

Executive Summary

The Mandate

In September 2015, the Vice President for Academic Affairs/Provost issued a call for the creation of the Distributed Learning Task Force to create a five-year strategic plan for the Center for Distributed Learning that

1. supports the growth of online and hybrid enrollment;
2. supports curriculum development and instructional design;
3. adheres to Middle States requirements;
4. reviews learning management system options;
5. establishes guidelines for faculty professional development and training requirements for online instruction and other learning environments (Appendix A)

Overview of the Center for Distributed Learning (CDL)

With a vision to transform student learning through the use of technology, the Center for Distributed Learning's current mission is to provide leadership, guidance, support, and faculty development for student centered learning through diverse learning technologies. CDL oversees and facilitates the administration and quality assurance of all online courses and online degree/certificate programs.

CDL is comprised of six full-time staff, including an Executive Director, Interim LMS Administrator and Curriculum Innovation Specialist, Instructional Designer, Office Manager, Support Associate, and Interim Instructional Technology Specialist and 2 part-time contracted staff. The scope of work undertaken by CDL staff is complex. For example, during the course of an academic year the CDL works with 81 adjunct and 37 full-time faculty who teach 457 course sections with an enrollment of 6,300 students. CDL oversees the administration of the College's Learning Management System, Blackboard, which is present in all credit courses and some continuing education/workforce development courses, and supports the distribution and collection of electronic student course evaluations. In addition, CDL provides Blackboard training and faculty professional development related to instructional technologies.

CDL represents FCC at Maryland Online (MOL) and participates in the MOL 'Seatbank.' The College is a 'no-fee' Quality Matters subscriber. Quality Matters is a nationally recognized peer review process that certifies the design quality of Online Course. CDL reviews some 30 courses annually to maintain the QM quality assurance designation.

Overarching Key Observations

From the work of the task force emerged a series of key observations related to enrollment, administrative structures, professional development and training, and the learning management system.

1. The College has sustained growth in online enrollment and unprecedented growth in hybrid course enrollment (540% since 2005), while overall and face-to-face credit enrollment continues to decline (Appendix C)
2. Fundamental structures exist to support credit courses delivered fully online (Appendix I)
3. Academic support services and Blackboard training needs to be improved for new and returning online and hybrid learners
4. The Learning Management System, Blackboard Learn, is in place and serves the current instructional needs of the college

5. While the College offers Blackboard training and professional development for teaching online, the continuum of training and professional development is insufficient to support:
 - Increased training needs related to hybrid course development and instruction
 - Expanded use of Companion Blackboard sites for face-to-face delivered courses
 - Implementation of minimum technology competencies for all faculty and staff who engage with students
 - Increased use of Blackboard sites in Continuing Education and Dual Enrollment

Overall Gap Analysis

After reviewing the processes and structures currently in place for credit learning formats at FCC the task force identified several procedural and support gaps, using a gap analysis that assessed course design, instruction, training, quality assurance, LMS, Academic/student support services, and administrative protocols (see Appendix K for overview). These gaps include:

1. Processes and resources are lacking to ensure ADA compliance in Online, hybrid, and Face to Face Blackboard course sites.
2. Faculty Professional Development/Training is not available or insufficient for
 - a. Design of Online component in Hybrid course
 - b. Instructional strategies in the use of Online components in Hybrid courses
 - c. Design of Online component in face to face courses
 - d. Instructional strategies in the use of Online components in face to face courses
 - e. Certification pathways for hybrid and face to face instructional competence
3. Course Templates and Protocols
 - a. Course design templates for hybrid and face to face course sites
 - b. Quality assurance for hybrid and face to face course design
 - c. Quality assurance for hybrid and face to face course delivery
4. Student Services
 - a. Online Advising Services to serve 1500 “online only” students
 - b. IT Helpdesk Services after hours, snow days, weekends for all students using the College’s LMS
5. Continuing Education courses are not supported

Overall Key Recommendations

1. Initiate a Distance Learning Council with full-time and adjunct Faculty representation from each academic department, Advising and Distributed Learning.
2. Review management and human resource allocation to ensure effective support for online and hybrid enrollment, training, LMS, and enhancement of companion websites.
3. Rebranding *Blackboard* and redesigning Blackboard access to serve as the College’s hub for Teaching and Learning Online.
4. Develop marketing strategies for Online Courses around targeted growth populations
5. Revise the continuum of faculty professional development opportunities related to online teaching, innovation, and technology use.
6. Develop an Online student tutorial that includes LMS functionality and success strategies in online learning.
7. Create processes and resources to ensure that online delivery of instruction is ADA compliant.

