



Distance Learning Program Review

Including Statistical Report

Prepared by Marilena Tamburello
with the assistance of William Paoli

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1. Program Description and Scope

The Distance Learning Program was initiated in fall 1999, under the direction of the Dean of Learning Resources and Instructional Technology, Dr. Shirley Peck. Since 2005, the program has been under the direction of Ralph Kindred, Associate VP of Information Technology. The services offered by the Distance Learning program benefit both students enrolled in online courses and faculty/developers of online and web-enhanced courses. The program is committed to standards of quality in online education and to provide a high level of service to students and faculty.

What is Distance Learning?

Distance Learning is defined as: *“a field of education that focuses on the pedagogy/andragogy, technology, and instructional systems design that is effectively incorporated in delivering education to students who are geographically at a distance”* (Wikipedia online)

“as an instructional delivery system that connects learners with educational resources....DL can augment the learning opportunities of current students” (The California Distance Learning Project).

With the advent of the Internet, distance learning, also referred to as web-based education, has become increasingly popular because of the convenience and flexibility it offers students, eliminating the barriers that keep many adults from accessing education. This mode of delivery attracts many students who would otherwise be unable to continue their education because of work schedules and/or location constraints. Both the students (18 to 22 of age) entering college today, referred to as “the net generation” because of their digital literacy and the non traditional¹ students benefit greatly from learning online as it meets their needs for access to educational opportunities delivered through a variety of multimedia formats, customized to their individual needs and available 24/7.

Distance learning is typically delivered via course management systems, a set of digital tools that allow instructors to display and manage online content materials in various multimedia formats, assignments and tests and engage students in interactive and collaborative learning activities. In online learning environments communications and interactions between student-student and instructor-students are enabled through the use of synchronous and a-synchronous digital communication technologies.

Course designers create online courses that include graphics, streaming audio and video, slide shows with narration, simulations, discussion boards, e-mail, chats to provide timely feedback to students.

¹ Non Traditional Students. Research studies show that Non traditional students have the following characteristics: delayed enrollment, attend part-time, work full time, financially independent, female, have dependents. The more non traditional characteristics a student possesses the less likely they are to persist in college after the first year. (Oblinger, D. 2006). Responses to a Student Survey administered to Ohlone College students (Student Survey, Ohlone, 2006) show many of these characteristics.

Distance Learning at Ohlone College

The Distance Learning program at Ohlone College has continued to grow at a phenomenal pace in the last few years. The program adopted and implemented WebCT in 1999, a commercial, robust course management system that has served the needs of online educators and students well. In 2000, the development of a training program enabled many faculty to attend workshops delivered face to face, online and self-paced and to receive expert consultation and support on design and development for online and hybrid courses. Our staff provides one-on-one consultation and assistance on instructional course design and on using multimedia software to enhance online courses. Courses delivered at Ohlone college fall into one of the following categories:

Online courses: Courses in which all components are delivered online.

Web-enhanced courses: Courses that are taught primarily in the classroom but that have incorporated some components online such as the syllabus, supplemental course materials, audio language labs. In 2005-2006 and 2006-2007 courses are hosted on a server administered by the California Virtual Campus.²

What did we do this year?

2005-2006 was a year of innovation and development. Ohlone not only offered more distance learning courses than ever before, but the courses were more interactive, more learner-centered and included more technology enhancements including streaming audio and video clips for online audio labs for Spanish, Italian, French, Japanese, slide shows with narration created using Camtasia®.³ In addition, some faculty began using web conferencing to deliver two-way, Voice over IP®⁴ synchronous online lessons using CCCConfer®⁵.

Some of the highlights of the Distance Learning Program during 2005-2006 are as follows:

- Ohlone offered 179 sections of distance learning courses
- Faculty developed and offered 23 new online courses
- The first online learning community was offered
- 4443 students enrolled in distance learning courses

² The California Virtual Campus is a consortium of all California community colleges, funded by the Chancellor's Office, dedicated to the promotion of distance learning across the state.

³ Camtasia is a software program that gives you the power to easily record your screen, voice and webcam video to create compelling video tutorials for web and CD-rom delivery

⁴ Internet Voice, also known as Voice over Internet Protocol (VoIP), is a technology that allows you to make telephone calls using a broadband Internet connection instead of a regular (or analog) phone line.

⁵ The CCC Confer project is funded from a grant from the California Community Colleges Chancellor's Office. CCC Confer was designed to allow communication and collaboration, using the latest Web conferencing technology, for all staff, faculty and administrators in the California Community Colleges system. It is ADA and Section 508 accessible.

- The total FTES⁶ for all distance learning courses was 480.26
- Retention rates as of 4/2006 are 233
- The Distance Learning committee recommended adoption of a “Rubric for Online Instruction” to ensure standards of quality in online education.
- New innovative initiatives were launched: iPod – iTunes U with a pilot on Basic Skills learning communities, and e-portfolios systems with a planned pilot for 4 learning communities.

23 new online courses were offered in various disciplines: Biotechnology, Business Supervision Management, Business Administration, Computer Applications, Computer Studies, History, Physical Therapist Assistant, Speech, Music, Multimedia Studies, and Real Estate. Faculty from Computer Studies, Biotechnology, Computer Applications and Occupational Technology collaborated to enhance their classes with each other’s knowledge. For example, in the Computer Applications department two new online courses were offered that linked Biotechnology and Biology with MS Office functions. These courses offered skills to students who would otherwise not have been able to learn at the time of their study because of time commitments. The Biotechnology program faculty worked with the Computer Applications and Occupations Technology faculty to produce a learning community that meets vocational and academic needs. The linked courses are CAOT147, CAOT 148, BIOTECH105 and BIO101A. With the first two courses delivered fully online and the other two as hybrid. The first online learning community was offered: “On the Road to Research and College Success” linking ENGL 101A, LS 101, PD113. Faculty in the Nursing department met their goal to deliver all tests online using the WebCT Quiz tool. Faculty teaching Spanish, Italian, French and Japanese updated their audio materials and continued to deliver audio labs online using WebCT and Italian was offered fully online in Fall 2005 using WebCT and web conferencing (CCCConfer). A faculty member in the Math department used the Camtasia software to record all his classroom lectures in real time and uploaded them to his course website. Responses to a Student Survey conducted by the instructor showed a high level of satisfaction with having audio course materials available right after class.

This year, the Distance Learning Committee focused on the goal of investigating the standards for quality in online education and recommended for approval by Faculty Senate and Capac a “*Rubric for Online Instruction*” adapted from CSU, Chico and implemented at many CSU schools. Once approved, the Rubric will be used by online educators for self-evaluation of their courses, as a design tool to assist them in developing effective online courses and as an evaluation tool for public recognition and awards of exemplary online courses.

Technical support for students and faculty

WebCT Usage

As of 2/13/06

Number of Students currently supported online: 3372

Number of Faculty using WebCT: 96

The Web course technician provided technical expertise for:

- WebCT/Datatel administration

⁶ FTES= Full Time Equivalent (FTE) for schools, community colleges, colleges and universities refers to the size of the student body.

- Course management –creating course accounts
- Student management- Adds and Drops
- Help desk for faculty and students
- Web site content and organization

From 05/2005 to 03/2006, the Student Help Desk provided support to all prospective and current users of WebCT for online courses and web-enhanced courses. Approximately 450-600 voicemails and emails were handled with a target response time of 24 business hours that was achieved 85-90% of the time.

Most common types of support calls:

- Password forgot due to the forced password change on initial login
- New add in Web Advisor not updated in WebCT (24 hour turn around)
- General information about expectations for an online course
- Browser problems, Mal-Ware/Spy-Ware issues inhibit access to the port that WebCT runs on commonly
- Missed quiz and teacher refers to us for a make-up exam time

All students had access to an online “Orientation to WebCT” which illustrates the usage of common tools and familiarizes students with the online environment before they enter their real course. The help desk section of the website provides students with a phone number, email address and a help desk form. The student resources area of the Ohlone Online website provides students with resources to better acquaint them with the requirements of the online environment, tutorials on WebCT, as well as links to help the online student feel more connected to the Ohlone community such as counseling services, and library resources. Although it is not at this time required, students are strongly encouraged to take it prior to starting their online courses. The Ohlone Online website also provides students with resources to better acquaint them with the requirements of the online environment, tutorials on WebCT, as well as links to help the online student feel more connected to the Ohlone community such as counseling services, and library resources. The Web course technician produced web-based WebCT tutorials (Camtasia), assisted the Educational technologist in training faculty on WebCT tools and other software, and provided technical assistance on faculty projects for:

- Audio/Video Production
- Banner Creation
- Scanning and Graphics production
- HTML/PDF file conversion (Web Page Design)
- Quiz creation
- WebCT course development

Professional development for faculty on online teaching and learning

The development of a training program, since 2000, has enabled many faculty to attend workshops delivered face to face, online and self-paced and to receive expert consultation and support on design and development for online and hybrid courses. Our staff provides one-on-one consultation and assistance on instructional course design and on using multimedia software and other learning technologies to enhance online courses.

During 2005-2006 we have offered, on an on-going basis, 16 hands-on workshops on Teaching and Learning online using WebCT tools, Web design, multimedia software (Camtasia), web conferencing and 3 self-paced online workshops. 34 faculty have completed the hands-on workshops on WebCT tools and 8 the self-paced, online workshops on instructional design and best practices for online teaching “Design and development of a web-enhanced or online course”.

A new workshop on methodology titled “Collaborative Learning Techniques” was offered for the first time in 2005-2006 facilitated by Marilena Tamburello and Vicki Curtis 11 faculty attended. We also added new online tutorials. The coordinator for Educational technology/ Distance Learning continues to promote and publicize a wealth of online workshops on learning technologies, Training Institutes and conferences on online teaching and learning through @One⁷, CVC and other entities. In the last two years, the Distance Learning program has established an excellent collaborative relationship with the CCC sponsored training program @One to leverage training opportunities and make them available to Ohlone faculty and staff. In 2002, Ohlone College in collaboration with the California Virtual Campus (CVC) hosted the “Academy for Online Learning” with 30 attendees of which 10 were Ohlone faculty. In 06/2004 and 06/2005 Ohlone college hosted the 3-day “Ohlone-@One Summer Institute” with a focus on online teaching and learning and multimedia 34 faculty/staff from Ohlone attended in 06/2005.

What are we planning for the future?

WebCT

During 2006-2007 Ohlone college will renew the WebCT 4.0 license for 1 year and host the online courses on servers provided by the California Virtual Campus. In 2006-2007, we will implement a plan to upgrade the license to WebCT 6.0, select a hosting service and migrate all courses from CVC servers to a new hosting service.

To ensure a smooth transition to the new version of WebCT 6.0 all staff members will participate in “Train the Trainers” WebCT advanced training in order to develop faculty workshops on the new tools and functionalities of WebCT 6.0.

Our current website for online student service and support will be updated to provide current information on WebCT 6.0, new online student orientation and other resources for online students.

In 2006-2007, we plan to continue to offer workshops to train faculty in technology assisted learning and active and collaborative learning methodologies to meet the objectives of the Title III Grant.

We plan the development of an Educational Technology website which includes a variety of faculty resources on active and collaborative learning methodologies, methodologies for online teaching and learning, training schedule and workshops descriptions, online tutorials for faculty.

In 2005-2006, under the leadership of the new Associate VP of Information Technology, two innovative initiatives were launched: iPod- iTunesU and the e-portfolios. The staff in the Distance Learning program promoted and facilitated both initiatives as we believe these emerging technologies will enhance classroom-based and online courses and will integrate with our course management system (WebCT)

⁷ @ONE, funded by the Chancellor's Office of the California Community College, has established a comprehensive statewide training and development infrastructure to support faculty and staff at the 109 California Community Colleges.

iPod – iTunes U Initiative

With the support and encouragement of the coordinator of educational technology/distance learning, an ESL faculty member wrote a proposal highlighting the benefits to student success of integrating Apple iPod technology to the 3 learning communities on “Basic Skills”. When Apple computers invited educational institutions to submit an application to become an iTunesU site, Ohlone College submitted an application where the Basic Skills’ proposal, the Ohlone Learning College paradigm, geography and the leadership of the Associate VP of Information Technology were key factors that led to the selection of Ohlone as one of 200 nationwide iTunes U sites.

Ohlone college’s goal is to make iTunes U available to all faculty and students to extend teaching and learning beyond the classroom by providing an easy to use digital content management system environment that has the capability of transferring audio/video content to the iPod to make mobile learning a reality for our students. iTunes U will complement and be integrated with WebCT, the course management system currently used at Ohlone College.

Ohlone College has made a commitment to find innovative and research proven methodologies to better serve the large percentage of “at risk” and ESL (English as a Second Language) students who enter Ohlone lacking the basic Math and English skills to be successful in college.

During 2006-2007, Ohlone plans to pilot iTunes U and iPods for 3 learning communities on “Basic Skills”, with approximately 125 students, which integrate courses on Reading, Writing, Introduction to Psychology, and a Personal Development course. After an evaluation of the “Basic Skills” pilot Ohlone plans to expand the use of iTunes U to all faculty who wish to distribute digital course content as audio/video podcasts. In the Fall 2006, workshops on how to create podcasts and how to use the tools of the I-Tunes U will be offered to the faculty teaching in the Basic Skills learning communities’ pilot as well as to all interested faculty and staff.

Ohlone College has embedded the Learning College paradigm into its mission and core values and will create a learner-centered institution where all stakeholders pursue life-long learning and commit to innovation, creativity and risk taking. Ohlone College will adopt and support technologies that are aligned with the Learning College paradigm’s vision, are pedagogy-driven and extend and expand student learning. Emerging technologies such as iPods and iTunes U with multimedia functionalities will extend and expand learning beyond the classroom and enable mobile learning among a generation of students who are already familiar with an array of mobile, wireless devices they use in their daily lives.

In 2005-2006 Ohlone college has greatly expanded its e-learning program and student enrollment is 4443. Our students have come to expect content delivered digitally through WebCT in both their online as well as their classroom-based hybrid courses.

e-portfolio Initiative

In 2005-2006, under the leadership of the Associate VP of Information Technology, the Coordinator of educational technology and distance learning facilitated the formation of a focus group of faculty and staff on investigating e-portfolio systems.⁸ The group’s goals are:

⁸ An electronic management system that allows individuals to organize and archive work materials in various formats (text, graphics, audio, video)

- to educate ourselves and the Ohlone community about the different e-portfolios categories⁹: student, faculty, institutional
- to promote information about e-portfolio¹⁰ with the creation of an e-portfolio website
- to focus on the issues and challenges of e-portfolio adoption and implementation
- to adopt a set of evaluation criteria that will enable the focus group to evaluate and rate the features and functionalities of 4 e-portfolio systems (3 commercial, 1 open source)
- to schedule commercial vendors to demo e-portfolio systems
- to review examples of e-portfolios created with e-portfolio systems adopted by other institutions
- to provide hands-on training sessions on e-portfolio systems to facilitate the evaluation process
- to provide recommendations for IT and the college at large
- to promote implementation of e-portfolio pilots for 2006-2007

In 2005-2006, the focus group facilitated webinars on e-portfolios and invited two vendors Task Stream and Nuventive to give demo presentations. Criteria for evaluation were approved and a “Features Evaluation Matrix” was made available as a tool to rate the features and functionalities of the e-portfolio systems to meet the needs of students, educators, institution. A group of faculty committed to piloting student e-portfolios from one of the vendors was identified. Guest accounts were provided to focus group members who committed to review and evaluate the 4 e-portfolio systems. One hands on training workshop on Nuventive iWebfolio was scheduled in May 2006. 9 faculty completed the workshop. The focus group will continue its activities in the Fall 2006.

Growth of online courses

The Distance Learning Program has experienced an exponential growth in number of courses and student enrollment. The table below shows student enrollment data and number of courses growth from 2000 to 2006

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
#Sections Offered	44	57	85	97	122	179
Total Enrollments	1072	1608	2191	2479	3254	4443

Figure 1: Data supplied by Office of Institutional Research at Ohlone College.

It is designed to be used by students, faculty, staff to prepare, manage and reflect , share and present the results of their academic career and their personal, professional experiences.

⁹ Student e-portfolios, teaching e-portfolios, institutional e-portfolios have these major functions: They can be used to document student knowledge, skills, abilities and learning, to plan educational programs, to track development within a program, to find a job, to monitor and evaluate performance

¹⁰ E-portfolios are personalized, web-based collections of work, responses to work, and reflections that are used to demonstrate key skills and accomplishments for a variety of contexts and time periods.

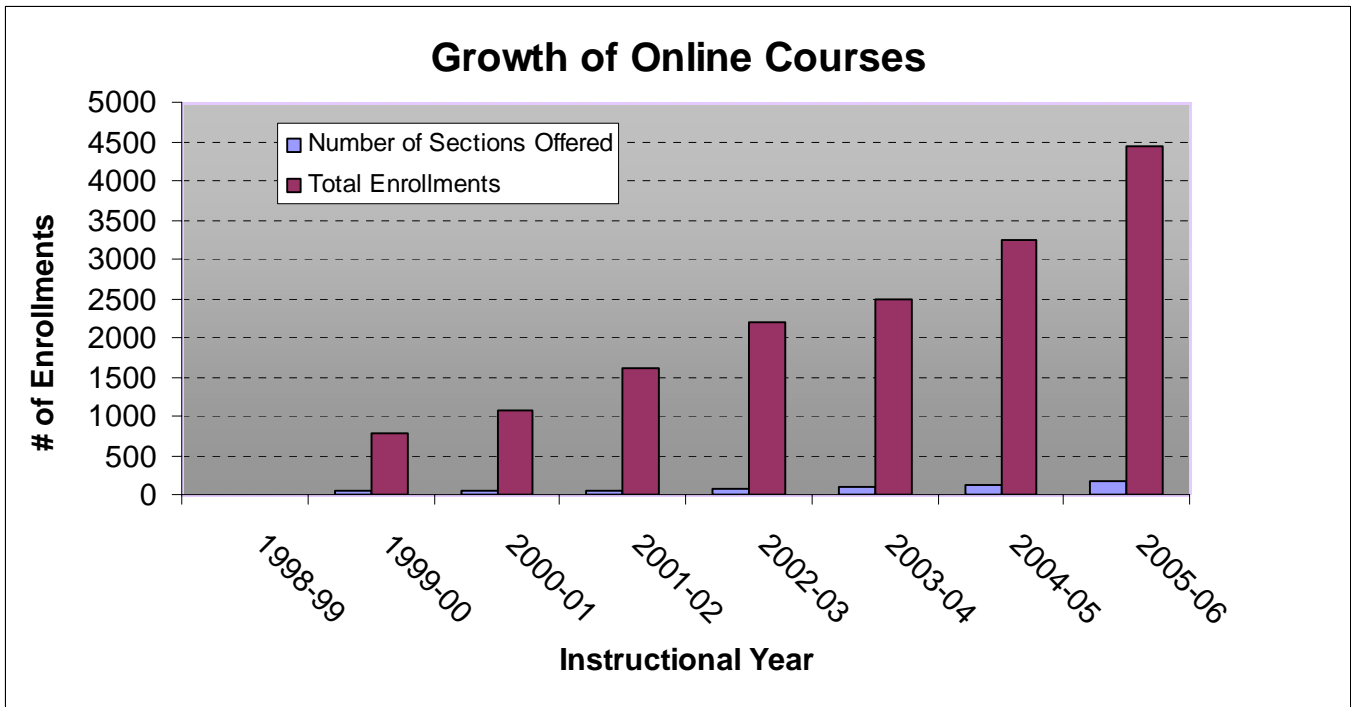


Figure 2: Data supplied by Office of Institutional Research at Ohlone College.

