

# 2018-2019 Program Review Cycle



## Instructional Programs

### CAN Program Review (Instructional) - Distance Education (Odd Year)

#### Program Review Narratives

**2018-2019**

##### **Instructional Program Review (IPR)**

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##### **Executive Summary**

**0. Executive Summary:** The Distance Education (DE) Program at Cañada College provides a robust offering of courses and programs online in order to support students' needs for flexible educational opportunities. Hybrid and fully online courses allow students to pursue their academic goals at times and locations convenient for them. Canada College students can complete general education requirements for transfer and multiple AA degrees and certificates within the colleges DE program. The DE program at Cañada College is committed to supporting students in all aspects of their online educational needs.

Types of distance education courses:

1) Online courses are characterized by the instructor and student being separated by distance for the entire course and interacting exclusively (100%) through the assistance of the District-Approved Canvas Learning Management System (LMS) .

2) Hybrid courses substitute a portion of face-to-face instructional hours with online work. Courses may have some regularly scheduled on-campus meetings without alternative online student participation options, and there is no online percentage minimum for hybrid determination. The instructor of a hybrid course typically determines what instructional activities should be online or face-to-face (ftf) depending on the learning goals, course objectives, content, and available resources.

##### **CHALLENGES AND OPPORTUNITIES**

Many DE students are working jobs outside of school in order to support themselves and their families and need multiple modalities such as online courses in order to achieve their educational and resulting career goals. While online/hybrid courses provide a crucial access advantage for students, they also require different pedagogical approaches and effective online student supports to ensure that all students can benefit. The DE program continues to add to the breadth of our online offerings and we have also expanded our student support services for online students.

##### **ONLINE STUDENT SUPPORT**

The Canada College DE program is aligned with the Online Education Initiative (OEI) and shares the goal of reducing challenges, eliminating barriers, and closing the online equity gap among our diverse student population. To that end, in the 2017-2018 academic year the DE program in partnership with the ASLT division and Counseling Division has helped implement the following online student supports, primarily through integration with the Canvas LMS.

- 1) Online tutoring through the NetTutor platform in Canvas.
- 2) Online Academic counseling provided via Zoom conferencing.
- 3) Online proctoring services via the Proctorio platform in Canvas.

We are hopeful that with support from District DEAC these essential student services will become part of the permanent budget for Distance Education at all three colleges. We have seen that district collaboration only helps to foster the learning and teaching environment we all strive to achieve for our students.

##### **TRAINING FOR ONLINE/HYBRID COURSE INSTRUCTORS**

In 2017 we created an 8-week faculty online training program called QOLT (Quality Online Training), offered in each semester

(Fall, Spring and Summer). The QOLT program is off to a strong start and a key objective is to identify a faculty member to provide continued leadership for this program in order to be in compliance with state guidelines. The DE program has submitted a proposal to the Office of Instruction to increase the Faculty Distance Education Coordinator release time to 6 units/semester in part to support this effort.

#### STAFFING CHALLENGES

Distance Education at Cañada College is currently supported by one faculty DE Coordinator with .3 release time, one full-time Instructional Technologist (classified), and the Dean of ASLT. In lieu of an instructional designer, the DE Program has made a request to the Office of Instruction to increase the Faculty DE Coordinator position to .6 in order to be in alignment with state guidelines regarding online faculty training and providing the additional support necessary for managing growth with teaching and learning at the center of these efforts.

#### GOALS FOR THE 2017-19 ACADEMIC YEARS

The following goals are informed by our own program assessment as well as our work with the State Chancellor's Office (CCCO) through the California Community Colleges Distance Education Coordinators of (CCCDECO), of which both the ASLT Dean and faculty DE Coordinator are current members.

**Objective #1:** Broaden distance education course offerings to meet the needs of Cañada College students.

Action Plan 1.1 Determine the overarching goals of the College in terms of distance education. This includes strategies for supporting GE course requirements and meeting student demand in other areas, such as CTE.