Report

The Report includes goals, key observations, a gap analysis, and recommendations in four specific areas of online learning: Credit Online Courses, Hybrid Courses, Face-to-Face Courses, and the College's Learning Management System.

A. Growth Management, Expansion, and Marketing of Online Credit Courses and Programs

Goals:

- Increase enrollment in online courses and programs
- Ensure quality and continuity in online course design and delivery
- Improve student success in online learning environments
- Review management and resource allocation to assure effective support for growth in online enrollment

Key observations:

- Online courses are typically identified and designed as a collaborative effort among department chairs, program managers/coordinators, faculty, and CDL's executive director and instructional designers
- Decisions and communication about the range of courses, certificates, and degrees that are designated for online delivery could be improved
- Quality Matters standards and models of best practices are available for course design and used in collaborative online course development
- The management responsibilities for planning, developing, and supporting online course and hybrid courses, including design and delivery, need to be clarified
- Minimum standards for online course formats and documents exist, but assuring continuity could be improved
- Course completion rate has been at around 85% from 2003/04 to 2014/15

The Gap Analysis reveals that the College has the necessary infrastructure for supporting its Program of Online Courses. (Appendix I)

Key Recommendations (See the Strategic Plan for details)

1. Expand online enrollment 5% per academic year by expanding the types of degrees and courses offered
2. Develop marketing strategies around targeted growth populations
3. Continue to support and enhance completion rates for online courses
4. Periodically identify new populations for online enrollment growth

B. Hybrid Courses: Growth Management, Professional Development/Training

Goals:

- Support increase enrollment in hybrid (regular and accelerated) course formats
- Improve student success in online learning environments
- Review management and resource allocation to assure effective support for growth in hybrid course expansion
- Develop faculty technological competence and instructional design skills to assure excellence in the design, delivery, and support of student learning in hybrid course formats

Key observations:

- Hybrid courses are identified by department chairs, program managers/coordinators, and/or faculty and designed with the support of a CDL instructional designer

- Decisions and communication about the range of courses, certificates, and degrees that are designated for hybrid delivery could be improved
- Quality Matters standards and models of best practices are available for course design and could be used in hybrid course development
- The management responsibilities for planning, developing, and supporting online course and hybrid courses, including design and delivery, need to be clarified
- Minimum standards for online course formats and documents and hybrid and web-enhanced courses exist but assuring continuity could be improved

The Gap Analysis indicates that the College does not have some of the essential elements necessary to support the current and projected growth in hybrid courses (Appendix K).

Key Recommendations (See the Strategic Plan for details)

1. Establish benchmarks for retention and completion in hybrid courses
2. Develop an in-house quality assurance protocol for hybrid courses
3. Review management and resource allocation to assure effective support for growth in hybrid enrollment
4. Initiate a Distance Learning Council with FT and adjunct Faculty representatives from each department
5. Establish Guidelines for Professional Development in design and training for hybrid courses

C. Face-to-Face Courses: Impact of the Expansion of Companion Websites on Content and Instructional/ Technical Support

Goals:

- Increase the number of functioning companion websites
- Expand the innovative use of companion websites to reflect discipline-specific best practices
- Review management and resource allocation to assure effective support for web-enhanced course expansion

Key observations:

- Every face-to-face course currently has a basic companion site to support course evaluations and to provide access to on-campus resources, but there is a lack of continuity in the use of these companion sites
- Faculty has access to basic LMS training
- There are no established minimum faculty technological competency requirements

The Gap Analysis indicates that the College does not have most of the essential elements necessary to support the projected upgrade of F2F courses using companion websites. (Appendix K).