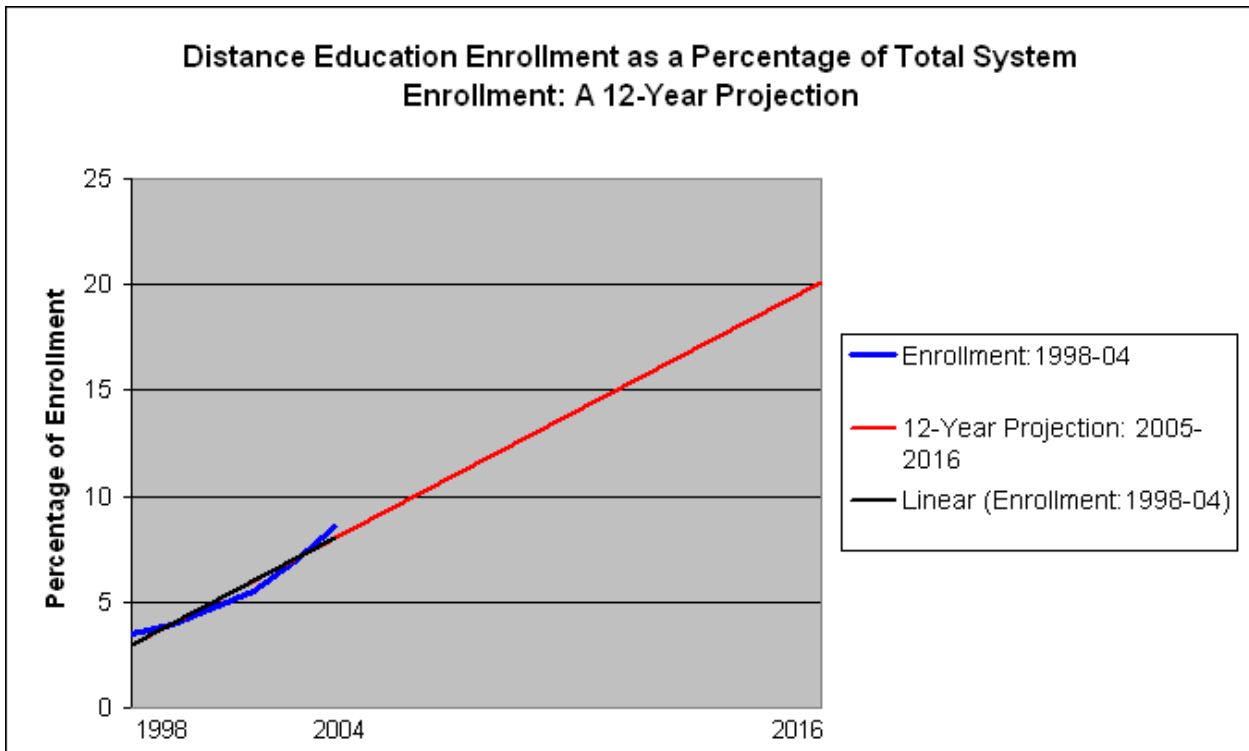


Figure 3: Data supplied by the California Virtual Campus Professional Development Center

Enrollment Trends in Distance Education In California community colleges

The chart above illustrates a 12-year projection from 2005 through 2016 of California community college distance education enrollments as a percentage of total system enrollments. The basis for the projection is the record of actual percentages representing distance education enrollments from 1998-2004. By 2015-2016, as much as 20% of system enrollment may be in distance education.

Growth of web-enhanced courses

There has been a growing trend among faculty who teach in the classroom setting to “web-enhance” their classes by requesting WebCT course accounts in order develop some online components, such as the syllabus, supplemental course materials and interactive quizzes (Nursing Department). It is often the students who request the instructor to make course materials and discussion boards available online to extend communication among students beyond the classroom (Personal communication with faculty). It is the goal of the Distance Learning program to promote this hybridization process and make course accounts readily available to all faculty who teach in the classroom. Faculty who wish to web-enhance their course submit an online WebCT request form and complete an “Introduction to WebCT tools” workshop.

Web-Enhanced Sections

Summer 05	Fall 2005	Spring 2006
29	105	168

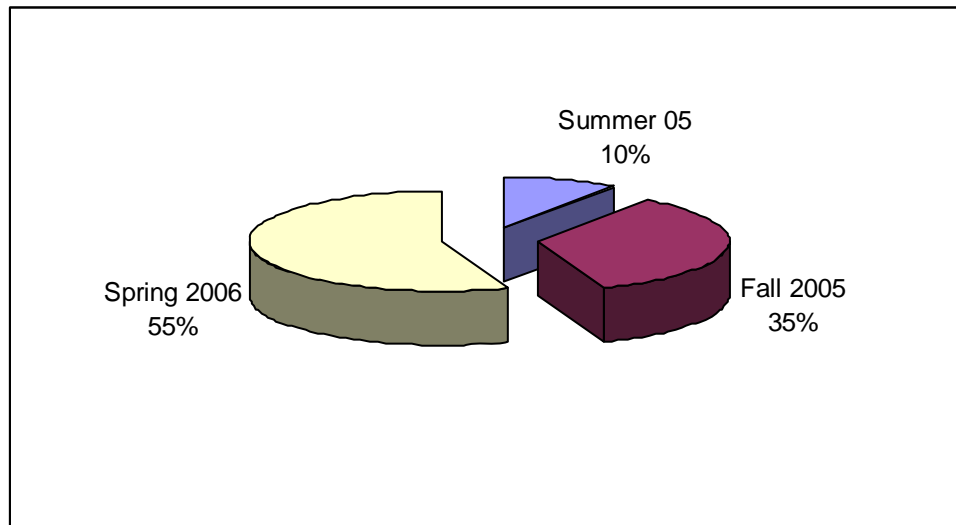


Figure 4: Data supplied by the Office of Institutional Research at Ohlone College.

Retention and Student Success Data

There has been a steady increase in retention and student success rates for online courses as highlighted in the several charts illustrated below:

Student Success Data	2002-03			2003-04			2004-05		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Percent Retention	83	72	76	77	79	77	83	74	79
Percent	66	58	65	68	65	64	76	59	66

Retention and Student Success Data for 2002-2003

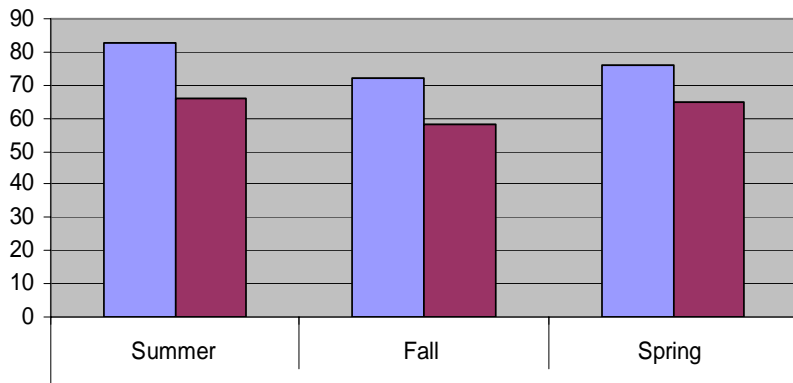


Figure 5: Data supplied by the Office of Institutional Research at Ohlone College

Retention and Student Success Data for 2003-2004

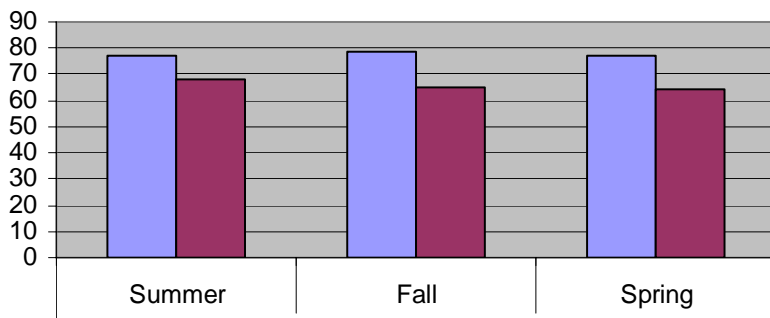


Figure 6. Data supplied by the Office of Institutional Research at Ohlone College

Retention and Student Success Data for 2004-2005

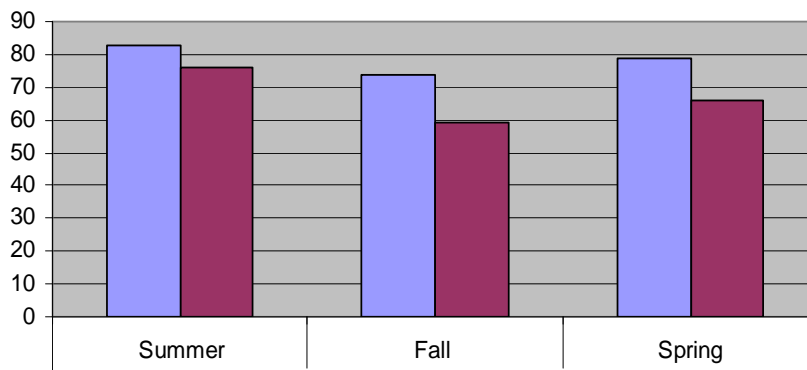


Figure 7. Data supplied by the Office of Institutional Research at Ohlone College

Impact of Distance Learning program on the college

The program's impact on the institution is twofold: pedagogically and technically. From a pedagogical point of view, a campus wide distance education program challenges the current educational paradigm of an exclusively time/location bound, "the classroom", teacher-centered model and acts as a catalyst for academic transformation to a learner-centered, anytime, anywhere, any place, collaborative, highly interactive environment.

Online teaching and learning alters the roles of faculty and students. Faculty changes their roles from lecturers to facilitators/guides for learning engaging students in knowledge construction in an active, collaborative manner. Students change their roles to become more active in the learning process. Online learning environments facilitate students needs for flexibility, multiple paths to learning and delivery of content in a variety of modalities to address students' diverse learning styles. Alternative modes of assessment, such as e-portfolios, are considered. Institutionally, the distance learning program is aligned with the main tenets of the learning college model.

To meet the goals of the Title III Grant of improving success rates for under prepared students through the development of courses that incorporate new active and collaborative methodologies and technology-assisted learning, will necessitate the continued expansion of the Distance Learning program. To address this goal the Distance learning program will require adequate funding to support forecasted levels of student growth and require technical infrastructure deployment. In addition, to meet the needs of a growing Distance Learning program, increase funding to provide adequate human resources dedicated to support student and faculty services. Another critical factor that will benefit all students is the delivery of all core student services online and the integration of WebCT with the college's current administrative systems i.e. Datatel as well as future academic systems such as e-portfolio, iTunesU, campus portal.

Impact of the Distance Learning program on the community

The Distance Learning program impacts both the local community of Fremont-Newark as well as the international communities that Ohlone has established collaborative relationships with such as the sister cities institutions in China, South America. Many of the small business surrounding the College cannot afford to send their employees to semester long on campus courses. Online courses being time and place independent afford them 24/7 access providing opportunities for their staff to enhance their vocational as well academic skills. Building curriculum for online environments in disciplines that are of interest to international institutions will enable the college goal calling for expansion of international joint programs for faculty and students with sister cities in China, India, South America, and Europe.

2. Relationship to the College's Mission and Goals

The college vision statement states the:

"Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success"

This can be achieved by including “non traditional” learners who otherwise would not be able to initiate and/or continue their studies and be part of the Ohlone Community.

Two Goals coincide with Distance Learning efforts:

- Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates.
- Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities, and improved course availability

Quality online education entails a paradigm shift from a teacher-centered educational architecture based on a physical location, the classroom, to a learner-centered, anytime, anyplace educational model. Well designed, exemplary online courses leverage the web to deliver multimedia content to meet student different learning styles and to guide them through a wealth of web resources that expand and extend their learning. Online environments are well suited for building communities of learners, embedding collaborative learning activities and high levels of interaction.

An array of innovative, emergent web based technologies have become available to further enhance learning by delivering content in a variety of multimedia formats: Podcasting, Voice over IP, Video over IP, e-portfolio systems. Many of these systems also provide integration with course management systems.

3. Program Goals, Objectives and Strategies

Goals

- Provide services to enable high quality online learning experiences to students who would otherwise have limited access to higher education.
- The program serves the following target populations:
 - students who live at a distance from the on site campus, work full time or part time
 - students who want to engage in accelerated learning or who may need the flexibility to avoid conflicts with their work/family schedule
 - Students with different learning styles, disabled students.
- Provide a dedicated space, the Center for Innovation and Technology, for a “team approach” to online course design, development and production which includes faculty subject matter expert, instructional designer, multimedia specialist and student web assistants/interns.
- Provide online students with a high level of technical support and with access to resources that will assist them in being successful online learners
- Provide training, technical support for faculty to develop online courses: on campus with face to face, online workshops and tutorials as well as other training opportunities for distance learning available through @ONE and other entities
- Provide information and web resources on the pedagogy, best practices and technology tools of online teaching and learning

2006-2010 Objectives

- During the 2006-2007 hire a replacement for the coordinator of educational technology/ distance learning
- Develop the implementation plan for conversion of online courses to WebCT 6.0 and migration of courses to a new hosting facility
- Re-training all faculty on WebCT 6.0
- Update Ohlone online website.
- Explore the institutional support and funding opportunities to transform the current “individual” approach to design and development of online courses to a “team based “ planned development model for online course design, development and production.
- Implement the yearly objectives for faculty professional development in technology-assisted learning and active collaborative methodologies, as indicated in the Title III Grant
- Expand training on pedagogy/andragogy, learning theory, methodologies for active and collaborative learning methodologies for the classroom and online, Podcasting for education, student e-portfolio at the course level.
- Develop an Educational Technology website which includes faculty resources on active and collaborative learning strategies, brain based learning, project-based learning, strategies online teaching and learning, assessment of student skills/competencies using e-portfolio systems, instructional design strategies, best practices for Podcasting in education
- The coordinator for educational technology/distance learning will develop the workshop on “Effective designs for online collaborative learning communities” on active and collaborative learning methodologies applied to online environments, during a sabbatical year and offer it in 2007-2008
- Develop staffing strategy to include student interns to work in the *Center for Innovation and Technology* to assist faculty in the production and on-going maintenance of distance learning courses.
- Once approved by the Academic Senate, implement the *Rubric for Online Instruction* to assist faculty in continuous formative evaluation and re-design of their distance learning courses to improve student retention and success
- Write and implement a Policy for Training in Distance Learning with guidelines and training requirements for teaching an online course.
- Identify resources for the establishment of specific on-going funding to support faculty in the development of new online course. This may include the exploration of possible grant funding opportunities.
- Investigate a Certification program for distance learning faculty including the incorporation of new strategies for the assessment of student learning outcomes in distance learning courses and programs.

- Explore and pursue business partnerships with companies, Apple, Nuventive , WebCT, to establish strategic alliances to facilitate our equipment needs as well as to advance our educational initiatives
- Develop a variety of new online student resources and tutorials to help students achieve the technical skills and knowledge necessary to succeed in online courses
- Support the initiative for the design and equipment of experimental classrooms and the Teaching and Learning Institute on the fourth floor in building one
- Continue the process of making online and hybrid course components more accessible and ADA compliant
- Develop a Distance Education Strategic Plan
- Propose the formation of a distance education committee
- Propose an ongoing process to review the course management system
- Develop a strategy to support Distance learning and educational technology at Newark campus
- Assess educational technologies on an ongoing basis to meet educators needs
- Assess delivery of online services to students

4. Assessment of Student Satisfaction with the Distance Learning program

Measuring Program Success

The criteria used to measure success are:

- Increase in online courses offered
- Increase in student enrollment in online courses
- Student's level of satisfaction, as measured by the Student Survey, with the online course experience, with technical support and with the technology for course delivery
- Faculty's level of satisfaction, as measured by the Faculty Survey, with training and support for online teaching and with the technology used for course delivery
- Students' retention and success rates in online courses

5. Assessment of Program through Review of the Teaching and Learning Process

Although the Distance Learning program, being a delivery modality, cannot be directly assessed through the review of teaching and learning, indirectly we can look at

retention and student success rates for online courses and make some suggestions on how our services can contribute to its improvement.

From the distance learning delivery perspective, online courses at Ohlone College show higher retention and student success rates than those of online courses at the state level. *However*, they are lower compared to the classroom-based courses at Ohlone. (See table below on National Statistics)

Some of the possible causes for this disparity are: lack of adequate faculty preparation for online teaching, lack of adequate student preparation on how to be a successful online student. Results form a Faculty Survey on training needs (March 2006), provide us with guidance for future areas of improvement such as expansion of offerings on pedagogy of online teaching and learning with more rigorous and required training, development and implementation of a Training Policy for teaching online as well as the critical need to promote standards of quality in online education and promote approval and implementation of a “Rubric for Online Instruction”.

Retention and Student Success Rates Statewide and at Ohlone National statistics

Spring 2005		
	Retention	Success
All Credit Courses - Statewide	83	67
All Credit Courses - Ohlone	84	71
Online Courses - Statewide	66	56
Online Courses - Ohlone	76	66

Figure 8. Data supplied by the Chancellor’s Office Data Mart

The table above shows the retention and student success rates at Ohlone College compared to the rates statewide for both online courses and all credit courses. The retention and success rates for online courses at Ohlone is higher than the statewide rate. However, when the retention and student success rates of online courses are compared to the all credit courses at Ohlone the rates are lower.

6. Assessment of Program Improvement Since Previous Program Review 2001-2005

Recommendation	Timeline /start date	Timeline/End date	Notes
1. Provide a full time multimedia specialist and a full time Instructional designer	2001	2005	Not implemented
2. Provide online services for students: online	2001	2005	Implemented

registration, advising, financial aid			
3. Integrate Web CT with the campus portal and with DataTel			Not implemented. by previous IT administrators
4. Provide better institutional support for the growth of high quality online education program			Partially implemented
5. Provide a budget line item for student assistants for Distance Learning program			Not implemented

1. Was not implemented due to lack of support from the administration
2. Was implemented.
3. Decision was postponed due to outsourcing of hosting of WebCT courses to the California Virtual Campus (CVC) servers at no cost to Ohlone till 06/2006.
4. Partially implemented. With the organizational restructuring, the online program has now become one of the core services in the IT infrastructure. There is consensus at Capac and Senate for the adoption of a “Rubric for Online Instruction” (pending approval).
5. No budget line item was ever implemented. Although in the last few years, the program had access to some limited funding from Staff Development to hire 2 part time student assistants; in Spring 2006 with no more funding available no student assistants could be hired. With the exponential growth, in 2005-2006, of online student enrollment, current human resources are inadequate to provide a high level of customer service to both students and faculty.

Strengths and Areas Needing Improvement

Strengths

- Program uses WebCT, a course management system that recently merged with Blackboard and is recognized as an e-learning industry leader
- Dedicated Center for Innovation and Technology for faculty/staff use that will be redesigned and equipped with new hardware and software (2006-2007)
- Two qualified full time employees: A Coordinator Educational technology and Distance Learning and a Web Course Technician

- On going, hands-on and online training for faculty on Web CT tools, multimedia software and methodologies for online teaching and learning
- One-on-one consultations with faculty on instructional design and development for online courses
- Many external training opportunities and Summer Training Institutes hosted at Ohlone college
- Program maintains listserv to disseminate information and resources on online teaching and learning and new trends in learning technologies
- Cross discipline collaborations with multimedia program and work study program
- Students have access to a Help Desk for technical support maintained by the web course technician
- Faculty have access during business hours to technical support on WebCT tools maintained by the web course technician
- Online orientation to WebCT is available to students
- Many online audio tutorials on how to use Web CT tools available at Ohlone Online website
- Online Education website

Areas needing improvement

- CMS: need for a negotiated, multi-year agreement for WebCT license and course hosting facility
- New Training Policy
- Strategies for engaging faculty in workshops on design and development of online courses
- Implement standards for Quality in Online Education by adopting a *Rubric for Online Instruction*
- Develop Educational technology website
- Expand training for faculty on strategies for quality in online teaching and learning, active and collaborative learning methodologies, project based learning and other research based methodologies that have the potential to increase student success rates.
- Plan, and implement a team approach for the development and production of online courses for online AA degrees and certificates
- Provide leadership, facilitation, support and training on initiatives on new emerging learning technologies such as: Podcasting, e-portfolios etc. and promote pilot projects incorporating these technologies.

Strategies for improving student services

Integration with Colleague/Datatel

Benefits

- Authentication across both systems (same username and password for web advisor and WebCT)

- Instant user account creation (no more 24 hour wait)
- Adds and drops instantly will be reflected in the students myWebCT listing of courses.
- Course Creation for every course on Web Advisor auto created

Integration between Colleague and WebCT has many benefits. It would provide a smoother experience for users and reduce personnel work hours. In an ideal environment, every student and instructor would have an account on WebCT, populated with the course(s) they are teaching or enrolled in. Adds and drops would be handled by the system. Currently our system updates adds every 24 hours although there is no automated way of handling drops.

