

IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW COMPLIANCE FORM AND REQUEST FOR RESOURCES


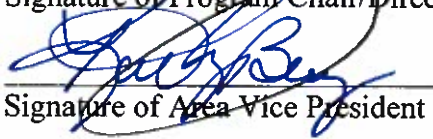
PROGRAM/DEPARTMENT Distance Education

ACADEMIC YR. 2011-2012

- Comprehensive Program Review Annual Assessment Request for Resources (check all that apply)

Please analyze your Program Review data as well as your SLO/SAO assessment findings in order to update to your Comprehensive Program Review report as needed. All changes to area needs and subsequent requests for additional resources must be reported at this time.

If your program is scheduled for a Comprehensive Program Review all forms are to be completed and submitted to the appropriate Dean/VP. If you are completing the annual Program Review Assessment only and have no changes to area needs, sign below and submit this form to appropriate Dean/VP. If your needs have changed as a result of your annual assessment of program review data, please complete the appropriate Request for Resources form(s) and submit to appropriate Dean/VP.

	<u>2 March 2012</u>		
Signature of Program Chair/Director	Date	Signature of Area Dean	Date
	<u>3-5-2012</u>		
Signature of Area Vice President	Date		

Please attach the following documents to this Program Review Compliance form if you are requesting additional resources:

- ✓ Comprehensive Program Review
- ✓ Data Analysis Form
- ✓ SLO/SAO Assessments
- ✓ Request for Resources Forms

Program Name: **DISTANCE EDUCATION**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2008-09, 2009-10, 2010-11

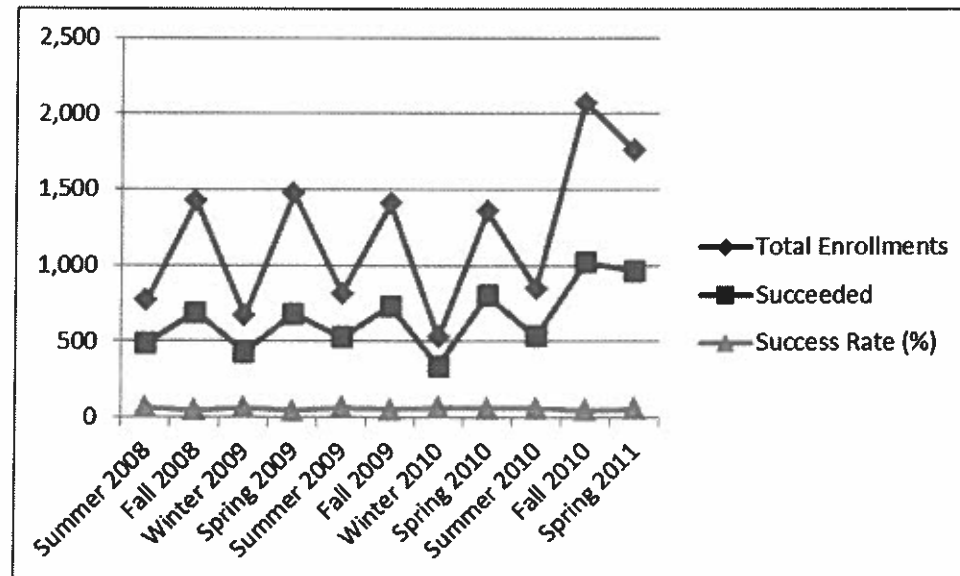
1. List the objectives developed for this program during the last comprehensive program review.

The basic objectives of the Distance Education program throughout the Academic Years 2008-2009, 2009-2010, and 2010-2011 were the following:

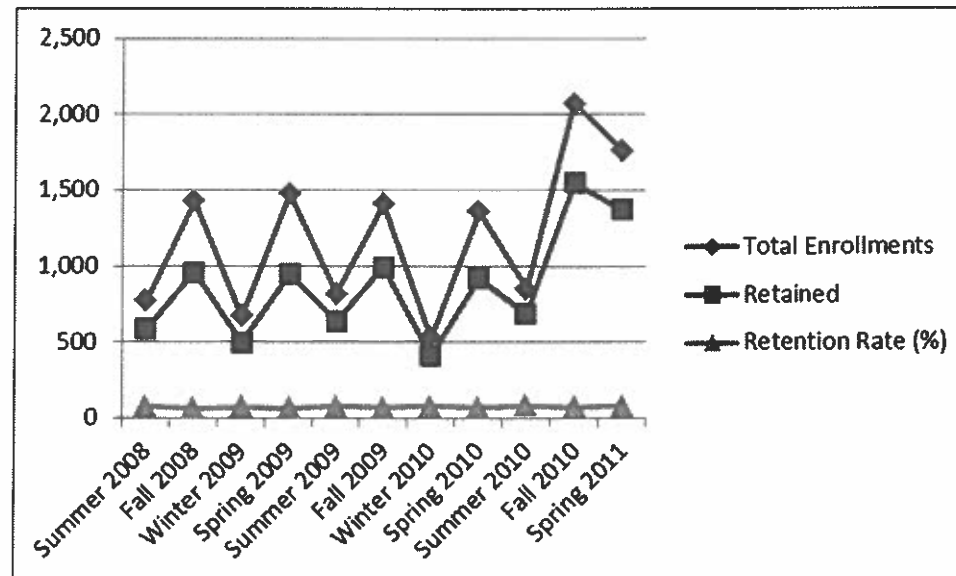
1. Make an effective transition from a Title V grant-sponsored operation to an institutionalized operation funded through the college's General Fund;
2. Grow the Distance Education program through continued training and development of new online courses.
 - a. Work with Divisions and Departments to help facilitate development of new courses and programs,
 - b. Meet the goal of providing a complete General Education experience for students online.
3. Maintain academic rigor in online classes.
 - a. Stress the need for regular evaluation of online courses.
 - b. Provide purposeful training and staff development activities for DE faculty.
4. Address concerns with success and retention rates in online courses.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives.

Imperial Valley College Distance Education: Success Rates 2008-2011			
	Total Enrollments	Succeeded	Success Rate (%)
Summer 2008	767	487	63.49
Fall 2008	1,424	688	48.31
Winter 2009	670	430	64.18
Spring 2009	1,474	683	46.34
Summer 2009	813	528	64.94
Fall 2009	1,405	733	52.17
Winter 2010	527	339	64.33
Spring 2010	1,354	804	59.38
Summer 2010	849	534	62.90
Fall 2010	2,071	1,021	49.30
Spring 2011	1,760	966	54.89



Imperial Valley College Distance Education: Retention 2008-2011			
	Total Enrollments	Retained	Retention Rate (%)
Summer 2008	767	583	76.01
Fall 2008	1,424	957	67.21
Winter 2009	670	496	74.03
Spring 2009	1,474	945	64.11
Summer 2009	813	634	77.98
Fall 2009	1,405	993	70.68
Winter 2010	527	410	77.80
Spring 2010	1,354	919	67.87
Summer 2010	849	684	80.57
Fall 2010	2,071	1,549	74.79
Spring 2011	1,760	1,372	77.95



Success and Retention Rates: Online Courses and Face-to-Face Courses (2007-2011)

Term	Course	Success Rate			Retention Rate		
		Face to Face	Online	Dif.	Face to face	Online	Dif.
200720	AHP100	62.5%	32.0%	30.5%	77.5%	64.0%	13.5%
200810	AHP100	61.5%	54.8%	-6.7%	79.5%	74.2%	-5.3%
200820	AHP100	71.4%	47.5%	24.0%	85.7%	69.5%	16.2%
200910	AHP100	65.2%	53.2%	12.0%	84.8%	72.7%	12.1%
200920	AHP100	63.8%	42.1%	21.7%	82.8%	63.2%	19.6%
201010	AHP100	51.1%	54.8%	3.7%	76.1%	83.3%	7.2%
201020	AHP100	64.6%	67.7%	3.1%	79.7%	81.5%	1.8%
201110	AHP100	62.9%	72.6%	9.7%	80.0%	87.4%	7.4%
201120	AHP100	70.4%	72.0%	1.6%	91.5%	87.8%	-3.7%
200820	AJ100	58.8%	38.7%	20.1%	86.3%	71.0%	15.3%
200910	AJ100	56.2%	55.9%	-0.3%	86.5%	88.2%	1.7%
200920	AJ100	59.8%	58.6%	-1.2%	86.4%	79.3%	-7.1%
201010	AJ100	63.6%	44.4%	19.2%	89.2%	83.3%	-5.9%
201020	AJ100	55.9%	60.0%	4.1%	83.9%	83.3%	-0.6%
201110	AJ100	65.0%	46.9%	18.1%	89.8%	90.6%	0.8%
201120	AJ100	66.4%	55.2%	11.2%	87.7%	89.7%	2.0%
200920	AJ102	53.8%	47.8%	-6.0%	86.2%	87.0%	0.8%
201010	AJ102	67.7%	51.9%	15.8%	84.6%	70.4%	14.2%
201020	AJ102	51.7%	50.0%	-1.7%	80.0%	73.3%	-6.7%
201110	AJ102	55.7%	53.3%	-2.4%	86.9%	80.0%	-6.9%
201120	AJ102	60.9%	71.4%	10.5%	84.1%	85.7%	1.6%

201110	AJ106	86.4%	60.0%	26.4%	95.1%	96.0%	0.9%
201120	AJ106	65.6%	44.0%	21.6%	90.0%	68.0%	22.0%
201020	AJ120	66.7%	48.1%	18.6%	88.4%	77.8%	10.6%
201110	AJ120	87.7%	36.0%	51.7%	94.5%	60.0%	34.5%
201120	AJ120	68.3%	81.0%	12.7%	90.5%	90.5%	0.0%
200820	AMSL100	74.3%	20.0%	54.3%	82.9%	72.0%	10.9%
200820	ART100	81.8%	55.6%	26.3%	90.0%	61.1%	28.9%
200910	ART100	82.3%	55.0%	27.3%	90.3%	72.5%	17.8%
200920	ART100	85.5%	56.2%	29.3%	95.7%	73.0%	22.7%
201010	ART100	90.7%	64.6%	26.1%	100.0%	82.9%	17.1%
201020	ART100	93.4%	71.2%	22.2%	98.7%	91.8%	-6.9%
201110	ART100	88.2%	65.6%	22.6%	98.7%	91.4%	-7.3%
201120	ART100	80.8%	69.4%	11.4%	95.2%	94.1%	-1.1%
200620	ART102	79.3%	61.2%	18.1%	89.7%	61.2%	28.4%
200710	ART102	85.8%	72.2%	13.6%	88.1%	76.4%	11.7%
200720	ART102	74.7%	68.9%	-5.8%	89.5%	75.7%	13.8%
200810	ART102	71.9%	55.3%	16.7%	83.0%	72.4%	10.7%
200820	ART102	85.5%	50.0%	35.5%	94.9%	65.7%	29.2%

