



GAVILAN COLLEGE

*Research, Planning, and
Institutional Effectiveness*

Program Integrated Planning and Review

Combination Template

Program Name:	Distance Education
Academic Year:	2019-20

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Gavilan College

AEC, Counseling, Library Program

Planning and Review

Academic Year 2019-2020

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Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of Program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. [BP/AP 4020](#))

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones



Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find [here](#). In addition, there are links and paths to information throughout the document.

Program Plan and Review Timeline

When	Description	Participation
2019 Aug	Program Lead training, including website 'tour', GavDATA and other data site overview.	PIPR Chair All Program Leads in Review Cycle
Sept	Program Lead provides budget codes to PIPR for submission to Business Office (Sept 20).	Program Lead
Sept - Nov	Program Lead seeks assistance from support team, department faculty, Dean, others to gather information for report (on-going, as needed). Write Program Report draft (Sept 2 – Nov 15).	Program Lead
Nov	Initial draft due to peers (Nov 15). Peers review report, make suggestions, and identify areas of improvement. Sign off on last page of report (No later than Nov. 22). First Draft revision begins (Nov. 19).	Program Lead Peer Review Team
Dec	2nd draft due to Dean to review, request additions/ clarifications (Finals Week).	Program Lead Supervising Admin
2020 Feb	Dean-reviewed document returned to Program Lead with revision and planning recommendations, if needed. If report is complete and approved, Dean signs and forwards completed report to PIPR (Jan 27-31). If report needs revision, Dean returns to Program Lead.	Program Lead PIPR Supervising Admin
Feb - March	If needed , Program Lead makes edits as needed to report (Feb 3-28). Final report sent to Dean for approval and signature (March 2-6). Dean forwards approved document to PIPR (March 13).	Program Lead Supervising Admin
Feb - May	PIPR reviews final documents. Approves final report (Feb 3 – May 22).	PIPR
June	PIPR Chair presents annual report to Board	PIPR Chair, Board
June-Aug	Final reports submitted to President's Cabinet as information item.	Deans Council, Cabinet
Sept	Final documents to Academic Senate and ASGC as information item.	Academic Senate, ASGC

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A. Executive Summary

(Complete this section last)

1. Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees **(300 words or less)**.

Distance Education FTES has constantly been on the rise. In the last decade, DE FTES has grown to account for 25% of all FTES and in the last three years there has been an increase from 656 FTES in 2016 to 904 FTES in 2019. Also increasing by 8%, in the same time period, is the success rate. In the previous Distance Education program plans a heavy focus was placed on growing the distance education course offerings and student success. The plan made provisions for a training program to ready faculty to teach online as well as tools for delivering instruction. The acceptance of the College in to the CVC-OEI Consortium provided no-cost technology tools and training to help out program. The Department is now making a shift from quantity to quality, with the implementation of the local Peer Online Course Review Club. Helping the Department to implement the pilot of the POCR club is the CVC-OEI Pathways grant, which has funded an Instructional Technologist and an OER Curator as well as stipends for peer reviewers and course designers. Though this is temporary, the Department's hope is, proven successful, the positions could be institutionalized. Baseline data has been established for grant reporting purposes and evaluation methods have been constructed to determine value and success of these positions at the end of the grant. Currently, success and retention rates do not vary greatly between online and face-to-face modality, in fact sometimes they are higher, which demonstrates the strength of our existing distance education program. However, there is a need for further analysis of retention and success rates for underrepresented student populations, online tools and support services for students and faculty members, and technology training needs for students and faculty members. We are in need of support for training for creating online courses that can meet universal design and accessibility standards. The reporting of this data and the plan it generates will guide the Distance Education Department in creating inclusive and student-centered policies and recommendations.

B. Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (**300 words or less**).

The Mission of the Gavilan College Distance Education Program is to provide the highest quality instruction and support services that are accessible and responsive to the learning needs of its communities with courses, certificates, and degree programs through distance education. The Distance Education Program supports the mission of the college by facilitating educational experiences for all. The program offers the ability to complete educational goals for the student who may be separated from the physical classroom by distance for reasons such as employment, child care, physical limitations, emotional limitations, and other such reasons.