Student Resources

- More and Updated tutorial pages
- Example: How to use the discussion board
- Example: Quiz taking basics
- FAQ page
- Encourage more faculty to create 'Intro to my Online Course' type of tutorials
- A PDF handbook for Online students that they can download and print
- In-person orientation

Support

- Ticket/Task Tracking system
- Automated Email response with FAQ's listed
- After hours email/phone support
- Support forum maintained by center's staff
- Annual student survey to get feedback on students' needs
- Monthly podcast to discuss issues, promote new courses

In 2006-2007, with the planned upgrade to WebCT version 6.0, there will be a need to update and/or develop new online tutorials for students on topics such as: How to use WebCT 6.0 tools, How to produce podcasts and use the tools in the iTunes U environment, How to use student e-portfolios, and to add new student resources on Podcasting and e-portfolios.

The Student Help Desk would greatly benefit from the adoption and implementation of a ticket/task tracking system and the creation of a blog or student forum monitored by staff at the Innovation and Technology Center.

With the exponential growth of the online student population, there is a critical need for additional part-time student support staff to respond to students queries via IM/chat/email/phone/ after hours. In an effort to better serve our online students, we need to conduct yearly surveys to poll their changing needs and expectations for service.

With the planned, campus wide adoption of an integrated portal system online students will be able to receive a more customized, personalized level of service.

Strategies for improving services to faculty in online course development

In a Student Survey on Online Education, administered in March 2006, 73.2% of online students responded that "they would like Ohlone College to offer an AA Degree online" and 57.4% "would like an online Certificate offered online".

Clearly, students would prefer to enroll in clusters of online courses leading to an entire Certificate and/or AA degree online. In order to meet these needs it is critical to change the strategy for online course design and development from an “Individual” to a “Team approach”. Since 1999, online course development has been initiated, on a voluntary basis, by the individual faculty member assisted by the professional staff of the Distance Learning program.

With the exponential increase in the number of projected online courses for 2006-2007 (to exceed 40 personal communication). There is a need for:

- A development process of a coherent curriculum to be delivered online, rather than a collection of courses, which requires a systematic and coordinated approach to planning.
- A logically sequenced online course development schedule that will ensure availability of courses as students need them
- Faculty training sessions aligned with the online development schedule
- Consistency in course formats
- Additional human resources dedicated to the instructional design, development and production of online course projects that meet high standards of quality

The Team approach is considered a more effective method for implementing online degrees and certificates. (Boettcher, Conrad, 2005). Developing online courses in a systematic organized manner results in quality courses that satisfy both the online teacher and the online learner.

The Development team will be responsible for the web design, development and production of the course materials in a variety of formats. The development team member roles are: Project Manager, Faculty Member, Instructional Designer, Multimedia Specialist, Infrastructure Support Staff. Some members can have more than one functional role. The Project manager will coordinate all project tasks related to the online course production to ensure that all courses meet the standards for quality in online education as specified in the “Rubric for Online Instruction” (pending approval) .The Faculty member is the subject matter expert who will develop the content, the resources, the assessment and will be assisted by the Instructional designer who will provide the blueprint for the overall learning environment recommending instructional strategies, assessment types, media tools, and course management techniques to meet the students’ learning outcomes for the course. The multimedia specialist provides software expertise and produces the graphic, audio and digital video files to be incorporated into the online course.

The infrastructure support staff will provide the tools and applications and will work with the project team to ensure a match between the design of the program and the capabilities of the infrastructure. A policy for training will ensure that faculty receive an adequate level of training in a course management system to be able to manage their course and teach online effectively.

As per Title III Grant objectives, we support and promote the establishment of a mentoring program in which experienced online educators become champions and act as mentors for faculty teaching online for the first time. With the approval and implementation of the “Rubric for Online Instruction” educators will be able to self assess their course and consider course re-design projects on the basis of feedback received from peer online educators and from their students. Also an online gallery of online courses should be created to showcase and provide recognition and awards to effective/exemplary online courses.

Strategies for increasing participation in face to face and online workshops

Based on the results of a Faculty Survey on Online Teaching administered to online educators in March 2006, there is a need to provide 3 days intensive “Training Institutes” more than once a year during Winter and Summer breaks when faculty’s schedules do not conflict with the workshops.

Faculty’s responses and participation levels to @One workshops offered online or during the 2005 Summer Institute hosted at Ohlone (35 faculty/staff participants) show that we need to continue to collaborate with @One on future Institutes and make trainings available to Ohlone faculty.

With the feedback received from the Faculty Survey, and the data of faculty who completed workshops during 2005-2006, we will be able to establish a baseline that will guide us both in the development of additional new workshops on active and collaborative learning methodologies and multimedia tools and in designing a more flexible schedule,

Training topics planned for the future include: learning theories, effective designs for online collaborative learning communities, e-portfolio assessment of student learning, podcasting for education, mentoring/facilitation strategies in online courses, strategies for online communication and interaction.

Staff development committee members are also developing a Training Needs Survey to address the more general training needs of faculty and staff campus wide. The analysis of the results from both surveys will guide the creation of a comprehensive professional development program to benefit faculty and staff at Ohlone college.

Recommendations and Implementation Plan 2006-2010

Recommendation	Timeline /start date	Timeline/End date	Notes
1. Propose a plan for a “Team Approach” to online course development and production to create online certificates and AA degrees to meet students’ needs, as per student survey results.	Fall 2007	Spring 2010	
2. Assess the staffing needs for Distance Education and Educational technology.	Fall 2006	Spring 2007	
3. Ensure ongoing funding for WebCT annual License and	Fall 2006	Spring 2007	

Course Hosting			
4. Develop and implement a plan for WebCT 6.0 upgrade, course migration to hosting service, faculty re-training	Fall 2006	Spring 2007	
5. Integrate WebCT with DataTel	Spring 2007	Fall 2008	
6. Provide a budget line item for student interns dedicated to Distance Education program	Fall 2006	Spring 2007	
7. Provide integration of WebCT with other academic systems i.e. iTunesU, e-portfolio systems, collaborative tools, campus portal	Fall 2006	Spring 2010	
8. Develop and implement a comprehensive training plan for faculty that includes f-t-f and online workshops on active and collaborative methodologies, pedagogy of online teaching and learning and technology tools for online course delivery	Fall 2007	Spring 2010	
9. Write and Implement Policy for Faculty Training	Fall 2007	Spring 2008	
10. After approval implement "Rubric for Online Instruction"	Fall 2006	Spring 2007	
11. Develop workshop for faculty and students on use of iPod-iTunes U	Fall 2006	Spring 2007	

12. Develop workshop for faculty and students on use of e-portfolio system	Fall 2007	Spring 2008	
13. Complete evaluation process e-portfolio systems and pilot student portfolios at the course level using the selected e-portfolio system	Fall 2006	Spring 2007	

7. Review and Dissemination team involvement

The team was comprised of Ralph Kindred, Associate VP Information Technology, Marilena Tamburello, coordinator educational technology/distance learning, Lesley Buehler, professor of Computer Applications who teaches online, KG, Greenstein, Librarian, and online instructor, Nasreen Rahim, coordinator educational technology/distance learning Evergreen Valley college, Jiipsee Sayalit, online student. The team reviewed and provided invaluable feedback and suggestions for the Distance Learning Program Review on the questions for the Student Survey and Faculty Survey and on the content of this document. Rob Smedfjeld, the college institutional researcher, provided invaluable assistance with the collection of data on enrollment, retention, student success and FTES. Lesley Buehler and KG Greenstein provided invaluable advice on online educators training needs, information on innovations in online courses and learning communities and assisted with the charts in this document. In addition, Marilena Tamburello solicited input from individual online educators in informal conversations. The team met via email and in person.

I. Distance Learning Statistics

Summer 2005 Online Course Statistics

ONLINE COURSES SUMMER 05	Course Section	Section Enroll	FTES	FTEF	WSCH/FTEF
	AH-110-02	27	1.85	0.1333	416.68
AH-111-02	27	1.85	0.1333	416.68	
ANTH-102-02	27	2.78	0.2	416.57	
BA-102A-01	33	3.39	0.2	509.14	
BA-102A-03	34	3.5	0.2	524.57	
BA-102B-01	54	5.55	0.2	833.14	
BA-125-01	50	5.14	0.2	771.43	
BSM-108-01	35	3.6	0.2	540	
CFS-109-01	116	11.93	0.4	894.86	
CS-101-03	19	1.95	0.2	293.14	
CS-101-04	26	2.67	0.2	401.14	
CS-101L-02	28	2.88	0.2	432	
CS-101L-04	21	2.16	0.2909	222.76	

CS-102-04	32	6.58	0.2	987.43
CS-152-01	19	1.3	0.2242	174.33
CS-157-01	16	1.65	0.2909	169.72
HLTH-101-01	35	3.6	0.2	540
MUS-101-01	32	3.29	0.2	493.71
MUS-101-03	31	3.19	0.2	478.29
MUS-103-01	36	3.7	0.2	555.43
PD-150-01	22	1.51	0.1333	339.51
PE-251-01	52	7.13	0.2667	802.19
SOC-101-01	33	3.39	0.2	509.14
SOC-101-03	26	2.67	0.2	401.14
GRAND TOTAL	831	87.29	5.0726	516.25

Figure 9. Data supplied by the Office of Institutional Research at Ohlone College

Fall 2005 Online Course Statistics

ONLINE COURSES FALL 05	Course Section	Section Enroll	FTES	FTEF	WSCH/FTEF
	AH-110-04	39	2.6	0.1333	585.15
AH-111-05	34	2.27	0.1333	510.13	
ANTH-102-01	28	2.8	0.2	420	
ART-103B-01	15	2	0.2667	224.97	
ART-103B-02	14	1.87	0.2667	209.97	
BA-101A-07	32	5.33	0.3333	480.05	
BA-102A-03	30	3	0.2	450	
BA-102A-05	37	3.7	0.2	555	
BA-102A-06	35	3.5	0.2	525	
BA-102A-08	30	3	0.2	450	
BA-102B-04	34	3.4	0.2	510	
BA-102B-05	27	2.7	0.2	405	
BA 115-01	6	0.6	0	0	
BA-123-01	25	2.5	0.2	375	
BA-123-02	15	1.5	0.2	225	
BA-125-03	35	3.5	0.2	525	
BIOT-100-01	17	1.7	0.2	255	
CAOT-178-01	6	0.8	0.0667	359.82	
CAOT-187-01	6	0.2	0.0167	359.28	
CFS-104A-01	21	1.4	0.1333	315.08	
CFS-109-01	50	5	0.2	750	
CFS-109-04	47	4.7	0.2	705	
CS-101-01	29	2.9	0.2	435	
CS-101-02	25	2.5	0.2	375	
CS-101L-04	21	2.1	0.1	630	
CS-101L-07	19	1.9	0.1	570	
CS-102-07	31	6.2	0.2	930	
CS-116-04	27	5.4	0.2	810	
CS-131-01	7	1.4	0	0	
BIOT-131-01	15	3	0.2	450	
CS-137-02	17	3.4	0	0	

CS-152-02	18	1.2	0.1333	270.07
CS-157-05	11	1.1	0.2	165
CS-162-01	19	5.07	0	0
MM-162-01	0	0	0.406	0
ENGL-101A-09	26	5.2	0.2455	635.44
ENGL-130-01	30	3	0.2	450
HIST-117A-06	45	4.5	0.2	675
HIST-142-01	35	3.5	0.2	525
MUS-123-01	11	1.1	0	0
IS-143-01	4	0.4	0	0
HIST-142-02	31	3.1	0.2	465
IS-143-02	1	0.1	0	0
MUS-123-02	6	0.6	0	0
HLTH-101-03	44	4.4	0.2	660
ITAL-101A-01	16	3.2	0.3788	253.43
LS-101-01	31	3.1	0.1364	681.82
LS-101-02	28	2.8	0.1364	615.84
MUS-101-01	35	3.5	0.2	525
MUS-101-02	41	4.1	0.2	615
MUS-103-02	27	2.7	0.2	405
MUS-110A-02	16	1.6	0.2	240
MUS-110C-01	2	0.2	0	0
MUS-111A-02	19	1.9	0.1576	361.68
MUS-111C-01	2	0.2	0	0
PD-113-02	18	1.2	0	0
PD-150-04	17	1.13	0	0
PE-251-03	36	4.8	0.2667	539.93
PE-251-04	35	4.67	0.2667	524.93
PTA-102-02	19	1.9	0.2	285
RE-128-01	32	3.2	0.2	480
RT-101-02	34	3.4	0.1866	546.62
SOC-101-05	38	3.8	0.2	570
SOC-101-06	37	3.7	0.2	555
SOC-101-08	18	1.8	0.2	270
SOC-105-01	30	3	0.2	450
SPCH-102-03	24	2.4	0.2	360
SPCH-105-01	25	2.5	0.2	375
SPCH-115-01	12	1.2	0.2	180
BA-115-01	6	0.6	0	0
GRAND TOTAL	1647	182.13	1.264	485.09

Figure 10. Data supplied by the Office of Institutional Research at Ohlone College

Spring 2006 Online Course Statistics

ONLINE COURSE	Course Section	Section Enroll	FTEF	FTEF	WSCH/FTEF
	AH-110-03	39	2.6	0.1333	585.15
AH-111-04	35	2.33	0.1333	525.13	
ANTH-102-01	25	2.5	0.2	375	

ART-103B-02	27	3.6	0.2667	404.95
BA-141A-04	13	1.34	0.2	200.57
BA-101B-01	18	3	0.3333	270.03
BA-102A-05	42	4.2	0.2	630
BA-102A-07	48	4.8	0.2	720
BA-102B-03	47	4.7	0.2	705
BA-102B-04	33	3.3	0.2	495
BA-102B-06	29	2.9	0.2	435
BA-123-01	41	4.1	0.3	410
BA-125-03	48	4.8	0.2	720
BA-141A-03	27	2.7	0.2	405
BIOT-100-01	24	2.4	0.2	360
BSM-101-01	26	2.6	0.2	390
CAOT-153-03	19	0.65	0.0667	293
CAOT-147-01	14	0.47	0.0167	838.32
CAOT-153-02	29	0.97	0.0667	434.78
CAOT-148-02	15	0.5	0.0167	898.2
CFS-104A-01	12	0.8	0.1333	180.05
CFS-109-01	58	5.8	0.2	870
CFS-109-06	58	5.8	0.2	870
CHS-106A-02	0	0	0.2	0
CS-101-01	30	3	0.2	450
CS-101-02	29	2.9	0.2	435
CS-101L-04	26	2.6	0.1	780
CS-101L-05	19	1.9	0.1	570
CS-102-02	29	5.8	0.2	870
CS-116-02	18	3.6	0.2	540
CS-125-02	15	3	0.2	450
CS-131-01	1	0.2	0.2	30
BIOT-131-01	14	2.8	0	0
CS-137-02	16	3.2	0.2	480
CS-137B-02	7	1.4	0	0
CS-152-01	12	0.8	0	0
CS-157-01	8	0.8	0.2	120
CS-175-02	15	3	0	0
ENGL-101A-16	20	4	0.3818	314.3
ENGL-101A-29	29	5.8	0.2	870
ENGL-101C-08	33	3.3	0.2	495
ENGL-115-01	14	1.4	0.2	210
WS-115-01	12	1.2	0	0
ENGL-115-02	15	1.5	0.2	225
WS-115-02	10	1	0	0
ENGL-156-01	10	1	0.2	150
HIST-117A-05	27	2.7	0.2	405
HIST-117B-04	39	3.9	0.2	585
HIST-142-02	35	3.5	0.2	525
MUS-123-02	26	2.6	0	0
IS-143-02	22	2.2	0	0
HIST-142-03	32	3.2	0.2	480
IS-143-03	2	0.2	0	0
MUS-123-03	2	0.2	0	0
HLTH-101-03	35	3.5	0.2	525

LS-101-01	28	0.93	0.0667	419.79
LS-101-02	15	0.5	0.0667	224.89
LS-101-03	19	0.63	0.0667	284.86
MM-104-01	14	2.33	0.2698	259.45
MM-162-01	11	2.93	0.406	216.75
CS-162-01	9	2.4	0	0
MUS-101-01	32	3.2	0.2	480
MUS-101-03	33	3.3	0.2	495
MUS-103-01	26	2.6	0.2	390
MUS-110B-02	3	0.3	0	0
MUS-110D-02	2	0.2	0	0
MUS-111B-02	3	0.3	0	0
MUS-121-01	6	0.8	0	0
PD-113-01	20	1.33	0	0
PD-113-02	11	0.73	0.1333	165.04
PD-150-04	24	1.6	0	0
PE-244-01	27	2.7	0.2	405
BA-144-01	13	1.3	0	0
PE-251-01	30	4	0.2667	449.94
PE-251-03	41	5.47	0.2667	614.92
RE-121-03	15	1.54	0.2	231.43
RE-128-02	14	1.44	0.2	216
RE-121-02	34	3.4	0.2	510
RE-128-01	35	3.5	0.2	525
RT-104B-02	28	2.8	0.2	420
SOC-101-05	40	4	0.2	600
SOC-101-07	40	4	0.2	600
SOC-105-01	36	3.6	0.2	540
SPCH-102-05	18	1.8	0.2	270
SPCH-105-01	15	1.83	0.2	275
SPCH-115-01	15	1.5	0.2	225
BA-115-01	8	0.8	0	0
GRAND TOTAL	1994	210.84	2.9911	486.88

Figure 11. Data supplied by the Office of Institutional Research at Ohlone College

Summary of 2002-2003 Distance Learning Statistics

	Courses	Sections Enrollments	FTES	FTEF	WSCH/FTEF
Summer 2002	9	315	31.73	1.8	528.89
Fall 2002	56	810	88.13	5.8802	449.64
Spring 2003	34	1048	110.83	6.5758	505.64

Figure 12. Data supplied by the Office of Institutional Research at Ohlone College

Summary of 2003-2004 Distance Learning Statistics

	Courses	Sections Enrollments	FTES	FTEF	WSCH/FTEF
Summer 2003	14	435	41.93	2.6667	471.74

Fall 2003	44	1036	114.5	7.3744	465.8
Spring 2004	38	900	93.23	6.1023	458.35

Figure 13. Data supplied by the Office of Institutional Research at Ohlone College

Summary of 2004-2005 Distance Learning Statistics

	Courses	Sections Enrollments	FTES	FTEF	WSCH/FTEF
Summer 2004	22	718	75.33	4.1999	538.05
Fall 2004	41	964	104.27	7.932	394.35
Spring 2005	56	1518	161.5	9.3552	517.89

Figure 14. Data supplied by the Office of Institutional Research at Ohlone College

Summary of 2005-2006 Distance Learning Statistics

	Courses	Sections Enrollments	FTES	FTEF	WSCH/FTEF
Summer 2005	24	831	87.29	5.0726	516.25
Fall 2005	70	1647	182.13	1.264	485.09
Spring 2006	87	1994	210.84	2.9911	486.88

Figure 15. Data supplied by the Office of Institutional Research at Ohlone College

YEAR BY YEAR STATISTICAL COMPARISON

Year	FTES
2002-2003	230.69
2003-2004	260.7
2004-2005	341.1
2005-2006	480.26

Figure 16. Data supplied by the Office of Institutional Research at Ohlone College

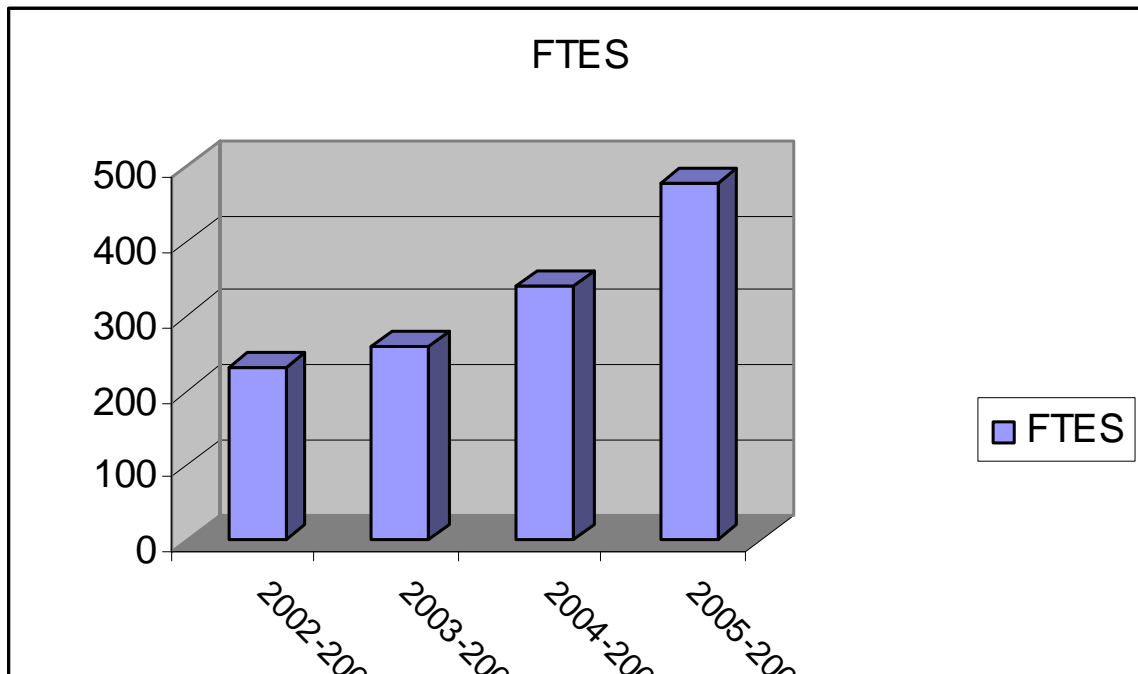


Figure 17. Data supplied by the Office of Institutional Research at Ohlone College

II. Assessment of Student satisfaction with the Distance Learning Program

Student Survey Results and Analysis

The Student Survey was administered online to help us gather the opinions and the demographics of online students. **916** students participated out of **2291**. The target audience was current students enrolled in Spring 2006 and students who enrolled in an online course during 2003-04, 2004-05 and Fall 2005. The complete results of the survey are available in the Appendix.

