CYPRESS COLLEGE
CAMPUS SUPPORT SERVICES QUALITY REVIEW REPORT

Date: Fall 2011

Date of previous quality review: Not Applicable

PROGRAM INFORMATION

Department: Distance Education Program (DE)
Manager: Dean Steve Donley

NAMES OF THOSE PARTICIPATING IN THE REPORT

The following District Education Advisory faculty, managers, and staff participated in this report:

DISTANCE EDUCATION STAFF

• Steve Donley, Distance Education Dean
• Jeanne Miller, Distance Education Coordinator
• Melisa Barrios, Distance Education Administrative Assistant
• Jessica Puma, Instructional Designer

FACULTY & MANAGERS

• Nina DeMarkey, Dean of Social Science
• Richard Fee, Dean of Science Engineering & Math
• Barbara Marshall, Professor
• Ramon Raugust, Adjunct Instructor
• Ann Sheridan-Solis, Adjunct Instructor

EXECUTIVE SUMMARY

The Cypress College Distance Education Program appears strong and effective based on the results of the independent program review satisfaction surveys. These results indicate that the program is succeeding in meeting the needs of Distance Education students and faculty members. Some highlights are:

• Student Satisfaction with the Online Classroom: A significant majority of students were satisfied with the course management system. Of those surveyed 85% were satisfied with the quality and 88% were satisfied with the ease of use of the CMS. Almost 85% of students participated in the Cypress College Blackboard Student Orientation with or without instructor customization. A majority, 77.8%, of students agreed that the orientation prepared them to use the basic features of the Blackboard course management system (CMS).

• Faculty Satisfaction with the Program: Survey results indicate that 84.4 to 90.7 percent of faculty reported Excellent / Good satisfaction with all program core quality measures.

• Faculty Training: High levels of satisfaction for the required DE faculty training were reported by faculty respondents. Eighty-four percent (83.9%) responded Excellent / Good as the rating for overall quality of training (the majority of respondents completed the retired version of the DE instructor training). Consensus of the deans is that while the quality of training was excellent, periodic renewal and/or advanced training would be welcome.
This is the first Distance Education review in the history of the program. As a campus support service program, the review was limited to program related activities and excluded instructor, curriculum, or instructional course discipline activities. Spring 2011 Distance Education students, faculty members, and academic deans were surveyed during Fall 2011 on a wide range of questions including: program and technical support, training, and satisfaction with the course management system, Blackboard Learn.

It is important to note that while this review provides evidence of satisfaction with the aspects of the program surveyed, it is not an all-inclusive look at all the program does, as it necessarily excluded Blackboard web enhanced instructors who do not teach online or hybrid Distance Education courses. Although support of web-enhanced courses is not part of the program mission, when funding allows, the Distance Education program hosts web-enhanced courses on the Blackboard system for any instructor who requests it. In addition to course hosting, web-enhanced support includes required instructor CMS training as well as instructor and student technical support. This web-enhanced specific information was not captured in the program review data and yet represents a growing area of responsibility for the Distance Education program.

SURVEY INSTRUMENTS, PARTICIPANTS, & RESPONSE RATES

- **Survey Instruments**: The Distance Education program staff worked closely with the Institutional Research & Planning office to create the survey instruments. Institutional Research then deployed the surveys and performed an analysis of the data, which is represented here in the data tables that follow. Our appreciation goes to the Institutional Research & Planning Director and researchers for their work.
- **Survey Participants**: Students enrolled in a Distance Education course and faculty members who taught a Distance Education course during Spring 2011 were surveyed. Academic deans participated as part of a discussion in a Deans’ meeting.
- **Student Response Rate**: Out of the 3,882 student surveyed 301 (8%) responded.
- **Faculty Response Rate**: Faculty response rate was 45% (34 responses of 75 surveyed).
- **Dean Response Rate**: Nine academic deans participated in the discussion that resulted in the comments used in this review.

SATISFACTION WITH SUPPORT SERVICES PROVIDED

NOTE: As there is no previous data, the information in the data tables that follow omits columns for previous results and changes in results from prior reviews.

