

## Comprehensive Instructional Program Review Criteria- 2018/2019

### Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive instructional program review. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. **If your work is not submitted by the December 1 deadline your program will not be eligible for possible funding based on criteria established by the budget committee.** The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

Program relevant data sets are provided- via email- by the campus researcher or the Dean of Research, Planning and Institutional Effectiveness. Please see your Dean if you need additional help.

Additional information, including a submission timeline (**Due December 1<sup>st</sup> for feedback**) and samples of recent Program Reviews, are available on the college website <http://www.evc.edu/discover-evc/institutional-effectiveness/program-review>. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

### Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

### Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success.  
Areas of focus are:
  - Access
  - Curriculum and programs
  - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.  
Areas of focus are:
  - Increase visibility
  - Develop strategic partnerships
  - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.  
Areas of focus are:
  - Communication
  - Employee development
  - Transparent Infrastructure

Department/Program Name: Distance Education

Year of Last Comprehensive Review: None

Year of Last Mini Review, if applicable: None

**Preparers' Name(s):** Nasreen Rahim

Area Dean: Dr. Maniphone Dickerson

### Overview of the Department/Program

- 1. Provide a brief summary of your program. Please include a brief history and discuss any factors that have been important to the program's development.**

#### **Brief History**

The office of Distance Education was established in 1975 with the opening of EVC's telecourse offerings.

The first online course offered by EVC was the II90 Tutor Training course which opened in Spring 1999. In early 2000, new Instructional Technology faculty were hired with a primary focus on training faculty and staff in the various software tools that came bundled with MS Office. Faculty and staff web page was created with a third-party web host, the EVC website was updated, and the faculty brought onboard with the concept of online, hybrid, and web-enhanced courses that would use the course management system (WebCT).

Since then, EVC faculty have steadily expanded their skills in online course-delivery technology and teaching. In 2009, the district gradually started moving away from WebCT which was by then taken over by Blackboard. Together as a district, EVC, SJCC and the District ITSS started to explore various CMS, such as Moodle, Blackboard, Desire2Learn, Etudes, and finally settled on Moodle as the CMS for SJECCD. Student interest gradually started to grow more towards distance learning (online and hybrid) courses and telecourses started to dwindle. Thus, in 2010 the telecourses were eliminated and EVC transitioned to fully online and hybrid courses only. It is also important to mention that EVC had the @ONE grant for five years (2007-2012). This is where the first @ONE course Introduction to Online Teaching and Learning (EDIT 005) was developed and offered throughout the state.

In the meantime, the position of Dean of Library and Distance Education was restructured and moved hands a couple of times when it was finally eliminated and Distance Education began to be moved from one division to another, such as Math and Science, SSHAPE, Language Arts and finally to Business and Workforces in 2015. In this process, the Instructional Technology faculty began to embrace the additional role of Distance Education Coordinator that would focus more intently on helping the faculty improve the online student retention and success, while raising offerings to a higher level of quality and polish. This was one of the factors important to the program's development as more faculty began to embrace technology in the classroom (while training to teach online, hybrid

and web-enhanced courses), the Instructional Technology faculty's duties and responsibilities began to evolve in other directions.

## **Factors Important to the Development of Distance Education at EVC**

### **Participation in State, District and College Committees:**

The involvement and participation of the DE Coordinator in the committees listed below has enhanced the development of Distance Education at EVC largely since this is the most effective way the DE Coordinator has been able to represent the DE to the college constituencies.

- **CCC DE Coordinators Monthly Meeting:** Statewide virtual meeting of all California Community College DE Coordinators receives all the DE related updates from the California Community College Chancellor's Office. This is how the DE Coordinator keeps the different areas of EVC updated on state policies and procedures related to Distance Education.
- **District Canvas Team Monthly Meeting:** This is the district-wide committee comprising of the EVC DE Coordinator and SJCC DE Dean and Coordinator, District ITSS and CIO and the Canvas Instructure representative. This committee establishes policies and procedures for the districtwide DE.
- ***Academic Senate:*** Approves all DE related policies and implementation of statewide DE related issues. For example, the Academic Senate played the key role to approve EVC in becoming one for the cohorts of the CVC-OEI Consortium.
- ***Curriculum Tech Committee:*** The DE Coordinator works with the curriculum technical committee in the approval process of all DE courses as well as keeping the committee updated on any relevant changes in the DE areas.
- ***Curriculum Committee:*** To ensure that the integrity of online courses is on par with face-to-face courses the DE Coordinator works with the EVC Curriculum Committee to ensure that Title V descriptions of online courses are consistent with face-to-face courses. Also, Addendum for online and hybrid courses that is required to be approved by the All College Curriculum Committee. DE Coordinator serves as active member in the Curriculum Committee to review distance education course proposals.
- ***Campus Technology Committee:*** Assists, collaborates and guides the DEC at every decision making process. The DE Coordinator plays a critical part in the Campus Technology Committee with the Technology Plan and other campus and districtwide decision-makings.
- ***Institutional Effectiveness Committee:*** It is critical for the DE Coordinator to work with IEC especially for Accreditation purposes.
- ***508 in the 408 Committee:*** The DE Coordinator works with this committee with all 508 compliant related issues to ensure that all DE courses are 508 compliant and the instructors receive training and assistance in making their course content 508 compliant.
- ***Student Success Advisory Committee:*** DE Coordinator can work directly with student services participation in this committee which deals with Early Alert and other student success related issues.