The survey consisted of 33 questions that dealt with access issues, instructional quality ratings, methods of communication/interaction, various questions concerning the student's reasons for enrolling in a distance learning course and the level of satisfaction with the technology and their online learning experience.

Overall, the student respondents, 72.2% female, 46.2% in the 18-22 age range, 33% working full time and 34% part time, rated "excellent" or "above average" the quality of the course content and the delivery modality as it met their needs for flexibility and convenience, stated that they would have not been able to begin or continue their education if courses were not offered online and 82.8% stated that they would enroll again to take another online course and preferred Ohlone college to offer AA and Certificates fully online. They were less satisfied, rating it "average" with the level of communication/interaction with their instructor and their classmates. The mode of communication mostly used was e-mail 59.4% vs. discussion board 35.6% which provides for better opportunities for student-student as well as instructor-students interactions. 47.5% rated good and 27% excellent the student technical support service in its availability, responsiveness and quality and felt more prepared to take an online class because of having taken the online WebCT student orientation.

Demographics

72.2% of the respondents were female, 27.8% male; 46.2% were in the 18-22 age range and 19.7% 23-29; 17.4% 30-40, 14.3% over 40 years of age.

50.3% had completed some college, 15.9% had a High School Diploma, 12.9% had an AA and 12.7% a BA

50.8% of the respondents had never taken an online course before, 49.2% had.

65.3% stated that would not have been able to begin or continue their education if courses were not offered online.

78.2% had already taken courses at Ohlone either in a traditional format or web-enhanced.

49.1% responded that the primary reason for taking the online course was convenience/flexibility.

44.9% because it was a requirement for an AA degree, 41.9% part of my major and 23.7% preferred learning mediated by technology.

82.8% overwhelmingly responded that they would enroll again to take another online course at Ohlone College.

Opinions and Ratings of Distance Learning

55.1% responded that the online course was the same when compared to a classroom based course in terms of difficulty. 22.2% more difficult, 22.7% easier.

45.1% strongly agreed and 42.8% agreed that the course materials were related to the learning course outcomes of the course.

46.4% strongly agreed and 44.6% agreed that the assignments and exams related to the stated learning outcomes of the course.

40.1% strongly agreed and 42% agreed that online technologies (WebCT, audio, video) were effectively used to provide course content.

41.7% rated the quality of the course content excellent, 34% above average, 21.3% average.

35% rated the availability of course content materials was excellent and 32.2%, 27.7% average when compared to a classroom based course.

22.3% rated the interaction with the instructor excellent, 26.4% above average, 36.5% average, 10.8% below average, when compared with interaction with a traditional classroom setting.

14.8% rated the interaction with other students excellent, 21.4% above average and 38.1% average when compared to a classroom based course.

59.4% communicated with instructor via e-mail, 35.6% via threaded discussion board, 2.3% via chat.

32.7% of the responded reported that they received feedback from the instructor in less than 12 hours, 42.7% 12-24 hours, 11.2% 2-4 days.

65.2% of respondents rated the quality of the online instruction "about the same as the classroom based course" 23/1% "better than the classroom based course" and 11.7% worse.

29.2% rated excellent their learning experience in an online course, 31.4% above average, 32% average.

73.2% overwhelmingly responded that they would like Ohlone College to offer an AA degree fully online and 57% a certificate online.

Ratings of Technology and Student Help Desk

51.4% agreed and 22.4% strongly agreed that the “Online WebCT Student Orientation” made them feel more prepared with the technology used to deliver the online course, with 19.7% responding not to have taken the orientation

47.5% rated as "good" the student technical support service received in availability, responsiveness and quality, 27% excellent, 20.7% average.

45.9% rated WebCT "good" in its “ease of use” and 39.5% excellent.

46.9% of respondents rated as "good" “the technology as an affective as a teaching tool” and 37.7% as excellent.

III. Assessment of Faculty satisfaction with the Distance Learning Program

Faculty Survey Results and Analysis

The Faculty Survey was administered online to help us gather information on the training needs of online educators and on their level of satisfaction with the support received in designing/developing online courses and with the technology used. **32** out of **97** faculty members responded to the Survey. The survey was posted in the online educators listserv and in the faculty list encouraging responses from both faculty teaching fully online as well as web-enhanced courses. The complete results of the survey are available in the Appendix. The survey consisted of 36 questions.

The responses highlighted two contradictory aspects: one in which faculty identified several training needs they have on use of WebCT specific tools, how to design and develop an online course and workshops on active and collaborative learning methodologies, while at the same time they were unable to participate in large numbers both to the group face to face, hands-on workshops,, offered every semester, as well as to the online workshop on instructional design for online course development facilitated every semester by the Educational technologist. In 2005-2006 we have experienced lower participation in faculty workshops than in previous years. Possible causes are conflict with their teaching schedules and/or current workshops not meeting their needs. It is encouraging to see that 33.3% reported having taken advantage of the free online workshops offered through @One 22% having participated to a “Summer Institute” . Feedback provided in the survey indicates that 60% would like us to develop and offer in the future more workshops on methods and strategies for online teaching and learning and 61% agree that they are effectively prepared to teach online, 55% reported that the technical support provided to online instructors was excellent or very good.

Background Information

75% of faculty respondents were Full Time and 25% Part Time.

53% had taught online more than 4 semesters, 25% 2-4 semesters, 21% 1 semester

83.3% had taught web-enhanced courses, 46.7% online courses

96% used WebCT, 3.2% other

78.1% responded Yes to the question “do you design and develop your own online content?” and 12.5% adopted and customized an e-pack

Training Needs

40% strongly agree and 40% agree that they need training in how to design and develop an online course.

46.7% agree and 10% strongly agree that they need training on how to create an online syllabus

40% strongly agree and 36.7% agree that they need training on how to meet the needs of

online/adult learner.

51.7% agree and 24.1% strongly agree that they need training on how to become a facilitator/moderator of an online class.

26.7% strongly agree and 56.7% agree that they need training on asynchronous and synchronous communication tools.

60% agree and 26.7% strongly agree that they need training on how to manage WebCT tools for assignments, gradebook.

50% agree and 13% strongly agree that they need training on how to create online quizzes using WebCT.

56.7% agree and 10% strongly agree that they need training on how to use alternative types of student assessments such as e-portfolios.

43.3% strongly agree and 40% agree that they need training on how to prevent plagiarism in an online class.

Your current level of training

The responses to the question: “Which group or one-on-one workshop facilitated by the Distance Learning Coordinator or Web Course Technician have you attended?” were:

- Web page design 36.4%
- Introduction to WebCT 45.5%
- Creating and online syllabus using WebCT 9.1%
- Using the Quiz tool in WebCT 36.4%
- Using the assignment tool in WebCT 18.2%
- Communication tools in WebCT 40.9%
- Using the Gradebook 13.6%
- Record an audio presentation using Camtasia 18.2%
- How to podcast a lesson 9.1%
- Teach with CCC Confer (webconferencing) 18.2%
- Collaborative learning methodology 9.1%
- Design and develop a web-enhanced course 36.4%
- Design and develop a fully online course 31.8%
- Rubrics for exemplary online courses 4.5%
- How to create a PDF. File 13.6%
- How to scan a text document 4.5%
- Tips for Using Power Point presentations 9.1%
- Converting Power Point to HTML 4.5%

To the question “although I could not attend any of the hands on or online workshops offered on a semester basis, I...” The responses were as follows: 51.9% received one-on-one training by the Distance Learning support staff, 22% attended a Summer Institute at Ohlone College, and 33.3% viewed the online tutorials available on the Ohlone online website. 33.3% attended one or more workshops offered by @One, 29.6% consulted the “Getting Started Guide to WebCT”.

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.

44.8% agree and 34.5% strongly agree that the training received so far effectively prepared them to use the technology to teach online.

41.4% agree and 20.7% strongly agree that the training effectively prepared them to use the pedagogical strategies and techniques appropriate for online instruction.

46.7% strongly agree and 26.7% agree that they were adequately prepared to teach the course online.

86.7% wanted training to be delivered face to face, 50% facilitated online, and 56.7% self-paced online.

Instruction and Student Success

44.4% agree and 7.4% strongly agree, while 22.2% disagree that “my students learned as much in my online class as in my face to face course”.

40.9% stated that the enrollment in their online class was “about the same as in their face to face course.”

40.9% stated that the retention rate in their online class was” about the same as in their face to face course”.

52.2% agree, 13% and 21.7% disagree that they cover the same content in their online course as they do in their face to face course.

42.9% described as “about the same” and 33.3% as “less interaction” the amount of interaction they have with their students in their online course compared to a similar face to face course.

69.2% provided feedback to students via email within 24 hours, 26.9% within 48 hours.

37.9% were in favor of adopting “Standards for Quality in Online Education” and adopting a “Rubric for Online Instruction” to be used for self-evaluation and peer review of their online courses. 48% needed more information.

Technical Support Services for online instructors

37% of respondents rated good, 33.3% excellent, 22% very good, the technical support provided by the staff at the Center for Innovation and Technology with respect to production assistance, responsiveness and quality of service.

50% of respondents rated good, 29.2% excellent the technical support staff for quality of course production.

50% of respondents rated good, 23.1% excellent the technical support staff for quality of service.

40.7% of respondents rated good 33.3% very good and 22.2% excellent the technical support staff for responsiveness.

IV. APPENDIX

Student Survey

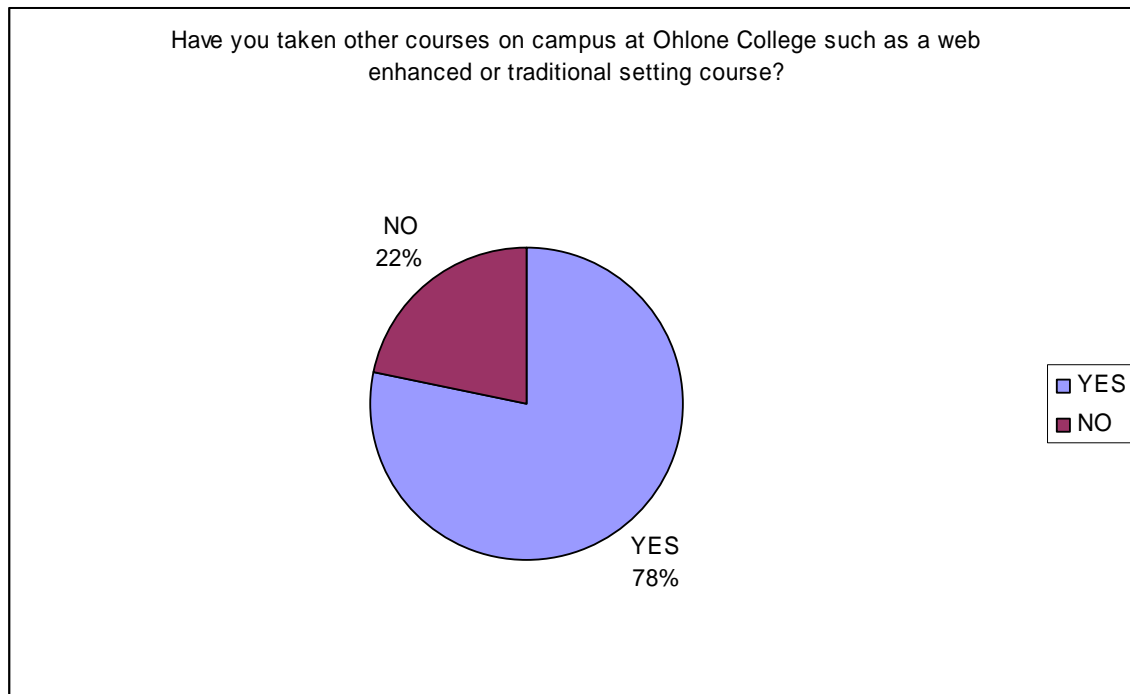
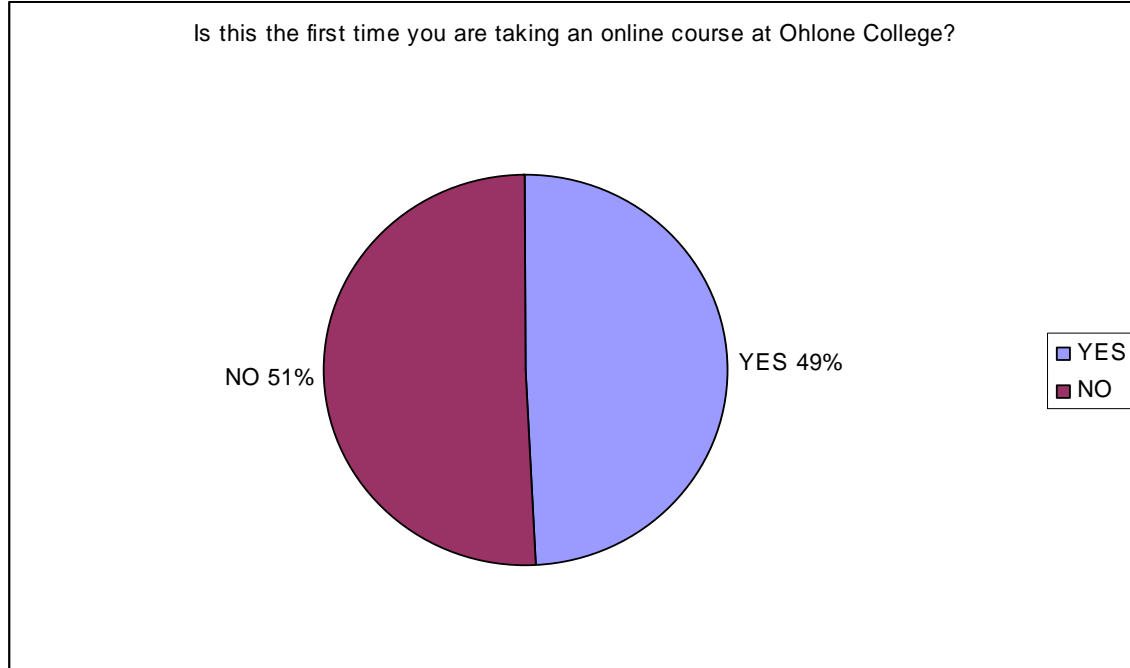
Faculty Survey

Rubric for Online Instruction

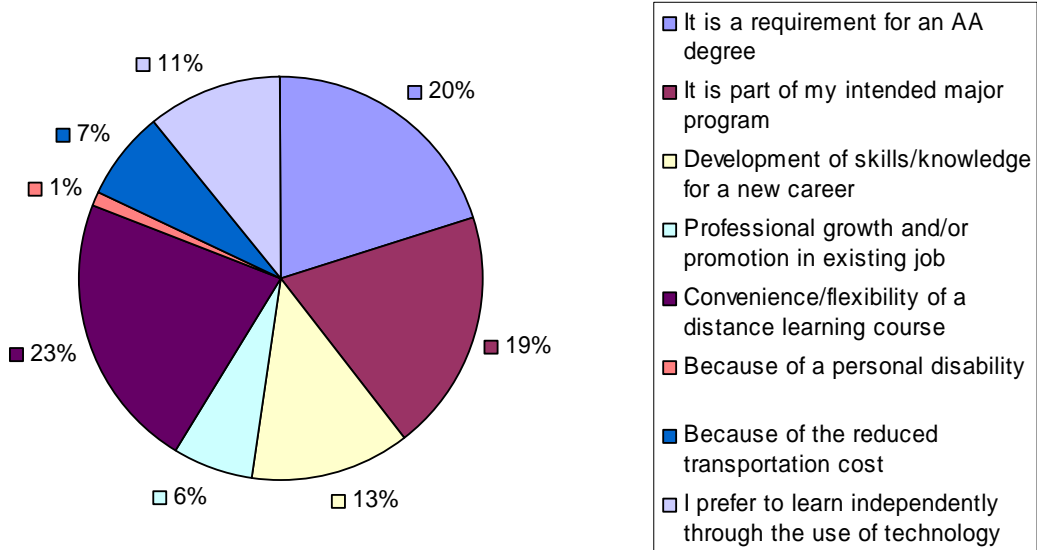
References

Online Student Survey

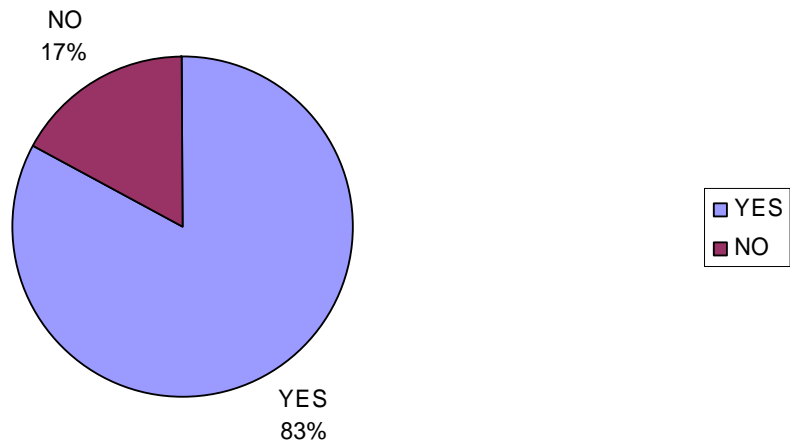
(Administered in March 2006 to 2291 online students. 916 responses)



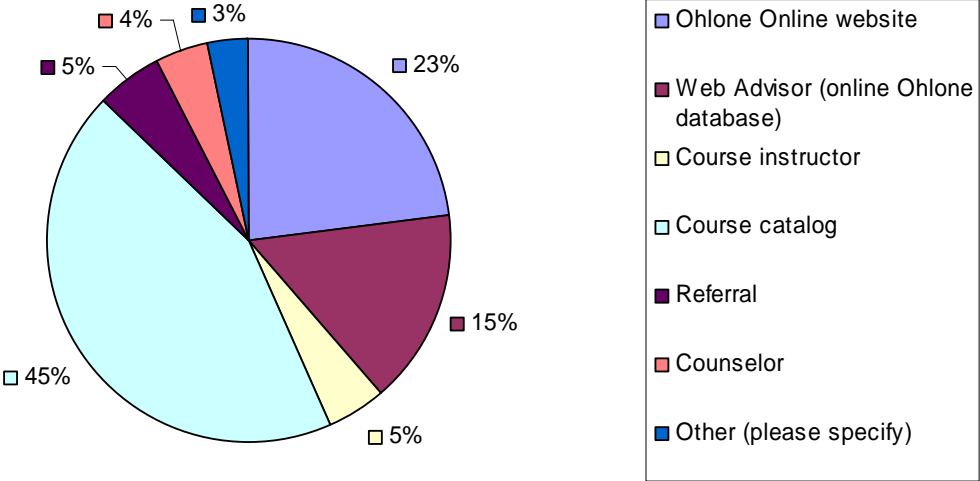
What are the primary reasons that you enrolled in this course?



