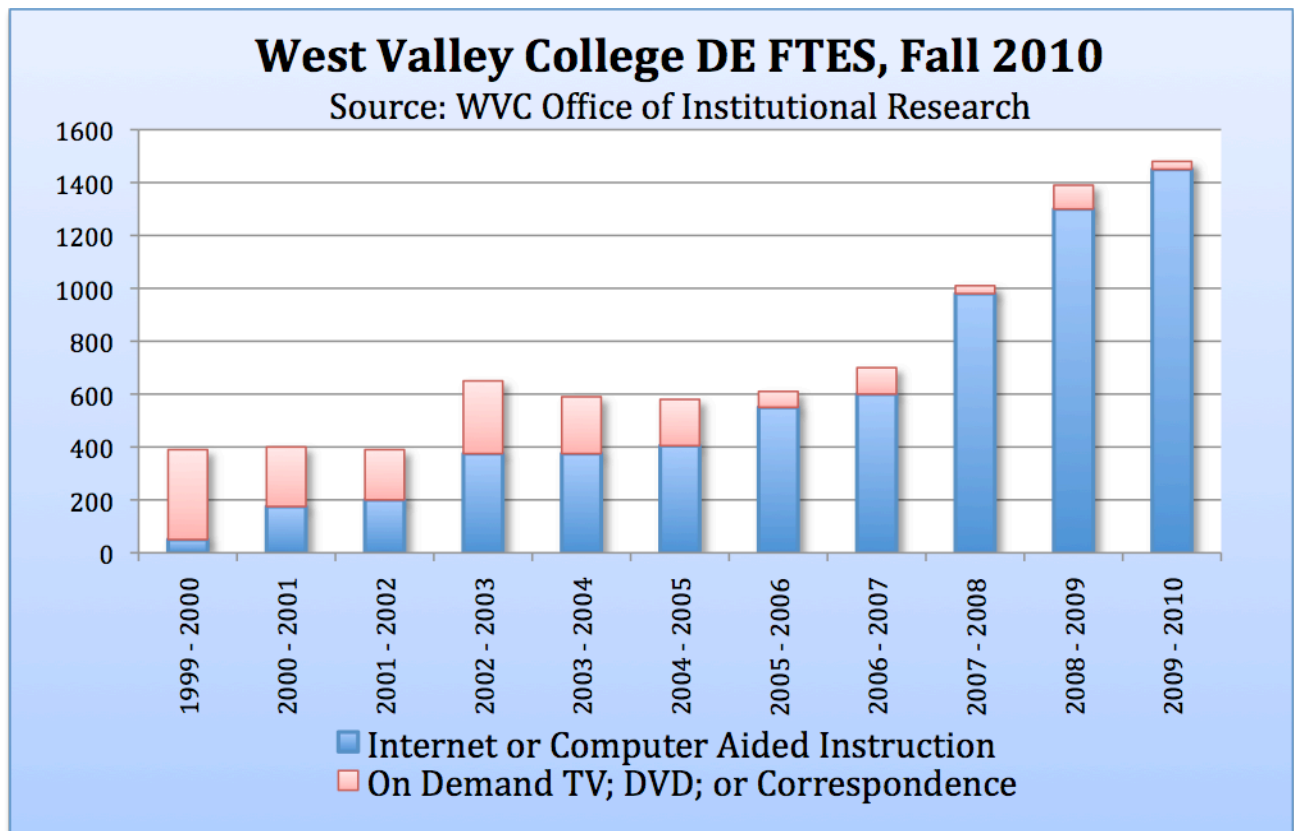


WEST VALLEY COLLEGE
STRATEGIC PLAN FOR E-LEARNING
Fall 2011 through Fall 2016

INTRODUCTION

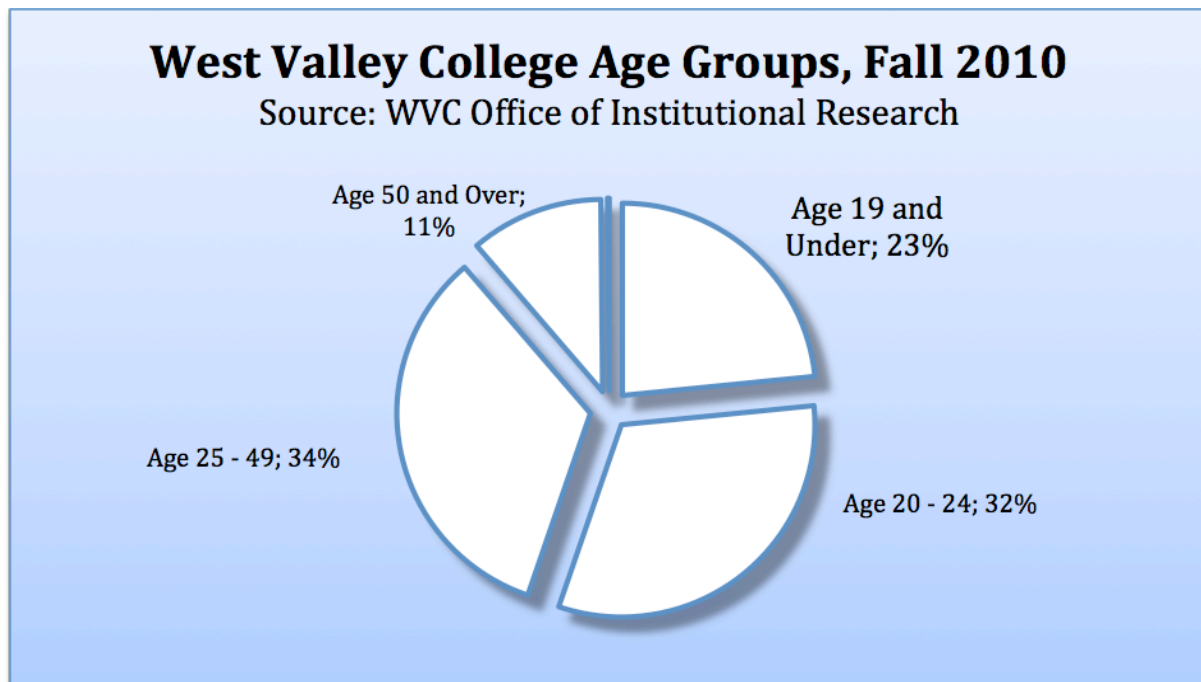
West Valley College, located in the heart of Silicon Valley, has been delivering Distance Education for over fifteen years. But since offering the first computer/web-based course approximately ten years ago, online learning has seen an explosive growth that amounts to 15% of current FTES.



