

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Sabrina Lawrence

Division: Office of VP Academic Affairs

Department: Distance Education

II - CO-CONTRIBUTORS

None

III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

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 Distance Education (DE) Program at Gavilan College advances the College's mission by expanding equitable access to high-quality instruction and student support through online and hybrid modalities. By leveraging Canvas as the learning management system, accessible course design standards, and regular and substantive interaction practices aligned with Title 5 §55204, the program ensures that students from diverse backgrounds—including working adults, rural residents, caregivers, and students with disabilities—can participate fully in higher education.

The DE Program supports transfer success and career advancement by enabling the mechanism to allow consistent scheduling, flexible pacing, and technology-enabled learning pathways that align with Guided Pathways and program mapping efforts. Faculty professional development in online pedagogy, Universal Design for Learning (UDL), and culturally responsive teaching strengthens academic rigor and inclusivity.

Distance Education aligns with the College's Educational Master Plan, Strategic Goal 1 (Student Success, Completion, and Transfer), and Guided Pathways by supporting consistent course design, effective onboarding, and sustained student engagement across modalities.

2. On the [PIPR website](#), locate and review your previous program plan and subsequent

annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)

From last 3-year plan:

- Goal: To collaborate with student services departments to ensure services are equally available to online remote students including video/web conferencing capabilities. .
Progress: Done and on-going
- Goal: To implement the CVC-OEI Consortium initiatives, including “The Exchange” or IT backend, student services software and the review of online courses.
Progress: Done. The College has completed phase 2 and become a teaching college on the Exchange.
- Goal: To promote OER materials by assisting faculty with awareness and the actual process of evaluating and transitioning course materials. *Progress: Transferred to grant coordinator and consulting on the grant project as needed.*

From Annual 24-25 plan

- Goal: The program will improve student retention, engagement, instructor contact, and student success rates by 3% by delivering targeted training sessions that equip faculty with effective communication, active learning strategies, and evidence-based instructional practices for online teaching. *Progress: Too early to measure*
- Goal: To ensure effective, accessible, and innovative online learning experiences across the college by optimizing the Canvas LMS to support faculty, enhance student engagement, and advance the institution’s distance education goals, the College will hire a FT LMS Administrator. *Progress: Not funded. LMS productivity and compliance are still not at maximum capacity.*

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

Over the past three academic years, DE has demonstrated substantial growth in enrollment and improved student outcomes, while maintaining operational efficiency. Unduplicated headcount increased by 29.3%, from 5,817 in 2022–23 to 7,425 in 2025–26. Total enrollment rose by 19%, and weekly student contact hours (WSCH) increased by 26.4%.

Although the number of course sections grew only modestly (1.8%), the program achieved a notable increase in instructional productivity, with WSCH per full-time equivalent faculty (FTEF) rising from 551 to 678, a gain of 23.1%.

Consequently, the services and courses of the DE program have changed. Canvas has evolved from a platform primarily for online course delivery into a core enterprise system supporting in-person and hybrid instruction, shared governance, professional development, student services, and collegewide training initiatives. The technical complexity has also grown substantially, with over 90 third-party integrations now requiring ongoing configuration, security review,

accessibility vetting, and maintenance to ensure stability and compliance. However, staffing has not kept pace with this expansion—the program operates without a dedicated LMS Administrator and relies on a single Distance Education Coordinator supported by limited 1 part-time faculty, creating a critical mismatch between the program's expanded institutional role and the resources available to sustain it. The program has evolved over the past three years to serve a larger and more diverse student body efficiently, with measurable improvements in student success and instructional productivity.

IV - STUDENT AND PROGRAM OUTCOMES

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#).

1. **(Instructional Only)** Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. 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?

Course success data from 2022–23 through 2025–26 indicate steady and meaningful improvement in Distance Education (DE) student outcomes, reflecting the program's alignment with Guided Pathways principles and ACCJC Standard I.B's emphasis on evidence-based institutional effectiveness. Overall DE course success increased from 68% in 2022–23 and 2023–24 to 70% in 2024–25 and 72% in 2025–26, demonstrating continuous improvement over time. This trend is particularly significant given concurrent increases in enrollment, FTES, and instructional productivity, indicating that expanded access has been accompanied by maintained—and improving—educational quality. Key findings:

- DE trails non-DE by **7-14 percentage points**
- However, **the gap is rapidly closing** (from -14 to -7 points = 50% reduction in 4 years)
- DE is improving faster (+4 points: 68%→72%) than non-DE (-3 points: 82%→79%)

Data suggests: Non-DE instruction may be better suited to adult learners, while DE works better for traditional-age students.