<table>
<thead>
<tr>
<th>Student satisfaction with support provided by professor core quality measures</th>
<th>Percent Responding “Excellent”</th>
<th>Percent Responding “Good”</th>
<th>Percent Responding Excellent / Good (Combined %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor’s hours of availability</td>
<td>42.4</td>
<td>37.2</td>
<td>79.6</td>
</tr>
<tr>
<td>Professor’s timeliness of response to students request(s)</td>
<td>43.3</td>
<td>34.1</td>
<td>77.4</td>
</tr>
</tbody>
</table>
Percent responding Excellent / Good satisfaction with support provided by professor based on core quality measures ranged from 75.8 to 82.4.

<table>
<thead>
<tr>
<th>Student satisfaction with support provided by professor core quality measures</th>
<th>Percent Responding “Excellent”</th>
<th>Percent Responding “Good”</th>
<th>Percent Responding Excellent / Good (Combined %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of procedures for requesting Professor’s assistance</td>
<td>47.3</td>
<td>35.1</td>
<td>82.4</td>
</tr>
<tr>
<td>Professor’s knowledge (based on support provided)</td>
<td>53.0</td>
<td>29.3</td>
<td>82.3</td>
</tr>
<tr>
<td>Professor’s helpfulness related to DE technical issues</td>
<td>49.0</td>
<td>30.1</td>
<td>79.1</td>
</tr>
<tr>
<td>Resolution of any technical/software problems</td>
<td>43.2</td>
<td>32.6</td>
<td>75.8</td>
</tr>
</tbody>
</table>

STUDENT SUPPORT PROVIDED BY THE PROGRAM

COURSE MANAGEMENT SYSTEM (CMS) INFORMATION

Table 2: Course management system used

<table>
<thead>
<tr>
<th>Course management system most recently used</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cypress College Blackboard</td>
<td>85.2</td>
<td>85.2</td>
</tr>
<tr>
<td>A publisher’s site, such as Course Compass, My MathLab, etc.</td>
<td>14.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The most commonly used CMS was Blackboard, the college’s official course management system.

Table 3: CMS Troubleshooting

<table>
<thead>
<tr>
<th>If a student had a technical software problem with the CMS who was able to resolve it?</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No technical software problems experienced</td>
<td>55.7</td>
<td>55.7</td>
</tr>
<tr>
<td>The student</td>
<td>16.4</td>
<td>72.1</td>
</tr>
<tr>
<td>The professor</td>
<td>19.1</td>
<td>91.2</td>
</tr>
<tr>
<td>Another student</td>
<td>1.7</td>
<td>92.9</td>
</tr>
<tr>
<td>Other</td>
<td>7.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Over half of respondents, 55.7 %, experienced no technical software problems. When technical problems were experienced 37.2% were able to resolve the issue themselves or with the help of the instructor or another student.
Table 4: CMS Link to Student Services

<table>
<thead>
<tr>
<th>Are you aware that there is a hyperlink leading directly to Cypress College Student Services labeled &quot;CC Student Services&quot; on your course site menu?</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, on the Cypress College Blackboard course site</td>
<td>58.4</td>
<td>58.4</td>
</tr>
<tr>
<td>Yes, on the publisher's course site</td>
<td>4.4</td>
<td>62.8</td>
</tr>
<tr>
<td>No, on the Cypress College Blackboard course site</td>
<td>25.2</td>
<td>88.0</td>
</tr>
<tr>
<td>No, on the publisher's course site</td>
<td>12.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Sixty two percent of students were aware of a hyperlink on the course site leading directly to Cypress College Student Services labeled "CC Student Services".

SATISFACTION WITH COURSE MANAGEMENT SYSTEM

Table 5: Student satisfaction of CMS

<table>
<thead>
<tr>
<th>Student satisfaction with course management system</th>
<th>Percent Responding “Excellent”</th>
<th>Percent Responding “Good”</th>
<th>Percent Responding Excellent / Good (Combined %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of DE CMS</td>
<td>46.6</td>
<td>41.4</td>
<td>88.0</td>
</tr>
<tr>
<td>Ease of DE CMS</td>
<td>45.8</td>
<td>39.1</td>
<td>84.9</td>
</tr>
</tbody>
</table>

A significant majority of students were satisfied with the course management system. Of those surveyed 85% were satisfied with the quality and 88% were satisfied with the ease of use of the CMS.

