

2018-19 Annual Program Review Update Submitted By: Lorrie Ranck / Brandon Gainer

APRU Complete for: 2017-18

Program Mission Statement: The following outcomes have been identified and documented.

Students: To be able to successfully use Online Education Center resources to take technology-mediated courses.

Faculty: To be able to successfully develop and facilitate technology-mediated courses.

Staff and other clients: To be aware of the services and resources provided by the Online Education Center and use them to support the college mission.

While De Anza consistently serves students within its district, more than 80% of its students are now from areas outside the district, chiefly the immigrant and working-class communities most in need of quality, low-cost educational opportunities. These students, many from East San Jose, make De Anza their first-choice college in spite of the fact that other colleges are geographically closer. These students, together with students who reside within the district boundaries, have available to them course offerings in the online format providing greater flexibility in their choice of learning environments. Moreover, information literacy is a necessary skill for virtually all jobs. Learning how to work with extensive information is just part of the challenge. With information technology enabling communication over vast distances in real time, many business organizations have a global presence. De Anza students will be expected to interact with business contacts spanning the global market, in which widely varying cultural and social customs are manifest. Education through an online format is just one way that students can develop and fine-tune their skills in the digital world.

At De Anza, students are able to select the modality that best fits their needs for a number of courses. Online education currently supports the Canvas learning management system. The Online Education Center provides support and ongoing services to prospective and enrolled students as well as faculty to support student success in the online environment.

I.A.1 What is the Primary Focus of Your Program?: Learning Resources/Academic Services

I.A.2 Choose a Secondary Focus of Your Program?:

I.B.1 Number Certificates of Achievement Awarded:

I.B.2 Number Certif of Achievement-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.B.5 Strategies to Increase Awards :

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:

I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::

I.D.1 Academic Services & Learning Resources: #Faculty served: 341

I.D.2 Academic Services & Learning Resources: #Students served: 1203

I.D.3 Academic Services & Learning Resources: #Staff Served: 16

I.E.1 Full time faculty (FTEF): 73.7

I.E.2 #Student Employees: 0

I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching: +2.5% (FT) /+1.3% (PT) FT load percentage has increased by 8% over the past five years and FT overload percentage has decreased by 14% the past five years. PT load percentage has increased by 3% the past five years.

I.E.4 # Staff Employees: 3

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I.E.5 Changes in Employees/Resources: Support for Course Studio ended in Spring 2018, necessitating a need to increase training for Canvas training. Due to the current users becoming more experienced with Canvas, there has been a demand for more advanced training. Staff are in the process of developing a “Beyond the Basics” series of workshops to meet this need. Furthermore, the center has developed a student readiness module, a test course, and online student orientations (virtual and live) for new online students to acclimate them to online courses at De Anza. We have also brought in a dedicated lecture capture space in the office for faculty to use in order to enhance their instruction.

Finally, De Anza College became a consortium college through the Online Education Initiative (now CVC-OEI), giving us access to resources through the initiative that will begin implementation during the 2018-2019 academic year.

II.A Enrollment Trends: Online Education enrollment has increased across all markers (unduplicated headcount, enrollment, sections, WSCH, FTES, FTEF). Enrollment has increased by 56.9% over the past 5 years. This is likely due to increased and diversified options for online course enrollment across many divisions as shown by the 13.6% increase in the number of sections.

From AY 2015-2016 to AY 2017-2018, Online Education enrollment has increased across all markers: Unduplicated headcount (+80.5%), enrollment (+76.3%), sections offered (+30%), WSCH (+24.6%), FTES (+24.9%), FTEF (+36.3%).

II.B Overall Success Rate: From 2015-16 to 2017-18, success rates have steadily increased for all students from 72% to 74% even with the increase in the number of grades reported (from 15,987 to 21,364). Within the same period, non-success rates have declined by 2% (from 15% to 13%), while withdrawals have declined by 1% (14% to 13%).

For targeted groups, success rates have increased from 62% to 64%. Non-targeted groups saw a similar percentage increase from 77% to 80%.

African-American (+6%), Asian (+3%), Native-American (+20%), White students (+4%), and students who declined to state their ethnicity (+6%) have all seen increased success rates over the past 3 years. Filipino students have shown a slight decrease in the same period (-2%) while Pacific Islander success rates have remained flat, despite showing a small increase (1%) during the 2016-2017 academic year.

