

## 2017-18 Proposal to Fill a Full-Time Faculty Position

### 1. Faculty position being proposed

Instructional Designer/ Technologist

### 2. Proposal being made by (list name(s) and title(s))

Heather McCarty, History, Gender & Women's Studies, Chair Distance Education Committee  
Darren Bardell, History, DE Committee  
Andy Bloom, Math, DE Committee  
Robin Kurotori, Health, Fitness and Wellness, Chair of Curriculum Committee, DE Committee  
Sarah Cooper, Psychology, DE Committee  
Kyle Livie, History, DE Committee  
Jim McManus, Music, DE Committee  
Barbara Tull, English, DE Committee  
Rosemary Yoshikawa, Adjunct Business, DE Committee  
Lesley Buehler, Dean Business, Technology, and CE

### 3. Summary description of the position

We are seeking a full-time tenure track Instructional Designer/Technologist. This is a replacement position and would be responsible for:

- Assisting faculty in designing and developing methods for improving instruction with and without technology.
- Conducting training sessions for faculty and staff who wish to learn how to use instructional media and technology.
- Assisting faculty in designing effective online and hybrid courses, based on sound methodology and best practices.
- Providing one-on-one support for all faculty teaching fully online, hybrid courses, and/or web enhanced.
- Developing a systematic approach to teaching online skills and establishing ongoing professional development.
- Assisting faculty and staff in creating digital media to support learning (e.g., visual aids for face-to-face, various multimedia for online learning).
- Teaching faculty and staff to create materials that are accessible to all students and educating the campus on the importance of accessible digital content.
- Researching and evaluating the use of technologies and their impact on student learning outcomes.
- Evaluating new technologies to discover additional ways to enhance instruction.
- Serving as the college's representative to the Online Education Initiative (OEI) and supporting faculty in their development of OEI approved courses.
- Serving as the college's representative at the DE Coordinator meetings.

### 4. Rationale for filling this position: include examples of how this position impacts students, program needs, and college goals.

#### Background:

Ohlone College has not had a full time Instructional Designer/ Technologist since 2005. While the college has fostered a positive climate for faculty teaching in the virtual classroom, the Distance Education Committee and Ohlone faculty teaching online feel that there is a strong need to reinstate this position. Even though there are professional development teacher training opportunities outside of the college from organizations like @ONE and some in-house topic specific activities via Flex workshops, the Distance Education Committee feels that the support for being an effective online faculty member is woefully inadequate. Ohlone College lags far, far behind other Bay Area colleges. We are the only Bay Area college that does not have an Instructional Designer/ Technologist on staff.

The Distance Education Committee conducted a survey of all faculty in Fall 2016. The survey shows a strong desire to hire an Instructional Designer/ Technologist. A total of 160 faculty responded: 83 full-time and 77 part-time. Of respondents, 31% teach online, 28% teach hybrid classes, 53% teach web-enhanced classes, and 17% do not currently teach online, but noted that they would like to in the future. The overwhelming majority of respondents indicated that they would like to hire an Instructional Designer/ Technologist. Response rates were 64% very interested, 23% moderately interested, 9% neutral, and 4% not interested.

Additionally, when asked specific questions about what kinds of services faculty would like help with, the overwhelming majority of respondents, ranging between 80-90%, indicated that they would be very interested or moderately interested in things like:

- assistance with designing and developing methods for improving instruction with and without technology;
- professional development workshops and flex activities on new technologies and ways to enhance learning;
- assistance with creating digital media to support learning and materials that are accessible to all students;
- one-on-one support with hybrid and online classes.

We believe the high response rate for these particular items clearly identifies what is lacking in the services provided by the college. There is a 24-hour hotline for support with technical issues in Canvas, and Flex workshops help faculty become proficient with Canvas, but what is lacking and what faculty need, is in-house professional development training and one-on-one support for the larger pedagogical issues that go beyond the basic technical skills trainings the college has been providing. These services are NOT available from the Canvas 24-hour help line. One faculty member summed it up best in the comments section of the DE Survey: “Back in the day when Marilena and William were helping with online classes, I felt I had two reliable people I could work with, both of whom were conversant with the software, hardware, and instructional practices that make an online or hybrid class effective. I don't feel I have that support any more and so I usually just try to figure things out on my own. I'd really like to have a go-to person (who is available on campus and who isn't simply tech support) who I can talk about how to teach online more effectively.”

