

SBCCD DISTRICT PROGRAM REVIEW
Four-Year Program Self Evaluation

Program or Service Area: Distance Education

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Description of Program and Services

Distance Education department's (DE) purpose is to support the learning process through educational technology training and administration. The department provides several administrative and training services. Administratively, the department manages and provides support for educational technologies. Services offered include technical support, training, and access to technologies. DE also provides end-user training for all educational technology offerings, including Blackboard, and other third party online technologies. DE's clients are the San Bernardino Valley College (SBVC) and Crafton Hills College (CHC) faculty, staff, and students. For our clients, DE provides access to technologies that will enhance and support alternative learning modalities for learners.

The department is comprised of 3.5 people. Two instructional support staff (Dr. Trelisa Glazatov and Rhiannon Lares); a Distance Education Learning Management System Administrator (Cherishea Coats); and a part-time Clerical Assistant II, Phylis Mitchel.

Pattern of Service

Describe how the pattern of service and/or instruction provided by your program serves the needs of students, campuses and district. Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, and weekend service.

The Distance Education Department is located at the San Bernardino Community College District Annex, 1289 Bryn Mawr Ave. Suite B Redlands, CA 92374.

Our hours of operation are 8:00am – 5:00pm, Monday through Friday. The direct phone number is 909-384-4325 and the fax number is 909-885-3035. There is also a Help Desk number available to our constituents available during hours of operation, which is 909-384-4357 (ext. 4357) .

LMS specific help is available directly through Canvas for off-hours/weekend help through the Help Desk number or through email/chat with a Canvas technical representative.

The DE website is <http://tess.sbccd.org>.

Impact on the Colleges and the District

Describe the most significant relationships with other District operations and College operations. What major impact does your unit have on them? What major impact do they have on your unit?

The Office of Distance Education provides and supports the colleges learning management system and other online/distant learning technologies. The quality of the services and technologies we provide are depending on meaningful interactions and ongoing communication between the user communities and our office. We need to understand what the user communities needs and where they want to go so the DE department can anticipate and position ourselves to accommodate for their needs.

The Distance Education's primary goal is provide access to technologies that will enhance and support alternative learning modalities for learners. This goal is directly aligned with the District's and College's strategic directions, specially Board Imperative III, goal (3.2) to provide technology that supports excellence in teaching, learning, and support.

Mission and Purpose

The mission of the San Bernardino Community College District (SBCCD) is to transform lives through the education of our students for the benefit of our diverse communities.

What is the mission statement or purpose of the program?

Distance Education department's (DE) purpose is to support the learning process through educational technology training and administration. The department provides several administrative and training services. Administratively, the department manages and provides support for educational technologies. Services offered include technical support, training, and access to technologies. DE also provides end-user training for all educational technology offerings, including Canvas, and other third party online technologies.

How does this mission or purpose relate to the district mission?

DE's clients are the San Bernardino Valley College (SBVC) and Crafton Hills College (CHC) faculty, staff, and students. For our clients, DE provides access to technologies that will enhance and support alternative learning modalities for learners.

How does this mission or purpose support student learning?

The DE office provides access to technologies that will enhance and support alternative learning modalities for learners.

Service Area Outcomes

Please complete for as many Service Area Outcomes as your program has.

Service Area Outcome #1

Customer satisfaction with training will improve.
Measure: Percent of surveyed customers to whom the question is applicable will be "satisfied or very satisfied" at least 85% satisfied.

Assessment (*How is this Outcome assessed?*)

District Operations Survey.

Analysis (*Please provide an analysis of this assessment.*)

Of the respondents to the District Operations Survey, 74% of faculty were "satisfied or very satisfied" with training provided. For staff "satisfied or very satisfied" is at 75%. This is an improvement over the previous year's 64.6%

Service Area Outcome #2

Customer familiarity with the services available in the DE department will improve. Percent of surveyed customers to whom the question is applicable will be "satisfied or very satisfied" at least 85% satisfied.

Assessment (*How is this Outcome assessed?*)

District Operations Survey

Analysis (*Please provide an analysis of this assessment.*)

Of the respondents to the District Operations Survey, "don't know/no opinion" ranged from 55% to 66% of the respondents

Service Area Outcomes (Continued)

Please complete for as many Service Area Outcomes as your program has.

Service Area Outcome #3

Customer satisfaction with type of technology offered by Distance Education will improve. Percent of surveyed customers to whom the question is applicable will be "satisfied or very satisfied" at least 85% satisfied.

Assessment (How is this Outcome assessed?)

District Operations Survey

Analysis (Please provide an analysis of this assessment.)

Based on the District Operations Survey, 73.6% were satisfied or very satisfied overall the department's services during the past 12 months.

Service Area Outcome #4

Assessment (How is this Outcome assessed?)

Analysis (Please provide an analysis of this assessment.)