Key Recommendations (See the Strategic Plan for details)

1. Establish minimum standards for the design and instructional requirements (usage of course evaluations, syllabus, and grade book) of companion websites
2. Develop faculty technological competence and instructional design skills to assure excellence in the design, delivery, and support of student learning in companion websites
3. Expand management and resource allocation for faculty professional development training

D. Adequacy of the Learning Management System

Goals:

- Maintain a Learning Management System to ensure that it supports current and future teaching and learning needs.

Key observations:

- The Learning Management System is an integral part of the College's administrative and technical infrastructure

The Gap Analysis suggests that the College has a Learning Management System that adequately supports current needs.

Key Recommendations (See the Strategic Plan for details)

1. Schedule another due diligence check on reliability, cost and options of the Learning Management System.
2. Review LMS technical and pedagogical issues as tracked in the IT Service Desk ticketing system to identify trends that reflect technical and training needs.

Strategic Plan

2016/17

- A. Current Staff Resources:
 1. One Executive Director (permanent full-time)
 2. One LMS Administrator and Curriculum Innovation Specialist, (permanent full-time)
 3. One Instructional Designer, (permanent full-time)
 4. One Instructional Technology Specialist (permanent full-time)
 5. One Office Manager (permanent full-time)
 6. One Support Associate (permanent full-time)
 7. One part-time contracted staff.
- B. Budget Allocation: At 15/16 level
- C. Additional Resources: None
- D. Projects (from Gap Analysis and Recommendations)
 - Initiate a Distance Learning Council with full-time and adjunct Faculty representation from each academic department, Advising and Distributed Learning.
 - Initiate DL-Council recommendation to create Certification pathways for hybrid and face to face instructional competence
 - Initiate DL-Council recommendation to establish benchmarks for retention and completion in hybrid courses
 - Initiate DL-Council recommendation to improve electronic access to after hour and Saturday Advising services for online students
 - Initiate DL-Council recommendation to establish IT Helpdesk Services after hours, snow days, weekends for all students using the College's LMS
 - Initiate DL-Council recommendation to establish a 2017/19 funding pattern for ADA compliance and subsequent supervision of compliance in all course sections
 - Expand online enrollment 5% by expanding the types of degrees and/or courses offered
 - Implement recommendations from the LifeFactor survey to support and enhance completion rates for online courses

- Develop marketing strategies for Online Courses around targeted growth population
- Develop in-house a quality assurance template/protocol for hybrid course design and faculty training
- Upgrade BB-Basics Training protocol to include companion website template and instructor competence requirements. (Appendix H)

2017/18

- Staff Resources:
 1. One Executive Director (permanent full-time)
 2. One LMS Administrator and Curriculum Innovation Specialist, (permanent full-time)
 3. One Instructional Designer, (permanent full-time)
 4. One Instructional Technology Specialist (permanent full-time)
 5. One Office Manager (permanent full-time)
 6. One Support Associate (permanent full-time)
- Budget Allocation: At 16/17 level
- Additional Resources:
 - Resources for ADA compliance
 - Resources for faculty training “adding a virtual class room” (0.5 FTE)
- Projects (from Gap Analysis and Recommendations)
 - Expand online enrollment 4% by expanding the types of degrees and/or courses offered
 - Perform due diligence check on reliability, cost and options of the Learning Management System
 - Implement the DL-Council recommendation re. ADA compliance (if funded)
 - Continue quality assurance training for hybrid course faculty
 - If funded, develop online instructional training materials for companion web site faculty to support “teaching with a virtual classroom”.
 - If funded, develop, implement, and support 1st phase quality assurance plan for “teaching with a virtual classroom.”

2018/19

- A. Staff Resources:
 1. One Executive Director (permanent full-time)
 2. One LMS Administrator and Curriculum Innovation Specialist, (permanent full-time)
 3. One Instructional Designer, (permanent full-time)
 4. One Instructional Technology Specialist (permanent full-time)
 5. One Office Manager (permanent full-time)
 6. One Support Associate (permanent full-time)
 7. One 0.5 training staff. (if funded in 17/18)
- B. Budget Allocation: At 17/18 level
- C. Additional Resources: Resources for ADA compliance
- D. Projects (from Gap Analysis and Recommendations)
 - Expand online enrollment 3% by expanding the types of degrees and/or courses offered
 - Implement the DL-Council recommendation re. ADA compliance (if funded)
 - If funded, implement, and support 2nd phase quality assurance protocol for “teaching with a virtual classroom.”