Faculty want and need support with things like best practices for online instruction, course design, and assistance with creating digital materials that are accessible to all students in online courses. These are the kinds of services that the college is currently not offering and that an Instructional Designer/ Technologist would provide.

*Student Impact:*

An Instructional Designer/ Technologist will have a huge impact on student learning in all types of learning environments through:

- improving faculty teaching skills in all settings with and without the use of technology;
- increasing accessibility to digital content across campus;
- researching and evaluating the impact of technologies and other factors on student learning outcomes;
- assisting faculty in designing pedagogically sound online and hybrid instruction.

An Instructional Designer/ Technologist will be responsible for assisting all faculty with improving their teaching skills. This position will support ALL faculty, not just Distance Education faculty. While the title implies “technology,” Instructional Designer/ Technologists evaluate a variety of learning methods with the goal of helping faculty improve instruction both with and without technology. This individual will create and run workshops and trainings to keep faculty pedagogically current in all learning formats. As faculty improve their teaching skills, there will be a positive impact on student learning outcomes. This connects directly to college goal #1: “Through innovative programs and services, improve student learning and achievement.”

Additionally, an Instructional Designer/ Technologist will work with faculty AND staff to improve access to digital content. In addition to providing workshops and training, as well as individual one-on-one meetings, they will assist faculty and staff with the creation of materials that are accessible to all students and educate the campus on the importance of accessible digital content. Accessible materials help all students be more successful.

The Instructional Designer/ Technologist will also play a key role in improving our ever increasing online and hybrid course offerings. Online education is growing at an incredible pace. According to the Chancellor's office, “thirty-seven percent of students surveyed in 2011 said they enrolled in at least one distance education course because of the convenience.”<sup>1</sup> Students seek out online instruction, and our own local numbers reflect student demand. Our most recent Environmental Scan notes “10.6% of FTES is generated through distance learning, up 2.5% from Fall 2008.” Online enrollments have increased almost 500% since fall 2004, and “since 2013, online enrollment has climbed 32% after a prior two-year decline.”<sup>2</sup> See attached chart from the Environmental Scan.

While online enrollments are growing, the achievement of learning outcomes for online learning lags behind achievement in face-to-face environments. According to the Public Policy Institute of California's (PPIC) 2015 study entitled

<sup>1</sup> <http://californiacommunitycolleges.cccco.edu/PolicyInAction/KeyFacts.aspx>

<sup>2</sup> <http://www.ohlone.edu/org/research/envscan/>

*Successful Online Courses in California's Community Colleges*, students are less likely to pass an online course than a traditional one. In particular, the study concluded, “the success rates of African American and Hispanic students are significantly lower than the success rates of white and Asian Students.”<sup>3</sup>

With the current focus on the Student Equity Plan and our college goal #4 – “Create an understanding of, and commitment to, equity across the college that ensures access and success for underrepresented and disproportionately impacted students” – a full-time Instructional Designer/ Technologist will play an important role in addressing retention of underrepresented students in online and hybrid courses. This person would be able to research and identify the variables that not only result in lower retention overall in online courses, but also those specific to underrepresented students, as well as evaluate possible solutions to the barriers to student success.

The full-time Instructional Designer/ Technologist will also improve the overall student experience in online courses by creating better training materials for faculty. The Community College Chancellor's Office concluded in their *Distance Education Report* that “increased student retention for distance education courses relies heavily on faculty training.”<sup>4</sup> Assisting faculty with designing and developing effective online and hybrid courses based on sound methodology will improve the overall instructional experience for students. These trainings benefit not just students in online and hybrid courses, but also students in face-to-face courses.

All of the above activities directly connect to college goals:

- #1 “Through innovative programs and services, improve student learning and achievement;”
- #4 “Create an understanding of, and commitment to, equity across the college that ensures access and success for underrepresented and disproportionately impacted students;”
- #5 “Ensure the college provides access to high quality courses and programs that meet the diverse educational needs of the community.”