2. **(Instructional Only)** Now find your program's persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Persistence Comparison

Year	DE Persistence	Non-DE Persistence	Gap
2022-23	70%	54%	+16 points
2023-24	69%	64%	+5 points
2024-25	69%	62%	+7 points
2025-26	70%	66%	+4 points

FINDING:

- DE persistence significantly exceeds non-DE (+4 to +16 points)
- In 2022-23, DE persistence was 16 points higher (70% vs 54%)
- Gap is narrowing as non-DE improves (54%→66%), but DE still leads
- This contradicts the success rate data and suggests DE students are more committed despite struggling more in courses

While retention has remained steady, the lack of upward movement indicates a need for targeted early-term engagement strategies. Planned improvements focus on strengthening Regular and Substantive Interaction (RSI), improving Canvas navigation and onboarding, and providing consistent LMS support. The establishment of a dedicated LMS Administrator will support standardized course design, engagement monitoring, RSI documentation, and timely technical assistance, all of which are expected to positively impact student persistence and equity outcomes.

3. 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.

No unusually large gaps are evident at the aggregate level, although disaggregated data indicate persistence challenges for certain student groups that mirror broader institutional equity patterns.

Expected:

1. DE success rates trail face-to-face (national trend)
2. Higher withdrawal rates in DE
3. Higher non-success rates in DE
4. More part-time faculty in DE

Surprising:

1. DE persistence is 4-16 points HIGHER than non-DE
2. Success gap closing rapidly (-14 to -7 points = 50% reduction)
3. DE equity gap closing 2.4x faster than non-DE (55% vs 23% reduction)
4. Non-DE success rates decline (82%→79%) while DE improves
5. Non-DE productivity collapsed (-31%) while DE productivity improved (+23%)

6. Age reversal: Adults succeed in non-DE (88%) but struggle in DE (67%)

Major Trends Suggested by the Data

1. Convergence is Happening

- All gaps (success, withdrawal, non-success, productivity) are narrowing
- DE quality improvements are outpacing non-DE
- At current rates, DE and non-DE success could converge in 3-4 years

2. Institutional Investment Imbalance

- DE received minimal resources, yet DE is improving faster - suggesting either:
 - Strong systems compensate for staffing
 - OR quality ceiling without investment

3. DE Serves Different Student Needs

- Higher persistence suggests students choose and stick with online
- Lower success suggests students struggle but don't quit
- This points to access and flexibility as key DE values

4. Equity Success in DE

- 55% equity gap reduction in DE vs 23% in non-DE
- DE is better at closing equity gaps despite lower overall success
- Suggests intentional equity-focused pedagogy and support in DE

5. Adult Learner Paradox

- Adults thrive in non-DE (88% success for 30-34 year-olds)
- Adults struggle in DE (67% success for 30-34 year-olds)
- Critical question: Are DE course designs failing adult learners?

Bottom Line

These rates are both expected AND surprising:

Expected:

- 7-14 point success gap aligns with national trends (though at the smaller end)
- Higher DE withdrawal rates are typical
- Part-time faculty reliance in DE is standard

Surprising:

- Rapid convergence (gap cut in half in 4 years)
- Superior DE persistence (+4-16 points) contradicts everything else
- Faster equity gap closure in DE
- Non-DE performance declined despite more investment
- Age-based performance reversal

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program 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)?

The Distance Education (DE) program has established a course success goal of 72%, aligned with institutional expectations and recent college-wide performance trends. This benchmark reflects a realistic and achievable target for online and hybrid modalities while maintaining a focus on equity and continuous improvement.

DE has met the goal in overall DE course success rates, which increased from 68% in 2022–23 and 2023–24 to 70% in 2024–25 and 72% in 2025–26. In synchronous and asynchronous modalities only that rate skyrockets to 75%, above the college overall success rates for all teaching modalities. While this upward trend is encouraging, it indicates that additional targeted strategies are needed to close the gap between distance education and all other modalities.

The Most Important Finding: Distance Education students are more committed (higher persistence) but struggle more (lower success). They don't quit, but they need more support. Meanwhile, non-DE received 21 times more faculty investment but shows declining success.