Accomplishments

Detail department progress and accomplishments on goals and objectives. How do these accomplishments benefit students, the campuses, and the district?

Within the last program review cycle:

DE department managed the transition from Blackboard to Canvas. The transition included the technical migration and facilitating the system training for staff and faculty. Blackboard is now sunsetted and archived as of 6/30/2018. Both Colleges chose to adopt Canvas in anticipation of increasing usage of the LMS, increasing online course offerings, and being in a better position to integrate additional technologies adopted by the State Chancellor's office.

The increase in usage of the LMS also includes more faculty requesting services to help develop and improve courses in the LMS. As of April 2018, the DE department hired a dedicated LMS administrator to manage the technical aspect of the learning management system and to assist with the help desk for both students and faculty.

Trends

What are the new or continuing trends affecting your program and how will these trends impact program planning?

Overall, perceptions of the Office of Distance Education appear to be positive, but there also seems to be confusion or uncertainty toward the DE department. There are, however, several areas and ways that the Office of DE can enhance their services to better align themselves with the needs expressed by respondents of the survey, including providing more training opportunities to the campuses, greater accessibility to district systems as well as a better understanding of what services and support DE has to offer.

Strength

Strengths that were highlighted included the quality of personal in the DE department.

Weaknesses

The DE department believes there is room for improvement this includes:

- Clarity on the offerings of the DE department
- Hiring a full-time/additional staff to cover campus needs
- Deploying more cutting edge technologies and access to existing technology;
- Providing more training;
- Increasing staffing commensurate with online program growth;
- Increasing interactions with the colleges;
- Focusing more on student-specific needs;
- Providing online student instruction for Canvas

Opportunities and Challenges

What are the opportunities and challenges presented by the new or continuing trends identified above? Provide any additional data or new information regarding planning for the department. In what way does your planning address these opportunities and challenges?

Opportunities

The number of online courses offered by the campuses are increasing. This growth will allow for DE to expand services and resources to meet the campuses needs.

Emerging technologies, such as mobile computing, will present opportunity for alternative delivery of DE services. Faculty's and students' technology skillset is increasing allowing DE to introduce more innovative and emerging technologies and training into the educational process.

Challenges

Despite the tremendous growth in online offerings, staffing has remained flat. There is no framework to ensure that appropriate personnel and financial resources are allocated to appropriate service at the district.

Ideally, the online learning experience should mirror the campus-based experience. There has been great growth in online offerings, but limited growth in services to online students, such as tutoring, counseling, and other ancillary student services.

The workshops are offered for both faculty and staff, but often staff has difficulty in attended these workshops due to the constraints of their position.

Three-to-Five Year Vision

Describe your program, as you would like it to be in three-to-five years.

In three-to-five years, the DE department will offer enhanced services to the campuses. Structured training for the campus community will be available online, through web based tools, webinars, and face to face workshops. Information will be centralized through a portal to allow access to all constintuents

.
Through the addition of staff in areas of instructional/curriculum development to assist departments in online course and online development. The development of online student services, and the creation online training modules for faculty, staff and students can also be accomplished with increased staffing. Infrastructure, with funded replacement cycles, will be in place to allow constituent's access to DE information and campus information through computer based websites and application as well as through mobile computing. Any additional resources needed will be analyzed using a model that links staffing, infrastructure, and funding to DE program growth.

Related to the Board Imperative, the DE three-to-five year vision will contribute to meeting two District imperatives, Learning-Centered Institution for Student Access, Retention and Success and Resource Management for Efficiency, Effectiveness and Excellence.

Goals and Objectives

Please complete for as many Goals and Outcomes as your program has.

Goal #1

Provide the infrastructure to support DE courses and services

Objectives for Goal #1

Infrastructure, with funded replacement cycles, will be in place to allow constituents access to DE and campus information through computer based websites and application as well as mobile computing.

Goal #2

Expand DE services offerings

Objectives for Goal #2

Develop prioritize list of potential services and technology that DE may offer at the district and campus levels and to support DE constituents.

Goal #3

Objectives for Goal #3

Goals and Objectives (Continued)

Please complete for as many Goals and Outcomes as your program has.

Goal #4

Objectives for Goal #4

Goal #5

Objectives for Goal #5

Goal #6

Objectives for Goal #6

Productivity

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three-year period?

- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

Productivity Data

District's Operations Survey is used to collect data on customer satisfaction. Specific measures include customer satisfaction with training, customer knowledge of services offered, and customer satisfaction with district technology.

Analysis of Productivity Data

Overall, perceptions of the Office of Distance Education appear to be positive, but there also seems to be confusion or uncertainty toward the DE department. There are, however, several areas and ways that the Office of DE can enhance their services to better align themselves with the needs expressed by respondents of the survey, including providing more training opportunities to the campuses, greater accessibility to district systems as well as a better understanding of what services and support DE has to offer.