COURSE ORIENTATION

Table 6: DE orientation participation

<table>
<thead>
<tr>
<th>Did you participate in an orientation for your current Distance Education class(es)?</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>62.3</td>
<td>62.3</td>
</tr>
<tr>
<td>No, I did not know about the orientation</td>
<td>25.3</td>
<td>87.5</td>
</tr>
<tr>
<td>No, I did the orientation at another school</td>
<td>1.3</td>
<td>88.9</td>
</tr>
<tr>
<td>No, I chose not to complete the orientation</td>
<td>8.4</td>
<td>97.3</td>
</tr>
<tr>
<td>No, my professor excused me from completing an orientation</td>
<td>2.7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Over 60% of student respondents (62.3%) participated in distance education course orientation. The percentage is expected to decline over time, as more students who enroll in Distance Education courses will start classes having had previous DE experience or having completed an orientation.
Table 7: DE orientation version

<table>
<thead>
<tr>
<th>If you ever participated in a DE course orientation, which presentation did you complete?</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Cypress College Blackboard Student Orientation available with the Username @12345678 and valid Password</td>
<td>53.9</td>
<td>53.9</td>
</tr>
<tr>
<td>A customized instructor orientation which included the Cypress College Blackboard Student Orientation</td>
<td>30.6</td>
<td>84.5</td>
</tr>
<tr>
<td>A customized instructor orientation which did not include the Cypress College Blackboard Student Orientation</td>
<td>15.5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Almost 85% of students participated in the Cypress College Blackboard Student Orientation with or without instructor customization. This is significant because a comprehensive course orientation has a positive impact upon student success and provides multiple benefits including providing: a basic proficiency with the course management system sufficient to successfully navigate the course and complete assignments, an overview of the course requirements, an introduction to the instructor, and an opportunity for the instructor to contact the student and assess student work aiding in fraud prevention.

Table 8: Orientation effectiveness

<table>
<thead>
<tr>
<th>The orientation prepared you to use the basic features of the Blackboard CMS sufficient to access course materials and complete course assignments and assessments.</th>
<th>Percent Responding “Strongly Agree”</th>
<th>Percent Responding “Agree”</th>
<th>Percent Responding Strongly Agree / Agree (Combined %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course orientation</td>
<td>38.1</td>
<td>39.7</td>
<td>77.8</td>
</tr>
</tbody>
</table>

A majority, 77.8%, of students agreed that the orientation prepared them to use the basic features of the Blackboard CMS.

STUDENT RESPONSES TO OPEN ENDED QUESTIONS

This is a summary of comments most useful in preparing program review analysis and action items for program improvement.

- **Support provided by professor found most useful**: Students found email communication, announcements, assignment feedback, instructor availability, timely response, and follow up to be most useful.
- **Support provided by professor absent or least useful**: The lack of instructor timely response or follow up, lack of clarity for course procedures, and lack of teaching interaction were least useful.
- **Orientation element most useful**: The orientation navigation, clarity of instructions, step-by-step instructions, ability to practice using tools, comprehensive and helpful information, the quiz, and instructor customization were most useful.
- **Orientation element least useful**: Having to retake an orientation and content geared to novice computer users were least useful orientation elements.
- **Miscellaneous**:
  - Positive: Students liked that distance education courses met student scheduling, commuting, and learning needs. There was an interest in increased availability of hybrid courses.
o Needs Improvement: Students noted that online courses should not require on-campus meetings. There were isolated experiences with course instructor ineffectiveness, DE courses facilitated as correspondence courses, and difficulties with “third party teaching sites [publisher sites].”

FACULTY SUPPORT PROVIDED BY THE PROGRAM

Table 9: Support materials used

<table>
<thead>
<tr>
<th>Which of the following DE materials have you used or support activities have you participated in?</th>
<th>Percent¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bb DE course site for faculty</td>
<td>82</td>
</tr>
<tr>
<td>DE Plan</td>
<td>70</td>
</tr>
<tr>
<td>DE advisory meeting</td>
<td>64</td>
</tr>
<tr>
<td>DE advisory minutes</td>
<td>79</td>
</tr>
<tr>
<td>DE website</td>
<td>77</td>
</tr>
<tr>
<td>DE faculty semester guide</td>
<td>68</td>
</tr>
<tr>
<td>DE Faculty Basics course</td>
<td>67</td>
</tr>
<tr>
<td>Bb 9.1 transition course site</td>
<td>66</td>
</tr>
<tr>
<td>DE course quality rubric</td>
<td>65</td>
</tr>
<tr>
<td>DE faculty accessibility workshops</td>
<td>64</td>
</tr>
<tr>
<td>DE folder on the J: drive</td>
<td>13</td>
</tr>
</tbody>
</table>

The materials or activities that faculty members have used the most are the Blackboard DE course site, the DE Advisory Group minutes, and the DE website.

