

A Focused Assessment of Distance Learning

Introduction

Online learning has increased significantly at Ohlone College. In 2001 there were 26 courses approved for full online delivery, which has grown to the current figure of 101 approved courses. Further, the number of sections offered each semester has increased from 42 sections in fall of 2004 to 130 in spring of 2007. FTES have correspondingly increased from 106 in fall of 2004 to 331 in spring of 2007. These increases in online offerings and enrollments have been the results of grassroots faculty interest and development, along with parallel increases in student demand.

The dramatic growth in online learning has motivated the faculty to increase the development of outcome-based methodologies to ensure academic quality for online courses. The Faculty Senate, through the Curriculum Committee, has made excellent progress on evaluating the effectiveness of online and media-supported courses. There is one official Course Outline of Record format used for all courses, including courses that may have traditional and online sections. The Curriculum Committee has a standing Distance Learning subcommittee that must approve all courses that will be offered online. The Distance Learning Committee reviews include the frequency of student/faculty contact and online technology support. The Distance Learning Committee provides faculty with guidelines and best practices for online teaching and learning. Course Outlines of Record must specify measurable student learning outcomes, with assignments and assessment strategies to evaluate the stated outcomes. The CurricUNET database for online course development is used as a guide by faculty to maintain consistency. The Curriculum Committee, along with deans and department faculty, systematically reviews all courses every six years to assure there are relevant measurable outcomes with specific evaluation criteria.

Given the growth of online teaching and learning at Ohlone, the Distance Learning Committee decided to conduct a focused program assessment, which is presented below. This assessment addresses standards defined in the [ACCJC/WASC Distance Learning Manual](#) (August 2006) and uses the guidelines for implementation and the questions to aid in the evaluation of distance learning provided in the manual to organize the assessment. This assessment is enhanced by conducting surveys of online faculty and students. The survey of online students was designed in alignment with the survey conducted of students in traditional, classroom-based classes. While the survey of traditional classes was done in paper and pencil format, the online student survey was a web-based format and students were contacted by email to participate. The survey of traditional classes yielded 1126 responses and the online survey yielded 466 responses. The full results of both surveys are located on the college website. **(DL-1)**

Curriculum and Instruction

- 1. Each electronically-delivered course or program of study results in learning outcomes appropriate to the rigor and breadth of the course credit, degree, or certificate awarded.**
- 2. Review and approval processes ensure the appropriateness of electronic delivery to meeting the course and program objectives.**
- 3. Portions of courses delivered through electronic means adhere to the same principles as courses delivered entirely through these means.**

Descriptive Summary

The Curriculum Committee requires that all courses reflect the appropriate learning outcomes, regardless of location or delivery method. The Curriculum Committee approves and regularly reviews all Official Course Outlines of Record. The Committee has implemented CurricUNET, an online curriculum development and review database tool **(DL-2)**. CurricUNET is a database software that acts as a repository for the course data and then returns it to the viewer to oversee the whole course content in the form of a PDF file. CurricUNET provides guidelines that direct the development of student learning

outcomes and strategies for assessing those outcomes for all Ohlone courses. Any course at Ohlone that will involve technology mediation for more than 50% of the delivery is subject to additional academic scrutiny. The Distance Learning Committee reviews all such courses to ensure that the delivery systems meet or exceed the academic standards of the Course Outline of Record.

On using CurricUNET, screen prompts the user to the following area (shown below in Figure 1) where the faculty member will need to edit each line item. As you will notice from this screen image, the Student Learning Outcomes are part of the review process.

