

WEST HILLS COMMUNITY COLLEGE DISTRICT



Distance Education Strategic Plan September 2009-2012

**The Eaton Cummings Group
Kathleen E. Guy, Ph.D., CFRE
William M. Craft, Ed.D., CFRE**

West Hills Community College District

Distance Education Strategic Plan

1. Introduction

The West Hills Community College District Distance Education has grown dramatically in numbers of individual students, FTEs and in the range of courses, programs and services offered. Rather than continuing to adapt to growth as it emerges, the West Hills Community College District is taking steps to analyze, anticipate, and manage the evolution of WHCCD-Distance Education to ensure the maximum benefit to students, the regional community, and the most beneficial return on investment.

In order to ensure broad-based campus involvement in shaping the future for WHCCD-Distance Education (WHCCD-DE), the District participated in accelerated strategic planning to determine a consensus position regarding the Mission, Vision and a list of strategic next steps for WHCCD-DE. The summary report that follows represents the work of a representative group of stakeholders including students, full-time and part-time faculty, the District Chancellor, College Presidents, staff, and administrators meeting over a day and a half. The Eaton Cummings Group served as facilitators.

This report summarizes future expectations for WHCCD-DE, a review of Distance Education's strengths, weaknesses, opportunities, and threats as well as recommendations regarding next steps. The material is presented with minimal editing in order to preserve the integrity of participant discussions and decisions. During the planning workshop no effort was made to fully confirm facts or evidence presented. As appropriate, recommendations from this planning meeting should be further vetted in light of relevant data and market research. In addition, in order to align ourselves with the language adopted by the recent passage of the Higher Education Opportunity Act in August 2008, all current and future references to Distance Learning are moving to Distance Education.

The results of the session should be further refined following a comment period involving workshop participants and others essential to the future success of the Distance Education Program. In the context of this planning workshop, Distance Education was generally considered to include web-based instruction and videoconferencing. Discussions during the workshop made clear that other delivery systems might also be developed and incorporated within WHCCD-DE.

1.1. Goals - WHCCD-DE Planning Workshop

- **Engage representatives of relevant stakeholder groups in a facilitated dialogue designed to enhance the future promise and prospects of Distance Education at WHCCD**
- **Give each participant an opportunity to benefit from the full range of experience and expertise of those present**
- **Review the implied mission and values of WHCCD-DE and establish three to five year expectations for WHCCD-DE that can be expressed in a vision statement**
- **Establish a priority list of next steps focusing on high yield strategies likely to move WHCCD-DE forward toward the realization of the WHCCD-DE vision**

1.2. Agenda - WHCCD-DE Planning Workshop

Agenda-Day 1

- **Introductory remarks – Chancellor Gornick**
- **Planning overview – Strategic and Operational Planning**
- **Opening exercise – The “Online Experience”**
- **Setting the stage - WHCCD-DE Enrollment Data (See Attachment B)**
- **WHCCD-DE Mission**
- **WHCCD-DE Values**
- **Trends likely to influence the future success of WHCCD-DE**

Agenda-Day 2

- **SWOT Analysis**
- **Vision for WHCCD-DE**
- **Vision in Action – Strategic Initiatives**
- **Next steps**
- **Closing remarks**

1.4. Planning Process

- Participants in the WHCCD-DE planning workshop:
 - Form the planning team (See Attachment A for a List of Planning Workshop Participants);
 - Are considered WHCCD-DE experts;
 - Are sensitive to the WHCCD-DE role in meeting student and community needs; and
 - Provide the content and perspective that helps to identify and shape strategies for consideration.
- Participant opinions were solicited prior to the planning session using a confidential SWOT analysis
- Consultant/facilitators manage the process
- The process encourages and benefits from different points of view
- The process is driven by a sequence of focused, interactive discussions with frequent prioritization of participant input
- Planning results are always considered a work in progress
- Next steps in refining the WHCCD-DE Plan will require further vetting and analysis by WHCCD-DE staff.

1.5. Frequent Reconfiguration of Working Task Groups

Working task groups were reconfigured at intervals throughout the planning session to give each participant an opportunity to benefit from the full range of participant experience and expertise. The reconfiguring relied on a variety of web-based application terms and associated phrases to familiarize participants with web jargon and social messaging/bookmarking utilities such as RSS, Twitter and Delicious.

2. Outcomes Achieved

2.1. WHCCD-DE Mission Statement

Participants, functioning in working groups, developed “raw material” for the WHCCD-DE Mission Statement. It was determined that the most appropriate starting point for the WHCCD-DE Mission Statement was the District Mission Statement. The statement that follows **in bold** reflects the emphasis and structure of the District Mission.

West Hills Community College District Mission

The mission of the West Hills Community College District is enhancing student learning and enriching the lives of the populations we serve by:

- Ensuring the vitality of its institutions;
- Encouraging the vision of strong leaders able to see and interpret the present and future needs of students and communities;
- Supporting the colleges in the provision of world class learning environments;
- Providing for appropriate allocation and management of human, fiscal, and capital resources;
- Acting as a catalyst for collaboration with outside organizations and agencies; and
- Sharing the story by marketing a positive image.

West Hills Community College District Distance Education Mission

The mission of Distance Education at West Hills Community College District is to enhance student learning and enrich the lives of the populations we serve by:

- **Delivering world-class distance education courses, programs, and student services,**
- **Providing any time, anywhere access,**
- **Connecting communities of learners locally and globally,**
- **Using the latest technology and flexible formats, and**
- **Helping students to achieve their career and personal goals.**

2.2. WHCCD-DE Values Statement

Values inherent in WHCCD-DE play an important role in guiding program and service development and prioritization. Participants developed the following list of values considered important to WHCCD-DE's emerging role and brand identification.

West Hills Community College District Distance Education Values

Our commitment to the WHCCD Distance Education Mission will be guided and informed by the following values:

- **Student success,**
- **Reducing barriers** to education (access),
- **Exceptional support services** for learners and teachers,
- **Currency** of technology and curriculum with **relevance** to student and community needs,
- **Creativity and innovation** in teaching, learning strategies, and service delivery,
- **Quality** in all that we do, initiating and demonstrating **best practices,**
- **Diversity** in populations, programming, and ideas,
- **Information literacy,**
- **Civic and social responsibility,**
- **Disciplined inquiry** and **critical thinking,**
- **Integrity** in relationships and programs, and
- **Respect** for and **responsibility** to self and others.