2019/20

- A. Staff Resources:
 - 1. One Executive Director (permanent full-time)
 - 2. One LMS Administrator and Curriculum Innovation Specialist, (permanent full-time)
 - 3. One Instructional Designer, (permanent full-time)
 - 4. One Instructional Technology Specialist (permanent full-time)
 - 5. One Office Manager (permanent full-time)
 - 6. One Support Associate (permanent full-time)
- B. Budget Allocation: At 18/19 level
- C. Additional Resources:
- D. Projects (from Gap Analysis and Recommendations)
 - Expand online enrollment 2% by expanding the types of degrees and/or course
 - If funded, implement, and support 3rd phase quality assurance protocol for “teaching with a virtual classroom.

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Mandate and Membership of the Distributed Learning Task Force

Mandate

In September 2015, the Vice President for Academic Affairs/Provost issued a call for the creation of the Distributed Learning Task Force:

According to a study of online education by the Instructional Technology Council as reported in the most recent issue of *Community College Journal* (August/September 2015), while enrollment in face-to-face courses has declined nationally, there is still growing interest in online courses; a trend that we should explore at FCC. As a result of vacancies in Distributed Learning and upcoming changes to the LMS (learning management system) delivery platform, I will charge the AVP of the Center for Teaching and Learning with convening a task force to guide our technical, pedagogical and academic support efforts.

The Distributed Learning Task Force will be charged with creating a five year strategic plan for Distributed Learning that supports the growth of online and hybrid enrollment, curriculum development and instructional design; adheres to Middle States requirements; reviews learning management system options; and establishes guidelines for faculty professional development and training requirements for online instruction and other learning environments.

Comprised of six faculty members, the Executive Director of Distributed Learning, the interim LMS Administrator, and the AVP for the Center for Teaching and Learning, the task force will meet in fall 2015 and will report its recommendations to the Provost/Vice President of Academic Affairs. (Dr. Tony Hawkins, September 9, 2015)

Membership

The interdisciplinary team that constituted the task force included:

- Kelly Bolcik, Adjunct Faculty, Communications
- Dr. Ivy Chevers, Assistant Professor, Creative Arts
- Dr. Matthew Lochman, Assistant Professor, Mathematics
- Val Lochman, Assistant Professor, Mathematics
- Dr. Susan McMaster, Assistant Professor, Business & Economics
- Dina Yagodich, Assistant Professor, Mathematics
- Jessica Young, Interim LMS Administrator/Instructional Designer
- Jurgen Hilke, Executive Director of Distributed Learning
- Dr. Kelly Trigger, Associate Vice President, Center for Teaching and Learning (Chair)

Goals and Alignment with FCC 2020 and the Strategic Technology Plan

1. Increase enrollment in online and hybrid courses and programs. (FCC 2020: 5 & 9)
2. Improve student success in online learning environments. (FCC 2020: 1, 5, & 9)
3. Ensure quality and continuity in online course design and delivery. (FCC 2020: 1, 2, & 5)
4. Review the current Learning Management System to ensure that it supports current and future teaching and learning needs. (FCC 2020: 2, Strategic Tech Plan Goals B and C).
5. Develop faculty technological competence and instructional design skills to assure excellence in the design, delivery, and support of student learning in online environments. (FCC 2020: 2 & 6)
6. Review management and resource allocation to assure effective support for growth in online enrollment and hybrid and web-enhanced course expansion (FCC 2020: 4)

Appendix C

Online Enrollment Growth 2005-2015

05/06	06/07	007/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	
College Overall										
18,478	17,236	17,794	18,258	18,323	18,454	18,222	16,672	14,839	15,256	-17.4%
Online Courses (no Hybrids included)										
3,102	3,481	3,728	4,385	4,523	4,730	4,684	4,416	4,631	4,877	+57%

Enrollment in online courses (hybrids not included) has grown consistently from 3102 in 05/06 to 4877 in 14/15 with a 7% increase from fall14 to fall 15.

