Assessment Plan

Yuba Community College District
Distributive Education Program Recommendations

Distributive Education Program Recommendations

Program Mission Statement: The Purpose of Distributive Education is to increase the opportunity for students to take classes, efficiently utilize District teaching resources, and to provide for quality teaching throughout the entire District. Distributive Education supplements the exisiting curriculum and allows students living outside the District the opportunity to take YCCD courses. (Article 10.0 Distributive Education, YCCD Faculty Contract)

Program Description: Distributive Education describes courses delivered via a variety of synchronous and asynchronous technologies. A growing number of faculty use some form of technology to support teaching and learning as part of traditional face-to-face instruction or for distance delivery. Distributive Education technologies include Blackboard/Vista LMS, broadcast and cable delivered ITV Network and classrooms, video streaming, and 2-way video/2 way audio conferencing using Tandberg and Polycom sytems. 'Distance Education' as defined by Title V of the California Education Code, means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. At least 51% of instruction must occur at a distance for a course to qualify under this definition. The CCCCO has established specific guidelines and regulations regarding the approval, development and effective student/teacher contact, adminstration, funding and MIS data reporting for distance education courses. Technology mediated instruction, whether distance education or web-enhanced, is subject to the requirements imposed by the Americans with Disabilities Act (42 U.S.C. Article 12100 et seq.), Section 508 of the Rehabilitation Act of 1973, and recent Program Integrity Regulations issued by the US Department of Education. The ACCJC Distance Education Guidelines further delineate rigorous standards for program adminstration, student support and course quality for colleges that offer a substantial number of distance education courses leading to an AA.

Distance Education and Distributive technologies support the District vision by supporting innovation in teaching and learning; development and delivery of programs that meet the needs of our students and communities; and the strategic stewardship of shared resources.

The primary support for courses delivered or enhanced using distributive technologies is provided by the Yuba College Distributive Education and Media Services department based on the Marysville campus. Historically, the Marysville campus as lead the effort to expand access to education using distributive technologies and the development of distance education courses including establishment and support for the ITV network, the point-to-point video network, management and support for the learning managment software, faculty training and student support. In 2007, Yuba College hired a Dean of Distributive Education and Media Services to provide leadership and oversite and established a goal of offering a full range of courses necessary to complete general education and AA requirements. Yuba College met the ACCJC threshold in 2008. ACCJC conducted a review of the Distance Education program and made recommendations for improvement.

Distributive Education at WCC, as expressed in the WCC summary, is in a formative stages lead by a contingent of experienced DE faculty. Efforts to grow and support DE at WCC have been hampered by district-wide FTE/FTES reductions, the focus on completing the transition to a full college, recent staff reductions, and evolving policies regarding FTE allocation and budget support.

The Distributive Education and Media Services Department at Yuba College provides adminstrative leadership, support services and shared resources for the development and delivery of Distributive Education and eLearning courses, in coordination with district IT staff, executive leadership at YC, WCC and CLC and the academic senates at both colleges. Services include faculty technical support using virtural desktop software via phone and email, in person drop in support, scheduled clinics and regular faculty training intensives open to all faculty, adminstrators and relevant support staff district-wide. Student support is provided via the website, an online Blackboard orientation, email and phone using virtual desktop software. YC maintains a central office for drop-in support on the Marysville campus. Three sections of a one-unit introductory course, "Introduction to Online Learning" (EDUC/MCOMM 40) are offered online by Yuba College each semester to prepare students to learn online. The YC librarian manages an 'embedded librarian' link within Blackboard to provide virtual assistance to students. Support materials and staff contact information is accessible on the central DE website. Additional services include DE test proctoring; Blackboard software management and support; expertise in instructional design; maintenance, production and broadast engineering expertise; and budget management, software licensing and advocacy for evaluation of ecademic technologies to support innovation in teaching, learning and student success. The document repository contains a current list of all staff throughout the district who have a role in supporting web-enhanced and distance education courses and the DE website provides a list of direct support staff at each college. An additional document summarizes the roles and responsibilities between DE and IT staff to support Blackboard.

The YC Distributive Education and Media Service department is allocated $96,000 annually for direct DE support. The majority of these funds ($57,000) cover district-wide licenses covering the entire district FTES for Blackboard and both Turnitin.com (anti-plagerism software), and Respondus Lockdown Browser (test security) which are integrated within the LMS. In addition, license fees for streaming and encoding software are covered. Remaining funds cover the cost of student ITV operators, equipment maintenance, and district-wide faculty training.

The WCC and YC summaries outline the DE priorities for each college.

