, and considers technological support, facility and budget issues.

Distance Education Mission:

Our mission in Distance Education at Santa Ana College is to provide our students and faculty with the highest quality distance education program. We accomplish this mission by assuring that coursework for our students provides the depth and breadth of a quality post-secondary degree education while insuring the use of leading edge technology and excellence in teaching.

Our plan is iterative: After running our annual student and faculty surveys and pulling our student success and retention report comparisons, we analyze the results, go back to our mission and restructure our goals/objectives, SLO's, pedagogy approach, training for students and faculty and technology used. This simple method of data collection and analysis, while not so simple to collect, provides us with the necessary data to determine if we are meeting the needs of our students and faculty and to adjust accordingly.



I. Goals and Objectives

1. Program goals are two-fold:

- Provide the highest quality coursework for our DE students. (i.e. comparable or better than the traditional classroom)
- Assure that our students are successful after completion of our program.

Objectives for 2013-2014

With the above objective in mind, our **objectives for 2013-2014** are as follows:

- Assure quality **online coursework** for students, comparable or better, than the traditional classroom.
- Improve **student success and retention**.
- Assure **quality access** to coursework.
- **Integrate** online instructional system with college administrative/enrollment system.
- Continue to participate in **statewide initiatives** to improve student outcomes.
- **Advance Distance Education** quality and presence at Santa Ana College.

Highlights of Progress:

Distance Education Organization

- **Organization:**
 - **Academic Reorganization:** The department of Distance Education has been moved from reporting to various division offices to the Office of Academic Affairs. This reorganization is very important as it stresses the college commitment to Distance Education and our DE faculty and students. The college-wide purview and support is evidenced by the increased willingness of support services to work with our office improving our DE student support.
 - **DE Coordinator schedule:** The DE Coordinator was changed to a 192 day position. This position change will help to support the program with continual guidance and stability.
 - **Secretarial:** Administrative support via a secretarial position is now assisting with our duties as a campus-wide support program. This was much needed.
- **Facilities:**
 - **Office:** The Distance Education program was moved to be in a facility that easily supports student walk-in questions with a station for student Bb test usage.
 - **Training Area:** A training area for faculty that is used for Bb training as well as small group workshops is available in our area. It is invaluable for walk-in faculty questions as well as training, viewing of webinars and meetings.
- **Advisement:**
 - **Distance Education Advisory Group:** A Distance Education Advisory Group was formed (Academic Senate work group). Inaugural meeting, August 20, 2012. Faculty members represent all academic divisions.

Online Degree Pathway

- Planned and Implementing an Online Degree Pathway ([A](#), [B](#) Supporting Documents)
 - Examined an **accelerated** pathway format and incorporated this into the Online Degree Pathway
 - Formulated a Plan, A, B and C accelerated online degree pathway, but plan to begin with our largest degree transfer program, **[Business Administration for Plan B](#)**.
 - Connected with [CSUF's online Business Administration program](#), for years 3-4. Our program will assure that the SAC student is prepared for success in the CSUF transfer online program.

Based on:

- **[Research data comparing Santa Ana College student success and retention in online, hybrid, telecourse and traditional classroom delivery](#)** (Supporting Documents)
- **Student and Faculty surveys** (Supporting Documents)

The following improvements are underway:

Telecourses (CE) Curtailed

- After a thorough review of telecourse delivery to online/hybrid/traditional delivery, comparing student success and retention, **telecourse delivery is no longer offered**. The last semester telecourse delivery was offered was Fall 2012. Most departments have switched to online or hybrid delivery, or are no longer offering the course through DE.
- At Santa Ana College, we no longer offer Correspondence Education (CE) courses. We understand CE to be of a limited instructor-student interaction, not regular and substantive and primarily initiated by the student.
- Distance education, rather than Correspondence Education, is stressed in our Regular Effective Contact Policy, Online Teaching Certification, Beginning of Semester Checklist, and constant discussion. We are careful and clear to relate this to faculty.

Faculty Training

Lack of prior Online Teaching Coursework and faculty surveys results, have led to the following improvements:

- Improved DE Blackboard training by **providing targeted skills trainings**
 - DE Advisory Group members offer flexweek and mid-semester training.
- Created an **in-house [Online Teaching Certification](#)** (Supporting Documents)
 - 5 modules (12 week duration)
 - [Module I: New Technologies](#)
 - [Module II: Introduction to Online Teaching & Learning](#)
 - [Module III: Effective and Engaging Interaction](#)
 - [Module IV: Assessment Methods for Online Courses](#)
 - [Module V: Capstone Project](#)
 - Summer 2013 pilot, Fall 2013 offering in-process

- All current DE faculty should be certified by Fall 2014
- **Regular Effective Contact, Last Date Of Attendance, Student Verification techniques, Accessibility policies/resource tools, and Best Practices are covered specifically and throughout the DE Instructor Certification.**
 - **Regular Effective Contact** (Supporting Documents)
 - Strategies, as well as how to use Bb Messages, Email, Discussion boards, Blogs and Wikis are taught, used and discussed for best practices and to assure regular effective contact requirement throughout all five modules. They are the focus in Module I and III.
 - **Last Date of Attendance**
 - Monitoring of student participation and attendance is discussed throughout the modules and a focal point in Module II.
 - **Student Verification**
 - Student verification techniques and tools are reviewed in Module IV. Physical proctored exams, originality strategies, student Id/password for Bb exam, or Turnitin usage is utilized.
 - The DE office has a [test center policy and proctor forms](#) for students that cannot take their proctored exam on-campus. (Supporting Documents)
 - **Accessibility**
 - Accessibility policies and resource tools (DECT grant availability, captioning tools such as Camtasia Studio and Camtasia Relay) as well as DSPPS office support are reviewed with faculty throughout the modules, but concentrated in Module I and II.
 - Camtasia Relay and Studio, as well as webcam/integrated microphones can be checked out in the DE office by faculty for course usage. These tools are used throughout the modules, both as a teaching mechanism and for faculty usage assessment.

Student Training

- Created and piloting a **Student Online Orientation Module** (Supporting Document) to establish student expectations of an online course environment, time-commitment and technical abilities. Students are also taught learning style adaptation to online learning, time-management skills, and specific Blackboard skills for online course preparation. Planned availability for all students Spring 2014.

Policy Updates

- Proposed and **updated the catalog to reflect updated participation requirement** for DE students

- **New Verbiage for Catalog 2014-2015 includes:**

It is the student's responsibility to withdraw officially from a course.

However, because of enrollment demand a student may be dropped by the instructor when not appearing at the first class meeting or not participating in the first course activity designated to account for active enrollment.

A student may be dropped for non-participation if they have missed in excess of 10% of the course activities (i.e. class meetings, discussions, assessments, etc.)

- Updated the **Santa Ana College Regular Effective Contact Policy** to include Instructor initiated interaction and current approaches to online learning as well as the **Online Certification** requirement.

2. Areas of progress toward our goals:

<p><i>DISTANCE EDUCATION GOALS</i></p>	<p><i>PROGRESS</i></p>	<p><i>ALIGNMENT WITH COLLEGE MISSION AND STRATEGIC PLAN</i></p>
<p>Improve student success and access to focused online coursework</p>	<ul style="list-style-type: none"> • Expanded the DE website to include Frequently Asked Questions for students, for both DE program/course questions as well as Bb questions. • Piloted new SAC Student Online Orientation. Will be available for all students by end of fall 2013. <p>Online Degree Pathway</p> <ul style="list-style-type: none"> • Working with various departments and faculty to determine appropriate courses for the AAT in Business Administration transfer for online degree pathway • Met with Paula Canzona, Counselor/Transfer Center advisement. • Working with DE Advisory Group on course sequence and offerings. • Working with CSUF Online Degree Business Administration program regarding transfer from our online degree pathway program 	<p>Santa Ana College strives for Innovation: Access/Outreach - to enhance opportunities for student access to non-traditional delivery modes.</p>
<p>Assure quality access to Coursework</p>	<ul style="list-style-type: none"> • Blackboard migration from service Pack 5 to 11. Production was Summer 2013 • Bb training and support for faculty is in the form of Bb flexweek training and mid-semester training offered by SAC faculty. • Expanded the DE website to include Frequently Asked Questions for students and FAQs for faculty, for both DE program/course questions as well as Bb questions. • Communication of migration news, schedule and training is in the form of emails, newsletters and website information. • Working with ITS to assure that all classroom and instructor stations have necessary versions of browsers and applications necessary for the current Bb version. 	<p>Innovation ideal in the College Environment and the Classroom with efforts to increase development of innovative teaching techniques must be maintained with current technologies and approaches.</p>