Staffing

List the number of full and part-time employees in your area.

| Classification | Number Full-Time | Number Part-Time, Contract or Prof. Experts | Vacancies |
|----------------------|------------------|--|-----------|
| Managers | 0 | | |
| Faculty | 0 | | |
| Classified Staff | 3.5 | | |
| Professional Experts | | | |
| Total | 3.5 | | |

Analysis of Staffing Levels

What does the current staffing level data suggest about your program area? Is there a need for more employees? Is there a need for greater efficiency? Is there a need for redistribution of workload or staff? Include any data that is relevant to your program, including any staffing needs for compliance with state, local, and federal regulations.

Our current staffing level is flat and the area is the only one in TESS without a manager. With no manager, there is no direction for growth related to Distance Education and coordination of services with both District's and the Colleges' needs. A review of current staff duties and skillsets may be necessary to see how to more efficiently redistribute workload and support DE growth at the Colleges and technical support needs at the District.

Where does the Program align with the Campuses and District Strategic Plans?

| Select | | District Wide Strategic Support Services Plan: Recommendations |
|-------------------------------------|--------------|---|
| <input type="checkbox"/> | DR.1 | Complete and regularly update the three-year staffing plan and develop a process to increase the number of full-time faculty and increase the ratio of full-time to adjunct faculty in the District. |
| <input type="checkbox"/> | DR.2 | To stabilize staffing levels, the District Human Resources department must address upcoming retirements and hiring procedures that include strategies for interviewing candidates from across the country. Additionally, consider completing a market study to understand the levels of salary, compensation, and benefits that will attract highly qualified candidates. |
| <input type="checkbox"/> | DR.3 | Complete and regularly update the District Enrollment Management Plan. Support the Colleges' community outreach and marketing efforts in order to increase campus visibility, highlight instructional opportunities, and increase FTES |
| <input type="checkbox"/> | DR.4 | Support each College's effort for addressing basic skills needs. |
| <input type="checkbox"/> | DR.5 | Support the Colleges' effort to work with K-12 entities, the EDCT, adult schools, and the Inland Adult Education Consortium to become a leader in providing education to adults in the region. |
| <input checked="" type="checkbox"/> | DR.6 | Support Distance Education at each campus with the software, hardware, training, and support mechanisms as identified through local processes by the Colleges. |
| <input checked="" type="checkbox"/> | DR.7 | Continue to sustain funding for technology in order to support the needs of students, faculty, and staff. |
| <input type="checkbox"/> | DR.8 | Establish a full-time and robust facilities department within the District to secure state funding through the Capital Outlay Process, manage construction projects, oversee and integrate maintenance and operations, implement design standards, coordinate sustainability efforts, and implement a Total Cost of Ownership model for facilities. |
| <input type="checkbox"/> | DR.9 | Continue to sustain funding for site security and safety and proactively design outdoor and building spaces using best practices for creating secure environments. |
| <input type="checkbox"/> | DR.10 | Establish and maintain a cyclical process through which college planning informs the development and revision of District plans, including the Educational Master Plan, Facilities Master Plan, College Strategic Plan, and Technology Plan. |

| | | |
|---|---------------|--|
| <input type="checkbox"/> | EDCT.1 | Each college should explore the EDCT as a resource to support grant development, contract education offerings, non-credit and not-for-credit courses and short-term vocational training opportunities. |
| <input type="checkbox"/> | KVCR.1 | Reevaluate the role and function of the radio and television station to operate as a fiscal asset that is an economically viable and self-sufficient entity. Develop a process for resource distribution between the District, EDCT, KVCR, and the Colleges. |
| Crafton Hills College Major Strategies | | |
| <input checked="" type="checkbox"/> | CS.1 | Promote Student Success |
| <input type="checkbox"/> | CS.2 | Build Campus Community |
| <input checked="" type="checkbox"/> | CS.3 | Develop Teaching + Learning Practices |
| <input type="checkbox"/> | CS.3 | Expand Access |
| <input type="checkbox"/> | CS.4 | Enhance Value to the Surrounding Community |
| <input type="checkbox"/> | CS.5 | Promote Effective Decision Making |
| <input checked="" type="checkbox"/> | CS.6 | Develop Programs + Services |
| <input type="checkbox"/> | CS.8 | Support Employee Growth |
| <input type="checkbox"/> | CS.9 | Optimize Resources |
| San Bernardino Valley College Strategic Directions + Goals | | |
| <input type="checkbox"/> | SBS.1 | Increase Access |
| <input checked="" type="checkbox"/> | SBS.2 | Promote Student Success |
| <input type="checkbox"/> | SBS.3 | Improve Communication, Culture + Climate |
| <input checked="" type="checkbox"/> | SBS.4 | Maintain Leadership + Promote Professional Development |
| <input type="checkbox"/> | SBS.5 | Effective Evaluation + Accountability |
| <input type="checkbox"/> | SBS.6 | Provide Exceptional Facilities |