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Program Review - 2015-2016

Distance Learning

Module: Department Purpose

Question: Describe the purpose of the Discipline/Program/Service.

Answer: The mission of the Distance Learning Program is to support students enrolled in the College's online, hybrid and web-enhanced classes and their instructors. Our goal is to create an online pedagogical environment which maximizes opportunities for student success by providing technical support to both students and faculty and by working with Student Services staff to facilitate access to, and utilization of, online student support services.

Question: Describe how the stated purpose aligns with the college mission statement.

Answer: College Mission: West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning. The program supports the College's Educational Master Plan Goal of Enhance and maintain facilities and technology to promote effective teaching and learning. In order to provide a "transformative educational experience" and to keep up with the changing needs of our students, West supports a variety of instructional methodologies including online (synchronous and asynchronous), hybrid and web-enhanced classes. Student surveys clearly indicate that many find online classes to be a convenient and effective way of completing their educational goals. Online classes aid in student persistence by enabling students with work and family obligations to complete their educational goals online.

Module: Enrollment Trends.

Question: Describe the trends in Enrollment and FTES. Given the data, what are the implications for your program/service?

Answer: The number of sections of web enhanced classes we support in the past year (Fall 2014/Fall 2015) has grown 66%, from 103 to 171. This is expected to continue to increase as we promote use of the College's LMS for on-campus classes. Training for instructors teaching web enhanced classes has and will be offered each Winter, Spring, Summer and Fall. West offered online classes this summer and will be offering online classes in the winter. In order to increase the College's average class size and enrollment online offerings, both credit and non-credit, will be increased.

Module: Students and Student Success.

Question: Based on the demographic trends in enrollment, what are the implications for your Program/ Service?

Answer: West's service area is becoming more Latino and less African American. Traditionally Latino students have less access to computers at home which may increase demand on the College's on-campus computer labs. In addition, West's online programs are now popular with our younger students who will expect

greater use of video, audio and interactive multimedia in their classes. Many younger students will also expect all on-campus classes to be web-enhanced. Currently roughly 73% of the sections offered are supported by the College's learning management system, we are working to achieve a 100% adoption rate by 2020.

Question: Given the data, describe the trends in Success Rates and Retention Rates. What are the implications for the Program / Service?

Answer: Overall student success rates in online classes for the past 5 years have varied between 58% - 61%. The 5 year statewide average success rate for online classes from 2005 - 2010 was 57%. We have exceeded that success rate for the past five years. In addition, the average gap statewide between success rates for online classes vs. on-campus classes is 10%. Our gap of only 3% is significantly better than that. Retention rates for online classes has ranged from 81 - 83% for the past 5 years, above the state average.

Question: Given the data, describe the trends in Degrees and Certificates awarded. What are the implications for your Program/ Service?

Answer: Since degree completion is not currently tracked by mode of delivery it is impossible to determine the impact or implications regarding trends in online degrees or certificates.

Module: Staffing Trends

Question: Describe the trends in FTEF. What are the implications for your program?

Answer: West has increased the number of new full time faculty hires and increased the percentage of classes we offer online to 30%. Not only are new hires more likely to have online teaching experience they also routinely request Etudes sites to support their on-campus classes. This has implications for staff support as we still have a vacant classified position. To better support the expansion of LMS use for on-campus classes we need to fill the vacant Instructional Assistant position.

Question: Are staffing levels adequate to fulfill the purpose of the Discipline/Program/Service? Explain.

Answer: No, it has been difficult to support the increasing number of on-campus instructors using the College's LMS and the increases in online sections due to a long-term classified staff vacancy since January 2012. This situation has been exacerbated by a long term medical leave for the Online Technical Support Assistant. Ms. Shemwell has taken medical leave averaging over 4 months a year for the past 3 years, in addition to vacation and holidays, effectively rendering her full time position to half time. Because the leave has been taken 2 - 4 weeks at a time and then extended multiple times I have been unable to get a substitute.

Question: Describe the Reassigned and Release time assigned to faculty in the division. Include the faculty name, amount of release/reassigned time, length of time the assignment will last (one semester, one year, if it's renewable, etc.), and the purpose of the release/reassigned time.

