

**INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS
QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS**

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: ***Distance Learning/Instructional Development***

2. Person(s) completing the questionnaire: *Steve Peltz*

3. Date of completion: *October 22, 2007*

4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The Distance Learning and Instructional Technology Program includes an annual enrollment of over 8000 students. This program supports the College's mission of making quality education available to students via a flexible and adaptable delivery method. Distance Learning addresses a broad audience because it reaches students all over the U.S. as well as internationally. Distance learning also reaches students who are not able to come to campus to attend traditional classes. Our Distance Learning Program has grown over 65% over the last two years and is still one of the fastest growing programs of the college. The Distance Learning and Instructional Technology Program addresses the College's goal to attract and retain students by employing innovative and creative technology approaches in virtual classrooms, telecourses and hybrid courses.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

Even though general college enrollment trends for the last few years show student populations declining, distance learning enrollment continues to increase. This appears to indicate a clear market demand for new and flexible delivery systems to help students achieve their goals. Our students are very capable users of technology and they have embraced the opportunity to enroll in our classes. Additionally, this past year we officially began to incorporate the new ANGEL Learning course management system district-wide, not only for online classes but for all classes. We exceeded our ANGEL workshop goals by over 300% during the year as we offered 36 combined beginning and advanced workshops for faculty. 380 total full-time and associate faculty were trained on the West Valley campus. Largely because of these extensive training efforts throughout the year, ANGEL is now utilized in the majority of college courses including traditional on-campus courses, online courses, and hybrid courses. This allows our students to access their assignments, class handouts, quizzes, tests, course email, and asynchronous discussion forums online.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

According to the recent 2006-2007 Distance Learning Survey, 49.5% of our distance learning students were taking this type of course for the very first time. Over half of these students had not taken a class on campus before and so were drawn to our campus because of the availability of a distance learning course. This is over 2000 new students that would not have been students at West Valley College had we not offered courses via distance learning. Unlike the rest of our campus student population, most of these new students took only one course per semester. But without them included in our statistics, our campus would have experienced a very serious student headcount shortage. Conclusions - our statistics continue to show that distance learning is still the biggest growth area for the college in almost every program and department.

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Even though the campus gender statistics show that 58.6% of our student population is female, our distance learning female student population of 66.1% is even higher. Most of our distance learning students also tend to be currently employed either full-time (35%) or part-time (33.3%) and in general, most are older than on-campus students. In responding to our survey, 47.9% said that they were enrolled in a distance learning course because they were working on an A.A. degree and 52.1% responded that they were developing skill or gaining knowledge as a requirement for a new job skill. An even 50% said that they preferred to learn via the use of technology. 93.7% said that they would likely enroll in another distance learning course in the future. Conclusions - students like distance learning courses and would like us to increase our offerings including the inclusion of more course varieties, especially in "core" transfer courses.

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):
- What significant trends are revealed in the data?
 - What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Of those participating in our distance learning survey, 13.5% of the students said their distance learning course was easier than a normal on-campus course. 27.6% said it was harder. 54.7% said it was about the same. In addition, 33.9% said the quality of the course was better than a normal course, 51% said they were about the same. 28% of the distance learning students stated that they were more likely to interact with the instructor in a distance learning course versus a live on-campus course (we find this especially true with our ESL population). Many students also indicated that they were actually more active in their distance learning courses because they were less intimidated in this environment and more open when given the opportunity to respond online with a computer through the use of e-mail etc. 35% also said that the availability class materials for review in their online course was better than in a traditional course. Students also cited increased e-mail, online bulletin boards, and online chat office hours available as a definite plus when it came to distance learning courses. 93.7% of the current distance learning students said that they would likely enroll in another distance learning course in the future. Conclusions - distance learning courses continue to be popular with our students and meet a viable need for alternative learning opportunities.

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):
- What significant trends are revealed in the data?
 - What factors might contribute to any significant differences from the College averages? See attachment.

West Valley College transfer rates and those completing A.A. degrees continue to be among the highest in California and many students are taking online courses as part of this process. And even though it is currently possible for a student to get an A.A. degree completely through distance learning, we know of no students that have done it. Most take some courses on campus and some online. 56.3% of our current distance learning students are also taking a course on-campus. With the additional options offered by the ANGEL course management system this year in all courses, our online and on-campus instructors were able to add important instructional tools and resources to their classes. They are now more student centered, more interactive, and richer in media content. Many have also now added HTML PowerPoint presentations, streaming audio clips, and streaming videos. These streaming resources will continue to grow in popularity over the next few years including both commercially available materials and instructor produced media.

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

Yes, there is a great need to hire a new Instructional Technologist to address the increased use and popularity of distance learning courses, ANGEL Learning, and streaming media production. This position has already been approved by the Board and is currently being advertised as an open position at the college. Hiring should take place by the beginning of the Spring 2008 semester. This position will also help support training efforts for both on-campus and online instructors including ANGEL workshops and training in areas such as online pedagogy and best practices in the development of online courses.

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:
 - a) What relevant findings have been derived through the SLO assessment process?
 - b) What changes have been implemented, or are planned, based on the findings since the last program review?
 - c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

All of our distance learning instructors design their courses based on written student learning objectives. Our distance learning faculty participate in a Distance Learning Committee that addresses the need for fair, consistent, and measurable student learning outcomes. As the SLO committee proceeds, the Distance Learning Program intends to be a part of all efforts to write and implement relevant student learning outcomes.

