

**FACULTY NEEDS ASSESSMENT APPLICATION**  
**Fall 2015**

Name of Person Submitting Request:		<b>Dr. Kay Weiss, administrative co-chair Online Program Committee Dr. Jack Jackson, faculty co-chair Online Program Committee</b>
Program or Service Area:		<b>College-wide in scope</b>
Division:		<b>NA</b>
Date of Last Program Efficacy:		<b>Since this is a new proposal, there is no previous Program Efficacy</b>
What rating was given?		<b>NA</b>
# of FT faculty	# of Adjuncts	DE offerings in fall, 2014 and spring, 2015 generated load equivalent to 28.75 full-time faculty
Position Requested:		<b>Coordinator of Distance Education</b>
Strategic Initiatives Addressed: (See Appendix A: <a href="http://tinyurl.com/l5oqoxm">http://tinyurl.com/l5oqoxm</a> )		1. Access, 2. Student Success, 3. Commu- nication, Culture, Climate, 4. Effective evaluation and accountability

**1. Provide a rationale for your request.**

This is a proposal to create a position of “Coordinator of Distance Education” at San Bernardino Valley College. The position would be filled with an SBVC faculty member getting reassigned time and/or a stipend. Several factors make this the appropriate time to put forth such a proposal.

Distance Education at SBVC has reached a “tipping point” in 2015. Approximately 245 sections offered in the fall, 2015 semester are coded as some form of Distance Education. DE courses are offered in every division, in 37 different departments, with 95 faculty members teaching those sections. DE enrollments account for 20.3% of the unduplicated head count in the fall, 2015. And the summer, 2015 sessions saw fully 32.54% of unduplicated headcount for the college coming from DE enrollments. Clearly Distance Education now constitutes a major component of the educational offerings at SBVC. (Data source: Tre Glazatov, District TESS Office)

Second, the regulatory environment regarding Distance Education is becoming more complex and is causing greater scrutiny for DE programs across the country. State authorization, student authentication, “Pell running” financial aid scams, and the distinction between correspondence education and distance education are all concerns of the federal Department of Education (DOE) that need to be addressed by SBVC. Furthermore, the Accrediting Commission for Community and Junior Colleges (ACCJC) has, in recent years, been increasingly concerned about the quality of Distance Education programs. The new accrediting standards, beginning in 2016, have specific questions and issues for DE embedded throughout the entire document. ACCJC has a staff member with primary responsibility for DE, and typically assign one or more team members to look primarily at the DE programs of an institution. And several colleges have been cited for not meeting standards because of inadequate controls over a DE program. This increased scrutiny needs to be acknowledged and addressed by SBVC.

Specifically, the ACCJC requires colleges to demonstrate that students taking distance education classes have access to student support programs that are equal to those programs offered for students taking classes on campus. Although given a commendation by the ACCJC for its online learning program, in the future, SBVC must take a more active role in ensuring access to student support services (such as counseling, tutoring, advising) for students enrolled in DE sections. Students' physical time on campus has been reduced as the college has expanded distance learning programs and as students have chosen to take a portion of their course work online. The proposed Coordinator of Distance Education will be challenged to find new ways to provide high-quality student support services to offer students enrolled in DE sections.

Third, the state-wide Online Education Initiative (OEI) is developing quickly and could cause shock waves and bring about major changes across the state in terms of Distance Education. Common rubrics for evaluating online classes, state-mandated certifications for online instructors, required preparatory experiences for students taking online classes, a common Learning Management System and other far-reaching components of the OEI will have some impact on Distance Education at SBVC. Even if it means choosing not to participate, SBVC will have to come to terms with the OEI.

Finally, the commendation of the work of the Online Program Committee by the accrediting team that visited the campus in the fall of 2014 puts DE at SBVC in a positive light and in position to take a leadership role in DE. So the request for a "Coordinator of Distance Education" is not a plea to fix an inadequate or failing program. It is an attempt to preserve the quality of what exists and extend that quality into future Distance Education offerings.

Therefore, because of the size of the DE program, because of the increased scrutiny by the DOE and the ACCJC, because of the massive implications of the OEI, and because the DE program at SBVC is held as a model for the state by the visiting accrediting team, this is the time to make a request to re-imagine and re-institutionalize Distance Education by creating a position of "Coordinator of Distance Education" to be filled with an SBVC faculty person receiving reassigned time and/or a stipend.

**2. Indicate how the content of the latest Program Efficacy Report and current EMP data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)**

Since this is a new request, there is no history with a Program Efficacy Report or EMP data.

**3. Provide updated or additional information you wish the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).**

In recent years, the regulatory environment regarding Distance Education is becoming more complex and is causing greater scrutiny for DE programs across the country. State authorization, student authentication, "Pell running" financial aid scams, and the distinction between correspondence education and distance education are all concerns of the federal Department of Education (DOE) that need to be addressed by SBVC. Furthermore, the Accrediting Commission for Community and Junior Colleges (ACCJC) has, in recent years, been increasingly concerned about the quality of Distance Education programs. In the past, the ACCJC created a separate and lengthy document --"The Guide to Evaluating Correspondence and Distance Education"--to be used when evaluating DE programs. However, the new accreditation standards that will apply in 2016 have incorporated the issues and concerns about Distance Education directly into the standards themselves. The implication of this is that DE is seen not as some-

thing separate, but as an integral part of the accrediting process. In this accrediting cycle, SBVC will have to directly address all the ACCJC concerns about Distance Education. They have a staff member with primary responsibility for DE, and typically assign one or more team members to look primarily at the DE programs of an institution. And several local colleges have been cited for not meeting standards because of deficiencies in or inadequate controls over a DE program. Barstow College, Victor Valley College, and Crafton Hills College have all received “recommendations” from the ACCJC regarding various components of their DE programs over the last two accreditation cycles. This increased scrutiny needs to be acknowledged and addressed by SBVC.

In 2012 and 2014, SBVC submitted “Substantive Change Proposals” to the ACCJC. These are required when 50% or more of a degree or certificate can be completed by taking units delivered in the DE mode. Although SBVC is current and up-to-date on this requirement, the Pharmacy Tech program is seeking DE approval for many of its courses. After the fall of 2015, that program, and possibly others, may trigger the need for another Substantive Change Proposal. These documents are extensive and have required approximately one year to create and pass through the various stages of approval. Such documents can no longer be produced by the Online Program Committee. A Coordinator of Distance Education could monitor the regulatory issues of the DOE and the ACCJC and ensure that SBVC responds appropriately.

Pasted below is an EIS report showing the faculty load generated by DE sections in the fall of 2014 and the spring of 2015.

TermSec	DIV	InstrMethodListSec	#Sec	Units	Cap	EnrBeg	EnrMax	EnrCenTotal	EnrActive	FtesTotal	WSCH	FacLoad	Wsch/FacLd	%Retent
2014FA	VHUM		31	108.0	912	853	919	796	642	97.83	2,935	6.5579999	447.52	81%
	VLRS		5	8.0	170	127	156	124	122	8.38	251	0.611	411.60	98%
	VSCI		1	3.0	30	23	29	28	25	2.80	84	0.2	420.00	89%
	VSOC		70	210.0	2,700	2,478	2,608	2,236	1,818	223.60	6,708	12.6	532.38	81%
	VMTH		34	116.0	1,205	1,157	1,267	1,071	824	127.83	3,835	7.9669999	481.36	77%
2014FA Total			141	445.0	5,017	4,638	4,979	4,255	3,431	460.44	13,813	27.936	494.46	81%
2015SP	VHUM		32	112.0	960	925	968	835	663	101.43	3,043	6.8239999	445.89	79%
	VLRS		3	6.0	100	97	102	89	77	6.85	205	0.439	467.88	87%
	VSCI		3	9.0	100	84	88	69	54	6.90	207	0.6	345.00	78%
	VSOC		71	213.0	2,675	2,477	2,605	2,226	1,841	222.60	6,678	12.8	521.72	83%
	VMTH		40	138.0	1,260	1,215	1,353	1,091	842	130.07	3,902	8.9009999	438.38	77%
2015SP Total			149	478.0	5,095	4,798	5,116	4,310	3,477	467.84	14,035	29.564	474.74	81%
Grand Total			290	923.0	10,112	9,436	10,095	8,565	6,908	928.28	27,848	57.5	484.32	81%

#### 4. What are the consequences of not filling this position?

It will become increasingly difficult to monitor and comply with ACCJC regulations. Ensuring “regular, effective contact” or “regular, substantive interaction” in our DE classes is crucial in distinguishing what happens at SBVC and “correspondence education.” If ACCJC were to decide that our classes are not Distance Education classes and are, in fact, correspondence classes, then federal financial aid would not be available for students taking those classes. For SBVC’s population of students, this would be devastating.

The state-wide Online Education Initiative (OEI) is developing quickly and is causing shock waves and bringing about major changes across the state in terms of Distance Education. Members of the Online Program Committee could monitor and advise the college on this initiative. But the scale of this “Herculean” project at the state level demands that a more focused interaction is necessary. Common rubrics for evaluating online classes, state-mandated certifications for online instructors, required preparatory experiences for students taking online classes, and a common Learning Management System at the state level will have an impact on Distance Education at SBVC. Even if it means choosing not to participate, SBVC will have to come to terms with the OEI. And a Coordinator of Distance Education would be a valuable asset in navigating those uncertain waters.