Action Plan 1.2 Each semester track online offerings and enrollment to plan for future offerings. Share the reflections with Deans and faculty to ensure planning and scheduling allow growth as indicated by the data review with student input.

Action Plan 1.3 Focus on expanding summer online course offerings to meet student demand. In 2017, 63% of enrollment in summer classes was online and student demand is not being met.

**Objective #2:** Develop a community of well-trained DE faculty members

Action Plan 2.1 Continue to develop local training materials and resources for faculty.

Action Plan 2.2 Encourage faculty to attend DE conferences and share their experience with their colleagues

Action Plan 2.3 Annually update and share the Distance Education Handbook with faculty

Action Plan 2.4 Monitor faculty training across the district to leverage resources as much as possible

Action Plan 2.5 Implement a program to improve online courses using the Online Education Initiative (OEI) rubric.

**Objective #3:** Increase student preparedness, retention, and success

Action Plan 3.1 Annually assess and review the performance of students in online compared to face-to-face classes.

Action Plan 3.2 Monitor the development of student success tools from the OEI and coordinate discussion and adoption (if appropriate) across the district. Set-up Quest student diagnostic tool (from OEI) and continue to advocate for online counseling system.

Action Plan 3.3 Assess the usage and effectiveness of online student support platforms: online tutoring, online counseling, and online proctoring.

### **Program Context**

**1. Mission:** The mission of the Distance Education Program is to increase opportunities for our diverse student population by offering flexible and innovative instruction via technology. In alignment with college goals #1 and #2, the Distance Education Program is committed to meeting the changing needs of our community by developing distance learning opportunities that increase student access, support student success, address equity gaps, and provide quality instruction in general, transfer, career, and basic skills education while always keeping teaching and learning at the center.

**2. Articulation:** While there is no requirement in Title V to support this, we have heard that some CSU articulation officers have denied approval of community college transfer course credit on the basis of whether or not proctoring was required for online exams. There are additional needs (such as student convenience) for supporting our online students with proctoring software, and we are advocating that the District DEAC committee support purchase of licenses for Proctorio online proctoring software (see resource requests).

**3. Community & Labor Needs:** The DE Program currently meets many of the diverse needs of our student community by addressing accessibility. For example many courses are offered online, including online degree completion pathways and the College for Working Adults (CWA) program.

An opportunity for growth lies in the new programs being implemented by the Business, Design & Workforce Division; many of these programs will be aimed towards working adults and therefore can benefit from online components. A recent environmental scan commissioned by the college revealed several employment growth areas that are not supported by our current certificate and degree programs, such as Medical Assisting and related fields. These are additional areas to explore for DE support to ensure students can complete programs in a timely manner.

## **Looking Back**

### **4. Curricular Changes:** N/A

**5A. Progress Report - IPC Feedback:** DE/ELITE did not receive feedback in the last Program Review cycle.

**5B. Progress Report - Prior Action Plans:** Objective #1 - Staff the ELITE Program for Student & Faculty Support

We put forward two staffing requests in the Spring of 2018, 1 Full-Time Instructional and 1 Full-Time Instructional Designer.

Neither were funded, so we are now putting forward a part-time Library Support Specialist who will support the library and will offer technology support for students on-campus. While this isn't what we envisioned for staffing a program that could support faculty and students, we are hopeful that this hybrid position will get us closer to meeting the technology support needs of Cañada students.

### Objective #2 - Enhance & Expand Distance Education at Cañada

We have offered workshops and trainings for DE faculty on the topics of regular effective contact and accessibility standards. We also began offering mini workshops during our monthly DEAC meetings that offer faculty a DE tip and an accessibility 'habit' that they can implement in their work. Cañada's Instructional Technologist and DE Coordinator were able to attend the Online Teaching Conference in 2017 and 2018. Cañada's Instructional Technologist also attended the Canvas conference, InstructureCon in the Summer of 2017. The DE Team has found the learning and networking opportunities available at these conferences to be invaluable and hope to expand Cañada's representation in the coming years by inviting more distance education faculty to attend with us.

