GAVILAN COLLEGE
HISPANIC SERVING INSTITUTION

Office of VP Academic Affairs - Distance Education

Main

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Overview

Academic Year 2022 - 2023

Originator Lawrence, Sabrina

Division Office of VP Academic Affairs

Department Distance Education

Co-Contributors

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Contributor

- Howell, Peter

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.

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 program's mission 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, to allow students to be actively engaged, empowered and to enrich their lives regardless of all backgrounds and abilities and to build their full academic, social, and economic potential. The program resides under the Library/Distance Education Department, currently under the Dean of STEM and Learning Resources, which is our 5th move in 15 years. DE consists of 1 FT Faculty and 1 PT faculty. The department provides training, assistance, and support for online teachers, software administration and training, student support, program administration and budgeting, curriculum matters, as well as support for the Teaching and Learning Center, a separate program due to staffing shortages. DE Staff implements procedures, evaluates, and integrates software programs that are reliable and consistent while providing training and support to ensure usability. When the pandemic hit in March of 2020, the DE Department was responsible for pivoting 800 courses, 397 instructors, and 9,581 enrollments from in-person teaching to online teaching within a 24-hour period, staying true to the college's mission and providing continuity for our students so their educational goals would not be interrupted. Due to the quality support, program planning and online teacher training programs, the spring 2020 semester success rate was 76%. Post pandemic, the program continues to provide support and guidance to the colleges as it fulfills its

mission, navigating new enrollment trends, including online learning modality demands. Pre-2020, the College offered 80% F2F courses to 20% DE courses per semester. Post pandemic, the college offers 20% f2f courses and 80% DE courses.

On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list

Response and follow-up to previous program reviews

1. **Completed: @One-CVC Course Design Rubric (CDR) adopted as a standard of quality for all online courses. The Academic Senate adopted the Course Design Rubric as a minimum criteria in online course creation and delivery. Follow up to this adoption has not been implemented.**

2. **Completed: Permanent budget placeholder for LMS. This has been communicated to administration and the business office. Occasionally, this placeholder has been included in the Distance Education budget. The placeholder amount should be approximately $100,000, with the Canvas Studio add-in. Currently these amounts are covered by the CCCCO. However, it is always a nail-biter every year.**

3. **Completed: creation and deployment of annual student and faculty satisfaction surveys. The surveys are deployed at least once a semester. These surveys are very informative and help advise and direct the DE Dept and the DE Committee in our recommendations to Senate and the District. We have made numerous recommendation based on this data.**

4. **Not completed: funding an instructional technologist faculty FT position. Despite the support for this position to coordinate and support the Teaching and Learning Center (TLC) this position has not been filled over the last 12 years. This is not really a part of the DE Dept. However, the DE Dept has supported the TLC as necessary due to the lack of staffing in this area. Due to the pandemic and the 164% increased needs in support for distance ed, DE staffing (which has not increased) will not be able to cover the TLC as before.**

Have the services of your program changed over the past three years? Please explain (300 words or less). Our services have not changed but needs have. Total Distance Ed enrollments have grown from **9,340** in 18-19 to **21,760** in 21-22. Whereas face-to-face enrollments went from 28,160 in 18-19 to 6,220 in 21-22. The program's support needs have grown 164% since 2020 but staffing levels have remained the same since 2008. Quality Control measures (like requiring online teacher training) have not changed but need to expand. Other quality control measures implemented by administration are needed, including support for online teacher training, evaluation, enrollment management and teacher assignment based on modality qualifications, to ensure successful course delivery and customer satisfaction. Institutional vision and planning are needed as we move forward so we can compete.

The competition for students is real. According to one CCCCO study, students have now experienced DE and learned they can be successful in this delivery modality. The college should take whatever steps necessary to:

- ensure that we offer a variety of delivery modalities with online support services.
- fully participate in the CVC exchange.
- invest in online teacher training: time and stipends
- insure deans and TFOs undergo required training to fully understand what a quality DE course looks like.
- update outdated evaluation forms to reflect all modalities.
- fully support the POCR process or some form of collegial course review as a part of their quality control plan.

Student and Program Outcomes

College Goal for Student Achievement
The following questions refer to data regarding student achievement.

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.

