

Executive Summary: Review of Piloted Virtual College Instructional Programs for Fall 2012

Shoreline Community College's Virtual College Implementation Task Force—Instructional Programs (VCIT-IP) reviewed the five instructional programs that the Virtual College (VC) piloted fall 2012. Below are key outcomes and recommendations.

Overall Outcomes and Recommendations:

- 1 The College has witnessed a concrete outcome this fall 2012 with *online FTEs up 11% year to date (YTD)*. Prior to the VC pilots this fall, online enrollments increased 4% YTD (fall 2011 compared to fall 2010) and 3% YTD (fall 2010 compared to fall 2009). We recommend that the college consider setting online enrollment targets for each VC program.
- 2 The cost of education is being lowered by instructors' use of open educational resource (OER) and other strategies that lower the cost of textbooks. The college eagerly anticipates its first massively open online course (MOOC) in spring 2013. The Library is taking a leadership role on OER.
 - The college should consider ways to market its use of OER to lower costs for students as a way to differentiate itself from other virtual colleges.
 - The college should consider ways to incent faculty to adopt OER as a method of decreasing costs for students.
- 3 New articulation agreements were made to four-year online programs.
 - The College's articulation Web site should be expanded to include student-friendly language and links to the actual articulation agreements.
- 4 The Deans now construct an annual schedule of online classes.
 - Each online program should link to this schedule or create a distinct annual schedule for its program if one does not already exist.
- 5 The focused marketing effort of programs associated with the VC has shown encouraging results.
 - Continue using targeted advertising and inbound marketing concepts to develop enrollment leads.
 - Pilot a marketing assistant hourly position in PIO to expand and enhance use of existing marketing software toward increasing enrollment-lead conversion.
 - For the 2012-13 academic year, continue to host quarterly online college fairs in conjunction with online academic partner institutions.
 - Monitor results to quickly adjust messaging, channels, program mix and target markets to maximize return.
- 6 Strategic and business planning around the VC has begun, with a report scheduled to be given to the President by February 1, 2013.
- 7 Undertake a study of the pilot programs and future VC programs to analyze student success and retention.
- 8 Sunset the VCIT-IP, just like the other task forces that were created to lead and implement the VC: VCIT-SS and VCLT. The new Director of the VC should continue on with leadership and

implementation through regular college channels.

Program-Specific Outcomes and Recommendations:

1. Associate in Arts—Direct Transfer Agreement (AA-DTA)

- 2 Substantial progress has been made in meeting the lab science and communications requirements online.
 - o Enrollments in online lab science courses should be monitored as a group.
 - o Online enrollments in the Communication Studies Department should be monitored closely.
- 3 The Virtual College should determine whether each area of study in the AA-DTA is or is not available online and, for those areas that are, include that pathway on the Virtual College Web site. The College should note modality options on the Web site for each area of study.

2. Associate in Applied Arts and Sciences, Health Information Technology (HIT) and Certificate of Proficiency, Medical Coding and Reimbursement Specialist

- 1 We recommend that more classes in this program consider going through the Quality Matters course review process.

3. Associate in Applied Arts and Sciences, Purchasing and Supply Chain Management and Certificates of Proficiency, Purchasing and Completion

- 1 The program saw increased enrollment of 11-14% YTD.
- 2 Program Chair Jerry Baker is creating the Virtual College's first blog to be used as content marketing; he will be tapping the program's professional technical Advisory Committee, such as a member from Starbucks, as content contributors.

4. Certificate of Completion, Foundations of Electronic Music

- 1 The faculty in this program have demonstrated a commitment to ensure the quality of their online courses by voluntarily putting their courses through the outside verification process through Quality Matters; the QM certification mark is now advertised on this program.
- 2 The College should seek grant funding to pay faculty to put targeted courses through the Quality Matters course review process.

5. Courses in Preparation for CPA Examination

- 1 These courses were the first at the college to pilot Canvas as the learning management system and helped the College make the decision to move to Canvas.
- 2 These courses were the first at the college to offer flexible start dates. The goal of multiple start dates is the most challenging instructional challenge for the Virtual College since it affects enrollment services, involves pedagogical changes, and also may require exploring alternative compensation models for faculty.



MEMORANDUM

TO: Lee Lambert, President

COPY: Senior Executive Team (James Jansen, Daryl Campbell, Stephen Smith)

FROM: Virtual College Implementation Task Force—Instructional Programs (Ann Garnsey-Harter, Chair; Stuart Trippel, Vice-Chair; Gloria Anderson; Jerry Baker; Sean Duke; Judy Penn; Doug Reid; Patricia Wade; Al Yates)

DATE: November 30, 2012

SUBJECT: Review of Piloted Virtual College Instructional Programs

Shoreline Community College's Virtual College Implementation Task Force—Instructional Programs (VCIT-IP) is pleased to present this analysis and review of the five instructional programs that the Virtual College is piloting in Fall Quarter 2012, in response to the charge from the President's Senior Executive Team (PSET) dated December 2011 (see https://docs.google.com/document/d/1RPsI6Ool__7jmnVXPo0R_IUyMWD0wfj_gPQBKAofeTc/edit).