### Objective #3 - Improve the Quality & Effectiveness of Cañada's SLO Assessment through Faculty Training

We offer assessment trainings and drop-ins, along with the 1-on-1 support offered to faculty through the TLA coaches, at flex days and through the semesters. The Faculty Assessment Coordinator and the TLA Coaches also revised the assessment cycle to make it more manageable and meaningful for faculty. We are seeing great strides in how we are doing with assessment, but we definitely have not completed this objective yet.

### Objective #4 - Re-Open CIETL (Center for Innovation and Excellence in Teaching & Learning)

This objective was put on hold when CIETL was closed during construction on Building 9.

**6A. Impact of Resource Applications:** In February 2018 the DE program purchased 150 user site license for the screen recording software Screencast-O-Matic. The software was widely publicized to all Cañada faculty and trainings were provided online and in-person as well as demos at DEAC meetings and other training sessions. Many Cañada faculty have adopted some level of use and we consider this a successful implementation. We would like to renew the license for another two years and continue to offer trainings and support in order to increase faculty adoption even further. We have included this cost in our resource requests.

The DE program was also approved for the purchase of 3 microphones for faculty to use in order to increase the audio quality of their recordings. Due to the construction in building 9 prohibiting access to 9-154, CIETL, and no effective means of making this equipment accessible to faculty for check out, this purchase has been postponed.

The DE Program provided support for the implementation of the NetTutor online tutoring service, and provides support for its ongoing use and promotion to online/hybrid course instructors. Online tutoring is a new service and the DE program is working closely with the Tutoring Program Coordinator and the Learning Center to evaluate its viability for online students.

### **6B. Impact of Staffing Changes:** N/A

### **Current State of the Program**

**7. Enrollment Trends:** Productivity as measured by ftes, load, and number of sections continues to increase for both fully online and hybrid courses. For example, in fall 2017 online course ftes was 3,275 whereas in fall 2015 it was 2,242.

Hybrid courses have also seen continuous increases in all areas of productivity, with the number of course sections increasing from 47 in fall 2017 to 58 in spring 2018.

**8-A. Access & Completion:** The largest gaps in terms of online course success have been with Black and Latino students.

Although the gap has decreased since fall 2013, it is still significant. The 2017/2018 success rate of 55.7% for black students and 64.2% for Latino students is in contrast with the overall average of 68.4%, with some non-DI populations consistently showing rates above 70%. To address these gaps the college needs to invest in support for

**8-B. Completion - Success Online:** Although online course completion rates have continued to rise from 60.32% in fall 2013 to 62.33% in fall 2016.....

**9A. SLO Assessment - Compliance:** The majority of courses at Cañada are in SLO Assessment Compliance, which includes online and hybrid courses.

**9B. SLO Assessment - Impact:** The DE Program is working toward developing an online student equity training for DE faculty in order to avoid biases that may negatively impact student completion and success rates.

**10. PLO Assessment:** In working with the California State Chancellor's Office and DECO (Distance Education Coordinators of

California Community Colleges), our PLOs reflect the efforts and recommendations of these groups:

1. New faculty will be trained to teach online before receiving an online class assignment (see Faculty Checklist for Successful Online Teaching).
2. Current DE faculty will be on a 3-5 year re-training schedule in order to continue receiving online class assignments.
3. DE faculty will participate in an Online Equity Teaching & Learning Training in order to avoid bias.

## **Looking Ahead**

### **11. Program Planning:** Objective #1

Establish minimum qualifications for DE faculty in alignment with OEI best practices and statewide DE Coordinators group

Objective #2

Implement online equity training for DE faculty

Objective #3

Create a line item budget for DE that includes funds for DE professional development and training

Objective #4

Secure funding for increased reassigned time for DE faculty support to manage peer review for new DE courses and a training program for DE faculty. Change would be an additional 3 units to the existing DE Coordinator position to create a 6 unit DE Coordinator position.