Answer:

Module: Functions and Services.

Question: List the functions and services provided by the Office / Program / Service.

Answer: The Distance Learning Program develops and maintains the College's Online and Hybrid Classes website, the Online International Student Portal and the Online Help Desk; sets up and provides access to course sites for online, hybrid and web enhanced classes; provides technical support for the College's LMS, assists instructors with multimedia and web development and supports training opportunities related to distance learning and other innovative instructional technologies

Question: What are the emerging trends in technology that affect the program?

Answer: An increasing number of students and faculty are using smartphones and tablets to access their courses. This increased use of mobile computing devices was one of the reasons for the College's decision to move our website to a new Content Management System, Kentico, which automatically adjusts to the device

being used. West has expanded our use of Turn it In and Etudes (the College's LMS) to support all instructors, not just those teaching online and hybrid classes.

Question: Describe the technological advances that have been implemented to improve and streamline the Program/Service.

Answer: The Online and Hybrid classes website has been recently updated to include Winter and Spring 2016 schedules. . The Multimedia Specialist has been assisting an increasing number of instructors who want to develop welcome videos for their classes and has also worked on videos for the "West Students campaign: and the Digital Design Studio. The College has a new CMS, Kentico, which is used for the Online International Portal. Kentico is also used for Divisions/Departments and individual faculty webpages. The Multimedia Specialist assisted with the College website migration to Kentico and will also be assisting faculty to develop their individual sites. In addition, he has developed the following video tutorials to support faculty:
Etudes

Importing and modifying a single test in Etudes
Saving Tests as PDFs in Etudes
Changing Points in Etudes Tests
How to Embed Films on Demand in Etudes
Slideshare Etudes Embedding 2015
Adding Student Readiness Modules in Etudes
Creating Web Pages In Etudes
Sorting Module Sections in Etudes
Online Student Success Tutorial
How to Integrate the WorldWideWhiteboard in Etudes
Paste From Word in Etudes
Grouped Chat Rooms in Etudes
Gradebook Options
Linking the OEI Quest for Online Success Tutorials in Etudes
Inserting Graphics in Modules in Etudes
Updating Global Special Access in Etudes
Changing Quiz Answers in Etudes
Using Padlet in Etudes
Inserting Images in Questions
Zoom for Online Office Hours
Uploading PowerPoints to Etudes
Changing Roles in Etudes Roster
Using Voki in Your Etudes Class
Adding an Offline Assignment in Etudes
How to Review Tests in Etudes (For Students)
How to Import Cengage Test Banks into Etudes
Slideshare issue private embed

Other videos

Free Microsoft Office for Mac - LACCD
Using Zoom to make a Screenshot Video
Resizing your pics for Padlet
SLO Phase 1 Walkthrough
SLO Phase 2 Walkthrough
SLO Submission video
Subscribing to a Google Calendar using the Public Link
Embedding a Google Calendar in Kentico
Turnitin Review
Images in Word File - Turnitin
How to draw on a PowerPoint
Font changing in PowerPoint

Module: Survey Results

Question: Describe the results of relevant surveys (point-of-service surveys, student surveys, staff surveys).

Answer: In January 2011 West participated in the California Community Colleges Chancellor's Office survey of students who enrolled in and dropped a distance education course in the Fall 2010 term. There were 1,846 students from West Los Angeles College who were contacted and 514 that responded to the survey. When asked to indicate how important several factors were in their decision to enroll in a distance education course the following items were cited as being very to somewhat important by the great majority of respondents: 84% My work schedule is heavy and a distance education course is more convenient\ 83.1% Personal circumstances (family, health, etc.) made a distance education class more convenient\ 77.4% I had a good experience with a distance education course before\ It is also interesting to note that although this survey was only for students who had dropped one or more online classes over 86% indicated that they were very or somewhat likely to register for another online course. Online Student Evaluation of Instructor survey results document high rankings for West's online instructors. The great majority of the online students who completed the survey agree or strongly agree with each of the following: A syllabus, which clearly outlined the course objectives and grading criteria, was posted on the Web by the first week of the term\ (99%) The instructor clearly defines the course requirements and posted them on the Web\ (98%) The online instruction related to the course objectives\ (98%) I now feel able to communicate course material to others\ (96%) The instructor's website is well prepared and organized\ (95%) on the Web\ (98%) The online instruction related to the course objectives\ (98%) I now feel able to communicate course material to others\ (96%) The instructor's website is well prepared and organized\ (95%).