This document begins with a review of the charge, notes a key outcome, reviews each piloted program, and discusses how challenges to implementation were addressed.

Finally, the document presents recommendations for next steps, which are also set apart and noted with a bold arrow (➔) and a notation in the right margin throughout the document.

As was the case with the Virtual College Leadership Team's creation of the *Blueprint for a Virtual College* last year, the process of analyzing the pilot programs has been both challenging and productive. The VCIT-IP was given the task of producing this analysis on a short timeline, and even before the pilot courses have been completed this fall. As with the *Blueprint*, the VCIT-IP was not able to obtain comprehensive feedback from the entire campus. The VCIT-IP and its members did, however, solicit and consider as much feedback from individuals and groups as was feasible (see <http://sccvc.wikispaces.com/Presentations>).

1 **The Charge**

The Virtual College is piloting the following five academic programs in Fall 2012:

- Associate in Arts—Direct Transfer Agreement (AA-DTA)
- Associate in Applied Arts and Sciences, Health Information Technology, in the Health Informatics and Information Management (HIIM) program
 - Certificate of Proficiency, Medical Coding and Reimbursement Specialist

- Associate in Applied Arts and Sciences, Purchasing and Supply Chain Management
 - Certificate of Proficiency, Purchasing and Supply Chain Management
 - Certificate of Completion, Purchasing and Supply Chain Management
- Certificate of Completion, Foundations of Electronic Music
- Courses in preparation for licensure as a certified public accountant (CPA), including eligibility to sit for the Uniform CPA Examination (could be considered for a certificate of completion subject to approval of the Curriculum Committee and the Office of Instruction)

These programs were to:

- be delivered exclusively online;
- build on the College's existing instructional model, while also utilizing as many instructional best practices of other online-based colleges/universities as possible;
- reduce (vs. current tuition and fees) the overall cost of attendance to enrolled students;
- maximize flexibility to students; articulate to an online four year college or university, in at least one of the programs; and
- consider and, in at least one of the programs utilize, open educational resources (OER).

2 Key Outcome

Pursuant to the VCIT-IP's charge, "PSET identified growth and expansion of the College's current online programs and courses as the primary means through which its academic virtual college presence will be implemented, and through which the college will grow its enrollment" (see https://docs.google.com/document/d/1RPsI6Ool__7jmnVXPo0R_IUyMWD0wfj_gPQBKAofeTc/edit). We have witnessed a concrete outcome in Fall 2012 with online enrollments, in terms of full-time equivalents (FTEs) up 11 percent year to date (YTD). Prior to the Virtual College pilots this fall, online enrollments increased 4 percent YTD (Fall 2011 compared to Fall 2010) and 3 percent YTD (Fall 2010 compared to Fall 2009). The increased enrollment this fall quarter is an accomplishment that we should not take lightly, since online enrollments in the Washington community and technical college system dropped on average this fall.

- 1➔ We recommend that the College set online enrollment targets each quarter to help ensure that the College continue offering more online class sections to sustain our momentum of "moving the dial." Review of the enrollment management plan created by the now-sunsetted Enrollment Management Committee would provide some guidance: <http://sccenrollmentmanagement.wikispaces.com/Plan>.

3 Review of Piloted Programs

This section reviews each piloted program according to the criteria set forth by PSET in its charge to the VCIT-IP. Notes on marketing are also provided.

