

Distance Education Program Review

2011-2012

1. Program Description

A. Description

Ventura College offers convenient, expanded access to higher education and learning opportunities via distance education. Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. [55205, *Distance Education guidelines*, March 2004, Second Edition] Distance Education courses are ideal for independent, self directed and motivated students who have functional computers at their home or office and have access to broad band internet on an ongoing basis. Distance Education has become a common learning method for students who are seeking to achieve their educational goals.

B. Service Unit Outcomes:

1. Twenty percent or more of students completing a distance education orientation will demonstrate an ability to navigate a commonly formatted distance education course shell.
2. Twenty percent or more of Faculty attending a distance education training provided by Ventura College will implement one or more teaching tools/techniques in their distance education class room.
3. Twenty percent or more of students completing the Distance Education Assessment tool will follow the guidelines given by the assessment outcome.

C. College Level Student Learning Outcomes:

Students utilizing this service will enhance their skills in the following areas:

1. Information Competency
2. Critical Thinking and Problem Solving

D. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

E. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning

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outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

F. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

G. What services are provided by the program?

Ventura College Distance Education department provides support and training services for faculty and students. The services we provide help faculty to learn more about distance education pedagogy/andragogy, instructional design, and instructional technology, in both online and face-to-face class formats. We also help students to connect with their class online and enhance their ability to be successful in the distance education platform.

Each Distance Education class has a faculty member who interacts with students, leads the course, and provides assistance. Distance Education course activities may include reading textbooks and study guides, engaging in online chats, watching videos, participating in group projects, using online discussion boards, researching, and writing papers. Some online classes require asynchronous, and/or synchronous components, and face-to-face meetings offering a flexible alternative to the traditional educational model.

H. What are the strengths, successes, and significant events of the program?

A variety of courses from across a wide variety of disciplines on the Ventura College campus offer distance education opportunities. Currently 84 individual courses are offered on a regular and ongoing basis. More than 50% of the general education transfer level courses are offered through the distance education platform.

The distance education department is supported by an Instructional Technologist, an Instructional Design Specialist, and an Instructional Technology Support Assistant. Under the guidance of an Instructional Dean, the team facilitates the implementation of distance education courses, technology training, pedagogy/andragogy training specific to distance education, and initiatives and programs that monitor and implement enhancements in the field of educational technology. Additionally, we

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continuously collect and analyze both college and national data regarding student success and retention.

I. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Gwendolyn Lewis-Huddleston

Instructors and Staff

Name	Krista Wilbur
Classification	Instructional Technologist
Year Hired	2008
Years of Industry Experience	3 years
Degrees/Credentials	BA in English, MS in Counseling and Guidance

Name	Vacant Position
Classification	Instructional Technology Support Assistant
Year Hired	2011
Year of Industry Experience	
Degrees/Credentials	

Name	Erica Tartt
Classification	Instructional Design Specialist
Year Hired	2010
Years of Industry Experience	7 years
Degrees/Credentials	BS in Math and Science Education, MA in Education-Human Development

Name	Gwendolyn Lewis Huddleston
Classification	Dean
Year Hired	2007
Years of Industry Experience	16 years
Degrees/Credentials	BA in Art, MA in Art, MFA in Art, Ed.D in Higher Education Management

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2. Performance Expectations

A. Service Unit Outcomes

Students utilizing this service will be able to:

1. Students completing a distance education orientation will demonstrate an ability to navigate a commonly formatted distance education course shell.

Performance Indicator: 20% or higher will demonstrate the ability to navigate a commonly formatted distance education course shell at the end of attending and participating in a technical orientation for distance education.

2. Faculty attending a distance education training provided by Ventura College will implement one or more teaching tools/techniques in their distance education class room.

Performance Indicator: 20% of faculty will implement one or more teaching tools/techniques in their distance education classroom after attending a training session workshop, or the Summer Institute.

3. Students completing the Distance Education Assessment tool will follow the guidelines given by the assessment outcome.

