2021-2022 Program Review

Cañada College

CAN Program Review (Instructional) - Distance Education (Fall 2021)

STEP 1: Program Review Narratives

2021-2022
Instructional Program Review (IPR)
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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: The District has adopted Proctorio for online proctoring. This tool allows our courses to pass possible review by articulation officers for proctored exams in online courses.

The Ethinic Studies program was created to address new CSU requirements and may need to be offered online to allow for degree and program completion.
3. Community & Labor Needs: COVID-19 has permanently altered our students' needs in terms of access to different course modalities as well as their lifestyles, responsibilities and work loads. The Distance Education program needs to be responsive to these changes in our community. We need to be able to sustain the changes that we have put in place during the pandemic and we need to strengthen our distance education offerings to be able to adapt to our students' changing needs as we come back from the pandemic. We need to offer our online programs consistently so that students can complete online programs in a timely manner. An important related goal is to prioritize our plans to align courses and programs to CVC-OEI standards and list them in the Exchange. This will provide additional pathways to completion for our students as well as enrollment support for our online programs.

Looking Back
4. Curricular Changes: When we first went online in response to the COVID-19 pandemic, emergency DE addendums were put in place for the first few semesters of the pandemic. With those expiring in the Spring of 2022, and with the profound shift in students' needs, we need to do a comprehensive analysis of our current online offerings, the status of our DE addendums, the status of our faculty's online teaching training and what our students are looking for in our course offerings.

We also need to take a close look at the impact of the decrease in students' access to labs and physical instructional materials. For example, which courses were offered in the Spring of 2020 that were not able to be offered in the Spring of 2021.
5A. Progress Report - IPC Feedback: In our resource requests this year, we spent time outlining the impact on students of the resources we are requesting. This was the feedback we received on our previous program review and we have addressed that this year.
5B. Progress Report - Prior Program Goals: Objective 1 - Provide DE Faculty Tools for Quality Online Instruction
Allison has facilitated QOTL 1 each semester and we offered multiple cohorts of QOTL 1 to meet the training needs of faculty new to online teaching in the spring and summer of 2020. To date, we've trained 100 faculty through QOTL 1.
We launched QOTL 2 in the Summer of 2021 to offer faculty a next step for training after completing QOTL 1. We trained three faculty in the Summer of 2021 and 4 faculty have signed up to complete QOTL 2 in the Fall of 2021.
We have continued to provide faculty with a licence for Screencast-O-Matic making the recording of accessible instructional videos easy for faculty. The District also adopted Panopto, which provides faculty with another video recording tool and an in-house video hosting platform.

Objective 2 - On-Campus Technology Support for Students
Our request for a position for on-campus technology support for students was not funded. With the onset of the COVID-19 pandemic and the closure of campus, our efforts toward on-campus student support were put on hold.

Objective 3 - Secure Adequate Support for Distance Education Professional Development
The DE Team has been able to attend many DE professional development activities with many conferences being made available via Zoom. We've found these PD activities to be valuable opportunities for reflection, networking and professional learning to bring back to campus. Going forward, the DE Team would like to find funding to bring a small group of DE faculty to these events as well.

Objective 4 - Broaden distance education course offerings to meet the needs of Cañada students
We need to continue and deepen our work in this area. We need to start with in-depth analysis of our current DE offerings and our current students' needs for DE.

Objective 5 - Create New Instruction Technology Advisory Committee
We successfully updated and revitalized the Technology Committee to include clearer objectives and updated operating procedures. We've been meeting consistently have successfully updated and begun implementing our Technology Refresh Process.

6A. Impact of Resource Applications: Many faculty continue to rely on Screencast-O-Matic for a quick and easy way to record asynchronous lecture videos. SOM proved to be an essential tool to help faculty move their courses online during the pandemic. While the District adopted Panopto in the Spring, many faculty continue to use Screencast-O-Matic to record videos as its a simpler and easier interface than what Panopto offers.

We were able to train the majority of our faculty through QOTL due to the emergency funds allocated during the move to online because of the pandemic. Ongoing funding is needed to continue training faculty who haven't yet been trained, new faculty who are hired without training, and to keep faculty training relevant and up-to-date.