This suggests:

1. DE quality systems are working and improving rapidly
2. Resource allocation is upside-down - DE needs investment proportional to its 64% share of enrollments
3. Equity-focused DE pedagogy is succeeding despite resource constraints
4. Adult learner DE design needs review - the 30-34 age group gap is concerning
5. Staffing is the constraint - with only 1 full-time faculty, yet rapidly improving outcomes

The data makes a compelling case for significant DE investment - the program is succeeding despite systemic under-resourcing.

To improve course success, the program will prioritize strengthening Regular and Substantive Interaction (RSI) through clearer expectations, consistent course structures, and improved faculty support. Expanded Canvas onboarding and navigation support will address early-term barriers that disproportionately affect DE students.

In addition, the establishment of a dedicated LMS Administrator will enable standardized course shells, improved engagement monitoring, and timely technical support. The addition of staff will support the DE Coordinator to develop and deliver more training. These strategies are expected to increase early engagement, reduce non-

success and withdrawal rates, and support continued progress toward the program's course success goal.

5. 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? (200 words or less)

- **Unduplicated Headcount (All Units, DE Modes):** Increased from 5,817 (2022–23) to 7,435 (2025–26), a 27.8% increase.
- **FTES:** Increased from 2,704 to 3,239 (19.8%).

Trends:

1. All gaps (success, withdrawal, non-success, productivity) are narrowing
 2. DE received minimal resources, yet DE is improving faster
 3. DE Serves Different Student Needs
 4. Equity Success in DE
 5. Adult Learner Paradox
6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

Program Scope and Growth

From 2022–23 to 2025–26, Gavilan College's Distance Education (DE) program experienced sustained growth in access, enrollment, and productivity:

- Unduplicated DE headcount increased from **5,817 to 7,435 (+27.8%)**
- DE enrollments increased from **21,245 to 25,275 (+19%)**
- DE productivity increased from **551 to 678 WSCH/FTEF (+23%)**
- DE sections remained stable at approximately **1,132**, indicating rising average class size and instructional load

This growth occurred while DE now serves approximately **72%** of Gavilan's total unduplicated headcount and a majority of its FTES production, making Distance Education a core instructional modality rather than an auxiliary service.

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).

Budget Trends and Structural Underinvestment

DE budget allocations over time demonstrate chronic misalignment with program scale:

- 2019: \$227,000
- 2023: \$184,000 (–19% during enrollment growth)
- 2025: \$305,000 (+34% since 2019)

While the 2025 budget reflects partial recovery, real-dollar investment has not kept pace with:

- +27.8% headcount growth
- +24.5% productivity growth
- Expanded compliance and equity obligations

V - EQUITY

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) 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? How can your area help increase disproportionate student success? (200 words or less)?

Largest Equity Gaps in DE:

1. Native American students: -29 points (57% vs 86%) - CRITICAL
2. Black students: -18 points (68% vs 86%) - SIGNIFICANT
3. Latinx students: -15 points (71% vs 86%) – SIGNIFICANT

DE had a 55% reduction in equity gap (11 → 5 points) over the last 3 years which is good progress.

Also, Adult learners (30+) struggle dramatically in DE. What we are improving (Gaps Narrowing):

1. DE Overall Equity Gap: 11 points → 5 points (-55%)
2. DE Withdrawal Gap (by ethnicity): Narrowing as success improves
3. DE Gender Gap: Remains small and stable (1-2 points)

To address gaps, the DE Department will work with student support services to develop resources to provide mentoring and training to instructors to implement culturally responsive online pedagogy for Black and Native American students. Also, review DE course design for adult learner needs and digital literacy support. Creating more support tools, like an orientation developed specifically for adult learners.

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

Student Success and Equity Outcomes

Despite operating with minimal staffing infrastructure, the DE program demonstrated measurable improvement in student outcomes:

What's Working:

DE Equity Gap Closure (55% reduction in 4 years)

- Whatever DE is doing to close equity gaps is WORKING
- Should be studied and replicated across campus

Black Student Success in Non-DE (84% success rate)

- Black students excel in face-to-face instruction
- Non-DE practices should inform DE improvements

Adult Learner Success in Non-DE (88% for 30-34 age group)

- Face-to-face instruction highly effective for adult learners
- Model for supporting adult students

Asian & Filipinx Student Success (86-91% across modalities)

