Measure G Funding – Distance Education

1. Brief description of your program/service. Measure G funding has paid the salary for the Instructional Designer/Distance Education coordinator, who is a faculty member. She also works over the summer on an hourly basis. The role of distance education coordinator is critical to keeping the distance education program in compliance with all of the various rules and regulations surrounding distance education and for keeping various resources, such as the faculty handbook, up-to-date. The role of instructional designer focuses mainly on professional development of faculty using Moodle for any course, but with an emphasis on distance education courses. The instructional designer holds regular workshops and one-on-one training with faculty. The instructional designer also works closely with the district around training for distance education and policies.

2/3. The college is not contractually obligated to provide assistance for the distance education program. However, it is a major area of scrutiny by ACCJC. At our site visit in Oct 2013, the site visitors were impressed with the progress and oversight of our distance education program. The request to move funding for this position to Fund 1 has been included in the annual program plan for distance education and the strategic plan for distance education for the past 2 years.

4. EMP/strategic enrollment – In order to meet our enrollment goals and to continue to provide flexible courses for our students, we will need to continue to grow the distance education program and stay in compliance with the various rules and regulations surrounding distance education.

5. Last summer 32.8% of the enrollment was in distance education courses. During the school year, enrollment in distance education courses continues to grow – reaching 13.4% of the total enrollment at the college – 1,861 total enrollment. Most of the growth in enrollment in distance education has come since the college first hired an instructional designer to work with faculty developing online and hybrid courses.

6. Program serves all of the students at the college. No special populations

7. Main evidence of program success is the increasing demand for online courses. Success and retention are continually tracked for distance education courses. We are doing reasonably well, but there is always room for improvement.

8. NA - Funding from Measure G supports mostly faculty who are teaching online, not the students enrolled in the courses.

9. There is no way around having to fund the position of instructional designer. Loss of this position would halt our growth in distance education and jeopardize our ability to stay in compliance with all of the rules and regulations surrounding DE.

10. None at this time.