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?
This data is tricky to interpret for evaluation. Factors that we haven't studied and can't due to Tableau constraints hold us back from setting achievable goals. For example, we need to be able to distinguish which courses had instructors trained and certificated in teaching online and which courses had teachers with only one 20 hour emergency online training course in order to determine what were factors in success rates.

There is nothing incredibly surprising about this data. We are still seeing it shake out post-pandemic. The data suggests what you will read in other areas of this report. Support for teacher training (time and stipends) is imperative, especially in simultaneous interactions (see chart), administrative training for understanding quality in a variety of teaching modalities, an understanding and vision by leadership for the enrollment needs.

	Spring 2022 Credit Enrollment Count	Spring 2022 Credit Retention Count	Spring 2022 Credit Success Count	Spring 2022 Credit Retention Rate	Spring 2022 Credit Success Rate
Gavilan CCD Total	9,797	8,882	7,383	90.66 %	75.36 %
Delayed Interaction (Internet Based)	6,840	6,207	5,065	90.75 %	74.05 %
Non-Distance Education Methods	2,168	2,023	1,810	93.31 %	83.49 %
Simultaneous Interaction (Internet Based)	789	652	508	82.64 %	64.39 %

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

Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate
See the above chart.

Success
The following questions refer to data regarding student achievement.

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: Tableau - Program Review/ Equity - D3. Course Rates by Unit
Increase the success rate in simultaneous interactions by 6%.

Increase the success rate in delayed interactions by 5%

60 instructors will successfully complete GOTT 2 course and the GOTT 5 or GOTT 6 course (60 hours) prior to teaching.

- The VPAA will institute new requirements for teaching online.
- The District will approve incentives for teacher training - stipends or release time
- Teachers assigned to this modality (OnlineLive inc HyFlex) will be required to complete training.

- 30 instructors will successfully complete the POCR process and have their courses certified "Quality Reviewed".

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)?

See Success and Retention dashboard in Tableau's Program Review section.
From CCCCO DATAMART 21-22 Year SU21, FA21, SP22 Distance Education modality only. The DE Department also supports all face-to-face courses for their iLearn needs, as well as district wide committees and individual departments and programs.

16,270 Retention

13,000 Success

In your area, what goals need to be set and what initiatives need to be developed to support success and retention? (200 words or less).
Distance education courses need to be designed and delivered in a way that promotes student learning and engagement. An institutional vision and a commitment to support quality for our distance education program would be the most helpful.

District support of teacher training incentives would be huge. This would include financially supporting the POCR process. Goals can be set around:

- improving course design,
- implementing effective teaching strategies,
- ensuring that assessments are aligned with learning objectives.

Distance education relies heavily on technology, so it's important to ensure that the technology and infrastructure are up to date and accessible. Initiatives such as:

- providing reliable internet access,
- offering training on online platforms,
- and investing in instructional design can help to support student success.

Initiatives such as one-on-one virtual tutoring, online writing labs, and academic advising can help students overcome challenges and stay on track.

Overall, setting goals and developing targeted initiatives that prioritize student engagement, personalized support, technology and infrastructure, and instructional quality can help to support success and retention in distance education.

Equity

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

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. 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, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Please find Equity information in Tableau's Success and Retention dashboard.
Contact your support team for any needed assistance in using Tableau.
Tableau does not have a report accessible that includes criteria that would allow sorting this data out for distance education classes. Any assumptions in data is due to modality bias.

Our Equal Employment Opportunity (EEO) Plan States

"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

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.
N/A

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: Tableau 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)?
The difference in a study done by Online Network of Educators in 2017 is up to 5% higher success rate for teachers appropriately trained.The urgency should be in developing reports with specific criteria for courses delivered in a distance learning modality.

Unable to get reliable information from Tableau to answer this question. We need to be able to search per individual section to know which are being taught by trained teachers and which are being taught by teachers with emergency online training only.

Otherwise, the general data is inconclusive and not helpful for improvement goal setting.

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?

Online teaching and learning can be an effective tool in addressing the disproportionate outcomes experienced by certain populations at Gavilan College. We can plan on addressing it through thoughtful enrollment management, scheduling and academic support services. We should ensure scheduling courses for flexibility and access: classes can offer flexibility in terms of scheduling and learning pace.

