

# Logic Model DEAC Plan Draft

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## Brainstorm

## Data Considerations based on committee discussion



**Data Variety and Depth:** The committee acknowledges the wealth of data available but emphasizes the need to explore various data points, including student race, ethnicity, gender, success rates, technology access, engagement metrics, and course preferences across different disciplines.



**Informative Data Stories:** Members value data that tells compelling stories. For instance, insights into how specific interventions, like tutoring support or scheduling availability, impact student success and course completion rates are deemed valuable and insightful.



**Need for Nuanced Analysis:** There's a recognized necessity to delve deeper into the nuances behind the data. This includes understanding factors impacting success rates, such as disparities in access to technology, students' work schedules, and different preferences for course modalities.



**Purposeful Data Collection:** Data collection is suggested to serve strategic goals. It's highlighted that defining specific objectives, like improving success rates for particular student populations or assessing online program effectiveness, helps frame the data collection process.



**Iterative Approach to Data Review:** The committee suggests an iterative process. Starting with identified key data points and using them to inform strategic objectives, and then revisiting these metrics after strategic planning to refine or redefine indicators as needed.

## Data Considerations (based on Goals in brainstorm)

### Equity Gaps

- Insights from Student Technology Survey to shape and prioritize workshops, resources, and services for students.
- PRIE Disproportionate Impact dashboards: success, access, withdrawals.
- Monitor improvements in hotspot availability, equipment borrowing options, and technology-related support services

### Training and Professional Development

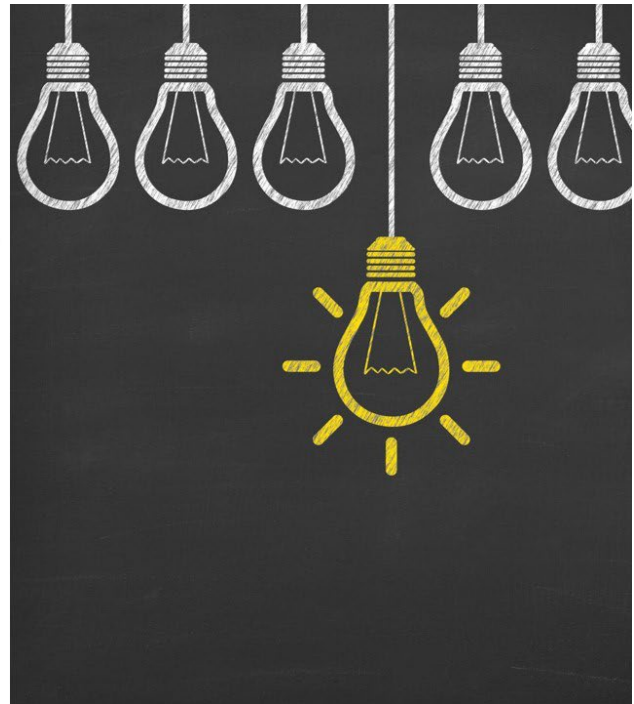
- Insights from Faculty Technology Survey Results into the Pre- and Post-Workshop surveys for comparison and improvement in training effectiveness.
- Faculty Technology Survey data to tailor workshops to address areas of discomfort or inadequacy identified by faculty.

### New Team New Space

- Qualitative feedback from committee members regarding the benefits, challenges, and perceived improvements after merging duplicate committee work
- Testimonials or comments on the efficiency or challenges faced in collaboration with other departments/committees
- Feedback on the usability and functionality of the updated DEAC website after consolidation

## Assumptions

- Availability of Resources
- Faculty and Student Engagement
- Receptiveness to Change
- Time and Commitment
- Effectiveness of Interventions
- Support from Institutional Leadership
- Continued Relevance of Survey Results



# DEAC Logic Model

Inputs	Activities/Initiatives	Outputs	Outcomes based on EMP
<ul style="list-style-type: none"> <li>Budget allocation for sustained implementation</li> <li>Accessibility experts</li> <li>Accessibility tools and software</li> <li>Budget allocation for implementing accessibility enhancements</li> <li>Regular audits and feedback mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>Accessibility improvements</li> <li>Workshops for student technology literacy (including Spanish language workshops)</li> <li>Enhanced internet access for students</li> <li>Technology space accessibility for students</li> </ul>	<ul style="list-style-type: none"> <li>Number of workshops conducted</li> <li>Participant feedback and testimonials</li> <li>Improved technology skills among students, particularly in Spanish-speaking demographics</li> <li>Increased number of students with reliable internet access</li> <li>Data on the impact of enhanced internet access on student learning</li> </ul>	<ul style="list-style-type: none"> <li>Higher retention rates due to effective distance education training</li> <li>Students well-prepared for the technology demands of the workforce</li> <li>Enhanced community connections through a technologically skilled workforce</li> </ul>
<ul style="list-style-type: none"> <li>Workshops for student technology literacy</li> <li>Technology space accessibility for students</li> <li>Guidelines for online teaching certification</li> <li>Guidelines and policies for integration</li> <li>Student feedback mechanisms</li> <li>Coordination and communication channels among various departments/groups</li> <li>Regular meetings or collaboration platforms</li> </ul>	<ul style="list-style-type: none"> <li>Update DEAC website and consolidate with the Tech Committee</li> <li>Guidelines for online teaching certification</li> <li>Support for video captioning and accessibility improvement</li> <li>Training sessions for faculty on various tools</li> <li>Conduct training sessions for video recording, editing, captioning, and AI integration</li> <li>Integration with ZTC/OER</li> </ul>	<ul style="list-style-type: none"> <li>Redesigned website reflecting updated information and features</li> <li>Successful integration with the Tech Committee's goals and resources</li> <li>Established certification guidelines and framework</li> <li>Number of faculty members certified</li> <li>Feedback from faculty on the effectiveness of the certification process</li> </ul>	
	<ul style="list-style-type: none"> <li>Create fully online degree pathways</li> <li>Pilot core areas for online degrees</li> <li>Commitment to ZTC and fully online pathways</li> <li>Reviewing DE Self-Assessment forms for students</li> </ul>	<ul style="list-style-type: none"> <li>Pilot program success metrics (e.g., enrollment, completion rates)</li> <li>Increased availability of cost-effective or free educational resources</li> </ul>	
	<ul style="list-style-type: none"> <li>Coordinate ZTC, OER, POER, QOTL, FLP 2.0, FTL Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative initiatives and projects undertaken with each entity</li> </ul>	

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