Hybrid Enrollment Growth 2005-2015

05/06	06/07	007/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	
College Overall										
18,478	17,236	17,794	18,258	18,323	18,454	18,222	16,672	14,839	15,256	--7.4%
Hybrids Courses (no Online included)										
228	607	569	747	731	846	953	1111	1207	1461	+540%

Enrollment in hybrid courses (online not included) has grown consistently from 228 in 05/06 to 1461 in 14/15 with a 103% increase from fall14 to fall 15.

Projected Enrollment Growth 2015-2020 in Online and Hybrid Courses

16/17	17/18	18/19	19/20	20/21
Online				
6%	6%	5%	5%	4%
Hybrid				
50%	30%	10%	8%	6%

Online Faculty Profile

Table 1: Online Faculty Full-time to Adjunct Ratio in Courses Taught

Year	Full-time	Adjunct	Percent Ratio	Total
2002/03	19	14	58 : 42	33
2004/05	26	31	46 : 54	57
2006/07	26	36	42 : 58	62
2008/09	28	47	37 : 63	75
2010/11	35	63	36 : 64	98
2012/13	36	79	31 : 69	115
2014/15	37	81	31 : 69	118

Table 2: Online Faculty Training 2014/15

	Full-time	Adjunct	Total
Blackboard Basics	16	132	148
Blackboard Advanced	10	47	57
QM Master Reviewers (as of 2015)	4	4	8
QM Peer Reviewers (as of 2015)	4	8	12
FCC Teaching Online Certificate	9	60	69

Table 3: MOL Certificate for Online Adjunct Teaching (COAT) as of 2014/15

	Total	Administrator	Percent	Full-time	Percent	Adjunct	Percent
COAT		2	2.6%	11	14.6%	62	82.6%

Table 4: Online Faculty Semesters of Service 2012/13

Semesters	1	2-3	4-6	7-9	10-19	20-30
Adjunct Faculty	64	38	39	19	25	15
Full-time Faculty	13	9	7	7	14	10
Total	77	47	46	26	39	25

Table 5: Online Faculty Degrees 2014/15

	Total	AA Degree	%	Bachelor Degree	%	Masters Degree	%	Doctorate	%
Full time	37	0	0	1	2.7	25	67.6	11	29.7
Adjunct	81	4	4.9	7	8.6	57	70.4	13	16.0

Online Course Completion Rate

Course Completion Rate			
	Rate of Completion*	Total Net	Grades** and Non-Academic “F” “W” excluded
2003 / 04	83%	1895	1578
2004 / 05	79%	2564	2023
2009 / 10	88%	4844	4263
2010 / 11	83%	5576	4630
2012 / 13	85%	5614	4753
2014 / 15	90 %	6338	5727

* Percent of course completion for all grades except “W” and non-academic “F”

** Non-Academic “F” defined as any “F” assigned to students who ceased to participate in course activity before the end of the second week.

Courses by Section and Credits

Online/Hybrid Courses by Section and Credits						
Semester	Sections Offered	Sections Cancelled	Sections Actual	Credits Scheduled	Credits Cancelled	Credits Actual
Fall 09	126	8	118	387	25	362
Spring 10	135	16	119	411	48	363
Summer 10	76	0	76	244	0	244
Total 09/10	337	24	313	1042	73	969
Fall 14	190	13	177	576	37	539
Spring 15	217	20	197	642	54	588
Summer 15	90	7	83	268	20	248
Total 14/15	497	40	457	1486	111	1375

Courses by Seats and Occupancy

Online/Hybrid Courses by Seats and Occupancy					
Semester	# Seats Scheduled	#Seats Cancelled	#Seats Offered	# Seats Used	Percent Occupancy
Fall 09	2498	172	2326	2015	86.63
Spring 10	2703	317	2386	1992	83.49
Summer 10	1532	0	1532	1247	81.40
Total 09/10	6733	489	6244	5254	84.14
Fall 14	3761	245	3516	2461	70.75
Spring 15	4321	369	3952	2695	68.19
Summer 15	1858	136	1722	1193	69.28
Total 14/15	9940	788	9152	6349	69.37