#### Program & College Impact:

While an Instructional Designer/ Technologist would work with faculty and staff across all settings to improve student learning outcomes and increase accessibility of digital content, a large portion of their job would involve systematically improving and growing our Distance Education campus. As noted above, online course offerings are growing at Ohlone and throughout the state. The abolishment of the federal 50-percent rule, which restricted the number of online courses offerings, opened the door for continued growth. According to the Chancellor's Office, “of all courses offered at California's community colleges, 12.3 percent are offered through distance education, and it is estimated that nearly half of all courses have some online component.”<sup>5</sup> According to the Public Policy Institution of California, more than one million students enrolled in online courses in the community college system in 2013-14.<sup>6</sup> Ohlone College is now offering fully online Cyber sessions. It is apparent that Ohlone is also moving in this direction and there is not the support for it. Overall enrollments at Ohlone College have been decreasing. One way to increase enrollment is to capture students from outside of our immediate area via online course offerings. This has been a model used by other community colleges. According to the Chancellor's Office, “Fifty-one percent of California's community colleges offer certificates and degrees that can be earned without stepping onto campus for classes.”<sup>7</sup>

Additionally, Ohlone College is currently a pilot college in the Online Education Initiative (OEI). This initiative “is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses.”<sup>8</sup> This program allows the college to offer seats in our OEI approved online courses to students from around the state when they register at their own local campuses. Although Ohlone is one of the select colleges in the pilot program, Ohlone has not provided the

<sup>3</sup> [http://www.ppic.org/content/pubs/report/R\\_615HJR.pdf](http://www.ppic.org/content/pubs/report/R_615HJR.pdf)

<sup>4</sup> [http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/REPORT\\_DistanceEducation2013\\_090313.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/REPORT_DistanceEducation2013_090313.pdf)

<sup>5</sup> <http://californiacommunitycolleges.cccco.edu/PolicyInAction/KeyFacts.aspx>

<sup>6</sup> [http://www.ppic.org/content/pubs/report/R\\_615HJR.pdf](http://www.ppic.org/content/pubs/report/R_615HJR.pdf)

<sup>7</sup> <http://californiacommunitycolleges.cccco.edu/PolicyInAction/KeyFacts.aspx>

<sup>8</sup> <http://ccconlineed.org/about-the-oei/>

resources necessary to participate. We currently have an adjunct faculty member serving as our representative to the OEI and we only have two courses approved for the exchange. The failure of Ohlone College to participate in the OEI pilot highlights the need for an Instructional Designer/ Technologist. The OEI has the potential to increase enrollments at Ohlone, but we are missing this opportunity. If the college wishes to pursue enrollments through the OEI, a full time Instructional Designer/ Technologist is needed to support these efforts.

The OEI has also resulted in the recent increased statewide focus on Distance Education polices. The Chancellor's office is establishing closer scrutiny of online courses. As reflected in recent changes to the Effective Contact Policy, there is also a need for data driven evidence required by federal funding agencies to demonstrate student-to-teacher contact hours and student-to-student contact, which affords the college appropriate apportionment. Compliance needs are also constantly changing in the ever-advancing arena of technology, and faculty would benefit significantly from in-person resources to guide them through evolving online tools and compliance criteria. (Section 504/408 accessibility requirements.) An Instructional Designer/ Technologist could support the college by remaining current with compliance and policy changes, with the collection of data required by federal agencies, and by educating and supporting faculty in making their course materials compliant.

The college's current approach to accessibility – offering workshops to train faculty on how to make accessible documents – is far from adequate. Faculty cannot become experts in accessibility, and faculty teaching face-to-face are not required to be. The college provides the resources for faculty with students needing accommodations for in person courses – such as interpreters and note takers – but is failing to provide the equivalent support services for faculty teaching online. Additionally, accessibility requirements continue to change. The task of maintaining currency in one's field of expertise for teaching is understandable and appropriate. To expect faculty to maintain currency in accessibility compliance is not. An Instructional Designer/ Technologist would be expected to be current, provide training and support, and ensure Ohlone College compliance. The attention focused on compliance with accessibility laws is currently growing and colleges around the state are being fined for noncompliance. As more and more attention is focused on the online environment, without the proper support, training, and assistance Ohlone is at risk of non-compliance, which may result in financial implications.

In addition to being behind in terms of accessibility compliance and training and support to faculty teaching online, Ohlone College's entire approach to online education is outdated and problematic. The PPIC's 2015 study of successful online courses in California's Community College system makes clear the current individual model of online instruction that we use at Ohlone -- whereby "an individual instructor who designs the course, creates the online content, and teaches the course" -- is by far the largest contributing factor to the failing of online courses, student learning outcomes lagging behind face-to-face courses, and has resulted in "a piecemeal approach that lacks consistent standards."<sup>9</sup>

Ohlone College not only has relied on the highly criticized individual model of online instruction, the college has become even more decentralized and piecemeal with regards to distance education. We no longer have an eCampus; all of the deans now support online instruction along with ITS. As a result, we have become even more decentralized with the limited resources we do offer scattered across different areas. Faculty commented on the issues with the dispersed nature of our current structure, noting "I think the way this support is handled right now is too diffuse, and that a dedicated point person for this function would be a good investment to better serve faculty and students." Other colleges in the Bay Area not only have Instructional Designers/ Technologists; they have entire Distance Education teams, Deans of Distance Education, and Distance Education Master Plans. Ohlone College has NONE of these. See 6 below for more on this.