200910	ART102	87.0%	79.7%	-7.3%	96.0%	83.8%	12.2%
200920	ART102	76.8%	70.4%	-6.4%	88.4%	88.7%	0.3%
201010	ART102	74.0%	75.3%	1.3%	89.3%	82.8%	-6.5%
201020	ART102	79.5%	71.8%	-7.7%	90.6%	77.6%	13.0%
201110	ART102	82.9%	67.4%	15.5%	95.2%	79.3%	15.9%
201120	ART102	95.6%	81.7%	13.9%	100.0%	91.7%	-8.3%
200910	ART104		63.0%			85.2%	
200920	ART104		60.0%			72.7%	
201010	ART104		56.3%			82.8%	
201020	ART104		54.3%			81.4%	
201110	ART104		49.3%			88.0%	
201120	ART104	74.4%	60.3%	14.1%	95.3%	83.3%	12.0%
200920	BIOL100	77.0%	88.9%	11.9%	89.1%	88.9%	-0.2%
201010	BIOL100	75.7%	60.9%	14.8%	89.1%	82.6%	-6.5%
201020	BIOL100	78.2%	69.2%	-9.0%	89.8%	100.0%	10.2%
201110	BIOL100	86.9%	57.1%	29.8%	92.2%	90.5%	-1.7%
201120	BIOL100	89.2%	82.6%	-6.6%	94.6%	87.0%	-7.6%
201010	BUS132		57.6%			66.7%	
201110	BUS132		59.4%			75.0%	
201020	BUS144		53.1%			62.5%	
201120	BUS144		50.0%			70.0%	
200910	CDEV104	93.1%	80.6%	12.5%	96.6%	91.7%	-4.9%
200920	CDEV104	88.5%	60.9%	27.6%	92.3%	73.9%	18.4%

201010	CDEV104	84.0%	53.8%	30.2%	96.0%	76.9%	19.1%
201020	CDEV104	86.5%	71.0%	15.5%	100.0%	83.9%	16.1%
201110	CDEV104	64.3%	66.0%	1.7%	89.3%	96.0%	6.7%
201120	CDEV104	67.6%	80.0%	12.4%	94.1%	85.7%	-8.4%
200820	CFCS106	87.5%	60.0%	27.5%	87.5%	68.0%	19.5%
200620	CIS050		46.4%			75.0%	
200710	CIS050		81.0%			90.5%	
200720	CIS050		62.5%			89.6%	
200810	CIS050		51.5%			67.6%	
200820	CIS050		76.3%			97.4%	
200910	CIS050		80.6%			90.3%	
200920	CIS050		48.7%			84.6%	
201010	CIS050		55.6%			86.1%	
201020	CIS050		67.7%			96.8%	
201110	CIS050		77.8%			96.3%	
201120	CIS050		70.4%			96.3%	
200620	CIS101	58.8%	44.4%	14.4%	80.2%	62.2%	18.0%
200710	CIS101	53.2%	32.4%	20.9%	75.4%	57.4%	18.1%
200720	CIS101	60.9%	31.5%	29.4%	82.8%	49.3%	33.4%
200810	CIS101	67.3%	52.0%	15.3%	81.0%	62.7%	18.3%
200820	CIS101	57.7%	34.8%	22.8%	80.6%	62.1%	18.5%
200910	CIS101	63.3%	42.7%	20.6%	81.2%	65.9%	15.3%
200920	CIS101	61.5%	41.2%	20.3%	78.0%	58.8%	19.2%
201010	CIS101	61.6%	51.5%	10.1%	84.7%	75.7%	-9.0%

201020	CIS101	65.4%	44.8%	20.6%	84.9%	67.8%	17.1%
201110	CIS101	57.3%	45.1%	12.2%	90.4%	74.5%	15.9%
201120	CIS101	59.9%	39.5%	20.4%	87.9%	76.7%	11.2%
200620	CIS104		29.6%			70.4%	
200720	CIS104		11.1%			55.6%	
200820	CIS104		29.2%			54.2%	
200920	CIS104		36.4%			59.1%	
201120	CIS104		41.4%			72.4%	
201110	CIS120	76.2%	56.7%	19.5%	95.2%	83.3%	11.9%
201120	CIS120	96.0%	69.0%	27.0%	96.0%	89.7%	-6.3%
201110	CIS121	73.9%	34.1%	39.8%	91.3%	88.6%	-2.7%
201120	CIS121	78.9%	53.8%	25.1%	89.5%	88.5%	-1.0%
201110	CIS124	78.7%	70.3%	-8.4%	91.8%	89.2%	-2.6%
201120	CIS124	90.9%	86.8%	-4.1%	92.7%	97.4%	4.7%
201110	CIS125	70.0%	34.1%	35.9%	90.0%	77.3%	12.7%
201120	CIS125	66.7%	63.3%	-3.4%	84.8%	90.0%	5.2%
201110	COUN100	69.9%	40.0%	29.9%	86.3%	80.0%	-6.3%
201120	COUN100	73.8%	45.8%	28.0%	90.2%	75.0%	15.2%
200920	CSI102	33.3%	0.0%	33.3%	66.7%	50.0%	16.7%
201010	CSI102	42.9%	72.7%	29.8%	85.7%	81.8%	-3.9%

201020	CSI102		20.0%			40.0%	
201110	CSI102		50.0%			100.0%	
201120	CSI102		80.0%			100.0%	
201020	CSI120	85.7%	55.6%	30.1%	85.7%	77.8%	-7.9%
201110	CSI120	33.3%	75.0%	41.7%	33.3%	100.0%	66.7%
200620	ENGL088	50.2%	26.1%	24.1%	71.0%	73.9%	2.9%
200710	ENGL088	64.3%	20.0%	44.3%	79.0%	66.7%	12.3%
200610	ENGL089	63.2%	34.6%	28.5%	77.4%	73.1%	-4.3%
200620	ENGL089	52.3%	30.8%	21.5%	74.3%	61.5%	12.7%
200720	ENGL089	50.9%	20.0%	30.9%	71.0%	47.5%	23.5%
200810	ENGL089	53.2%	47.1%	-6.1%	74.1%	82.4%	8.3%
200820	ENGL089	54.7%	31.6%	23.2%	66.8%	60.5%	-6.2%
200910	ENGL089	55.5%	16.4%	39.1%	71.1%	55.7%	15.4%
200920	ENGL089	56.9%	24.6%	32.3%	68.4%	31.6%	36.8%
201110	ENGL089	68.6%	48.1%	20.5%	80.9%	74.1%	-6.8%
201120	ENGL089	55.8%	28.0%	27.8%	81.5%	72.0%	-9.5%
200620	ENGL093	72.8%	33.3%	39.5%	81.0%	33.3%	47.6%
200910	ENGL098	56.5%	35.7%	20.8%	78.7%	67.9%	10.8%
200920	ENGL098	59.6%	48.1%	11.5%	82.5%	74.1%	-8.4%
201010	ENGL098	60.9%	45.2%	-	85.5%	64.5%	-

				15.7%			21.0%
201020	ENGL098	64.6%	40.7%	- 23.9%	77.3%	70.4%	-6.9%
201110	ENGL098	50.3%	37.5%	- 12.8%	73.3%	79.2%	5.9%
201120	ENGL098	61.7%	65.2%	3.5%	82.8%	73.9%	-8.9%
201010	ENGL099	43.4%	45.6%	2.2%	68.3%	54.4%	- 13.9%
201020	ENGL099	45.7%	41.5%	-4.2%	82.5%	52.8%	- 29.7%
201110	ENGL099	40.3%	31.7%	-8.6%	78.9%	63.3%	- 15.6%
201120	ENGL099	72.4%	38.5%	- 33.9%	91.5%	61.5%	- 30.0%
200910	ENGL100	31.3%	33.9%	2.6%	64.4%	49.2%	- 15.2%
200920	ENGL100	30.3%	35.1%	4.8%	55.3%	42.1%	- 13.2%
200620	ENGL101	47.8%	51.5%	3.7%	65.0%	74.2%	9.2%
200710	ENGL101	46.4%	33.3%	- 13.1%	63.1%	60.3%	-2.8%
200720	ENGL101	49.5%	30.2%	- 19.2%	62.2%	53.5%	-8.7%
200810	ENGL101	52.3%	51.3%	-0.9%	64.7%	69.7%	5.0%
200820	ENGL101	41.6%	40.6%	-1.0%	57.0%	59.4%	2.4%
200910	ENGL101	36.7%	44.3%	7.6%	58.2%	70.9%	12.7%
200920	ENGL101	37.4%	38.7%	1.3%	62.1%	58.7%	-3.4%
201010	ENGL101	39.8%	50.0%	10.2%	58.8%	65.4%	6.6%
201020	ENGL101	58.9%	52.7%	-6.2%	71.1%	72.0%	0.9%
201110	ENGL101	54.0%	42.3%	- 11.7%	72.9%	62.2%	- 10.7%
201120	ENGL101	58.8%	44.2%	- 14.6%	73.1%	65.3%	-7.8%
200920	ENGL102	54.3%	33.3%	-	58.7%	52.4%	-6.3%