2.3. Trends likely to influence the future success of WHCCD-DE

Trends

Participants initially identified both "helping" and "hurting" trends likely to influence the future success of WHCCD-DE. Following working group discussions and presentation to the entire group, participants prioritized the trends considered most influential using a multi-voting process. The seven trends that emerged as most likely to be influential are as follows:

Category: Competition
Hurting Trend

- Designated distance education support staff—likelihood that competition has invested more in designated support staff. In order to counter competition's edge WHCCD may need to increase investment in these critical support positions. (14 votes)

Category: Technology
Hurting Trend

- Competitors are using more advanced technology and, at the same time, changes in technology are occurring rapidly. Need to provide ongoing training of WHCCD staff and faculty due to these changes—WHCCD challenge to find operational resources for this; failure to do so may compromise WHCCD competitiveness in the marketplace. (13 votes)

Category: Government/Legislative/Regulatory
Hurting Trend

- Uncertainty of resources, particularly operational funds, provided by the public sector. (8 votes)

Category: Technology
Helping Trend

- Increasing access to/pervasiveness of technology and the consequent increase in access to information; more people with more technology = more information and familiarity. (9 votes)
- Rapid change in both technology and software applications. Because of its successful bond measures WHCCD has the capacity to maintain currency and the market may move in the direction of internet provision of textbooks and other learning resources. (9 votes)

Category: Markets and Customers
Helping Trend

- Basic skills—there appears to be growing market potential. WHCCD might identify ways to capitalize on this market. (8 votes)

Category: Government/Legislative/Regulatory
Helping Trend

- Increasing emphasis on quality assurance in both legislative requirements and the activities of accrediting bodies. WHCCD has demonstrated the capacity to successfully navigate accreditation requirements and other statutory mandates. (4 votes)

2.4. SWOTS – Strengths, Weaknesses, Opportunities and Threats

Participants engaged in a SWOT Analysis as part of a pre-work assignment prior to the planning workshop. Confidential assessments of WHCCD-DE strengths, weaknesses, opportunities and threats were submitted to and summarized by the consultant/facilitators and presented, without attribution, during the planning session. (See Attachment C for the Summary SWOT Analysis—*numbers following individual items in the lists below refer to the numbered items in Attachment C*).

Working in teams, participants were asked to identify the most influential/significant strengths, weaknesses (interpreted as “areas for improvement”), opportunities and threats facing WHCCD-DE. The results from each working team were presented to the full group and, following discussion, reduced to those items considered most likely to have the greatest influence on the future success of the Distance Education Program at WHCCD. The strengths, weaknesses, opportunities and threats likely to be most influential in determining the future success of WHCCD-DE are:

2.4.1. Strengths

- Opportunity/own schedule/flexibility/diversity of curriculum and population (1)
- Complete degrees with transferable credit (37)
- World class support for students and faculty (8)
- Innovation encouraged (10)
- Early adopters of Distance Education (11)

2.4.2. Weaknesses – areas that could be improved

- Training for students and faculty (6, 7, 13, 19, 22, 30, 33, 36)
- Support for students and faculty (1, 2, 9, 10, 12, 17, 21, 34, 39)
- Service for students and faculty (3, 4, 8, 11, 16, 18, 24, 25, 26, 28, 32, 40, 41, 42)
- Articulation with CSU Fresno

2.4.3. Opportunities

- Training culture for all staff (14, 9, 11, 29, 28)
- Innovative library access (19, 10, 18, 30)
- Awesome student support (2, 6, 13, 24, 21, 19, 23)
- Programming
 - New degree programs on line (22)

- Foreign language courses (23)
- Basic English skills courses (24)

2.4.4. Threats

- Quality (5, 6, 8, 9, 13, 14, 15, 18, 20, 21, 24, 26, 28, 29)
- Competition (3, 7, 17, 23, 25, 27)
- Academic integrity (1,12,16, 22)
- Operational issues (2, 4,10,11)
- Lack of course variety (20)
- Ignoring client's needs (29)

2.5. WHCCD-DE Vision Statement

Following discussion, the work teams presented commentary and offered recommendations regarding the WHCCD-DE Vision Statement. The vision statement is inspirational in nature—it is also heroic, motivating, distinctive, and should cause the organization to stretch to achieve it.

WHCCD Distance Education Vision 2012

WHCCD is the preferred choice for distance education. Your computer is your campus, a portal to a complete virtual college experience. Achieve your educational dreams—only a click away. Anyone. Anytime. Anywhere.

2.6. WHCCD-DE Vision in Action - "Characteristics to Aspire to"

In order to give meaning to the Vision 2012, participants discussed and prioritized the following characteristics that WHCCD-DE should aspire to achieve. It is emphasized that these characteristics are those to be aspired to – a more complete list of strategies and operational plans, resources required, metrics to evaluate progress/accomplishment, individuals responsible and time lines will need to be identified and prioritized.

Vision in Action

- 1. 24/7 Service and Support for Everything—beyond Pacific time, nights, weekends and holidays (24 votes)**
- 2. Student Success Rate (retention and graduation) Mirrors or Exceeds FTF Success Rate (23 votes)**
- 3. Students' Entire College Experience is Virtual, e.g. WHCCD eCollege (19 votes)**
- 4. Expanded Portfolio of Academic Courses and Programs and More Basic Skills—relevant courses (10 votes)**

3. Next Steps

Next Steps Identified Through Whole-Group Discussion

Process Next Steps

- Communicate results of this planning workshop broadly—what did we accomplish? What will happen next and in what time frame? Who will be involved?
- Create strategic planning team website—digital suggestion box and/or blog for next steps in developing the strategic plan
- Do next level of planning to operationalize strategic goals

Possible Strategic/Operational Goals and Strategies

- Bring focus to DE marketing efforts
- Training—develop a plan that moves WHCCD-DE closer to 24/7, the complete virtual experience with student support and best practices
- Assess student services now available and identify gaps
- Assess retention challenges and determine strategic steps that will optimize retention (i.e. finding the most effective faculty); mine existing data to help with this analysis
- Consider system impact vis-à-vis momentum desired—how will chosen actions affect students, infrastructure, budgets, etc.
- Identify what tools for success need to be imbedded in distance education window
 - Host focus group(s) with students—what do they need to have upon entry to be successful in DE?
- Identify next steps in expanding courses, programs to meet student needs:
 - Which programs are needed?
 - In what priority order?
 - With whom do we need to communicate and/or partner?