II.C Changes Imposed by Internal/External Regulations: An increased focus surrounding changes in policies regarding accessibility has guided the focus of LMS and Tech training. This has led to an increased emphasis on captioning services for deaf-students and accessible documents/webpages for visually impaired students.

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment: African American: 5%
Latinx: 22%
Filipinx: 8%
Pacific Islander: 1%

III.A.2 Targeted Student Populations: Growth and Decline: There has been an increase in enrollment from students of all target populations over a 5 year period: When looked at as a percentage of the college as a whole, however, the gains certain groups are more modest: Filipino students increased from 7% to 8% (1% increase); Latinx students increased from 20%-22%. Other groups populations increased in proportion to the percentage: Pacific Islander students remained at 1%. Although overall enrollment for African-American students increased, their percentage dropped from 7% to 5%.

III.B.1 Closing the Student Equity Gap: Success Rates:
African American: 56%
Latinx: 63%
Filipinx: 71%
Pacific Islander:
Asian: 82%
White: 76%

III.B.2 Closing the Student Equity Gap: Withdrawal Rates:

African American: 20%

Latinx: 17%

Filipinx: 14%

Pacific Islander: 17%

Asian: 9%

White: 12%

III.B.3 Closing the Student Equity Gap: 2017-18 Gap:

2013-14: 14%

2014-15: 17%

2015-16: 15%

2016-17: 15%

2017-18: 16%

III.C Action Plan for Targeted Group(s): 1) Monitoring and updating Canvas training to focus on student success strategies and equity-focused measures: Early engagement and ongoing communication with students have demonstrated effectiveness in decreasing withdrawal rates and increasing success. [All groups; Instructional Designers]

2) The Online Education Center's website will continue to adapt to the needs of the students as it remains a frontline resource for students to learn about online education at De Anza. Additionally, the newly completed Canvas sample course is a way for students new to online learning to increase their familiarity learning in a virtual environment. [All students; Instructional Designer #2]

3) Faculty support through individual consultations regarding improving online courses and online pedagogy [All groups; Instructional Designers & Faculty Coordinator]

III.D Departmental Equity Planning and Progress: Enhanced Support for students: The addition of a counselor for online education would help. Having a dedicated counselor who is knowledgeable about online education can help students navigate the system and determine whether online learning is a fit for them or not, which classes best support their desired learning goals, and what to expect from an online class. Students currently receive little guidance and while the current OEC staff does attempt to help students, much of their assistance is dedicated to technical support.

Professional Development: Online Education previously collaborated with a Technology Trainer in order to support staff. Having access to a technology trainer would help since this position could train staff on tools that are outside of Canvas, but ultimately help course design and online pedagogy.

III.E Assistance Needed to close Equity Gap:

III.F Integrated Plan goals: current student equity data and action plan:

IV.A Cycle 2 PLOAC Summary (since June 30, 2014):

IV.B Cycle 2 SLOAC Summary (since June 30, 2014):

V.A Budget Trends: Internal B Budget is adequate funding for OEC at this time and has remained relatively unchanged for several years. We utilize B budget for minor equipment and supplies for the office as well as for professional development for faculty and staff and any consultant or contractual expenses.

V.B Funding Impact on Enrollment Trends: No external funding has been utilized and the current internal budget is sufficient at this time.

V.C.1 Faculty Position(s) Needed: Growth

V.C.2 Justification for Faculty Position(s): Online Education continues to remain one of the areas of growth for the college despite declining enrollments across the district. Additionally, significantly higher numbers of faculty have already adopted Canvas compared to the number of faculty who used Catalyst in the past. We anticipate that these numbers will only increase moving forward.

The office currently employs an instructional associate, two full-time instructional designers, and a faculty coordinator. The faculty coordinator supports the instructional designers by troubleshooting instructors experiencing difficulties with Canvas and online education, and also consults individually with faculty who need focused, specific work on building or improving online courses. In addition, the role serves as a liaison to the curriculum committee, Academic Senate, and other campus stakeholders.

