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ℹ Enter information for 2016-17 only. Prior years need to be entered in Word document and sent to Vice President of Student Services.   ✖

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2019-20 Annual Program Review Update Submitted By: Brandon Gainer

APRU Complete for: 2018-19

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.

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 Achievment Awarded:

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

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

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

I.B.5 Trends in # Degrees Awarded:

I.B.6 Strategies to Increase Awards:

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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: 2017-18: 341(previous year)
2018-2019: 5000

In 2017-18, this number was based on the number of help desk ticket requests received. In 2018-2019, the number was based on a combination of e-mails and phone calls directed to instructional designers, instructional associate, and faculty coordinator, as well as walk-in. These numbers reflect individual incidents. Faculty represent the largest percentage of these queries.

I.D.2 Academic Services & Learning Resources: #Students served: 2017-18: 1203 (previous year)
2018-2019: 2300

In 2017-18, this number was based on the number of help desk ticket requests received. In 2018-2019, the number was based on a combination of e-mails and phone calls directed to instructional designers, instructional associate, and faculty coordinator, as well as walk-in. These numbers reflect individual incidents. Students represent the second largest percentage of these queries.

I.D.3 Academic Services & Learning Resources: #Staff Served: 2017-2018: 16
2018-2019: 200

In 2017-18, this number was based on the number of help desk ticket requests received. In 2018-2019, the number was based on a combination of e-mails and phone calls directed to instructional designers, instructional associate, and faculty coordinator, as well as walk-in. These numbers reflect individual incidents. Staff represent a smaller number of these incidents, as there are a certain staff who maintain Canvas pages for individual programs.
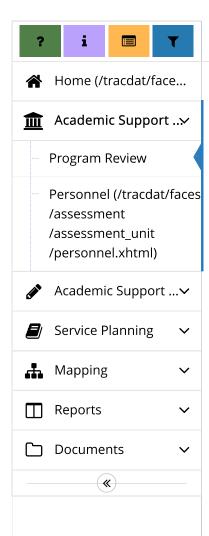
I.E.1 Full time faculty (FTEF): 82.4

I.E.2 #Student Employees: 0

I.E.3 Full Time Load as a %: 35.9%

I.E.4 # Staff Employees: 3

I.E.4 #Staff Employees: 3

I.E.5 Changes in Employees/Resources: The resources of the center remain the same, however, the increase

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of students enrolled online, faculty teaching online, as well as the expectations set by being a consortium college with the CVC-OEI (having a certain percentage of classes aligned to the rubric) stand to produce a strain. To address this, the goals of center employees have been focused on distinct areas: One instructional designer is focusing on student support, another is focusing on online readiness for faculty and the faculty coordinator (under the direction of the VP-I) is focusing on strategic planning initiatives.

To meet the needs of a user base that has become more experienced with Canvas, a series of "Beyond the Basics" workshops have been developed. These workshops include: Cheat resistant assessment; incorporating video within the platform; utilizing surveys within Canvas; creating and using rubrics; and using the ConferZoom feature for office hours. In addition, the center now offers tours and training for the Self-Recording Studio for faculty and staff who wish to use recorded instructional video more extensively.

Furthermore, in the past year, the center recognized an existing training gap for faculty who wished to transition to hybrid instruction, as well as instructors who had hybrid teaching experience but did not have the tools to take the next step. In response to this, OnlineU series was developed: This cohort-based program increases online teaching readiness, but also provides faculty with a network of peers for support.
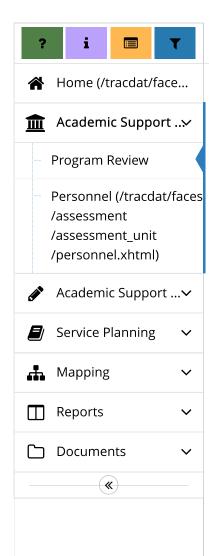
II.A Enrollment Trends: Over the past 3 years, Online enrollment has increased across all markers (unduplicated headcount; enrollment; sections; WSCH; FTES; FTEF). Of particular note, sections have experienced a 25% growth; unduplicated headcount has grown by 21.7%, and FTES has grown by 36.1%. This can be attributed to increased and diversified course enrollment across many divisions. In addition, after a period of decline, productivity has risen steadily over the past 3 years (by 3%), though the 5-year total shows a total decline of 5.1%. Despite this, however, overall productivity for Online Education remains high.

II.B Overall Success Rate: Over the past three years there has been a steady increase in success rates, bringing them within range of traditional face-to-face classes. This difference can be attributed to the following:

Increased Faculty Familiarity with Learning Tools: Canvas is both easier to use and more widely adopted by faculty across campus, resulting in a more uniform design across classes which results in a better user experience.

Changes in Training: The office has moved from focusing on onboarding faculty to expanding the range of training options and advanced workshops.

More Online Class Offerings: As the range of online offerings expand, so do the number of faculty teaching -- this possibly results in more communication between peers, more conversations about online learning within

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instructional divisions, and faculty having more resources to draw from within their departments.