Strategic Planning Review Cycle

- The WHCCD Distance Education Strategic Planning process will be reviewed every three (3) years for
 - Relevance and Update of the **Mission Statement**
 - Relevance and Update of the **Values Statement**
 - Relevance and Update of the **Vision 2012**
 - Achievement and Update of the **Vision in Action**; and
 - **SWOT** Analysis (Strengths, Weaknesses, Opportunities, Threats)

4. Linkages

Strategic Planning:

It is important that the strategic planning process at West Hills Community College District is integrally linked so that no one process is a silo unto itself. The Distance Education Strategic Plan has clear linkages to the West Hills Community College District Strategic Plan as well as the college's Educational Master Plans.

At the District level, distance education has contributed significantly to:

- Strategic Goal 1: *West Hills Community College District will annually achieve or exceed funded growth targets.* The online program at West Hills has grown from student enrollments of 2,068 in 2002-03 district-wide to enrollments over 4,900 in 2008-09 funding one-quarter of the FTES for each of the colleges in the district.
- Strategic Goal 4.2 states, *WHCCD will maintain overall student completion (success) rates above the California Community College statewide average, placing emphasis on vocational, basic skills, ESL, online success and improvement rates.* While online courses consistently dip below face-to-face averages for success and retention, online courses at West Hills are on par with community college statewide averages for online courses.

District Strategic Goal 4.2 was specifically identified by the participants in this Distance Education Strategic Plan in a number of areas including, a *Key Value: Student Success*; a *Vision in Action: Student Success Rate (retention and graduation) Mirrors or Exceeds Face-to-Face Success Rate*; and *Next Steps: Identify what tools for success need to be imbedded in distance education window.*

Distance Education is driven by the colleges and coordinated at the district level. Both West Hills College Coalinga and West Hills College Lemoore have a relationship with the online courses and programs that is more than FTE generation. Institutional Research shows that 52% of the online students at each campus are also taking face-to-face courses in order to complete their educational goals. The locally-based online students are accessing computer labs, library services, academic counseling and advising, as well as a host of other student services needs.

The distance education strategic planning process feeds into the college's educational master plans at a number of levels. WHCL's Vision is *Learning Through Excellence and Innovation* and distance education is one aspect of that innovation. In addition, WHCL has many Guiding Principles including:

- *Access: Ensure Accessibility to all our programs and services;*
- *Innovation: Support innovation and technology to enhance learning environments, services, and communication.*

Distance Education contributes to these Guiding Principles through the implementation of asynchronous learning environments that allow students to complete their educational goals independent of time or geographical boundaries. Distance Education has continuously sought to improve help desk and faculty training services in order to meet the learning environment needs of students.

At WHCC, Distance Education supports their College Mission: *To commit college-wide staff and resources to the student learning process. To provide educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve.* Again, Distance Education clearly meets the needs of supporting global communities by providing asynchronous learning environments to students independent of time and geographical boundaries. Distance Education also supports the WHCC College Goal 3: *We will demonstrate academic quality, leadership, engagement, innovation, and creative thought.* Distance Education is one avenue that provides the colleges with “student engagement, innovation, and creative thought” through the ongoing use of new technologies, active faculty engagement in social media and learning, and the use of the online classroom as a tool for creativity and learning.

Student Learning Outcomes:

Distance Education at West Hills Community College District has clearly grown in terms of enrollment and FTEs. Student learning in online courses and programs is of the utmost importance to our college community. To that end, both the WHCCD Strategic Plan and this Distance Education Strategic Plan specifically address and report on the success rates of online students. The WHCCD Distance Education ***Vision in Action 2*** states: *Student Success Rate (retention and graduation) Mirrors or Exceeds FTF Success Rate.*

Meeting student learning needs is a priority. This is exhibited by the inclusion of the following WHCCD Distance Education values:

- Student success
- Reducing barriers to education (access), and
- Exceptional support services for learners and teachers.

WHCCD Distance Education continues to support the student learning outcomes of the district and colleges through a commitment to excellence in the online teaching/learning process.

WHCCD Distance Education is at an important juncture where the program is under review and in an organizational planning process to determine next steps for improvement and educational program process as well as support to the colleges and students it serves. Planning the future for Distance Education will center on the ability to provide parallel opportunities for online academic and student services in a comprehensive virtual college site model.

○ **Attachments**

Attachment A-- Names of Planning Workshop Participants

West Hills Community College District Distance Education Program

Avila, Pedro, Director of Institutional Effectiveness, District Office
Babb, David, Instructor /Biology, WHC Lemoore
Blair-Hauki, Cindy, Instructor /CIS, WHC Coalinga
Butts, Lisa, Adjunct Instructor /Music, District Online
Craft, Bill, Consultant,
Diniz, Carlos, Dean of Student Learning, WHC Coalinga
Dorsey-Robinson, Sylvia, Associate Dean/Categorical Programs, WHC Lemoore
Freeman, Charles, Director of Nursing, WHC Lemoore
Georgatos, Darlene, Registrar, District Office
Gibson, Bob, Instructor /Math, WHC Lemoore
Gornick, Frank, Chancellor, District Office
Gudgel, Garrett, Student, WHC Lemoore/Online
Guy, Kathleen, Consultant,
Hall, Marlon, Associate Dean Educational Services, WHC Lemoore
Marcel Hetu, Director, North District Center Firebaugh
Kennedy, Vera, Instructor /Sociology, WHC Lemoore/Coalinga
Kerns, Valerie, Student Services Assistant, WHC Lemoore
Kozlowski, Michelle, Director of ITS, District Office
Leonard, Anne, Adjunct Instructor /Economics, District Online
Lewallen, Willard, President, WHC Coalinga
Lopez, Jose, CSSO, WHC Lemoore
Lozano, Diana, Student, WHC Lemoore/Online
Magnuson, Matt, Librarian, WHC Coalinga
McGlothlin, Sandy, Counselor, WHC Coalinga
Oxford, Ron, Librarian, WHC Lemoore
Sanchez, Rene, Instructor /History, WHC Lemoore
Shepard, Sarah, Instructor /Business, WHC Coalinga
Sowden, Ken, Instructor /Math, WHC Coalinga
Tippins, Kira, Financial Aid Assistant, WHC Coalinga
Trezza, Kathy, Adjunct Instructor /IS, WHC Lemoore/Coalinga
Warkentin, Don, President, WHC Lemoore
Whitener, Susan, Dean of Learning Resources & Web Services, District Office
Wilds, Kevin, Instructor /Political Science, WHC Lemoore/Coalinga