The PPIC calls for "a more systematic approach that supports faculty with course development and course delivery."<sup>10</sup> The PPIC study also noted that the "academic literature and the online learning professionals we interviewed stressed that faculty members must receive appropriate training and ongoing professional development for online courses to succeed."<sup>11</sup> The Community College Chancellor's Office had similar findings in their *Distance Education Report*.<sup>12</sup> This kind of training and ongoing professional development is exactly what an Instructional Designer/ Technologist will do for

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<sup>9</sup> [http://www.ppic.org/content/pubs/report/R\\_615HJR.pdf](http://www.ppic.org/content/pubs/report/R_615HJR.pdf)

<sup>10</sup> [http://www.ppic.org/content/pubs/report/R\\_615HJR.pdf](http://www.ppic.org/content/pubs/report/R_615HJR.pdf)

<sup>11</sup> [http://www.ppic.org/content/pubs/report/R\\_615HJR.pdf](http://www.ppic.org/content/pubs/report/R_615HJR.pdf)

<sup>12</sup> [http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/REPORT\\_DistanceEducation2013\\_090313.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/REPORT_DistanceEducation2013_090313.pdf)

Ohlone College. If we want to be competitive in the online environment, retain online students and have successful student outcomes, then we need to provide the resources necessary for success. An Instructional Designer/ Technologist can help grow our Distance Education campus in a healthy and robust way. We need to move away from the individual model and provide faculty with the assistance they need to develop pedagogically sound online and hybrid courses, as well as with creating accessible digital media to support learning.

As indicated prior, hiring a full time Instructional Designer/ Technologist allows the college to directly address goals: #1, #4, and #5 The Instructional Designer/ Technologist position will have a huge impact on the faculty, staff, and students at Ohlone College. They will potentially improve the quality of teaching online and face-to-face, boost student learning success rates in multiple formats, increase overall retention in online courses as well as raise the retention of underrepresented groups, enhance accessibility of digital content, and grow enrollments for the college.

5. Are there any externally imposed requirements such as a specialized program accreditation that would put this program in jeopardy if a full-time position is not filled? If so, please explain.

Ohlone College is required to adhere to ever-changing accessibility requirements as well as state wide mandated Effective Contact policies for online education. The Distance Education Committee believes that many online courses offered at Ohlone College **are may be** out compliance with legal requirements pertaining to copyright, accessibility, FERPA, and student authentication.

6. Other information to support the position proposal **(include qualitative data if applicable)**.

**Comparing Ohlone to the Bay 10+2:**

Ohlone College lags far behind all of the other Bay Area colleges in terms of resources and support for online instruction. Almost all of the other Bay Area colleges have an Instructional Technologist, Instructional Designer, or some other equivalent position, most have a physically designated **space that serves as a** Teaching and Learning Center **space**, and most have a Distance Education Plan. Ohlone has none of these things. Please see short summaries of what the services the other Bay 10+2 offer.

**Chabot-Los Positas:**

Los Positas has a Teaching and Learning Center with two staff development coordinators, including an Instructional Technology/ Open Learning Coordinator. Among other things, they provide pedagogical and technical training and support to faculty integrating technology into their curricula, and help faculty design hybrid and fully online courses. This training and support are done face-to-face and online. They also offer accessibility support and training for digital content. Chabot has a Teaching and Learning Center and offers services similar to Los Positas.

**Cabrillo:**

Cabrillo has a Teaching and Learning Center. They have two co-coordinators to help with Canvas and provide other support for Distance Learning. They also conduct a college wide DE Student Satisfaction Survey and maintain a Distance Education Faculty Handbook.

**Contra Costa:**

DVC has an Instructional Technology Training Coordinator. This individual offers workshops year round on topics such as sound pedagogy and the development of web-based materials, hybrid, and/or online courses. There is even a Professional Development lab with drop in hours.

Los Medonas has a Technology and Development Coordinator who offers one-on-one distance learning training and assistance with developing best practices for online and hybrid courses as well as a series of professional development and Flex activities.