				21.0%			
201010	ENGL102	64.5%	40.0%	24.5%	90.3%	65.0%	25.3%
201020	ENGL102	57.8%	53.8%	-4.0%	71.1%	76.9%	5.8%
201110	ENGL102	70.7%	52.6%	18.1%	82.9%	73.7%	-9.2%
201120	ENGL102	60.0%	45.5%	14.5%	80.0%	63.6%	16.4%
200720	ENGL111	88.1%	34.8%	53.4%	89.8%	47.8%	42.0%
200810	ENGL111	70.8%	37.5%	33.3%	76.4%	79.2%	2.8%
200820	ENGL111	65.3%	20.0%	45.3%	78.7%	26.7%	52.0%
200910	ENGL111	67.7%	27.3%	40.4%	79.0%	31.8%	47.2%
200920	ENGL111	59.5%	18.8%	40.7%	70.3%	43.8%	26.5%
201010	ENGL111	58.3%	32.0%	26.3%	75.0%	56.0%	19.0%
201020	ENGL111	100.0%	33.3%	66.7%	100.0%	58.3%	41.7%
201110	ENGL111	75.0%	15.8%	59.2%	80.6%	42.1%	38.5%
201120	ENGL111	50.0%	25.9%	24.1%	80.8%	70.4%	10.4%
200720	ENGL201	65.4%	53.8%	11.5%	71.8%	57.7%	14.1%
200810	ENGL201	56.3%	35.7%	20.6%	62.0%	57.1%	-4.8%
200820	ENGL201	56.5%	40.7%	15.8%	65.2%	44.4%	20.8%
200910	ENGL201	59.3%	55.6%	-3.7%	64.4%	61.1%	-3.3%
200920	ENGL201	60.8%	65.0%	4.2%	66.7%	90.0%	23.3%
201010	ENGL201	41.5%	48.1%	6.6%	64.2%	51.9%	12.3%
201020	ENGL201	40.0%	71.4%	31.4%	52.9%	78.6%	25.7%
201110	ENGL201	55.7%	61.5%	5.8%	65.8%	65.4%	-0.4%

201120	ENGL201	51.9%	76.5%	24.6%	69.6%	82.4%	12.8%
200920	ENVS110	62.4%	77.1%	14.7%	87.3%	85.7%	-1.6%
201010	FIRE100		26.0%			64.0%	
201020	FIRE100		23.5%			70.6%	
201110	FIRE100		37.0%			48.1%	
201120	FIRE100		39.3%			75.0%	
201020	FIRE101		35.3%			67.6%	
201110	FIRE101		33.3%			42.4%	
201120	FIRE101		47.1%			79.4%	
201020	FIRE102		46.2%			73.1%	
201110	FIRE102		30.8%			73.1%	
201120	FIRE102		68.0%			100.0%	
201010	FIRE103		44.4%			83.3%	
201020	FIRE103		26.7%			86.7%	
201110	FIRE103		36.4%			90.9%	
201120	FIRE103		57.7%			88.5%	
201010	FIRE104	57.1%	27.8%	29.3%	100.0%	61.1%	38.9%
201020	FIRE104		37.5%			81.3%	
201110	FIRE104		34.6%			76.9%	
201120	FIRE104		43.8%			87.5%	
201010	FIRE108		54.2%			83.3%	
201020	FIRE108		45.5%			72.7%	
201110	FIRE108		40.0%			100.0%	
201120	FIRE108		58.3%			95.8%	

200610	FREN100	37.5%	16.7%	20.8%	56.3%	44.4%	11.8%
200610	FREN110	57.1%	0.0%	57.1%	57.1%	20.0%	37.1%
200620	FREN110	69.2%	60.0%	-9.2%	84.6%	60.0%	24.6%
200920	GEOG108	86.1%	43.9%	42.2%	91.7%	78.0%	13.7%
200720	GEOL110	55.8%	53.8%	-1.9%	72.6%	87.2%	14.5%
200810	GEOL110	68.9%	50.0%	18.9%	85.4%	71.4%	14.0%
200820	GEOL110	63.2%	34.4%	28.8%	85.8%	54.1%	31.8%
200910	GEOL110	60.2%	40.8%	19.4%	86.1%	50.7%	35.4%
200920	GEOL110	76.0%	36.8%	39.2%	91.3%	73.5%	17.8%
201010	GEOL110	81.0%	32.4%	48.6%	96.4%	64.8%	31.6%
201020	GEOL110	73.2%	22.9%	50.3%	91.8%	55.7%	36.1%
201110	GEOL110	53.5%	30.6%	22.9%	83.7%	66.7%	17.0%
201120	GEOL110	52.2%	39.7%	12.5%	88.4%	73.0%	15.4%
200620	HE102	63.0%	55.8%	-7.2%	84.9%	69.2%	15.7%
200710	HE102	73.6%	50.0%	23.6%	88.2%	60.9%	27.3%
200720	HE102	61.8%	44.1%	17.7%	77.9%	58.8%	19.1%
200810	HE102	71.2%	63.9%	-7.3%	84.3%	77.0%	-7.2%
200820	HE102	70.7%	54.9%	15.8%	85.7%	59.2%	26.5%
200910	HE102	77.5%	49.5%	28.0%	89.4%	67.7%	21.7%

200920	HE102	69.6%	53.1%	16.5%	84.4%	61.7%	22.7%
201020	HE102	72.9%	34.6%	38.3%	87.0%	56.4%	30.6%
201120	HE102	81.7%	60.2%	21.5%	93.6%	74.5%	19.1%
200620	HIST120	42.7%	46.2%	3.5%	68.4%	65.4%	-3.0%
200710	HIST120	46.3%	42.9%	-3.4%	72.5%	54.3%	18.2%
200720	HIST120	45.6%	53.3%	7.7%	68.7%	60.0%	-8.7%
200810	HIST120	53.1%	51.4%	-1.7%	71.6%	57.1%	14.4%
200820	HIST120	49.6%	37.9%	11.7%	72.5%	44.8%	27.7%
200910	HIST120	57.4%	40.0%	17.4%	77.2%	54.3%	22.9%
200920	HIST120	53.3%	37.9%	15.4%	74.8%	62.1%	12.7%
201010	HIST120	51.3%	50.0%	-1.3%	72.7%	62.5%	10.2%
201020	HIST120	49.7%	45.8%	-3.9%	73.6%	66.7%	-6.9%
201110	HIST120	55.2%	44.4%	10.8%	81.0%	66.7%	14.3%
201120	HIST120	53.2%	46.0%	-7.2%	81.1%	61.9%	19.2%
200710	HIST121	58.6%	43.3%	15.3%	81.9%	53.3%	28.5%
200720	HIST121	49.1%	44.7%	-4.4%	77.2%	50.0%	27.2%
200810	HIST121	55.2%	48.3%	-6.9%	79.7%	58.6%	21.1%
200820	HIST121	59.8%	54.5%	-5.3%	78.9%	69.7%	-9.3%
200910	HIST121	53.0%	44.8%	-8.2%	74.8%	69.0%	-5.8%
200920	HIST121	49.3%	44.8%	-4.5%	72.0%	53.4%	18.6%
201010	HIST121	56.1%	48.3%	-7.8%	80.2%	62.1%	18.1%
201020	HIST121	54.0%	50.0%	-4.0%	78.5%	63.3%	-

							15.2%
201110	HIST121	57.5%	55.2%	-2.3%	87.4%	72.4%	15.0%
201120	HIST121	50.9%	50.0%	-0.9%	82.1%	70.7%	11.4%
200710	LBRY152		50.0%			58.3%	
200820	LBRY152		62.5%			62.5%	
200620	LBRY156		66.7%			66.7%	
200810	LBRY156		90.9%			90.9%	
200910	LBRY156		69.2%			69.2%	
200610	MATH080	40.6%	22.2%	18.4%	68.7%	44.4%	24.2%
200820	MATH080	41.2%	25.0%	16.2%	64.0%	41.7%	22.4%
200910	MATH080	59.2%	36.0%	23.2%	82.8%	68.0%	14.8%
200920	MATH080	53.0%	36.8%	16.2%	71.3%	73.7%	2.4%
201010	MATH080	57.4%	25.0%	32.4%	83.6%	54.2%	29.4%
201020	MATH080	53.8%	38.5%	15.3%	82.3%	69.2%	13.1%
201110	MATH080	47.5%	34.5%	13.0%	82.8%	55.2%	27.6%
201120	MATH080	50.2%	57.6%	7.4%	85.2%	69.7%	15.5%
200610	MATH090	44.1%	47.5%	3.4%	71.6%	80.0%	8.4%
200620	MATH090	34.6%	5.4%	29.2%	61.9%	13.5%	48.4%
200710	MATH090	36.4%	14.0%	22.4%	68.1%	25.6%	42.5%
200720	MATH090	35.5%	12.9%	22.6%	55.0%	25.8%	29.2%
200810	MATH090	35.0%	16.7%	18.3%	62.6%	23.3%	39.3%

200820	MATH090	34.7%	33.3%	-1.4%	55.3%	33.3%	22.0%
200910	MATH090	41.7%	33.3%	-8.4%	73.1%	47.2%	25.9%
200920	MATH090	33.6%	23.3%	10.3%	65.6%	37.2%	28.4%
201010	MATH090	43.0%	15.6%	27.4%	75.5%	46.9%	28.6%
201020	MATH090	42.9%	35.1%	-7.8%	72.0%	56.8%	15.2%
201110	MATH090	49.0%	30.6%	18.4%	82.8%	52.8%	30.0%
201120	MATH090	43.3%	40.5%	-2.8%	73.8%	56.8%	17.0%
200620	MATH110	72.1%	52.2%	19.9%	90.7%	60.9%	29.8%
200710	MATH110	92.0%	42.9%	49.1%	92.0%	42.9%	49.1%
200720	MATH110	90.0%	51.5%	38.5%	90.0%	57.6%	32.4%
200810	MATH110	64.9%	38.1%	26.8%	91.9%	66.7%	25.2%
200820	MATH110	82.9%	70.0%	12.9%	94.3%	70.0%	24.3%
200910	MATH110	72.2%	55.0%	17.2%	83.3%	90.0%	6.7%
200920	MATH110	67.5%	69.2%	1.7%	95.0%	84.6%	10.4%
201010	MATH110	75.8%	57.1%	18.7%	87.9%	57.1%	30.8%
201020	MATH110	72.2%	48.0%	24.2%	94.4%	72.0%	22.4%
201110	MATH110	75.7%	64.0%	11.7%	97.3%	72.0%	25.3%
201120	MATH110	80.6%	50.0%	30.6%	100.0%	88.5%	11.5%
200920	MATH119	63.8%	40.0%	23.8%	81.0%	56.0%	25.0%
201010	MATH119	51.9%	64.3%	12.4%	75.9%	75.0%	-0.9%