Retention and "No Shows"
Compare 2003/04 - 04/05 - 2014/15

Table 1:		"F" Grades					
Grade		Totals 09/10	Percent of All Net 09/10	Totals 12/13	Percent of All Net 12/13	Totals 14/15	Percent of All Net 14/15
All Net		4844		5614		5860	
"F"	Unrefined	580	11.9	636	11.3	714	12.2
"F"1	Total at 2 nd Week (Instructor Report)	497	10.2	595	10.5	684	11.7
"F"2	Total at 3 rd Week (Instructor Report)	463	9.5	569	10.1	649	11.1

Table 2:		"W" Grades					
Grade		Totals 09/10	Percent of All Net 09/10	Totals 12/13	Percent of All Net 12/13	Totals 14/15	Percent of All Net 14/15
All Net		4844		5614		5860	
"W"	Unrefined	498	10.3	820	14.6	507	8.6
"W"1	Total at 2 nd Week (Instructor Report)	431	8.9	653	11.6	486	8.3
"W"2	Total at 3 rd Week (Instructor Report)	378	7.8	579	10.3	417	7.1

Table 3:		"No Show"					
Grade		Totals 09/10	Percent of All Net 09/10	Totals 12/13	Percent of All Net 12/13	Totals 14/15	Percent of All Net 14/15
All Net		4844		5614		5860	
All W+F	Unrefined	1078	22.2	1456	25.9	1221	20.8
W+F	Total at 2 nd Week (Instructor Report)	928	19.2	1248	22.2	1170	19.9
W+F	Total at 3 rd Week (Instructor Report)	841	17.4	1148	20.4	1066	18.2
No-Show 1	At End of 2 nd Week	150	3.1	208	3.7	51	0.9
No-Show 2	At End of 3 rd Week	237	4.9	308	5.5	155	2.6

PS Query: (FCC_AA_NET_STUDENTS_RETENTION)

Appendix H

FCC Course Format Definitions and Faculty Training Requirements/ Tech Competencies

Format	On-Campus Attendance	Online Participation	Technical Requirements
Online Courses (100% online)	Some course requirements will be proctored at authorized testing sites.	Regular course activities Communication Course evaluations	Computer access off-campus Internet access off-campus Email
	Faculty Training FCC Certificate for Teaching Online (Required)		
Hybrid Courses	Course activities as per syllabus Some course requirements will be proctored at authorized testing sites.	Course activities as per syllabus Communication Course evaluations	Computer access off-campus Internet access off-campus Email
	Faculty Training FCC Certificate for Teaching Online (Recommended)		
F2FCourses (web-enhanced)	Regular class time (100% required) labs, etc Communication	Course activities as per syllabus Course evaluations	Computer access off-campus Internet access off-campus Email
	Faculty Training BB basic functionality (Required) Web-enhanced Instruction (Proposed*)		

*Proposed Web-enhanced Instruction (Companion Websites)

Standard Template Buttons:	Instructor Competencies
<ol style="list-style-type: none"> 1. Announcements 2. General Information 3. Faculty 4. Course Materials 5. Email 6. Grade Center 7. Course Evaluation 8. Library 9. Faculty Resources (not available to students) 	<ul style="list-style-type: none"> ➤ Have completed Blackboard basics training ➤ Be able to upload the course syllabus to the course website; ➤ Specify methodology for course communications to include phone, email, messaging ➤ Be able to utilize hardware and software needed to support the course objectives, if needed; ➤ Be able to post instructor availability and responsiveness (e.g., email, feedback, posting of grades, office hours, etc.); ➤ Be able to post grades and feedback ➤ Be able to post faculty profile and introduction ➤ Be able to post assignments.