Year of Review: 2011-2012

Type of Review: Self-Study (4-year review)

Executive Summary: TBC

WCC Distributive Education Summary: Distributive Education

Program Review for WCC

Woodland Community College has been an ACCJC fully accredited college since June 2008. As such, the college has established its own committee structure to ensure institutional effectiveness and shared governance. Discussion at the college regarding distributive education, which encompass online and televised classes, began in earnest in Spring 2011 semester. In discussions in Fall 2010 at the WCC Academic Senate it was directed that WCC should create a subcommittee of its curriculum committee to define and discuss Distributive Education as it would be represented at this new college.

The DE subcommittee convened in Spring 2011 and hammered out a purpose statement and mission for its future. This purpose statement was delivered to the curriculum committee and subsequently the Academic Senate which both provided input into its final draft. See attached. One of the main tenets that resulted from this newly formed committee was that Woodland Community College did not see Distributive Education as a separate academic program but as a means of delivery which should be supported at the District level. There have been distict-wide discussions that have resulted in WCC administration advocating for DE FTEs to be separated so that WCC would be able to make its own decisions about offerings online or televised. This separation has happened as of Fall 2011.

Since WCC has had control over its DE allocation, its scheduling committee has taken on the discussion of scheduling classes to best serve the students of the college. The scheduling committee is composed of membership from across campus with greater weight being given to the counseling department as the faculty with the most student to student contact. This committee has representation from the curriculum committee via the curriculum committee chair who is also the DE Committee co-chair. This committee recommends a schedule to the scheduling deans each semester and summer. See attached. Whether the courses are online, televised or face to face is being determined by how best the students are served.

The Mission of the WCC DE subcommittee includes the following:

While recognizing that faculty have the primary responsibility for developing policies and promoting DE practices, the Subcommittee will support a learner-centered approach designed to further student success by making recommendations to the Academic Senate through the Curriculum Committee regarding:

Curriculum and instruction, evaluation and assessment, technology, accessibility, infrastructure, and academic support services that affect all modes of DE course delivery.

Ongoing faculty development and consistent support in the areas of pedagogy and technology in order to ensure that faculty who teach DE courses are able to provide high quality learning environments for WCC students

Developing, in conjunction with the Scheduling Committee, a rotation that affords all disciplines and faculty the opportunity to present and pilot DE courses?

The DE subcommittee has currently (Spring 2012)been focused on the second bullet in its mission which concerns support in pedagogy and technology. Its discussions have been centered around the needs of WCC Distributive Education that will need to be provided by the District. These needs have been articulated to the Vice Chancellor of Student Services and the Dean of Distributive Education at Yuba College who is temporarily the only source of filling these needs. WCC highly recommends that the District establishes its DE program to support both colleges equitably.

WCC DE Needs

1. WCC highly recommends that the District establish its own DE program to equitably support both colleges. This recommendation is based on the ideology that DE is not an academic program but a mode of delivery. If DE stays a Yuba College program, then WCC will not be equitably served in terms of budget, ITV teaching times and services available.

2. WCC needs to have a set FTE allocation that is equitably split between the colleges and that allows for equitable growth in the District.

3. WCC needs ITV time slots that are equitable between the colleges. (see memo from Martha Mills regarding the current practice).

4. WCC needs District sponsored faculty training for course development and continued improvement. The trainers need to be hired through a competitive process.

5. Discussion regarding the benefits/ramifications of listing all DE classes in both college schedules.

6. Clear District policy regarding rights to teach online in the district. Are rights determined by district or the separate colleges.

7. WCC needs to be able to broadcast to CCOC via Tandberg. Need a budget allocation to set up the center.

8. WCC would like to explore video streaming classes.

9. WCC needs to be included and made aware of any discussions regarding DE/recommendations that are taking place at the District or via YC DE Dean
As stated previously, WCC has articulated these needs to the appropriate individuals and having them included in this program review is essential to moving forward. As a result of these meetings with the Vice Chancellor and the Yuba College DE Dean, 5 short term goals have been identified by the DE subcommittee:
1.Hold regular meetings to articulate these needs to the District
2.Schedule regular meetings with District, Yuba College DE, Administration Teams to facilitate communication.
3.Define the roles of the District and the colleges (e.g. training, IT support, compliance, policy, etc.)
4. Create a flowchart of responsibilities and contact information for district. List names with phone numbers and emails. This would include district staff as well as contact information of the Yuba College DE team. Timelines will also be included in order to make the conversion to a District support service.
5.Develop a district DE Portal site.
6.Provide permissions to DE teams for input into Program Review in Trac Dat
7.Use college data to determine best practices to support WCC students.
8.Ensure WCC has equal access to district staff to ensure DE Curriculum/classes are in compliance for students with disabilities.