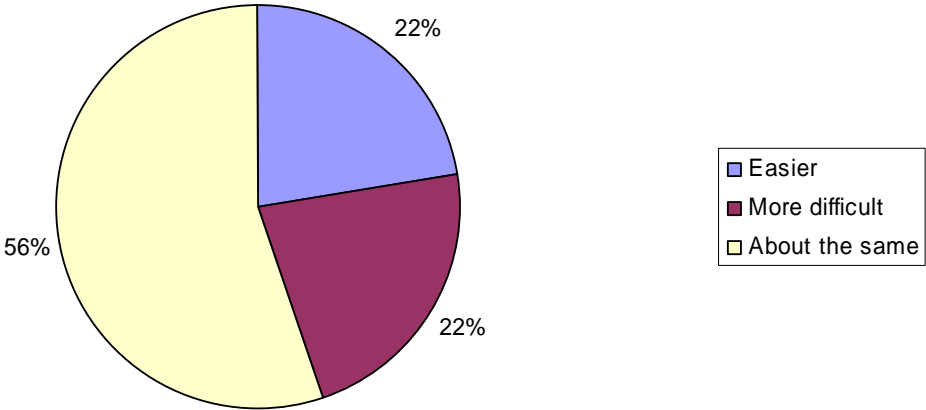
Will you enroll to take another distance learning course at Ohlone College?



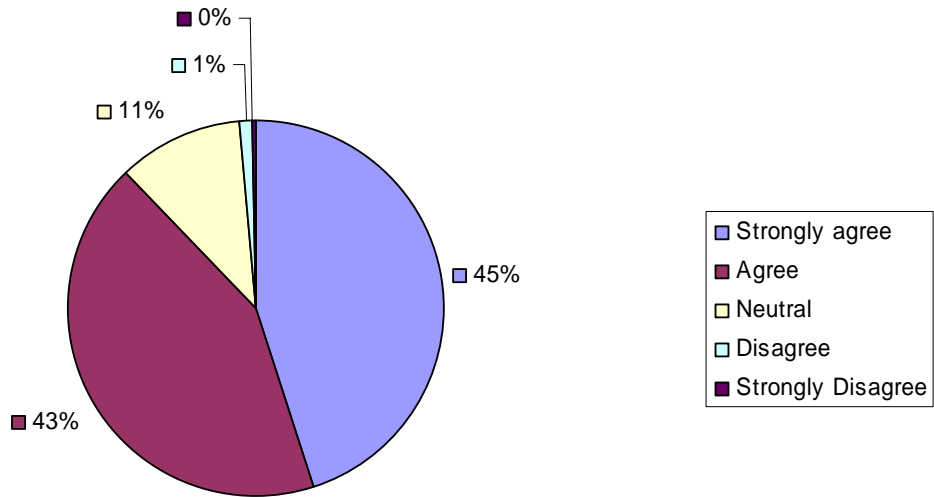
How did you hear about this course?



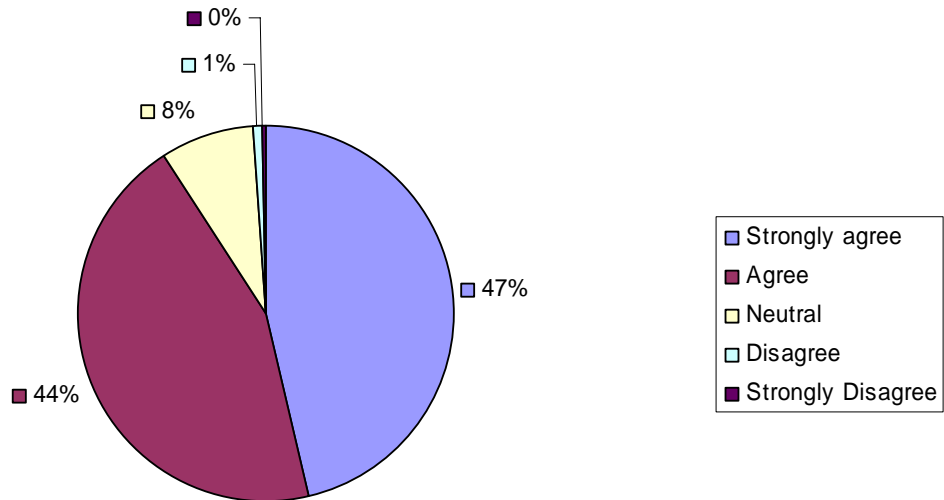
Compared to a classroom based course this distance learning course was:



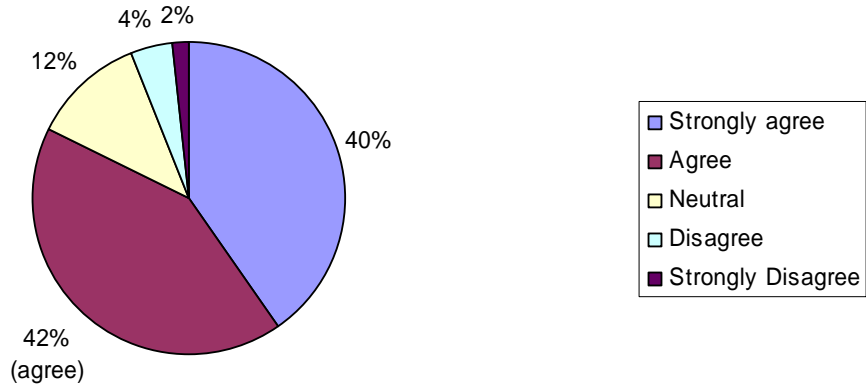
The readings and all the course materials were related to the stated learning outcomes of the course.



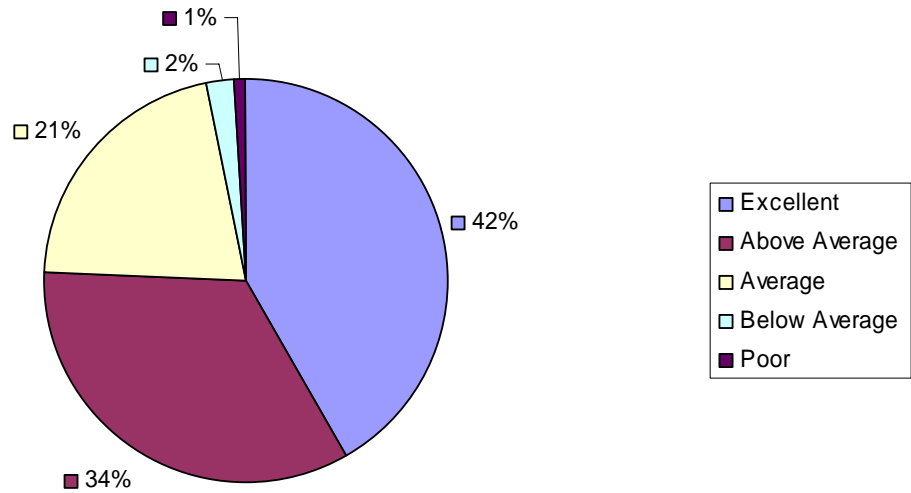
Assignments and exams were related to the stated learning outcomes of the course.



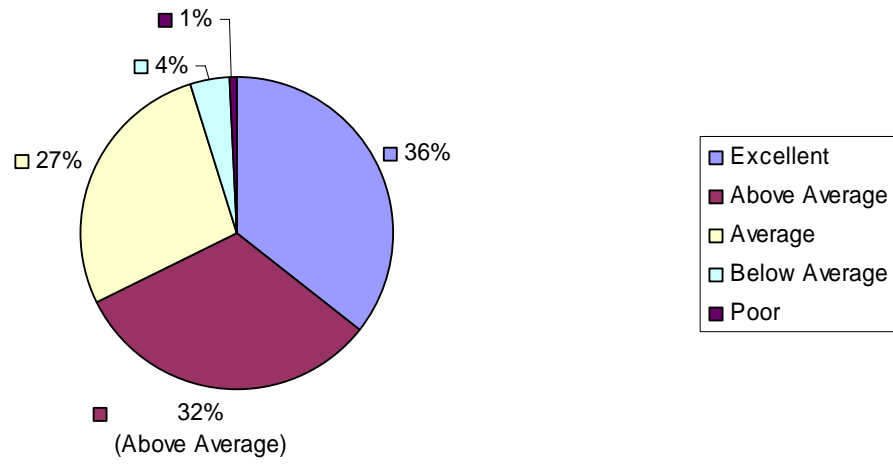
Online technologies (such as WebCT Tools audio video web conferencing etc.) were effectively used to provide content for this course.



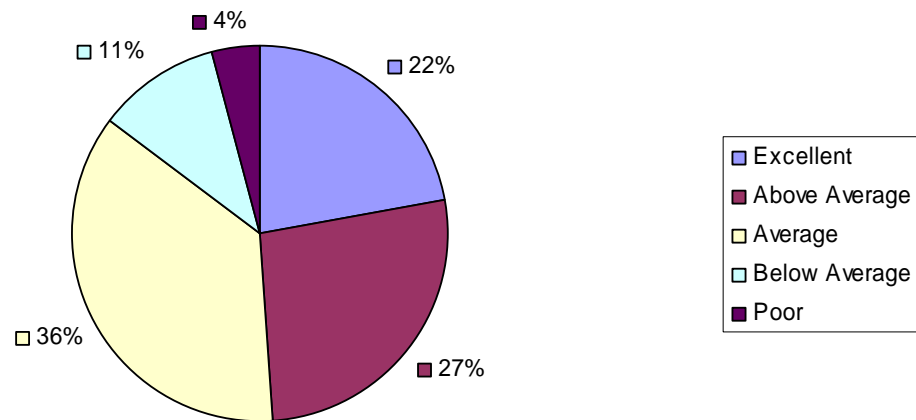
Overall how would you rate the quality of the course content?



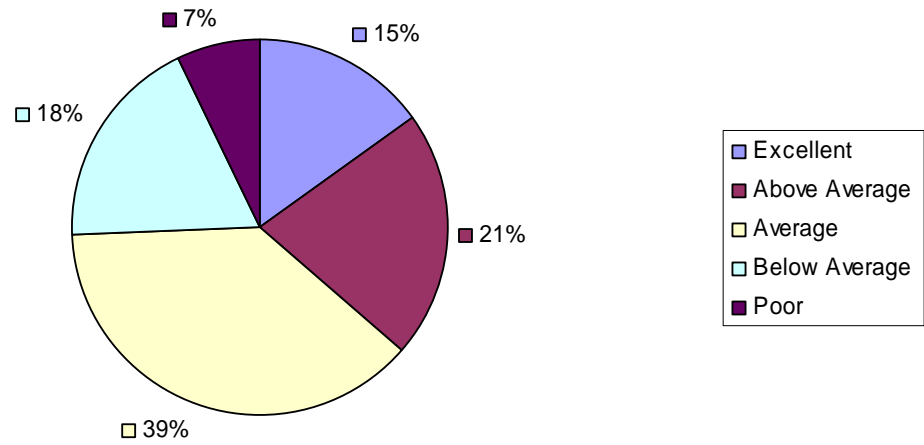
How would you rate the availability of course content materials for this course compared to a classroom based course?



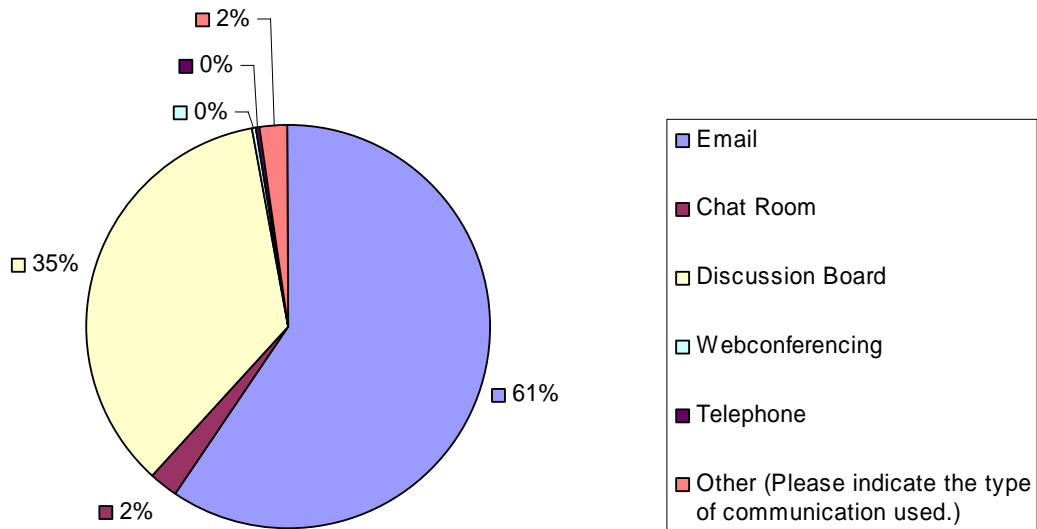
How would you compare your interaction with the instructor in your distance learning course compared to interaction in a traditional classroom setting?



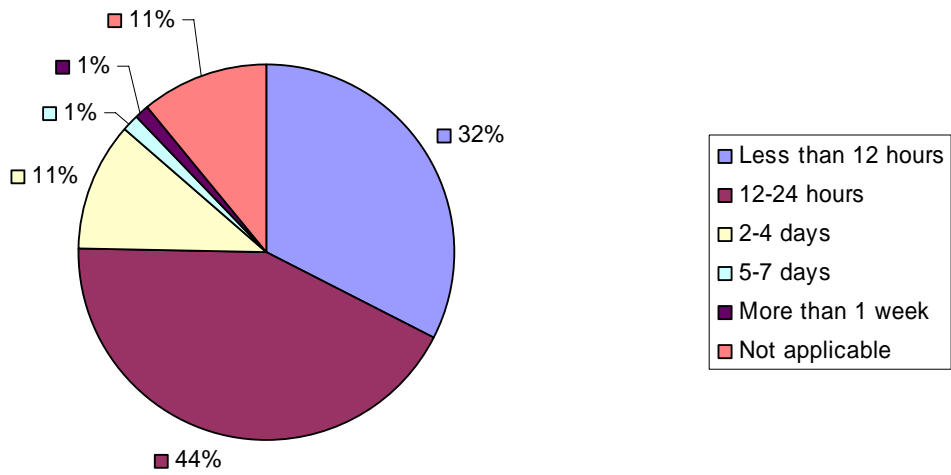
How would you compare your interaction with other students in your distance learning course compared to interaction in a traditional classroom setting?



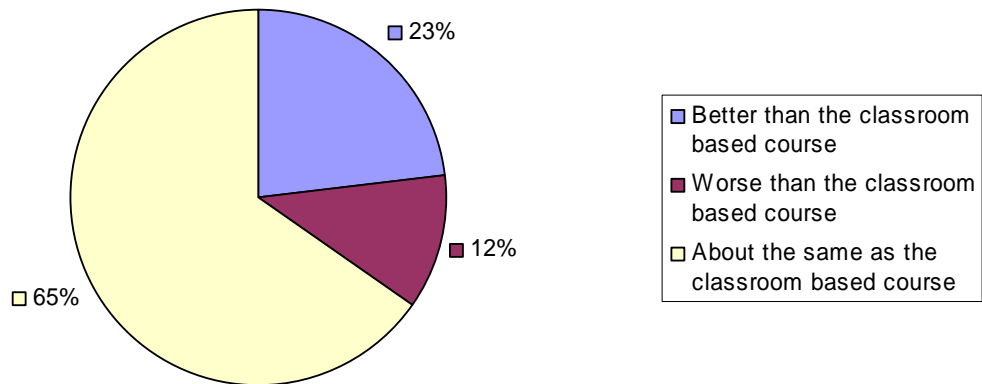
By what method did you most often communicate with your instructor?



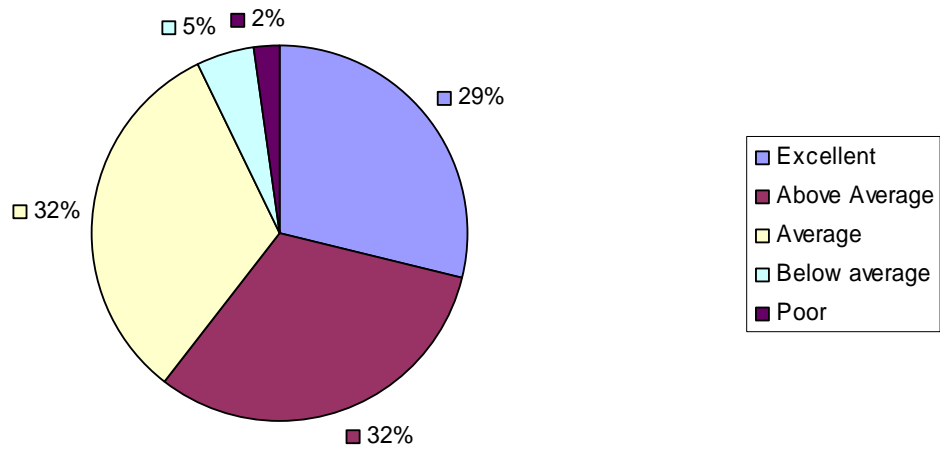
When you contacted your instructor
how long did it usually take to receive a response?



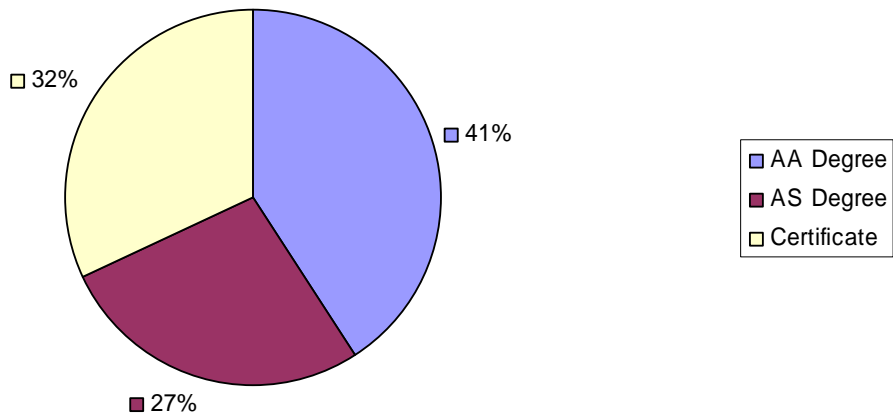
How would you rate the quality of the instruction
compared to a classroom based course taught on campus?



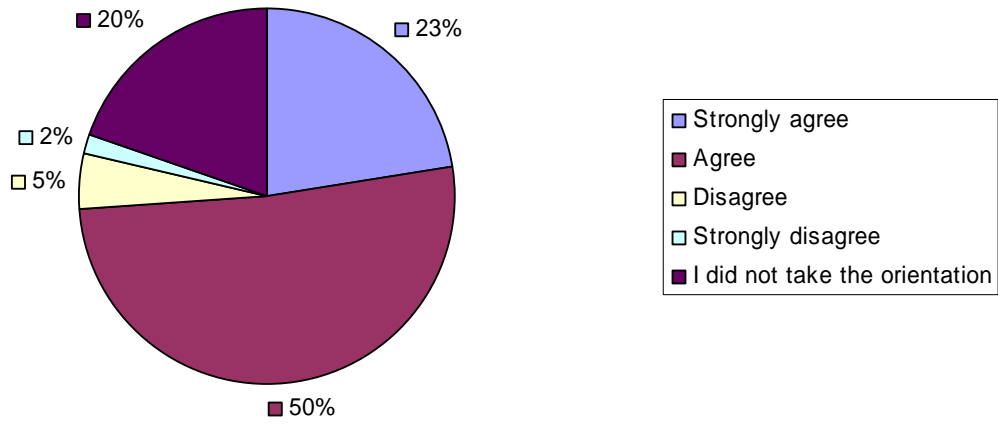
How would you rate your learning experience related to this online course?



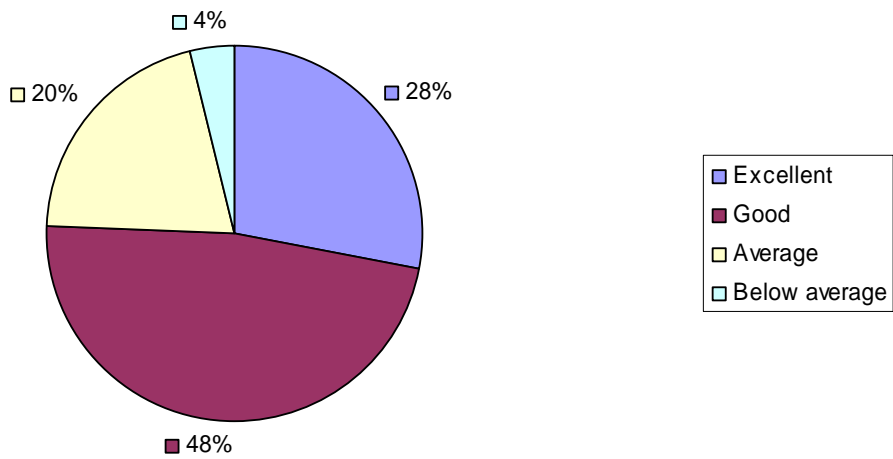
Would you like Ohlone College to offer the AA/AS Degrees and/or Certificates fully online?