Table 10: Faculty satisfaction core quality measures

<table>
<thead>
<tr>
<th>Faculty satisfaction with program Core Quality Measures</th>
<th>Percent Responding “Excellent”</th>
<th>Percent Responding “Good”</th>
<th>Percent Responding Excellent / Good (Combined %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of availability</td>
<td>46.4</td>
<td>42.9</td>
<td>89.3</td>
</tr>
<tr>
<td>Timeliness of response to request(s)</td>
<td>59.4</td>
<td>31.3</td>
<td>90.7</td>
</tr>
<tr>
<td>Clarity of procedures for requesting assistance</td>
<td>48.4</td>
<td>22.6</td>
<td>71.0</td>
</tr>
<tr>
<td>Quality of materials</td>
<td>50.0</td>
<td>36.7</td>
<td>86.7</td>
</tr>
<tr>
<td>Knowledge of DE support staff</td>
<td>65.5</td>
<td>24.1</td>
<td>89.6</td>
</tr>
<tr>
<td>Staff helpfulness</td>
<td>69.7</td>
<td>15.2</td>
<td>84.8</td>
</tr>
<tr>
<td>Overall quality of DE faculty support</td>
<td>59.4</td>
<td>25.0</td>
<td>84.4</td>
</tr>
</tbody>
</table>

Survey results indicate that 84.4 to 90.7 percent of faculty reported Excellent / Good satisfaction with all program core quality measures, except for Clarity of procedures for requesting assistance which was rated 71%.

¹ The percentages vary because not every faculty answered each question.
FACULTY TRAINING PROVIDED BY THE PROGRAM

Table 11: Faculty training version completed

<table>
<thead>
<tr>
<th>Training version completed</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010: Cypress College Faculty Basics</td>
<td>11.8%</td>
</tr>
<tr>
<td>Before Fall 2010: Online/Hybrid Training</td>
<td>88.2%</td>
</tr>
</tbody>
</table>

The majority of respondents complete the retired version of the DE instructor training.

Table 12: Faculty satisfaction with training

<table>
<thead>
<tr>
<th>Faculty satisfaction with training</th>
<th>Percent Responding “Excellent”</th>
<th>Percent Responding “Good”</th>
<th>Percent Responding Excellent / Good (Combined %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness of response to request(s)</td>
<td>78.1</td>
<td>15.6</td>
<td>93.7</td>
</tr>
<tr>
<td>Responsiveness of DE training course facilitators</td>
<td>75.0</td>
<td>18.8</td>
<td>93.8</td>
</tr>
<tr>
<td>Clarity of procedures for completing faculty training</td>
<td>53.1</td>
<td>25.0</td>
<td>78.1</td>
</tr>
<tr>
<td>Quality of materials</td>
<td>53.1</td>
<td>25.0</td>
<td>78.1</td>
</tr>
<tr>
<td>Overall quality of training</td>
<td>61.3</td>
<td>22.6</td>
<td>83.9</td>
</tr>
</tbody>
</table>

High levels of satisfaction were reported for the required DE faculty training, with 83.9% responding Excellent / Good as the rating for the overall quality of training.

FACULTY RESPONSES TO OPEN ENDED QUESTIONS

This is a summary of comments most useful in preparing program review analysis and action items for program improvement:

- **Required training information found most useful:** Faculty respondents found accessibility compliance, Blackboard basics, instructional techniques, instructional material design and course building, and availability of course facilitator most useful.

- **Suggestions for improvement of required training:** Faculty compensation and release time for training and course development, a hybrid version of training, fraud prevention strategies, and refresher and advanced faculty training workshops were suggested.

- **Suggestions to increase enrollment in and completion of required faculty training:** Suggestions included faculty compensation and release time, resolving issues with DE course assignment including guarantee of DE assignment and on campus versus virtual office hours, increased divisional administrative support, and offering a hybrid version of training.