WCC Strengths
Facilities - WCC currently has facilities for broadcasting and receiving broadcast from Yuba College.
Staffing - WCC currently has 6? dedicated faculty currently offering online courses across disciplines. There is also one staff member in Media services and one part time staff member in the library dedicated to supporting these DE courses. WCC also gets support services from Yuba College?s DE support staff.

Curriculum - WCC currently has online courses in chemistry, ecology, math, accounting, agriculture, business, learning, human services, plant science, and psychology.
Equipment - WCC currently has equipment necessary to broadcast and receive a broadcast from Yuba College

YC Distributive Education Summary: Distributive Education at Yuba College provides a full range of courses and services to support the following YCCD District Goals:
1) Student succcess and retention
2) SLO's and institutional accountability
3) Basic Skills Initiative
4) transformative change
5) resource development

The program supports the following Yuba College Student Learning Outcomes:
1) Information Competency
2) Transformative Change
3) Resource Development
4) Student Success

The YC DE program and staff support ACCJC accreditation standards for student success, instruction, and technology resources to support learning.

The last comprehensive analysis of the DE program titled the "Yuba College Distibutive Education Substantive Change Report" was compiled in 2008 as required by the ACCJC mid-term review for colleges with a DE program that reached a prescribed threshold to warrant a separate review. The TracDAT document respository includes the ACCJC response which called for future evidence of a faculty training program and the use of data to drive course development and scheduling. Previous planning documents articulated a strategic goal to offer a full breadth of courses for students to meet GE requirements and one or more subject majors for an AA.

Additionally, a recommendation was made to create a Dean of Distributive Education and Media Services, based at Yuba College. This position was established and hired in July, 2007. However, no clear direction was given regarding multi-college planning for DE. The Distributive Education and Media Services department has assumed the primary support for DE district-wide in collaboration with the District IT department and key staff at WCC and the Clearlake Center.

Development and scheduling of DE courses at Yuba College is done in collaboration with the academic divisions. Scheduling criteria is based on the following: 1) courses leading to a degree or certificate; 2) transfer courses; 3) career technical education. Yuba College offers the majority of courses leading to a full AA online, as verified by a report from the Yuba College Office on Institutional Research. Academic programs supported and delivered via DE include the following:
1) Veternary Technology AS and Certificate of Achievement (45+ units)
2) Nursing and nursing pre-requisites
3) Business, Management, Accounting
4) Mass Communications AA and Certificate of Achievement (10 units)
5) Radiologic Technology
6) English
7) Science
8) Health Education
9) Social Sciences--History, Sociology, Economics
10) Early Childhood Education & Family and Consumer Science
11) Agriculture (in transition due to faculty retirement)
12) Math
13) Counseling
14) Computer Science
15) Information Technology

The Clearlake Center relies on DE to assist their students to obtain AS degrees in Business, Management, and Early Childhood Education as well as AA and transfer courses. The Clearlake Center faculty teach the following online courses: economics, counseling, psychology and Early Childhood Education.

The YC DE Subcommittee has recommended the following priorities for the DE program:
1) Support DE at YC as an academic program.
2) Meet standards outlined by the ACCJC for a DE program.
3) Support courses meeting GE requirements and an AA/AS degree
4) Support for career technical education programs
5) Development and scheduling transfer courses
6) Support for courses meeting multi-cultural requirement
7) ADA compliance
8) Coordinated calendar between YC and WCC DE Subcommittees and Academic Senates to improve communication and collaboration of issues need district-wide coordination.
9) Support for a shared resource model.

Demographically, females consistently represent the majority of DE students (69% in 2009/2010) and consistently draw from the 18 - 24 age group which is consistent with national trends. The majority of DE students at YC are white. The percentage of Hispanic students (19%-20%) and Black/African American (4.7) has remained consistent for the past five years while the percentage of Asian students has increased to 10.1% in 2009/2010. Native American (2.2%) is slightly higher than Pacific Islander (1.1%).

Future program initiatives will focus on the collection of SLO data assessments for Distance Education courses. This initiative began in Fall, 2011. Student Success and Retention data for Yuba College DE courses indicates an average success rate of 68.5% in 2009-2011. WSCH/FTEF productively rates vary from a high in 519.60 (2009/10) to some decrease in 2010/11 (501.6).

Two online courses are offered to help prepare students for online learning: 1) EDUC/MCOMM 40-"Introduction to Online Learning", a one unit course which will increased to 3 sections per term; 2) LBSCI 1-"Introduction to Library Research", a one unit online course which debuted in Fall, 2011 and has been expanded to 2 sections per term.