Response and follow-up to previous program reviews

On the [PIPR website](#), locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
- a) Each goal since the last program plan and review and
 - b) PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
Work with Tech Committee to revise budget, potentially locating the expense of the Canvas contract in the Tech committee's budget.	A placeholder amount is put in the DE Budget every year, though the State is still paying for this. It is unknown at this time if the state will continue to pay the subscription cost indefinitely. However, there is no indication that they won't stop the funding...
Develop updated faculty survey to gauge effectiveness of current DE program components, and to identify faculty needs and potential improvements.	Done. The survey is administered at least once a year. We will survey every semester if we deem it necessary. It would be great if we could get more faculty to respond to it. The survey provides great information for the department to improve. It also nice to hear what is working well.
Continue conducting student surveys to gauge effectiveness of DE program components, and to identify student needs and potential improvements	Done. The survey is administered at least once a year. We will survey every semester if we deem it necessary.
Work with grant administrators to explore the possibility of funding Instructional Technologist* to ensure training opportunities for faculty, and continuous tech support for faculty and students	The Title V grant will conclude this year. The 12 hours a month that was allotted for this position was not enough to attract any to the position. This position would allow us to stay in compliance with accessibility laws as well. There is now a new grant with a full time instructional technologist. The duties are specific to the grant and already this position has more work

	<p>than hours allotted. This is a 1 year temp position. Every community college in the state is hiring at least 1 instructional tech/designer. At the end of the grant, data will be available for effectiveness of this position. From last update:</p> <ul style="list-style-type: none"> • Currently according to standards set by the state, the college is in deficit 1.5 Instructional Technologist positions. • New software and other technology are being released at an alarming rate without campus support plan in place. • This has been written in to the DE Program plan for the past 7 years. <p>*not technician as originally stated from IEC. Distinction is not to repair software/hardware but to teach/train.</p>
<p>In collaboration with representatives from stake-holding constituencies, develop long-term Distance Ed vision for the entire college, based on researched best practices.</p>	<p>Since the last recommendations, The DE Committee has become a subcommittee that reports to Academic Senate. A new co-chair was selected for more faculty involvement and ownership. In addition to what was reported on the last review, the DE Coordinator as co-chair of the committee also participates in the Academic Senate Steering Committee meetings. The DE Committee has also recommended to the Senate the implementation of a Peer Online Course Review Committee or "Club". The POCR Club is in its first pilot year. In addition the DE Committee recently updated its DE Best Practices document and has almost completed the update of the DE Faculty Handbook.</p>

3. Have the services of your program changed over the past three years? Please explain **(300 words or less)**.

Our core duties and services have not changed. We still provide services to help faculty and students be successful in distance education. The services we offer have not changed as much as expanded. We became a CVC-OEI Consortium College. As such, there have been more expectations on attending and being active in state sponsored conferences and meetings. There are also some contractual benchmarks that we must meet. In the last 4 years our program FTES has had 80% growth, so these additional contractual duties have put a strain on our existing department resources. The Department also took the lead to develop and support a Peer Online Course Review process and formed a club, sanctioned by the Academic Senate with faculty memberships who have completed 40 hours of peer review training. A POCR Club trained reviewer, reviews online courses to determine if they align with the criteria of the Course Design Rubric that the Academic Senate has adopted. If the course does, it gets sent to CVC-OEI for approval as a "Quality Reviewed" course and is marketed as such on the cvc.edu website. Currently there are about 14 members. Any faculty member who completes the training is invited to join. Distance Education staff is continuing to support the TLC and a variety of grants, such as CTE Pathways with support in online course development and OER course material adoption.

C. Program Overview

N/A

D. Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCC Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Path: [GavDATA](#) → Program Review/ Equity → D1. Course Success Rates by Group

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall-success to the college average.

1. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data **(200 words or less)**?

According to GavData:

- SP2017, 66%
- SP2018, 71%
- SP2019, 72%

I was not surprised at that the success rates were as high as they were, as the trend has been moving up for the last 10 years. I was surprised that they were equal to face to face courses and 4% higher than the state average of 68%. *Note: DataMart seems to have a difference in data of 2%+- across the board.*

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

2. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data **(200 words or less)**?