### **Establishing the Distance Education Committee:**

In Spring 2016, the Distance Education Committee as a standing committee under the purview of Academic Senate replacing the DE Sub-committee that served under Curriculum Committee for many years. The purpose of the Distance Education Committee (DEC) is to oversee and guide the college by providing training and implementation of all the online and hybrid courses across the curriculum and programs. The committee shapes the college's approach to create robust and quality online learning by implementing Common Course Management System (CCMS). The committee strives to support a campus culture to create innovative and cost-effective solutions to overcome the challenges in Distance Education (DE).

Specifically, this committee will:

- ☐ Provide guidance in identifying appropriate approval process of online and hybrid courses.
- ☐ Provide campus-wide training utilizing the Online Education Initiatives (OEI) Rubric.
- ☐ Promote CCMS and OEI Rubric through division/departments and campus activities.
- ☐ Provide input to the online evaluation form(s) (ex: online courses and faculty).
- ☐ Provide input to the Distance Education Plan.

### **Committee Recommendations Forwarded to: Academic Senate**

Academic Senate supports DEC work by:

1. Actively contributing to the culture of online and hybrid learning while helping to lead campus efforts to increase DE courses.
2. Supporting OEI assessment activities by participating in assessments, and adopting best practices rubric and the Course Management System (Canvas) to offer GE courses through the State of California Exchange program.
3. Reporting to divisions, and linking with the DE policies of the State of California.
4. Approving the qualification and certification to meet the federal, state and ACCJC Accreditation guidelines for faculty to teach DE courses.

### **Ongoing Training Sessions:**

The De Coordinator provides ongoing Instructional Design training, workshops and support for the growing number of faculty teaching online, hybrid and web-enhanced courses. Virtual trainings are also offered via zoom by appointments. Faculty are consistently kept informed of distance education conferences and other DE related issues through email blasts and the coordinator also maintains special distribution for faculty teaching online and hybrid courses to keep them updated in Canvas and online teaching and learning pedagogies. Campus wide training offered on every Professional Development Day (PDD) event and those sessions are always well attended. (Appendix A)

### **Educational Instructional Technology (EDIT) Courses:**

The Instructional Technology department under Distance Education has been offering stand-alone courses since Spring 2002. This brought recognition from faculty, staff, students and administrators.

In Spring 2010, the EDIT010 became a required course for students transferring to San Jose State University Teacher Certification Program. The courses offered are:

1. **EDIT005:** Introduction to Online Learning: This course but was cancelled due to low enrollment in Fall 2015 and Fall 2017.
2. **EDIT010:** Computers in Education currently titled Computers and Digital Media in Education: A required course for students transferring to San Jose State for Teacher Certification or Education.
3. **EDIT022:** Course Management System (CMS) To Develop Online Courses: Became in demand since Summer 2016 when the district adopted Canvas as the Course Management System for both colleges.
4. **EDIT026:** Women in STEM, required courses for the Women's Studies Program
5. **EDIT012:** Online Learning Technologies, Tools and Techniques: Since this course is somewhat dated, it will either be revised or replaced by Fall 2019.

**DE Coordinator's Professional Development:** The Distance Education area is constantly evolving and therefore it is essential for the DE Coordinator the faculty trainer, to keep abreast with technology and the pedagogy of online teaching and learning. The following resources have contributed immensely to the development of the DE at EVC.

**Online Teaching Conference:** The DE Coordinator along with faculty and staff from different discipline have been a regularly attending and sometimes presenting at the annual Online Teaching Conference sponsored by @ONE held annually. The Conference is a unique peer-to-peer premier gathering of California Community College (and other institutions), faculty, staff, and administrators leading the way in developing innovative and effective online education. It was held at EVC in 2011 where EVC got to play the host. Current years it is held in the Convention Centers in Southern California. The next [2019 Online Teaching Conference](#) will be held in Anaheim, June 17-19. This and few other conferences added greatly to further the development of DE at EVC.