Our request for a full-time faculty Instructional Designer was once again not funded. With our team staying the same size and online offerings growing exponentially at Cañada we are unable to improve, innovate or grow Cañada's DE program. We are forced to just maintain the program at the same place it was 5 years ago. But we all know that technology changes and advances annually, and the COVID-19 pandemic was a huge catalyst for change in technology and online teaching and learning. Without funding for a complete DE team we are unable to meet the needs of our faculty, staff and students in online education.

6B. Impact of Staffing Changes: The only staffing change that we've had is the addition of a second DE Coordinator with .2 units. While the additional units have been helpful, the DE program remains understaffed. Having so few members on the DE Team, half with less than half of their time dedicated to DE, makes it difficult to expand and strengthen the DE program in the ways that we need to as a college in response to the changes in education as a result of COVID.

Current State of the Program

7A. Enrollment Trends: Online headcount has grown from 4,194 in 2015-16 to 5,813 in the 2019-2020 academic year. Hybrid headcount has remained consistent, going from 1,630 in 2015-16 to 1,673 in 2019-20. FTES for Online increased from 644 in 2015-16 to 1,003 in 2019-2020, while hybrid has remained consistent at 266 in 2015-16 to 267 in 2019-2020. Load calculations for hybrid and online have been trending downwards along with all section types college-wide. for 2019-2020, hybrid is nearly identical to face-to-face at 394.2 and 392.3, respectively. Online load remains higher at 516, although it has trended down from a high of 571.5 in the 2016-17 year.

Overall, the trend line for hybrid and online sections shows steady growth, with current totals equaling roughly one third of the colleges entire ftes. This consistent growth, along with the pandemic-induced acceleration of student interest in online and hybrid course offerings, points to the need to develop a proactive strategy around online course development as part of the college's strategic enrollment management, rather than a reactive approach.

7B. Significant Changes in Your Program: The COVID-19 Pandemic continues to have a big impact for online instruction. While the district works to increase face-to-face offerings for spring 2022 that are closer to pre-pandemic levels, we are seeing an increasing interest from our students in online course offerings and online student support and college services.

Aligning courses with CVC and joining the CVC Consortium and Course Exchange:
In 2021 Canada College officially joined the consortium, along with our sister colleges in SMCCCD. Aligning online courses and placing them in the exchange will provide enrollment support for some of our low-enrolled courses and programs, and also provide our students with opportunities to "finish faster" by completing a course from the Exchange that satisfies a program

requirement.

Multi-Modal Teaching and student participation:
The emergence of Hyflex and other methods of multi-modal instruction are having a big impact on planning our online course offerings. After a successful summer 2021 pilot program where faculty tested a tech-enhanced classroom, we are moving ahead with leveraging federal relief funds to add this functionality to more classroom and non-instructional spaces on our campus. For Spring 2022 we will offer more sections that are taught in a multi-modal format, meaning students can attend the course in-person or online.

To support this evolution of instructional delivery, we will need to provide in-class support for instructors. Trained student assistants can provide support for monitoring synchronous online participation and facilitating the engagement and participation of those students. In some cases it will be recommended to provide Instructional Aides (staff position) for this purpose, however i most cases we believe well-trained student assistants can provide excellent support in this area.

7C. Planning for Your Program: Along with the goal of aligning courses and programs to CVC-OEI standards and listing them in the Exchange, we also need a plan for marketing these courses to build awareness internally and externally. Examples include landing pages for the courses or programs that link to CVC, and professional development for faculty to increase awareness of the benefits and operations of the CVC.

We must also take a broader look at our online degrees and certificates and ensure that they can be completed in a timely manner. We need to ensure this by making sure our online offerings are scheduled and run regularly. We need to market our online offerings more, but we also need to be sure that they are truly offered online consistently. With this effort in mind, we are working with our sister colleges and the statewide academic senate and Chancellors office to explore the possibility of getting degree approval with a collaborative MOU, so that course offerings are consistent within our online programs and certificates.

8A. 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 staffing our online education program so that more of our courses can be aligned with online equity standards and practices. For example, colleges that have implemented the OEI rubric had success rates 2.9 percent above the statewide average; OEI pilot sections that had completed peer online course review were 3.9 percent above the statewide average for online courses, at 68.8 percent.

8B. Student Equity: The college continues to see disproportionate impact for specific student populations in online courses, even though the overall success and retention rates have improved gradually over the past several years. Overall, our Black, Pacific Islander, and Hispanic student populations are the most impacted. For example, in the 2020-2021 academic year the equity gap for our Black, non-Hispanic male students was 15% , and 23% for Pacific Islander Female students. These equity gaps are critical reminders of the importance of ensuring equitable online course design for all of our online class offerings, which is directly tied to the need to adequately staff our Online Education Team with full-time Instructional Designers and a full-time DE Coordinator.

8C. Completion - Success Online: In the data below, synchronous includes all fully or partially synchronous online courses, while Online are those courses that were given the online modality (and should correspond to asynchronous).

Online Success; 73.3%
Online Retention: 83.6%
Synchronous Success: 70.9%
Synchronous Retention: 83.4%

9A. SLO Assessment - Compliance: N/A
9B. SLO Assessment - Impact: N/A
10. PLO Assessment: N/A

Program Review Narrative Status: Complete
Related Documents & Links:
FullTimeDECoord_NewPositionProposal_2021.pdf
InstructionalDesigners(2)_NewPositionProposals_2021.pdf
InstructionalTechnologist_NewPositionProposal_2021.pdf

Goal Description: 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.

Goal Status: 2 - Continuing (PR)
Relevant Program Review Cycle: 2019-2020, 2020-2021, 2021-2022, 2022-2023
Estimated Start Date:
Estimated Completion Date:
Who's Responsible for this Goal?: DEAC & ASLT
Please select the college goals with which your program goal 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 college strategic initiatives with which your program goal aligns.: Improve Student Completion

Resource Requests

College license for Padlet - Padlet is an online collaboration tools that allows faculty to create interactive bulletin boards where students can share their thoughts, images, videos, etc. with one another.

Status: Continued Request - Active
Type of Resource: Information Technology
Cost: 2000
One-Time or Recurring Cost?: Recurring Cost
Critical Question: How does this resource request support closing the equity gap?: Enhancing online technology with tools that allow faculty to build activities with interaction can help to engage students more, and give them multiple means of interacting with their instructor and peers.
Critical Question: How does this resource request support Latinx and AANAPISI students?: Enhancing online technology with tools that allow faculty to build activities with interaction can help to engage students more, and give them multiple means of interacting with their instructor and peers.
Resource Priority Ranking: Medium Priority

Renewal of Screencast-O-Matic License for 2 Years

Status: Continued Request - Active
Type of Resource: Software
Cost: 2520
One-Time or Recurring Cost?: Recurring Cost
Critical Question: How does this resource request support closing the equity gap?: Faculty being able to create high-quality video and audio content can allow students to take in course content in the format that works best for them, and see their instructors faces, which can lead to students feeling more connected and engaged in their courses.
Critical Question: How does this resource request support Latinx and AANAPISI students?: Faculty being able to create high-quality video and audio content can allow students to take in course content in the format that works best for them, and see their instructors faces, which can lead to students feeling more connected and engaged in their courses.
Resource Priority Ranking: High Priority

Goal Description: Broaden distance education course offerings to meet the needs of Cañada College students

CAN Program Review (Instructional) - Distance Education (Fall 2021)

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

Goal Status: 2 - Continuing (PR)
Relevant Program Review Cycle: 2020-2021, 2021-2022
Estimated Start Date: 01/15/2019
Estimated Completion Date: 01/14/2020
Who's Responsible for this Goal?: DEAC
Please select the college goals with which your program goal aligns.: 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 college strategic initiatives with which your program goal aligns.: Improve Student Completion

Goal Description: Continue & Strengthen our Local Peer Online Course Review Program

Build off the QOTL Coaches program funded by the CVC-OEI Online Pathways Grant, to institute a Peer Online Course Review (POCR) Program at Cañada. The OEI's POCR program allows faculty course reviewers to assess their colleagues' online courses for alignment with the OEI Rubric. This program will increase the quality of our online course offerings and allow us to begin preparing to one day join the OEI Consortium.

Goal Status: 2 - Continuing (PR)
Relevant Program Review Cycle: 2019-2020, 2020-2021, 2021-2022
Estimated Start Date: 07/01/2019
Estimated Completion Date: 12/01/2022
Who's Responsible for this Goal?: DEAC
Please select the college goals with which your program goal aligns.: 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 college strategic initiatives with which your program goal aligns.: Improve Student Completion

Resource Requests

Budget of $100,000 for POCR Mentors/ Reviewers/ Participants. This is the cost to provide compensation in fall, spring and summer for the groups of faculty who will serve in these respective roles.
 - Need to support our ongoing development of a college POCR group to ensure that our online courses are high-quality and aligned with OEI and Equity standards. This is also vital support for our QOTL 1 and QOTL 2 participants who need reviews and mentoring as they complete these trainings.

Status: Continued Request - Active
Type of Resource: Professional Development
Cost: 100000
One-Time or Recurring Cost?: Recurring Cost
Critical Question: How does this resource request support closing the equity gap?: Online courses aligned with the OEI and Equity standards have a higher student completion percentage and lead to higher levels of online student persistence for marginalized and minoritized student populations.
Critical Question: How does this resource request support Latinx and AANAPISI students?: This request supports our Latinx and AANAPISI students by ensuring they have high quality, equitable online courses available to them.
Resource Priority Ranking: High Priority

Budget to pay 25 faculty for their time completing the Quality Online Teaching & Learning Work Group. - 25 @ $1500, for the Summer, Fall & Spring semesters.

Status: Continued Request - Active
Type of Resource: Budget Augmentation

Cost: 37500

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: Faculty preparation for online teaching will lead to courses that are designed well, organized and easy to access for students. QOTL also gives faculty an introduction to tools to make their courses accessible.

Critical Question: How does this resource request support Latinx and AANAPISI students?: Faculty preparation for online teaching will lead to courses that are designed well, organized and easy to access for students. QOTL also gives faculty an introduction to tools to make their courses accessible.

Resource Priority Ranking:

Goal Description: Build a Complete & Effective DE Team

The online and hybrid modalities now make up the majority of our enrollments and most face-to-face courses now rely on Canvas and DE strategies as well. In order to support these ongoing changes in our teaching and learning, we need to a complete DE Team that is staffed by full-time faculty and staff.

Goal Status: 1 - New (PR)

Relevant Program Review Cycle: 2021-2022

Estimated Start Date: 01/01/2022

Estimated Completion Date: 12/31/2022

Who's Responsible for this Goal?: Dean of ASLT, Instructional Technologist, VPI

Please select the college goals with which your program goal 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 college strategic initiatives with which your program goal aligns.: Improve Student Completion, Implement Professional Learning Plan, Implement Guided Pathways, Institutionalize Effective Structures to Reduce Obligation Gaps

Resource Requests

1 Full-Time Faculty Online Instruction Coordinator (Tenure Track) - With more and more of our enrollments relying heavily on online education, we need our efforts to be lead by faculty. A full-time coordinator would give a faculty member the time to devote to this effort.

Status: New Request - Active

Type of Resource: Instructional Personnel

Cost: 150000

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: Having more coordination time would allow us to better address equity gaps by having someone keeping an eye on our big picture full-time. It would allow us to have a faculty member coordinating this work full-time which would allow space for reviewing equity gaps and planning ways to try and address them.

Critical Question: How does this resource request support Latinx and AANAPISI students?: More coordination will allow the DE Team to work more effectively and efficiently will allow us to get more done and offer more support to our faculty which will positively impact out Latinx and AANAPISI students.

Resource Priority Ranking: High Priority

1 Full-Time Instructional Technologist (Accessibility, Media Creation & Student Support Focus) - Our Instructional Technologist role supports Canvas, DE, Instructional Assessment and Program Review. So the DE Team doesn't have a full-time staff member. An additional Instructional Technologist would be able to provide support for the areas that are currently under supported by our low staffing.

Status: New Request - Active

Type of Resource: Non-Instructional Personnel

Cost: 110000

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: Having two instructional technologists would allow us to have each one focus on different areas. This additional position would be able to focus more on training and supporting faculty in making their courses more accessible and in providing more support for our students.