(Figure 1)

Course Checklist

- Main
- Cover
 - Distance Ed
 - Contact Types
- Proposal
- Details
- Student Learning Outcomes
- Outline
- Assignments
- Methods of Evaluation/Assessment
- Methods of Instruction
- Textbooks
- Supplies
- Entry Knowledge
- Requisites
- Library
- General Ed
- Codes
- Admin Dates

When a course has completed its approval cycle and every line item in CurricUNET is checked off, it is presented to the Curriculum Committee. At this presentation, the originator (the original faculty member who started the course outline process) is present. If the originator cannot be present, another member of the course division (program, certificate etc.) is there to address or answer any concerns. At this time, any notes from the Advisory Committees etc., are available if there are questions on any of the line items. The Articulation Officer or representative is also present to ensure units and credits measure up appropriately. Figure 2 below is a sample print out of Student Learning Outcomes as listed in CurricUNET for one course. This course is for CAOT-148, Computer Applications in Biotechnology.

Figure 2

Page Last Saved on Friday, Aug 26, 2005 at 10:42 AM by Lesley Buehler

Top of Form

Please enter each outcome separately.

The student will:

1. Create a worksheet and add an embedded chart.
2. Construct graphs that are commonly used in an introductory Biotechnology course.
3. Create a PowerPoint presentation.
4. Manipulate data tables and structure, forms, reports and queries using MS Access.

All courses at the college, regardless of delivery method, follow a strict approval and review process. Any courses that contain an online component that replaces traditional seat time also goes through a separate course approval process. This approval form process is built into CurricUNET and asks the originator of the course how they will teach their online course; that is delivery through email, chat rooms, discussion boards, interactive exercises and so on. The originator has to review each section on this separate course approval process, which ensures compliance with TITLE V descriptions of online courses and makes the originator think about what and how they are teaching online.

Self-Evaluation

With the implementation of CurricUNET and the extensive review process that course outlines encounter, Ohlone feels each of its electronically-delivered courses or programs of study-result in learning outcomes appropriate to the rigor and breadth of the course credit, degree, or certificate awarded. The Distance Learning Committee is required to review, for approval, each course that delivers more than 50 percent of its course content through technology-mediated delivery.

A significant majority, 95%, of online students responding feel the assignments and assessments in their courses effectively cover the course content and 79% report receiving the same or equal attention from their instructors. Ninety-four percent of those responding state they are achieving their learning goals through the online delivery format. Further, 92% of students responding rate their instructors as well prepared and able to teach and 91% indicate that they are able to participate actively in their learning. This shows a consistency across delivery methods of instruction.

The college meets this standard.

Planning Agenda

Although the college meets this standard, the following planning agenda has been developed to improve beyond meeting the standard.

Outcomes: A resource website will offer faculty more tools/assistance with various needs towards online teaching. Under consideration are guidelines similar to those used by Mount San Jacinto College.

Tasks: The Distance Learning Committee is currently looking into planning strategies on how to implement departmental guidelines and will be referring to other college examples in use. Faculty will be asked to contribute ideas and information to the resource website.

Ensuring ongoing compliance: Resource website will be monitored and updated on an ongoing basis, and guidelines prepared by the specific departments will be reviewed regularly.

Impact on student learning: Faculty can spend more time making impacts on student learning rather than having to spend time searching for answers to questions such as those which can be found on the resource website and/or referred to in their specific departmental guidelines. This translates into more time for them to work with their students.

4. Student experiences results in achievement of intended learning outcomes whether electronically-delivered courses provide for synchronous or asynchronous interaction between faculty and students and among students.

Descriptive Summary

Student learning outcomes are consistently pursued throughout a course whether it is taught traditionally (synchronous), hybrid and/or fully online (asynchronous). For a course to be approved all components of the Course Outline of Record must be processed through CurricUNET, as discussed in Standards 1 and

2 above. Faculty refer to the Official Course Outlines produced by CurricUNET as a guide for teaching. The intended learning outcomes and assessment strategies are clearly defined in it and they are again expressed in the syllabus for the course. All courses, whether synchronous or asynchronous are subject to the periodic course review cycle through the Curriculum Committee.

Self-Evaluation

The Curriculum Committee at Ohlone ensures the quality and rigor of all courses at Ohlone. The course approval, course review, and program review processes all address student learning outcomes and assessment. See Standard II.A. earlier in this Self Study for a more comprehensive description of development and quality assurance processes related to the curriculum.