Since online classes can be accessed from anywhere, this is particularly helpful for students who may not be able to travel to campus regularly. Students who may live in remote areas or foster youth who may not have reliable transportation will benefit from this. Provide teacher training for humanizing, universal design and accessibility. Online classes can be designed to meet the individual needs of students with all different learning styles and abilities.This can be particularly helpful for students who may have unique learning needs or challenges that are not being met in traditional classroom settings.

Offering faculty the opportunities, time and incentives to participate in the peer online course review process and other online teaching training will ensure student success in well-designed courses. Adopting online teaching training standards and practices as an institution is imperative.

Lastly, we should provide student support through academic and student support services and work with the various groups to ensure their services include online students. Services include online tutoring, library, writing center, STEM, embedded tutors and librarians and other support services. By leveraging the benefits of online education, we will help increase student success and close the achievement gap for these populations.

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?

Are your SAOs mapped in curiQunet?

Yes

Are your SAOs up to date in curriQunet?

Yes

Have your SAOs been assessed in the last five years?

Yes

Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

Yes

If you answered no to any of the above questions, what is your plan to bring your assessments into compliance (200 words or less)?

We are in compliant and have our assessments in place.

Outcome Assessments

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.

Services Area Outcomes (SAO)

Review your SAOs data located in curriQunet. What is your department's acceptable achievement score goal for each outcome?

Distance Ed has completed PLO's for its program:

1. 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 online teacher training courses, including blended teaching (hybrid and hyflex) pedagogy.
    - b. Plan and implement transition to full 508 compliance of instructional materials and vendors

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

3. 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 CVC, focusing on software set-up and integration through IT to provide seamless registration for classes.
    - b. Continue implementation of Peer Online Course Review (POCR) by piloting the local POCR Club on campus.

Institutional Learning Outcomes (ILO)
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 : o 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 to 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.

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)?
Distance Ed has accomplished PLO's for its program:

1. Gavilan College online classes will meet or exceed the state student success and retention rates.

    - a. Revise the student orientation process, with or without student orientation class, taking into 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 CVC, focusing on software set-up and integration through IT to provide seamless registration for classes.
    - 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. Remote online teacher training courses, including blended teaching (hybrid and hyflex) pedagogy.
    - b. Plan and implement transition to full 508 compliance of instructional materials and vendors.

Curriculum and Course Offerings Analysis

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).

We promote online certificates and degrees at cvc.edu. This list is outdated. There are many more available and this site should be updated. The College should also consider using the Guided Pathways initiative to promote a fully online pathway. This could be a fast track for individuals needing career changes or having difficulty attending classes at set times. Also, guided pathways should provide information for students selecting certain programs as to how they can get through the pathway in alternative delivery formats. Many forward thinking colleges are doing this.

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

N/A

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).

We must ensure quality in all of our courses. This includes requiring training BEFORE teachers are placed in different modality teaching assignments. This means district driven and supported training requirements for online live and hyflex (synchronous) as well as fully online (asynchronous). As well as a district/administration driven plan for ensuring quality in distance learning by implementing comprehensive program standards for quality.

Other enrollmnet management strategies we should be discussing include;

- Think online versions of guided pathways,
- Short-term sequenced semesters to fast track, including summer and winter "cyber sessions", etc.

Program and Resource Analysis

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.

Program and Resource Analysis

1. **2020**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?
   17100

   Full Time Faculty
   1

   Part Time Faculty
   1

   Full Time Staff
   0

   Part Time Staff
   0

   Full Time Mgr/Admin
   0.00

   Part Time Mgr/Admin
   0.00

2. **2019**

   How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?
   7164

   Full Time Faculty
   1

   Part Time Faculty
   1

   Full Time Staff
   0

   Part Time Staff
   0

   Full Time Mgr/Admin
   0.00

   Part Time Mgr/Admin
   0.00

3. **How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

   Full Time Faculty

   Part Time Faculty

   Full Time Staff

   Part Time Staff

   Full Time Mgr/Admin

   Part Time Mgr/Admin

4. **How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

   Full Time Faculty

   Part Time Faculty

   Full Time Staff

   Part Time Staff

   Full Time Mgr/Admin

   Part Time Mgr/Admin

Faculty Percentages

Percentage Full to Part Time Faculty

Year:2019
FT = 50.00%
PT = 50.00%

Year:2020
FT = 50.00%
PT = 50.00%

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)?