- Consistently high performance
- Minimal modality effect

Female Student Success in DE (73% vs. 71% male)

- Small but consistent female advantage
- Online format may suit female students better

SUMMARY: Equity Gaps Identified

The data reveals FIVE major equity challenges:

1. Ethnic Equity Gaps - Native American (29 points), Black (18 points), and Latinx (15 points) students significantly trail Asian students
2. Modality-Based Racial Disparity - Black students succeed 16 points better in non-DE; requires urgent investigation
3. Age-Based Modality Reversal - Adult learners (30+) struggle in DE (-21 points) but excel in non-DE (+11 points)
4. Widening Age Gap in DE - Gap doubled from 5 to 10 points in 4 years
5. Gender-Modality Interaction - Males struggle more in DE (-10 points) than females (-5 points)

However, there are also MAJOR SUCCESSES:

- DE closing overall equity gap 2.4x faster than non-DE (55% vs 23% reduction)
- Small and stable gender gaps in DE
- Improving success rates for all groups in DE
- 3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *“Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District’s Principles of Community. The District values the worth and dignity of every person, the pursuit of*

truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism.”

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)*

We are a partner to every group on campus and work to make sure there is equal access and support as needed. Distance education is inherently inclusive as it breaks down access barriers to completing educational goals by limiting traditional barriers like schedule conflicts, job and family obligations, physical and learning disabilities, etc. The DE Department trains and supports instructors to make sure their online classrooms meet accessibility requirements and that they understand equity-focused pedagogy and course design practices. Flexibility and accessibility in our online courses have superior persistence rates.

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

The fundamental EEO challenge is that we have no positions to fill. The program cannot address employee equity outcomes when it operates with only one full-time staff member and no hiring authority. To achieve meaningful EEO outcomes in the Distance Education program, the College must first authorize additional positions. Once positions are authorized, we are fully committed to conducting inclusive, equity-focused hiring processes that result in a workforce reflecting our diverse student body.

Context: Critical Staffing Constraint

The Distance Education program currently operates with only one full-time faculty support person (the Distance Education Coordinator) despite serving:

- 72% of the college's student headcount (7,435 students)
- 64% of all course enrollments (25,275 enrollments)
- 61% of all sections (1,135 sections)
- Over 90 third-party integrations requiring ongoing maintenance
- Canvas LMS supporting not just DE courses, but also in-person instruction, shared governance, professional development, and student support services

This staffing level is fundamentally incompatible with comprehensive equity work. However, the data shows that despite these constraints, the Distance Education program has achieved **remarkable equity progress**, with the internal equity gap

reduced by 55% over four years (from 11 points to 5 points) compared to only 23% reduction collegewide.

The Distance Education program is deeply committed to equity and has demonstrated measurable success in closing equity gaps despite severe resource constraints. However, we cannot address the identified equity challenges—particularly the 16-point Black student gap and 21-point adult learner gap—without adequate staffing.

We are asking the College to match its commitment to equity with the resources necessary to achieve it. The data shows that Distance Education serves the majority of the College's students, including the majority of its historically underserved students. These students deserve the same level of support and intervention that is available to students in face-to-face instruction.

VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? YES
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? YES
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? YES
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? YES
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

Click or tap here to enter text.

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?

The district should recognize & fund distance education as a core instructional modality rather than an auxiliary service. To do this, hiring staff, such as the requested LMS Administrator, will help support strong instructional design and

accessibility compliance for elevated success.

2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.
- ILO 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
 - ILO 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 to achieve the stated actions in the ILO.
 - ILO 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.
3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?
Yes. The results are as expected or better.

VIII - CURRICULUM AND COURSE OFFERINGS 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).
Working with the Library, the Distance Ed program would like to build a new certificate pathway or two in Information Literacy and Competency. Ideally it would include Courses in AI, Educational Technology, and other information literacy courses.
2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).
Computer Education for Teachers CD 12 or create a new version.
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).
These would be fully online certificate pathways for the working adult, the teacher, could be singular required courses for different program pathways.

IX - PROGRAM AND RESOURCE ANALYSIS

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

Click Add Item to enter information for each year

Select Year 1: Choose an item.

Number of Full Time Faculty: 1

Number of Part Time Faculty: 1

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 0

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 2: Choose an item.

Number of Full Time Faculty: 1

Number of Part Time Faculty: 1

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 0

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 3: Choose an item.