Question: Discuss the implications of the survey results for the program.

Answer: The high scores on Online Student Evaluations of instructors indicate that instructors are effectively using the Etudes tools. Surveys show that students are more successful in online classes that have undergone a Quality Matters (QM) review. To support our Quality Matters Initiative a series of Tech Fair workshops has been developed to highlight the use of specific LMS tools to meet some of the more challenging QM standards.

Module: Service Level Outcomes/ SAOs

Question: Describe the program Service Level Outcomes/ SAO assessment methods and results in the prior year.

Answer: Service Level Outcomes will be implemented for the Spring 2016 semester.

Question: How has dialogue regarding assessment results and improvement plans been conducted and documented?

Answer: Not applicable

Module: Departmental Engagement.

Question: What interoffice collaboration has your office/program/service been involved in during the past six years?

Answer: In the past three years the Dean of Distance Learning has worked with the Dean of Teaching and Learning to offer a series of Quality Matters workshops through Tech Fair and to increase Etudes training opportunities for on-campus classes. He worked with the Dean of Teaching and Learning and the DE Coordinator for LAPC to offer the Design that Welcomes Your Student workshop to 28 participants (20 from West) , the Choosing and Using Media Effectively workshop to 29 participants (20 from West) and the Accessing Accessibility Workshop to 23 instructors (18 from West). In addition, from West, 16 West instructors, 2 administrators and 1 classified staff member completed the Peer Review Course and are now certified Peer Reviewers. We have also collaborated to plan the QM Peer Review training for next year. Upon completion we will all be certified Peer Reviewers. The Dean of Distance Learning and the new Multimedia Specialist have continued to work with the Dean of Teaching and Learning and the Digital Design Studio Coordinator to expand the Digital Design Studio. In addition, the Dean of Distance Learning has worked with classified staff, Division Chairs and the Curriculum Committee Chair to update 193 Distance Learning Addendums for 194 classes. The Dean of Distance Learning has worked closely with Dean of Teaching and Learning and Public Relations staff to plan training, migration and implementation for the College's new content management system, Kentico. The College website was relaunched using

Kentico and ongoing training is being provided through Tech Fair. West applied, and was selected, to participate in the Online Education Initiative Online Student Readiness Pilot. The Dean of Distance Learning worked with the Division Chairs and the Distance Education Committee to review and recommend courses to be considered for the Spring and Fall 2015 Online Student Readiness Pilots. In addition, the Dean of Distance Learning has served as the Administrative Representative on two Grievance Committee addressing four individual student complaints. The Dean of Distance Learning has also worked with the Articulation Officer and other Academic Affairs Deans on partnerships and articulation agreements with Fort Hays State University, Brandman University, Regis University, Trident University International as well as on community partnerships with the Foundation for Successful Solutions and Educating Young Minds. The Dean of Distance Learning has also worked with the Facilities Director and Bookstore Manager on a leasing agreement with Brandman University. The Dean of Distance Learning serves as the Teamster Representative for the College, served on the District's Learning Management System Task Force, serves on the District Distance Education Committee, and serves as the Teamster's Representative on West's Technology Committee and on the College's Budget Committee, serves as the Administrative Co-chair for West's Distance Learning Committee and serves on the College's and previously served on the Student Access, Equity and Completion Committee. He also represents the LACCD on the Etudes Board of Directors, serves on the District Distance Education Stakeholders' group and served on the Presidential Search Committee as the Teamsters' Rep. The Dean of Distance Learning and Distance Learning staff have also worked with the Office of Teaching and Learning on the development of the Digital Design Studio, Tech Fair offerings and the Quality Matters Initiative. The Dean of Distance Learning is an International Student Ambassador and serves on the International Stakeholders' Group. He has worked with the group on contracts with Study in the USA, expanding it to include the Middle East and Summer editions, and a contract with Zinch China. In addition, he served on the selection committee for the global studies instructional positions. DL Staff have worked closely with the Public Relations (PR) Department, the Department of Teaching and Learning and the Technology Committee on the selection of a content management system for the college, training and planning the roll out. This fall the College's new International Portal was launched. The Dean of Distance Learning worked with PR, International Student Program and Student Services staff to develop the new portal. West is planning to develop an additional portal targeting out of state students.