Attachment B – WHCCD-DE Institutional Research Data and Related Information

WHCCD Online Enrollment and Student Performance

Prepared by WHCCD Office of Institutional Effectiveness & Planning
September 1, 2009

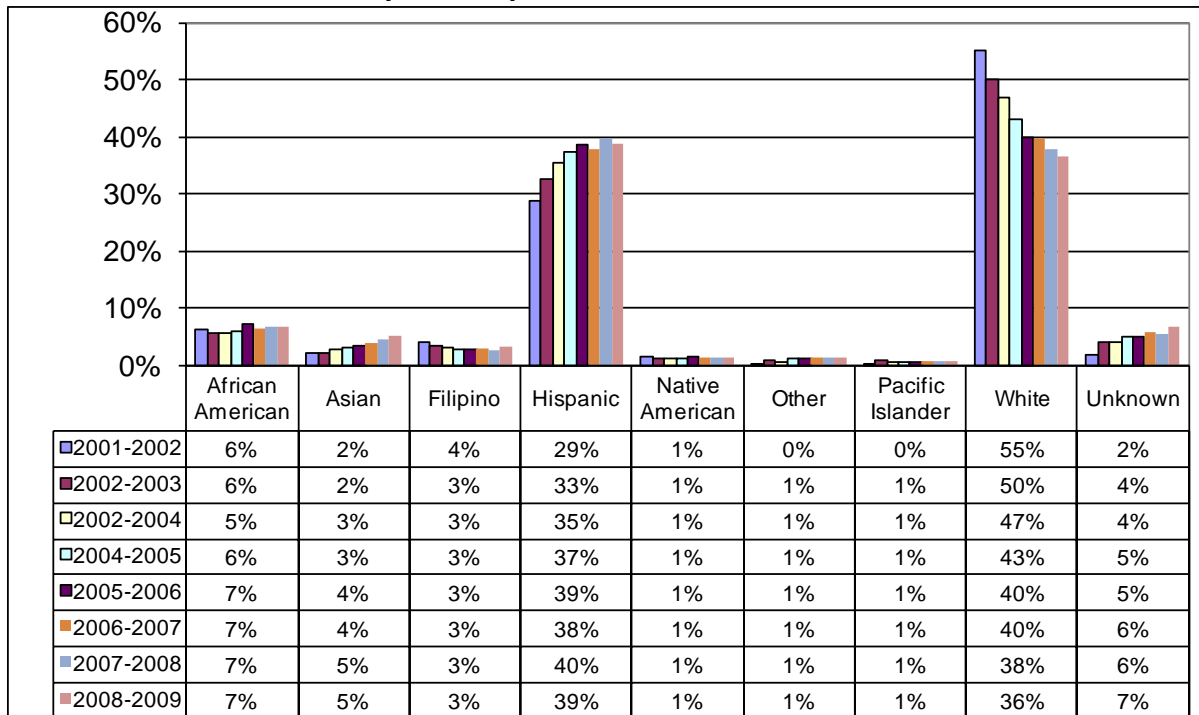
WHCCD ONLINE SECTIONS, UNDUPLICATED STUDENT HEADCOUNT, AND FTES

Year	Sections		Student		FTES	
	Sections	% Change	Headcount	% Change	FTES	% Change
02-03	118	Baseline	2,068	Baseline	461	Baseline
03-04	98	-16.9%	1,792	-13.3%	399	-13.4%
04-05	165	68.4%	2,559	42.8%	558	39.8%
05-06	248	50.3%	2,982	16.5%	886	58.7%
06-07	369	48.8%	4,032	35.2%	1,167	31.8%
07-08	404	9.5%	4,503	11.7%	1,275	9.3%
08-09	383	-5.2%	4,964	10.2%	1,391	9.1%

Source: WHCCD Data Warehouse

During the past seven years, the number of online sections, unduplicated enrollment, and FTES increased by 324%, 240%, and 301%, respectively. Enrollment and FTE decline during 2003-2004 reflect budget cuts, tuition increase, and reduction in course offerings for that year.

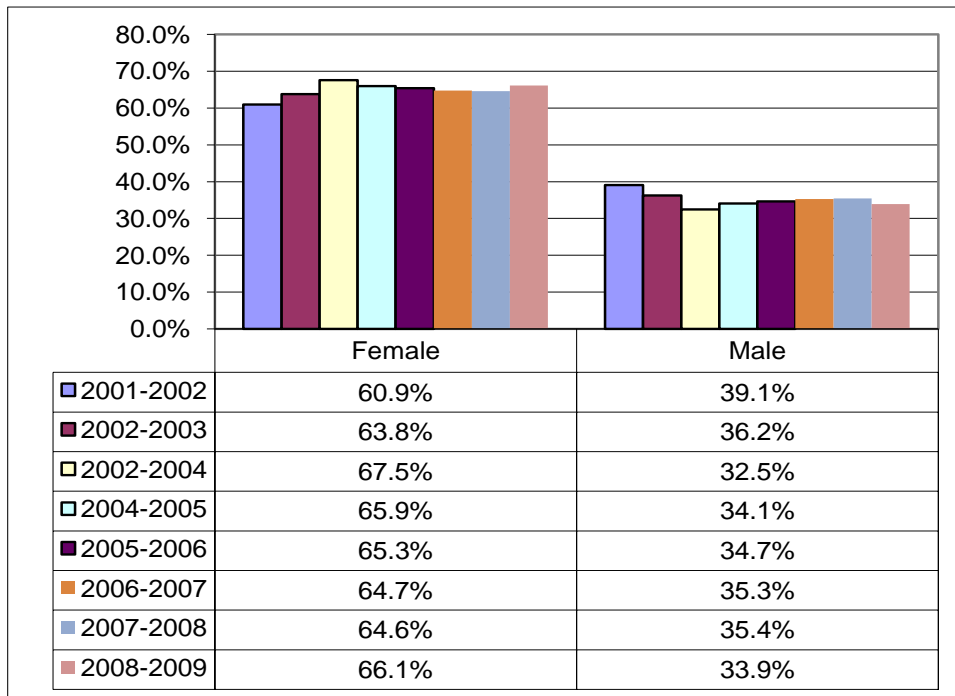
WHCCD Online Enrollment by Ethnicity



Source: WHCCD Data Warehouse

During the last eight years, the proportion of Hispanic and White students enrolled in online courses has changed. Hispanic enrollment in online courses has increased by approximately 10%. During 2008-2009, approximately 39% of online students were Hispanic and 36% White. These percentages are closer to the overall WHCCD enrollment of Hispanic (46%) and White (33%) students.