Path: [GavDATA](#) → Program Review/ Equity → D2. One Year Persistence Rate

These are not persistence rates but rather retention rates. Many students who are attempt online courses do so with different goals in mind. For example, the university student returns during the summer session to take that one transfer class they need to graduate university. They finish the one needed course and do not come back. In this example we consider their educational goal completed and successful. Persistence rates won't reflect this success. Please see retention rates below*:

State

Spring 2017	Spring 2018	Spring 2019
82.65 %	83.75 %	84.30 %

Gavilan

Spring 2017	Spring 2018	Spring 2019
81.71 %	84.81 %	84.97 %

*CCCCO DataMart

3. What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them **(200 words or less)**?

Path: [GavDATA](#) → Program Review/ Equity → D3. Course Rates by Unit

As stated in our Distance Education Best Practices document, our goal is that online courses will meet the same success rates as set for their face to face counterparts. Based on the success rates pulled for this report, we seem to be meeting our goal.

Non DE Course Success Rates *(source: GavData, conflicts w/DataMart)*

Spring 2017	Spring 2018	Spring 2019
72%	71%	72%

DE Success: *(source: GavData, conflicts w/DataMart)*

Spring 2017	Spring 2018	Spring 2019
66%	71%	72% (DataMart says 70%)

DE Success Improvement 6%

4. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years **(200 words or less)**?

Path: [GavDATA](#) → Program Review/ Equity → D4. Milestone Tracking Summary

Yearly Gav DE FTES

In the last decade DE steadily grew to become a quarter of all FTES.

	2016-2017	2017-2018	2018-2019
	Total FTES	Total FTES	Total FTES
Delayed Interaction (Internet Based)	655.62	842.21	904.27

TOTAL 2,247.50 FTES.

Semester enrollments:

NON-DE Students

Spring 2017	Spring 2018	Spring 2019
Retention Count	Enrollment Count	Enrollment Count
10,479	10,326	10,815

DE students:

Spring 2017	Spring 2018	Spring 2019
Enrollment Count	Enrollment Count	Enrollment Count
2,482	3,159	3,381

**Data from CCCCO DataMart. Hybrid courses not included as reporting has been spotty and inaccurate.*

Research in online learning supports the theory that a well prepared instructor will equate to higher student success rates. The Distance Education Department continues to provide training and support for instructors teaching online, as well as help for students using our learning management system. With the addition of the peer online course review process and Gavilan's acceptance in to the CVC-OEI Consortium, which gives us access to more support tools and software, we are better able to train our instructors. One such consortium priced tool is ARC/Studio, allows for instructors to build interactive,

engaging, accessible lectures for effective contact per Title 5 regulations. The addition of these services has helped the retention and success rates for D.E. Instructors, especially those who take advantage of POCR and the @One Consortium trainings.

5. Refer to your [previous three-year plan](#) for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.

- What were the measured outcomes of specific initiatives over the past three years?
- What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?
- What indicators are you measuring?

(300 words or less)

Measured outcomes over the last three years included technological competency, peer to peer engagement and communication. Also measured was the sufficient support of the appropriate use of technology for faculty and students and that there was sufficient access and opportunities to training for teaching and for student success in online learning. The Distance Ed Department measures both student and faculty active in iLearn. The survey looks for areas of dissatisfaction so that processes for improvement can be developed and implemented. Overall, students are satisfied with their online course and students would like to see even more instructors using iLearn, even for face to face classes. Survey revealed that:

Students still want more video and audio options in their classes

Teachers want to fine-tune their skills, learn more about specific techniques and pedagogy of learning online, including:

- Technique & pedagogy of online learning
- Assessment
- Find, evaluate & use open textbooks
- Live video
- Rubrics

Most students feel that their face to face classes would greatly benefit from using iLearn for handouts and grading.