201020	MATH119	67.5%	65.7%	-1.8%	87.3%	71.4%	15.9%
201110	MATH119	56.4%	66.7%	10.3%	80.0%	73.3%	-6.7%
201120	MATH119	69.8%	69.7%	-0.1%	87.7%	81.8%	-5.9%
200620	MATH120	55.2%	19.2%	35.9%	72.5%	42.3%	30.2%
200710	MATH120	49.3%	21.4%	27.8%	63.0%	42.9%	20.1%
200720	MATH120	46.2%	40.9%	-5.3%	61.6%	50.0%	11.6%
200810	MATH120	52.8%	31.6%	21.2%	67.9%	60.5%	-7.4%
200820	MATH120	62.0%	51.4%	10.7%	72.5%	67.6%	-5.0%
200710	MUS102	81.9%	47.1%	34.9%	87.2%	64.7%	22.5%
200720	MUS102	76.5%	36.8%	39.6%	76.5%	52.6%	23.8%
200810	MUS102	75.0%	75.0%	0.0%	90.2%	87.5%	-2.7%
200820	MUS102	83.7%	57.1%	26.6%	90.7%	64.3%	26.4%
200920	MUS102	70.7%	30.0%	40.7%	87.8%	60.0%	27.8%
201010	MUS102	86.5%	43.8%	42.7%	95.8%	75.0%	20.8%
201020	MUS102	85.6%	31.3%	54.3%	93.7%	68.8%	24.9%
201110	MUS102	89.5%	40.0%	49.5%	98.5%	80.0%	18.5%
201120	MUS102	82.9%	35.3%	47.6%	94.3%	76.5%	17.8%
200810	MUS179		100.0%			100.0%	
200910	MUS179		100.0%			100.0%	
200820	PD100	56.3%	57.9%	1.6%	73.6%	78.9%	5.4%
200910	PD100	67.2%	52.2%	-	81.7%	78.3%	-3.4%

				15.0%			
200920	PD100	67.1%	61.9%	-5.2%	77.1%	85.7%	8.6%
201010	PD100	74.1%	43.3%	30.8%	87.5%	80.0%	-7.5%
201020	PD100	62.9%	29.2%	33.7%	80.5%	70.8%	-9.7%
200810	PE100	76.3%	68.2%	-8.1%	83.1%	72.7%	10.4%
200820	PE100	79.4%	55.0%	24.4%	88.9%	61.7%	27.3%
200910	PE100	79.9%	51.1%	28.8%	87.4%	69.6%	17.8%
200920	PE100	82.0%	50.7%	31.3%	91.2%	56.2%	35.0%
201010	PE100	86.4%	58.1%	28.3%	92.9%	68.6%	24.3%
201020	PE100	86.1%	65.8%	20.3%	93.2%	86.3%	-6.9%
201110	PE100	81.9%	56.2%	25.7%	93.6%	76.7%	16.9%
201120	PE100	87.5%	71.4%	16.1%	93.8%	76.6%	17.2%
200910	PE102	88.9%	65.4%	23.5%	88.9%	69.2%	19.7%
200920	PE102	96.2%	65.7%	30.5%	96.2%	74.3%	21.9%
201010	PE102	89.7%	50.0%	39.7%	89.7%	73.3%	16.4%
201020	PE102	93.9%	87.0%	-6.9%	93.9%	95.7%	1.8%
201110	PE102	94.3%	82.1%	12.2%	97.1%	82.1%	15.0%
201120	PE102	82.9%	75.0%	-7.9%	88.6%	79.2%	-9.4%
200920	PE210		33.3%			50.0%	
201020	PE210		51.7%			79.3%	
201120	PE210		44.0%			68.0%	

201110	PHIL100	33.9%	19.4%	14.5%	71.4%	69.4%	-2.0%
201020	PHIL106	69.4%	50.0%	19.4%	75.0%	59.1%	15.9%
201110	PHIL106	80.0%	64.3%	15.7%	90.0%	78.6%	11.4%
201120	PHIL106	82.1%	52.0%	30.1%	92.9%	64.0%	28.9%
200810	POLS102	59.6%	54.4%	-5.1%	86.7%	73.3%	13.4%
200820	POLS102	61.8%	50.7%	11.1%	81.4%	62.0%	19.4%
200910	POLS102	63.7%	41.6%	22.1%	86.0%	58.4%	27.6%
200920	POLS102	60.9%	51.9%	-9.0%	85.2%	72.7%	12.5%
201010	POLS102	64.0%	61.4%	-2.6%	88.7%	75.9%	12.8%
201020	POLS102	55.1%	45.0%	10.1%	80.1%	67.5%	12.6%
201110	POLS102	61.8%	61.1%	-0.7%	87.0%	81.9%	-5.1%
201120	POLS102	59.7%	56.3%	-3.4%	85.5%	70.3%	15.2%
200910	PSY104	88.9%	65.0%	23.9%	88.9%	80.0%	-8.9%
200920	PSY104	70.0%	42.9%	27.1%	100.0%	71.4%	28.6%
201010	PSY104	100.0%	75.0%	25.0%	100.0%	87.5%	12.5%
200820	PSY106	70.6%	68.0%	-2.6%	94.1%	72.0%	22.1%
201020	RELS100	45.8%	54.8%	9.0%	62.5%	58.1%	-4.4%
201110	RELS100	43.6%	38.7%	-4.9%	82.1%	77.4%	-4.7%
201120	RELS100	72.5%	44.1%	28.4%	85.0%	58.8%	26.2%

200920	SPAN100	58.2%	30.4%	27.8%	84.8%	60.9%	23.9%
201020	SPAN100	57.7%	57.1%	-0.6%	85.6%	71.4%	14.2%
201110	SPAN100	61.7%	57.9%	-3.8%	82.5%	78.9%	-3.6%
201120	SPAN100	66.4%	57.9%	-8.5%	84.5%	73.7%	10.8%
200620	SPAN110	63.3%	13.0%	50.3%	75.0%	21.7%	53.3%
200820	SPAN110	85.2%	37.5%	47.7%	90.2%	58.3%	31.8%
200920	SPAN110	65.3%	14.3%	51.0%	93.9%	19.0%	74.9%
201010	SPAN110	51.4%	23.8%	27.6%	77.1%	38.1%	39.0%
201110	SPAN110	74.5%	57.1%	17.4%	90.2%	78.6%	11.6%
200720	SPAN200	68.8%	37.5%	31.3%	81.3%	45.8%	35.4%
200810	SPAN200	76.9%	50.0%	26.9%	92.3%	70.0%	22.3%
200820	SPAN200	69.2%	47.6%	21.6%	73.1%	57.1%	15.9%
200910	SPAN200	86.7%	33.3%	53.4%	96.7%	55.6%	41.1%
200920	SPAN200	61.9%	38.5%	23.4%	71.4%	57.7%	13.7%
201020	SPAN200	66.7%	44.4%	22.3%	83.3%	63.0%	20.3%
201110	SPAN200	75.8%	54.2%	21.6%	97.0%	66.7%	30.3%
201120	SPAN200	64.0%	30.0%	34.0%	88.0%	50.0%	38.0%
200720	SPAN220	58.1%	56.5%	-1.6%	71.8%	65.2%	-6.6%
200810	SPAN220	62.9%	35.7%	27.2%	81.6%	67.9%	13.8%

200820	SPAN220	52.7%	39.3%	13.4%	71.3%	42.9%	28.4%
200910	SPAN220	64.9%	48.1%	16.8%	81.6%	70.4%	11.2%
200920	SPAN220	63.3%	66.7%	3.4%	77.0%	70.4%	-6.6%
201010	SPAN220	64.2%	62.2%	-2.0%	84.7%	91.9%	7.2%
201020	SPAN220	62.7%	53.6%	-9.1%	80.6%	75.0%	-5.6%
201110	SPAN220	64.6%	44.4%	20.2%	90.2%	77.8%	12.4%
201120	SPAN220	61.7%	48.7%	13.0%	87.1%	69.2%	17.9%
200910	SPCH100	79.4%	38.9%	40.5%	88.8%	66.7%	22.1%
200920	SPCH100	72.9%	39.5%	33.4%	84.1%	69.8%	14.3%
201010	SPCH100	81.1%	55.0%	26.1%	86.7%	66.7%	20.0%
201020	SPCH100	80.5%	65.9%	14.6%	89.6%	68.3%	21.3%
201110	SPCH100	86.3%	46.7%	39.6%	92.5%	66.7%	25.8%
201120	SPCH100	74.9%	50.0%	24.9%	87.2%	62.0%	25.2%

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any. List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

Student Learning Outcomes are built in to every course outline among all the disciplines offering courses through the Distance Education program at Imperial Valley College. In the Spring of 2012, for example, 40 different instructors offered 66 sections online (either fully online or as hybrid courses). The Divisions and Departments are responsible for adhering to the expectations of continual assessment, gathering and evaluating data. The Distance Education program attempts to influence positive developments in online courses—particularly success and retention rates—but does not become involved in the SLOs, directly. Fundamentally, the online instructors engage at this level, with SLOs. However, the Distance Education program embraces a number of Program Level Objectives.

Presently, the Distance Education program does not have any full-time employees. An English professor, who once served the college as the original “Academic Technology Coordinator” in 1999-2000, is granted six hours of reassigned time to serve as the Distance Education Coordinator. And another faculty member, the Instructional Media Designer, teaches in the Business Department for half his basic load and spends the other half working for the Distance Education Program. In terms of a “basic load” of 15 units at IVC, these two faculty members’ combined assignment to Distance Education is 13.5 units. The Distance Education program is now institutionalized; however, it began as a six-year multi-million-dollar Title V grant program.