The college meets this standard.

Planning Agenda

No planning agenda is required

Institutional Context and Commitment

Role and Mission

5. Delivery of courses and programs through electronic means is consistent with the institution's role and mission.

Descriptive Summary

The college Mission Statement reads as follows: "The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported, and continually assessed." The delivery of courses through electronic means is very much in keeping with the college's mission to provide an education to a diverse student population. Electronic classes provide more access to the college. For working people, parents, or students with variable schedules, being able to take a class online means access to classes they might not be able to otherwise attend.

The electronic classes offered by the college include courses from 28 disciplines ranging from Allied Health to Women's Studies. Many of these classes fulfill graduation or transfer requirements, such as English 101A (freshman composition) or American History; enhanced personal enrichment, such as Digital Photography and Women's Health, or training for career entry, such as classes in computer programming or real estate practice. Each semester, approximately 2500 students take online classes to complete their educational goals.

Experienced teachers have tried to offer basic skills classes online (primarily ESL classes) with little success. Few students enrolled, as they appear to prefer in-person instruction. As a result, the college does not offer basic skills classes online since this format does not yet seem appropriate to the needs or success of these students.

Self-Evaluation

The large number and variety of course offerings online and the growing number of students who take advantage of the opportunity to take classes online demonstrate the mission of the college is being met through the distance learning program. Student survey data shows that 86% feel the college offers a good

variety of classes online that meet their needs, and 95% of those responding feel the online classes are preparing them for their career and/or educational goals.

The college meets this standard.

Planning Agenda

No planning agenda is required

6. Specific needs of students for whom electronically delivered courses are intended are identified and addressed.

Descriptive Summary

Students for whom electronically delivered courses are intended made aware of the specific skills they need to be successful in an online class. Faculty members teaching fully online or hybrid courses make learning resources available to their students using WebCT and their individual websites. The Online Education website has a page devoted to Student Resources (**DL-3**), which includes links to advice, self-assessment tools, accessibility page/college ADA statements and help for online students. Below is part of a reproduction of the Student Resources page:

- Help Desk. If you are having problems logging into your course, or any other technical problem, click here and complete the form. Someone will respond to you within 24 business hours.
- Online WebCT Orientation. Students should click here to take the Online WebCT Orientation, one week before their course starts.
- Electronic Counseling @ Ohlone. Students can go here to get counseling questions answered online via our online e-counselors.
- Online Learning Self-Test. A resource for students to self-assess if they are ready for online learning.
- Online Student Survival Guide A document that is a valuable resource for any student taking or considering taking online courses.
- WebCT Student Resources A student guide to WebCT.
- Library Resources for Online Students Access library resources for online students, including the online library catalog, periodical database, access to reference librarians, and links to the Internet.
- Hardware and Software Requirements A recommended list of hardware, software and connectivity requirements. Download Netscape or Internet Explorer and various plug-Ins.
- Browsers Tune up The browser tune-up will ensure that you are using a supported browser. It includes step-by-step instructions to make sure your browser settings are optimized for the best possible WebCT experience.

Within the umbrella of the main Ohlone College Webpage there are several links under the SEARCH function and the A-Z listing that allow for both faculty and students to seek accessibility help and information. Students can refer to this information, if they need to. There is also an Adaptive Workstation offered by the Student Technology Center, which offers technology for the disabled student, including software for screen magnification, scanning text, and reading text aloud.

Faculty at Ohlone are engaged in developing many innovative approaches to teaching and learning, both in the traditional classroom setting and in hybrid and fully online classes. Strategies such as instructor developed videos (e.g. Camtasia), websites created by instructors, and Podcasting are useful in more fully engaging students in the learning process. However, these strategies carry with them an obligation to meet ADA accessibility requirements. The experience of the Distance Learning staff indicates that there needs to be a better understanding of, and response to, these ADA issues.

Self-Evaluation

A rich array of online learning resources is available to students. These include resources made available by individual instructors through WebCT and instructor websites.