3.1 Associate in Arts—Direct Transfer Agreement (AA-DTA)

- a. Online delivery. The College has made substantial progress in expanding online course offerings in the only needed area of the AA-DTA, namely, courses to meet the lab science requirement.
 - In Fall 2012 the College offered two sections of Introduction to Physical Geology (GEOL& 101), taught by Professor Emma Agosta, with the first section filling quickly and the second section filling almost completely. In Winter 2013, we are again offering two online sections, of which at this writing the first is completely filled and the second has only one seat available.
 - Introduction to Astronomy (ASTR& 101), taught by Linda Khandro, was offered online for the first time ever in Fall 2012. The first section filled quickly, and a second section was added, which filled almost completely. In Winter 2013, two online sections are offered, and the first section is nearly full.
 - Weather/Climate and Ecosystems (GEOG 204), taught by Professor Chip Dodd, will be offered fully online in Winter 2013 and is half full.
 - Concepts of the Physical World (PHYS 110), taught by Professor Stephanie Diemel, is being developed online now to be offered in Spring 2013. Mary Kelemen, Director, Auxiliary Services, was a key partner in getting this class offered, as she agreed that the bookstore would purchase and store the materials for a College-made lab kit, create the kits, and sell them to students. The bookstore will do the same for the Introduction to Physical Geology (GEOL& 101) course.
 - Sustainable Gardening/Horticulture (BIOL 126), taught by Professor Judy Penn, will be offered in Spring 2013. This course, previously taught as a hybrid, uses all OER in lieu of a textbook, thus reducing cost to students.
 - Chemical Concepts with Lab (CHEM& 110), taught by Professor Emeritus Clarita Bhat, will be offered as a hybrid in Winter 2013 and fully online at some point in the 2013–14 academic year. The chemistry department emphasizes that this is a new class, and its enrollment will need to factor into the decision about whether to offer the class online in the future.
 - Finally, if the College can identify a market demand for additional non-majors fully online courses, Professor Judy Penn is interested in developing a microbiology course for non-science and non-allied health majors called “Microbes in Society.” This course, which could be developed in the 2013–14 academic year, would not have a prerequisite. It is taught at other colleges as a lab class and could be so at the College as well.

The Office of Instruction has suggested that the College market itself as a provider of online lab science courses for non-science majors, since we now offer online courses in almost every scientific discipline. The Virtual College marketing campaign for Winter 2013 includes this as a focus area as we try to reach the more than one million Washingtonians who have some college credits but no degree. We hypothesize that some of these students need a lab science course to meet degree requirements, and we easily could fill that need, since we offer more course options now than most other colleges in the country.

2→ The College needs to determine how to reach a more targeted audience, perhaps liberal arts and business students, who may be taking their degrees online at an institution that does not offer a lab science course online. The public information office has created a “Got Science?” advertisement for the College’s Web site to market online and hybrid lab science courses, in response to a request from science faculty.

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3→ Enrollments in online lab science courses should thus be monitored as a group. They should also be monitored in relation to online non-lab science course enrollments to ensure that both types of courses are offered throughout the entire academic calendar. Planning for potential enrollment growth in this area should occur now, including faculty training, hiring additional faculty, and course development. Obvious choices for future course development are Introduction to Oceanography (OCEA& 101), Introduction to Environmental Science (ENVS& 101), and Biology and Society (BIOL 107), because experienced online faculty already are teaching these in the hybrid format.

3

Substantial progress also has been made in another area of the college that historically has not offered fully online courses, namely, communication studies. Introduction to Communication (CMST& 101) was offered in Fall 2012 for the first time as a fully online course. This course benefits not only the AA-DTA, but other online programs such as the online Associate in Applied Arts and Sciences, Accounting, degree, where faculty advisors had to send our students to other colleges to take this course online, and then transfer the credits back to the College. Now our online students can stay at the College to take this course, making it much less troublesome with regard to their financial aid, and the College retains credit for the enrollment. In view of the strong demand for CMST& 101 online this fall, the communication studies department anticipates increased demand for this online course and has begun considering how to ensure that the College will have enough qualified online instructors to teach this course in the future. The department will also be discussing, over the next few weeks, the broader subject of offering more communication studies courses online.

4→ Online enrollments in the communication studies department should be monitored closely.

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- b. Instructional best practices. While many courses in the AA-DTA are designed with the Quality Matters (QM) program in mind, none have gone through an official QM course review for Fall 2012. Two faculty members in the AA-DTA program, Professors Emma Agosta and Betsey Barnett, have volunteered to have their online courses go through an official QM review process this academic year. The College received a \$2,500 faculty learning community (FLC) grant from the State Board for Community and Technical Colleges (SBCTC) which will pay the fees associated with that process and will provide a structured learning community for the faculty involved. Many more faculty members in this FLC are interested, but they have chosen to delay putting their courses through the QM review process until the College decides on December 7, 2012, whether it is moving to the Canvas learning management system. If it does so, these faculty members would like to re-envision their classes with QM and Canvas in mind in Winter and Spring 2013, and then go through an official QM review process shortly thereafter. Accumulated reserves from the eLearning budget will pay the \$550-per-course review fee for subscriber-managed course reviews. The College's eLearning instructional designer, Kathleen Chambers, will do course reviews as part of her regular position, thereby reducing the cost to \$400 per course. The QM course certification mark is now being advertised on the Virtual College Web site (<http://new.shoreline.edu/virtual-college>) to students and potential students, as a mark of quality in online instruction and to differentiate the College from other institutions.
- c. Cost reduction and OER. The VCIT-IP conducted focus groups in each instructional division Spring 2012 to understand exactly where and to what extent faculty are currently using OER and whether they are using it or other strategies to lower the cost to students. On the basis of these focus groups, the beginnings of a record of OER usage at the College is now available: <https://docs.google.com/spreadsheets/ccc?key=0AgKp9HxoDDVkdFBKTU53bGJuNFIGV0JtUVhkTzA3SVE#gid=0>. The VCIT-IP found that some faculty members are using OER instead of a traditional textbook, or to accompany a low-cost textbook, and that this lowers the cost to students. In addition, some faculty members are putting pressure on traditional publishers to lower textbook costs, often with success. One case in point is Professor Paul Herrick, author of *Introduction to Logic*, published by Oxford University Press. While the book is not openly licensed, Professor Herrick convinced the publisher to offer an e-textbook for \$29.95 to our students to meet the \$30 maximum cost allowed in the Open Course Library project. Even the print copy is \$59.95, much less than a competitor's textbooks that sells for \$159.95. Professor Herrick's textbook is in use at eight institutions across the country, and he has received e-mails from faculty at other institutions praising the text and its savings to students.
- 5→** The record of OER usage needs to be expanded beyond those faculty who attended the focus groups in the Spring 2012. A statewide survey, sent out by the SBCTC in November 2012 to document Open Course Library usage, will help supplement the College's ongoing effort to document OER usage.

