

## FACULTY NEEDS ASSESSMENT APPLICATION

### Fall 2019

Name of Person Submitting Request:		Dr. Kay Weiss, administrative co-chair Online Program Committee Davena Burns-Peters and Margaret Worsley, faculty co-chairs Online Program Committee
Program or Service Area:		<b>College-wide, cross discipline</b>
Division:		N/A
Date of Last Program Efficacy:		N/A
What rating was given?		N/A
# of FT faculty	# of Adjuncts	Faculty Load ( <b>per semester</b> ): DE offerings in 2018-2019 generated load equivalent to <b>73.18</b> full-time faculty
Position Requested:		Coordinator of Distance Education
Strategic Initiatives Addressed:		1. Access, 2. Student Success, 3. Communication, Culture, Climate, 4. Effective evaluation and accountability
Needs Assessment Resources (includes Strategic Initiatives):		<a href="https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/needs-assessment.php">https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/needs-assessment.php</a>

#### 1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

This is a proposal to create a position of “Coordinator of Distance Education” at San Bernardino Valley College. Distance Education is currently served with 80% re-assigned time for faculty lead (currently split between two faculty). Despite the re-assigned time, there are several factors that have created a demand for additional resource allocation. One factor is the growth of online section offerings, which is at an all-time high. 673 sections were offered in some form of online modality in the academic year 2018-2019. DE course sections are offered across every division and now account for 20.3% of all courses offered. The growth in sections has a direct impact on the need for training and preparation of faculty to teach in the online environment. The regulatory environment related to DE continues to be developing and becomes more complex as time progresses. Most recently changes in Title V have impacted the approach and expectations of faculty training and preparedness. Additionally, the Accrediting Commission for Community and Junior Colleges (ACCJC) continues to be concerned about the quality of DE programs. The new accrediting standards, beginning in 2016, have specific questions and issues for DE embedded throughout the entire document. SBVC needs to be cognizant of the expectations of the ACCJC and be proactive in meeting them. The requirement for SBVC to ensure distance education students have equal access to student support services equal to that of the face-to-face student places an increased burden of time on the DE Faculty Lead position, specifically due to the amount of faculty education and training to be completed. Another factor supporting the need for a DE Coordinator is the participation in the CVC-OEI Consortium. Being a part of the consortium brings many positive tools and resources to the campus, but also brings with it a set of expectations in terms of implementing student success tools, having courses aligned to the Course Design Rubric and badged for quality, as well as others. These expectations require additional time and effort, which includes participation in ongoing meetings, implementation of student success tools and training to meet the overall goals of the consortium. Despite the increased

resources required, SBVC should continue to be supportive of the membership in the consortium as it will ultimately result in increased student success and retention. Ultimately, participation in the consortium assists the campus in meeting their overall goals. Finally, it should be noted that SBVC DE is making progress in many areas, but there is much more work to be done at a much deeper level. The current release time of 80% for a faculty lead is a great commitment but is no longer enough to meet the rising needs of the program.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. *(Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.)*

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

3. Indicate any additional information you want the committee to consider *(for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.)*.

Distance Education and Online Programs is not a passing trend and is here to stay. The continued rise in online course sections, increase in FTEF and increase in enrolled is indicative of the need. SBVC has made efforts to meet the regulatory requirements (Title V, ACCJC, ADA) and meet the demands of student needs, but has not been able to experience any real gains in terms of student success. For many years, student success rates in online courses at SBVC were comparable to the statewide average, however that is no longer the case. The state-wide success rates in online courses has experienced a slow and steady rise, while SBVC remains flat and under the average. The goal of SBVC is to serve their students and meet their needs. We must also attempt support them in a way that allows them the best chance of success. In order to do this, we must recognize the need for increased resources to fully implement the appropriate student success tool, faculty education and training.

In the upcoming accrediting cycle, SBVC will have to directly address all the ACCJC concerns about Distance Education. ACCJC has a staff member with primary responsibility for DE, and typically assigns one or more team members to look primarily at the DE programs of an institution. This increased scrutiny needs to be acknowledged and addressed by SBVC. An EMP was completed for the 2018-2019 academic year.

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

It will become increasingly difficult to monitor and comply with ACCJC and Title V regulations. Ensuring "regular, effective contact" or "regular, substantive interaction" in our DE classes is crucial as it specifically outlined Title V and has recently been clarified. If ACCJC were to decide that our classes are not in compliance as 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. Additionally, faculty will continue to work to improve their courses in silos and limited support, grant opportunities will not be applied for, more stress will be put on the District, the PD coordinator and the DE Faculty Lead Position to fully train all on-line faculty, and we could be in danger of missing important elements for accreditation.