<i>DISTANCE EDUCATION GOALS</i>	<i>PROGRESS</i>	<i>ALIGNMENT WITH COLLEGE MISSION AND STRATEGIC PLAN</i>
Integrate online instructional capability with college administration/enrollment system	<ul style="list-style-type: none"> • Reviewing processes necessary to integrate student enrollment procedures through Datatel and Blackboard, for a cost effective and efficient means of ensuring accurate student enrollment data. • Implemented a change in Datatel to include a search of classes for Online and Hybrid courses. • Requesting ITS insure network 24/7 support for Bb LDAP access. (We have a Bb contract agreement of 99.8% up-time, however, if the district LDAP server is down, Bb cannot be accessed.) 	Santa Ana College strives for Innovation: Access/Outreach to enhance opportunities for student access to non-traditional delivery modes.
Assure quality online coursework for students	<ul style="list-style-type: none"> • DE Advisory Group was formed 8/2012 with a mission to provide students with a quality online education. • The DE Advisory Group revised the 2007 Regular Effective Contact Policy to include updated means of student contact and includes a requirement of an Online Teaching Certification to assure all faculty are trained to provide a quality DE course. • The Regular Effective Contact Policy was approved by the Academic Senate 5/14/2013. • Online Teaching Certification was developed in-house, piloted summer 2013 and will run every semester. Existing DE faculty should be able to complete their certification by end of fall 2014. • Developing a Self-Evaluation Checklist for faculty online course evaluation. • Working on the possibility of a peer-review process for faculty. • Working on a plan for mentorship of new online faculty. • Plan for additional teaching/learning activities for faculty. 	Student Achievement: Excellence in Teaching and Learning is a Santa Ana College major theme with a goal to Promote and Sustain Excellence in Teaching and Learning.

<i>DISTANCE EDUCATION GOALS</i>	<i>PROGRESS</i>	<i>ALIGNMENT WITH COLLEGE MISSION AND STRATEGIC PLAN</i>
Continue to participate in statewide initiatives to improve student outcomes.	<ul style="list-style-type: none"> • Participating in the CCC Distance Education Coordinators group to assure Santa Ana College complies with all regulation changes. • Attended the Online Teaching Conference (June 2013) 	Staying abreast of state and federal changes is a necessity to continue Innovative Student Achievement.
Advance Distance Education quality and presence at Santa Ana College	<ul style="list-style-type: none"> • Participating in SACTAC and TAG for Distance Education inclusion. • Working with DSPS to assure ADA compliance for online delivery and notifying faculty of their responsibilities to provide accessible materials. • Assuring ADA compliance with ADA requirements taught throughout the Online Teaching Certification • Website redesign includes Frequently Asked Questions areas for students and faculty. • Piloted new SAC Student Online Orientation. Will be available for all students by end of fall 2013. • Working with Deans and DE faculty through workshops and required Online Certification modules. 	Santa Ana College strives for Innovation: Access/Outreach to enhance opportunities for student access to non-traditional delivery modes.

3. Program Research

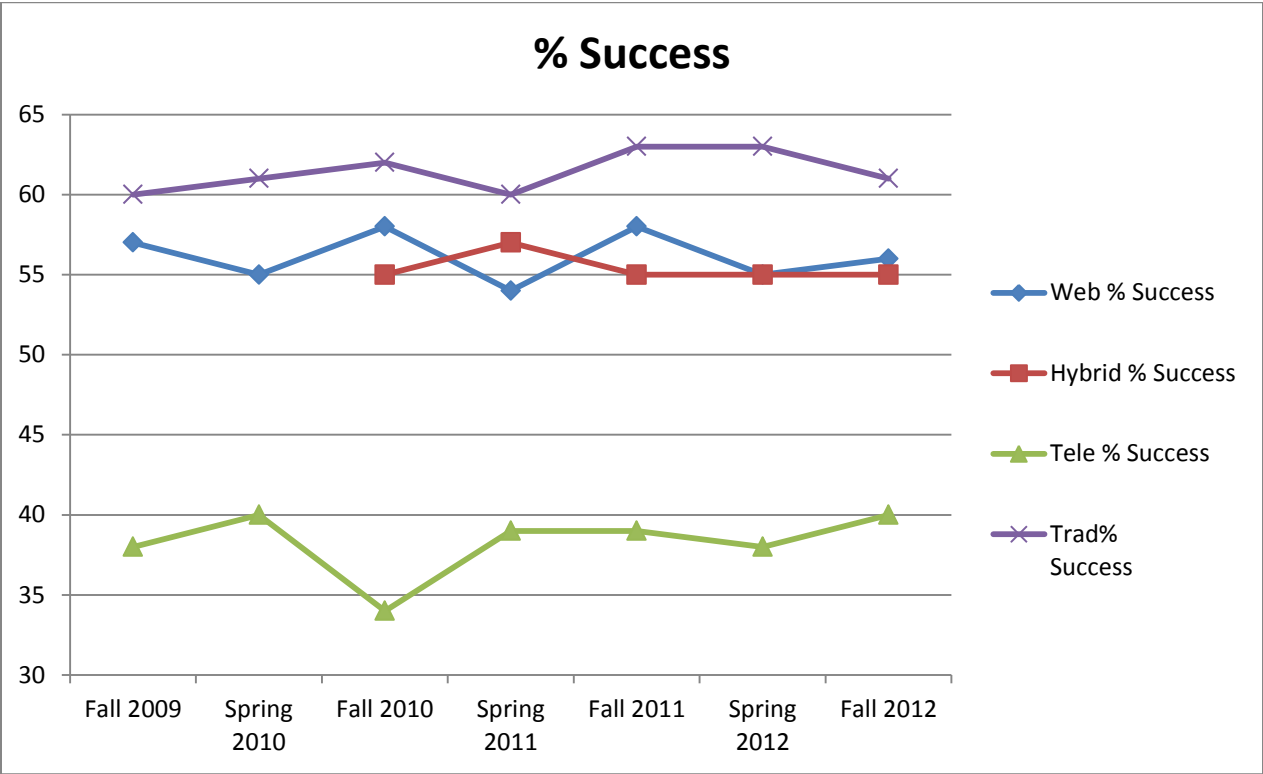
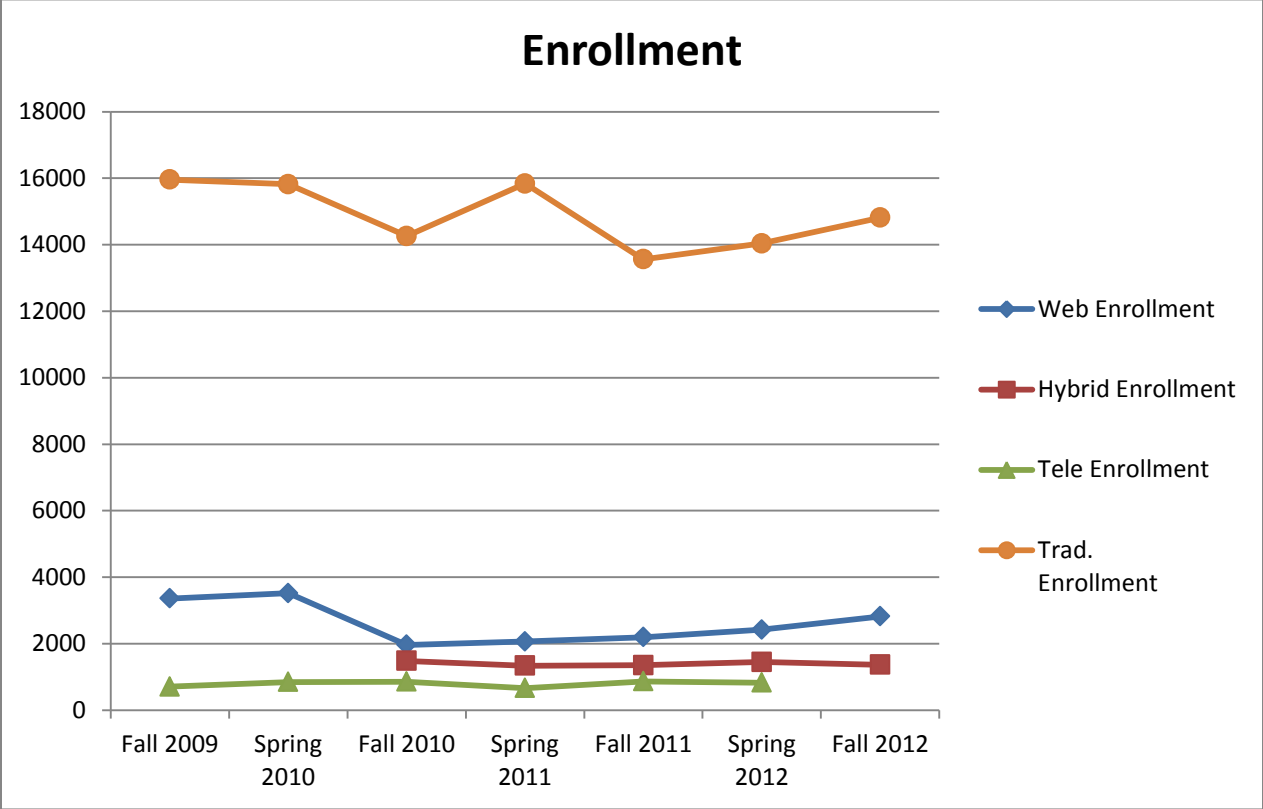
Bodies of research in Distance Education:

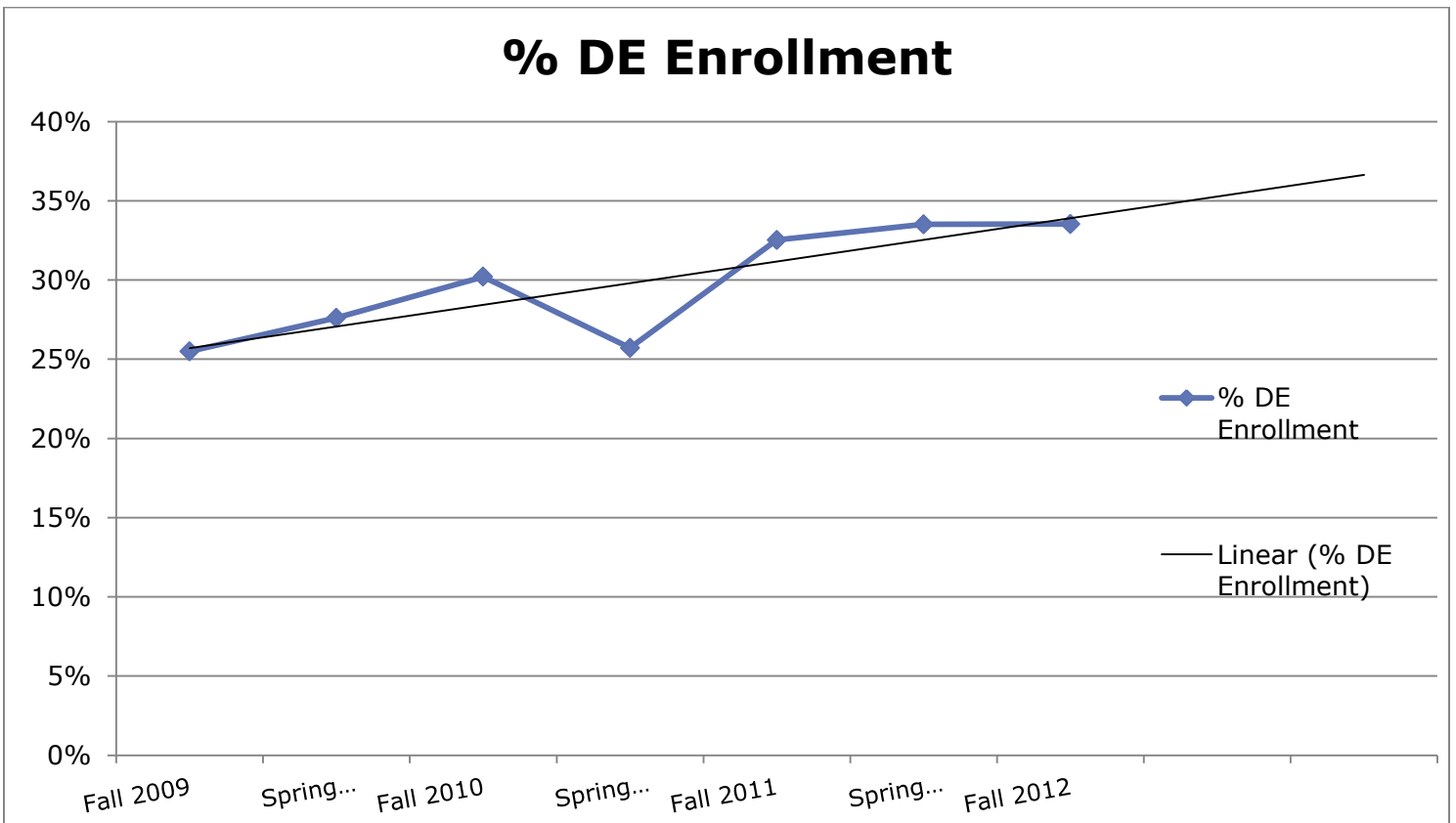
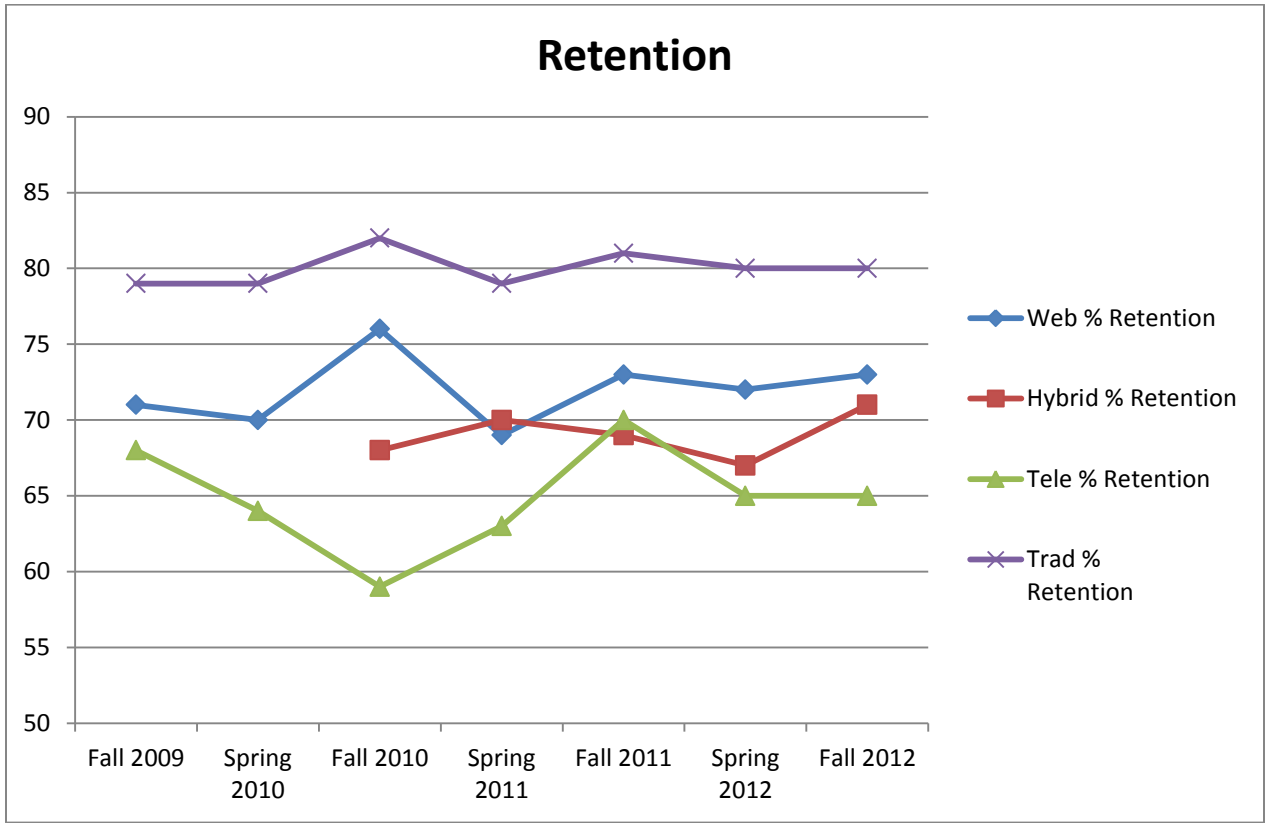
- [SAC Distance Education Report \(Research Department enrollment/success/retention comparisons \)](#)
- [Student Survey data](#)
- [Faculty Survey data, 2012, 2013](#)
(Reports/data available in Supporting Documents)

Overall results from the **RSCCD Research** department for Distance Education at Santa Ana College is as follows:

Semester	Web Delivery			Hybrid Delivery		
	Web Enrollment	Web % Success	Web % Retention	Hybrid Enrollment	Hybrid % Success	Hybrid % Retention
Fall 2009	3358	57	71			
Spring 2010	3519	55	70			
Fall 2010	1964	58	76	1484	55	68
Spring 2011	2067	54	69	1340	57	70
Fall 2011	2196	58	73	1351	55	69
Spring 2012	2423	55	72	1450	55	67
Fall 2012	2820	56	73	1366	55	71
AVERAGE	2621.0	56.1	72	1398.2	55.4	69