As part of the current Five-Year Distance Learning Strategic Plan, we are currently in the process of designing a Distance Learning Instructor Certification Program. This is a District-wide initiative and ten of us are currently being certified through an online program during the Fall 2007 semester through the University of Indiana. The curriculum for our District program includes the writing and utilizing of student learning objectives and outcomes for all courses offered in a distance learning setting. This program could be extended to include all courses in the future. In order to standardize the ways instructors utilize student learning outcomes, the Distance Learning Instructor Certification Program curriculum will cover SLOs from both pedagogical and ethical standpoints.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
 - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - b) How might these influences form the basis for an action, objective, or request for resources?

The Distance Learning and Instructional Technology Program is mandated to adhere to 508 and ADA standards. These standards are also automatically incorporated into the District's ANGEL course management system tools and resources to ensure that we are in compliance. Our program also continues to be responsive to the labor market demand for greater numbers of distance learning courses. When new courses are submitted for curriculum review, our program works with the various departments to help maintain articulation and transfer agreements.

Again, due to the growing student demand for distance learning courses and increased use of streaming media, the need to hire an Instructional Technologist to support the program is crucial. The new Instructional Technologist will also be able to respond to faculty, administrator, and student needs while assisting faculty with new course design and implementation. The Program Director for Distance Learning and Instructional Technology continues to be involved with the accreditation process, writing and use of student learning outcomes, and continued implementation of the Distance Learning Strategic Plan.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

Because of the adoption of the new ANGEL Learning course management system, we have incorporated a way for students to communicate with their instructors and their classmates without the need for an external email account. Students enrolled in both on-campus and online courses now also have 24/7 access to all lesson materials, assignment sheets, homework, discussion questions, and chat room sessions via ANGEL. We have also insured that all ANGEL resources are ADA and 508 compliant.

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

This distance learning program at West Valley College continues to be is relevant, innovative, and in high demand. The faculty also continue to support and utilize this program for online teaching and hybrid course instruction. In addition, the new ANGEL Learning course management system makes both our on-campus and online courses stronger and more media rich, helping keep the students engaged and successful.

The Distance Learning Committee is comprised of distance learning faculty members who help to guide the program. Currently, a Certification Program for distance learning faculty is being planned and designed with its first workshops likely to be available in Fall 2008.

The college will continue to rely on distance learning for much of its future student growth.

2. Program Strengths:

Enrollment in distance learning courses continues to be strong. Most of our courses fill within the first two or three days of open enrollment. Our courses are well designed by talented and dedicated faculty members, and students taking our distance learning courses continue to have successful completion rates. The ANGEL course management system has made our distance learning courses even better by providing important development tools to help faculty design courses that are media rich and keep students engaged.

3. Program Challenges:

Our biggest challenge continues to be adequate staffing. The hiring of the new Instructional Technologist by Spring 2008 to support this area is crucial in order to provide the continued high level of support for both student and faculty. In addition, an online method for evaluating distance learning courses and programs needs to be created at a District-wide level. This initiative is currently being worked on between the two colleges.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

- *Continue to offer ANGEL training for both novice and advanced faculty learners.*
- *Develop an online tutorial to provide faculty ANGEL training for those unable to attend an on-campus workshop or those needing a review to accomplish specific development tasks.*
- *Successfully hire and train the new Instructional Technologist.*
- *Design and develop the new Distance Learning Instructor Certification Program for eventual offering in the Fall 2008.*
- *Working with the campus Distance Learning Committee and key personnel from Mission College, establish a method and plan for evaluating distance learning courses.*
- *Continue to work with the campus Technology Advisory Committee to insure our students are able to utilize the best and most innovative learning tools available.*
- *Continue to work with campus Distance Learning Committee in accomplishing the goals of the 5-year Distance Learning Strategic Plan.*
- *Explore partnerships with local corporations to offer specialized courses and/or create funding sources for future technology initiatives.*

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

- *ANGEL training for faculty learners is ongoing and continuous. Most faculty have now been trained already so we will be concentrating on an ANGEL users group for faculty to share ideas and successes.*
- *The initial online tutorials to provide faculty ANGEL training should be finished by July 2008. Additional modules will be added on a yearly and as-needed basis.*
- *The hiring of the new Instructional Technologist should be completed by January 2008. Training should be completed in most needed areas by July 2008.*
- *The first workshops and modules for the new Distance Learning Instructor Certification Program should be completed by September 2008. Workshops will begin during the Fall 2008 semester.*
- *The new method for evaluating distance learning courses should be completed by Fall 2008.*
- *Partnerships with local corporations to offer specialized courses and/or create funding sources for future technology initiatives is an on-going process and will be started during the Spring 2009 semester.*

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

The first five of these actions should be accomplished during the next year.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

FUNDED by WVMCCD?

Full-time faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: <i>New Instructional Technologist</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

New position is not hired yet but funds have been allocated and position has been approved by the Board.

I. RESOURCE REQUESTS 2007-2008

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *Click once here and type your response*

Equipment (brief narrative description with estimated total cost): *Streaming video server to support both on-campus and online course streaming video and audio clips. Approximate cost: \$20,000.*

Supplies (brief narrative description with estimated total cost): *Increase in supply budget to support software and other associated costs of new Instructional Technologist: \$1000./year*

Staff Development (brief narrative description): *Click once here and type your response*

Other: *Click once here and type your response*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu