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

Dept - (LRC) Distance Learning

**For 2017-18 Submitted by::** Lorrie Ranck (Associate Vice President - Instruction); Brandon Gainer (Faculty Coordinator - Online Education)

**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 two learning management systems to provide a consistent look and feel for students: The legacy system, Catalyst (a customized version of Moodle) and Canvas, which is in the testing phase and will be fully deployed starting in Summer 2017. 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.C.1. CTE Programs: Impact of External Trends:**

**I.C.2 CTE Programs: Advisory Board Input:**

**I.D.1 Academic Services & Learning Resources: #Faculty served:** 362

**I.D.2 Academic Services & Learning Resources: #Students served:** 220

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

**I.E.1 Full time faculty (FTEF):** 63

**I.E.2 #Student Employees:** 0

**I.E.3 % Full-time :** +2.5%/+4.8%. FT load has decreased by 7% over the past four years Overload has increased by 14% the past four years PT load has increased by 6% the past four years

**I.E.4 #Staff Employees:** 2

**I.E.5 Changes in Employees/Resources:** Support for Catalyst, the previous Learning Management system, ended effective Spring 2017. Canvas is now the sole supported LMS for the college, resulting in a refocus of training practices for the center and additional trainings to be held for faculty not yet trained on the new LMS. Additionally, as support for Course Studio will end in Spring 2018, we anticipate an increase in faculty in need of training.

**II.A Enrollment Trends:** From AY 2014-2015 to AY 2016-2017, Online Education enrollment has increased across all markers: Unduplicated headcount (+18.3%), enrollment (+22.3%), sections offered (+30%), WSCH (+24.6%), FTES

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(+24.9%), FTEF (+36.3%).

**II.B.1 Overall Success Rate:** Overall success rates have remained steady over the past 3 years. Success rates increased by 1% from 2014-15 to 2015-16 (71%-72%) and remained consistent at 72% for 2016-2017. Non-success rates showed a slight increase in 2015-16 (from 14%-15%) before dropping back to 14% in 2016-17. Withdrawal rates showed a slight decrease (15%-14%) from 2014-15 to 2015-16 and remained at 14% for 2016-17.

Overall success rates for targeted groups have increased by 3% (59% to 62%). When analyzed by ethnicity the largest increase can be seen in African-Americans ( from 48% in 2014-15 to 56% in 2016-2017). Filipino students have shown a smaller increase of 2% (69% in '14-15 to 71% in '16-'17) Latinx success rates showed a 2% increase from '14-'15 to '15-'16 (60% to 62%), before decreasing 2% in 2016-2017 back to 60%.

Non-targeted student success rates increased by 1% from 2014-15 to 2015-2016 (76% to 77%) and remained the same from 2015-2016 to 2016-2017.

**II.B.2 Plan if Success Rate of Program is Below 60%:** Although success rates for targeted groups have risen to 62%, the Online Education Center continues to explore options with regards to services, quality standards for courses and accessibility as a way to further increase success rates. Specifically:

Updating the Canvas Certification Training. Trainings are now designed to give a comprehensive overview of the system's capabilities in relation to student success: Early-alert notifications, increased methods of student collaboration, and increasing substantive interaction between students and faculty.

Support for faculty professional development through providing funding to state-wide and national conferences such as the Online Teaching Conference and Instructurecon. These events provide faculty tools to serve targeted student populations and discuss pedagogy with other online instructors.

Continual assessment of student support resources for tutoring, LMS integrations, and tools provided through the Online Education Initiative.

**II.C Changes Imposed by Internal/External Regulations:** In 2016, the OEC collaborated with Institutional Research to complete a complex analysis of online degrees and certificates to submit a Substantive Change proposal to ACCJC

Additionally, 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 Growth and Decline of Targeted Student Populations:** Enrollment numbers for two of the three targeted populations have increased between AY 2014-15 to AY 2016-17: Filipino (1426 in '14-15 to 1941 in '16-17) and Latinx (4196 in '14-15 to 5379 in '16-'17). By contrast, African-American student numbers have shown a decline, dropping from 1381 in 2014-15 to 1209 in '16-17.

**III.B Closing the Student Equity Gap:** Faculty professional development and support, student services for online students and technical support for the course management system for both faculty and students are all broad-based practices that positively impact student success.

The faculty coordinator was retained through AY 2016-2017. This position continues to provide additional support by assisting faculty with the development of high-quality online course content that is accessible, inclusive, and equitable. These efforts are hoped to increase student retention and success in online courses.

Online Education Center staff are actively involved in ongoing activities that enhance student success. Examples below.

- Online student support provided via phone, email, technical request or office walk-in. Guidance is provided for everything from registration, to orientation, to taking online courses classes, and assisting with connecting with faculty.
- A revision of the Canvas certification course. Future trainings will include a section on substantive interaction. Course management system training coupled with instructional design concepts are provided to faculty multiple times throughout the academic year.
- Canvas Student orientations are offered at the beginning of every quarter to help students get started using the system.

The student resources in Canvas have been restructured. There is now a self-enrolled Sample Canvas course available to any student on campus. This allows students new to Canvas an opportunity to practice in a setting where they are not graded, allowing those without much experience with the system to increase their familiarity and comfort with it before the academic term begins.

- Overview and contemporary issue presentations to departments, divisions, administrators, and the Online Education Advisory group to create awareness and visibility and seek input.

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- Development of an online course checklist for faculty to use in conjunction with course development and delivery.
- Continued support of SmartThinking (online tutoring service) in collaboration with the Student Success Center.
- Accessibility practices continue to be highlighted in course management platform trainings for faculty. Particular attention is drawn to the accessibility checker embedded within Canvas.

• Online faculty and area staff attend the Online Teaching Conference facilitated by and specifically for California Community College. This professional development opportunity addresses a wide range of opportunities for online teaching and learning. New online faculty in particular have been encouraged to attend. The conference highlights areas such as accessibility, equity, student-centered resources, and effective strategies for student engagement and retention.

**III.C Plan if Success Rate of Targeted Group(s) is Below 60%:** Success rates for Latinx and Filipino populations are at or above 60% (71% and 60% respectively). African-American success rates have shown a steady increase, but as of 2016-17, remains at 56%.

The Online Education Center will continue to support faculty in learning effective ways to engage students in the online environment: As mentioned in Section II.B.2, Canvas training has been updated 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.

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.

**III.D Departmental Equity Planning and Progress:** The OEC website has been updated recently which is a significant source of information for the campus community. This contributes to ongoing awareness and visibility of the OEC as a support service, which is a vital component of equity work. This work is an ongoing collaboration between OEC staff. Resources for faculty, staff, and students are added as the needs of the community are brought to the attention of the office.

Student equity drives how the OEC has adapted its training in the past year. With Catalyst being phased out and the adoption of Canvas as the primary LMS, the training continues to focus on the accessibility of material. In conjunction with the Technology Trainer, 3C Media continues to be presented as an option for free video captioning to ensure all videos meet accessibility standards for deaf students.

**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. Instructional Equipment dollars will be requested for a large scale critical refresh of the Catalyst system in 2016-17.

**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.

Although our office currently employs two full-time instructional designers who are supported by the faculty coordinator, the coordinator role is only a part-time position. The widespread adoption of Canvas compared to the previous LMS will only increase the office's need for support. Additionally, the push to increase enrollment through online offerings will continue to increase demands on the Online Education Center.

**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 AVP, 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.)

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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:** \$28360 for laptops and iPads

Laptops (12-15; new \$1200 each)  
 iPad Pro 9.7 inch tablets: 128GB model; (x 12; \$699 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:** Part-time 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 PT 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](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 PT 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 Part-Time 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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