The program has 1 FT faculty member, 1 PT faculty member, no support staff. The increase in student support is at 164% with no additional personnel added to the program.

The 1.5 personnel are overloaded and though staff participate in shared governance and reassigned time in order to ensure program representation, it is done at the expense of quality. The positions cannot be backfilled because the expertise is so specific. The program must have time to develop and deliver training to online instructors so that they can deliver a quality course.

DE staffing levels would be sufficient if the full-time Instructional Designer for the TLC could be filled. This position would handle all professional development (outside of distance ed training and support), the coordination of PD schedule and lab, training, accessibility training and interface/coordinate w/SLO, mentor and PD liaisons as well as the FPLC.

The Distance Ed program would also benefit from the direct support of a dedicated administrator who has experience and knowledge of distance learning pedagogy and program management to deliver support and resource allocation for the program, as well as an administrative assistant.

Additional Comments
The above numbers are for the 18-19 and 20-21 years.
SP2020 data is skewed and improperly reported based on how we wound up 6 weeks into the 2020 spring semester.

Evaluation of Resource Allocations

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.

Did you receive additional funds?
No

Program Productivity

Program Productivity Measurements
Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2023 - 2024**

  Total Number of student contacts
  23900

  Total allocated budget
  5000.000

Total spending

1000.000

Total cost per student (Student Contact/ Total Spending)

.41

- **2022 - 2023**

  Total Number of student contacts

  23900

  Total allocated budget

  5000.000

  Total spending

  1000.000

  Total cost per student (Student Contact/ Total Spending)

  .41

- **2021 - 2022**

  Total Number of student contacts

  23900

  Total allocated budget

  5000.000

  Total spending

  1000.000

  Total cost per student (Student Contact/ Total Spending)

  .41

Year and Student count

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.

The LMS software is used by the whole College campus, administration, committees, groups, and all course modality types. All enrollment and all faculty staff and students should be considered potential student contact for this budget.

Since the CCCCO is currently paying for LMS Canvas and some other technology tools, Studio, and online Tutoring, these are expenses we are not paying yearly. However, this is always year to year. If Gavilan had to cover these costs it would be about an additional $100,000 (LMS and Studio) that the district general budget would have to cover.

Gavilan should considered using a $100,000 placeholder in case the CO ever springs that cost on us.

Integrated Planning and Initiatives

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 department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

The Emergency Conditions Allowance (ECA) is supposed to provide some much needed funds for teacher incentives to complete training in order to provide quality online education.

Guided Pathways should consider using some funding to develop accessible online program pathways.

Stem grant is providing stipends for online teacher training specific to STEM teachers

Other Opportunities and Threats

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, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

Some real threats to our program include: lack of institutional vision and goal setting, lack of DE data to inform goal setting and enrollment management, lack of academic affairs oversight, lack of required training, and modality bias.

We recommend:

- Establishing a quality matters scorecard that is directed from the top (President/VP of Academic Affairs) for program evaluation once a year with agreed upon criteria to ensure quality of distance education.
- Requiring training for deans to ensure they are appropriately supporting and proving improvement plans and opportunities for faculty. The VP of Academic Affairs office should mandate this.
- Requiring more foundational training for online teachers in order for a teacher to receive an online assignment based on modality
- Hiring an instructional technologist to coordinate the TLC professional development support so DE staff can focus on online teacher training, system administration, policy and academic support services related to distance education.
- Supporting peer online course review (POCR) and/or individual department voluntary review processes to ensure RSI regulations are being met (ED Code: 55204)
- Work with enrollment management to ensure students' needs are being met for flexibility, equity, accessibility and competition with other colleges.
- Ensure that the shared governance process involved with curriculum planning and enrollment management is familiar with the institutionally adopted Distance Education Best Practices document.
- Require training to submit or approve a distance education curriculum proposal (Ed Code 55206 separate course approval).

What are you discovering about instruction and/or services in this remote environment that you would want to maintain post-pandemic?