Critical Question: How does this resource request support Latinx and AANAPISI students?: This position will allow us to provide more support, resources and trainings to our faculty in how better to organize courses, leverage Canvas and other technologies in the classroom. The more we can organize and streamline our courses the better the course experience will be for these groups, as well as all students.

Resource Priority Ranking: High Priority

2 Full-Time Faculty Instructional Designers (Tenure Track) - The distance education program at Cañada is severely understaffed with 2 .2 reassigned time Faculty Online Education Coordinators, a Full-Time Classified Instructional Technologist (who also supports Instructional Assessment, Program Review, etc.) and the Dean of ASLT (who oversees Distance Education among many other assignments). Distance Education requires additional team members to share the existing work load, which includes offering the QOTL Work Group each semester and reviewing courses with CVC-OEI Course Design Rubric. The Instructional Designer positions would also be absolutely essential to being able to move the distance education program forward, by making sure all online and hybrid faculty are trained and re-trained every 3 years to teach online and making sure that all courses align with the CVC-OEI Rubric. These positions will also be critical in helping us innovate and adapt to the changing landscape of online teaching and learning in the wake of COVID-19.

Status: Continued Request - Active

Type of Resource: Instructional Personnel

Cost: 360000

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: Faculty would be able to learn from this position's specific skill set to design courses that meet students needs in the areas of accessibility, student engagement and effective pedagogy. Access to this skill set will benefit all of our students, especially Latinx, AANAPISI students, and students impacted by equity gaps.

Critical Question: How does this resource request support Latinx and AANAPISI students?: Faculty would be able to learn from this position's specific skill set to design courses that meet students needs in the areas of accessibility, student engagement and effective pedagogy. Access to this skill set will benefit all of our students, especially Latinx, AANAPISI students, and students impacted by equity gaps.

Resource Priority Ranking: High Priority

Budget for 1 Student Assistant - The addition of student assistant support would free up the rest of the DE Team to focus on bigger projects. We would also be able to get direct input from a student in our work and we'd be more able to offer faculty instructional technology support with the help of student assistants.

Status: New Request - Active

Type of Resource: Budget Augmentation

Cost: 23400

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: Student assistants would be a huge help in planning, marketing and facilitating workshops and webinars on topics like addressing equity gaps.

Critical Question: How does this resource request support Latinx and AANAPISI students?: Again, support from student assistants will allow the rest of the DE Team to offer more support and resources to faculty and work more closely with our Anti-Racism Committee to support these student groups in any way we can.

Resource Priority Ranking: High Priority

Student Assistants to provide in-class instructional assistance to support multi-modal teaching. - Multi-Modal teaching, including specific approaches such as HyFlex, requires additional support in the classroom to allow faculty to focus appropriately on the lesson plan and to be responsive to the students who are physically present in the room.

Status: New Request - Active

Type of Resource: Budget Augmentation

Cost: 85272.99

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: This resource request helps to close the online equity gap by providing direct support for student-to-student engagement and student-to-instructor engagement. Additionally, this resource request provides support for students facing challenges navigating the use of technology, which is also a major equity issue.

Critical Question: How does this resource request support Latinx and AANAPISI students?: This request supports our Latinx and AANAPISI students by increasing the presence of online community and engagement in our online classes.

Resource Priority Ranking: High Priority

Summer Hours for DE Coordinator (2 years - Reassign Time) - We need our DE Coordinator to continue working in the summer to prepare for the upcoming academic year and to support summer training offerings.

Status: New Request - Active

Type of Resource: Budget Augmentation

Cost: 33312.79

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: Summer DE Coordinator hours can be used for the DE Team to take time to plan what training and resource offerings we will have in the coming year. This time can be used to gather data on equity gaps and put together trainings and materials for faculty on how to address them.

Critical Question: How does this resource request support Latinx and AANAPISI students?: Strengthening our DE Team allows to provide better support to our faculty regardless of discipline or modality and this results in better quality courses and more effective learning experiences for our Latinx and AANAPISI students in particular.

Resource Priority Ranking: High Priority