Number of Full Time Faculty: 1

Number of Part Time Faculty: 1

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 0

Number of Part Time Manager, Confidential or Administrator: 0

2. 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)

None. However, the current staffing model is not sustainable given current scale, compliance requirements, and institutional risk, including accessibility compliance.

3. Additional Comments: **Click or tap here to enter text.**

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

1. 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. Do this for the last three years.**

Distance Education Budget Trends (2019–2025)

Fiscal Year	Total DE Budget	Notes
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2019	\$227,000	Baseline DE operations prior to major enrollment growth
2023	\$184,000	Budget contraction during period of DE enrollment expansion
2025	\$305,000	Partial recovery; still misaligned with scale of operations

Key Findings

- From 2019 to 2023, Gavilan’s DE budget declined by 19% while DE headcount and enrollments were increasing.
- From 2019 to 2025, the DE budget increased by 34%, but during the same period:
 - DE unduplicated headcount increased by 27.8%
 - DE enrollments increased by 19%
 - DE productivity increased by 23%
- Real-dollar investment has not kept pace with instructional load, compliance responsibilities, or equity obligations.

Conclusion The current DE budget structure reflects a historically under-resourced program operating on a scale without proportional infrastructure investment. This misalignment presents fiscal sustainability risks, RSI compliance exposure, and equity gaps for disproportionately impacted students.

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)
See above
3. 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)
Yes. However, as noted on previous program plans, currently the CCCCCO pays for the annual LMS subscription. If the CCCCCO ever decides to stop paying for it, it could become an annual \$150K budget item the district would need to absorb. Potentially, the District could find an LMS software for less cost, but it would probably be a lesser product and may incur other unknown associated costs, for example, more staff needed, more other software to backfill gaps, more training and support, etc. Also, the staffing budget for the DE program needs to expand in order to accommodate at least one more full time position.

XI - INTEGRATED PLANNING AND INITIATIVES

1. What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College?

What is the focus of this collaboration? Helpful question: What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? **(200 words or less)**

None

XII - OTHER OPPORTUNITIES AND CHALLENGES

1. 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 Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years?

The request for more staffing to support the distance education program has been on-going since 2011. The request for an instructional technologist (to support district-wide technology, support and training) has been given priority for funding but has never been filled. The DE program feels this is a college wide need that should be addressed and prioritized by administration.

The more current immediate need for the Distance Education program to ensure FERPA, Accreditation and Accessibility (Sec 508) compliance is one FT position, LMS Administrator.

The total cost of ownership standards per State survey conducted in 2012 has our college in a deficit of approximately 3 instructional technologist support positions per FTEF. That's (-3) positions. The program has more than substantiated the need for more staffing based on state standards, accessibility compliance, and program growth. It would be beneficial to the college for administration to take a good long look at total cost of ownership recommendations for technology, which includes ensuring staffing to leverage maximum productivity from procured campus technology systems.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? **(300 words or less)**
3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**

The data reveals several critical discoveries about distance education that demonstrate its value far beyond emergency remote instruction:

1. Distance Education Serves the Majority of Students Distance education is not an alternative modality—it IS Gavilan College. The data shows DE serves 72% of student headcount, 64% of all course enrollments, and 61% of all sections. This represents a fundamental shift in how students access higher education, driven by student choice and need for flexibility, not pandemic necessity.

2. Superior Persistence Rates DE students demonstrate significantly higher persistence rates (70%) compared to collegewide (63%)—a 7-point advantage.

Students choosing online learning are more committed and more likely to return term-to-term, suggesting that flexibility and accessibility drive student success and retention.

3. Rapid Equity Gap Closure Despite lower overall success rates, DE has closed its internal equity gap by 55% over four years (from 11 points to 5 points), compared to only 23% reduction collegewide. Whatever equity-focused practices the program has implemented in online instruction are working better than traditional approaches. Success rates for Black, Latinx, and Filipinx students improved from 66% to 71%, demonstrating that online learning can advance equity when properly supported.

4. Canvas as Enterprise Infrastructure The learning management system has evolved beyond course delivery into core institutional infrastructure supporting shared governance, professional development, student services, and collegewide operations. This integration has created efficiencies and consistency that benefit the entire institution.

5. Scalable Quality Systems DE managed 29.3% enrollment growth while improving success rates (+4 points) with minimal FTEF increases (+2.7%). This demonstrates that well-designed online systems can maintain and improve quality at scale—something traditional instruction has struggled to achieve (non-DE success declined from 82% to 79% despite 57.7% FTEF growth).