There are concerns about ADA accessibility to instructional materials, which need to be addressed.

The college partially meets this standard.

Planning Agenda

The following planning agenda is provided to meet the standard.

Outcome: Instructional materials and activities in hybrid and fully online classes will fully meet ADA accessibility requirements.

Tasks: Raise awareness of ADA accessibility requirements. Place a new list item within the CurricUNET Special Course Approval form that allows for the reviewing committee to ensure that the faculty member, (designer)of the course (s) has met with either the Educational Technologist and/or Web Technician to ensure they are aware of online ADA compliances and tools offered at Ohlone (or elsewhere). The Distance Learning Committee is now deciding how this list (line) item will be formatted within the CurricUNET database, [by the time of this narratives' final print that should be in place.]

Ensuring ongoing compliance: For the ADA compliance area, reports can be run within CurricUNET to ensure that over time all online courses will have this ADA list item checked done. Course review and Program Reviews can also serve as a safety net for this condition.

Impact on student learning: Resulting impact for students regarding ADA compliance introduced into all online courses will allow for more students who may not have taken a course to try it. It will also give opportunity for those who need these tools to better succeed where they may have challenges.

Learning Resources

7. Appropriate learning resources are available to students taking electronically delivered courses.

Descriptive Summary

There are several learning resource tools available for students who take online courses. Some of these tools can be found within the online course management software itself; Ohlone is currently using WEBCT 4.1 (**DL-4**). Use of these tools may be facilitated by the instructor or independently by the students by simply clicking on an icon that says, "References." Other tools may be found through hyperlinks that give the students easy access to external reference websites.

Tools within the course management system include items such as, the course management orientation tool. This is one of the first things students normally look for on their course homepage and this is an icon that tells them how to navigate around the course. There is also an icon that will take them directly to the 24/7 help desk support service (implemented in Spring 07). There are other icons that lead to tools such as the discussions² boards, where students can ask their peers and/or their instructor's questions to enhance their learning, an icon that links directly to the Ohlone Library and other icons that may house resource materials such as supplemental PowerPoint presentations, PDF documents, videos and text links. One other resource tool that was started about a year ago is the link to an e-counselor.

Self-Evaluation

There are a number of tools that students have access to as well as faculty to use as resources.

The college meets this standard.

Planning Agenda

No planning agenda is required

Students and Student Services

8. Students receive clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

Descriptive Summary

A variety of tools are used to deliver information to e-learning students. First, the online student has access to the Ohlone website (**DL-5**). On the homepage are many links that can take students to another page with the information they are seeking. If students do not see their intended link immediately on the homepage, they can SEARCH and/or use the A-Z drop down list of links. These links include, but are not limited to, an online Academic Calendar and an online catalog by Academic Year. There is also a listing of web pages that clearly explain what courses are needed for degree programs, courses and other necessary information. There are student resource pages for the bookstore, finance, tuition area, tutoring, and health. Students can access their own profile through the online Enterprise Resource system, also known as Web Advisor. In addition, there is a campus directory for all faculty with contact information should students wish to connect with their instructor prior to a course launching and there is access to the class course outlines via the CurricUNET e-tool.

There are several links to the online education page with a direct connection to the onsite course management technician, the 24/7 support helpline, and the resident Educational Technologist. Students also have access to an e-counselor who can provide valuable academic information. Another option students have is an email link and often a website link to their instructor. Often these websites can yield much needed information for the student.

Self-Evaluation

Students are provided a wealth of online services and information to support their learning.

The college meets this standard.

Planning Agenda

No planning agenda is required

9. Enrolled students have reasonable and adequate access to the range of student services appropriate to support their learning and assess their progress.