Semester	Telecourse Delivery			Traditional Delivery		
	Tele Enrollment	Tele % Success	Tele % Retention	Traditional Enrollment	Traditional % Success	Traditional % Retention
Fall 2009	710	38	68	15958	60	79
Spring 2010	848	40	64	15821	61	79
Fall 2010	859	34	59	14258	62	82
Spring 2011	665	39	63	15838	60	79
Fall 2011	865	39	70	13564	63	81
Spring 2012	830	38	65	14036	63	80
Fall 2012	781	40	65	14812	61	80
AVERAGE	794.0	38.3	64.9		61.4	80





From this **annual comparison report** for Distance Education, we can see a few challenges:

- Overall **Student Success** is 56.1% (Web), 55.4% (Hybrid), 38.3% (Tele) as compared to 61.4% for Traditional delivery.
 - On average many colleges in DE are within 10% of their traditional delivery, however, we strive to be equivalent or better in our online program.
 - **Action #1: We are no longer offering telecourses as they do not provide our students with satisfactory student success.**
 - **Action #2: We are improving our student expectations and preparation for online learning ([Student Online Orientation](#))**
 - **Action #3: We are improving our faculty training with active, engaging techniques learned in the [Online Teaching Certification](#).**

- Overall **Student Retention** is 72% (Web), 69% (Hybrid), 64.9% (Tele) as compared to 80% for Traditional delivery.
 - We need to improve our overall DE retention.
 - **Action #1: It is stressed that online faculty develop strict and clear no-show policies. ([Beginning of Semester Checklist](#) and [Online Teaching Certification](#) – Supporting Documents)**
 - **Action #2: We are improving our faculty training with active, engaging techniques learned in the [Online Teaching Certification](#).**
 - **Action #3: We are improving our student online course expectations ([Student Online Orientation](#))**

- **DE Enrollment is growing.** In addition to our annual retention/success report, online courses always have a large latent demand, as seen by early and large waitlists (52% of DE courses) ([Enrollment, Fall 2013](#) – Supporting Document)
 - **Staff:** We are understaffed in DE to support faculty and student requirements for DE. With the growth of DE and Bb usage of faculty/students in traditional classrooms, it is imperative that we plan for departmental support. Time for oversight, coordination and planning for distance education is unavailable as we are only able to address necessary day-to-day servicing of our faculty and students.
 - **Tools:** It is difficult for us to know exactly which tools online courses are using. To what extent are they utilizing interactive tools? Which faculty are providing/not providing this for their students? Faculty do not have an easy tool to see which students are at risk. An integrated analytic tool is a necessary tool to assist our department and for faculty to better help their students.
 - **Actions taken: We are requesting through SACTAC and TLC (via PA/PR) for additional support:**
 - **Instructional designer position**
 - **Instructional media position**
 - **Training assistance for student Bb workshops and questions**
 - **Supervisory DE position**
 - **Blackboard Analytic tools**

2012 - 2013 Surveys

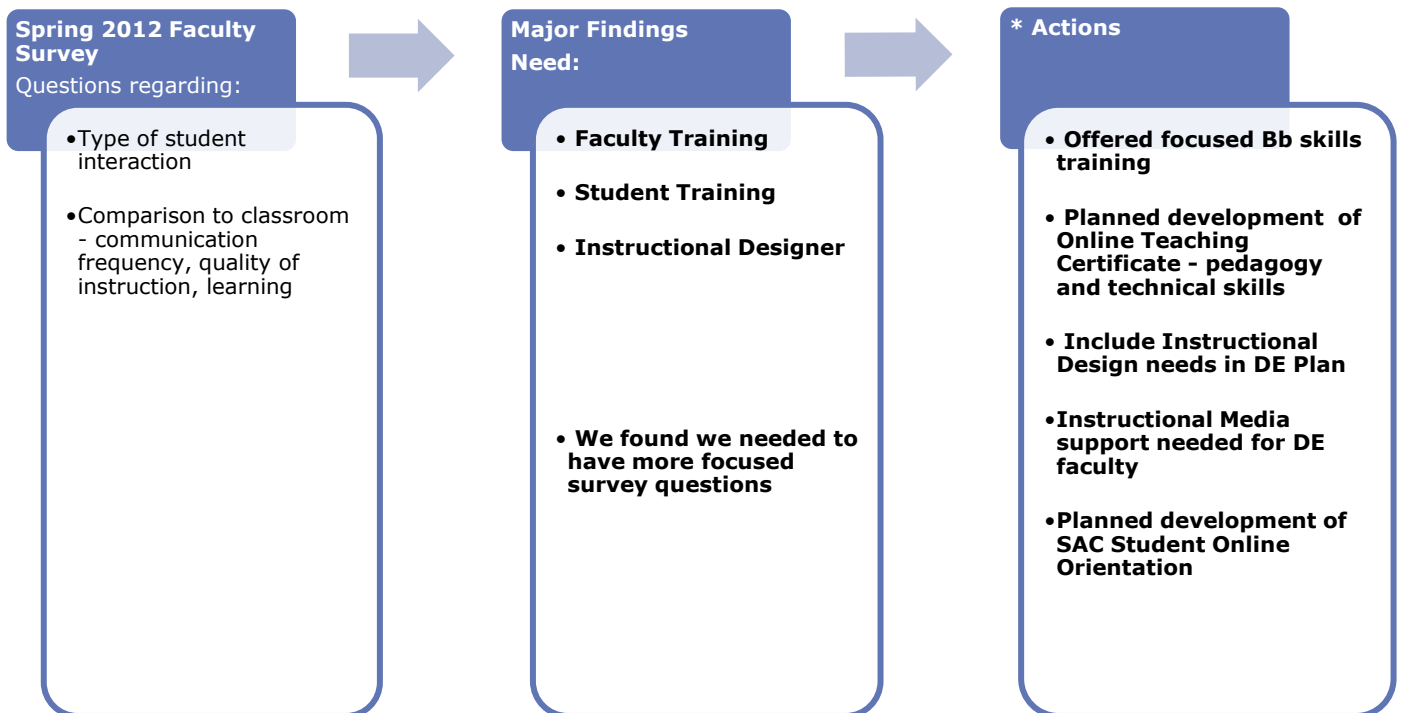
Purpose: To gain an understanding of our students and faculty based on data and to obtain their teaching and learning requirements

- Ran [Faculty Survey in Spring 2012](#)
- Ran [Faculty Survey in Spring 2013](#)
- Ran [Student Survey in Spring 2013](#)

DE Faculty Survey Spring 2012

Results told us that DE Faculty feels:

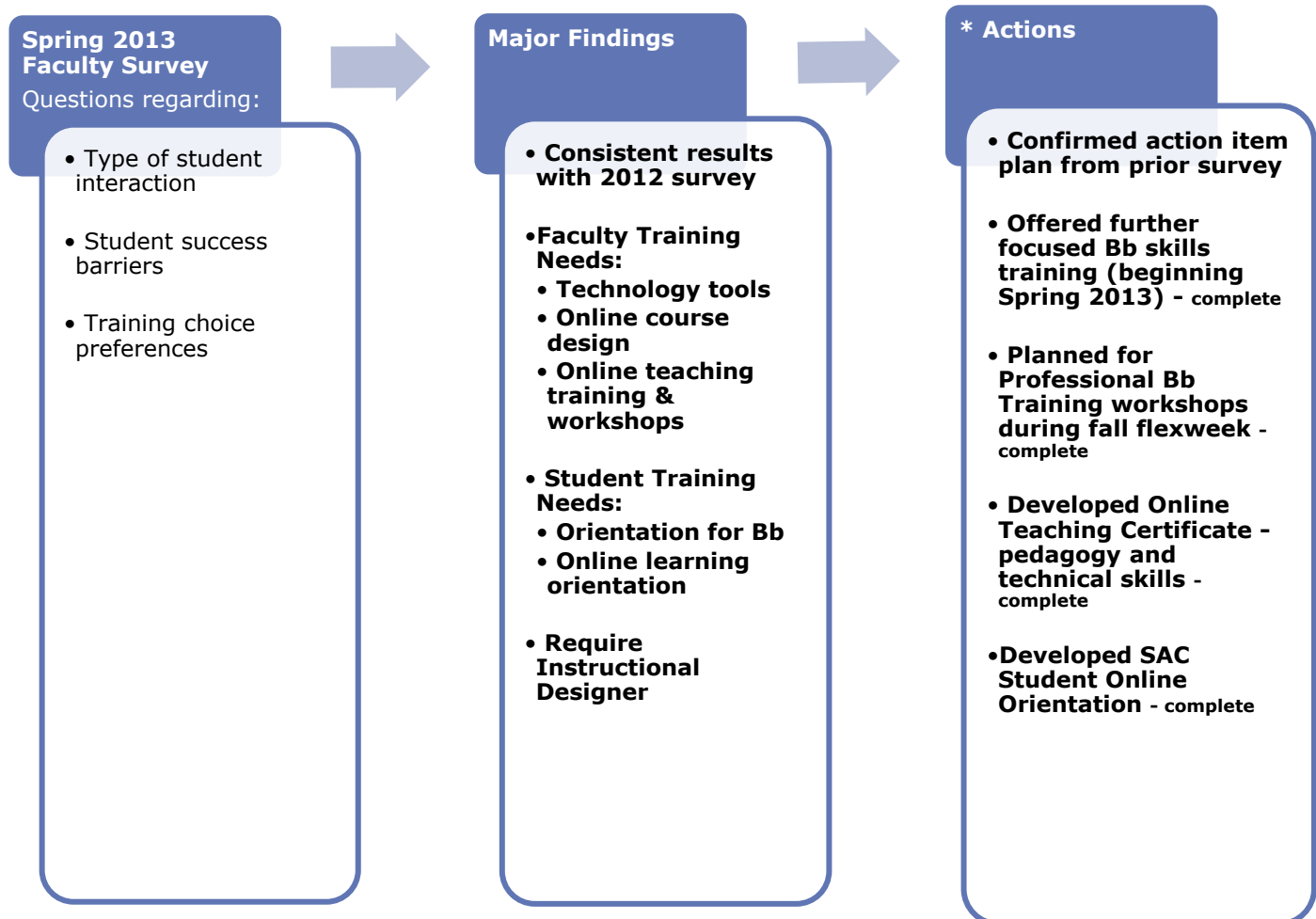
- They have a greater workload teaching DE courses
- They have insufficient time to develop courses
- Students do not have sufficient language skills for their DE courses
- Students lack self-motivation for their DE courses
- Students lack time-management skills for their DE courses
- Sample comments:
 - *We need an Instructional Designer that understands learning theory to help create curriculum /courses / lesson plans and someone who really knows how to produce quality digital media for presentations online and in the classroom*
 - *I believe that more funding is needed for Distance Education that then would be helpful for training of faculty and software that is needed to improve the teaching for retention and success of the students.*
 - Training & support is essential for both students & faculty:
 - Students - How to training
 - Faculty - How to as well as course development



DE Faculty Survey Spring 2013

Results told us:

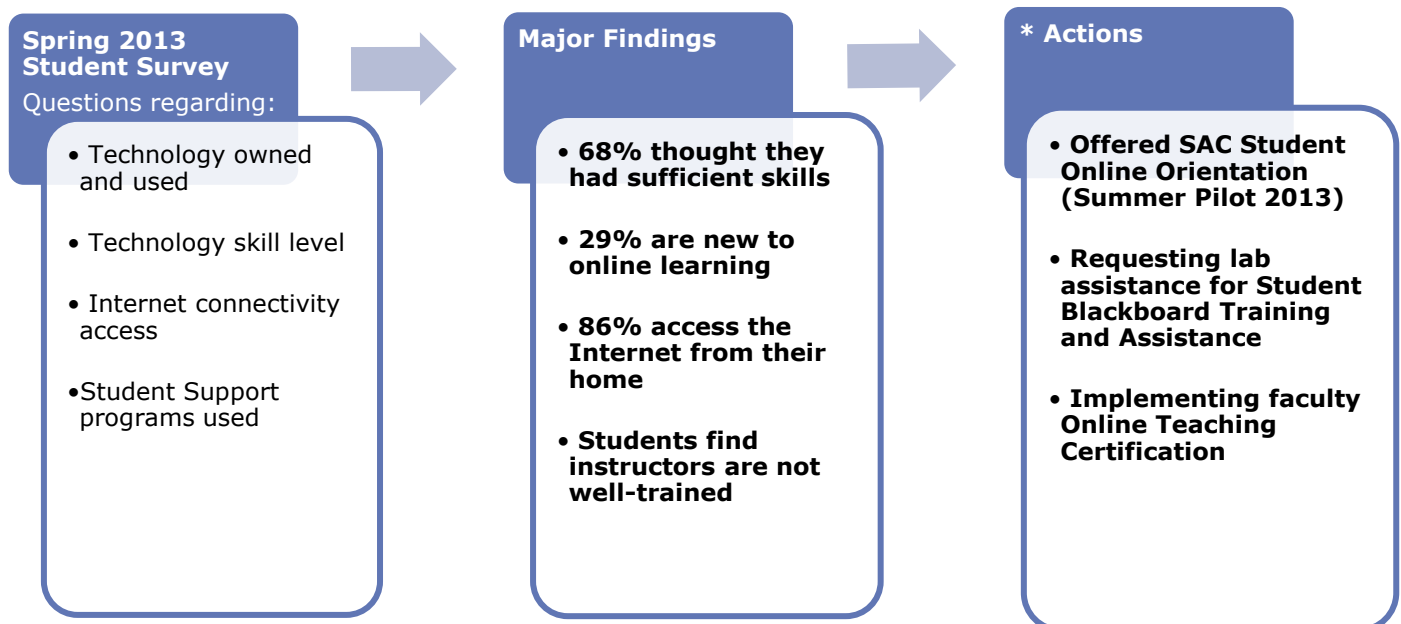
- The greatest factors affecting faculty ability to offer a DE course with high student success and retention are: **Insufficient time to develop courses, Inadequate faculty compensation for development, Greater workload, Insufficient training, Insufficient support**
- Factors faculty feel are a barrier to student success in DE are: **Lack of student time-management, Lack of student self-motivation, Incorrect expectations of online courses, Insufficient language skills**
- Improvements to the following areas would assist to improving student success and retention: **Student Orientation for Bb and Online Learning, Training of technology tools for course development, Instructional design advice/assistance, Best practices guidebook, Advanced training, Online teaching workshops offered online**
- Training that faculty are likely to participate in: **Technology Tools, Online course Design one-on-one with an instructional designer/technologist, Online teaching training, Online course design (group training), Bb Advanced topics**



DE Student Survey Spring 2013

Results told us:

- Students are finding a discrepancy in the faculty Blackboard skill level, responsiveness, and methods of online teaching.
- Need to assist students with on-site Blackboard orientations and structured assistance in the lab.
- 86% access the Internet for their course at home.
- Multiple Student Comments of:
 - What additional student support services would you like to see available online?
 - Chat for online counseling
 - Tutorial learning online – addressed with Learning Center
 - Testing Center (Proctored Testing)
 - Transfer Center
 - Help Desk
 - Drawbacks of taking an online class?
 - Some instructors do not know how to use Blackboard
 - Technical issues with Blackboard
 - Instructor not responsive enough
- Sample comments:
 - *"This was my first time taking online classes. At first I felt lost because I wasn't sure I understood the expectations. Also, I was new to the discussion board and it was a bit challenging at first because I did not know what to do..."*
 - *"I have found that instructors and classes provided online from SAC are better than those at SCC... I think the organization is better from SAC online classes."*
 - *"I have taken many online classes but this class was by far the worst class I have ever taken. The professor was not timely in the limited communication she had with her students. I felt like there was no instruction and students were left to learn all the concepts on their own. I hope this is not how all the classes are at Santa Ana."*



4. Restructuring Goals

The focus and examination on how we meet our goals, given our new training and systems has evolved to a clear program goals and objectives ([DE Plan 2013](#))

- ***Provide engaging and dynamic online instruction for all students.***
- ***Provide students with effective online learning tools to assist them in the completion of their coursework.***
- ***Integration of effective online learning technology strategies with traditional learning modalities.***

Highlights of Restructure Focus:

Student Preparation for Online Learning

- Offer face-to-face Bb training workshops
- Offer Online Learning Introduction workshop
- Work to require SAC Student Online Orientation

Online Degree Pathway

- Nearing full training of online degree pathway faculty
- Need to work with local companies/schools on harvesting pilot students for fall 2014

Faculty DE Education and Verification

- Plan for continual updates of technology and DE policy changes
- Develop a mentor program for new online faculty
- Work with classroom faculty on best practices for classroom flipping and appropriate Bb tool usage
- Plan for verification of policy adherence – student participation, student verification, last date of attendance, accessibility.
- Plan for methods to continue online course excellence after Online Teaching Certification is complete.

5. Proposed Goals

In addition to our new goal restructure, the following factors contribute to our increased quantity of our tasks:

- Blackboard usage growth
- Changes in faculty and student requirements
- Technological changes in DE, making policy changes and requirements for faculty and students an important but time-consuming task (e.g. proctoring requirements and issues involving webcam proctoring? Test centers?)
- Increased federal and state level requirements in DE
- Support requirements for the Online Degree Pathway
- Open Educational Resource support

We are unable to provide continual high-level support to our students and faculty without additional assistance. An Instructional Designer that can also act as an instructor for our Online Training Certification is essential to our everyday needs. Data points to the need to provide this resource to our faculty to assure quality courses for our students.