The final ACCESO report—the “2009 Annual Performance Report”—detailed a number accomplishments that laid the groundwork for current Program Level Objectives. These accomplishments were presented as “Activity Objectives,” and included the following objectives and evidence of completion:

- a. By Fall 2009, there will be a 15% increase of Hispanic, minority, and low-income students over the 2003-2004 baseline. (Evidence of Completion: The baseline for 2003-2004 is 5,510 Hispanic, minority, and low-income students. In Fall 2009, the number is 6,518, which is an increase of 18%.)
- b. By Fall 2009, there will be a 10% increase in student retention rates within a semester compared to 2003-2004 baseline. (Evidence of Completion: The rate of students from Fall 2003 to Spring 2004 was 55.7%. From Fall 2008 to Spring 2009, the rate was 71.3%, which is a 28% increase over 2003-2004.)
- c. By Fall 2009, the percentage of Limited English Proficient students successfully transitioning to college-level coursework will have increased by 15% over 2003-2004. (Evidence of Completion: Limited English Proficient students successfully transitioning to college-level coursework in 2003-2004 was 16.4%. In 2008-2009, the rate was 26.4%, an increase of 61.0%.)

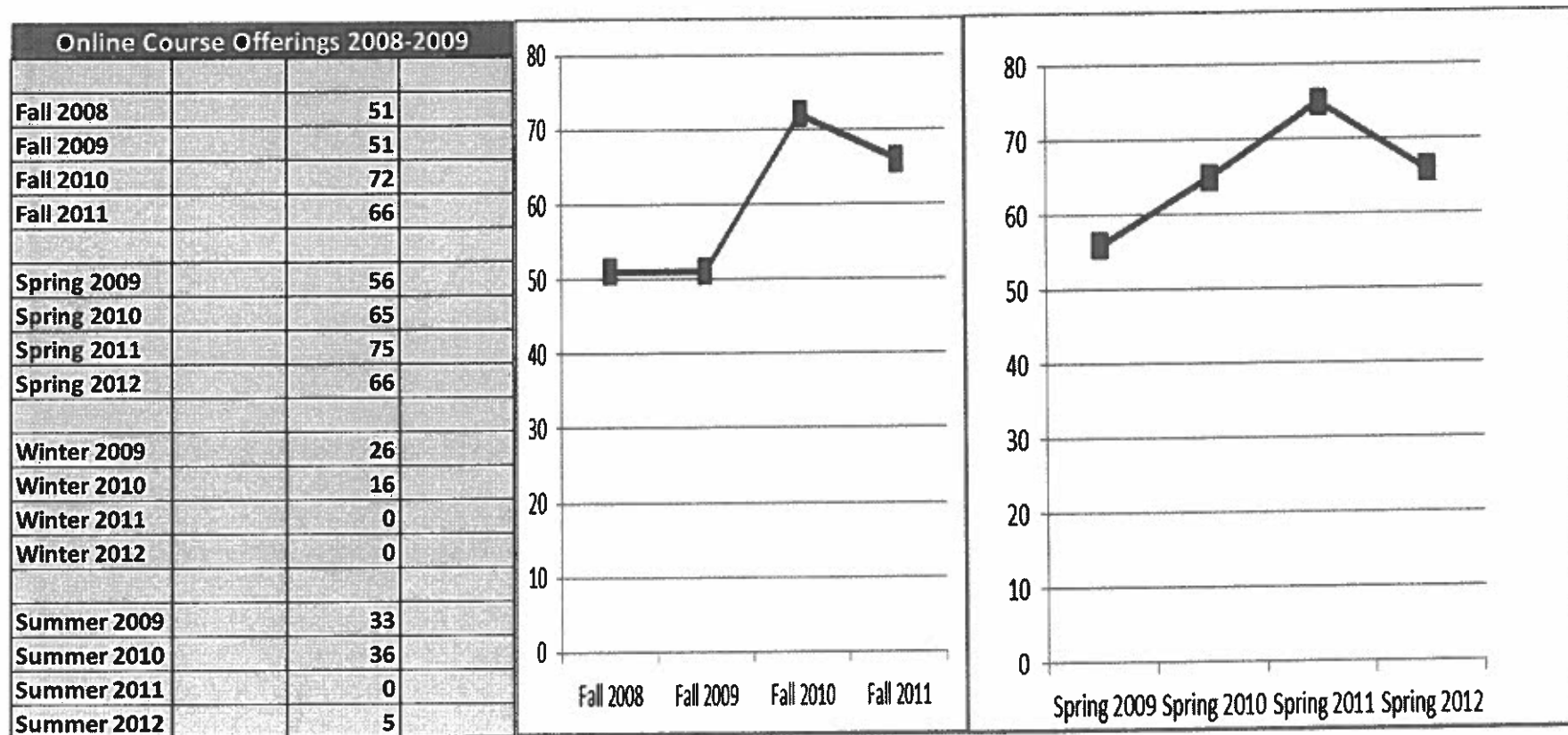
Clearly, the Activity Objectives established by the ACCESO project were met quite successfully, as the evidence reveals. However, following the final ACCESO report, the Distance Education picture at IVC changed significantly. First of all, the Distance Education program no longer enjoyed the bountiful resources and support provided by the Title V grant. At one point, the ACCESO program staff was quite large, including a Project Director, an Institutional Researcher, a full-time Instructional Media Designer, a full-time counselor, a full-time clerical staff, and a number of faculty serving as trainers. Funds were also available for providing hardware, software, and regular training sessions. Now, two faculty members are allotted a combined 13.5 units of reassigned time to carry on where ACCESO left off.

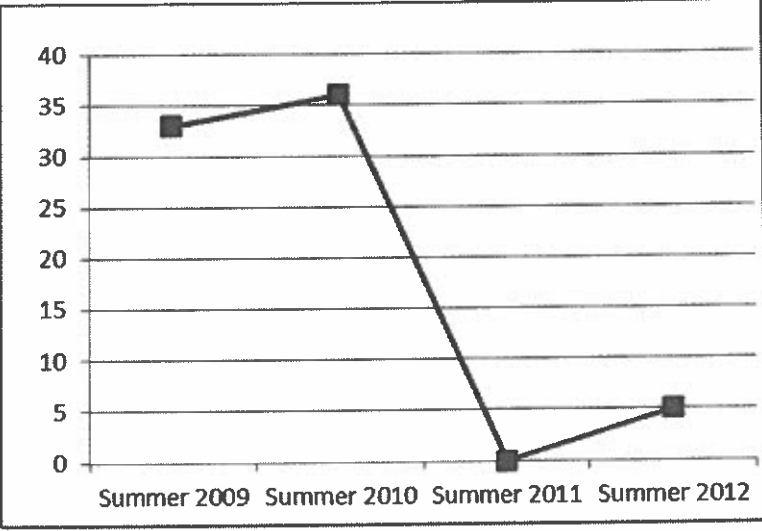
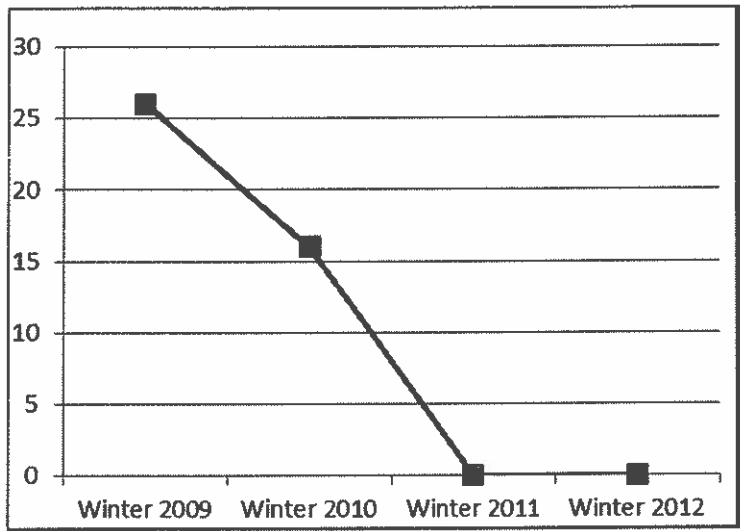
Fortunately, Imperial Valley College was awarded a three-million-dollar grant in October 2011 to provide for the development of a comprehensive faculty training program that will focus on innovative approaches to teaching. This new Title V ATLAS grant provides for continued technology training at IVC, but it does not connect directly to the current Distance Education program. ATLAS sponsored a workshop in the winter of 2011-2012 which allowed the Distance Education faculty to provide training for faculty using the Etudes Course Management System, but for the most part the Distance Education program now is limited to the tight constraints of its budget provided from the General Fund.

Accordingly, the Distance Education program has modified its “activity objectives” and is moving forward along these new lines (as described at the beginning of this document). These new objectives can be translated into three straightforward Program Level Objectives, accordingly:

1. Grow the number of Distance Education courses and trained faculty.
2. Increase the number of online course evaluations and grow the number of DE training activities.
3. Increase the success and retention percentages in online and hybrid classes.