Question: What has your department/ program done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?

Answer: The Dean of Distance Learning has worked with the Executive Director for National Partnerships for Patten University on degree pathways for Business Administration and Economics. A draft articulation agreement was submitted to the College's Articulation Officer in June. West has partnered with LAPC on a Quality Matters initiative. We arranged for the High Tech Training Center to present a workshop on Accessibility and for an introduction to Quality Matters workshop to be presented by our lead trainer at the District Academic Senate Summit this semester. The Dean of Distance Learning offered a Quality Matters workshops through Tech Fair and attended both the regional and national Quality Matters conferences. West's lead trainer initially presented "Howto Develop a Perfect Module" as part of our Tech Fair offerings in combination with two other QM workshops. He also presented the workshop at the QM Regional Conference this Spring and was asked to present it again at the recent national conference. The session was highlighted by the Conference organizers and over 300 participants attended both in-person and online. West continues to participate in the Online Education Initiative (OEI) Online Student Readiness Pilot and more recently, the Dean joined the OEI Consortium work group which will develop the consortium agreement which will be implemented statewide. The Dean of Distance Learning has participated in visits from international delegations from China, Nigeria and Uzbekistan as well as coordinating a visit from a Chinese delegation that was very interested in our aviation program. He participated in meetings leading to partnership agreements with the University of West Los Angeles and Charles Drew University. West's Multimedia Specialist was selected to present the pre-conference workshop at this year's Etudes Summit after presenting several workshops last fall and winning the prestigious Etudes Board Award for Excellence for his outstanding service in the Etudes Users' Group where he has assisted instructors across the state with his easy to follow, step by step videos.

Module: Professional Development.

Question: For each regular full-time person in your program, provide the committees in which each person is active, and list the 2 most significant professional development activities engaged in over the last 2 years.

1 Employee Name	2 Committees	3 Role in committees	4 First Prof Dev Activity	5 Year First PD Activity	
Rita Shemwell	Work Environment Committee	Member		2010	
Cyrus Helf	Technology Committee	AFT Classified Rep	Etudes Users' Group	2012	

Eric Ichon	District DE Comm	Member	OEI Student Readiness Pilot		
Eric Ichon	WLAC DE Comm	Co-chair	Online Instructors' Handbook update		
Eric Ichon	Etudes Board	Chair	Etudes Summit		

Eric Ichon	Intl Stakeholders' Group	Member	International Portal		
Eric Ichon	Technology Committee	Teamster Rep	Kentico rollout		
Eric Ichon	DE Stakeholders' Comm	Member	Common District LMS		

Question: In order to keep current with new developments in your field, are there areas of unmet professional development needs among staff in this program? If yes, please describe.

Answer: We have been fortunate to receive a great deal of financial support from the Title V grant. However, the grant will be ending, so as a result of savings due to our multi-year LMS contract I have requested funding adjustments in several areas including supplies, training (contract personal services), travel and equipment. This will lesson our reliance on grant funds in these areas.

Module: Facility Planning.

Question: List and describe any current facilities challenges (e.g., location, quantity, quality) affecting your program's ability to achieve its goals and meet institutional needs.

Answer:

Question: Specify the division/ department's short term goals (1 year) for facilities improvement and functionality.

Answer: None

Question: Specify the division/ department's long term goals (2-6 years) for facilities improvement and functionality.

Answer: My understanding is that the previously planned move to the first floor of the HLRC will not take place.

Module: Completion.

Question: List the people who participated in this Program Review.

Name	Role
Eric Ichon	Administrator
Cyrus Helf	Staff
Rita Shemwell	Staff
Jim Marteney	Part time Faculty
Mary Jo Apigo	Administrator
Helen Young	Full Time Faculty

Question: Program Manager: Fill out your name and date of final approval, save, and submit the program review.

Answer: Eric Ichon 11/12/14