<u>Focal Areas for 2014-16</u>	<u>Tasks</u>	<u>Fiscal Implications</u> \$
Student Training/ Initiatives	<ul style="list-style-type: none"> • Assistance for: <ul style="list-style-type: none"> ○ Bb workshop training and Online learning orientation during flexweek, 1st and 2nd week of classes <ul style="list-style-type: none"> ➢ Faculty Stipend (approx. \$2,000) ○ One-on-One training during the semester for students in need (Learning Center trained aids) 	<p style="text-align: center;">2,000</p> <p style="text-align: center;">?</p>
	<ul style="list-style-type: none"> • Increase website training options with additional video how-to's and handouts <ul style="list-style-type: none"> ➢ Part-time Instructional Designer hours 	<p style="text-align: center;">10,000</p>
	<ul style="list-style-type: none"> • Open Educational Resources (OER) work throughout the college <ul style="list-style-type: none"> ➢ DE Coordinator time ➢ Assistance from Library for resource sharing and faculty training in OER 	<p style="text-align: center;">?</p> <p style="text-align: center;">?</p>
	<ul style="list-style-type: none"> • Review of Student Services/Support for DE students <ul style="list-style-type: none"> ➢ DE Coordinator time 	<p style="text-align: center;">?</p>

Faculty Training	<ul style="list-style-type: none"> • Flexweek training: <ul style="list-style-type: none"> ○ Bb Basics ○ Bb Grade Center ○ Bb Assessments ○ Bb Turnitin and plagiarism deterrents ○ Bb Interactive Tools ○ Bb Groups ○ Bb New Features ○ If taught twice each during flexweek in a hands-on workshop (7 * 2 = 14 sessions) <ul style="list-style-type: none"> ➢ Bb Consulting Cost (approx. \$29,000) 	29,000
	<ul style="list-style-type: none"> • Offer training on focused skills during flexweek and 6th week <ul style="list-style-type: none"> ○ 7 focused sessions <ul style="list-style-type: none"> ➢ Bb Consulting Cost (approx. \$14,500) 	14,500
	<ul style="list-style-type: none"> • Offer Online Training Certification + Expand availability to classroom instructors <ul style="list-style-type: none"> ➢ Part-time Instructional Designer ➢ <i>Or Faculty Stipend (\$3,000 * 3 semesters = \$9,000)</i> 	40,000
	<ul style="list-style-type: none"> • Increase website training options with additional video how-to's and handouts <ul style="list-style-type: none"> ➢ Part-time Instructional Designer hours 	15,000
	<ul style="list-style-type: none"> • Provide media training/support/storage for faculty <ul style="list-style-type: none"> ➢ Instructional Technologist (part-time) ➢ Storage cost 	25,000 10,000
	<ul style="list-style-type: none"> • Provide activities for continued faculty education <ul style="list-style-type: none"> ➢ Faculty conference reimbursement (10/year@ Online Teaching Conference held in No/So Cal, June) 	\$10,000
Policy Updates	<ul style="list-style-type: none"> • Verification of policy adherence <ul style="list-style-type: none"> ➢ Supervisory level of DE 	?
	<ul style="list-style-type: none"> • Changes in CCC and CVC planning will require examination of DE policies and online course matriculation into a state-wide program. <ul style="list-style-type: none"> ➢ DE Coordinator time 	?
	<ul style="list-style-type: none"> • Continual changes in DE require increased time for DE Coordination. <ul style="list-style-type: none"> ➢ DE Coordinator time 	?

Online Degree Pathway	<ul style="list-style-type: none"> • Online Degree Pathway Program Coordination <ul style="list-style-type: none"> ➤ DE Coordinator time 	?
	<ul style="list-style-type: none"> • Support structure in DE to support the cohorts of students, faculty, division/schedule, student services coordination needs for this program. <ul style="list-style-type: none"> ○ Instructional Designer ○ Instructional Media Support for Faculty ○ Bb Training ○ Online Pathway Orientation/continued program activities ○ 24-hour help line support for students <ul style="list-style-type: none"> ➤ Areas were covered for other goal areas, but there will be increased demand that is difficult to project. ➤ We need a sound organizational structure to support the needs of the program, faculty and students. ○ Training on necessary course tools (e.g. Word, Excel, PPT) using Lynda.com 	5,000
On-going goal Expenses	<ul style="list-style-type: none"> • Attendance at DE Coordinator Conference (OTC) 	2,000
	<ul style="list-style-type: none"> • Attendance at DET/DHE Conference <ul style="list-style-type: none"> ○ Both are CA conferences held in No./So. CA. 	2,000
	<ul style="list-style-type: none"> • Software license updates, webcams 	11,000
	<ul style="list-style-type: none"> • Intelcom 2012 telecourse fees and license 	19,000
	<ul style="list-style-type: none"> • Refresh of training computers (needed 2015) <ul style="list-style-type: none"> ○ A-101 (11) ○ A-126 (9) 	8,800
	<ul style="list-style-type: none"> • Data Analytics tool (for Blackboard Learn only) 	7,200
	<ul style="list-style-type: none"> • Departmental office expenses • Media Storage server 	40,000
Total Requirements*	Total estimated cost/year	\$247,500

II. Institutional Level SLOs

6. SLO assessment findings

SLOs developed late last academic year were:

- Obtain an AAT/AST degree in a fully online format.
- Differentiate and apply the necessary skills to successfully complete coursework delivered in an online format to that of a traditional classroom.
- Demonstrate the necessary technology skills to succeed in a future 4-year online program.

However, in working to grasp the requirements, gather data and complete the SLOs we found that they were too broad. Thus we created new SLOs for our upcoming academic year. They are measurable and in an area of need. We will move on to our next program SLOs once these are achieved.

The purpose of the **new SLOs for the 2013-2014 academic year** is to assure that a student completing online coursework at Santa Ana College will continue to be a successful online student:

- Students completing a DE course will have the ability to submit an assignment online.
- Students completing a DE course will have the ability to complete a test/quiz online.
- Students completing a DE course will have the ability to communicate with their instructor using the course management tool online.
- Students completing a DE course will have the ability to communicate with other students using the course management tool online.

The SLO survey will be run in all DE courses in the second to the last week of the course. (Supporting Document)

III. Student and Program Success

7. Strengths of the program

The strengths of the Distance Education Department are:

- **Our staff**
- **Our DE Advisory Board**

Sample comments from the [2012 Faculty Survey](#):

- *The Distance Education Department has skilled, knowledgeable and extremely helpful staff assisting faculty. It is one of the reasons for success of online instruction on this campus. As faculty, we have come to expect quick responses and exceptional service -- we aren't disappointed.*
- *The Distance Education department is doing a wonderful job! However, they do need training support.*

The purpose of our advisory group is to assist our Distance Education program in meeting the needs of our faculty teaching in Distance Education by developing procedures and training that support our mission in Distance Education.

Without their on-going support, advisement and teaching skills, our department would not be able to quickly obtain college-wide support and faculty training.

8. Faculty perceptions of the program success

Frankly, we need to do a better survey job in this area. We would like to think that faculty perception of the overall DE program is one of success due to the increased number of courses on Blackboard, steady number of online course offerings and survey results and comments.

However, the best data we have is our current [Online Teaching Certification](#):

- Faculty comments:
 - *"This was an awesome idea! I liked how short and to the point it is, and I loved being able to share with other faculty and learn from each other."*
 - *"This module has been very helpful -- I would HIGHLY recommend that ALL new instructors be required to take these modules -- Very helpful"*
 - *"The purpose of the class is to certify that instructors are able to use these tools in teaching their classes. I believe all faculty should have to take this certification in an era of technology to better avail themselves to the possibilities of increasing students education."*

Distance Education has been working with the VP of Academic Instruction, Academic Deans, Academic Senate and directly emailing the DE faculty, providing website support/information and Newsletters (Supporting Documents). However, we are finding that new messages and changes are not heard. We will also be directly emailing and involving the department chairs as an additional method to inform and get feedback from faculty.

9. Opinions of students regarding program quality

From the Spring 2013 Student Survey, **92% of students surveyed would take another online course at Santa Ana College.**

Student Comments to share:

- *"My first online class experience has been very positive. You are at the leading edge. CSU- UC should be where you are already. Keep options open. Like the idea that you can work ahead of schedule and submit assignments ahead of time. The 100% online option helps tremendously in personal scheduling balancing work/life commitments. Would likely NOT have been able to take this course in a in-person setting as I work full time."*
- *"I have such great experiences with all my online classes. I will continue to take them, just wish that most classes were available this way."*

The Student Survey was quite enlightening. We will be altering some of our questions for clarity and running it annually for SLO achievement. It also surprisingly served as a mechanism for negative instructor feedback, for which we are following up. Thus, it serves a wonderful dual purpose for students as an anonymous survey tool.