What Must Be Maintained:

- Distance education as a primary, fully-resourced instructional modality (not a secondary option)
- Canvas LMS as enterprise infrastructure across all college operations
- Equity-focused online pedagogy and course design practices
- Flexibility and accessibility that drive superior persistence rates
- Investment in systems that enable scalable, sustainable quality

What Cannot Continue: Operating a mission-critical program serving 72% of students with one full-time staff member while treating it as supplemental rather than central to institutional mission.

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

Copy and paste to Enter more than one Goal

- **Goal (*One Sentence Limit*):** By Spring 2027, hiring a full-time LMS Administrator

will result in a 3% increase in DE course success rates, a 2% increase in fall-to-spring persistence, a reduction in FERPA issues, and a measurable increase in RSI and accessibility compliance across Canvas-supported courses and programs.

- Alignment to Strategic Goal **Goal 3: Academic Program Innovation and Development - To prepare students with the skills and knowledge needed to thrive in the evolving job market.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): Improve student success rates by 3%. Improve equity outcomes disproportionately impacted groups, narrowing all gaps by another 3%.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Improve student success and equity outcomes
 - Proposed Activity to Achieve Goal: Hire on FT LMS Administrator position
 - Responsible Party (One Sentence limit): Administration
 - Timeline to Completion: Semester/Year: Fall 2026
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): The year following the LMS Administrator being hired, success rates will improve from 72%>75% for distance education. The gap for disproportionately impacted groups will narrow by an additional 3%.
- **Goal #2 (One Sentence Limit):** By Fall 2026, the College will establish a sustainable, ongoing funding source for the Peer Online Course Review (POCR) process, in alignment with the CVC Consortium Agreement, resulting in at least 10 newly certified Quality Reviewed courses per year and measurable improvements in online course quality, student engagement, and success rates, as evidenced by POCR completion records and course outcome data.
- Alignment to Strategic Goal **Goal 3: Academic Program Innovation and Development - To prepare students with the skills and knowledge needed to thrive in the evolving job market.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): Improve student success rates by 3%. Improve equity outcomes disproportionately impacted groups, narrowing all gaps by another 3%.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: Improve student success and equity outcomes
 - Proposed Activity to Achieve Goal: Establish a budget source of \$25,000 a year to fund the peer online course review (POCR) process.
 - Responsible Party (One Sentence limit): Administration
 - Timeline to Completion: Semester/Year: Fall 2026
 - How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Success rates in POCR approved, quality reviewed courses will exceed the average success rate of all modalities (79%) by fall 2027.

XIV - RESOURCE REQUESTS

Copy and paste to add more than 1 requests

1. Request Name (short title): 1.0 FTE LMS Administrator
2. Request amount: TBD

3. Type of Request: Personnel
4. Alignment to Goal(s) in section XIII (*enter goal from above*)**Click or tap here to enter text.**
5. Is this a one-time or ongoing expense? Ongoing
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☒
- Part-Time Classified Professional or Student Worker ☐
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Compliance: Requests that meet necessary regulatory and legal standards, such as Section 508, FERPA, and OSHA. These requests may or may not be related to safety or security issues, but they are required by law or regulation.

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

Position Purpose

The LMS Administrator is a core operational and compliance role responsible for the configuration, governance, reporting, integration, security, and continuous improvement of Gavilan College's Learning Management System (Canvas). This position ensures instructional continuity, regulatory compliance, equitable access, and institutional capacity to scale high-quality distance education.

Primary Duties and Functions

1. **LMS Configuration and Customization**
Configure and maintain Canvas to meet Gavilan College's instructional, accessibility, and compliance needs, including course shell standards, navigation structures, user roles, and institutional templates.
2. **LMS Reporting and Analytics**
Generate and analyze LMS reports on learner engagement, progress, RSI indicators, course effectiveness, and equity gaps. Provide dashboards and evidence to support ACCJC accreditation, Title 5 §55204 compliance, and program review.
3. **LMS Integrations and System Interoperability**
Manage and maintain integrations between Canvas and external tools (e.g., SIS, video conferencing platforms, content tools, analytics platforms), ensuring data accuracy, system reliability, and instructional continuity.
4. **LMS Technical Support and Escalation**
Provide Tier 2–3 technical support for faculty and students, resolve complex LMS issues, and coordinate with IT and vendors to ensure uninterrupted access and functionality.
5. **E-Learning Course Development Collaboration**
Collaborate with instructional designers and subject matter experts to support the development, quality assurance, and maintenance of engaging, accessible, and compliant online and hybrid courses.
6. **User Role, Permissions, and Governance Management**
Manage LMS user accounts, roles, and permissions to maintain data security, FERPA compliance, instructional integrity, and clear governance structures.
7. **System Maintenance, Security, and Continuity**
Perform regular updates, apply patches, manage backups, and implement security measures to protect student data and ensure high system availability.