My department is actually suffering post-pandemic. It's ironic given the whole college went online. There was no college-wide plan to transition either to online or from online. Consequently, there is no oversight or evaluation being done post pandemic. In a statewide survey, 19% of responding students (2261) said they did not re-enroll because not enough online courses were available. Instead of making scheduling decisions based on effectiveness, student needs and quality courses, decision makers are instead using their own modality bias and lack of knowledge about online learning to schedule classes.

If we could get over our own modality bias and use the data at hand, we could make really good, well informed scheduling decisions based on student needs and indications of desired preferences. Also, following recommendations from the DE Committee and the DE Dept, implement online teacher training requirements and offer incentives for online teachers in order to have a top notch quality online education program and to be able to compete with all 116 CC's for students.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?

Modality bias, lack of institutional goals and confusing leadership messaging for academic departments in terms of distance education offerings. Academic divisions need direction and guidance for modality goal setting, enrollment management and standards for online teaching requirements from their leaders, Understanding the value to our students and enrollment numbers by investing in teacher training and support in critical.

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 DE Dept offices are in theTeaching and Learning Center in the Library. The department facilitates workshops, one-on-one training, staffs the center for daily support, provides trainers for a variety of PD subjects and coordinates with other PD efforts on campus.

Recommendation: consolidate the mentor, PD and SLO liaison into one instructional designer position coordinating the TLC, in order to ensure comprehensive PD support for all faculty and staff including all campus-wide deployed technologies.

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.
Student and faculty support needs have increased 170% while staffing has remained at only 1.5 faculty positions. The Teaching and Learning Center is in need of an Instructional Technologist/Designer. This has been a recommendation from previous
program plans for 12 years.

Recommendation: Hire admin support for the program. A director knowledgeable in DE and an administrative assistant would help with the increase in workload..

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?
N/A

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?
We are tired. We have done so much. We are unheard and unseen. We have trained over 400 instructors and offered over 50 sessions in the last couple of years. In March of 2020, the DE Department helped 400 instructors, regardless of knowledge of the technology and modality, put over 800 courses and their content online in a 24 hour period so students would not have an interruption of service. Gavilan faculty worked 12+ hour days for at least 8 weeks. It is HARD work to become an effective, quality online teacher. We'd love some acknowledgment of that.

We are not done! We need to do much more training to bring all instructors assigned to teach online up to a higher standard than emergency online teaching. We are entering a competitive period. All 116 CC's are competing for our online students. If we do not provide training for our teachers, incentives and time, our quality will suffer and we will not be able to compete. But we need the help of the administration to recognize this and see it as value.

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.
Streamline and or consolidate the questions. I feel as if I may have answered the same thing many times and it is possible that I have given different data. For example, when referring to data for certain years. Data needs to be

more accessible for all departments on campus and for all scenarios. DE data, which should be a huge priority given the last three years, was not given any priority. Most data used for this was from DATAMART, not Tableau. Consistency when asking for data from certain time periods. I still have no idea when this PIPR is due.

Goals

Three-Year Program Plan Goals

1. **Develop and implement quality control measures for distance education program and courses.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   Since distance education is a perfect delivery modality for offering access to all, developing quality control measures and an institutional commitment to quality in these modalities, achieving this goal will ensure the following:

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

   - Increase Achievement
   - Improve Equity
   - Improve Efficiency

   Proposed Activity to Achieve Goal**
   Develop and implement quality control measures such scorecard to ensure that institutional, technology, course and the necessary standards.

   Responsible Party
   DE Coordinator, VP of Academic Affairs, Director/Dean of Distance Learning, Library & Academic Support

   Fund amount requested. If a collaboration, what % required from each partner?
   TBD

   Total Three Year Resource Allocation Request
   5000

   Timeline to Completion Month / Year
   december 2023

   How Will You Evaluate Whether You Achieved Your Goal
   Will look at Fall 2024 success rates in distance learning and individual compare trained teachers to non trained teachers success rates. Success will be determined if the success rate has increased by 5%.

2. **Improve student success rates in simultaneous interactions (simultaneous delivery methods; OnlineLive, Hyflex, Hybrid) by 6%.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

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

   - Increase Achievement
   - Improve Equity
   - Improve Efficiency

Proposed Activity to Achieve Goal**
Increase successful faculty completion of the teacher training series GOTT 2, GOTT 5 and 6 to 60 instructors by Fall 2024.