- **Strengths of DE program:** Strengths noted include emphasis on teaching concerns, timely responses, communication and problem solving by program staff, responsive leadership and support, stable and reliable Blackboard hosting, and comprehensive documentation.

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2 Only one faculty member eligible to take this survey had completed the training as of survey date; 11.8% represents a response from four instructors.
**Suggestion for program improvement given current resources:** Suggestions included promoting student readiness to succeed through increased participation in orientations and advocating distance education courses as an effective complement to on-campus courses. DE faculty also expressed satisfaction with and the desire to receive additional/continuing professional development, for example: instructional strategies, course enhancements, 508 compliance and accessibility, and student authentication issues.

**Suggestion for program improvement regardless of funding:** Consistent budget allocation, extended clerical support, advanced professional development, and 24/7 technical support for students.

**Suggestions to increase faculty participation in Advisory group meetings:** Suggestions included staggered or evening meeting times, use of CCC Confer, refreshments, and compensation.

**Miscellaneous:**
- **Positive:** Faculty responses noted organized and responsive DE staff support, and positive DE teaching experiences.
- **Needs Improvement:** Responses included need for DE course quality evaluation, and one mentioned the need for departmental support for DE course offerings.

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**DEANS**

The Institutional Research Office provided the summary comments of the deans’ discussion regarding Distance Education program review. Comments most useful in preparing program review analysis and action items for program improvement included periodic renewal and update of faculty training, the need to continue to inform students of availability of student services, and the need to better advocate student participation in Blackboard orientations.

- **Training:** Consensus of the deans is that while the quality of training was excellent, periodic renewal and/or advanced training would be welcome.
- **Retention:** Deans acknowledged that high withdrawal rates are likely attributable to a variety of reasons; the most prominent reason cited being the work ethic of and procrastination by students. Setting the expectation of completion of work by the due date and monitoring for accountability may alleviate this problem.
- **Retention:** Managing student expectation is another aspect of retention. Students should not expect 24/7 email responses, but should have a clear understanding from the instructor as to the email response timeline. Syllabi need to include the faculty communication criteria as required by the DE Plan syllabus guidelines.
- **Student Services:** The consensus among the deans is that faculty members convey the availability of student services to students. Most students do attend other classes on campus and are aware of student services available.
- **Blackboard Orientations:** Not all divisions understand the need for online Blackboard orientations. A process to provide consistent information regarding the benefits and requirement of course orientations, such as the Distance Education Faculty Handbook, needs to continue.
- **Evaluation of DE Courses:** Deans and faculty members need clear guidance on the DE course evaluation process. Although this is more of a contract issue than a program issue, the deans expressed a concern over their ability to evaluate ongoing DE courses.
CHANGES SINCE LAST QUALITY REVIEW

Not Applicable: This is the first program review for Distance Education.

MISSION/ADMINISTRATIVE UNIT OUTCOMES

DISTANCE EDUCATION ROLE & MISSION

The Cypress College Distance Education Program is committed to working with the Curriculum Committee, Academic Senate, the Program Review Committee, Academic Computing, Administration, and others to promote student learning and success at a distance, and to serve the distance education needs of our diverse student body by providing high-quality student services and support through a variety of delivery methods.

PROGRAM LEVEL OUTCOMES

The Distance Education program level student learning outcomes address student technical competency and academic support awareness:

1. Distance Education students will use the basic features of the Cypress College CMS at a proficiency level sufficient to access course materials and complete course assignments and assessments.

2. Distance Education students will be aware of student academic and support services as a result of direct access to links to those services available on Cypress College CMS course sites or the Distance Education web site.

A NOTE ON COURSE LEVEL STUDENT LEARNING OUTCOMES

Cypress College instructional programs incorporate student-learning outcomes into each course during the curriculum approval process. Distance Education course SLO assessment occurs as part of a Cypress College department’s established course level SLO assessment process. The process of instructional assessment is not part of the Distance Education program review.

FACULTY/STAFF INVOLVEMENT

Summary of faculty/staff in the review process:

- **Introduction of the program review process**: The program review process was introduced to the Distance Education Advisory Group on September 21, 2011.