Students are frustrated with:

1. A confusing or disorganized course.
2. Not hearing back from instructors in a timely manner.

This indicates to the DE Department that more training and workshops can be offered to instructors on things like creating audio/video lectures, course navigation and design, grading, and methods for effective online classroom contact. The Department can also do outreach to those instructors not currently teaching online to help them maximize classroom management tools in the LMS for their in-person classrooms.

6. N/A



Consider setting goals toward these initiatives in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. **For AEC:** Using the path above, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity **gaps (200 words or less)**?

For all other areas, comment on the college-wide disproportionate impact report. Contact your support team for any needed assistance in interpreting these data. Helpful Questions: What current factors or potential causes can

be connected to these areas of disproportional impact? How might your program or department address student equity gaps **(200 words or less)**?

Path: [GavDATA](#)→Program Review/ Equity→D7. Disproportionate Impact with Margin of Error by Year→locate your program→Filter by Year

Contact your support team for any needed assistance in using GavDATA.

Despite IT's best efforts, GavData, has been unavailable since the technology issue. Consequently, I cannot report on equity data at this time.

8. [BP 3420](#) (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires **(300 words or less)**?

N/A

9. Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: [GavDATA](#)→ Program Review/ Equity→D9. Course Success Rates→Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses **(300 words or less)**?

There is no disparity and in some areas Distance Ed courses are doing better than face to face courses:

Non DE Course Success Rates *(source: GavData)*

Spring 2017	Spring 2018	Spring 2019
72%	71%	72%

DE Success: *(source: GavData)*

Spring 2017	Spring 2018	Spring 2019
66%	71%	72%

DE Success
Improvement 6%

The Distance Ed Department could drill down to specific areas such as, Basic Skills, Degree Applicable, Transfer and Vocational to see if there are disparities in each group and plan for improvement if so.

10. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires **(200 words or less)**?

N/A

11-12. N/A

[curriQunet](#)

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

Yes: No:

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (←requires your email log-on)?

Yes: No:

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes: No:

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes: No:

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance **(200 words or less)**?

We have PLO's and our PLO's are regularly updated and assessed. In the past we have reported them on the reporting website. We do not know how or if we are supposed to put them in CurriQunet. Please advise.

We do faculty/student surveys every year regarding using iLearn and the customer service provided. We also do surveys after trainings. In addition to the surveys, we regularly look at success rates in individual online courses to evaluate our services and provide more customized training or help where needed.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Outcomes Assessment

Review Outcomes data located in the Course and Program Reports for your area (path below). After you have examined your results, reflect on the data you encountered.

18-19. N/A

Services Area Outcomes (SAO)

Path: Gavilan College Intranet → Program Planning Box → Student Learning Outcomes Assessment Reporting → Program Level SLO (Far left) → Student Services → Select program and year

20. What is your set goal for SAO success for each SAO **(200 words or less)**?

Distance Ed has completed PLO's for its program:

1. Gavilan College online classes will meet or exceed the state student success and retention rates.
 - a. Revise student orientation process, with or without non-credit LIB732 class, taking in to account other campus orientation processes.
 - b. Advise Student Services departments to help make their services equally available to remote students, including virtual conferencing capabilities.

2. Gavilan instructors are able to describe and use best practices and technology for fostering substantive interaction and maintain effective contact in their online classes
 - a. Continue implementation of OEI, focusing on the IT backend and Student Services
 - b. Continue implementation of Peer Online Course Review (POCR) by piloting the local POCR Club on campus.
3. Gavilan instructors have the opportunity to learn about and practice using current and emerging technologies (including universal design for accessibility) in online learning.
 - a. Promote OER material by assisting faculty with awareness and how-to evaluate and transition course material.
 - b. Plan and implement transition to full 508 compliance of instructional materials and vendors.

Institutional Learning Outcomes (ILO)

21. How do your SAO support the [college ILOs](#)? Be specific **(200 words or less)**.

- PLO 1 – supports D. Cultivate well-being. High success rates in online courses will in turn allow students to achieve their educational objectives and consequently :
 - Demonstrate growth and self-management to promote lifelong learning and personal well-being
 - Develop job readiness and pursue career goals
- PLO 2 – supports A Think Critically and B Communicate Effectively. When an instructor has the tools to apply best practices and appropriately use technology to host effective interactions and contact, students will have the opportunity achieve the stated actions in the ILO.
- PLO 3 – Also supports ILO A. and B. By promoting universal design, instructors can offer curriculum in forms that can help students with all learning styles and needs which can help facilitate more effective communication and learning experiences.