**Program Review Narrative Status:** In Progress

**Related Documents:**

[Library Support Specialist\\_Position Request.pdf](#)

## **Objective: Provide DE Faculty Tools & Resources for Quality Online Instruction**

Ensure all existing and new online/hybrid course instructors have met the minimum standards established for teaching in this modality, and that all have access to professional development and training in the areas of online student equity and online student support tools.

**Objective Status:** 1 - New (PR)

**Objective Year:** 2019-2020, 2020-2021

**Estimated Start Date:** 01/01/2019

**Estimated Completion Date:** 05/31/2020

**Please select the college goals with which this objective aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

**Please select the district goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

## **Action Plans**

**2018-2019** - Offer workshops and/or training materials related to how to organize and visually customize online and/or hybrid courses in order to improve the online experience for Cañada students.

Offer workshops and/or training materials related to how to use the Canvas Teacher App for grading and student communication, as well as training related to the Canvas Student App, so faculty are prepared for questions from students related to the app. Continue to offer training and support for faculty adoption of Screencast-O-Matic. (Active)

**Who's Responsible for Completing this Action Plan?:** Allison Hughes, Lezlee Ware, David Reed

**Estimated Completion Date:** 05/31/2020

**2021-2022** - Reinstate a physical space on campus where faculty can find support for their distance education and instructional technology work. This physical space would offer faculty quiet areas to record videos and podcasts, instructional equipment available for check out, regular workshops and collaboration opportunities. (Active)

**Who's Responsible for Completing this Action Plan?:** ASLT Dean, DE Coordinator, College Cabinet

**Estimated Completion Date:** 05/31/2022

# CAN Program Review (Instructional) - Distance Education (Odd Year)

## Resource Requests

**iPad & Apple Pencil** - In order to offer workshops and create training materials related to the Canvas Teacher and Canvas Students Apps, I need to be able to (1) learn to use the apps better myself, (2) test what faculty and students are able to do on them, and (3) use the apps to do live demos or 1 on 1 trainings for the apps. Having an iPad would allow me to offer workshops and create training materials related to the Canvas apps, and many other apps that faculty are either already interested in using, or that would be helpful for distance education faculty and students.

**Type of Resource:** Information Technology

**Cost:** 914.33

**Renewal of Screencast-O-Matic License for 2 Years**

**Type of Resource:** Software

**Cost:** 2520

## Objective: On-Campus Technology Support for Students

Create resources on campus for students to access technology support, specifically for Canvas, Student Email and Google Drive questions.

**Objective Status:** 1 - New (PR)

**Objective Year:** 2019-2020

**Estimated Start Date:**

**Estimated Completion Date:**

**Please select the college goals with which this objective aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

**Please select the district goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

## Action Plans

**2019-2020** - With the hire of a part-time library support specialist and additional student assistant support, begin to offer regular technology workshops and drop-in times for students' to get technology help. Focus on advertising offerings and availability to students and faculty. (Active)

**Who's Responsible for Completing this Action Plan?:** Library & Distance Education

**Estimated Completion Date:** Spring 2019

**Related Documents:**

[Library Support Specialist\\_Position Request.pdf](#)

## Resource Requests

**.48 Library Support Specialist** - This position will offer technology support for students, offer workshops to support students with technology use in the classroom and will support the library as needed.

**Type of Resource:** Non-Instructional Personnel

**Cost:** 30672

# CAN Program Review (Instructional) - Distance Education (Odd Year)

## Objective: Secure Adequate Support for Distance Education Professional Development

Ensure that the DE Team and at least three distance education faculty are able to attend one or more of the major distance education conferences (Online Teaching Conference, InstructureCon, and Online Learning Consortium Innovate) each year.