Responsible Party
Distance Ed Coordinator, Distance Ed Trainer, Dean/director of DE, VPAA

Fund amount requested. If a collaboration, what % required from each partner?
We are asking for funding from the Emergency Conditions Allocation. After funding runs out, the idea is to negotiate stipends for on-going training in the general budget. After the initial push train 60 instructors, yearly allowance would be less.

Total Three Year Resource Allocation Request
108000

Timeline to Completion Month / Year
Fall 2024

How Will You Evaluate Whether You Achieved Your Goal
Using Tableau, report on success rates in simultaneous courses pre and post training at the end of the fall 2024 semester to measure movement.

3. **Increase requirements for online teacher training in order to ensure quality in online education per Ed Code 55208, from 20 hours to 60 hours.**

   Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results
   The achievement of this goal will support the statements below.

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

   - Increase Achievement
   - Improve Equity
   - Improve Efficiency

   Proposed Activity to Achieve Goal**
   Working with the VPAA, incentivize training requirements, as well as the creation of an institutionalized vision for quality to increase the minimum training requirements from 20 hours to 60, prior to receiving a distance education teaching assignment.

   Responsible Party
   VPAA, All Deans, Depat Chairs, Senate?, Dean/Director of Distance Learning, distance education coordinator

   Fund amount requested. If a collaboration, what % required from each partner?
   Same budget as previous goal. No new funding is needed for VPAA to add requirements to teacher training for DE assignments.

   Total Three Year Resource Allocation Request
   0

   Timeline to Completion Month / Year
   Fall 2024

   How Will You Evaluate Whether You Achieved Your Goal
   5 % increase in student success in delayed interactions, simultaneous courses.

4. **Award "Quality Reviewed" status to 20 peer online course reviewed (POCR) courses per year, per CVC Consortium agreement in order to improve student success rates in distance education.**

Connection of Goal to Mission Statement, Strategic Plan (http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf) and SAO Results

By ensuring the quality of courses, achieving this goal will ensure the connection to the following statements.

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

- Increase Achievement
- Improve Equity
- Improve Efficiency

Proposed Activity to Achieve Goal**

Receive institutional financial commitment to fund 20 successful reviews per year in order to meet the institutional contractual agreement with the CVC Consortium.

Responsible Party

President, VPAA, Dean/Director of DE, Distance Education Coordinator

Fund amount requested. If a collaboration, what % required from each partner?

$50,000 requested. Initially the ECA funding could be used and then later stipends could be negotiated to add to general budget. This is inline with the conditions the district agreed to by accepting ECA funding.

Total Three Year Resource Allocation Request

150000

Timeline to Completion Month / Year

20 per year, 60 by 2026

How Will You Evaluate Whether You Achieved Your Goal

5% increase in success rates in distance education 1st year 2025 and thereafter.

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

This is a pivotal time for distance education statewide, and consequently locally. As a small rural community college, Gavilan can easily get behind because of lack of attention to enrollment trends, students' needs, and quality in our distance education offerings. If the college ignores the importance of quality control in this modality, it could lead to the loss of our students to other colleges. To this end, we need to be very mindful of studying student data, improving access and incentives to teacher training, the value of creating a college wide vision for distance education and its importance to the college. The distance education department goals reflect the importance of prioritizing the following:

1. Increasing online teaching requirements and incentizing training to ensure quality in the distance education classroom.
2. A thoughtful district crafted vision and plan for the role and support of distance education within the institution.
3. Financial support and commitment for the local Peer Online Course Review process, approved by the state, and proven to increase student success rates.
4. Training and messaging to deans and others involved in curriculum and enrollment management regarding distance education modalities, regulations and best practices.

5. Ensuring student support programs are equipped to handle all student needs regardless of the modality, including orientation and help desk services.

The pandemic has given us an opportunity to improve the quality of distance education and engage students of all backgrounds and abilities to build their full academic potential. Studies and research also support the fact that distance education courses provide equity to increase success. But this can only happen with an institutional vision and financial commitment from the college for distance education.

Attach Files

Attached File