Gap Analysis

22. Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them **(200 words or less)**?

Yes. The success rate has climbed steadily over the last 10 years. Student and Faculty surveys show an overall satisfaction with the department’s services. More focused training has been made available with the membership in the CVC-OEI Consortium. The formation of the local/state Peer Online Course Review process has given us standards and a formula for training to specific standards. Also, a 1 year grant from CVC-OEI has allowed us to hire a part time OER Curator to jump start training and the development of campus OER materials.

One area that remains a concern is the accessibility of instructional materials. There are objectives and goals in place to address this but the bottom line is we need personnel specifically tasked with ensuring the total accessibility of each online course.



Consider addressing LOs in your Three-Year Program Plan at the end of this document.

E. Curriculum and Course Offerings Analysis

Curriculum Analysis

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose **(200 words or less)**.

Distance Education Dept is currently coordinating a grant to create more affordable, faster pathways to 7 certificates of achievements in CE. While, these certificates are already approved through curriculum and the course approved for online delivery, the goal is to create OER materials and a fast track schedule to guarantee a quick pathway to completion. They include: AJ, CD, CSIS, DM, BUS, BOT, and WTRM.

2. Provide your plans to either inactivate or teach each course not taught in the last three years **(200 words or less)**.

N/A

Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

Path: Gavilan Intranet→Argos→Gavilan Schedule→Schedule by Division and Department→Select term, division and your department then press 'run dashboard'.

To Create a PDF of your results above: After obtaining results, go to the top of the screen: Reports→Schedule Reports by Division and Dept svc→Run

Please answer the following:

Location/Times/Delivery Method Trend Analysis:

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day **(300 words or less)**?

In fall 2016, Gavilan College conducted a survey with the goal of understanding students' schedule preferences at the College. **Students were not asked to express an interest in distance education.** DE Dept does collect data from annual surveys that are made available to our iLearn community (which may not be inclusive of all Gav students) and anecdotal data, via the phone and email asking for more online course offerings, as well as studying state trends and initiatives. Looking at the growth rate of FTES in D.E. at Gavilan, which has grown 80% over the last 4 years, points as evidence to the need for providing DE course offerings to keep up with demand. The DE Department plans as best that it can based on prior scheduling information and trends but the Dept is not included in scheduling discussions. For example, there is no consultation, nor advisement that online courses are being scheduled for winter sessions or early/late start. This is vital information as a support position needs to administrate iLearn when courses are running and users are active. Since the 2 DE support positions are 10-month faculty, a separate PAF needs to be written for these semesters. Communication with Department Chairs/Deans or schedulers would be help.



Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

F. Program and Resource Analysis

Program Personnel

1. Please list the **number** of Full and Part Time faculty, staff and/ or managers/ administrator **positions** in this program over the past two years. Focus on your individual program.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Academic Year	F = Faculty S = Staff M= Mgr/ Administrator	Full Time	Part time	Percentage Full to Part-time
Example: 1999	F = 3 S = 15 M = 1	F= 1 S = 12 M=1	F=2 S = 3	FT= 74% PT= 26%
2018-19	F=2	F=1	F=1	
2019-20	F=2	F=1	F=1	

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

I (FT faculty) went on sabbatical in FA 2018. My position was backfilled which kept the department operational. Some specific projects that required my position were put on hold and the workload was overwhelming upon my return. I am asked regularly to do reassigned time and work on grants. Currently, I am assigned to 2 grants. After this school year is over, the grants will end and it is recommended not to take on any new grant assignments, instead focusing on regularly assigned tasks and activities of the department. With one PT faculty member, it is difficult to participate in many special projects or grants. The PT faculty member regularly takes on other projects due to his extensive knowledge and expertise. These projects usually relate to DE. In addition, there are extra duties for both the FT and PT faculty in the department due to the implementation of new technology and processes as well as contractual obligations. From CVC-OEI. With the massive growth in online FTES over the last 3 years and participation in OEI (Exchange) will most likely show similar increases in the future, the impact of minimal staffing in the DE Department will could strain the department and its services.