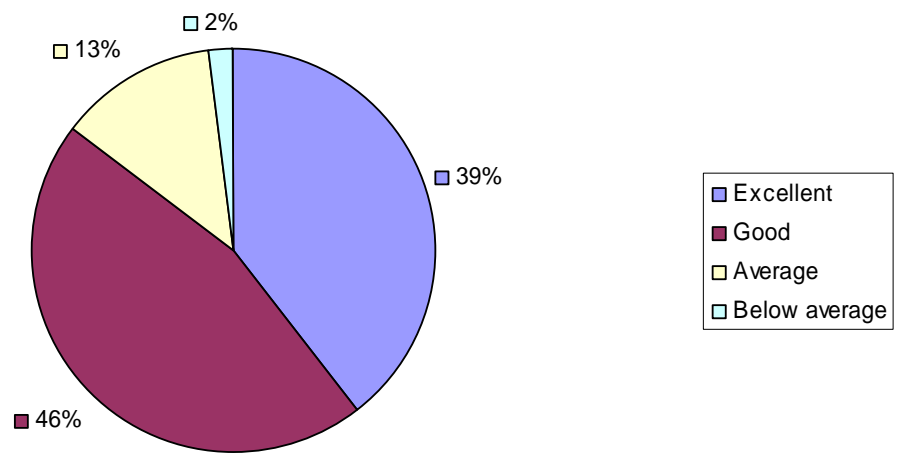
The online orientation to WebCT made me feel prepared to use the technology needed to take the online course



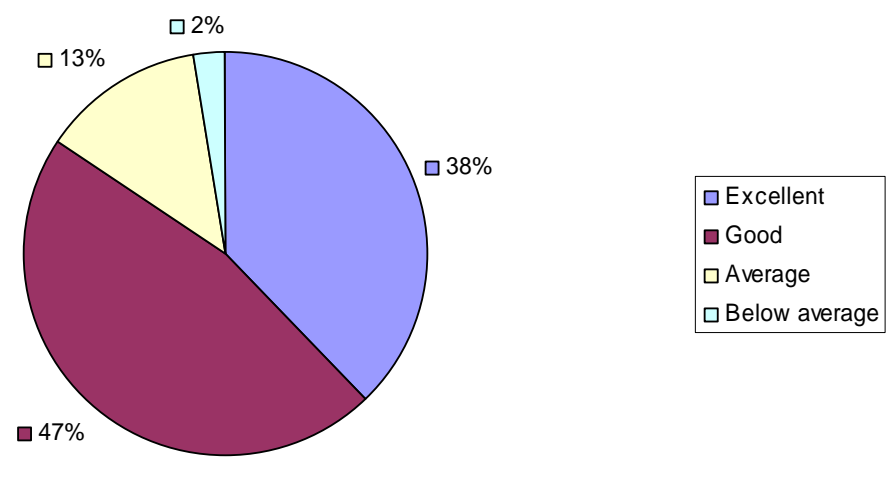
How would you rate the Online Education Tech Support service (phone email in person) regarding availability responsiveness and quality?



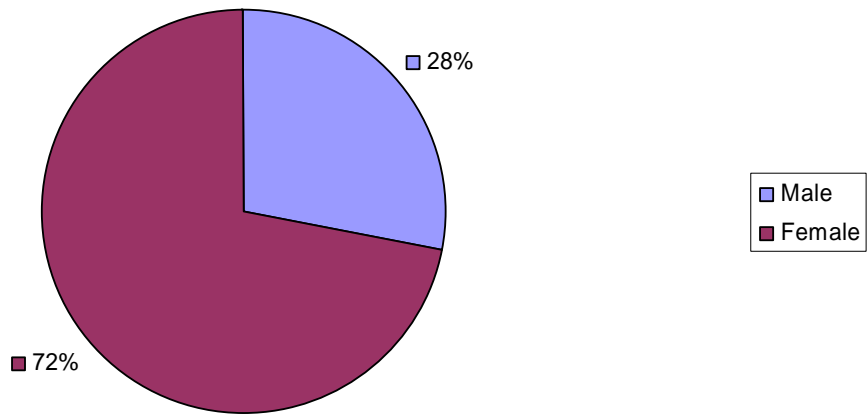
How would you rate the technology used to deliver this course in its ease of use?



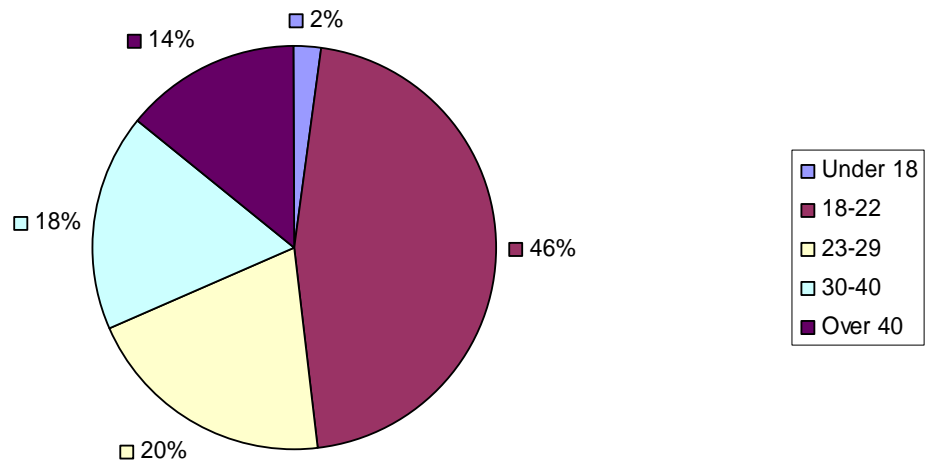
How would you rate the technology in its effectiveness as a teaching tool?



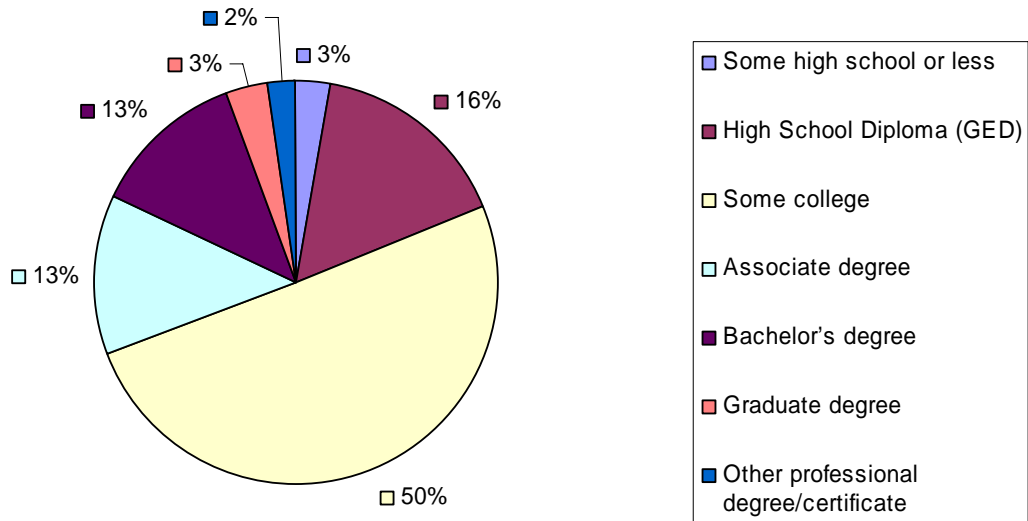
Your Gender: Response Total



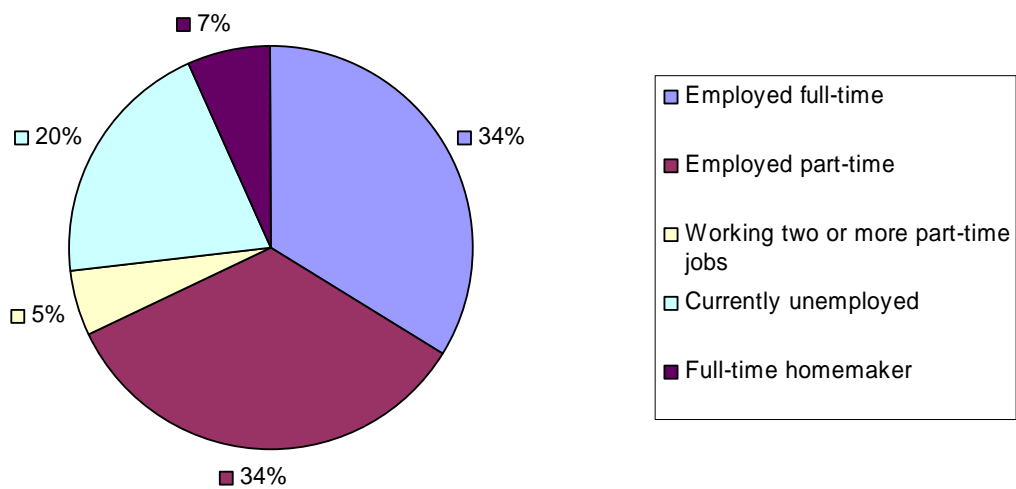
Age:



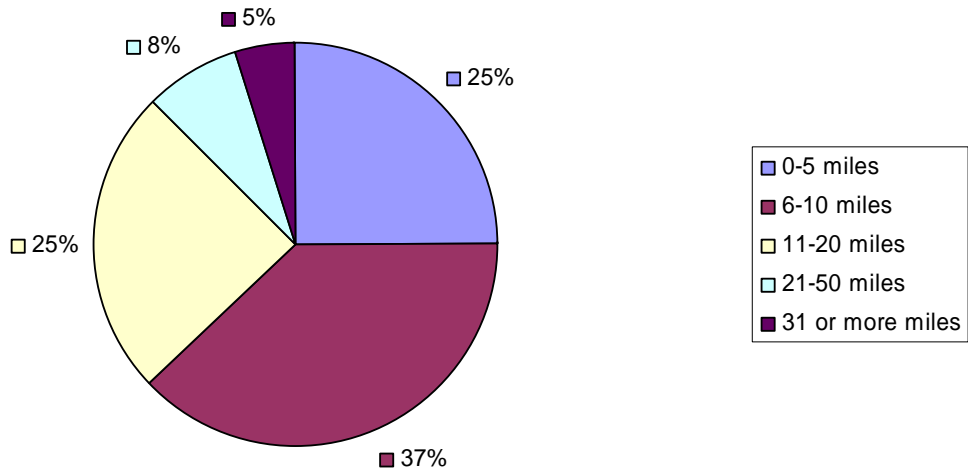
What is the highest level of education you have achieved?



What is your current employment status?

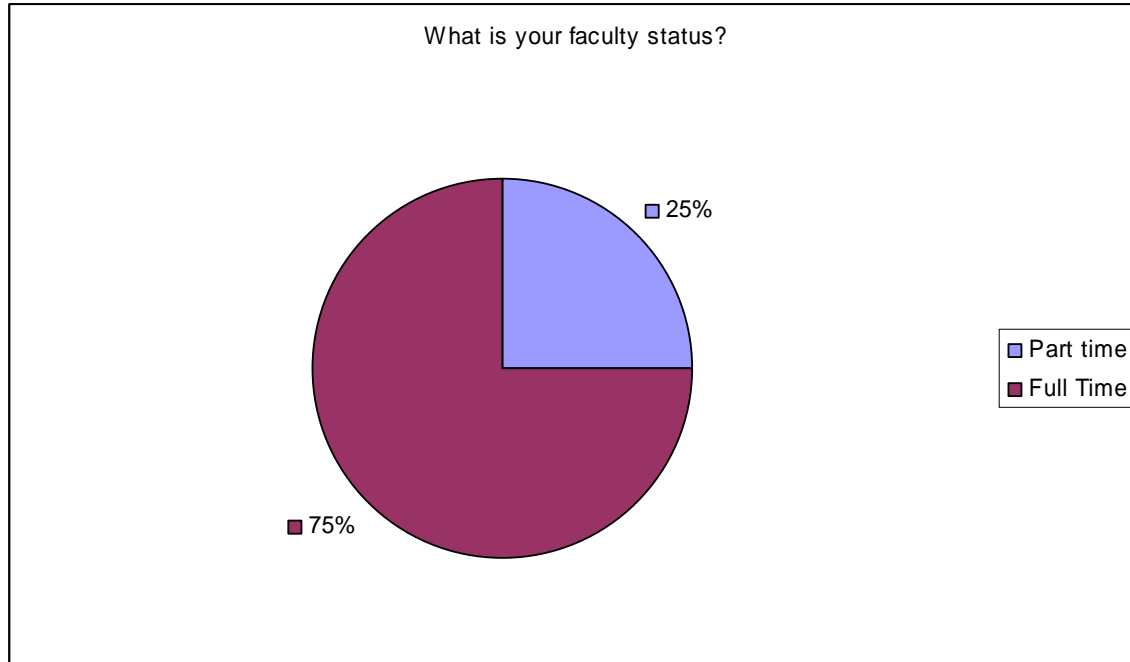


How far do you live from the Ohlone college campus?

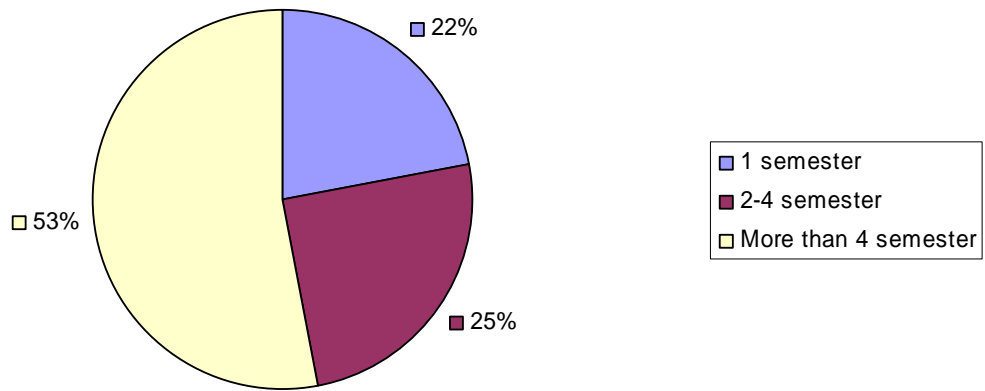


Faculty Survey

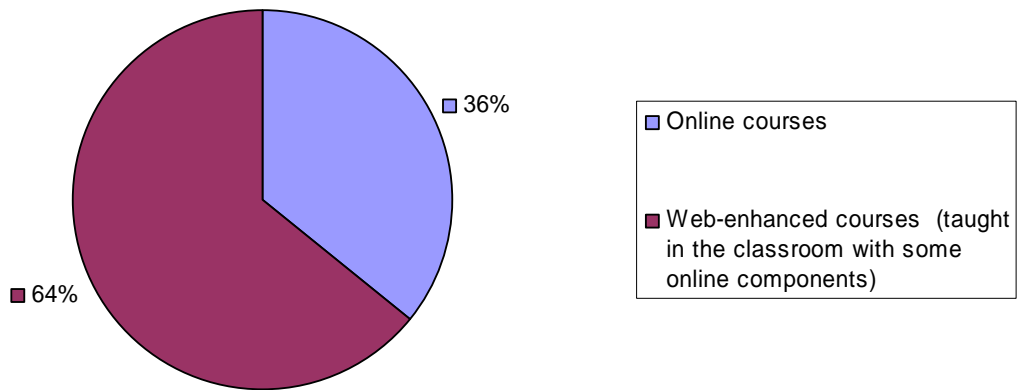
(Administered in March 2006 to 97 online educators. 32 responses)



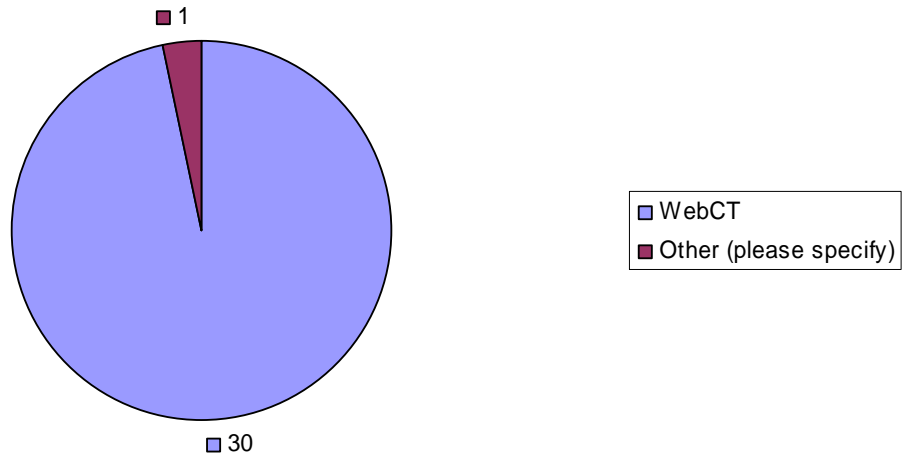
How long have you been teaching online?



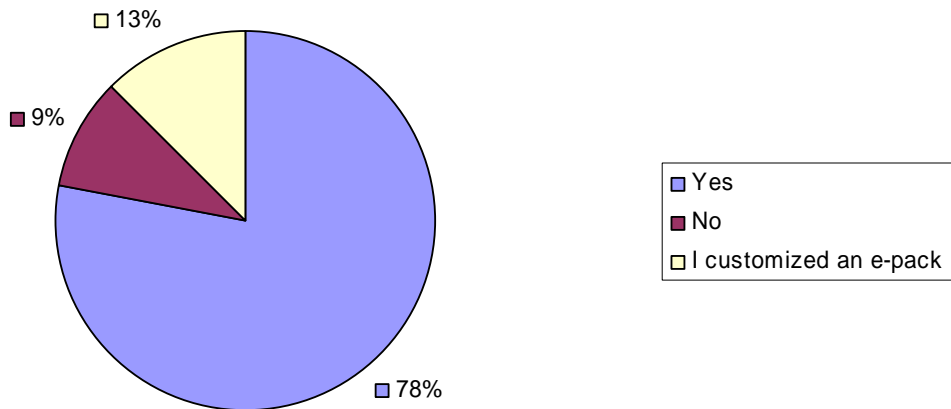
I have taught: (Check all that apply)

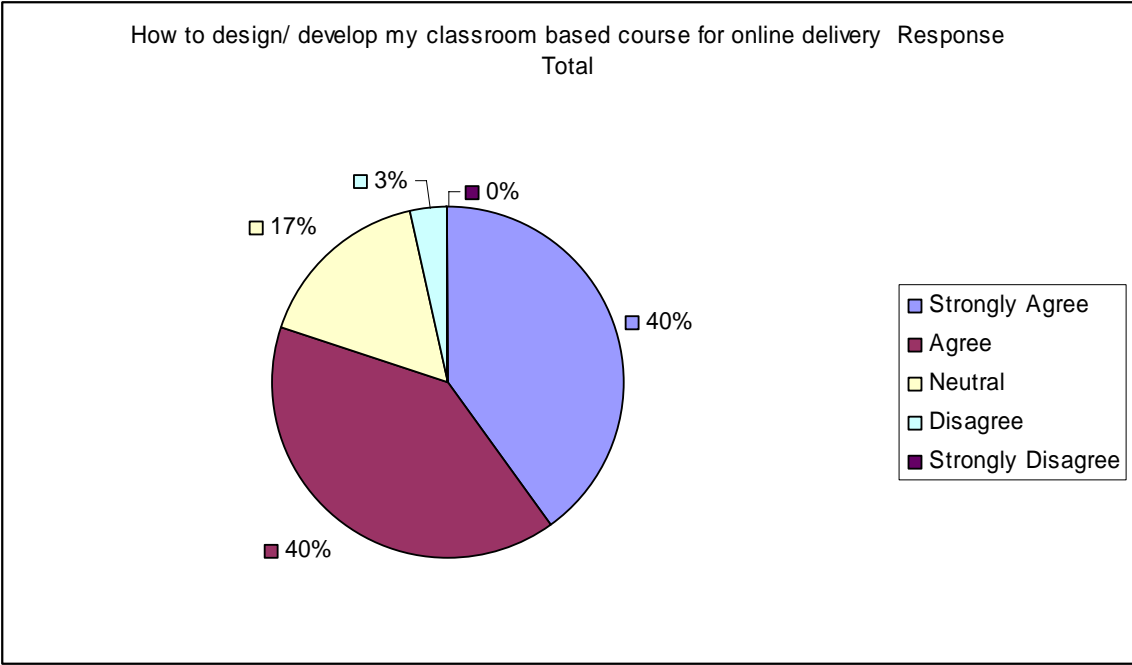


What course management system do you use?