However, this role is only a part-time position. Canvas enjoys more widespread use due to more faculty adopting it, which has only increased with the elimination of Course Studio. Additionally, as part of OEI 2.0, the push to increase enrollment through online offerings will continue to increase demands on the Online Education Center, creating an urgent need for more support through a growth position. It is worth noting that the numbers addressed in sections I.D.1 and I.D.2 for (341 faculty served; 1203 student served) only reflect tech-help ticket requests that are documented, and not the total number of faculty or student users on Canvas that are directly and indirectly supported by our office.

V.D.1 Staff Position(s) Needed: Replace vacancy

V.D.2 Justification for Staff Position(s): A gap in management remains for the Online Education Center due to the previous dean's promotion to Associate Vice President of Instruction. Although the office now reports directly to the VP of Instruction the staff's ability to respond to faculty and student needs is slower compared to when the office had a manager on site. A management lead would remedy this problem, enabling oversight of an integrated staff area focused on instructional technology (Online Education, Technology Training, Video Systems, etc.). In addition, this lead would also address the office's need for a more concerted involvement and integration with Academic Senate with regard to practice and policies (e.g. accessibility, faculty-student interaction, integration of publisher content).

Additionally, assessment data continue to show a steady increase of both students and faculty served as noted earlier in this report, online education remains a growth area for the college, meaning that these trends are likely to increase as the college continues to seek ways to boost enrollment.

V.E.1 Equipment Requests: Over \$1,000

V.E.2 Equipment Title, Description, and Quantity: \$35,551 (including tax) for laptops, laptop carts, desktop computers, iPads and protective cases for iPads

Laptops (12-15; new \$1200 each)

iPad Pro 10.5 inch tablets: 128GB model; (x 12; \$799 each)

Tablet / Laptop Carts (x2; \$420 each)

Protective cases 12 for iPads (x 12 \$60 each)

3 Desktop Computers (1 Dell Machine = \$1000; 2 iMacs = \$1500 each)

V.E.3 Equipment Justification: Currently, the Online Education Office has two desktop computers dedicated for student use. The increase of online offerings and students (as shown in Section I) has led to an increase of students coming by the office for assistance or to meet with instructors who hold face-to-face conferences with their students. Having an additional inventory of laptops and iPads will make collaborative work between students and instructors easier, as well as create a more equitable space for students.

In addition, the Online Education Center hopes to grow its support of our students by offering more than just technical support. We would like to offer assistance and workshops that assist students with organizing for online learning and helping them get the most out of their online classes. We believe support such as this will greatly improve student success and retention. In order to achieve these goals, we need a space as well as laptops for students to use.

V.F.1 Facility Request: Additional desks stations to support desktop machines.

V.F.2 Facility Justification: Currently, the online education sets aside physical space to support Online Faculty who wish to meet with students. The space is also available for students who wish to complete course assignments, or inquire about their online classes. The increase in online enrollment and faculty served, the center will require more stations to allow faculty and students to work together collaboratively.

V.G Equity Planning and Support:

V.H.1 Other Needed Resources: Embedded counselor dedicated specifically to online students. Online education is a growth area for enrollment at De Anza College. Therefore, if we are to truly improve success rates in online education, a counselor assigned to the Online Education Center is essential.

V.H.2 Other Needed Resources Justification: Students in online courses have lower success rates in general for both targeted and non-targeted groups. An IR review of demographic data (<http://www.deanza.edu/ir/deanza-research-projects/2015-16/Online%20vs.%20Face-to->

Face%20Student%20Profile_09.08.15.pdf) conducted in Fall 2015 provides additional details about the overall success rates, target and non-target groups and comparison to face-to-face student demographics. With upward trend in enrollment for online and the need for equitable services for online students, a dedicated counselor has the potential to increase student success in our online program across the board.

V.J. "B" Budget Augmentation:

V.K.1 Staff Development Needs: Staff development funding allows for conference attendance and learning and training that provides a greater context for daily work. Both external (through Staff development applications) and internal (B budget) funds are utilized for professional development opportunities.

V.K.2 Staff Development Needs Justification: No need identified at this time due to use of internal funding to support staff.

V.L Closing the Loop: How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes “What were the assessments showing the results of receiving the requested resources over the last five years?” For instructional equipment, we plan to monitor usage of infrastructure equipment.

For the Counselor, we will review success rates and request an additional demographic review by IR for comparison in order to determine impact .

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