Program Productivity Measurements

2. Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **Counseling:** Student contacts should focus on number of counseling appointments per year. Please find your total contact hours in SARS.

1. Academic Year	2. Total Number of student contacts (refer to D.4.)	3. Total allocated budget	4. Total spending	5. Total cost per student (Student Contact/ Total Spending)
Ex: 1999	715	\$15,000	\$14,500	\$20.28 per student
2017-18	6,953 (total online students)* 482 instructors 7435 Total	\$5300.00 The budget periodically gets used by others w/o my knowledge	\$1675.00 \$54,000 is encumbered against the account but it should not be paid.	\$0.23
2018-19	7,828 (total online students)* 525 instructors	\$5300.00	\$10,700.00	\$1.28

1. Academic Year	2. Total Number of student contacts (refer to D.4.)	3. Total allocated budget	4. Total spending	5. Total cost per student (Student Contact/ Total Spending)
	8,353 TOTAL *per iLearn stats	The budget periodically gets used by others w/o my knowledge	\$4850.00 erroneously charged to my acct from PIO.	
2019-20	7,900+(total online students)* 550 instructors+ 8450 TOTAL (estimate) (spring '20 data not avail)*	\$23,500 The budget periodically gets used by others w/o my knowledge	\$14,500	\$1.71

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results **(200 words or less)**.

The DE budget is neither consistent nor accessed by only DE staff. Historically, the budget has been utilized by others for non-related DE expenses. There are a few corrections that need to be made and I have asked but they are still there. Also, technology changes swiftly and in order to stay current and helpful, we need to be able to have a technology budget of some sort to stay current with students and teachers, as well as to maintain the technology in the Center. The 19-29 budget was more than adequate, and we have enough for our yearly software subscriptions. But upon completing acquisitions this year, they were denied even with funds in the budget. Based upon this there is uncertainty what the budget is of the DE Dept and if it can be accessed. Reasons given included DE Dept always going over allotted budget. However, there are many encumbrances that are not due and charges made to the DE account for ESL faculty and services not provided to the DE Dept. Again, these items have been pointed out for correction but that has not been done. Hence it is nicknamed the "Roving" budget.

3. N/A

Evaluation of Resource Allocations

4. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: \$10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
\$0 (subject to change add \$54,000)	CVC-OEI Consortium membership	17-18	Canvas, LMS for presentation of course curriculum/Learning environment	72% success rate in online courses

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
\$0	CVC-OEI Consortium membership	19-20	Name Coach software	Student success (addresses Equity)
\$0	CVC-OEI Consortium membership	18-19, 19-20	NetTutor – Student Services and support	72% success rate in online courses
\$12,999	General Fund	19-20	Studio – software subscription for creating online interactive lectures that are accessible (closed caption)	Produces curriculum that meets Title V regulations, which results in higher success rates. This is still in pilot phase so no data to report.
\$1000.00	General Fund	19-20	Vanity URL – tells students they are at Gavilan College virtually	Higher course success rates. Increase of 8% since implemented
\$?	?	19-20	Turnitin.com	Higher course success rates.

Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: **What are the department and your Integrated Planning/ Guided Pathways partners’ plans for the next three years (200 words or less)?**

Distance Ed currently is partnered with:

- CVC-OEI CTE Pathways Grant to increase completion of online certificates of achievement using OER resources. Stipends are offered to course designers and course reviewers to ensure courses pass a quality standard review. (1 year grant, ends 6/30/20)
- The '15-'20 Title V Grant to increase student success rates in gateway courses online. Stipends are given to instructors to go through a one year training cohort. (5 year grant, ends 9/30/20)
- CVC-OEI Consortium (Year 2 of an ongoing state funded initiative) Key goals are to implement a single app/registration process for online students, implement cvc-oei ecosystem student success tools, and facilitate workshops and training, as well as a local peer online course review process.



Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

6. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the [Educational Master Plan](#), changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: **What are the departmental plans for the next three years (200 words or less)?**

Our membership in the CVC-OEI efforts consortium will allow us to continue to develop our program. Cvc.edu has already increased enrollment in our online courses. The development of our local Peer Online Course Review process, which will allow our instructors online courses to achieve “Quality Review”, is also going to increase the demand for our online courses. Consequently, lack of planning for increased demand in terms of scheduling, may be a huge challenge.

The Educational Master plan recommends utilizing distance education until additional instructional facilities can be constructed to address student enrollment demand. It also says, “In the longer run, distance education is a growing popular means of learning. Some additional technology support may be needed in the future.” Without an enrollment planning team, are we ready to maximize the opportunities the Distance Education Dept has created?



Consider addressing this in your Three-Year Program Plan at the end of this document.

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment. **All replies should consist of 100 words or less.**

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

Yes. We maintain and support the Teaching and Learning Center in the Library. We facilitate workshops, one-on-one training, staff the center for daily support, provide trainers for a variety of PD subject matter and coordinate with other PD efforts on campus. Recommendation: consolidate the mentor, PD and SLO liaison into one position staffing the TLC.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Is there a need for expanded support services (i.e. tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success and completion.

The Distance Education Department is staffed sufficiently at this time. However, the Teaching and Learning Center is in need of Instructional Technologist/Designer. This has been a recommendation from previous program plans. I'll address it in the Teaching and Learning Center program plan.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

The DE Department offers professional development for technology and teaching online methods. By supporting teachers with just in time training and workshops, they can be more successful in their classrooms using current educational technologies and keeping current with the level of technology knowledge and use of tools that our 21st century students expect. The DE Dept also offers local opportunities for accessing peer review for online instructors and the chance to create a "Quality Reviewed" course, which will provide a stellar educational experience for our students.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

The DE Department has grown the program exponentially in the last 10 years. We do a lot with a little and have a fantastic supportive team in the Library & Distance Ed Department.

Review Process Feedback

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

This process seems to be very methodical and better for decision making. I appreciate the efforts of those supporting this process. I wish I'd had the time to attend the support sessions. I also wish consideration was given for not being able to do as through of a job with the Tech Crash happening and access to data becoming challenging or non-existent.

Example Program and Collaboration Three-Year Program Plan Goal Setting Worksheet

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<p style="text-align: center;">Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p style="text-align: center;">Use one sentence for each item.</p>	<p style="text-align: center;">Proposed Activity to Achieve Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Responsible Party</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Fund amount requested.</p> <p style="text-align: center;">If a collaboration, what % required from each partner?</p> <p style="text-align: center;">If applicable, list each budget partner / source separately</p>	<p style="text-align: center;">Timeline to Completion</p> <p style="text-align: center;">Month / Year</p>	<p style="text-align: center;">How Will You Evaluate Whether You Achieved Your Goal</p> <p style="text-align: center;">Two sentence limit.</p>
<p>Increase proportion of EOPS students completing degrees by five percentage points</p>	<p>Mission statement: engages students of all backgrounds. Strategic Plan: Goal 4 SAO Results: Outcome 1; 76% of students completed 3 counseling visits</p>	<p>Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule</p>	<p>Dean, Special Programs</p>	<p>None</p>	<p>December 2021</p>	<p>In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase</p>
<p>Decrease average response time for IT requests from three days to two days</p>	<p>Mission statement: Actively engages students Strategic Plan: Goal 2: Improve Efficiency SAO Results: Outcome 3: End-user problems will be responded to in a timely manner and resolved effectively by MIS staff.</p>	<p>Implement new workflow management software</p>	<p>Director of Information Technology</p>	<p>\$7,500 for software package</p>	<p>September 2020</p>	<p>Compare average response times from one year before software implementation to one year after implementation</p>