Future Goals and Program Direction: 1) Develop shared resource model between Yuba College and Woodland Community College to effectively support DE programs at both colleges.

2) Improve communication and collaboration between YC and WCC including DE Subcommittees, Academic Senates, DE program managers to facilitate effective support for DE throughout the district.

3) Clearly define and communicate support roles between DE and IT staff.

4) Support collection of SLO course data for distance education courses and faculty recommendations for additional support based on data analysis.

5)Expansion of student support services and delivery models to support student succes and retention.

6) Replacement and upgrade of equipment to support ITV and point to point delivery.
7) Evaluation of learning management systems to replace existing LMS.

8) Development of faculty training program to support roll out of new LMS and continue best practices in exemplary course design.

9) Addition of staff to support best practices in instructional design and ADA compliance.

10) Clarification of faculty rights to DE courses within a multi-college district.

11) Develop long range planning for alternative Distributive Education delivery methods using emerging technologies.

Recommendation: Define shared resource model to support Distributive Education throughout the district

Identify a representative body to facilitate district-wide planning and use of shared resources to support Distributive Education at each college. Establish an annual planning calendar to address joint DE planning issues including FTEF allocation, budget review, district-wide policies, technology upgrades, DE and IT services, DE student support services, and faculty training in order to effectively manage resources and achieve educational master plan goals via DE as defined by each college.

Year(s) Requested: 2011-2012
2012-2013
Request Date: 02/29/2012
Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): Minutes, District Academic and Student Services Group, Dec. 2011-Feb. 2012.
College or Location: District Wide

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
DCAS and/or DASS to confer regarding shared resource model to support Distributive Education initiatives at each college. **Related Documents:** DASS DE Planning 2011-12-08 Follow-Ups - DRAFT (3).pdf	To be determined.	To be determined.	Yes

Recommendation: Clarify roles and responsibilities of colleges, Academic Senate committees and Distributive Education staff regarding the coordination of DE services and support.

Determine status of Dean of Distributive Education as a district-wide resource or as a YC manager of DE planning and support coordinating with representative bodies to further institutional goals via Distributive Education and eLearning strategies. Determine assignment of existing DE staff.

High priority for YC DE accreditation review.

Year(s) Requested: 2011-2012
Request Date: 02/29/2012
Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): Minutes of DASS and of WCC DE Subcommittee
DE Staffing chart
DE/IT Roles and Responsibilties chart

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
DCAS and/or DASS to confer and make recommendations. Determine course of action. **Related Documents:** DASS DE Planning 2011-12-08 Follow-Ups - DRAFT	To be determined.	DCAS and/or DASS	Yes

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
(3).pdf WCC DE Needs2012.docx Bb Roles & Responsibilities DE/IT.pdf DEsupportStaff.docx			

Recommendation: Faculty rights to Distributive Education courses across district

Identify, clarify, and clearly communicate faculty rights regarding Distributive Education courses across district. Clarify if DE assignments are specific to the college or if faculty from the sister college have bumping rights. Need written ruling from YCFA and District.

Year(s) Requested: 2011-2012
Request Date: 02/29/2012
Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): Minutes, WCC DE Subcommittee, 2012
YCFA contract
College or Location: District Wide

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
DCAS and/or YC and WCC DE Subcommittees working with deans or VP of instruction to generate list of concerns related to DE assignments. YCFA leadership to compile or verify list of recent issues related to faculty assignments and DE Determine relevant items for negotiation versus established policy. Determine next steps.	Minimal to none.	DCAS, YCFA, District HR Director Prepare list for next contract cycle as appropriate.	Yes

Recommendation: Refine DE Course approval process and tracking.

A comprehensive list of all courses approved for DE is not readily available because of past recording practices. Refine Curricunet database to accurately report all courses approved for DE. Compile comprehensive list of DE courses linked to specific degrees, certificates or majors. Review DE Addendum within Curricunet/Image Now to facilitate separate DE review by DE sub-committees at both colleges in adherence to Title V regulations.

Year(s) Requested: 2012-2013
Request Date: 02/29/2012
Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): Dean of DE Recommended Changes for Curricunet
College or Location: District Wide

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
Refine Curricunet database elements to accommodate a search for all courses approved for DE. Update database to reflect existing course outlines approved for DE. Review design of DE Addendum within Curricunet/Image Now. Ensure that workflow design includes notice to DE subcommittees that course has been proposed for DE and requires a review in dherence to Title V regulations. **Type:** Curriculum/SLO		Curriculum Committee chairs in collaboration with DE support staff. Prior to Fall 2012 accreditation visit.	Yes

Recommendation: Joint coordination between Distributive Education Committees at YC and WCC .