Regulatory and Accreditation Alignment

This position directly supports:

- **Title 5 §55204 (Regular and Substantive Interaction)**
LMS reporting, engagement tracking, RSI documentation, and instructional continuity.
- **ACCJC Distance Education Standards**
Evidence generation, course quality assurance, instructional integrity, and compliance reporting.
- **Section 508 / WCAG Accessibility Compliance**
LMS configuration, accessibility checks, and integration oversight.

- **FERPA and Data Security Requirements**
Role governance, access control, audit readiness, and system security.

Institutional Impact

The LMS Administrator enables Gavilan College to:

- Scale high-quality distance education
- Close equity gaps in online course success
- Reduce compliance and accreditation risk
- Improve faculty efficiency and student experience
- Strengthen data-informed instructional improvement

Conclusion

The LMS Administrator is not a discretionary enhancement but a foundational infrastructure role essential to sustaining compliant, equitable, and effective distance education at Gavilan College.

XV - ADDITIONAL 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.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development? Yes, the Distance Education program provides essential training and mentoring for faculty teaching online courses, though capacity is severely limited by staffing constraints. The Distance Education Coordinator offers Canvas LMS training, instructional design consultation, accessibility compliance support, and guidance on integrating the 90+ third-party tools and applications currently installed in the system.
2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion. Yes, With only one full-time staff member supporting 1,135 sections, 209.5 FTEF, and over 7,500 students, the program cannot provide the comprehensive, individualized professional development that faculty need to effectively serve diverse learners and address identified equity gaps. The program has successfully supported faculty in achieving improving student success rates (68% to 72%) and significant equity gap reduction (55% decrease), but expanding professional development to address critical issues like the 16-point Black student equity modality gaps and 21-point adult learner gap requires additional dedicated instructional design staff and a learning management system administrator.
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? **Click or tap here to enter text.**

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? **Click or tap here to enter text.**
5. 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. **Click or tap here to enter text.**

XVI - EXECUTIVE SUMMARY

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 program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

Executive Summary: Program Trends, Highlights, and Three-Year Goals

Over the past four years, the Distance Education (DE) program has emerged as a central driver of access, enrollment growth, and student success at Gavilan College. Unduplicated headcount increased by 29.3%, FTES grew by 18.3%, and instructional productivity (WSCH/FTEF) rose by 23.1%, demonstrating that the College is serving substantially more students with a 0% increase in staffing since 2008. During the last four years, overall course success improved from 68% to 72%, with particularly strong gains in synchronous online courses following expanded faculty training and peer review initiatives. Equity-focused outcomes also improved, with success rates for Black, Latinx, and Filipinx students increasing from 66% to 71%, indicating meaningful progress toward closing achievement gaps.

A major trend surfaced in this review is the expanding institutional reliance on Canvas as a core enterprise system. The LMS now supports not only online and hybrid instruction, but also in-person course delivery, committees, student support services, professional development, and collegewide training, with more than 90 integrated instructional and administrative tools. Despite this growth, the DE program continues to operate without a dedicated LMS Administrator, placing increasing operational, compliance, and support demands on a single full-time Distance Education Coordinator and limited part-time assistance.

Over the next three years, the program's goals are to: (1) improve student success and persistence by an additional 3–5% through strengthened Regular and Substantive Interaction, onboarding, and course consistency; (2) hire a full-time LMS Administrator to ensure system stability, accessibility, data-informed decision-making, and instructional quality at scale; and (3) establish a sustainable funding source for the Peer Online Course Review (POCR) process, consistent with the CVC Consortium Agreement, to institutionalize continuous improvement in online course design. Together, these goals position Distance Education as a strategic investment that supports institutional effectiveness, equity, and long-term enrollment stability.

XVII - ATTACH FILES

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.