Performance Indicator: 20% or higher will follow the assessment outcome guidelines.

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B. Program Operating Outcomes

- 1) The hours of support services are consistent and adequate to provide students with access to their distance education classrooms.
 - a. Assessment will review the following items: posting and maintaining technical orientations and help line services for students. Logging and tracking all student calls and emails for assistance and posting completion time. Goal to return all calls and emails within 24 hours.
- 2) Support for faculty to adapt course material to the distance learning management system is available through group and/or individual training.
 - a. Assessment will measure the number and success rate of faculty participating in our Distance Education trainings. Training evaluation surveys will be conducted at the completion of all trainings. Follow-up surveys will be implemented each semester regarding the prior semester's trainings.
- 3) Instructional technology, software and hardware are available for instructors to support the enhancement of learning.
 - a. Assessment will be measured by tracking our inventory of technology, and faculty use.
- 4) Support services and training is available for faculty utilizing instructional technology.
 - a. Assessment will be measured by logging all faculty requests and posting assistance response and completion.

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3. Operating Information

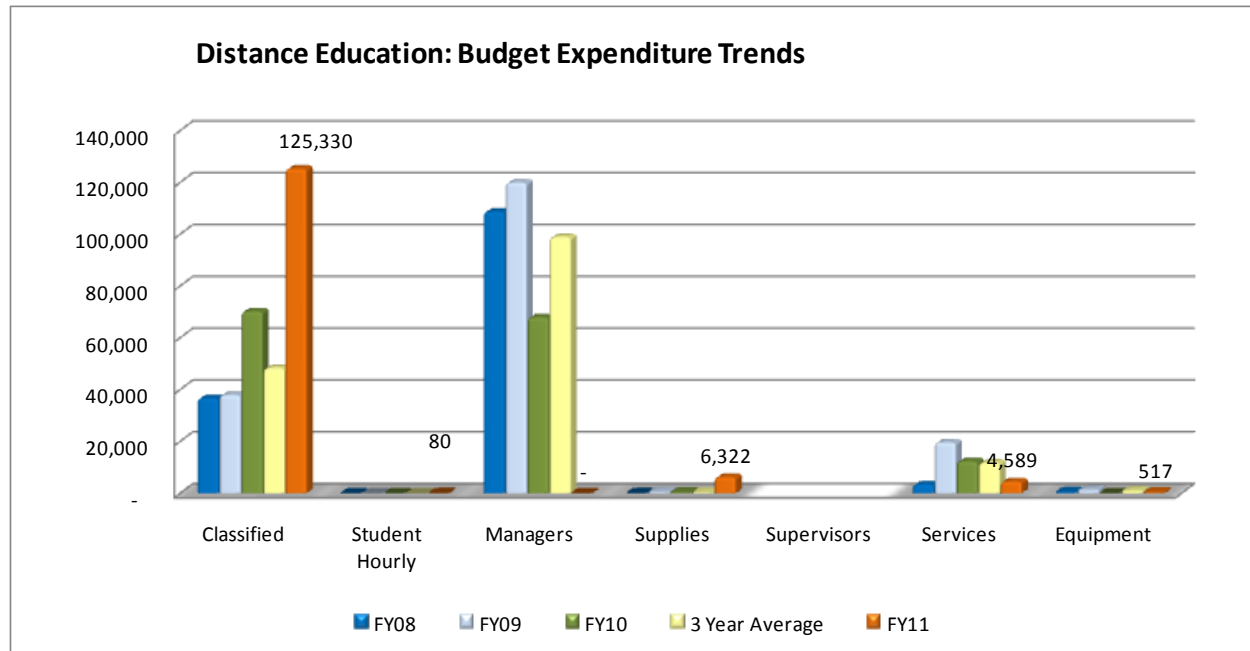
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
3	Classified	36,758	37,972	70,231	48,320	125,330	159%	12%
4	Student Hourly	-	-	-	-	80	100%	-10%
6	Managers	108,767	119,965	67,943	98,892	-	-100%	-1%
7	Supplies	59	799	458	439	6,322	1341%	10%
5	Supervisors							7%
8	Services	3,463	19,634	12,375	11,824	4,589	-61%	-8%
9	Equipment	685	1,499	-	1,092	517	-53%	24%
	Total	149,732	179,869	151,007	160,203	136,838	-15%	0%

A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.