The DE committees for both colleges identify key areas, topics, goals which require district-wide consensus and establish an annual planning calendar to address issues. Example-Joint review and recommendation of technologies for district-wide adoption; revision of DE Addendum in Curricunet.

Year(s) Requested: 2011-2012
2012-2013
2013-2014
2014-2015
Request Date: 02/29/2012
Recommendation Priority: 3. High Priority
College or Location: District Wide

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Chairs of DE subcommittees to meet with manager of DE and/or college administrators to identify areas where collaboration or consensus is warranted. Estalish timeline for discussion and resolution.	none	DE SubCommittee Chairs in collaboration with adminstration and DE manager as appropriate	Yes

Recommendation: WCC to establish autonomous DE initiative

WCC is working to establish itself as an autonomous college with a defined FTEF and a DE budget.

Year(s) Requested: 2011-2012
2012-2013
2013-2014
2014-2015
Request Date: 02/29/2012
Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): WCC DE Subcommittee minutes, February 15, 2012 and WCC Program Review summary statement.
College or Location: Woodland Community College

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
TBD **Related Documents:** WCC DEGoalsF11-1.xlsx WCC DE Needs2012.docx WCC DE Subcommitte Purpose Statement, 2010-11	To be determined.	WCC Administration, Curriculum Committee, DE Subcommittee & Scheduling Committee	Yes

Recommendation: WCC to conduct feasibility study regarding establishment of WCC ITV cable channel or streaming service

WCC to conduct feasibility study regarding establishment of a WCC cable channel or a WCC streaming channel.Use needs assessment data and cost analysis to determine next steps.

Year(s) Requested: 2012-2013
Request Date: 02/29/2012
Supporting Evidence (SLO, WSCH, etc.): WCC DE Subcommittee minutes
College or Location: Woodland Community College

Recommendation: WCC to establish Video Confence Instruction (VCI) from WCC to CCOC

WCC to extend educational opportunities to students served by the CCOC using point-to-point video conference instruction. College to establish budgetary priority and timeline.

Year(s) Requested: 2011-2012
2012-2013

2013-2014

Request Date: 02/29/2012

Recommendation Priority: 3. High Priority

Supporting Evidence (SLO, WSCH, etc.): WCC Scheduling Committee minutes, WCC DE Subcommittee minutes

College or Location: Woodland Community College

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Acquire final quote on equipment necessary to complete the VCI classroom. Determine configuration of the point to point delivery via WCC and CCOF. Install equipment and perform tests between points. Schedule courses. Recruit/train faculty. **Type:** Equipment/Technology	$25,000-30,000 to purchase remaining equipment and install.	WCC Media Services YCCD IT WCC Scheduling Committee	Yes

Recommendation: Planning calendar to facilitate scheduling ITV cable channel as shared resource

Establish planning calendar and process for proposing and scheduling of ITV cable classes to facilitate equitable use of this shared district-wide resource.

Year(s) Requested: 2011-2012

Request Date: 02/29/2012

Recommendation Priority: 3. High Priority

Supporting Evidence (SLO, WSCH, etc.): Minutes, WCC DE Subcommittee 2011/2012
Minutes, WCC Scheduling Committee, 2011/12
Email response from Dean of Distributive Education to Scheduling Committee, 2012

College or Location: District Wide

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Establish annual planning calendar and process for proposing and scheduling ITV classes. Clearly communicate timeline to deans and faculty. Post in DE portal site. **Related Documents:** WCC DE Needs2012.docx	none	Manager of ITV schedule in collaboration with WCC and YC DE Subcommittee.	Yes

Recommendation: Collection and analysis of SLO assessment data for DE courses

Emphasize collection of SLO assessment data using TracDat for courses offered via ITV, online and video conference instruction. Solicit from faculty comparative analysis with on-campus course and other DE courses. Share findings and recommendations regarding course redesign, assessments and student support services.

Top priority for YC DE accreditation review preparation.

Year(s) Requested: 2011-2012
2012-2013
2013-2014
2014-2015

Request Date: 02/29/2012

Recommendation Priority: 3. High Priority

Supporting Evidence (SLO, WSCH, etc.): DE ACCJC Approval Ltr - Dec 080001.pdf
ACCJC DE Handbook

College or Location: Yuba College

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Yuba College plan: Collect assessment data on every DE course offered. Solicit SLO assessments for online courses---Begun Fall, 2011 Solicit faculty comparative analysis with on-ground classes. Share findings and recommendations for student support, faculty training, or course redesign. Post findings in shared DE Portal. Discuss and make recommendations regarding collection of assessment data for ITV sections. **Type:** Curriculum/SLO **Related Documents:** DE ACCJC Approval Ltr - Dec 080001.pdf	None	Fall 2011 ongoing Faculty who teach via DE DE Subcommittee Manager of DE	Yes

Recommendation: Use of Student Success and Retention data analysis for DE courses

Launch initiative to identify strategies for improving student success and retention in DE courses. Determine policies, course design, training and support services for faculty and students to improve student success and retention.