Descriptive Summary

Many services are offered to the students to enhance their online educational experience. The Student Technology Center provides students access to computers with Internet connections as well as other resources (software; scanner, etc.). There is also an Adaptive Workstation offered by the Student Technology Center, which offers technology for the disabled student, including software for screen magnification, scanning text, and reading text aloud. Online students have access to a free online help desk available 24/7. They also have access to online orientations (tutorials); extensive online resources that help them get started with online education. Students also have the option within the Course Management System, to track their progress and review their grades. Students get feedback from their quizzes if they are automated and comments from their instructors on how they are progressing throughout the course. Of the online students responding to the recent survey, 69 % were pleased with the 24/7 hotline. Web Advisor also allows students access to their personal profile and the ability to see their grades.

Self-Evaluation

Not only are students offered online and in-person orientations, but have access to other support services. The faculty ensure that their students have reasonable and adequate access to a range of student services appropriate to support their online learning.

Planning Agenda

The college is in compliance with this standard. However, the following planning agenda is intended to further improve beyond compliance:

Outcome: Web Advisor, will directly interface with the WebCT. This would not only speed up the process of getting students into the course management system, but allow them earlier access to their class (es) and instructors (and vice versa).

Tasks: Selected Faculty, including the Distance Learning Committee and appropriate personal personnel from the Information Technology Department/Academic Technology have been asked to explore this arena.

Ensuring ongoing compliance: Currently the Information Technology department is searching for upgrades of the tools necessary for this integration to occur. At this time (fall 2007) there is in motion an

upgrade install of the latest release of our Enterprise Resource Planning system. Once the upgrade is completed more can be done to expedite/test the integration of Web Advisor and WebCT.

Impact on student learning: Having two integrated systems (Enterprise Resource Planning/Course Management System) would allow for faster student processing to occur and afford more students time inside their courses. Faculty, as well as admissions and records, would also benefit from this faster processing. Faculty would gain more access time to their students and admissions and records would have more accurate headcounts of which students are in online sections.

10. Advertising, recruiting, and admissions materials clearly and accurately represent the courses and programs, and the services available.

Descriptive Summary

The college uses multiple strategies for advertising, recruiting, and creation of admissions materials that clearly and accurately represents the courses and programs, and the services available. There is a check and balance system that is initiated when information is to be presented about the courses, programs and the services, etc., that comes into play. For example, all courses and programs, as stated before, go through a rigorous approval process using the CurricUNET software tool and the Curriculum Committee. Through that process, courses, programs and related information are reviewed by the Dean for Institutional Research and Curriculum Management (oversees the Curriculum Office) and reviewed for articulation. The end point is the Registrar (oversees the Scheduling Office) who ensures that the student educational database accurately reflects program and course content. Supplemental printed materials that may go through our Public Relations (PR) department are often reviewed by the faculty who may have originated that flyer or brochure, their Dean, and consequently the Vice President of Academic Affairs before the flyer and brochure launch. Students can also visit the Ohlone website which is consistently updated and maintained.

Self-Evaluation

There are many checks along the way from the faculty originator, to the Dean, to both the Curriculum Office and Scheduling Office who are mainly responsible for assisting with the accuracy of the courses and programs in the Class Schedule.

The college meets this standard.

Planning Agenda

No planning agenda is required

11. The institution demonstrates a commitment to ongoing program support, both financial and technical, and to continuation of the program for a period sufficient to enable students to complete a degree/certificate.

Descriptive Summary

Ohlone College Demonstrates a commitment to ongoing program support for faculty and for students. This is evident by the following: Online Education Technical Support, Staff Development Training, the Instructional Technology Center facility, and Teaching and Learning lending library at that site.

Recent additions such as the 24/7 WebCT support and extended Innovation and Technology Center hours also show appropriate expansions of opportunities and access. The Instructional Computing Building (Hyman Hall) also showcases the college's planning for facilities and equipment, and recently replaced thin-client technology with individual hard drive stations.

The Distance Learning Manual states: “Because technological currency is important, the level of support for staff development is one indicator of institutional commitment to distance learning.” All of the above demonstrates these key factors in enabling the continuation of the program for the long term, institutionally, and for the sake of student degree completion.