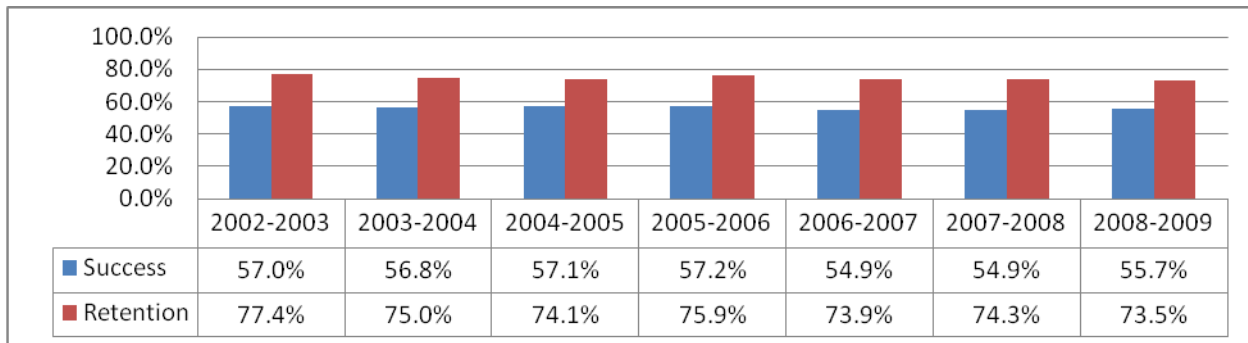
WHCCD Online Enrollment by Gender



Source: WHCCD Data Warehouse

Approximately 66% of online students are female compared to 60% of all WHCCD students. Female enrollment in online courses is slightly higher than the overall WHCCD enrollment.

WHCCD Online Success and Retention Rates



Source: WHCCD Data Warehouse; CCCC Data Mart

Success = $(A+B+C+CR)/(A+B+C+D+F+CR+NC+W+I)$

Retention = $(A+B+C+D+F+CR+NC+I)/(A+B+C+D+F+CR+NC+W+I)$

Note: The above success and retention rate formulas are provided by the CA Community College Chancellor’s office (CCCCO). The grade of “W” is earned by students withdrawing from class and is used to measure retention rates. The CCCC considers students who withdraw from a course as not being successful, therefore, includes grades of “W” into the denominator of the success rate formula. These formulas are used for state reporting and when comparing ourselves against other institutions.

During the past seven years, online retention and success rates have had a slight and steady decline. WHCCD Online success rates remain similar to the CA community college overall average of “Internet Asynchronous Instruction” of approximately 56%.

WHCCD 2006 through 2009 Course Retention and Pass Rate Comparison (Online vs. Face-to-Face)

$$\text{Retention} = (A+B+C+D+F+CR+NC+I)/(A+B+C+D+F+CR+NC+W+I)$$

$$\text{Pass Rate} = (A+B+C+CR)/(A+B+C+D+F+CR+NC+I)$$

Note: The tables below compare online and face-to-face course retention and pass rates based on chi square test ($p \leq .05$). The "Pass Rate" formula does not include grades of "W" in the denominator and serves as a comparison of successful grades between online and face-to-face courses.