**@ONE Courses:** The DE Coordinator completed following Certification recently to stay current with the California Virtual Campus – Online Education Initiative (CVS-OEI). The CVC-OEI is a coordinated effort to assist colleges in creating and delivering quality online education and improving the infrastructure for sharing students, courses, programs, services, and data between colleges.

1. Course Design Fundamentals Certificate (June 2018)
2. Peer Online Course Review Certificate (August 2018)

**@ONE Workshops and Web-Conferences:** The DE Coordinator and trainer regularly promotes and attends the weekly and monthly @ONE virtual Workshops and web-conferences. The faculty involved in teaching online, hybrid and web-enhanced courses benefit in their professional development, free of cost, from participating in these virtual workshops and webinars.

**Caninnovate Conference:**

**Early Adopters of OEI in Fall 2016:**

As a member of the California Community College DE Coordinators' Committee, the EVC DE Coordinator (who also serves as the Instructional Technology faculty member) kept the college and

district ITSS updated. Meanwhile, the state began to show a keener interest in DE, and began creating grants that included the Online Education Initiative (OEI), while online course platforms such as

Canvas and Moodle continued to evolve. Moving to the bandwagon of the OEI is another factor that have been important to the program's development.

Aside from moving toward the Common Course Management System (Canvas), in February 2016 EVC made huge strides by transitioning from a Distance Ad hoc Committee to a regular Distance Education Committee, a sub-committee of the EVC Academic Senate. (Appendix B)

With the support of the Evergreen Valley College Campus Technology Committee (CTC), the Distance Education Committee took proactive measures under the leadership of the EVC Academic Senate to join the OEI bandwagon by becoming early adopters of the OEI Rubric Standards.

However, EVC also wanted to join OEI as a district. Thus, in 2015 the district (SJECCD) became a one of the community college districts to adopt Canvas through OEI, a grant funded by the California Community Colleges Chancellor's Office. EVC began piloting courses on Canvas Eventually, Canvas was fully implemented EVC is one of the [33 colleges](#) selected to participate in the OEI's 2018 Online Equity Cohort. Here is the website: <http://ccconlineed.org/welcome-2018-cohort/>.

Currently, the Online Education Initiative (OEI) is bringing rapid change to the campus. From the inception of the Distance Education program, EVC online courses have focused on "quality over quantity." Therefore, adopting the OEI Rubric Standards has merely helped consolidate what EVC had always emphasized for its online courses, i.e., learning objectives, regular effective contact hours, authenticity, and comparable learning support services.

#### **One Time Budget from Business Workforce:**

The Distance Education department received \$50,000 as one-time funding from the then Division Dean in April 2017. An Approximate of \$30,000 was spent for both hardware and software as well as for virtual training packets. This helped in transforming the Technology Resource Center, located in the Library and Education Technology building (LE-227) into a ore professional training center where the trainer's station is the simulation of the smart classroom instructor station at EVC. Please Note: Unfortunately, the remaining \$20,000 was lost since there was no budget# or account established for DE since it was not a program.

## Budget Request from Distance Education

Activity	Amount
Webcam Photo-video-audio (60)	\$1,482.90
Eight Computers for TRC	\$14, 198.87
4 Speakers	\$107.96
8 Headphones	\$719.50
Camtasia video and on screen recording (6)	\$1,489.92
Snagit Screen Capture (6)	\$372.48
Hitachi Data projector (CP-WX4022WN 3LCD)	\$1, 167.88
Two 20 minute Videos from Magna Publications (Professional Development for Higher Education) How Do I Monitor and Support Online Faculty? (\$199 CD + Campus Access License) How Can I Develop Online Instructor Presence? (\$199 CD + Campus Access License)	2000.00
Professional Development: Quality Matters -Online workshops -Onsite training -Conferences Topics: Developing Activities to Engage Your Learners, Increasing Learner Activities with Web 2.0 Tools, Aligning Instructional Materials, Activities, and Tools with Objectives, and Connecting Learning Objectives and Assessments.	\$6, 250.00
Dragon Naturally Speaking	\$240.00
JAWS	\$1,100
<b>Total</b>	<b>\$29, 129.51</b>

### 2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

N/A, since **no** Distance Education Program Review has been done and it still exists as a department not a program.

One of the most important driving force in writing this Program Review for DE is to establish it formally as the Distance Education Program with the DE Coordinator, Instructional Designer, and Instructional Support Staff. Currently, it is run only by the DE Coordinator and housed under the Business and Workforce Division. It will also be wise for the college to envision that with the future growth in DE (there is no doubt that it will grow in leaps and bounds), the college should establish a DE Dean with the pertinent programs under that dean to form the Distance Education and Learning

Resources Division that used to be past practice at EVC and its sister college, San Jose City College already adopted that few years ago.