Self-Evaluation

The college has clearly embraced ongoing program support for faculty and students.

The college meets this standard.

Planning Agenda

No planning agenda is required

12. The institution ensures that qualified faculty provides appropriate oversight of courses delivered electronically.

Descriptive Summary

There is currently an Educational Technologist and WEBCT Technician who assist faculty. Initially when a faculty member requests to teach online or produces a course that is technology-mediated, they need to complete the online approval process, which involves completing the CurricUNET special course approval form. Online courses are also reviewed and approved by both the Educational Technologist and the Distance Learning Committee and the Curriculum Committee.

During the course approval process, distance learning staff will review online teaching requirements and then assist with the content and formation of a course. Online courses may also be overseen by a mentoring group known as www.LearningCoaches.com, a new service comprised of senior members of the faculty who have piloted and taught online courses. They are there to assist newcomers. Distance Learning Committee members are also available for assistance in the mentoring process. Several workshops are offered each semester at the college, where senior faculty and/or experts in the field, are invited to facilitate classes aimed at how to use ADA compliant teaching tools and or other useful online teaching methods and strategies. For example, November 2007 yielded a visit by Sean Keegan, a well known ADA compliance resource faculty member from DeAnza College to come to Ohlone and host a workshop about how to use ADA software techniques and tools in an online course. Review of the course content and delivery mechanics are also achieved by the Deans gaining permission to enter an online course and issuing an online evaluation of the said course. The Chancellor’s Office also requests the completion of a survey by students at the end of the course period.

Self-Evaluation

Not only are the credentials of our Educational Technologist and support staff excellent, but they have the innate ability to instruct and assist others who wish to teach online. As stated earlier, 92% of online students responding to a recent survey stated that their instructors are highly-skilled and are well-prepared in their work.

The college meets this standard.

Planning Agenda

No planning agenda is required

13. The faculty evaluation process provides a means to evaluate technical skills when appropriate.

Descriptive Summary

The faculty evaluation process and associated forms are subject to collective bargaining, changes can be problematic. However, within the existing process, the dean has the option of reviewing the online course, individually, or with the faculty member, and using the course management system WebCT. The dean also has access to student feedback, as the Faculty Staff Technology Center has set up an automated process whereby student evaluations are forwarded directly to the them.

Ohlone College has several ways of evaluating online faculty including: Self-Evaluation; Peer Evaluation Student Evaluation; Review of the course content and delivery mechanics are also achieved by the Deans gaining permission to enter an online course and issuing an online evaluation of the said course; and Instructor own feedback surveys

At this time the online evaluator tool used may not clearly show if faculty members are using or have adequate technical skills. However, as mentioned previously, students rate faculty ability very highly. The Distance Learning Staff and the Innovation and Technology Center offer faculty training workshops for those who wish to master or improve their current skills.

Self-Evaluation

No one institution can be in true continuing compliance with this standard, as technology is constantly changing and faculty and students strive to keep up with the latest effective teaching tools. The Innovation and Technology Center has been created to assist faculty to keep current with the latest developments in academic technology.

The college meets this standard.

Planning Agenda

Although the college meets this standard, the following planning agenda has been developed to improve beyond meeting the standard.

Outcome: Student evaluation of faculty will be done using an online system for all courses to show more clearly if faculty members are using /have adequate technical skills. This will allow online students to participate more fully in the faculty evaluation process.

Tasks: Currently online survey tools are available to use for faculty beginning during the fall 2007 semester.

Ensuring ongoing compliance: These surveys were compiled using several campus resources. (areas/departments). Constant review of these tools will ensure ongoing compliance.

Impact on student learning: Review of the surveys and analysis of the results will yield for better understanding on how to impact student learning in a positive way.

14. The institution provides faculty training and support services specifically related to teaching via electronic means.