10. Employer attitudes towards the program

Our discussions with "[CSU Fullerton, Business Administration Degree Completion](#)" program is exciting. We have a planned pathway into their online BA in Business Administration (transfer at junior status) from our Online Degree Pathway program.

A major deficit that they find in their incoming students is that they are not prepared for online learning. The students do not know the basics of time-management, learning style techniques and self-motivation required to learn online. They are excited that our new Online Degree Pathway AA transfer/degree in Business Administration will provide them with students that will be successful in their program from the start.

We have also determined which courses must be proctored at SAC for transfer and are giving students experience in a variety of online assessments that they may encounter, such as; online testing, assignment submittal, Turnitin (plagiarism detection), and interactive tools (discussion boards, blogs, wikis, etc.).

11. Identified successes

Online Teaching Certification

Many of the summer faculty in our [Online Teaching Certificate](#) program, were also teaching summer courses. It was terribly exciting to see this cohort of faculty immediately include new pedagogy and technology that was learned. They received immediate feedback from students and shared it within our course modules. This acted as a catalyst for other faculty to make changes immediately. "Why wait?" became the attitude.

Distance Education "standards"

Faculty's view of the importance of Distance Education standards was appreciated in the Spring Academic Senate acceptance of our revised "[Regular Effective Contact Policy](#)" which included a requirement of the SAC DE Instructor Certification. Faculty truly feels urgently that they must assure that our students are provided with the best possible online learning coursework and are accepting additional measures to do so.

IV. Curriculum, Pedagogy and Innovation

12. Curriculum offerings

As course curriculum offerings change, the Distance Education website is updated with corresponding courses that a student may take to obtain their [degree/certifications online](#). (Plan A, B, C – Supporting Documents) The Distance Education Department has an approved substantive change that identifies courses that constitute 50% or more of a program offered through distance or electronic delivery. This list is reviewed annually for currency and accuracy.

After our last PA/PR, CE courses, Telecourses at SAC, were curtailed. It was evident that student retention and success were not improving and that students were not well-served by their offerings. This was a positive change in curriculum for Distance Education.

Our annual comparison of online, hybrid and traditional courses for student success and retention will continue to be a focal point to determine our online program success. Our expectation is that after our DE Instructor Certification training is complete, that there will be an increase in both areas.

13. Student services

DE Office Student Support

Students are able to call, email or walk into the Distance Education Office where they receive one-on-one assistance in adding a course, resetting their WebAdvisor password, enrolling in Bb, and assuring that their computer/software gives them access to Bb.

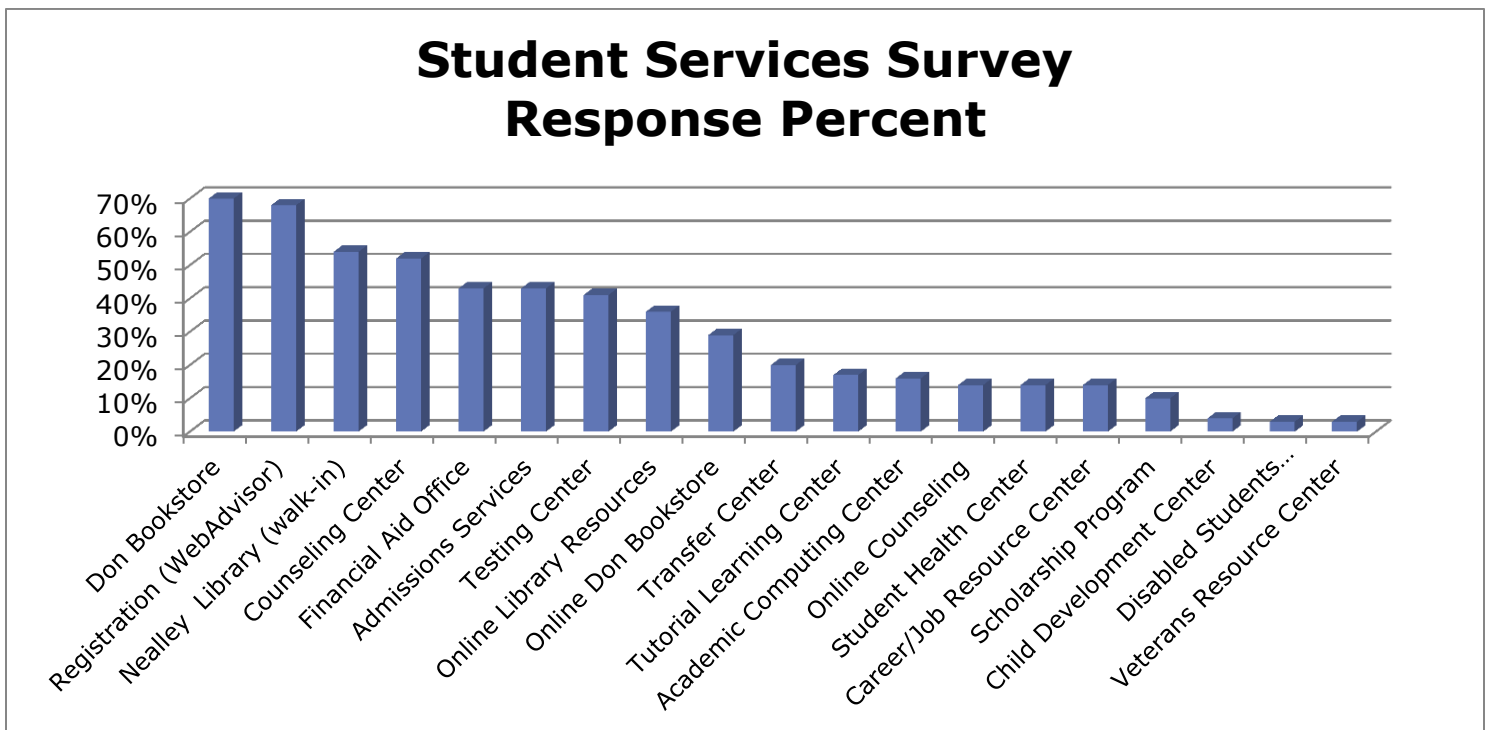
At [our website](#) we offer students:

- Instructions and instructional videos on the use of Bb
- Online course access information
- Online counseling and library services link
- DE methods of using the Learning Center and Math Center
- Online degree information
- FAQs about online/telecourses
- Online registration link
- Online course information for the current and upcoming semester

SAC Student Services

Continual work with our student support service areas helps to assure that our DE students are provided an enhanced support for their learning. This is a most challenging task. At present our “heavy hitters” of support provide the same level of support for our DE Students.

[Our annual Student Survey](#) (Supporting documents) shows that the online student service used by most students is Online Registration. Online library resources and online bookstore services are also utilized.



- Student write-in comments showed students thought the following services should be available online:
 - Online Counseling services
 - Bookstore
 - Digital Library
 - Online Math tutoring
 - Writing assistance
 - Financial Aid
 - Transfer Center
 - Career Center
 - Disabled Student Programs & Services
 - Testing Center

- Learning Center
 - DLAs: DE student work is done with a learning center instructor via email
 - Tutoring: DE students request an appointment time with a subject tutor via email
 - Writing: A paper review is submitted and responded to via email
- Math Center
 - The Math Center will be working with students this semester to offer similar math support.
 - Students will call in. If the question cannot be answered via phone, the student will be directed to login to a special Bb coursesite, "Math Center Whiteboard" where the math assistant will use a DE provided graphics tablet to give assistance to the DE math student.

- **DE Tasks**
 - Student Services that are available online are linked from the DE website, but **all students are still not aware of offered online services. Need to highlight student services in the Online Student Orientation and face-to-face Learning Orientation.**
 - Online Counseling and Bookstore are already provided online
 - We have a new digital library. Need to inform students.
 - Online Math tutoring is now available at the Math Center
 - Writing Assistance is available at the Learning Center
 - Include new Learning Center and Math Center in student survey.
 - **Work with Financial Aid, Transfer Center and Career Center to assure DE student support.**
 - The Math Center and its provisions require continual follow-up to provide like services.
 - Need to keep apprised of state stature on web proctoring possibilities.
 - **Continual review of student services offered at SAC is necessary** to assure DE student support. Need to work closely with the Student Support side of the house to assure this support.

14. Use of Technology

We have found that the use of technology and levels of technology is quite varied among both students and faculty. It has also been quite interesting to find that many students (and faculty) perceive their technology skills to be much higher than what can be evidenced.