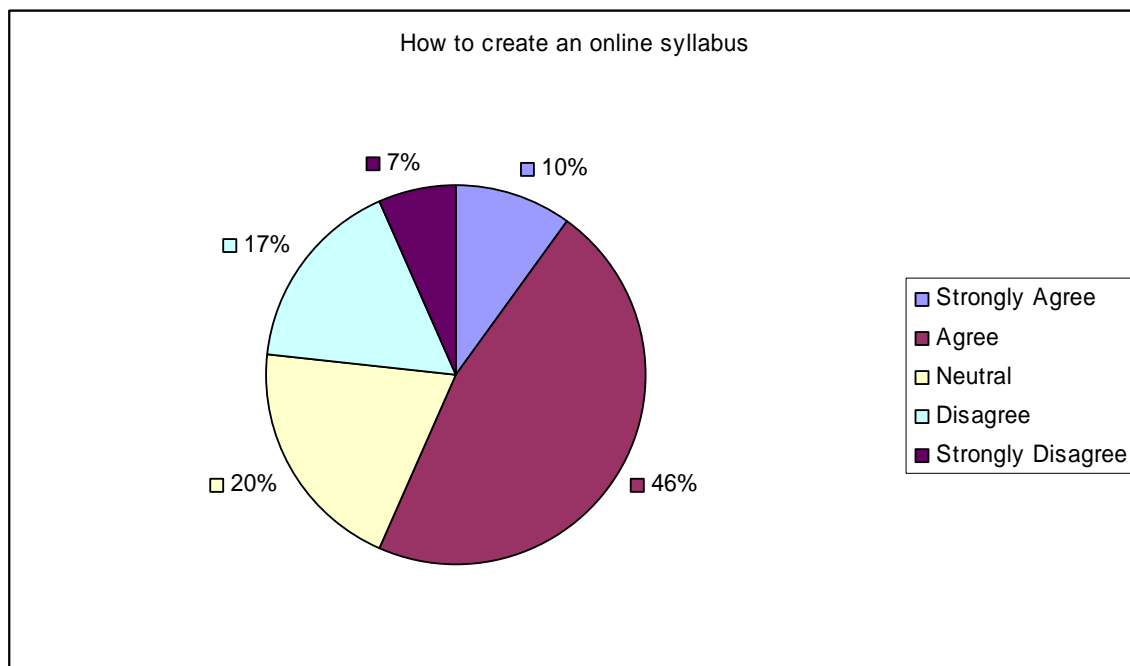
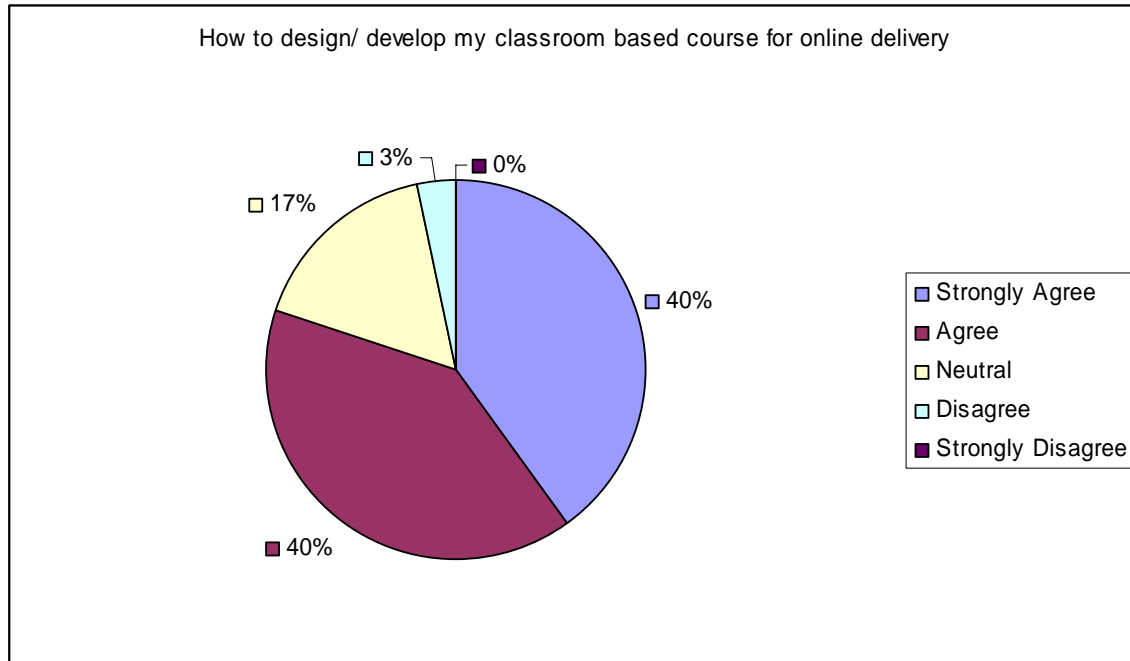
Do you design and develop your own online content?



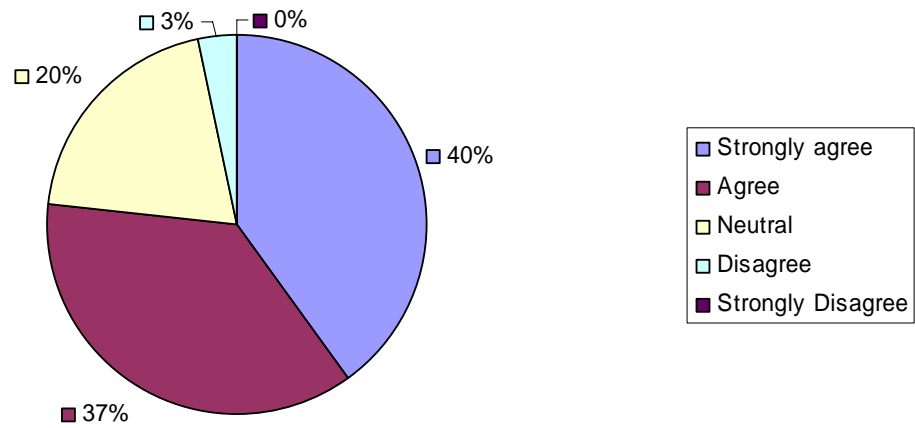


Listed below are areas where instructors may need training. Please give a response based on your opinion as to the importance of that training

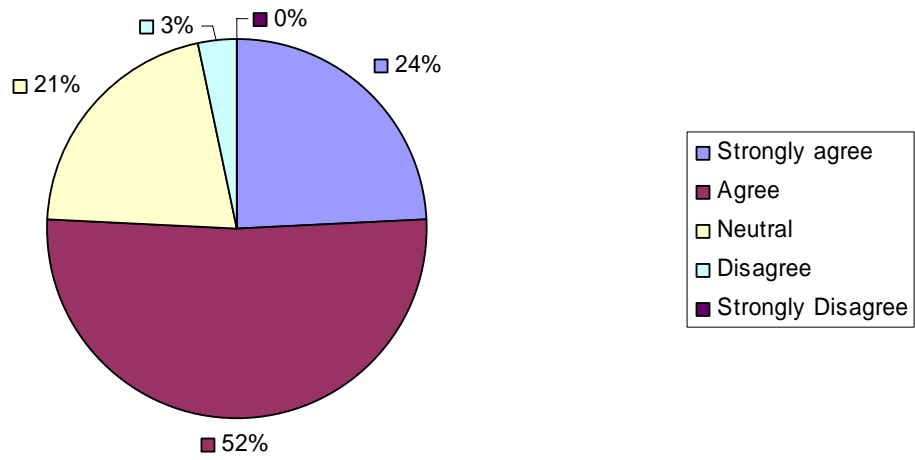
Training in this area is important:



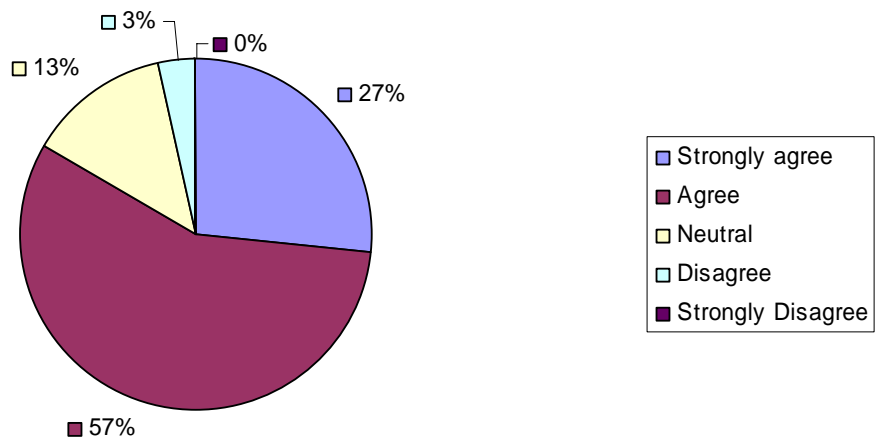
How to meet the needs of an online and/or adult learner



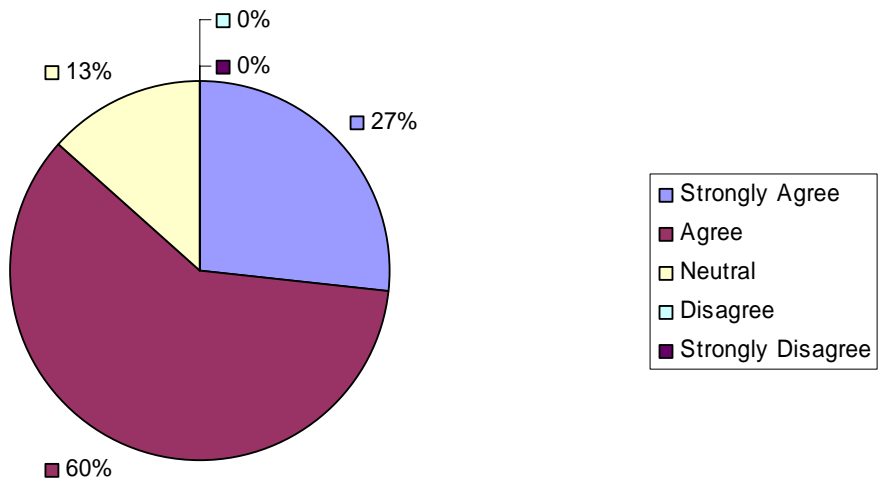
How to become a facilitator/moderator of an online class



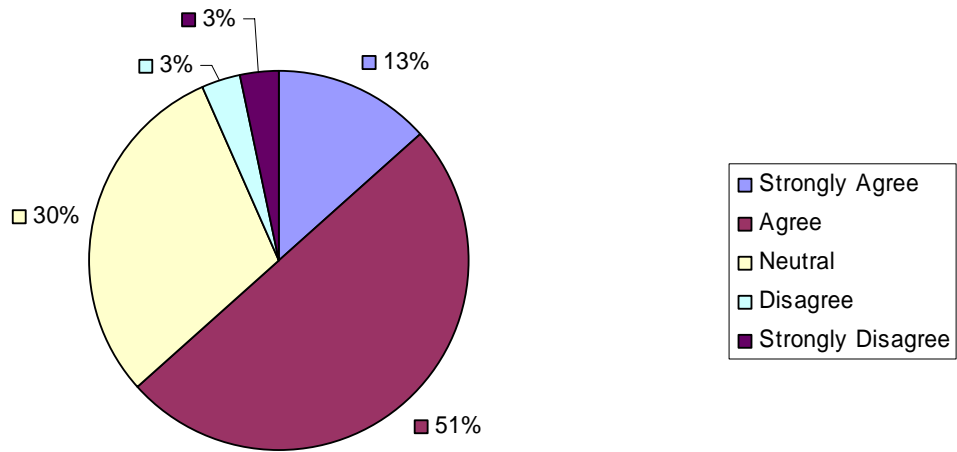
Use of asynchronous/synchronous communication (threaded discussion/email/chat/webconferencing) Response Total



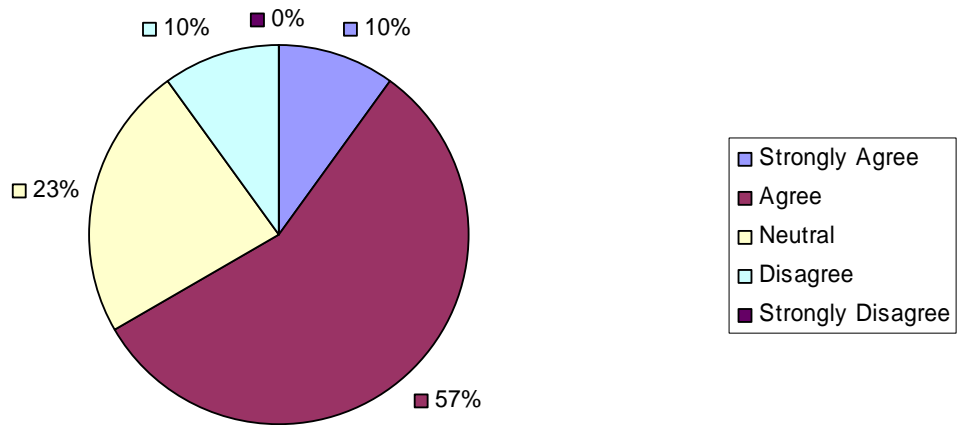
How to manage online assignments (student files gradebook)

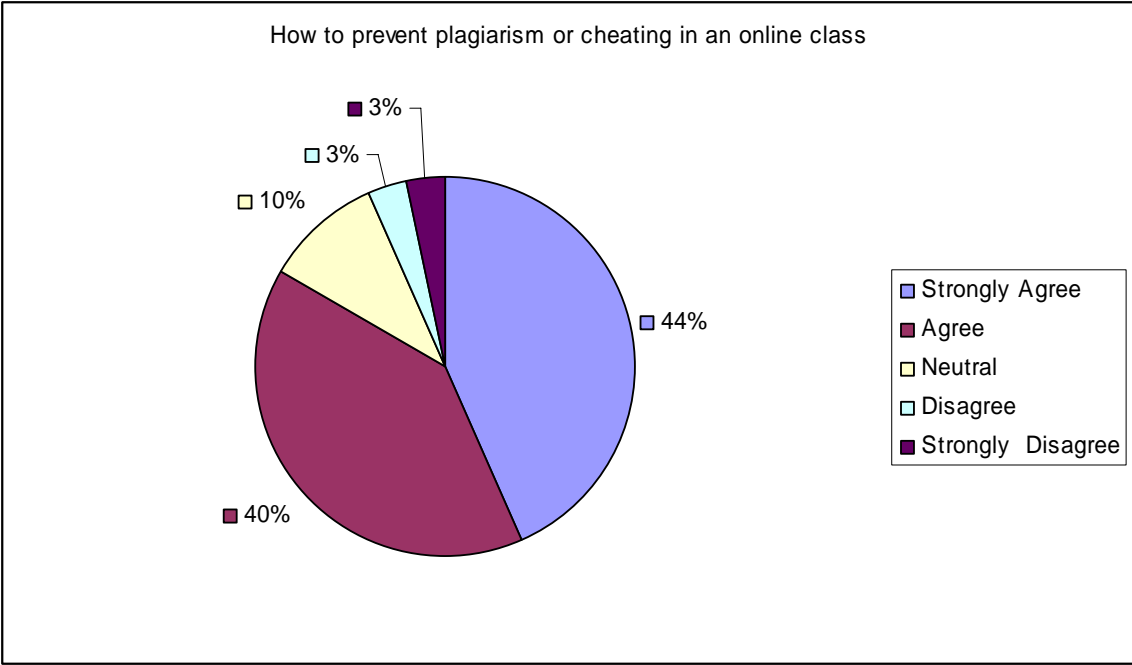


How to create assessments for an online class (tests)



How to create alternative types of assessments (e-portfolios)

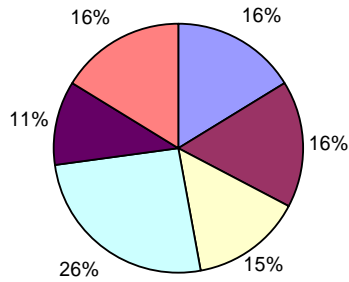




Which group or one-on-one workshops facilitated by Ohlone College Distance Learning Support have you attended? (Check all that apply)

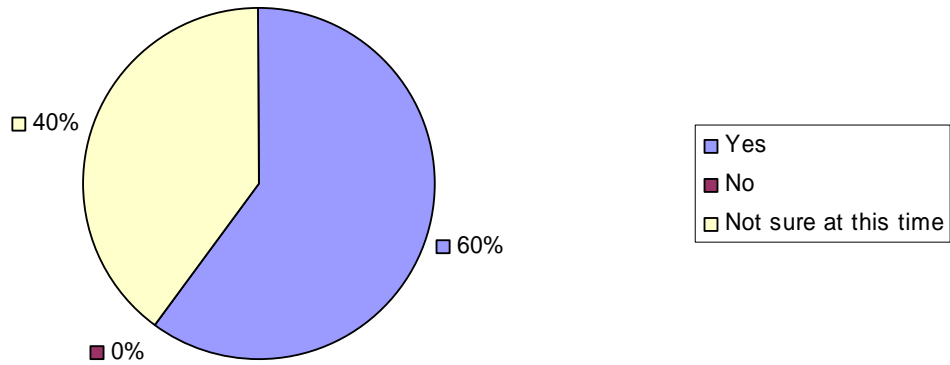
Web page design (Dreamweaver)	8
Introduction to WebCT 4.1	10
Creating an Online Syllabus using WebCT	2
Using the Quiz Tool in WebCT	8
Using the Assignment Tool in WebCT	4
Communication Tools in WebCT	9
Using the Gradebook in WebCT	3
Record a multimedia lesson (Camtasia)	4
How to podcast a lesson	2
Teach with CCC Confer	4
Collaborative learning methodology	2
Design/develop a web-enhanced course	8
Design/develop an online course	7
Rubrics for exemplary online courses	1
How to create a PDF file	3
How to scan a text document (OmniPage)	1
Tips for Power Point presentations	2
Converting Power Point to HTML	1
Other (please specify)	5

Although I could not attend any of the hands-on or online workshops:

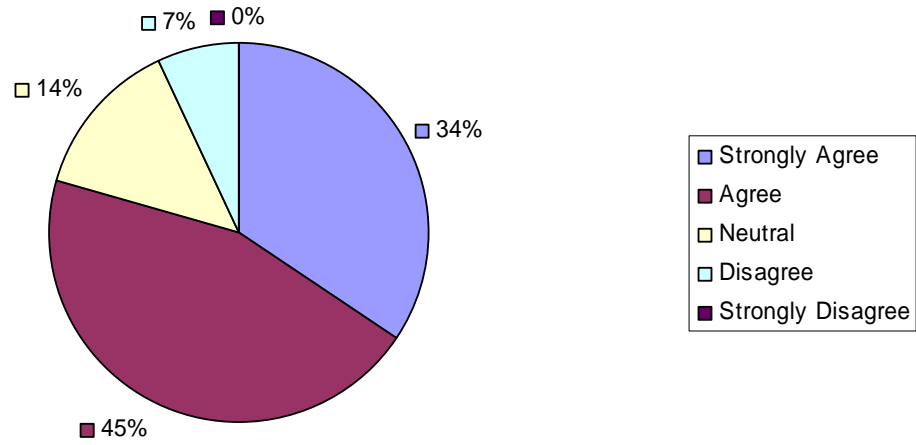


- I viewed the online tutorials available on the Ohlone Online website
- I attended one or more of the online workshops offered by @One
- I consulted the Getting Started Guide to WebCT
- I received one-on-one training by the Distance Learning Support
- I attended a Summer Training Institute at Ohlone College
- Other (please specify)

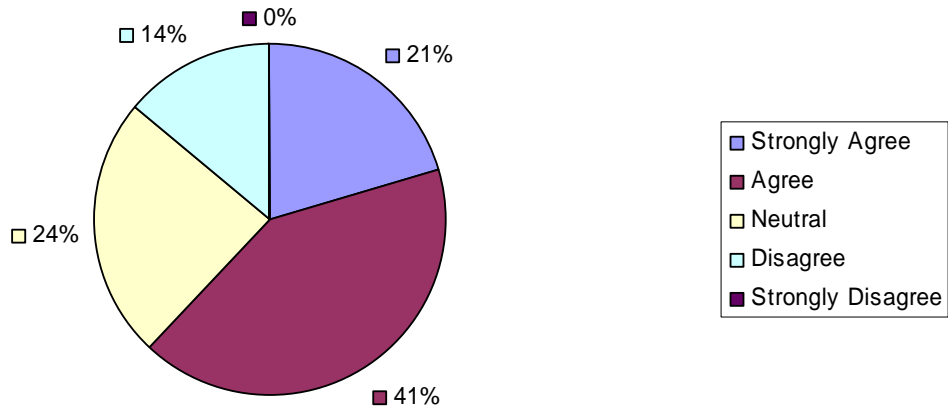
Would you like more workshops on methods and strategies for online teaching/learning to be offered in the future?