Massively open online courses (MOOCs) are a new avenue that the College is pursuing that could save students money. The College submitted two grant applications for \$50,000 each to the Bill & Melinda Gates Foundation for Professor Herrick to develop an Introduction to Logic (PHIL& 120) MOOC and for Professor Shana Calaway to develop a Business Calculus (MATH& 148) MOOC. Neither application was funded, but Professor Herrick has volunteered to pilot his Introduction to Logic class as a MOOC for Winter 2013 as a way to gain exposure for the course. This will be particularly useful, since this course no longer meets the “other mathematics or science courses” requirement for the AA-DTA degree, and it therefore needs a new student market outside Washington State.

The college also received a \$5,000 grant from the SBCTC to support an FLC focused on OER this academic year. That group will study Professor Herrick’s MOOC, as well as many materials and ideas brought back by a group of faculty and administrators who attended the Open Education Conference (<http://openedconference.org/2012/news>) in October 2012 and recently presented what they learned to the FLC.

6→ The College should consider ways to market its use of OER to lower costs for students as a way to differentiate itself from other virtual colleges. The College might also investigate how to advertise courses that do not use textbooks, or that use low-cost textbooks, directly to students in the class schedule.

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- d. Flexibility and articulation to four-year online programs. Central Washington University’s (CWU’s) Bachelor of Applied Science in Information Technology and Business Management is now listed on the College’s official list of articulations (<http://new.shoreline.edu/programs/articulation-agreements.aspx>).

A new articulation agreement with Capella University was signed in July 2012. Capella is an accredited, online, private university. Online AA-DTA students can enter a number of Capella’s online programs with junior standing. The agreement is advertised on the College’s articulation webpage (<http://new.shoreline.edu/programs/articulation-agreements.aspx>). As an “Alliance member” with Capella, the College’s employees get an educational discount when taking classes: <http://www.capella.edu/shorelinecc>.

7→ The College should find a way to communicate the Capella opportunity to its employees.

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We are working on expanding an existing articulation agreement with Grand Canyon University (GCU), and that partnership also will include a discount for College employees; in fact, GCU offered an information session for College employees on November 15, with the assistance of the Virtual College. The AA-DTA in elementary education is the latest complete program to be available online to students.

8→ The College should investigate advertising the articulation agreement that the College, along with other Washington community and technical colleges, has with Western Governors University (WGU), specifically for bachelor of arts degrees in special education and interdisciplinary studies (K-8).

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9→ The College also should advertise more broadly its existing articulation with Mayville State University, whose baccalaureate degrees in education, business, and general education are offered online. The College's articulation Web site should be expanded to include student-friendly language and links to the actual articulation agreements.

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e. Marketing. In Fall 2012 the College marketed the general transfer degree as a "university transfer" AA-DTA degree. For Winter 2013, we will adjust the marketing of this program to focus on specific areas of study within the AA-DTA, a change made on the basis of feedback received from AA-DTA faculty. Specifically, we will focus on business, elementary education, history, and political science, since these focus areas are available fully online.

10→ The Virtual College should determine whether each area of study in the AA-DTA is or is not available online and, for those areas that are, include the pathway on the Virtual College Web site. The College should note modality options on the Web site for each area of study.

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3.2 Associate in Applied Arts and Sciences, Health Information Technology (HIT), and Certificate of Proficiency, Medical Coding and Reimbursement Specialist

a. Online delivery. Students are able to complete all prerequisites for this program online except Elementary Algebra (MATH 080), which is offered only face-to-face at the College. About half of the HIT students take the course face-to-face at the College and half go elsewhere to take the course online.

11→ The college might investigate whether MATH 080 could be offered online.