This Strategic Plan builds on the first five-year plan, approved in 2004, and focuses acutely on online learning, also known more broadly as electronic-learning: that is, curricula that is presented in a virtual classroom and is facilitated and supported by information and communications technology such as the Internet, the Web, computers, Podcasts, streaming videos and a course management system. This plan also focuses on facilitating the integration of e-learning tools into hybrid and traditional face-to-face courses.

e-Learning is particularly responsive to rapidly changing technology, educational trends and the needs and desires of Millennial tech-savvy students. e-Learning provides flexible access, as well as opportunities to meet the needs of students with various learning styles, mobility restraints and disabilities.

The continued support and development of e-Learning at WVC is crucial. By 2014 there will be 3.97 million American college students enrolled in online-only courses; currently, 52% of students enrolled in two-year institutions are 18 to 25 years old; and 63% are women.¹ Those national demographics mirror the students WVC serves.



MISSION STATEMENT

e-Learning at West Valley College integrates technology-mediated instruction and support services to deliver rigorous online courses and to enrich hybrid and face-to-face courses.

VISION STATEMENT

Trained faculty will use advanced technologies and methodologies to expand West Valley College's electronic student support services, e-Learning courses and degrees, to increase the rate of student access, retention and success, and to foster global citizenship.

¹ These data are from the November 5, 2010 issue of *The Chronicle of Higher Education*, which was dedicated completely to Online Learning.

GOALS AND OBJECTIVES

In order to strengthen this mission and make this vision a reality, the following concrete, measurable goals and objectives are established:

1. Improve the rate of retention and success in all e-Learning courses.

This goal is the responsibility of each academic program and the Office of Instruction with support from the Distance Learning Committee, Distance Learning Coordinator, and Office of Student Support Services.

Objective: Develop readiness strategies for students who want to take e-Learning courses.

Objective: Explore opportunities to provide students with expanded electronic support services (e.g., assessment, advising, tutoring, library services).

Objective: Expand formal training opportunities for faculty who want to teach e-Learning courses or want to enhance hybrid and face-to-face instruction (e.g., online-specific pedagogy, ADA/accessibility, course design).

Objective: Provide formal development opportunities for faculty who want to stay current with technology and e-Learning teaching trends (e.g., new technologies, ethics, course management).

Objective: Offer recommendations for revising the documents and procedures used to evaluate faculty who teach courses online.

2. Analyze the needs of e-Learning and implement changes.

This goal is the responsibility of the Dean of Information Technology in collaboration with the Distance Learning Coordinator, and the Distance Learning Committee.

Objective: Review advancements in e-Learning technology products, services and practices yearly and recommend improvements.

Objective: Review student identity verification techniques.

(This will help WVC to comply with new regulations, established in the renewal of the Higher Education Act, that require colleges to verify that the person registered in an online class is the same person who does the work in the class.)

Objective: Analyze the leadership and staffing needs for growing e-Learning and recommend changes.

3. Assess the needs of the consistently increasing number of hybrid and e-Learning-enhanced courses and recommend changes.

This goal is the responsibility of the Distance Learning Coordinator and the DL Committee in collaboration with individual instructors.

Objective: Survey faculty members who deliver hybrid and e-Learning enhanced courses.

Objective: Collaborate with departments and instructors who deliver Basic Skills courses to identify their specific needs.

4. Improve the web presence of e-Learning.

This goal is the responsibility of a sub-committee of the DL Committee in collaboration with the rest of the Distance Learning Committee, Distance Learning Coordinator, the Dean of Instructional Technology and the Office of Student Support Services.

Objective: Redesign the existing Distance Learning webpage and turn it into a robust ADA-compliant interactive virtual e-Learning Support and Resource Center.

5. Expand opportunities to earn degrees and certificates that can be completed entirely through e-Learning.

This goal is the responsibility of individual academic programs with the support of the Distance Learning Coordinator, the Distance Learning Committee and the Curriculum Committee.

Objective: Work with departments to ensure that courses are available through e-Learning.

Objective: Make recommendations for improving the process by which Curriculum Committee approves online courses.

Objective: Work with the Office of Student Support Services to ensure that students can complete Reading, English and Math placement assessment tests online.

Composed by the WVC Distance Learning Committee in consultation with the Office of Instruction, the Office of the President and Academic Senate. April 2011.

THE WVC DISTANCE LEARNING COMMITTEE

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Kathy Arnold, Faculty, Art and Art History

Fred Chow, Dean, Information Technology Services

Anne Crosby, Faculty, Alternate Media Specialist, DESP

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Max Gault, Instructional Technologist

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Janis Kea, Faculty, Economics

Cheryl Miller, Director, Disability and Educational Support Programs

Maryanne Mills, Faculty, Library