Top priority for YC DE accreditation review.

Year(s) Requested: 2011-2012
2012-2013
2013-2014
2014-2015

Request Date: 02/29/2012

Recommendation Priority: 3. High Priority

Supporting Evidence (SLO, WSCH, etc.): Retention and Success Data, YC and WCC
CCCCO Student Success Initiative, 2012
ACCJC DE Handbook

College or Location: District Wide

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Yuba College Engage DE faculty in discussion regarding comparative analysis and conclusions based on SLO assessement data. Survey students who withdrew from DE courses to determine if support structures could be improved. Consider increasing sections of Introduction to Online Learning for students Provide training specific to DE andragogy, assessment, and instructional design. Utilize success and retention statistics inform course scheduling. WCC: TBD **Related Documents:** YC Distance Education Data 2006 -2011.pdf	Faculty training---Use existing DE budget allocation for faculty training.	YC DE manager and DE Subcommittee in collaboration with academic deans and faculty who teach via DE.	Yes

Recommendation: Hire fulltime instructional designer/faculty trainer

Hire a fulltime instructional designer/faculty trainer to expand access to instructional design expertise and increase faculty training opportunities district-wide for both web-enhanced and fully online courses as well as Web 2.0 collabortive technologies, Respondus Lockdown Browser, Turnitin.com. and smart classroom technologies. Designer/trainer will create faculty and student tutorials accessed via the portal and will lead major training initiative to accompany implementation of new learning management system planned for 2013/2014.

Year(s) Requested: 2013-2014
2014-2015

Request Date: 02/29/2012

Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): YC and WCC faculty surveys
College or Location: District Wide

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Submit staffing request, Fall 2012.	TBD	TBD	Yes

Recommendation: Review online course content for compliance with ADA/Section 508 compliance.

Expand faculty training regarding universal design elements to support students using assistive technology. Implement course review process for compliance using knowlegeagle personnel. Provide recommendations for improvements as needed prior to launch of course.

Year(s) Requested: 2012-2013
2013-2014
2014-2015
Request Date: 02/29/2012
Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): CCCCO Distance Learning Guidelines
Section 508 of Federal ADA law
College or Location: District Wide

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
YC DE Expand faculty training and resources to support universal design. Establish requirement for all online course content to be reviewed prior to initial offering. Advocate for hiring/funding for an Alternative Media Specialist to work in collaboration with DE to review online content for compliance and/or Hire instructional designer with skills to support assistive technology and compliance. Sample job descriptions are referenced. **Type:** Staffing - Other **Related Documents:** CSUSacInstDesignjob.docx Draft Electronic Resources Tech.doc	TBD	TBD	Yes

Recommendation: Ensure access to functional assistive technology computer stations on campus for students with disabilities.

Many students rely on the colleges to provide computer stations and labs with reliable high speed internet to facilitate access to online services, the portal, the internet, DE and other eLearning course content. The colleges need to ensure that students with disabilities have access to functional assistive technology computer stations. Reduced staffing levels at the Marysville campus in DSPS have hampered the ability to maintain these lab stations at one or more sites.

Year(s) Requested: 2011-2012
2012-2013
2013-2014
2014-2015
Request Date: 02/29/2012
Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): Email from Jan Ponticelli, YC Director of DSPS, regarding deteriorating condition of assistive technology computer stations due to lack of Alternative Media Specialist or other staff knowledgeable of assistive technology software compatibility.
College or Location: Yuba College

Recommendation: Establish faculty training pre-requisites to teach fully online courses.

Review, establish and implement best practices or requirements for faculty training and teaching online. Consider YCFA contract implications.

Year(s) Requested: 2012-2013
2013-2014
Request Date: 02/29/2012
Recommendation Priority: 2. Medium Priority
College or Location: District Wide

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
YC and WCC DE Subcommittees review and make recommendations to Academic Senates regarding training pre-requisites for teaching a fully online course. AS leadership to consult YCFA for contract impact. **Related Documents:** DRAFT YC DE Committee mission and purpose 01192012 draft (2).docx WCC DEGoalsF11-1.xlsx	Minimal	YC DE Subcommittee in collaboration with YC DE manager WCC DE Subcommittee Academic Senate leadership YCFA leadership	Yes

Recommendation: Review, select and implement new Learning Management System

Establish rubric and conduct joint evaluation of learning management systems to replace current Blackboard CE 8 which will no longer be supported by Blackboard Inc. Determine hosting and technical support options and projected costs. Design implementation timeline, course conversion plan, faculty training plan, student tutorials and district-wide communication plan.