From our Faculty Surveys and Student Surveys it was obvious that **the lack of technology skills and tool usage was quite possibly affecting our student success/retention we see in the comparison report.** We have licenses of Camtasia Studio (for video creation and captioning) and Dragon Naturally Speaking that are available for checkout to faculty. However, the number of faculty taking advantage of these tools is very low. Feedback from faculty was that it was too difficult a program to master and use. However, there are those faculty that like and need the high level of professional video editing in Camtasia Studio.

To encourage usage of captioned instructor created videos for an increased student connection **we are piloting Camtasia Relay and have webcams/headsets available for checkout.** This provides faculty with a simpler method of video creation/captioning. Video creation is mandatory in our Online Teaching Certification. We are following up with the first wave of summer 2013 trained faculty this semester on their course usage of instructor created videos and other technology tools used.

We have been improving in this area, but need to do more. Our first Online Teaching Certification module is "New Technologies". Some of the faculty felt they were not part of the percentage that required or wanted to learn any "new" technologies, but found that they could learn it, needed to learn it, and actually enjoyed the selection of which to use in their courses. The modules were developed to be taken by classroom faculty as well, and our plan is to offer these modules to all faculty, after we have completed running DE faculty through the modules.

Highlights for faculty were:

- **Utilizing Blogs, a change from the discussion board format.**
- **Learning how to create their own videos using Camtasia Relay and captioning them.**
- **Learning and using captioned video resources.**

Technology used at SAC in DE:

- Blackboard as our Course Management System
- Graphics tablets/stylus
- Camtasia Studio and Relay for video creation and captioning
- Dragon Naturally Speaking for captioning assistance/transcription
- Captioned Videos:
 - Intelcom library
 - NBC Learn library
 - DECT grant for captioning of instructor created videos or videos that are able to be captioned for course usage
- Other free online tools (e.g. Prezi, Voki, Jing (for one-on-one explanations), and more)

15. Changes in Pedagogy

We have made the following improvements:

- [Website Frequently Asked Questions for Students](#)
- [Website Frequently Asked Questions for Faculty](#)
- [Online Teaching Certification modules](#) – all online
 - These modules allow us to continue our ability to process online faculty online. Along with understanding online teaching pedagogy, learning and using technology, applying online teaching pedagogy and technology to their courses, faculty:
 - **Develop their Last Date of Attendance strategy**
 - **Read and agree to Santa Ana College Regular Effective Contact Policy**
 - **Pass an Accessibility Training Quiz**
 - We are especially pleased with our usage of Blackboard for this “time-stamped” agreement of faculty to adhere to the Regular Effective Contact Policy and Accessibility training.
 - We are finding that through the sharing of various teaching techniques, captioning tool usage, and best practices, faculty appear to be more apt to make changes in their courses. We will be running post-certification surveys to find if faculty are indeed using their new skills and the effectiveness of our Online Teaching Certification and cohort teaching method.

Additional changes needed:

- **Web-based training** - Our faculty survey tells us that many adjunct faculty are unable to attend training that we have available during flexweek and mid-semester. We need to create web-based training for Blackboard and best-practice techniques.
 - This needs to be done with an instructional designer and instructional media specialist.
- **Student Preparation for Online Learning**
 - Offer face-to-face Bb training workshops
 - Offer Online Learning Introduction workshop
 - Work to require SAC Student Online Orientation

V. Resource Development (Not Only Fiscal)

16. Resources used

In Distance Education we have utilized the following resources to ascertain the status of our program:

- **Conferences:**
 - Innovative Educators – October 2012
 - WCET – October 2012
 - Educause – November 2012
 - Online Teaching Conference – June 2013
 - Open Education Leadership Summit – June 2013
 - Kaleidoscope Open Course Workshop – November 2013
- **Advisory Committee:**
 - Distance Education Advisory Committee members from all academic divisions are represented
- **Colleagues:**
 - California Community College Chancellor’s office monthly DE Coordinator meetings
 - Santiago Canyon College and colleagues in DE at other Southern California community colleges
- **Transfer:**
 - SAC Counseling
 - CSU, Fullerton Business Administration Degree Completion Online program
- **Webinars, Article/Journal Readings, Coordinator and Blackboard listserves**

Identified needs:

- **Research:**
 - **Instructional Designer:** for online training and course design
 - **Analytics tool:** to allow faculty to gather student data within their course, DE to understand which students/faculty/courses are utilizing which tools (including participation/verification tools), and administration for scheduling.
 - **Researcher:** we would like to have a researcher to assist us in gathering additional data on our own student population and in the comparisons to other similar institutions.

17. Grant involvement

Grants that Distance Education is involved in concern Open Educational Resources (OER). As OER, by its nature, requires an online storage area for the material, as opposed to a student purchased textbook, it requires the usage of our college LMS, Blackboard. Like many colleges, Distance Education at Santa Ana College is concerned about our textbook cost and quality materials for our students. We support both DE and face-to-face classroom faculty use and investigation of OER.

- **Kaleidoscope Project**

- In the Kaleidoscope Project the focus is to find/vet OER material by collaboratively working with colleagues from fellow Kaleidoscope partner institutions. Material developed is a full-teaching package which includes reading material, videos, assessments, discussion topics. The purpose is to have complete course that peer faculty members can easily adopt, just as they might a new publisher textbook with instructor materials.
- We completed our participation in Wave I and are currently beginning Wave II participation.
- Courses that currently utilize OER*:
 - BIO109, BUS100, BUS110, BUS111, BUS113, BUS114, BUS120, BUS121, BUS163, BUS164, BUS165, BUS180, BUS182, BUS222, ENTR101, ENTR102, ENTR103, ENTR106, ENTR108, ENTR109, MATH060, MATH080, MATH170, MATH219, MGMT120, MGMT121, MGMT122, MGMT135, MKTG113, MKTG120, MKTG121, MKTG122, MKTG123, PSY100, SOCS219
 - * Note: For some of these courses, not all sections utilize OER
- Fall/Spring 2013/2014 – SAC faculty will be collaborating with Kaleidoscope faculty partners on the following courses:
 - Music Appreciation – MUS101
 - Introduction to Sociology – SOC100
 - General Chemistry – CHEM219
 - Introduction to Education – EDU100
 - Calculus for Bio, Mgmt and Soc Sci – MATH150
 - Principles of Marketing – MKTG113 (further development)
 - Statistics and Probability – MATH219 (further refinement)
- **Number of students affected by OER:**
 - Fall 2012: 1,152
 - Spring 2013: 1,299
 - Summer 2013: 217
 - **Total in the last academic year: 2,668**

- **Mindspring**

- We are hopeful participants in this OER grant effort. It has not yet come to fruition. The premise of faculty collaboration of partners is the same as Kaleidoscope.

Actions required:

- Understanding our student success as it relates to OER usage
- Understanding our student retention at it relates to OER usage
- Moving forward with OER, with a focus on high impact courses.

VI. Assessment of Conclusions and Recommendations

18. Recommended Changes

Due to our needs for **increased training, individual course consultation** and **growth in distance education policies and requirements**, it is important to have the following additions to support faculty and students at Santa Ana College in Distance Education.

Faculty is looking for **direction and assistance in their pedagogy**. Although we would like to provide faculty with all tools and support necessary to help them with their continued pursuit of excellence in their teaching, **we do not have the framework and staff** to assist faculty with all that is necessary.

DE Organization additions:

- **Instructional Designer**
- **Supervisory level in DE**
- **Instructional Media and Library support personnel either working in DE or partial assignment**

College additions:

- **Data Analytics tool**
- **Researcher**

We need to provide faculty with a "one stop shop" of trainers, expertise and tools to assist them with their course pedagogy and technology requirements. Their lack of time requires efficient expertise.

19. Overall College Planning and Dialogue

Despite direct emails to faculty, Academic Senate ruling and email/website minutes, Faculty Information course site on Blackboard, faculty continue to be uninformed. This problem appears to be overcome only through our Online Teaching Certification. However, this cannot be the only solution. We can run through only x number of faculty per semester, and will need to continue what we know will be constant changes in Distance Education policies and best practices.

We want to provide the very best online program for our students. How do we assure that faculty are following through in this practice after certification completion? We are examining a few possibilities:

- **Faculty Self-Assessment online**
 - We have a recently developed a self-assessment tool. On an annual basis, perhaps it would be valuable to have faculty sign-off that they are providing this in their coursework.
- **DE Review of courses**
 - Requires a supervisory level to review for necessary policy infringements and systematic course reviews.
- **DE Faculty Engagement**
 - Involvement of department chairs – will be including department chairs in DE notices of training and updates.
 - Need to hold "new" training opportunities. For experienced online faculty holding "lunch and learns" to connect with DE faculty around various "What Would You Do?" scenarios and new technology training would help to keep their continued interest in course improvement.