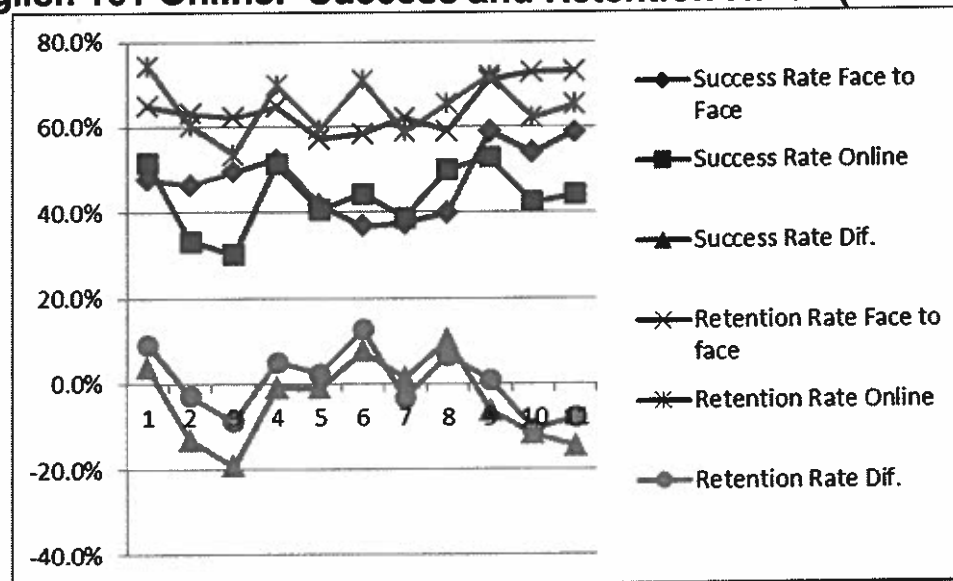
TOTAL NUMBER OF ONLINE COURSES OFFERED: Fall 2008-Summer 2012



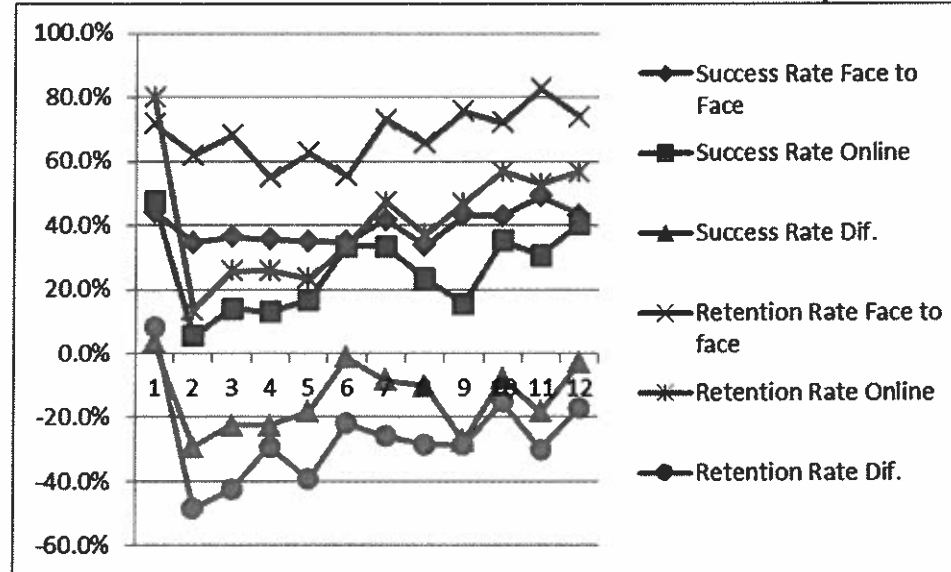


4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

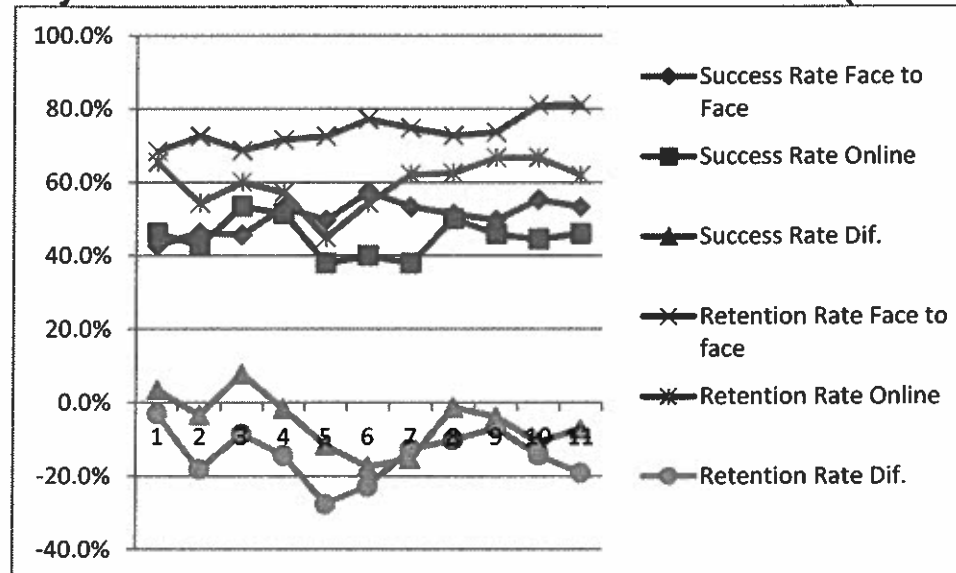
English 101 Online: Success and Retention Rates (2008-2011)



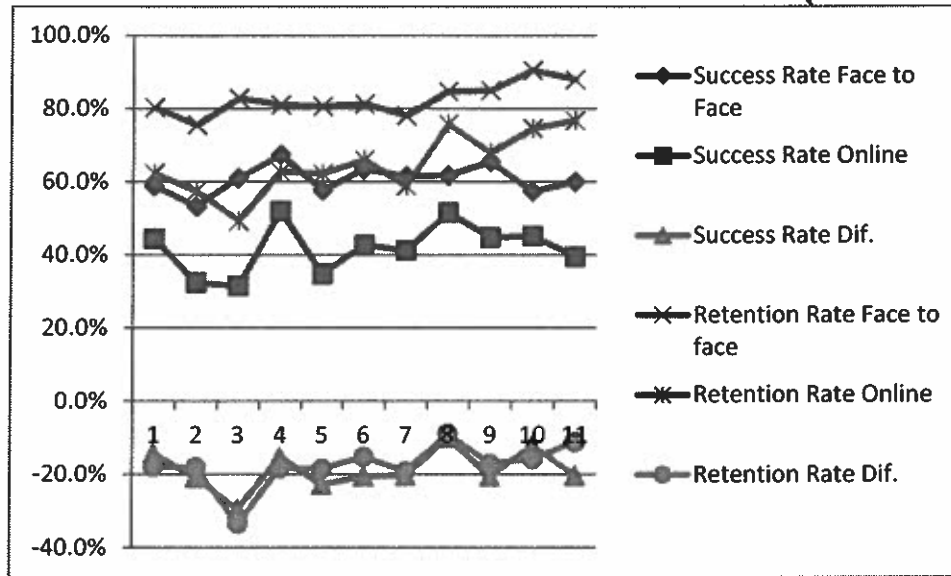
Math 090 Online: Success and Retention Rates (2006-2011)



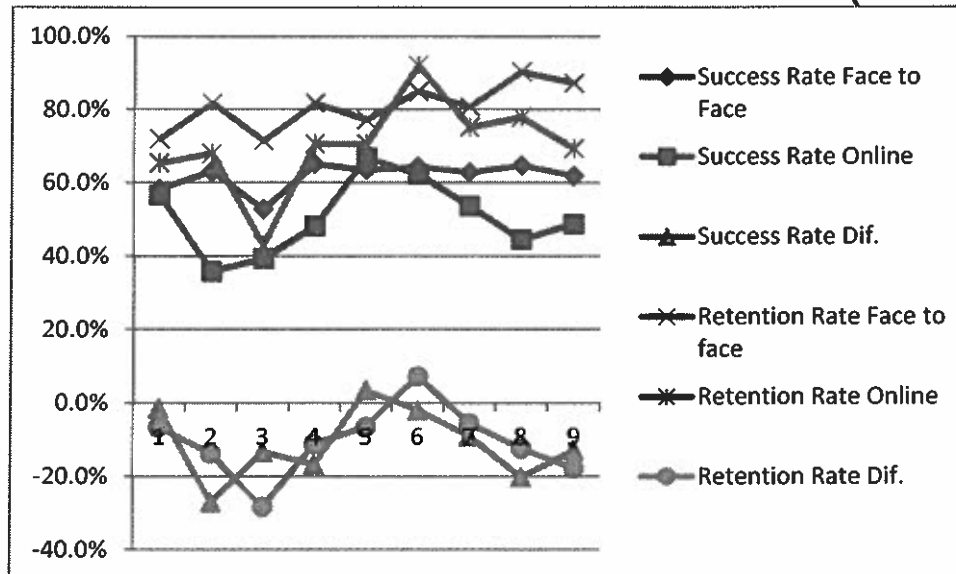
History 120 Online: Success and Retention Rates (2006-2011)



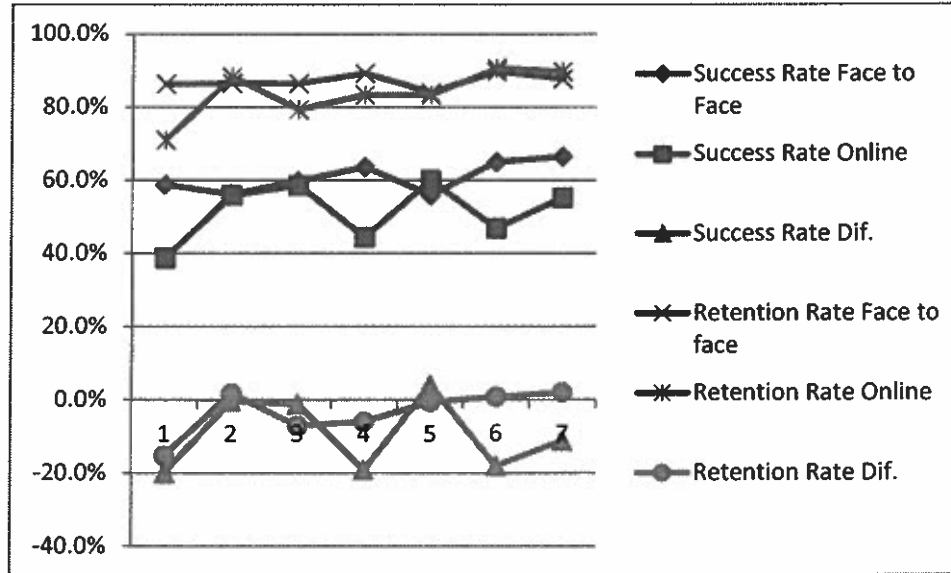
CIS 101 Online: Success and Retention Rates (2006-2011)