Moving forward, the Online Education Center will continue to monitor faculty requests and feedback for desired workshops and adjust training schedules accordingly.

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. In addition, changes to federal regulations around substantive interaction has impacted objectives for faculty training and support (see section I.E.5; III.A). In addition, concerns regarding student verification and academic integrity have led to an increased emphasis on cheat resistant assessment training, and assessing software (e.g. Proctorio).

III.A Program Success: There have been 3 key changes (and continuous improvement) to address student equity efforts:
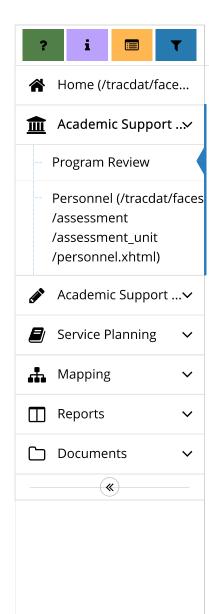
CVC-OEI: In the past year the college has become part of the CVC-OEI as a consortium college. This specific cohort is focused around examining and improving student equity measures. Being part of the CVC-OEI will give the college access to resources and tools designed to close the equity gap.

Faculty Training: We have moved beyond an onboarding focus for Canvas to increasing the range and types of workshops offered, as well as targeted series (OnlineU): By improving faculty's ability to create a well-designed, welcoming course, we aim to increase student success.

Curriculum: In conjunction with the curriculum office, we are constantly revising the Online/Hybrid delivery form. The latest changes being more focused on asking faculty how they plan to incorporate the six student success factors (centered around equity) as well as clearly articulating how they might engage in regular, effective contact with students.

III.B Enrollment Trends - Equity Lens: When looked at as a percentage of the college as a whole, the overall percentages of African American, Filipinx, and Pacific Islander students appear to either remain flat or have seen a modest decline (1-2%, depending on the group). However, raw enrollment numbers shows an increase across these groups. Latinx students have seen an increase in both markers.

The economic landscape of the area may be a contributing factor. Students may either choose to reduce their course load, not enroll, or move out of the area entirely. Others may simply not have the means to pay or be under the impression that online courses are not for them. It is also possible that these target populations

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may be encouraged to take face-to-face classes for increased support from instructors and peers, rather than enroll in online courses.

III.C Success, Non-Success and Withdraw Rates: 1: Up until 2018-19, the trend has been a incremental, but steady progress upwards in improvement across groups. However, in 2018-19, African-American students saw a sharp drop in completion (from 56% in the previous year to 50%), while other groups either remained flat or saw a small decrease (greater than or equal to 1%).

2: These decreases can possibly be attributed to a wider range of online classes being offered compared to previous years. While Online Education is making a concentrated effort to ensure that faculty are prepared to teach online, there may be an element of growing pains associated with this. In addition, it is easier, in some ways, for an online course to be out of sight and mind, making it significantly easier for a student to fall behind, and, in the absence of instructor support (face-to-face) more difficult to catch up. The center has anticipated these challenges and is working to address them (please see item 3 below).

3: A persistent focus on increasing effective contact, as well as increasing the visibility of online student support services go a long way. In addition, as the campus becomes more involved with the CVC-OEI and reaching the target goal of 20% of online offerings being aligned with the rubric, the number of high-quality online courses may help diminish the impact and result in an increase in success rates.

III.D Equity Planning and Support: Yes: A request for a dedicated online counselor.

III.E 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.

III.F Assistance Needed to close Equity Gap: No

IV. A. SLOAC Summary: N/A

IV.B Assessment Planning: N/A

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

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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. Canvas has a significantly higher adoption rate and faculty are using it to enhance their face-to-face classes, in addition to the required use for online or hybrid. As a result, the support this office provides has increased notably compared to the beginning of the current 5 year cycle.

The office currently employs an instructional associate, two full-time instructional designers, and a faculty coordinator. In addition to supporting faculty training needs and troubleshooting, both instructional designers have taken on additional points of focus due to the college joining the CVC-OEI. A focus on the evaluation and implementation of student support tools, as well as more intensive, focused training to increase online readiness has occurred in the past year. The Instructional Associate is the first point of contact for students, staff, and faculty requesting support from the office, and assists all office operations through contributions to internal documentation, beginning-of-term info (footnote entry; syllabi collection for online courses).

The faculty coordinator supports the instructional designers by troubleshooting with 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 the second CVC-OEI cohort, 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 in the previous year, the numbers addressed in sections I.D.1 and I.D.2 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 the office. This year, the number is a conservative estimate based on the number of calls, e-mails, and walk-ins that employees in the center handle related to Online Education.

V.D.1 Staff Position(s) Needed: Growth position

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 a senior leadership role. Although the office continues to report to the same manager, the staff's ability to respond to faculty and student needs is slower compared to when there was a

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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, etc.).

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 and serve non-traditional students

V.E Equipment Requests: No Equipment Requested

V.F Facility Request: No resource for facilities requested

V.G Other Needed Resources: No "other" resources requested

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

V.I Closing the Loop: Not applicable at this time. We did not receive any resources.

Last Updated: 01/31/2020

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