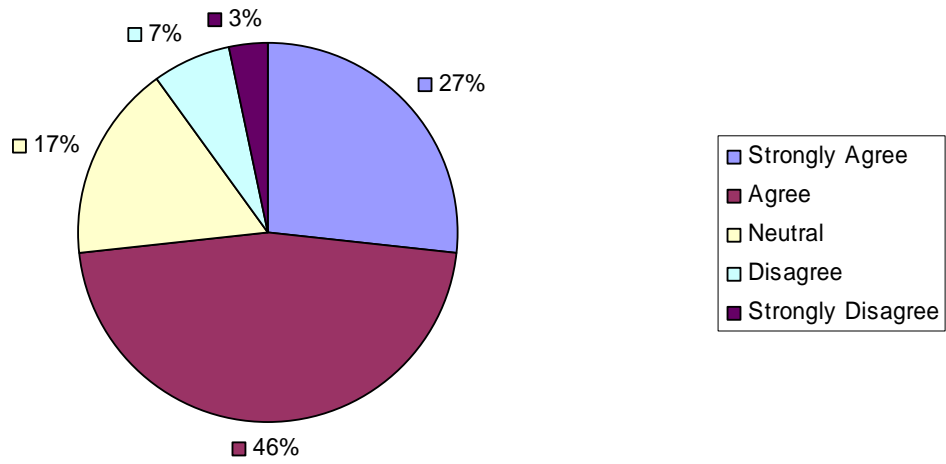
The training I received effectively prepared me to use the technology to teach online



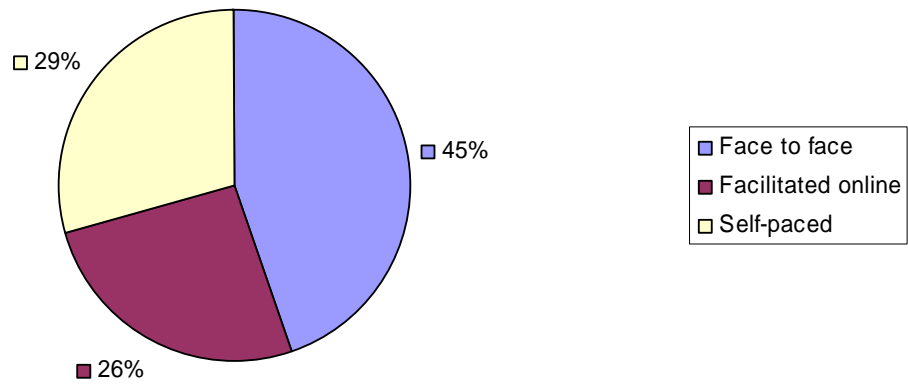
The training effectively prepared me to use the pedagogical strategies and techniques appropriate for online instruction



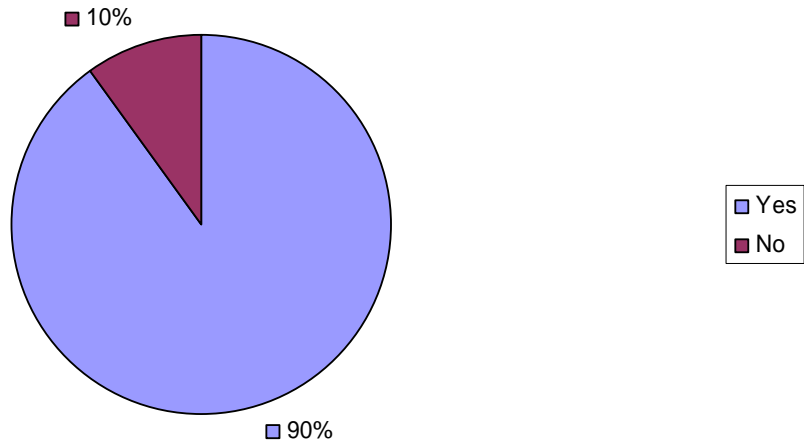
I feel adequately prepared to teach my course online



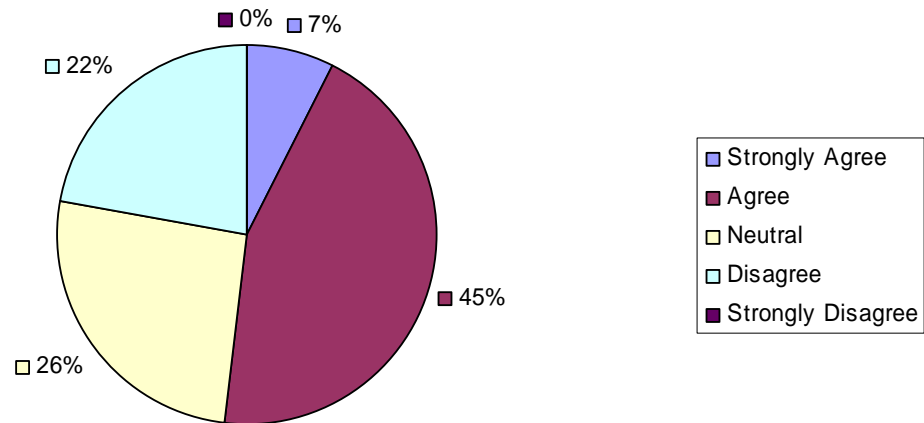
Do you prefer training to be delivered face to face facilitated online or self-paced.
(Check all that apply)



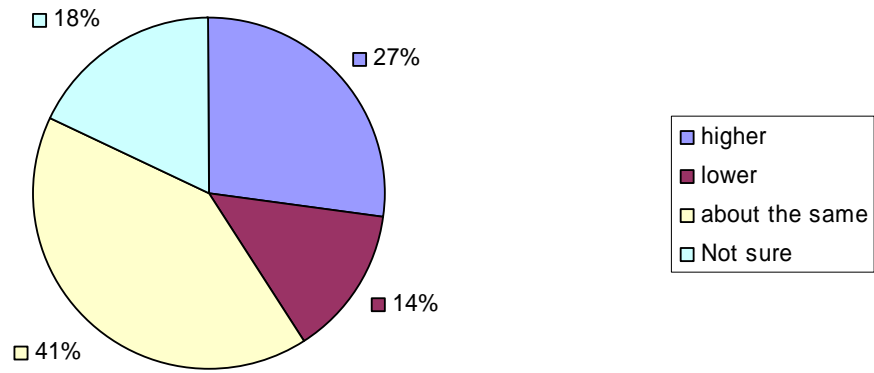
I have adequate equipment (computer software) to teach online effectively



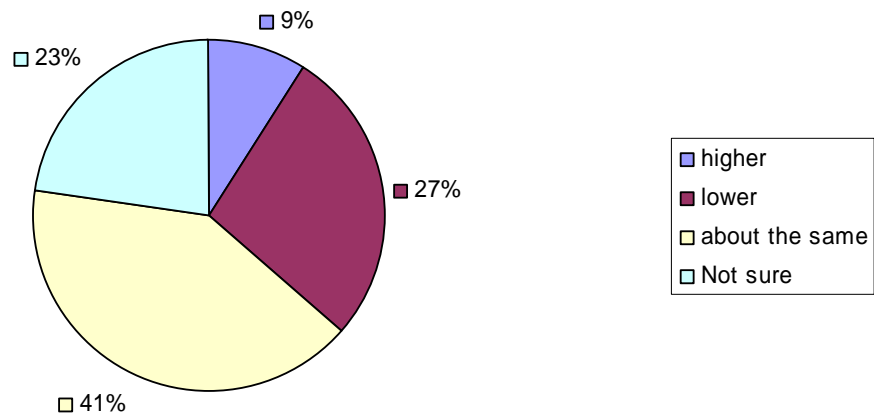
My students learned as much in my online courses as in my face to face courses



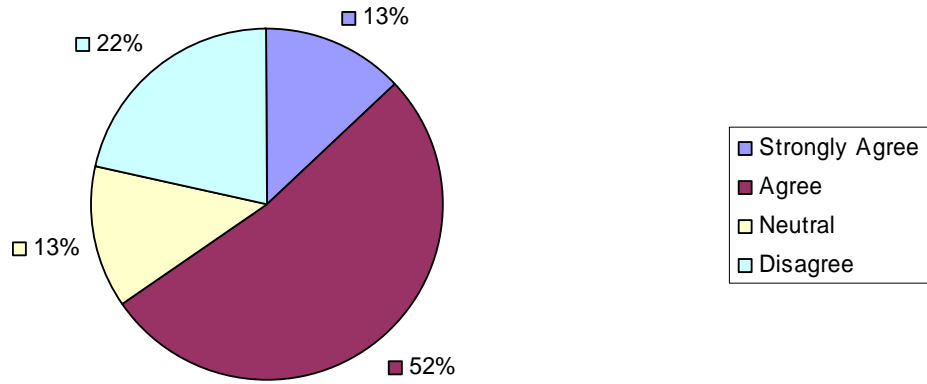
The enrollment in my online learning course as compared to my face to face course is:



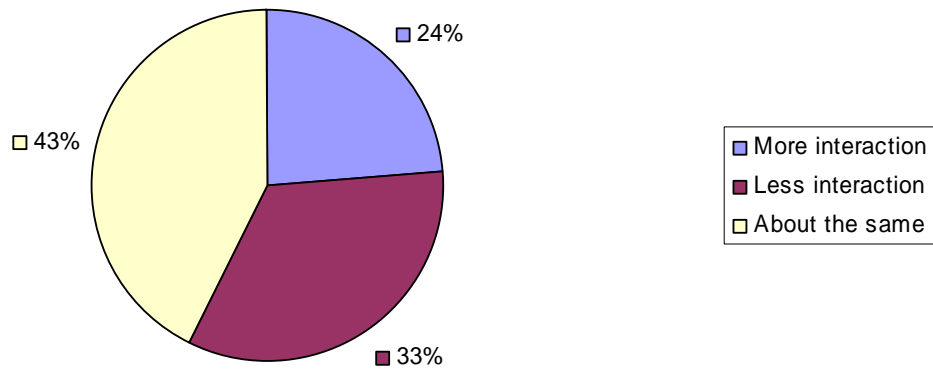
The retention rate for my online course as compared to my face to face courses is:
Response Total



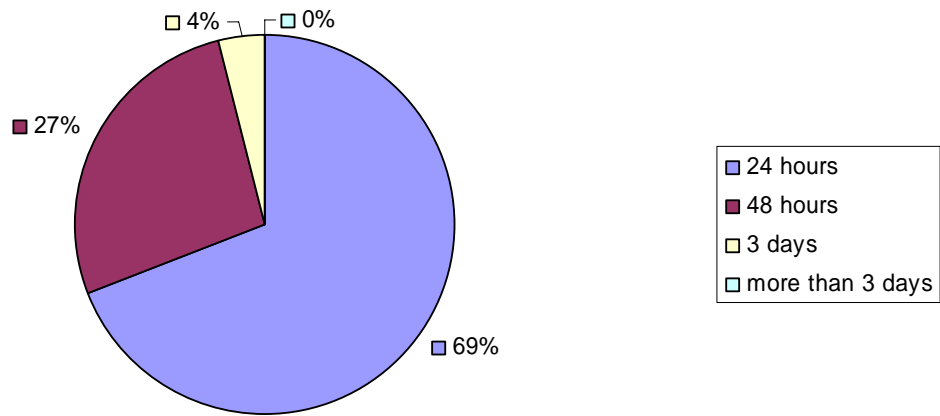
I cover the same content in my online courses as I do in my face to face courses.



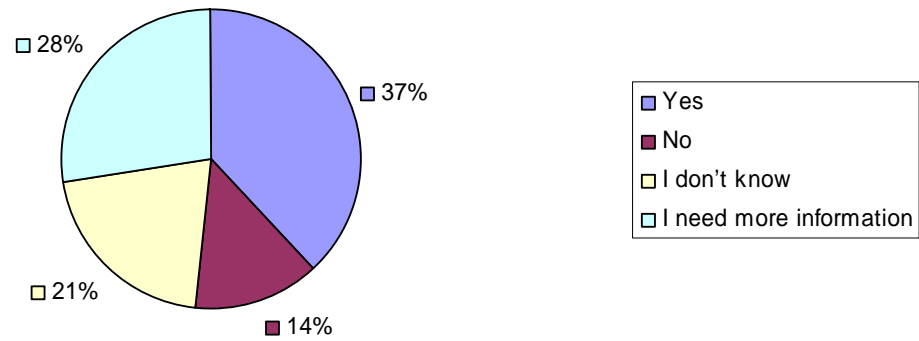
How would you describe the amount of interaction you have with your students in your online course compared to a similar face to face course.



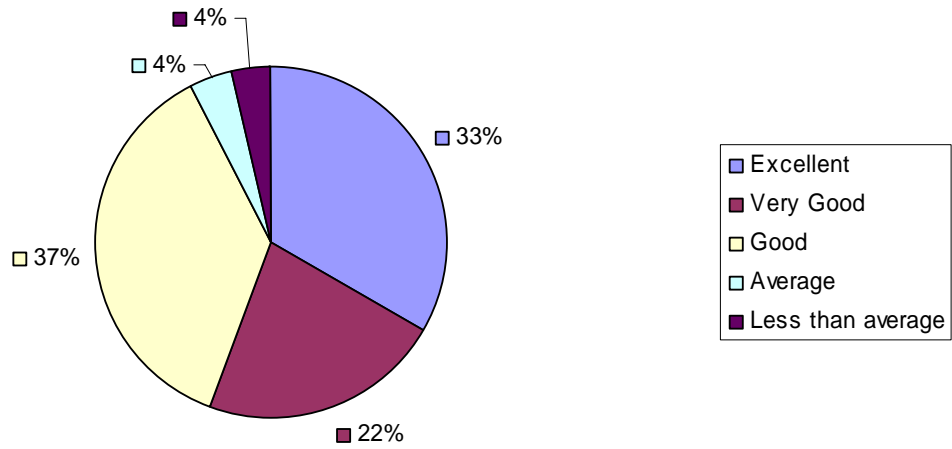
What is your response time to students e-mails during the week:



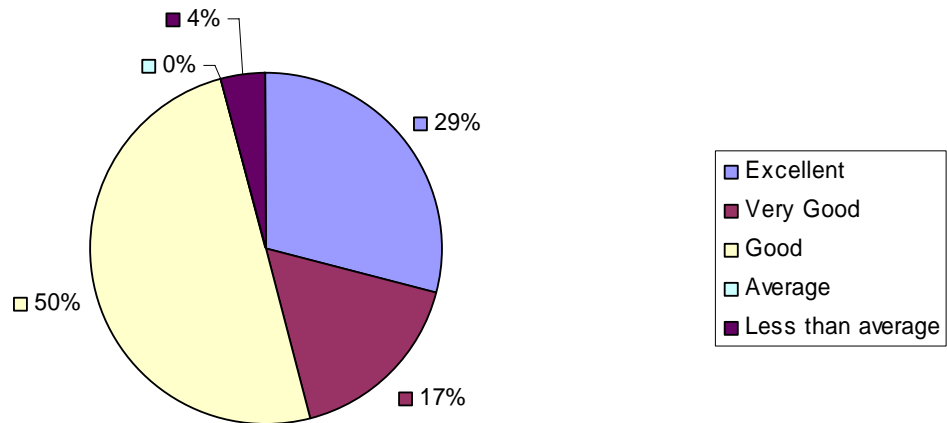
Many colleges have adopted standards for quality in online education and "rubrics for online instruction" to be used for faculty self-evaluation and peer review of online courses. Would you be in favor of Ohlone college Curriculum Committee adopting one?



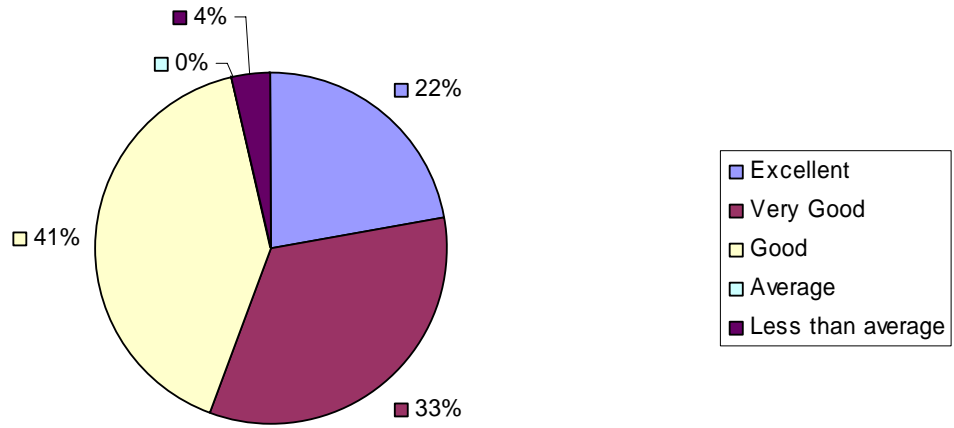
How would you rate the Tech Support at the Center for Innovation and Technology with respect to course production assistance responsiveness and quality of service



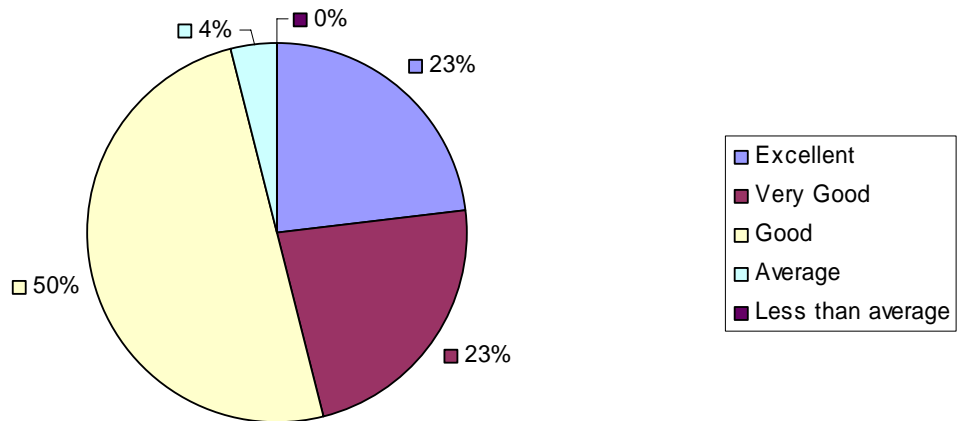
How would you rate the CIT's Technical Support received on course production in its quality



How would you rate the CIT's Technical Support in its responsiveness? Response Total



How would rate the CIT's Technical Support in its quality?



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- Howell, S., Williams, P., Lindsay, N. Thirty-two "Trends Affecting Distance Education: An Informed Foundation for Strategic Planning". Online Journal of Distance Learning Administration, Vol. VI, Number, 2003
- Meyer, Katrina (2002) Quality in Distance Education. ASHE-ERIC Higher Education Report Vol. 29. N. 4
- Evidence of Quality in Distance Education Programs drawn from Interviews with the Accreditation community – US Department of Education (March 2006)
Available at: <http://www.itcnetwork.org> Search site for "Accreditation-EvidenceofQualityinDEPrograms"