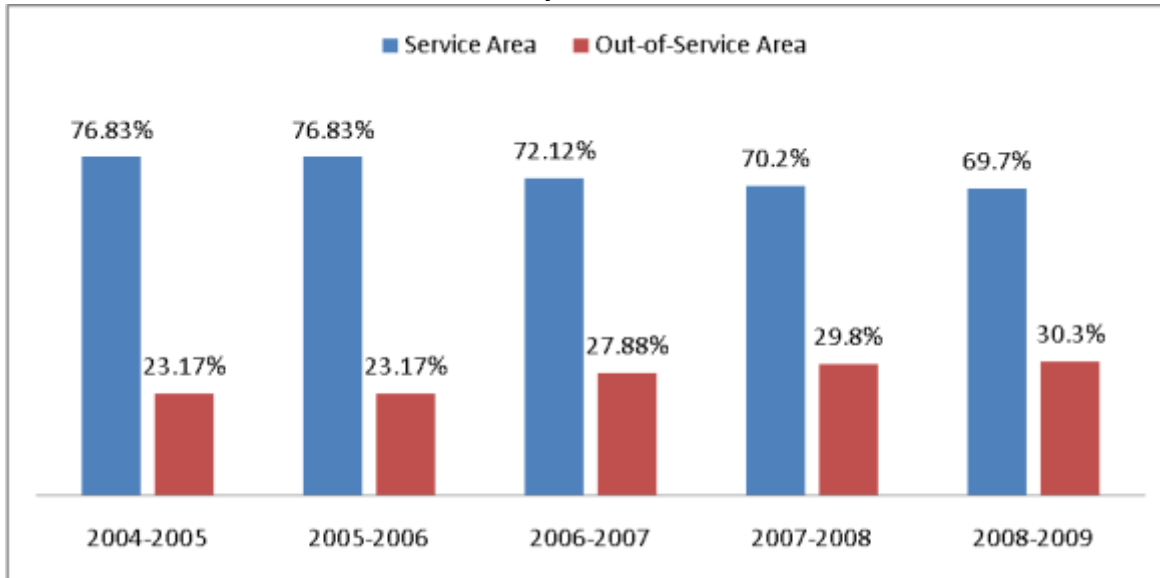
Course	Online Enrollment	Face-to-Face Enrollment	% Online Retained	% Face-to-Face Retained	Difference	% Online Pass Rate (A+B+C+CR)	% Face-to-Face Pass Rate (A+B+C+CR)	Difference
Online Retention and Success Rate is Higher than Face-to-Face								
CIS-34	292	1,347	79%	71%	9%	90%	76%	14%
BIO-32	344	2,894	85%	70%	15%	89%	76%	13%
MATH-101	1,166	2,452	81%	78%	3%	86%	76%	10%
CIS-21	140	399	77%	54%	23%	69%	65%	4%
Online Retention Rate is Higher and Success Rate is Equivalent to Face-to-Face								
BUS-24	204	445	91%	80%	11%	77%	75%	2%
HIST-4B	1,075	699	85%	78%	7%	80%	79%	1%
Online Retention Rate is Equivalent and Success Rate is Higher than Face-to-Face								
MATH-87	941	1,407	72%	73%	-1%	75%	64%	10%
Online Retention and Success Rate is Equivalent to Face-to-Face								
AOJ-29	258	258	82%	79%	2%	74%	69%	5%
PSYCH-5	231	161	77%	83%	-6%	81%	78%	4%
CD-22	128	223	74%	79%	-5%	85%	82%	3%
CIS-19B	88	243	80%	81%	-1%	89%	87%	2%
NUT-1	1,323	2,242	74%	71%	3%	74%	72%	2%
AOJ-3	256	554	83%	86%	-2%	76%	74%	2%
PHIL-1	428	851	77%	78%	-1%	78%	79%	-1%
BUS-67	83	718	77%	68%	9%	69%	70%	-1%
CD-18	103	483	79%	81%	-3%	77%	79%	-3%
MATH-15	73	1,332	66%	69%	-3%	71%	75%	-4%
PHIL-2	276	659	79%	76%	2%	75%	80%	-4%
AOJ-12	600	641	80%	83%	-4%	76%	80%	-5%
AOJ-24	258	385	83%	88%	-5%	79%	84%	-5%
CD-14A	78	151	76%	74%	1%	76%	82%	-6%
Online Retention is Equivalent and Success Rate is Lower than Face-to-Face								
MUS-42	2,263	1,516	80%	82%	-2%	81%	86%	-5%
AOJ-20	504	668	84%	86%	-2%	71%	78%	-6%
HIST-4A	1,249	791	81%	82%	-1%	76%	83%	-7%
AOJ-1	1,290	867	80%	79%	2%	70%	78%	-8%
ART-42	753	1,999	80%	80%	0%	73%	82%	-9%
BUS-13B	212	1,145	64%	64%	-1%	72%	81%	-9%
AOJ-10	426	666	81%	84%	-3%	67%	79%	-12%
AOJ-32	81	342	83%	77%	6%	63%	77%	-14%
CD-21	110	264	79%	79%	0%	68%	82%	-14%
Online Retention is Lower and Success Rate is Higher than Face to Face								
AOJ-4	230	567	77%	85%	-8%	76%	68%	8%

WHCCD 2006 through 2009 Course Retention and Pass Rate Comparison Continued

Course	Online Enrollment	Face-to-Face Enrollment	% Online Retained	% Face-to-Face Retained	Difference	% Online Pass Rate (A+B+C+CR)	% Face-to-Face Pass Rate (A+B+C+CR)	Difference
Online Retention is Lower and Success Rate is Equivalent to Face-to-Face								
POLSCI-1	3,399	4,864	76%	82%	-6%	75%	76%	-1%
AOJ-16	337	689	73%	81%	-8%	85%	80%	5%
GEOL-1	809	516	80%	88%	-9%	83%	85%	-2%
BUS-80A	122	1912	66%	74%	-9%	71%	70%	1%
PSYCH-2	690	841	74%	83%	-9%	80%	76%	4%
BUS-13A	309	1,609	58%	68%	-10%	70%	75%	-6%
PSYCH-4	426	287	71%	82%	-11%	77%	79%	-2%
BUS-20	1,092	1,014	71%	82%	-11%	69%	73%	-4%
BUS-29	145	132	75%	86%	-11%	76%	75%	2%
SOC-3	814	915	74%	85%	-11%	75%	80%	-5%
MATH-10A	353	313	76%	88%	-12%	85%	89%	-4%
BUS-18	281	731	74%	86%	-12%	80%	84%	-4%
PSYCH-3	737	786	76%	89%	-13%	84%	82%	2%
AOJ-7	77	524	70%	86%	-16%	74%	67%	7%
MATH-63	334	4,767	58%	77%	-19%	69%	74%	-5%
HIST-44	145	319	51%	80%	-29%	77%	77%	0%
GEOG-3	1,041	2,070	58%	87%	-29%	71%	75%	-4%
Online Retention and Success Rates are Lower than Face-to-Face								
BIO-10	1,791	4,170	70%	79%	-9%	74%	77%	-3%
ENG-1A	2,120	7,229	71%	78%	-7%	74%	78%	-4%
HE-35	3,617	8,171	77%	82%	-5%	73%	77%	-5%
HIST-17B	1,628	2,284	73%	85%	-12%	71%	76%	-5%
SOC-2	1,497	828	71%	86%	-15%	84%	90%	-6%
HIST-17A	2,036	3,055	74%	83%	-9%	71%	78%	-6%
MATH-25	1,608	2,996	63%	71%	-8%	69%	75%	-7%
BIO-35	1,056	2,030	72%	84%	-11%	79%	87%	-7%
PHYSI-1	725	553	53%	86%	-32%	74%	82%	-9%
CIS-7	445	3542	73%	85%	-11%	79%	87%	-9%
AOJ-22	424	449	83%	89%	-7%	73%	82%	-9%
SOC-1	1,768	1,707	76%	89%	-13%	78%	88%	-9%
HUM-1	1,730	2,725	76%	83%	-7%	70%	80%	-10%
ENG-1B	1,557	1,758	74%	82%	-7%	79%	89%	-10%
PSYCH-1	1,970	3,401	69%	87%	-18%	71%	82%	-11%
ECON-1B	1,164	1,015	77%	87%	-10%	74%	85%	-11%
ECON-1A	1,772	1,410	74%	87%	-13%	74%	86%	-12%
IS-1	784	2,358	75%	82%	-7%	65%	77%	-13%
HIST-20	371	285	61%	80%	-18%	71%	84%	-14%
IS-2	746	221	72%	83%	-11%	70%	86%	-16%
MATH-10B	116	70	78%	90%	-12%	77%	94%	-17%
PE-40	264	169	73%	83%	-10%	59%	77%	-18%
AOJ-5	220	188	75%	94%	-19%	61%	89%	-28%

Note - In order to maintain statistical power, only courses with sample size larger than 70 students were compared. There are a few online courses that do not have a face-to-face comparison.