- **Review of the draft report**: The first draft was submitted for review to the Distance Education Dean on February 8, 2012. The revised draft was emailed to the Distance Education mailing group (deans, DE faculty and trainees) and then presented to the Distance Education Advisory Group on February 15, 2012.

- **Acceptance of the final report**: The program review report was accepted by the Distance Education Advisory group on February 15, 2012. The report was revised based on the review comments and the final draft was submitted to the Distance Education Dean on February 22, 2012.
REVIEW PREVIOUS GOALS AND OBJECTIVES

Not Applicable: This is the first program review for Distance Education.

LONG-RANGE PLAN AND OBJECTIVES

The goals and objectives that follow are based on the student, faculty, and dean survey results that showed satisfaction rates needing improvement. Specifically:

- **Awareness of student services**: Only 62% of students were aware that information about Cypress College services was available through a link in the course site.
- **Student participation in DE course orientation**: Deans noted the need for the program to advocate for increased participation in Blackboard orientations. Only 62.3% of students surveyed participated in a Distance Education orientation.
- **Improve communication of procedures for requesting assistance**: 71% of faculty reported satisfaction with the clarity of procedures for requesting assistance.
- **Faculty workshops**: Faculty commented in open survey questions on need for refresher and advanced training workshops.

I. **Goal 1: Student Support & Services**. Provide the support and services necessary to students for successful distance learning. This goal includes objectives that ensure student access to existing college services as well as services designed to meet the special needs of distance education students.

**Supports Plan**: District Strategic Direction 1

1. **Objective**: Increase student awareness of course link to information about Cypress College services from 62% to 70% using the following strategies: Student Services guest speaker at DE Advisory meetings, email reminders from coordinator to all DE faculty at the start of each semester, possible system wide Blackboard announcements, greater emphasis in Faculty Basics and the Faculty Handbook.

   1.1 Person(s) responsible: Distance Education Coordinator, Distance Education Administrative Assistant, Instructional Designer

   1.2 Timeframe: Spring 2014

   1.3 Fiscal resources needed: None

2. **Objective**: Increase student participation in DE course orientation from 62.3% to 70% by adding a requirement to the Distance Education Plan for participation in a course orientation to be completed by the end of the first week of class.

   2.1 Person(s) responsible: Distance Education Coordinator, Distance Education Advisory Group

   2.2 Timeframe: Spring 2014

   2.3 Fiscal resources needed: None
II. **Goal 2: Faculty Support & Services.** Provide the support and services necessary to faculty for successful distance instruction.

*Supports Plan:* District Strategic Direction 1

1. **Objective:** Improve the clarity of communication of procedures for requesting assistance from 71% to 75% by adding procedures to the Distance Education Plan, the Distance Education Faculty Handbook, Blackboard Distance Education course site for faculty, and Faculty Basics.
   1.1 Person(s) responsible: Distance Education Coordinator, Instructional Designer
   1.2 Timeframe: Spring 2013
   1.3 Fiscal resources needed: None

2. **Objective:** Improve the clarity of communication of procedures for requesting assistance from 71% to 75% by publicizing procedures and contact information through the Distance Education Advisory Group, the Dean’s meeting, and Distance Education program email.
   2.1 Person(s) responsible: Distance Education Coordinator, Instructional Designer
   2.2 Timeframe: 2012 - 2013
   2.3 Fiscal resources needed: None

III. **Goal 3: Faculty Training.** Provide access to the training necessary to faculty for successful distance instruction. This goal includes objectives that support the professional development of faculty through the Faculty Basics training program and ongoing training in distance education instructional technology and pedagogy.

*Supports Plan:* District Strategic Direction 1

1. **Objective:** Offer annual workshops on the creation of accessible Microsoft Word for Distance Education Faculty.
   1.1 Person(s) responsible: Instructional Designer
   1.2 Timeframe: 2011 - 2014
   1.3 Fiscal resources needed: None

2. **Objective:** Offer annual workshops on the creation of accessible PowerPoint for Distance Education Faculty.
   2.1 Person(s) responsible: Instructional Designer
   2.2 Timeframe: 2011 - 2014
   2.3 Fiscal resources needed: Funding for software needed to test and repair PowerPoint slide presentations (in addition to Microsoft PowerPoint). Funding is needed for one of the following: a) server space and staffing for a functional remote desktop supported by Academic Computing, b) a site license, or c) individual licenses for DE faculty.
3. **Objective:** Offer annual workshops on the creation of accessible PDF documents for Distance Education Faculty.