Year(s) Requested: 2013-2014
Request Date: 02/29/2012
Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): Memo from Blackboard, INC. regarding phase out of WebCT Vista CE 8 product.
College or Location: District Wide

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Establish district-wide committee composed of eLearning faculty, technical support staff, knowledgeable student and DE manager, 2012/2013 Establish rubric for evaluating learning management systems Review research on available LMS from faculty, student and tech support POV Select LMS solutions to evaluate --Spring 2013 Consider budgetary impact Solicit quotes to implement and license Review proposals and make recommendation Develop timeline for implementation (Est. Spring 2014)	TBD	Joint DE Subcommittee, DE manager	Yes

Recommendation: Create DE Portal Site accessible to faculty and staff at both colleges

Create a sharded DE Portal site to share core policy or planning documents, faculty information on how to access and use eLearning and other relevant academic technology, stimulate collaboration and discussion on critical topics and list key contact personnel. The DE Subcommittees at each college would maintain separate DE Subcommittee team sites. Currently, a DE/eLearning website provides information to students and faculty external to the portal and is maintained by DE personnel.

Year(s) Requested: 2011-2012
2012-2013
Request Date: 02/29/2012
Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): WCC DE Subcommitttee minutes
College or Location: District Wide

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
Submit request to IT for a DE portal site accessible to faculty and staff WCC and YC DE Subcommittees advise on use and design elements of site. Move DE related planning and reference documents to site as needed. Establish discussion areas as needed. Post faculty training resources as needed.		DE support staff in collaboration with YC and WCC DE Subcommittees	Yes

Recommendation: Improve communication, collaboration and troubleshooting between DE and IT.

Clearly define and broadly communicate roles and responsibilities regarding DE/eLearning support and delivery. Identify and prioritize projects that require collaboration between DE and IT. Determine timelines for completion. Issue status updates to DASS, DCAS and the DE Subcommittees.

Year(s) Requested: 2011-2012
2012-2013
2013-2014
2014-2015

Request Date: 02/29/2012

Recommendation Priority: 3. High Priority

Supporting Evidence (SLO, WSCH, etc.): WCC and YC faculty surveys. Minutes of DASS committee, 2012.

College or Location: District Wide

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
DE and IT staff will meet monthly to establish joint projects and a timeline for completion.	none		Yes

Related Documents:
Bb Roles & Responsibilities DE/IT.pdf

Recommendation: Update and expand resources in existing eLearning website

Common eLearning website requires on-going content management. The addition of student and faculty tutorials, examples of exemplary course design and student readiness materials is ongoing. Existing website is maintained by DE Support Specialist and Dean of DE.

Year(s) Requested: 2011-2012
2012-2013
2013-2014
2014-2015

Request Date: 02/29/2012

Recommendation Priority: 2. Medium Priority

Supporting Evidence (SLO, WSCH, etc.): http://de.yccd.edu
Faculty and student surveys
Statiscal analysis of usage

College or Location: District Wide

Recommendation: Improve Datatel/Colleague integration with Blackboard database.

IT and DE personnel will collaborate to improve the integration of the Datatel/Colleague and Blackboard to achieve greater efficiencies with database management, Blackboard student account creation, and course identification by term.

Year(s) Requested: 2011-2012

Request Date: 02/29/2012

Recommendation Priority: 3. High Priority

Supporting Evidence (SLO, WSCH, etc.): List of joint DE/IT projects.

College or Location: District Wide

Recommendation: Update online Blackboard Student Orientationi

Existing Student Orientation to Blackboard needs to be updated to include resources on DE website and access to Blackboard via portal. The Orientation is maintained by the DE staff.

Year(s) Requested: 2012-2013
Request Date: 02/29/2012
Recommendation Priority: 3. High Priority

Recommendation: Create comprehensive plan to address district-wide use of video-conferencing technology

Significant issues have occurred over that last 2 years regarding the reliable use of video-conferencing technology for classroom and meeting use. IT and DE staff will collaborate on a district-wide policy and planning document that addresses the use of video conferencing and video streaming, including equipment acquisition and replacement, service agreements, network protocols, roles and responsibilities for use and maintenance. Scheduling and customer service protocols need to be clearly communicated to all users.