WHCCD Online Enrollment of Students by Service Area



During the past three years, approximately 70% of students enrolled in online courses live within the WHCCD service area. The majority of out-of-service area students are from nearby cities such as Fresno, Visalia, and Clovis.

WHCCD Fall 2008 Online Participation Rates by Service Area Cities

City	WHCCD Overall Student Headcount	Number of Students Enrolled in Online Courses	Percent of Students Enrolled Online (Participation)
Tranquillity	14	9	64%
Kettleman City	31	14	45%
Hanford	1491	557	37%
Avenal	219	81	37%
Lemoore	1629	592	36%
Coalinga	908	297	33%
Mendota	177	56	32%
Riverdale	101	30	30%
Laton	57	16	28%
Huron	152	42	28%
San Joaquin	22	6	27%
Firebaugh	326	88	27%
Armona	148	38	26%
Five Points	20	5	25%
Stratford	57	10	18%
Cantua Creek	46	8	17%
Total	5398	1849	

The cities of Lemoore, Hanford, Coalinga, and Firebaugh had the highest number of students enrolled in online courses. The cities of Tranquillity and Kettleman City, based on the overall WHCCD student headcount, had the highest percentage of students who participated in online courses. It is important to note that the cities of Tranquillity and Kettleman City have the farthest proximity to any of the WHCCD campuses.

Attachment C – SWOT Analysis: Pre-work Summary Distributed at Planning Workshop

West Hills Community College District *Distance Learning Program

SWOT Analysis

STRENGTHS – What does the WHCCD Distance Learning program do well?

1. Provide opportunity to attend college to students that live far away from the college or whose jobs are not flexible to attend face-to-face classes (7)
2. Students can login at any time
3. The ability to e-mail instructors and receive feedback
4. Opportunities to attend college during tough economic times (e.g. gas prices, transportation issues)
5. Transferable credits (2)
6. To develop and expand degree offerings online and reach more students
7. Hybrid methodology allows expansion of curriculum while maintaining quality and integrity
8. The technical assistance provided to faculty by well trained staff that assist with the online curriculum development and related resources (4)
9. The student help desk (3)
10. Willingness of administration to try new alternatives
11. Diversity, quantity of online curriculum delivered to a diverse population (4)
12. Advertising and instructor support for full-time faculty
13. Bringing in students from around the country and the world

*prior to release of this document Distance Education at WHCCD was Distance Learning

14. Giving students at four year institutions the chance to take required lower division courses at WHCCD
15. Support through ITS
16. Using industry standard CMS – Blackboard – rather than others or even homegrown variety
17. Good teachers
18. Well supported administratively
19. Input from various constituencies
20. Appropriate technology
21. Market for new students
22. Ability to meet more student scheduling needs
23. Organization! Program is easy to navigate and helps tremendously when the instructors organize their classes in a way that you know what to expect each week.
24. Flexibility for students to work on their own schedule when they have free time outside of their normal workday or schedule.
25. Students can communicate with instructors and classmates without traveling to distant locations where classes are offered face to face
26. Deliver online courses and complete degree options
27. Online application
28. Online registration
29. Online payment
30. Presence in online market
31. Compensation for faculty

32. Robust DL program. We were fortunate to start early in the process and we have enjoyed great success.
33. Enrollment growth. If it were not for our DL program we would be significantly smaller than we are right now. (2)
34. Good leadership at the faculty and administrative level. We are focused on the learner and we have a good variety of courses.
35. Market for new students
36. Support services are almost equivalent to those an on-campus student can receive
37. Complete degrees/certificate programs offered on-line

WEAKNESSES – What does the WHCCD Distance Learning program need to improve upon?

1. Concerns from students when tests do not go as planned such as “timed out” issues.
2. Blackboard issues—technical issues when Blackboard does not log in, when classes that are registered for do not come up on Blackboard—it needs to be updated and improved or go to another system; glitches in the system (5)
3. Online is not for everyone. The administration needs to keep that in mind. There is a perception by some that administration wants to put everything online.
4. Retention and success rates need to be improved
5. CSU is not on board yet, fear that classes will not transfer, thus placing students at risk of having to repeat courses at the CSU.
6. Need better training opportunities for adjuncts and a better selection process for adjuncts who teach DL courses; I am not convinced that they are going through proper hiring procedures including equivalency (2)
7. More faculty need to take advantage of the technical staff’s expertise.
8. Lacks live classroom interaction and dynamics
9. Student need for instructor assistance is not instantaneous; slow reply to student e-mails from instructors (2)
10. Adjunct faculty support: sometimes support personnel are rude or just don’t answer e-mails/questions.
11. Scheduling: We have a two-year schedule set up which includes on-line and traditional classes. This is not considered and has been hurting traditional enrollment for the last several years
12. Large classes
13. Insufficient training on new methodology and technology
14. Some classes should not be taught online. Seems to be a push towards more classes online and sometimes critical evaluation of the appropriateness of the media for the particular course is skipped.

15. Course listings in the catalog are limited by the way Datatel can display data
16. Lack of use of library resources by online students and instructors
17. Many students lack basic skills to successfully complete online courses
18. DL staff and students need more and easier-to-find information on disability access (section 508)
19. Student input:
 - a. Don't learn anything from open book exams
 - b. Some subjects don't fit well online; some are too easy and boring
 - c. Teacher and class organization sometimes confusing.
 - d. No substance to learning in course compass
 - e. Instructors don't often give timely responses
20. Not enough student input
21. Help Desk overwhelmed at peak times (2)
22. Some untrained online instructors
23. Lack of student accountability when taking tests online
24. Not enough research services and resources available online
 - a. Amount of research databases and eBooks not equivalent to on-site collections
 - b. No information literacy component embedded in DL
 - c. Library resource navigation
25. Support services and personnel are usually campus based and not aligned to overall mission of District based DL
26. Tutoring in online environment is inefficient
27. Culture – while students may view DL as seamless, from some staff perspectives DL is separate entity and not truly a part of each campus culture.
28. ADA compliance – Need more clear and thorough information about ADA compliance for students and faculty to access.