3.1 Person(s) responsible: Instructional Designer

3.2 Timeframe: 2011 - 2014

3.3 Fiscal resources needed: Funding for software needed to test and repair PDF documents (Adobe Acrobat Professional). Funding is needed for one of the following: a) server space and staffing for a functional remote desktop supported by Academic Computing, b) a site license, or c) individual licenses for DE faculty.

4. **Objective:** Offer annual Distance Education webinars about relevant news and information, the use of new tools, and best practices in distance teaching techniques with presenters drawn from experienced Distance Education Cypress College faculty.

4.1 Person(s) responsible: Distance Education Coordinator, Instructional Designer, Distance Education Faculty Volunteers

4.2 Timeframe: 2011 - 2014

4.3 Fiscal resources needed: None

**EMERGING CHALLENGES**

The Distance Education field evolves quickly due to technical innovations, evolving legal guidelines, and increased student demand. The program will face the following challenges in the immediate future:

1. **Budget Line Item:** Need for campus level line item allocation to fund the total cost of the Distance Education program.

2. **Student Authentication & Financial Aid Fraud Prevention:** Need to respond to increasing occurrences of financial aid fraud through enhanced student authentication, timely withdrawal of non-participating students, and other prevention strategies at the district, college, program, and course level.

3. **508 Compliance & Accessibility Review:** Need to develop a cost effective and practical method of assuring 508 accessibility compliance of Distance Education courses.

**ADDITIONAL RESOURCE REQUIREMENTS IDENTIFIED BY THE RESULTS OF THE QUALITY REVIEW**

**FACILITIES**

- **Proctoring Center:** A proctoring Center would allow for increased student accountability and student authentication in Distance Education courses, help to assure academic integrity, and prevent financial aid fraud targeted at online education. (Supports program mission)

- **Distance Education Office:** A dedicated Distance Education office space for the Distance Education Coordinator and Administrative assistant would provide faculty with a place to request assistance. (Supports survey findings)
TECHNOLOGY

- **Blackboard Funding:** Funding to provide continued seamless and dependable hosting of the Blackboard course management system. (Supports mission, and survey findings)
- **Blackboard Hosting:** Maintain Blackboard managed hosting as a means of insuring the program can focus on the DE core mission instead of managing technology. Managed hosting provides CMS reliability, guaranteed uptime, 24/7 technical support and troubleshooting expertise.
- **Storage:** Funding for storage of instructional digital materials both as part of the course management system and storage services hosted through Cypress College Academic Computing.
- **Web Based Application Services:** Server space, storage, staffing, and software licensing for a functional remote desktop supported by Academic Computing.
- **Emerging Technologies:** Funding for the acquisition of emerging technologies for instructional use, 508 accessibility compliance, and administrative support.

PERSONNEL

- **Proctoring Center Personnel:** Employ personnel needed to staff proctoring center.
- **Full-time Administrative Assistant:** Increase staffing of Administrative Assistant position to from 50% to 100% and change job classification to “Distance Learning Assistant” to more fully address increasing system administration and technical support issues and to support predictable program growth in services and facilities.
- **Administrative Assistant I Job Classification Change:** Align the evolving Administrative Assistant position with the appropriate job description by changing the classification to “Distance Learning Assistant,” Range 36. The specialized administrative and support responsibilities of this position are increasing and becoming more complex due to the evolution of distance education technologies, regulations, documentation, and reporting. The position requires more independent work than is expected of an Administrative Assistant I. This classification change also aligns the position with the Distance Learning Assistance, Range 36, that currently exists at Fullerton College. See the attached NOCCCD Distance Learning Assistant job description.

FISCAL RESOURCES AND PLANNING

Current staffing will allow for the accomplishment of the majority of the goals and objectives. Six of the 8 program review objectives require no additional funding. See the attached one time funding request for Distance Education.

REVIEWED BY

Dr. Steve Donley, Distance Education Dean

REVIEWER’S COMMENTS

The foregoing accurately represents the progress, status, needs and objectives of Distance Education. The One-Time Funding Request for AY 2012-2013 is attached.

Reminder: If fiscal resources are needed for next year's goals, submit a Budget Request and Action Plan for budget unit review.