**Foothill-DeAnza District:**

DeAnza College has a Dean of Learning Resources as well as two Instructional Designers and an Instructional Associate. They run an Online Education Center with a variety of resources for faculty, including individual consultations. They have a Distance Education plan.

Foothill College also has an Instructional Designer/ Technologist. They maintain a variety of resources for online faculty, including online pedagogy as well as strategies for improving student retention in online courses. They also offer individual consultations and they have a Distance Education Plan.

Gavilan:

Gavilan runs a Teaching and Learning Center, which houses the Distance Education Program and Staff Resources. They have a full-time faculty member that works exclusively as the Distance Learning Coordinator, and individual instructional design sessions are available. They have a Distance Education Program Master Plan.

Marin:

The College of Marin has a DE Faculty Coordinator and an Instructional Technologist. The college has weekly drop-in hours to support faculty teaching online or using Moodle (their LMS). They also offer Flex trainings and workshops, as well as individual appointments, for support with creating and integrating technologies into their curriculum and with instructional design. They have integrated the OEI rubric into their materials and Marin is currently searching for another Instructional Technologist. They have a Three-Year Distance Education Plan.

Mission-West Valley:

West Valley has a Distance Learning Coordinator and an Instructional Technologist. They offer four online training modules for faculty, as well as face-to-face workshops. They also offer “distance counseling” for students.

Mission College has an Educational Technology Services (ETS) Department with a staff of five that handles the technical support and a Distance Education Committee that offers online and face-to-face trainings, including a Best Practices Brown Bag series and Flex Day and Boot Camp Workshops that focus on both technical and pedagogical issues.

Peralta:

The Peralta district maintains a central hub for online resources related to distance education, and each of the affiliated colleges provides local trainings. They also offer an Online Teaching Certification Program themselves through Merritt College. Berkeley City College has a Center for Teaching and Learning with four staff and affiliated consultants and faculty advisors. The Director and two Senior Consultants, and Program Associate all have areas of specialization in pedagogy, student learning outcomes, technology-infused curriculum and program development.

San Jose-Evergreen Valley:

Evergreen Valley College does not appear to have an Instructional Technologist or Instructional Designer; instead they have a Distanced Education Faculty Coordinator who focuses “more intensively on helping the faculty improve the online student retention and success, while raising offerings to a higher level of quality and polish.” Evergreen Valley was an early adopter of the OEI Rubric Standards. They have a Distance Education Plan.

San Jose City College does not appear to have an Instructional Technologist or Instructional Designer, but they do have a full-time Distanced Education Coordinator. They were also early adopters of the OEI Rubric Standards and the district as a whole participates in OEI. They even offer counselor services via Skype for students enrolled in online classes. They have a Distance Education Plan.

San Francisco City College:

SFCC has an Education Technology Department comprised of the Technology Learning Center and Technology Mediated Instruction. They provide faculty with training for the use of technology in face-to-face classes and online. They also have several supportive positions: Chair, Distance Learning Assistant Manager, Distance Education and Technology-Mediated Instruction Coordinator, Distance Education (Teaching and Learning) Specialist, and Technology Learning Center Coordinator. They have a Distance Education Plan.

San Mateo:

The San Mateo district offers the most comprehensive of services. Canada College has a Center for Innovation and Excellent in Teaching that has three separate co-coordinators. They are currently working on hiring an Instruction Technologist position. They have a Distance Education Strategic Plan.

San Mateo College has a Distance Education office and an Instruction Technologist that are located in the Center for Academic Excellence. They run trainings face-to-face and online, as well as individual consultations with the Instructional Technologist.

Skyline College maintains a Center for Innovative Teaching and Learning. This supports faculty, staff, and administrators. They run workshops and trainings, and maintain a “learning space” where faculty can come in to experiment with the latest educational technologies.

Statewide:

A quick search of Transparent California reveals that while Ohlone does not provide dedicated Distance Education personnel, others do: 200 have Instructional Designers positions

<http://transparentcalifornia.com/salaries/search/?q=instructional+designer&y>

A quick search on indeed.com reveals that numerous educational institutions are actively searching for Instructional Designers and Instructional Technologist.

<https://www.indeed.com/>

**Canvas 24/7 Help Line is ONLY Technical Support:**

The Distance Education Committee wants to make clear that the Canvas 24/7 hotline is NOT the same as an Instructional Designer/ Technologist. While it is wonderful for faculty and students to be able to call someone if they need technical support with Canvas 24/7, the support line only helps to resolve technical problems. They do NOT offer instructional design support; it is tech support. It does not replace Instructional Designers. In the words of one Canvas Community Member, Canvas 24/7 support “it has allowed our instructional designers to focus on instructional design and not on tech support.”