Program and Collaboration Three-Year Program Plan Goal Setting Worksheet

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

****Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review**

Program: Distance Education

<p style="text-align: center;">Goal</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p style="text-align: center;">Use one sentence for each item.</p>	<p style="text-align: center;">Proposed Activity to Achieve Goal**</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Responsible Party</p> <p style="text-align: center;">One sentence limit.</p>	<p style="text-align: center;">Fund amount requested.</p> <p style="text-align: center;">If a collaboration, what % required from each partner?</p> <p style="text-align: center;">If applicable, list each budget partner / source separately</p>	<p style="text-align: center;">Timeline to Completion</p> <p style="text-align: center;">Month / Year</p>	<p style="text-align: center;">How Will You Evaluate Whether You Achieved Your Goal</p> <p style="text-align: center;">Two sentence limit.</p>
<p>To provide support and training that will lead to an increase in student success and retention rates in online courses that will exceed 72% (success) and 85% (retention).</p>	<p>Mission statement: enriches students of all backgrounds and abilities to build their full academic, Strategic Plan: Goal 1 SAO Results: Outcome 1, 2: Will meet or exceed state success and retention levels.</p>	<p>Increase faculty participation in Peer Online Course Review (POCR) process, as peer reviewers and reviewees.</p>	<p>The Distance Education Dept. and the POCR Club</p>	<p>Continue funding the reviewers stipend (currently Title V/CTE Pathways grant funded, ending 2020) Consider funding course designers (\$1500 stipend offered through CTE Grant, another stipend offered through Title V, in its last year.</p>	<p>POCR will be on-going and institutionalized after pilot year '19-'20.</p>	<p>At least 35% of all online courses will have achieved "Quality Reviewed" status by 2021 and another 35% by 2022.</p>
<p>To promote OER materials by assisting faculty with awareness and the actual process of evaluating and</p>	<p>Mission statement: empowers and enriches students of all backgrounds and abilities Strategic Plan: Goal 1, 2, 3</p>	<p>Working with the OER Curator, develop and deliver training and workshops to build awareness of process and available materials.</p>	<p>DE Department, Academic Senate, Department Chairs, OER Curator (grant funded temp position)</p>	<p>Currently CTE Pathways grant funding OER Curator plus stipend to faculty creating OER materials for online courses. Grant results</p>	<p>The grant funded OER project will end in June 2020.</p>	<p>30 online courses will be redesigned with OER and peer reviewed for quality by June 2020.</p>

<p style="text-align: center;">Goal</p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, Strategic Plan and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal**</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested.</p> <p>If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion</p> <p>Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>transitioning course materials.</p>	<p>SAO Results: Outcome 1, 2: Will meet or exceed state success and retention levels.</p>			<p>should provide district with justification for continuing to fund this project.</p>		
<p>To collaborate with student services departments to ensure services are equally available to online remote students including video/web conferencing capabilities.</p>	<p>Mission statement: enriches students of all backgrounds and abilities to build their full academic, Strategic Plan: Goal 1,2,4 SAO Results: Outcome 2,3</p>	<p>Attend the ASSG meetings regularly and provide training for the Student Services Departments.</p>	<p>Distance Ed Department/ASSG</p>	<p>No cost</p>	<p>On-going.</p>	<p>Online students are able to access all student services virtually without having to set foot on campus.</p>
<p>To implement the CVC-OEI Consortium initiatives, including "The Exchange" or IT backend, student services software and the review of online courses.</p>	<p>Mission statement: enriches students of all backgrounds and abilities to build their full academic, Strategic Plan: Goal 1,2,3 SAO Results: Outcome: 1,2, 3</p>	<p>Complete the install of the Exchange software at Gav.</p>	<p>Distance Ed Department/IT</p>	<p>Current project costs funded by CVC-OEI</p>	<p>Dec 2019</p>	<p>Students will be able to register elsewhere without filling out an additional application or sent transcripts back and forth and other CCC students will be able to register with us as seamlessly.</p>

Signature Page

Program being reviewed: [__Click here to enter text.](#)

Date: Distance Ed

How to use form:

Sign off after final review no later than:
Peer Reviewers: Nov. 27, 2019
Administrative Supervisor: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Date and Initial upon final review
Team Lead/ Chair	Sabrina Lawrence		
Supervising Admin			
Reviewer			
Faculty Peer Reviewer			
Student			
PIPR Support Team	Erin Crook		12-2-19
PIPR Support Team			