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b. Instructional best practices. Professor Emeritus Donna Wilde has committed to putting the medical terminology course through a QM course review for Winter or Spring 2013, depending on the December 7 decision about moving to Canvas. Accumulated reserves from the eLearning budget will pay the \$550-per-course review fee for subscriber-managed course reviews. The College's eLearning instructional designer will do this course review as part of her regular position, thereby reducing the cost to \$400 per course.

12→ Once this course review process is complete and the course is approved by QM, the QM course certification mark should be advertised on the health informatics and information management (HIIM) Web page (<http://new.shoreline.edu/virtual-college/hiim>) to students and potential students as a mark of quality in online instruction and to differentiate our program from others.

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- 13→ The VCIT-IP also recommends that more HIIM classes consider going through the QM course review process.
- c. Cost reduction and OER. Given competition in the national market among online HIIM programs, including similar offerings at other colleges' in-state rates, the College is now more clearly advertising the discounted non-resident tuition and fee rates available to students taking only online courses (see <http://new.shoreline.edu/steps/pay-tuition.aspx> and <http://new.shoreline.edu/cost/quarterly-tuition-rates.aspx>). These rates are only slightly higher than the Washington resident rate and thus are competitive.
 - d. Flexibility and articulation to four-year online programs. Capella University does not have a program accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM; <http://www.cahiim.org>), so the College was unable to form an articulation agreement with Capella for our HIIM program. An articulation agreement with WGU is in the process of being finalized.
 - e. Marketing. The College discontinued marketing the HIIM program during the Fall 2012 campaign at the dean and program chair's recommendation. The HIIM program grew roughly 25 percent from Fall 2011 to Fall 2012 and has begun to experience a saturated job market. The program decided not to emphasize additional growth until some time has passed after the November presidential election, when changes to health care laws will be better understood. In addition, the HIT program requires students to complete a clinical practicum. With the limited practicum sites available to students each year, and with a high concentration of Seattle-based students wanting practicums in the Seattle area, it has been a challenge to meet this program accreditation requirement. The added increase in students for the 2011–12 academic year has added to this challenge. Likewise, the HIIM field has changed dramatically and will continue to do so with the implementation of ICD-10-CM/PCS coding, requiring a higher level of learning beyond basic skills.

3.3 Associate in Applied Arts and Sciences, Purchasing and Supply Chain Management, and Certificates of Proficiency and Completion

- a. Online delivery. All courses in this program are delivered exclusively online.
- b. Instructional best practices. No courses in the program have yet gone through an official QM course review for Fall 2012. The main program instructor, Jerry Baker, is committed to putting the courses that he teaches through the QM review process, but he has chosen to delay the process until after the college decides on December 7 whether it will move to Canvas. If this occurs, Jerry Baker would like to re-envision his classes with QM and Canvas in mind and then go through an official QM review process in Fall 2013. Accumulated reserves from the eLearning budget will pay the \$550-per-course review fee for subscriber-managed course reviews. The College's eLearning instructional

designer will do course reviews as part of her regular position, thereby reducing the cost to \$400 per course.

14→ Once the course review process is complete and one or more courses are approved by QM, the QM course certification mark should be advertised on the purchasing program's Web page (<http://new.shoreline.edu/virtual-college/purchasing.aspx>) to students and potential students as a mark of quality in online instruction and to differentiate our program from others. The VCIT-IP recommends that more Purchasing classes go through the QM course review process.

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- c. Cost reduction and OER. While OER has been used in Eprocurement (BUS 245) to eliminate textbook costs for students, Jerry Baker notes that there is a cost to the instructor in terms of time. The instructor must validate that each link is still live, double-check that content is still there, etc.
- d. Flexibility and articulation to four-year online programs. A written agreement is being finalized with Central Washington University that allows students in the College's Associate in Applied Arts and Sciences (AAAS) degree to transfer to CWU with junior status to complete their Bachelor of Applied Science in Information Technology and Administrative Management (<http://www.cwu.edu/~avpugrad/OnlineLearning/programs.php>). This agreement is now listed on the College's official list of articulations (<http://new.shoreline.edu/programs/articulation-agreements.aspx>). The purchasing program now has one student enrolled in the CWU bachelor of applied science degree.

The new articulation agreement with Capella University (<http://new.shoreline.edu/programs/articulation-agreements.aspx>) allows purchasing students graduating from the College with an AAAS degree to transfer directly in as a junior to Capella and continue their education online.

15→ While these articulation opportunities have been identified for students, we do not recommend using College funding to market articulation agreements for this program, because most students come in already having degrees and only want a certificate to enhance their existing knowledge and skills.