Year(s) Requested: 2011-2012
2012-2013
2013-2014
2014-2015
Request Date: 02/29/2012
Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): Series of email regarding ongoing disruptions in instruction and meeting spaces due to equipment and/or network protocol issues.
College or Location: District Wide

Recommendation: Expand communication and outreach to faculty

Significant barriers exist which hamper the ability to directly encourage outreach to faculty regarding faculty training for Blackboard and other eLearning tools. Expanded presence within the portal, use of campus communication and awareness committees, the Flex and eLearning websites and other communication mechanisms need to be enhanced to reach out to faculty.

Year(s) Requested: 2011-2012
2012-2013
2013-2014
2014-2015
Request Date: 02/29/2012
Recommendation Priority: 3. High Priority

Recommendation: YC DE-Lake County: Develop long range plan for expanded DE service to Lake County

Evaluate existing partnerships and contracts with City of Clearlake, Lake County, Mediacom and Lake TV8 to reduce costs and improve quality of service. Participate in Lake County Broadband consortium to expand access to distance learning courses.

Year(s) Requested: 2012-2013
2013-2014
2014-2015
Request Date: 02/29/2012
Recommendation Priority: 2. Medium Priority
Supporting Evidence (SLO, WSCH, etc.): Email re: quality of service issues with Mediacom/Lake PTV.
Notice of grant award to Lake County re: Broadband expansion
Homes with Broadband, Lake County
College or Location: --Clear Lake Center only

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Intitiate planning meetings with City of Clearlake and Lake TV8 to review existing agreements, quality of service and costs to deliver ITV to Clearlake Center service area. Confirm Lake TV8 plan to establish second channel dedicated to educational programming which could expand ITV offerings from 2 days to 5. Negotiate lower annual fees to City of Clearlake, Mediacom and Lake County. Participate in Upstate Broadband Consortium planning to expand	Potential to lower annual contract fees.	DE manager, Clearlake Center Executive Dean	Yes

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**

last mile broadband service to Lake County.

Related Documents:
Broadband Planning Applications Approved for Regional Consortia in 11 Northern Counties.docx
LakeBroadbandHouseholds3.pdf

Recommendation: Improve ITV equipment, facilities and transmission, expand VCI classrooms.

Update, replace and improve facilities and equipment used for transmission of ITV courses delivered via broadcast, cable and webstreaming. Expand VCI classrooms to better service constituents.

High prioity for YC DE accreditation and WCC DE goals.

Year(s) Requested: 2012-2013
2013-2014
2014-2015
Request Date: 02/29/2012
Recommendation Priority: 3. High Priority
Supporting Evidence (SLO, WSCH, etc.): Program description and design plans for 1100 facility, Sutter Center and Colusa County Outreach facility. Faculty program reviews requesting facilities upgrade. YC Student surveys requesting more ITV courses.
College or Location: District Wide

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**
Measure J and state funds allocated for renovation of YC 1100 facility which houses main ITV transmission equipment. Existing ITV classroom will relocate to 1100 facility. Project completion slated for 2014. Clearlake Center renovation includes relocation of antenna to improve reception. Measure J funds for Sutter Center to include ITV downlink to all rooms and one VCI classroom. Slated completion July 2012 Colusa County Outreach Center equipped with ITV downlink to all rooms. Funding to be sought for equipment for VCI classroom. Tests need to be run to determine quality of broadband service to support point to point VCI delivery between WCC and CCOC. **Type:** Equipment/Technology	Measure J and DSA funds to cover majority of expense.	DE manager and staff in collaboration with college leadership as necessary.	Yes

Recommendation: Longterm planning for alternative Distributive Education delivery methods

Research emerging technologies and delivery systems to plan for alternative methods to deliver Distributive Education courses and eLearning content including mobile learning and vodcasting/podcasting using Wimax and other wireless technologies, ipads, ebooks etc.

Year(s) Requested: 2011-2012
2012-2013
2013-2014
2014-2015
Request Date: 02/29/2012
Recommendation Priority: 2. Medium Priority

Plans of Action			
Plan of Action	**Budgetary Impact**	**Timeline/Responsible Party**	**Active**

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Engage DE subcommittee members and the broader campus community in an ongoing review and research regarding the use of emerging technologies to support teaching and learning. Join and participate in local consortiums tasked with advocating and planning for the expansion of broadband service to rural and under served communities. Seek out grants to support acquisition and exploration of technology innovation to support teaching and learning. Conduct student survey to determine technology preferences and engage them in articulating their technology needs.	TBD	Faculty, executive, administrative and student leadership.	Yes