**Objective Status:** 1 - New (PR)

**Objective Year:** 2019-2020

**Estimated Start Date:** 04/01/2019

**Estimated Completion Date:** 06/29/2021

**Please select the college goals with which this objective aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

**Please select the district goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

### Action Plans

**2018-2019** - Identify which of the three major conferences are most beneficial for the ASLT Dean, Faculty DE Coordinator, and Instructional Technologist to attend each year. Require that knowledge gained on best practices in the use of online learning tools, data summaries, emerging trends, and other information is shared with the wider campus via college DEAC meetings and Professional Learning Committee meetings. (Active)

**Who's Responsible for Completing this Action Plan?**: Distance Education faculty, staff and administrator

**Estimated Completion Date:** 1/17/19

### Resource Requests

**1 faculty (DE Coordinator) and one staff (Instructional Technologist) to attend Online Teaching Conference. Attending this conference is essential to the work of the DE faculty coordinator and instructional technologist as it provides technical and pedagogical resources, updates and learning opportunities to these key positions supporting DE at our college. Expenses are typically not covered by other professional development resources.** - Participants will apply for professional development funds in order to be able to attend, however the individual PD allotment does not cover the costs needed for multiple conferences.

**Type of Resource:** Professional Development

**Cost:** 5000

**Funding for three online/hybrid course faculty to attend the Online Learning Consortium (OLC) conference. Requested funds will cover attendance costs for faculty not supported by other professional development resources** - Participants will apply for professional development funds in order to be able to attend, however funding to cover any costs for those who's requests are not approved.

**Type of Resource:** Professional Development

**Cost:** 5000

**Funding support for the Faculty DE Coordinator and the Instructional Technologist to attend the annual InstructureCon Conference. This is the conference for all things related to Canvas and its related third party application vendors.** - Participants will apply for professional development funds in order to be able to attend, but would like to be able to cover any costs for those who's requests are not approved.

**Type of Resource:** Professional Development

**Cost:** 4000

# CAN Program Review (Instructional) - Distance Education (Odd Year)

## Objective: Broaden distance education course offerings to meet the needs of Cañada College students

Determine the overarching goals of the College in terms of distance education. This includes strategies for supporting GE course requirements and meeting student demand in other areas, such as CTE

**Objective Status:** 2 - Continuing (PR)

**Objective Year:** 2020-2021

**Estimated Start Date:** 01/15/2019

**Estimated Completion Date:** 01/14/2020

**Please select the college goals with which this objective aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

**Please select the district goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

### Action Plans

**2018-2019** - Work with Dean of PRIE and college cabinet to ensure that Educational Master Planning processes and college initiatives such as Guided Pathways are informed by and reflect an institutional vision for online and hybrid curriculum (DE). (Active)

**Who's Responsible for Completing this Action Plan?:** ASLT Dean, DE Faculty Coordinator

**Estimated Completion Date:** Ongoing

**2019-2020** - Each semester track online offerings and enrollment to plan for future offerings. Share the reflections with Deans and faculty to ensure planning and scheduling allow growth as indicated by the data review with student input. (Active)

**Who's Responsible for Completing this Action Plan?:** ASLT Dean, DE Faculty Coordinator

**Estimated Completion Date:** ongoing

**2019-2020** - Focus on expanding summer online course offerings to meet student demand. In 2017, 63% of enrollment in summer classes was online and student demand is not being met. (Active)

**Who's Responsible for Completing this Action Plan?:** DE Faculty Coordinator, ASLT Dean

**Estimated Completion Date:** Fall 2019

## Objective: Create new Instructional Technology Advisory Committee (ITAC)

Establish an effective process to review, prioritize, and advise to the Technology Committee on important and time-sensitive needs in the area of instructional technology.

**Objective Status:** 1 - New (PR)

**Objective Year:** 2019-2020

**Estimated Start Date:** 11/15/2018

**Estimated Completion Date:** 08/14/2019

**Please select the college goals with which this objective aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and

# CAN Program Review (Instructional) - Distance Education (Odd Year)

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transformative learning.

**Please select the district goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

## Action Plans

**2018-2019** - Submit proposal to academic senate in fall 2018 (Active)

**Who's Responsible for Completing this Action Plan?**: ASLT Dean, DE coordinator

**Estimated Completion Date:**

**Related Documents:**

[Instructional Technology Committee Proposal\\_11.6.18.pdf](#)