29. Lack of comprehensive learning. Many students want to pass their classes and do as little work as possible. Some instructors make this very easy. I know it is the student's responsibility to take initiative and make college count, but college shouldn't be as easy as some instructors make it.
30. Some students who register for this type of learning plan don't understand what is expected of them such as computer program abilities, computer access, meeting scheduled deadlines, and understanding the class operation.
31. Connection for online students
32. Online advising/counseling
33. There were a couple of classes I took online at WHC that were not very organized and used several websites on top of Blackboard. It made the class difficult to understand, let alone keep up with.
34. Online faculty community
35. We have aroused our competition, they are wondering why they are losing enrollment and they are realizing that it is to our e-learning program.
36. Some reluctance by faculty and administration to accept this new modality of instruction; sticking with tradition.
37. Lack of marketing to expand the program
38. Need the District to view this as an opportunity to develop a "Virtual West Hills"
39. Not enough student support.
40. Slow turn around in grades from instructors
41. Not a clear idea of the correct textbook to purchase
42. Most classes follow a rigid time line within the semester. I think some classes should be very flexible as long as all work and tests are completed within the semester time frame. This gives the student the choice to choose which format will work best for them.

OPPORTUNITIES – What are the greatest opportunities available to enhance the future of Distance Learning at West Hills?

1. All distance education courses should have “ability requirements” stated up front so students can be tested before enrolling in those courses
2. Concierge or other individual to whom online student is assigned as their “go-to” resource
3. Flexibility with course scheduling will be a key competitive advantage for the future
4. Expand degrees online (4), in particular CIS and Business
5. Market online offerings to local high schools
6. Develop the student services aspect
7. Update the technology
8. WHC has great labs so that students who do not own computers can still take advantage of on-line classes
9. There are many types of training available for on-line instructors
10. Hire a systems librarian to enhance library resources, work with online instructors and students to strengthen information literacy skills; this may improve retention
11. Opportunity to bridge “digital divide” that still exists in the demographic that we serve
12. Hire instructors from larger pool than available locally
13. Online counseling and support for students
14. Ability to use cutting edge technology for student learning and to fully train and inform online faculty
15. Seek student input via surveys or focus groups
16. Incoming students are digitally savvy
17. Library Resources:

- a. Create a state-of-the-art virtual library; online collection development policy needs to mirror what is done in traditional library collection development
 - b. Participation in online curriculum development process to ensure proper library resources available.
 - c. Direct human access (this is huge for online learning and entails utilizing Library 2.0 methods of social networking). Need to install instant messaging such as MEEBO so that online students and faculty can see when librarians are available for research questions and gain instant feedback.
 - d. Pathfinders, tutorials, online workshops, etc. to instruct students and faculty on proper usage of available research databases and internet searching techniques.
 - e. Embedding links to library search boxes via iGoogle or something similar directly into Blackboard classes will give more direct library access.
 - f. Lifelong learning skills in information literacy (ability to seek, evaluate, and disseminate information) need to either be ingrained throughout the curriculum
 - g. Specialized staffing – Drawing from campus library staff and budgets will strain resources and hamper innovation due to workloads.
18. Offering live/archived classes. For students at CSU Chico some classes are completely online like those at WHC, some are recorded and available either live or from archives. You can type on the chat board and interact with the instructor while you're watching. It is easier to understand difficult concepts when the instructor talks you through them. It's not something you usually get being an online student.
19. Many publishers now provide online textbook content and course materials at a substantial discount over published textbooks. We should find a way to provide every student with a wireless capable laptop computer that can access the internet in every classroom. Students could end up with a computer and a paperless/bookless opportunity to get their education, at less cost than traditional textbooks for 60 or so units of college.
20. Simplification of maintaining course records and transferring these records to an Excel format for submission of grades and recording of SLO effectiveness
21. Students have the confidence to determine for themselves if online learning is a good fit with their needs/skill set
22. New degree programs designed with online option in place

23. Development of foreign language online courses
24. Development of basic skills English online courses
25. Development of non-transfer level courses
26. Market to U.S. Navy and their dependents
27. We have an enlightened administration and board
28. We have an innovative faculty, both full and part-time
29. Technology is available that can allow our distance learning classes and services to be better than what is available on our campuses. Those same technologies also need to be incorporated into face-to-face instruction to provide rich learning environments.
30. The computer labs should extend hours to evenings and weekends

THREATS – What are the greatest threats to the future of Distance Learning at West Hills?

1. Students allowing other people to do their work for them; plagiarism; lack of controls for this (5)
2. Always the threat of hackers
3. Other colleges getting on the train
4. Not improving the delivery system
5. Not hiring faculty who are current
6. In the competition to expand, the quality of the faculty pool will dwindle.
7. Older students may be left behind
8. Class size makes it impossible to run identical traditional/on-line class structure
9. On-line students are not getting the same instructor support/feedback (2)
10. Computer lab availability
11. Blackboard is not a stable class management system
12. Academic integrity
13. Becoming stagnant—not bringing new curriculum into DL; WHC has a lot of potential for an even better distance learning program. I think adding courses and degree programs would bring in a whole new group of students (3)
14. Growing too quickly with a limited staff.
15. Not integrating library resources into the online learning environment.
16. Articulation – how 4-year schools will accept rigor of online courses; CSU Fresno and like-minded institutions that do not value distance education (2)
17. Competition such as National, University of Phoenix, etc; everyone is jumping on the distance learning bandwagon. As somewhat early adopters, we had an advantage. Now to compete, our courses must become unique

and stand out from the crowd (better content, more flexibility, more interesting/exciting/innovative presentation of content) (3)

18. Disjointed or unconnected pedagogy among online instructors
19. No feeling of "place"
20. Lack of course variety. WHC does not offer some needed courses so students search other community colleges to find one.
21. Possible outsourcing of distance learning activities is perceived by some union members as a possible threat.
22. Laboratory activities in DL is questioned by some 4-year institutions
23. ACCJC and Department of Education
24. Quality--any poorly designed or executed online course
25. Expanding internal processes limiting our ability to be responsive to emerging opportunities
26. That the traditionalists will win the day and we will become a shadow of ourselves; faculty resistance to online education or reactive to external pressure (2)
27. State budget constraints
28. Political correctness or our unwillingness to change for the benefit of student learning.
29. Ignoring our clients' needs