Descriptive Summary

Faculty development for online learning has also increased greatly. The staff at the Innovation and Technology Center (**DL-6**) offers online workshops and hands-on training on both the pedagogy and the technologies to deliver online teaching and learning regularly. A faculty member is designated full time as an Educational Technologist and provides one-on-one consultations to all faculty who plan to develop online courses.

Staff Development organizes a range of activities and workshops related to distance education. A sampling of programs include; Introduction to Podcasting, CCC Confer, How to use the Grade book and Quiz Feature in WebCT, Flex Workshops, Flex workshops often address Distance Learning issues.

The Innovation and Technology Center provides online and one-on-one training to faculty and staff. Training is offered on Web/multimedia presentations, communication and collaboration technologies. The center also provides assistance for online course planning, instructional design and development, pedagogy, and best practices for online teaching/learning, research of discipline-specific web resources, as well as utilization of various educational software tools.

A March 2006 survey of online instructors (**DL-7**) shows that 80% agree that the training received effectively prepared them to use the technology to teach online. And, 73% agree that they were adequately prepared to teach the course online. In addition, 87% wanted training face-to-face, 50% expressed interest in facilitated online teaching, and 56.7% expressed interest in developing courses that are self-paced online. Further, 60% responded that they would like us to develop and offer in the future more workshops on methods and strategies for online teaching and learning.

Self-Evaluation

The college offers many choices to both its faculty and staff in providing professional faculty training and support services specifically related to teaching via electronic means.

The college meets this standard.

Planning Agenda

No planning agenda is required

Evaluation and Assessment

15. The institution evaluates the educational effectiveness of electronically delivered course work, including assessments of student learning outcomes, student retention, and student and faculty satisfaction. Students have access to such evaluation data.

16. The institution provides for assessment of student achievement in each course and at completion of a program.

Descriptive Summary

The college utilizes assessments that take place in the individual courses by the faculty members, as directed in the Official Course Outlines of Record and monitored by the Curriculum Committee. During program reviews such tools are reviewed and adjusted to suit the ever-changing needs of the subject matter at hand, or if applicable, the skill set demanded by industry. Distance Learning has increased

tremendously in the last few years and a procedure has been developed to allow for ongoing student and faculty surveys an ongoing assessment strategy. In 2006, surveys were completed as part of the Program Review for Distance Learning **(DL-8)**. In 2007, the surveys of all students and online students were conducted and will be continued.

Self-Evaluation

Ohlone has a good system in place to survey students and faculty about assessments of student learning outcomes, and student and faculty satisfaction etc. However, more research is needed in the area of student retention.

The college partially meets this standard.

Planning Agenda

The following planning agenda for has been developed to meet the standard.

Outcome: A system of ongoing research on student retention in online classes will be in place.

Tasks: The Distance Learning Committee will work with the Office of Institutional Research to develop the system for the assessment of student retention.

Ensuring ongoing compliance: The retention data will be housed on the Office of Institutional Research website and will be updated regularly.

Impact on student learning: Analysis of student retention trends will assist in better understanding of how online education impacts student achievement.

Distance Learning References

- DL-1. General Student Survey: <http://www.surveymonkey.com/Report.asp?U=327582710814>
Online Student Survey: <http://www.surveymonkey.com/Report.asp?U=365457983805>
- DL-2. Link to: CurricUNET: <http://www.curricunet.com/ohlone/>
- DL-3. Link to: Online Education Website, Student Resources Page:
<http://www2.ohlone.edu/instr/onlineeducation/>
- DL-4. Link to: WebCT 4.1: <http://webct.cvc.edu/orientations.asp>
- DL-5. Link to: Ohlone Website: <http://www.ohlone.edu/>
- DL-6. Link to: Innovation and Technology Center: <http://www.ohlone.edu/org/itc/>
- DL-7. Link to: March 2006 survey of online instructors
<http://www.ohlone.edu/org/academicaffairs/docs/20052006progrev-distancededucation.pdf>
- DL-8. Link to: Program Review for Distance Learning:
<http://www.ohlone.edu/org/academicaffairs/docs/20052006progrev-distancededucation.pdf>