FCC Teaching and Learning Online		
Online Course Program Inventory		
I. Course Design	Creation and Maintenance of Master Courses	In Place
	Formal QM Reviews/Re-reviews	In Place
	Informal Course Reviews	In Place
	ADA Compliance	Needs attention
II. Course Delivery	Instructor Training/COAT	In Place
	First Semester Mentoring	In Place
	Certification for Teaching Online	In Place
	Faculty Peer Observation	In Place
	Student Course Evaluations	In Place
III. Technology	LMS Maintenance	In Place
	BB Basics (Faculty)	In Place
	BB Advanced (Faculty)	In Place
	Student BB Tutorials	In Place
IV. Online Support Services	Faculty Helpdesk	In Place
	Student and Faculty Orientation Website	In Place
	Tutoring /Writing	
	Online Library Services	In Place
	Online Advising Services	Needs attention
	Disability Services	Needs attention
V. Administrative Infrastructure	Office Support	In Place
	Budget	In Place
	Research	In Place
	Administration QM Course Reviews	In Place

	NET Classes			NET Classes			F2F Classes			F2F Classes		
	Summer 12, Fall 12, Spring 13			Summer 14, Fall 14, Spring 15			Summer 12, Fall 12, Spring 13			Summer 14, Fall 14, Spring 15		
	Total	ABC	%	Total	ABC	%	Total	ABC	%	Total	ABC	%
Over 22	3422	2542	74.3%	3544	2703	76.3%	10908	8601	78.9%	9452	7586	80.3%
Under 22	1832	1303	71.1%	2316	1705	73.6%	19142	13764	71.9%	19140	14366	75.1%
Over 24	2835	2135	75.3%	2896	2240	77.3%	8499	6776	79.7%	7470	6037	80.8%
Under 24	2419	1710	70.7%	2984	2168	72.7%	21551	15544	72.1%	21122	15915	75.3%

	NET Classes						NET Classes					
	Summer 12			Fall 12 / Spring 13			Summer 14			Fall 14 / Spring 15		
	Total	ABC	%	Total	ABC	%	Total	ABC	%	Total	ABC	%
Female	759	631	83.1%	2790	2006	71.9%	727	617	84.9%	3093	2343	75.8%
Male	305	246	80.7%	1367	942	68.9%	325	253	77.8%	1702	1187	69.7%

	Online Classes			F2F Classes			Online Classes			F2F Classes		
	12/13			12/13			14/15			14/15		
	Total	ABC	%	Total	ABC	%	Total	ABC	%	Total	ABC	%
Caucasian	1836	1448	78.9%	21283	16430	77.2%	4313	3326	77.1%	19494	15549	79.8%
African Am.	268	184	68.7%	4352	2830	65.0%	883	599	67.8%	4210	2827	67.1%
Hispanic	112	84	75.0%	2290	1567	68.4%	351	238	67.8%	2916	2052	70.4%
Asian	82	66	80.5%	1549	1120	72.3%	264	209	79.2%	1681	1310	77.9%
Am. Indian	15	11	73.3%	171	118	69.0%	12	11	91.7%	117	88	75.2%
Other	27	27	100.0%	287	231	80.5%	22	18	81.8%	63	51	81.0%
Pacific	16	6	37.5%	118	69	58.5%	15	7	46.7%	111	75	67.6%
Total	4182			30050			5860			28592		

Learning Online Gap Analysis (Credit Courses)

(Legend = working = needed)								
	Course Design		Instruction		Technology		Student/ Academic Support Services	
	Design	Quality Check	Training	Quality Check	LMS	Help		
Online Course Program	Master Courses Instructional Designers	QM Rubric and Protocol	Online Teaching Certificate	Peer Observation Protocol	Blackboard	IT Help Desk + week end + after hour for faculty and students	Online Writing Tutor Service	Advising + Week end services
		ADA Compliance						
Hybrid Courses	Template	Need quality check and Maintenance. Professional Development	BB-Basics BB-Advanced	Professional Development and oversight	Blackboard	IT Help desk	On-Campus Services are available	
	Professional Development/ Training		Professional Development			No after hour or weekend or snow day service		
F2F courses web-enhanced	Professional Development/ Training	Professional Development Maintenance checks	BB Basics	Professional Development and oversight	Blackboard	IT Help desk	On-Campus Services are available	
			Professional Development/ Training			No after hour or weekend or snow day service		

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