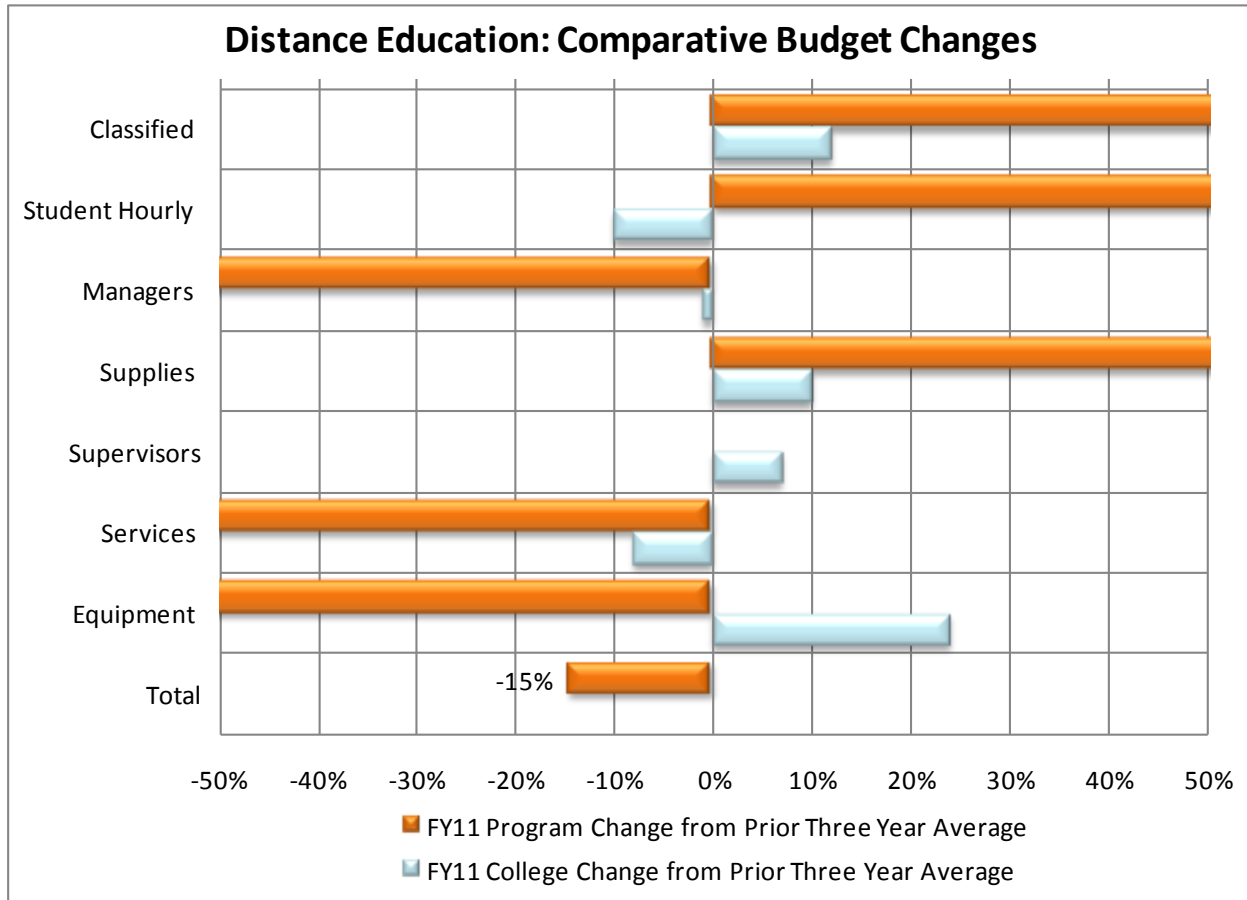


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A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Table