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- e. Marketing. There is increased interest in the program in Fall 2012, perhaps due to new marketing efforts through the Virtual College. The program advisor boasts a student increase of 11 to 14 percent in the program in Fall 2012 compared to Fall 2011, with most students working toward a certificate to complement an existing baccalaureate degree in another area. Enrollment for Winter 2013 has already met capacity, even in the early stages of the enrollment cycle. Local industries are also increasing their interest. For example, Trident Seafood, located in Seattle, wants to send all of its buyers through the program. This is a significant accomplishment because within the last year the College had to stop offering its shared versions of the courses through WashingtonOnline (WAOL) because other colleges in WAOL no longer wanted to offer it to their students. This occurred most likely because most colleges were overenrolled.

Jerry Baker will be creating the College's first blog that will be used with the intent of content marketing. He will be tapping the program's professional-technical advisory committee, such as a member from Starbucks, as content contributors.

3.4 Certificate of Completion, Foundations of Electronic Music

- a. Online delivery. The certificate was approved by Curriculum Committee and added to the SBCTC list of approved professional technical-programs so that it could be offered in Fall 2012.
- b. Instructional best practices. The faculty in this program have shown a commitment to ensure the quality of their online courses by voluntarily putting their courses through QM. The faculty in this program experienced the QM process to be rigorous, but constructive. The instructional designer position, new to the college since the Virtual College initiative, has been key in coordinating these course reviews and moving this part of the initiative forward. Accumulated reserves from the eLearning budget paid the \$550-per-course review fee for QM subscriber-managed course reviews for five of the six courses in this program, and the College's eLearning instructional designer participated as a peer reviewer as part of her regular position, thereby reducing the cost to \$400 per course.

The QM certification mark is now advertised on this program (see <http://new.shoreline.edu/virtual-college/electronic-music.aspx>), since most courses have gone through the QM course approval process successfully, i.e. Acoustics of Music (MUSTC 106), taught by Professor Doug Reid, and Intro to Music Technology (MUSTC 151) taught by David Bristow. MIDI Drum Programming (MUSTC 163), MIDI Sequencing I (MUSTC 152), and MIDI Sequencing II (MUSTC 153), taught by Jeffrey Kashiwa, are being approved now.

This process raised the issue of how to ensure that entire online certificates or degrees go through the QM process. Providing incentives for faculty to put their courses through a QM course review is key. Currently the incentives to faculty are through peer-learning and community-building: the College has had grant-funded faculty learning communities focused on Quality Matters and this year received a grant for an FLC focused on QM as it relates to building classes in the Canvas learning management system. We provide professional development on QM locally, as well as pay the fees associated with faculty taking online workshops through the national organizations Sloan Consortium and Quality Matters itself. We have had faculty and staff attend and present at the national QM conference.

Anecdotally, we believe that 60 percent of colleges represented at the national QM conference compensate faculty for putting their courses through the QM course review process and that this gives those institutions the ability to target particular courses.

16→ The practice of paying faculty to put targeted courses through QM is something that the College should consider, especially if a grant could be secured to cover the cost.

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- c. Flexibility and articulation to four-year online programs. It remains a future goal to offer multiple start dates for this program. Further discussion with faculty will be required on this topic.

3.5 Courses in Preparation for CPA Examination

- a. Online delivery. All of the College's CPA preparation courses are offered fully online. In Fall 2012, two courses that had been offered in past years were again offered: Intermediate Accounting I (ACCT 271) and Accounting Information Systems (ACCT 275). These courses are considered "upper level" courses by the Washington State Board of Accountancy and are intended to allow students with baccalaureate degrees in any subject (not necessarily accounting) to sit for the Uniform CPA Examination and, upon verification of work experience, be licensed as a certified public accountant. At some point in the future, these and other courses could be combined into a certificate. We are currently evaluating the potential benefits of this option.
- b. Instructional best practices. These courses are the first at the college to use Canvas as the learning management system. It is being used on a trial basis so that both the instructor and students can gain familiarity with its strengths and drawbacks. Conversion to Canvas invites a significant amount of rethinking of a course's structure. Many tasks in Canvas are simpler than they are in Blackboard, although the ways of getting certain things done can be quite different.

17→ If the college does adopt Canvas as its learning management system, it must offer training opportunities and support to faculty and students.

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- c. Cost reduction and OER. The courses are considered "upper level" courses by the Washington State Board of Accountancy. Typically, upper level courses are taught by four-year institutions. Offering them at the community college level saves students a significant amount of money. For example, the University of Washington's certificate in accounting (18 quarterly graduate credits) costs \$6,300. The Virtual College is also considering whether to propose certain programs as self-support. If that approach is taken, the CPA preparation courses would be good candidates, and the College would have the ability to set costs locally.

The faculty continues to look for open educational resources, but in the field of accounting, published textbooks are still the norm to ensure quality instruction. Some open resources are available as adjuncts, however. For example, accounting pronouncements and the tax code are freely available, as are various tutorials. Thus far, no open accounting textbooks meet the faculty's quality standards.