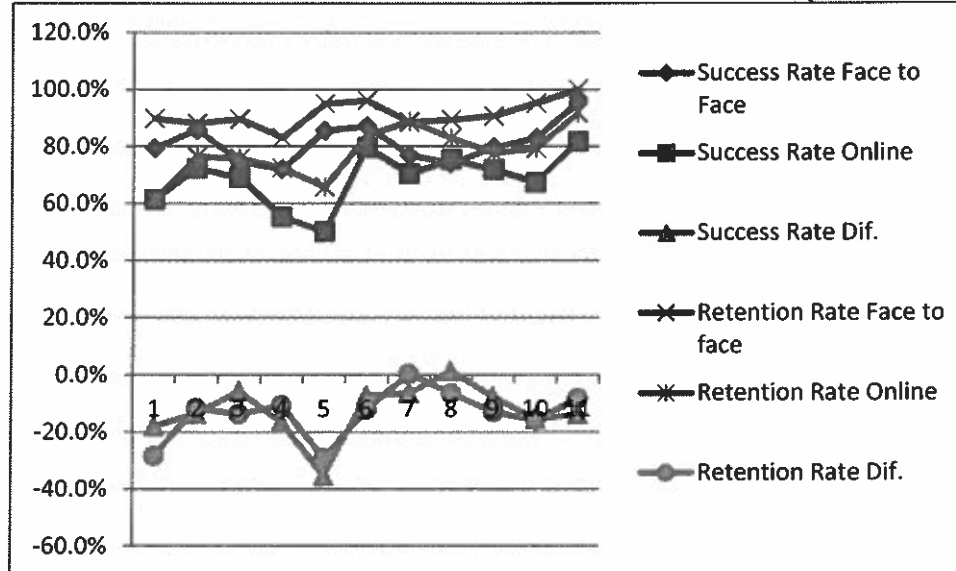
Spanish 220 Online: Success and Retention Rates (2007-2011)



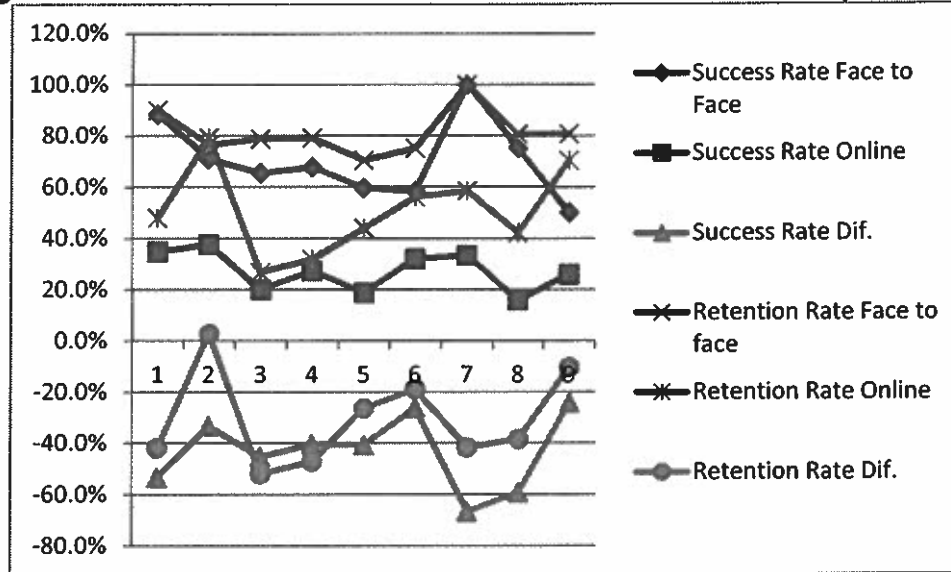
Administration of Justice 100 Online: Success and Retention Rates (2008-2011)



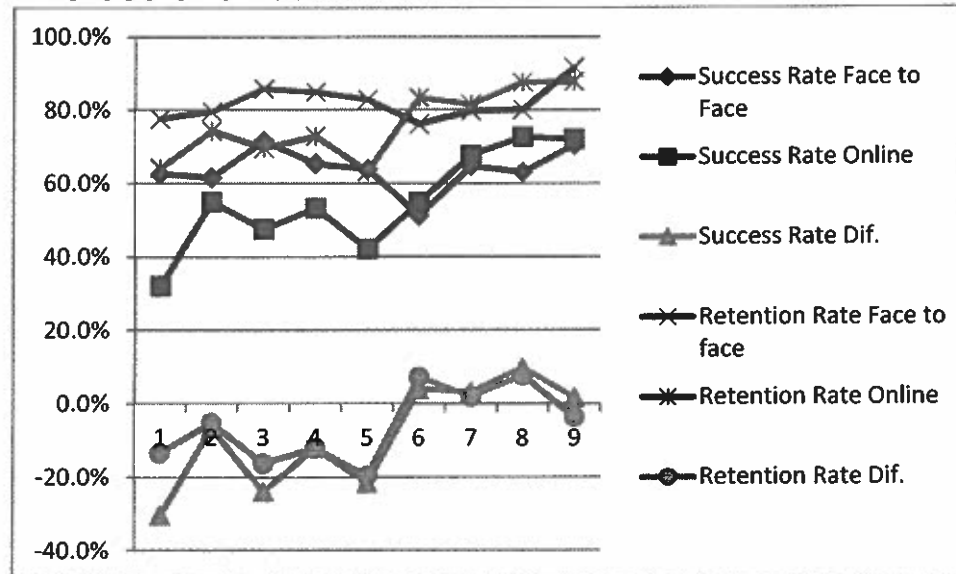
Art 102 Online: Success and Retention Rates (2006-2011)



English 111 Online: Success and Retention Rates (2007-2011)



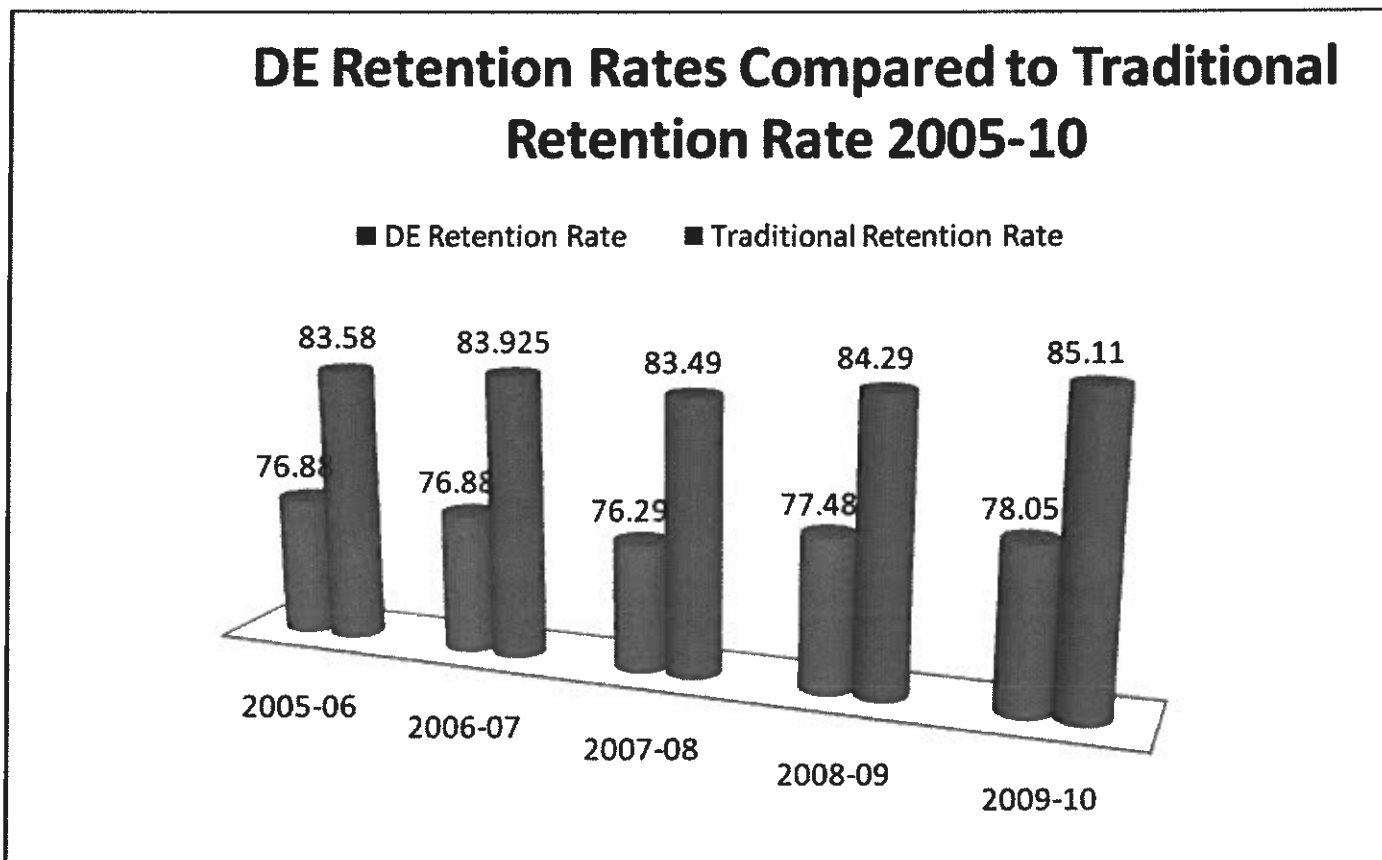
Allied Health Professions 100 Online: Success and Retention Rates (2007-2011)



In April 2011, the California Community Colleges Chancellor's Office released a lengthy Distance Education Report. This report included data on success and retention rates that will serve as a point of comparison for those same rates at Imperial Valley College. The following table is adapted from data that appears on page 24 of the Chancellor's Office DE report:

Credit Distance Education Sessions					
Student Outcome	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Completed	339,541	392,145	500,142	649,997	696,088
Not Completed	289,005	346,551	425,762	525,136	5,247,233
Total	608,546	738,696	925,904	1,175,133	1,220,811
Success Rate	53%	53%	54%	55%	57%
Credit Traditional Education Sessions					
Student Outcome	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Completed	5,390,916	5,469,554	5,725,712	6,208,474	6,264,182
Not Completed	3,024,343	2,963,846	3,023,945	3,105,924	3,024,017
Total	8,415,259	8,433,400	8,749,657	9,314,398	9,288,199
Success Rate	64%	65%	65%	67%	67%

For the most part, there is a consistent 10% differential between online courses and face-to-face courses over a stretch of five academic years. A similar differential (<10%) exists in the comparison of retention rates between online and face-to-face courses, system-wide, as seen in the following graphic (from page 30 of the Chancellor's report):