<https://community.canvaslms.com/thread/8054>

**Other Supporting Data:**

The proposal for this position aligns with the recommendations from the Public Policy Institute’s *Successful Online Courses in California’s Community Colleges* study conducted in 2015. Please see the full study here:

[http://www.ppic.org/content/pubs/report/R\\_615HJR.pdf](http://www.ppic.org/content/pubs/report/R_615HJR.pdf)

The findings of the California Community Colleges Chancellors’ Office *Distance Education Report* also support the rationale included in this proposal.

[http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/REPORT\\_DistanceEducation2013\\_090313.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/REPORT_DistanceEducation2013_090313.pdf)

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**The remaining questions to be completed by the Division Dean**

7. A statement by the dean of the division housing this position, which includes data, evidence, and analysis. **Include all relevant information you would like the committee to consider.**

In the world of Distance Education there are many pseudonyms for an Instructional Designer. The job description is forever morphing to keep up with the fast pace of ever changing pedagogical technology tools. Today’s distance education (DE) student and faculty are a more sophisticated breed who must have support mechanisms at their fingertips that can keep them on par with today’s learning models and industry and transfer demands. Today’s DE courses are more than just the email correspondence courses of yesteryear. Instructional Designers are masters who can show faculty new tools to work with, how to teach effectively with technology tools, and how to best maximize effective contact methods to satisfy the needs of the California Code of Regulations, Title 5, §55211.

Instructional Designer’s work with faculty and staff to ensure they understand what tools they have at their disposal and when and how to use them. Instructional Designers are often the liaison to the IT Department and the Tech Committee, helping to bring to light faculty and student needs for teaching and learning (even when faculty may not know what it is they are supposed to know or to ask). Instructional Designers can bring a perspective to faculty members who may not know how to navigate inside the virtual realm. The classroom has no walls; the classroom is a web shell. For many faculty new to online pedagogy this can be a very scary experience.

Instructional Designers can also lead innovation and this is very important to Ohlone, which has extremely innovative physical campuses. For example, the Newark Campus is LEED platinum certified. If the physical world is supported with state of the art presence/ resources then shouldn't the campus in sky be on the same level?

Instructional Designers can collaborate with all stakeholders at Ohlone to better serve GOAL # 2 of the college, and direct Ohlone into the future.

Ohlone also has 350 deaf students who are extremely comfortable using technology to communicate and learn. Ohlone should honor that by having resources on board to allow all faculty to learn the many ways to reach and educate ALL of their students.

I fully support bringing back this full time faculty position.

8. Is the position part of a Career Technical Education (CTE) Program? \_\_\_Yes \_\_\_No

**QUANTATIVE DATA SUMMARY: (Refer to datasheet provided by the Research and Planning Office)**

9. What is the department FTES? (Data is available on the Program Review data sheet – [Academic Affairs website.](#))

Fall 2016 Spring 2017

10. What is the ratio of full-time to part-time faculty in the department?

Instructional Designer/ Technologist does not have a department. Previously this was a position that was physically housed in the library space, but served ALL departments on campus. This would serve all faculty on campus – both full-time and part-time – as well as all of our students.

Please see the attached FTES chart. FTES for Distance Education is 509.9.

11. What is the ratio of FTES by Adjuncts?

N/A – See question 10.

12. What is the current WSCH/FTEF in the department?

N/A – See question 10.

13. Does the position address an area of growth? If yes, include a five-year trend line for FTES.

The FTES for courses offered through Distance Education has risen from 461.6 in Fall of 2012 to 509.9 in 2017. (See attached chart)

Fully online sections have increased since we last submitted an Instructional Designer/ Technologist proposal:

- Summer 2016 with 85 sections increased to Summer 2017 with 98 sections.
- Spring 2016 with 153 sections increased to Spring 2017 with 199 sections.
- Fall 2016 with 165 sections increased to Fall 2017 with 167 sections.

The growth in Ohlone's Distance Education offerings mirrors what is happening in colleges across California and the nation. Imagine the trend line if there were experts in place to help those wishing to venture into online teaching available to help with course construction, online teaching pedagogy, and the effective use of technological teaching tools to enhance and improve student learning and success!



### Distance Education FTES