- d. Flexibility and articulation to four-year online programs. These courses were the first at the College to offer flexible start dates. Sections of ACCT 271 and ACCT 275 were offered to start on the Monday before the start of Fall 2012 (in late September), and again on the last Monday of October. While enrollment has been weak (we are looking at the marketing approach), students did sign up for an October start course. In addition, for Winter 2013 we are considering an innovative approach to the course sequence of Intermediate Accounting I, II, and III (ACCT 271, 272, and 273). Most colleges, including our nearest competitor, North Seattle Community College, start this sequence only in the fall. We believe that by starting the sequence in winter, we will capture those students who missed the first course in the sequence in the fall but do not want to wait until the following fall to begin their studies. Finally, conversion to Canvas, if it comes about, may provide opportunities to create “on-demand” courses that would offer the ultimate flexibility to students, who could start any course at any time and, within certain parameters, finish on a flexible schedule as well. This option would require close coordination with enrollment services and financial aid, after resolving the instructional issues.

Overall, the goal of multiple start dates seems to be the most challenging instructional change for the Virtual College, since it involves pedagogical changes and may also require exploring alternative compensation models.

4 Challenges Addressed

In the implementation plan, the VCIT-IP identified three challenges to our task (<https://docs.google.com/file/d/0BwKp9HxoDDVkdVhkVnN1U21RbGFSTmFzQmo5cmtfZw/edit>). These challenges have been addressed in the following ways.

4.1 Open Educational Resources

OER has been addressed primarily above. One additional item to note is that the library is taking a leadership role on OER and is beginning to explore OER in the form of “libguides.” Librarians are looking for instructional faculty who are interested in building course texts with the College’s library resources and open resources. The librarians are building their copyright expertise so that they can help instructional faculty make decisions about what to use (see <http://shoreline.libguides.com/content.php?pid=360980&sid=2952032#10367424>).

18→ The college should consider ways to create incentives for faculty to adopt OER to decrease costs for students, in addition to our current practice of asking for volunteers and providing support through the library and from the eLearning instructional designer.

4.2 Annual Schedule of Online Classes

The deans now construct an annual schedule of online classes that note whether the class is offered online and when it is offered (<http://new.shoreline.edu/programs/annualschedule.pdf>). The schedule is revised twice a year, and Dean Gillian Lewis’s

office leads this effort. The Virtual College links to this schedule for marketing purposes (see the bottom of the page <http://new.shoreline.edu/virtual-college>)

- 19→** Each online program should link to this schedule or create a distinct annual schedule for its program if one does not already exist. In addition, the College needs to market this document internally so that all advisors know about this resource.

4.3 Targeting and Recruiting Virtual Students

In the implementation plan, (<https://docs.google.com/open?id=0BwKp9HxoDDVkdVhkVnN1U21RbGFSTmFzQmo5cmtfZw>), the VCIT-IP asserted that online enrollment growth would not occur unless the College marketed its online offerings and targeted and recruited new students for the Virtual College pilot programs. The PIO responded with unprecedented marketing efforts, and these have seemed to pay off. Virtual College enrollments increased substantially and, as noted above, at a higher rate than the last two years, as well as compared to our other Washington Community and Technical colleges. In addition to the marketing efforts discussed above, the promotional marketing campaign for the Fall 2012 Virtual College pilot programs includes the following:

- Creating a Virtual College home page (<http://new.shoreline.edu/virtual-college/default.aspx>) that is accessible from the College's main homepage by clicking on Online Students > Virtual College. For promotional purposes, we are using www.shorelinevirtualcollege.org, a uniform resource locator (URL) that the College purchased a year and a half ago that now directs users to the Virtual College homepage. The College also purchased the following domain names:
 - shorelinevirtualcollege.com
 - shorelinevirtualcollege.net
 - shorelinevirtualcollege.org
 - sccvirtualcollege.com
 - sccvirtualcollege.net
 - sccvirtualcollege.org
 - sccvirtual.com
 - sccvirtual.org
 - sccvirtual.net

While the College owns all of these URLs, we use and promote shorelinevirtualcollege.org and our standard shoreline.edu addresses.

- Rebranding eLearning to articulate the difference between eLearning and the Virtual College. eLearning was renamed "eLearning Support Services" because it provides the technical and pedagogical support to the entire campus and because various levels of technology are used across the College. In contrast, the Virtual College and associated web pages are where we showcase our fully online degree and certificate offerings.