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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FOAP	Title	FY08	FY09	FY10	3 Year Average	FY11
111 31023 2011 601000	Managers - Academic	80,580	89,651	49,682	73,304	-
111 31023 2030 601000	Managers - Vacation Payout	-	-	720	240	-
111 31023 2121 080100	Classified Regular	-	-	-	-	53,644
111 31023 2211 080100	Classified Regular/Inst Aides	22,665	22,410	47,566	30,880	24,577
111 31023 2322 080100	Classified - Overtime	501	310	-	270	-
111 31023 2510 080100	Student Hourly-Instructional Aides	-	-	-	-	79
111 31023 2826 080100	Provisional, Ltd Term-NonPos Cntrl	1,250	5,140	-	2,130	-
111 31023 2827 080100	Other Compen (Spec Sev, Prof Exp)	1,250	-	-	417	-
111 31023 3XXX3 080100	Benefits Classified	11,092	10,112	22,665	14,623	47,109
111 31023 3XXX4 080100	Benefits Student Hourly	-	-	-	-	1
111 31023 3XXX6 080100	Benefits Managers	28,187	30,314	17,542	25,348	-
111 31023 4100 080100	Instructional Supplies and Material	-	799	-	266	-
111 31023 4300 080100	Computer Software and Supplies	-	-	-	-	4,960
111 31023 4800 080100	General Supplies & Materials	59	-	458	172	1,362
111 31023 5211 080100	Employee Travel	1,045	5,802	-	2,282	-
111 31023 5300 080100	Dues & Memberships	200	450	450	367	-
111 31023 5641 080100	Software Maintenance & License Fe	2,053	13,381	11,925	9,120	4,589
111 31023 5822 080100	Licenses And Fees	165	-	-	55	-
111 31023 6413 080100	Equip-Instruc Equip-\$200-\$999	428	1,499	-	642	-
111 31023 6415 080100	Equip-Instruc Furn-\$200-\$999	257	-	-	86	517
	Total	149,732	179,868	151,008	160,203	136,838

A5: Program Staffing

The following table shows the staffing in the FY12 budget.

Distance Education							
Fund Org Account	Title	Name	Months	Pos%	Assign%	Total%	FTE
111310232121	Instructional Technolog	Wilbur, Krista Lorene	12	1.000	1.000	1.000	1.000
111310232211	Instr Tech Support Assist	VACANT	12	1.000	1.000	1.000	1.000
						2.000	2.000

A6: Interpretation of the Program Budget Information

The budget has changed dramatically over the last few years. This is due to a change in structure of the distance education department. There was an Assistant Dean of Distance Education position. This position was eliminated, as such a reduction in personnel expenses. Equipment is currently half of what it was for previous years. This was due to the previous year's build up of the department. During the period where the distance education was not covered by a dean and instead in the charge of the EVP, staff focused on developing the service elements instead of spending. Additionally, there was a good deal of travel expenses for the Assistant Dean that is not being utilized since the absence of that position. Going forward the distance education department has been recently moved into a division with a Dean being placed in charge. The budget expenditures will very likely see additional changes as we go forward. We expect to increase travel for training purposes, and increase equipment/software/hardware, and licenses expenditures. Much of these new expenses will be covered by the Title V Cooperative Grant over the next few years. However, the general fund will need to consider these needs for future years planning purposes as we go forward.

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Please note that the budget reporting above shows two positions in Distance Education, however, we have a third position at this time. We added an Instructional Design Specialist position that supports both distance education training and overall instructional technology needs. This position is currently funded through the Title V Cooperative Grant. However, the grant requires the general fund to absorb this salary over the 5 year period of the grant. At the close of the grant the position is to be fully absorbed by general fund.

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B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Response: An inventory report has not been given us at this time. As such, we are unable to respond to this area. However, we are currently working on an inventory list covering all purchases that are made from our budget. We plan to be able to include this inventory list in our next program review.