As a point of reference, data from other Region X community colleges, in comparison, can help place IVC's numbers in perspective. Here are tables extracted from the San Diego Community College District's report, "Success and Retention Rates of Online Students: 2006/07 to 2010/11." These tables present online course success and retention rates for the three colleges in the district: City College, Mesa College, and Miramar College:

Table 1. Overall City College Online Success Rates

	2006-07	2007-08	2008-09	2009-10	2010-11	% Change 2006-11	College Average 2006-11	All Colleges Average 2006-11
Average	50%	50%	50%	52%	50%	0%	50%	55%

Source: SDCCD Information System

Table 2. Overall City College Online Retention Rates

	2006-07	2007-08	2008-09	2009-10	2010-11	% Change 2006-11	College Average 2006-11	All Colleges Average 2006-11
Average	71%	72%	75%	77%	78%	7%	75%	77%

Source: SDCCD Information System

Table 7. Overall Mesa College Online Success Rates

	2006-07	2007-08	2008-09	2009-10	2010-11	% Change 2006-11	College Average 2006-11	All Colleges Average 2006-11
Average	54%	53%	58%	58%	55%	1%	56%	55%

Source: SDCCD Information System

Table 8. Overall Mesa College Online Retention Rates

	2006-07	2007-08	2008-09	2009-10	2010-11	% Change 2006-11	College Average 2006-11	All Colleges Average 2006-11
Average	76%	76%	78%	80%	80%	4%	78%	77%

Source: SDCCD Information System

Table 13. Overall Miramar College Online Success Rates

	2006-07	2007-08	2008-09	2009-10	2010-11	% Change 2006-11	College Average 2006-11	All Colleges Average 2006-11
Average	57%	58%	61%	61%	58%	0%	59%	55%

Source: SDCCD Information System

Table 14. Overall Miramar College Online Retention Rates

	2006-07	2007-08	2008-09	2009-10	2010-11	% Change 2006-11	College Average 2006-11	All Colleges Average 2006-11
Average	75%	75%	79%	82%	81%	6%	79%	77%

Source: SDCCD Information System

In general terms, the data for the past five years from Imperial Valley College tends to line up with state-level data and with data from the San Diego Community College District. In some aspects, IVC is doing better. In Winter and Summer sessions, for example, the success rates in online classes at IVC are 10% higher, or more, than the state averages. IVC also has better success rates, over the five-year period, than those at City College. And in other aspects, IVC is right in line with the state numbers, particularly with reference to the past five years of retention data. IVC's retention numbers for online courses practically mirror the retention pattern for the entire state.

The numbers make two points clear. First, IVC's success and retention rates are not dangerously out-of-line when compared to the entire state or when contrasted against the numbers from other Region X schools. However, the success and retention numbers are still lower than the same numbers for traditional (face-to-face) courses.

Other patterns are available through an analysis of IVC's full range of online courses. Some classes, such as AHP 100 and MATH 090, show a steady increase in success and retention rates, year after year. Other classes present varying patterns, rising and falling throughout the past five years. Part of this variation is due to the differences between the 16-week spring and fall semester versus the shorter 5- and 6-week winter and summer sessions (where the numbers are markedly higher in the shorter sessions).

The main point, however, is that there exists plenty of room for improvement. Online course success and retention rates at IVC need to be improved.

An excellent study was presented in the fall of 2011 at the annual Strengthening Student Success conference. Dr. Ray Kaupp, the Director of Workforce Development 2.0 at Cabrillo College, offered his research results and recommendations under the title, "The Gap between Latino and White Student Achievement in Online Classes." He analyzed data from more than 200,000 California community-college students. His conclusions are particularly relevant for Imperial Valley College and can help direct future data-gathering and data-analysis efforts, not to mention program-improvement efforts. According to Dr. Kaupp, "There was an online penalty that varied based on ethnicity, gender, goal, and type of class." Additionally, he stated, "Because the online penalty was more severe for Latinos, online classes exacerbated the achievement gap."

Dr. Kaupp's concluding recommendations can serve as guides for future efforts toward improvement of the Distance Education program at Imperial Valley College. Kaupp declares: "Institutions must reframe program evaluation questions to explore equity implications." Here, he means that colleges must not focus on characteristics among students that make them fail, but rather, "What is it about our program that isn't working for these students?" He added that colleges also need to focus on improving "online instructor quality." And Kaupp also suggested that "online classes should be part of an integrated program."

The insights shared by Dr. Kaupp, as a result of his extensive evaluation of statewide data, need to be embraced at Imperial Valley College. All approaches toward program improvement at IVC need to be connected to these current and relevant research-driven conclusions.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2011

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

As indicated earlier in this report, the present Distance Education program is an incarnation of the multi-million-dollar grant-funded ACESSO project. Presently, there are two faculty members who comprise the Distance Education program, both of whom serve on a part-time basis. The Distance Education Coordinator is a teaching faculty member who receives six hours of reassigned time to serve as the DE Coordinator. The Instructional Media Designer is another teaching faculty member who is obligated to devote 50% of his time to the DE program. Together, these two individuals represent 13.5 units of a 15-unit basic load. In other words, the entire DE program warrants less than one full-time position.

The budget for the last year of ACESSO was over \$704,000. The current budget for the Distance Education program (not including salary and benefits for the Instructional Media Designer) is less than \$82,000. More than \$76,000 of that \$82,000 is designated for licensing and maintenance for the Etudes Course Management System and for the MediaSite server (used to store and stream instructors' instructional videos).

This year (2010-2011), the total student enrollment in online classes is 4,680. In the both the fall and spring semesters of this year, IVC has offered 66 online sections each semester (total 132 for the year), taught by 40 instructors (32 full-time—to include one counselor—and 8 part-time). The 132 total sections represent 98 unique classes in 22 separate disciplines. (And at present, the college employs 98 full-time teaching faculty.)

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

For many years, Imperial County has led the state in unemployment statistics, and frequently Imperial County finds itself rated as the poorest county in the state (most always in the top three poorest counties). At the same time, tuition costs are rising, and college students find it increasingly more difficult to pursue or continue pursuing a college career.

At the same time, online courses are becoming more and more common. Technology has transformed the instructional landscape, and online classes are accepted as part of the way colleges do business. Students who transfer from IVC to four-year colleges and universities will find themselves immersed in technology, and IVC has an obligation to do its part in providing students requisite technological experiences (to include online courses) to prepare students for the exigencies of 21st-century education.

3. List any significant issues or problems that the program is immediately facing.

Due to the continuing California state budget crisis, a hiring freeze has been implemented at Imperial Valley College. Money is tight. Accordingly, creativity is needed if the Distance Education program wishes to grow and expand to meet the continuing demands of the IVC service-area.

Presently, the Distance Education program sees the need to devote more time and energy to the evaluation of online courses. During the ACCESSO years, new classes were created regularly, and regular training sessions were provided for DE faculty. Now that the college has built a strong foundation of online courses, more attention needs to be investing in the evaluation of these courses, most of which have never been formally evaluated by an administrator.

IVC, at the moment, is in a transition mode. The college is searching for a full-time president, and the term of the current interim president will end at the conclusion of this academic year (June 2011). The instructional organization on the campus is also under scrutiny, and plans for reorganization are imminent. Therefore, some degree of doubt exists with regard to the future of the Distance Education program. That is, will it remain under the aegis of Learning Services, or will it be moved over to the Instruction Office?

C. FUTURE: Program Objectives for the Next Three Academic Years: 2011-12, 2012-13, 2013-14

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Again, the four program objectives for the Distance Education program are:

- a. Make an effective transition from the Title V grant-sponsored ACCESSO program.
- b. Grow the program through continued training and development of new classes.
- c. Maintain academic rigor in all online classes.
- d. Improve success and retention rates in all online classes.

The first goal needs to be achieved by the end of the 2012-2013 academic year. Once the Distance Education program becomes directly accountable to the vice-President of Learning Services, then the transition from the grant-funded program will be complete. At the point, the DE program can leverage the power of the Instruction Office in accomplishing the remaining objectives, b. through d.

The second goal is attainable, even in the face of the severe budget constraints facing the college. At least two new online courses can be created each year, for the next three years. And at least two new online instructors can be trained each year, for the next three years. (And training in using a course management system needs to be provided for all faculty, even if some of those instructors do not intend to teach online or hybrid classes. The current technology vision for IVC includes the utilization of centralized thin-client system extended across campus in a universal smart-classroom system. All instructors will need to upgrade their skills with technology, as a result.)

As courses are developed and new instructors trained, the third goal can also be addressed. The DE Coordinator needs to continue his efforts to work more directly with the Vice-President of Academic Services and all the Instructional Deans to ensure courses are evaluated on a regular basis. At least 10 courses need to be evaluated each semester until all existing courses have been evaluated within the next three academic years. Training for Deans in the evaluation of online courses will also be provided. And the DE program needs to work with the leadership of the teachers' union (CTA) in developing an updated course observation form. Concurrently, the DE program needs to be creative in providing regular training for DE faculty. The Instructional Media Designer offers Etudes 101 each semester, providing free training for new DE faculty. But additional follow-up training needs to be provided, also. Some training can be offered through a partnership with the ATLAS grant. But most of the training should be provided directly through the auspices of the DE program.

The final goal will be addressed, to some extent, as the preceding three goals are tended to. Nonetheless, the DE program should develop focused strategies to increase success and retention rates in online classes. These rates should increase by 5% above the current baseline rates by the end of the academic year 2013-2014.

Concluding statement:

During his presentation at the Strengthening Student Success conference in the fall of 2011, Dr. Ray Kaupp addressed the issue of success and retention rates in online classes. At the beginning of his presentation, he acknowledged that the success and retention rates of online classes are much lower, state-wide, than the rates in traditional courses. To his way of thinking, this was doubly disappointing. First, because ideally there should be no significant difference in these rate between the differing modalities—online or face-to-face. But more significantly, he believed that these rates should be *higher* in the online classes! He believes enthusiastically that the power of technology, harnessed effectively to drive online instruction, should result in a significantly more effectively learning environment in the online courses. The Distance Education program at Imperial Valley College will strive to make Dr. Kaupp's words a reality.