- Postal delivery of the quarterly community report tabloid to every residential address in the College's district, plus some delivery in contiguous north Seattle and south Snohomish County ZIP Codes, a total of approximately 62,000 copies for each mailing. The tabloid newsprint publication, which ranges from 8 to 16 pages per issue, regularly includes Virtual College news articles and advertisements.
- An advertisement in the *Puget Sound Business Journal* (138,000 monthly readers) in August highlighted the career advancement, CPA preparation, and supply chain management programs.
- Workforce Education requested a print flyer to promote to its students, and in response a tri-fold flyer was created and distributed around campus. International Education took the flyer on a recruiting trip to China, and it is now being translated into Chinese for future recruiting trips. It will be finished in December.
- The online marketing campaign that started in July included geographically and behaviorally targeted advertising buys for each of the five Virtual College pilot programs. The College bought online display (Yahoo and local networks); search engine marketing (SEM) for Google, Bing, and Yahoo; and Facebook advertisements. Between July and the end of September, we received 7.75 million total views, 6.90 million from five Facebook ads and 850,000 from SEM and display combined. After reviewing the results of the marketing, we now are continuing with our online advertising efforts for Winter 2013 with some adjustments. Our program focus areas are CPA preparation (the new landing page at <http://info.shoreline.edu/cpa> will help record traffic specific to this program); foundations of electronic music (the new landing page at <http://info.shoreline.edu/electronic-music> will help record traffic specific to this program); purchasing and supply chain management (the new landing page at <http://info.shoreline.edu/supply-chain> will help record traffic specific to this program); and the AA-DTA in business, history, political Science, and elementary education. We are targeting Washington residents who have some college credit but no degree, as well as potential students in the San Francisco area, since an institution of higher education there is losing its accreditation. We have revised online keyword search terms after getting feedback from faculty in the Virtual College programs. To date, we are witnessing astounding results from online marketing. Three of the Virtual College Web pages that we are advertising have broken the top 20 most-visited pages on the College's Web site for the last 30 days. Of the visitors, it appears that Facebook ads are working especially well. We are asking potential students for their contact information, but as of now we do not have staffing to follow up on that information.

20→ We recommend that the College hire staff to boost Virtual College recruitment efforts, perhaps similar to positions recently added in International Education.

- A second online education fair (<http://shoreline.edu/next>) featuring 16 partners. The intent of the fair is to provide pathways for our students to online programs beyond the College, as well as to market our online programs to online high school students and other potential students. The fair featured online programs

at the College and at baccalaureate institutions in Washington State and around the nation, including a mix of public and private institutions. Online high schools inside and outside our state advertised the fair. We used our web-conferencing software, Blackboard Collaborate, to facilitate text and voice chats, as well as video interactions. At the next fair, in February 2013, students will be able to participate in the web-conferencing session from a mobile iOS device, such as an iPad, due to an update to Blackboard Collaborate.

21→ We plan to hold a fair for each quarter this academic year and then debrief to analyze the return on investment. This will allow us to determine whether to continue this effort after this year.

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- A national partner, onlinecommunitycolleges.org, advertised our fair on its national website as well as in national marketing buys on sites such as Doodle.com. We joined forces with leading community colleges, such as Ivy Tech Community College and Rio Salado Community College, that provide online education through the American Association of Community Colleges (AACC)–backed onlinecommunitycolleges.org. This marketing consortium was created solely to compete with for-profit online institutions. Only two percent of the College’s annual budget goes to marketing (this includes staffing), compared to more than 30 percent (\$100 million) for some for-profit institutions.

22→ We need to increase the marketing budget for the Virtual College and continue to evaluate the return on the investment of national consortiums and partnerships.

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5 Conclusion and Recommendations

The members of the VCIT-IP appreciate having the opportunity to present you with this review. We look forward to continued dialogue and will be pleased to discuss our recommendations (called out throughout the document) with you further.

Our final recommendations include the following:

23→ Sunset the VCIT-IP, just as has been done with the other task forces that were created to lead and implement the Virtual College initiative, i.e., the Virtual College Implementation Team—Student Services and the Virtual College Leadership Team. The new Director of the Virtual College should continue with leadership and implementation through regular college channels. The proposed new Virtual College Governance Committee should include instructional representation to advise the Director of the Virtual College.

23

24→ A cost analysis should be done for all fully online Virtual College instructional programs, not only to ensure that costs are being recovered, but also to explore possibilities related to self-support courses. Strategic and business planning around the Virtual College has begun, with a group of key college employees meeting to discuss an approach and opportunities. The ultimate goal is a strategic business plan with financial *pro formas*.

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- 25**→ Continue to promote innovative instructional practices, such as multiple start dates and inclusion of OER, and continue to study other institutions that are innovating.
- 26**→ Undertake a study of the pilot programs with regard to student success and retention. Depending on what data come from such a study, the College might consider hiring or assigning a Virtual College staff member to be focused on retention. Capella University provides one model with a position that is focused solely on student satisfaction.

Thank you again for giving all of us the opportunity to undertake this important and interesting work.

Revisions subsequent to transmittal

December 12, 2012: Recommendations numbered (formatting change only)

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