B2: Interpretation of the Inventory Information

Response: An inventory report has not been given us at this time. As such, we are unable to respond to this area. We interpret the lack of an inventory report is due to distance education equipment such as computers for faculty use, being housed in the faculty members respective division areas. Other than the staff office equipment we have not had separate equipment that was specific to distance education in the past. However, we are increasing the equipment in the distance education department at this time through the Title V Cooperative Grant funding at this time. This equipment will support technology needs for faculty serving students. We are currently working on an inventory list covering all purchases that are made from our budget and from the Title V Grant budget for these purposes. We plan to be able to include this inventory list in our next program review.

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C1: Service Data:

a) What populations are served by the program?

Response: 146 Faculty are serviced by this program each semester. Services cover fully distance education courses; web enhanced courses, and instructional technology.

17,742 seats in distance education courses were serviced during Fall 2009 to Spring 2011. Web enhanced courses have not been distinguished by seats served. That number is closer to the full student body as nearly all courses on this campus are being serviced through web enhanced courses.

b) How many students, classes, etc. have been served by the program over the last two years (per semester)?

Courses offered (online & partially online) Fall – 84, Spring -89, Summer 29, total – 202 per year (404 for two years)

Web Enhanced Sections – Fall 300, Spring 248, Summer not known yet. (Numbers are for two years)

Online Instructors – 54

Web Enhanced Instructors – 92

Students – 17,742 seats (seats may be a duplicated number for students taking more than one online or web enhanced course)

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c) What other operational data is pertinent to your program? Please provide.

None at this time.

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4. Performance Assessment

A. Service Unit Outcomes

Service Unit Outcome	Performance Indicators
<p>1. Twenty percent or more of students completing a distance education orientation will demonstrate an ability to navigate a commonly formatted distance education course shell.</p>	<p><i>Performance Indicator: 20% or higher will demonstrate the ability to navigate a commonly formatted distance education course shell at the end of attending and participating in a technical orientation for distance education.</i></p>
Operating Information	
<p>Technical orientations are being held during the enrollment period and repeated at the beginning of the semesters beginning Fall 2011. This is a new initiative.</p>	
Analysis – Assessment	
<p>Assessment will be conducted beginning Fall 2011.</p>	

Service Unit Outcome	Performance Indicators
<p>2. Twenty percent or more of Faculty attending a distance education training provided by Ventura College will implement one or more teaching tools/techniques in their distance education class room.</p>	<p><i>Performance Indicator: 20% of faculty will implement one or more teaching tools/techniques in their distance education classroom.</i></p>
Operating Information	
<p>Faculty that attended the Summer Institute for Professional Development have agreed to be assessed beginning Spring 2011 regarding their implementation of teaching tools/techniques in their distance education classrooms.</p>	
Analysis – Assessment	
<p>Assessment will begin Spring 2011 regarding faculty teaching tools/techniques utilized in Fall 2011 classes.</p>	

Service Unit Outcome	Performance Indicators
<p>3. Twenty percent or more of students completing the Distance Education Assessment tool will follow the guidelines given by the assessment outcome.</p>	<p><i>Performance Indicator: 20% or more of students completing the Distance Education Assessment tool will follow the guidelines given by the assessment outcome.</i></p>

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Operating Information
The assessment for students is being developed during Fall 2011 to be launched in Spring 2012.
Analysis – Assessment
Assessment will be conducted after one full semester of the assessment tool being launched and utilized by students.

B. Operating Goals

Operating Goal	Performance Indicators
1. The hours of support services are consistent and adequate to provide students with access to their distance education classrooms.	Assessment will review the following items: posting and maintaining technical orientations and help line services for students. Logging and tracking all student calls and emails for assistance and posting completion time. Goal to return all calls and emails within 24 hours.
Operating Information	
We are currently developing the tracking report for implementation in Spring 2011.	
Analysis – Assessment	
We are currently developing the tracking report for implementation in Spring 2011.	

Operating Goal	Performance Indicators
2. Support for faculty to adapt course material to the distance learning management system is available through group and/or individual training.	Assessment will measure the number and success rate of faculty participating in our Distance Education trainings. Training evaluation surveys will be conducted at the completion of all trainings. Follow-up surveys will be implemented each semester regarding the prior semester’s trainings.
Operating Information	
Assessment surveys are being developed during Fall 2011 to be implemented in late Fall 2011 and Spring 2012.	
Analysis – Assessment	
Analysis and assessment will not be available until Spring 2012.	

Operating Goal	Performance Indicators
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<p>3. Instructional technology, software and hardware are available for instructors to support the enhancement of learning.</p>	<p>Assessment will be measured by tracking our inventory of technology, and faculty use.</p>
Operating Information	
Operating Information	
<p>Technology purchase, inventory, and tracking of faculty use are being developed during Fall 2011 to be implemented in Spring 2012.</p>	
Analysis – Assessment	
<p>Assessment will be conducted in Spring 2012.</p>	

Operating Goal	Performance Indicators
<p>4. Support services and training is available for faculty utilizing instructional technology.</p>	<p>Assessment will be measured by logging all faculty requests and posting assistance response and completion.</p>
Operating Information	
<p>Tracking and assessment reporting of faculty requests is currently being developed during Fall 2011.</p>	
Analysis – Assessment	
<p>Analysis and assessment will be conducted in Spring 2012.</p>	

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5. Findings

You will need to note the findings you create as a result of analyzing your SUOs and Operating Goals developed in the previous sections. Please identify the item number such as SUO #1 or OG #2 that corresponds to the finding.

Finding 1: SUO #1 We are collecting data on this SUO.

Finding 2: SUO #2 Assessments will begin Spring 2011 regarding faculty teaching tools/techniques utilized in Fall 2011 classes.

Finding 3: SUO #3 Assessments will begin Spring 2011 regarding faculty teaching tools/techniques utilized in Fall 2011 classes.

Finding 4: OG #1 We are currently developing the tracking report for implementation in Spring 2011.

Finding 5: OG #2 Analysis and assessment will not be available until Spring 2012.

Finding 6: OG #3 Assessments will be conducted in Spring 2012.

Finding 7: OG #4 Analyses and assessment will be conducted in Spring 2012.

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6. Initiatives

Initiative: Complete hiring process of our currently vacant position of the Instructional Technology Support Assistant, to assist in our completion of the assessment of our SUO Goals 1 – 3 and Operational Goals 1 – 4.

Initiative ID: DE1201

Link to Finding SUO 1 – 3 and OG 1 - 4

Benefits: Students, Faculty, and Staff will benefit from the findings of the analysis of each of our SUO and OG goals. The benefits will include hard data on services, and timely response to student and faculty needs.

Request for Resources: None except for the continued budget allocation for the currently vacant position of the Instructional Technology Support Assistant.

Funding Sources: General Fund

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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Initiative ID: DE1202 – Develop faculty teaching learning center space and offices for Distance Education and Instructional Technology staff to centralize the implementation of training and assessing support services at the Faculty Resource Center in LRC.

Link to Finding SUO's 1 – 3 and OG's 1-4

Benefits: Centralized operations will provide a true Distance Education and Instructional Technology support service center for faculty and students.

Request for Resources: Facility space of the Faculty Resource Center and offices in the LRC.

Funding Sources: Facility currently exist but needs to be reallocated. Title V Cooperative Grant will support the refurbishing/updating of the facility.

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	X
Requires other resources (grants, etc.)	X

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6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets. The program's initiatives will be entered into the Excel spreadsheets by resource category and consolidated into division and college-wide spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

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Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

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The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

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7A: Appeals:

After the service unit review process is complete, your unit has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the review process.

7B: Process Assessment

In this first year of service unit review using the new format, units will be establishing performance indicators (goals) for analysis next year. Review will take place annually, but until units have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.