However, in 2015, the Distance Education Committee established the mission and goals to go into the comprehensive Distance Education Plan which also was written in 2015 with the hope of making Distance Education into a Program.

### **The EVC Distance Education Vision, Mission, and Value Statement:**

The mission of the Distance Education Department is to support Evergreen Valley College's overall mission by offering students a flexible alternative avenue to academic success, by enabling them to access quality distance learning courses using contemporary information technology.

EVC Distance Education will promote student success and faculty development by providing resources, policies, procedures, and services that will offer students and faculty high-quality online instruction and learning.

- **Distance Education Vision:** In support of Evergreen Valley College's Mission, Vision, and Values, the Distance Education program offers students access to quality instruction and support in online and hybrid environments to empower a global community of learners.
- **Distance Education Mission:** The Evergreen Valley College Distance Education Program provides a high-quality, integrated and sustainable learning experience. The Distance Education Program will align with and support EVC's Technology Plan, as well as the Professional Development Plan, Educational Master Plan, and the strategic plans of the college.
- **Distance Education Values:** Evergreen Valley College nurtures a culture that respects the opportunities and solutions created by the use of technology. Distance Education offers an enhanced instructional experience that uses technology to improve learning and enhance student success.

### **3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.**

Accomplishment #1: In support of Evergreen Valley College's mission, vision, and values, the Distance Education program offers students access to quality instruction and support the DE committee at EVC established the Online Course Faculty Feedback form. The committee appointed a sub-committee of experienced online faculty to carry out this task efficiently. This could be considered as an accomplishment for DE to provide the fully online teaching faculty with feedback on their online course development and teaching practices annually with the focus on 'Regular Effective Contact' which will gradually take the form of the local Peer Online Course Reviewer (POCR) to provide feedback based on the [OEI Rubric Standard](#). (Appendix C)

**Contribution to EVC's mission and goals:** The robust one-on-one feedback that every faculty teaching online courses receive from the CED Sub-committee contributes directly to EVC mission to empower and prepare students from diverse backgrounds to succeed academically. This also empowers the faculty as they enhance their knowledge and skills in mastering the implementation of the Regular

Effective contact in their online teaching and learning mandated by Title V and the ACCJC Accreditation.

Accomplishment #2: EVC partnered with educational institutions and industries to create and fund innovative online certificate program. This grant's focus is to assist faculty to enhance their online courses and online certificate programs to make them CVC-Exchange ready and collaborate with institutional entities including shared governance to develop practices and policies to support diverse student population. Therefore, without any doubt, this contributes to the college's mission of success as the technology used for managing student success is the CRM Advise is deeply in the process where at least approximately 15 people are being trained to be the future trainers for the campus to institutionalize Ellucian CRM Advise currently focusing on Early Alert, DE, San Jose Promise and all the Special Programs of EVC. The goal is to automate the process for student success.

Again, to help online students by expanding their access, and improving their chances of success by and comparable learning support services as cohort of the CV-OEI, the recent accomplishments for DE are:

1. Determining which components are essential to provide appropriate and effective online course offerings and services to the students, while enabling them to complete their requirements and participate in a quality educational experience without visiting the physical campus sites.
2. Adopting the OEI Rubric Standards to consolidate what EVC had always emphasized for its online courses, i.e., learning objectives, regular effective contact hours, and authenticity

**Contribution to EVC's mission and goals:** Becoming the Cohort of the CVC-OEI Consortium along with the grant to create online certificate will definitely contribute to Evergreen Valley College's mission to empower and prepare students from diverse backgrounds to succeed academically. It directly applies to the district Strategic Priority 1: Student Success and aligns with:

Objective 1: Increase the number of students earning a certificate, degree, or transfer to a four-year institution.

Objective 2: Expand the development of Pathways and support service leading to educational goal completion and civic engagement.

Objective 3: Increasing outreach and enrollment into Career Technical Education (CTE) courses and programs.

**4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal).**

N/A for last program review cycle since this is the first Distance Education Program Review.

**5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

Distance Education Program has many goals that are achievable within the next three years.

**Student Centered/Organizational Transformation:**

1. Hire a full-time Instructional Designer (faculty position), and a full-time Instruction Support Staff to provide access to quality and efficient services for faculty development in teaching with Canvas CMS and current technologies to ensure student success.
2. Sustain the cohort of CVC-OEI Consortium by getting as many as 30% of online courses in the CVC-OEI Exchange by Fall 2021 develop partnership with the Consortium of California Community Colleges through faculty training and instructional technology skills development.
3. Fully institutionalize OEI Rubric Standards for all DE courses through training faculty to applying the best practices in teaching online as well as using the Canvas CMS tools efficiently to provide quality DE courses for student success and enrollment growth in DE.
4. Fulfill faculty expectations that technology decisions will be in the best interests of the college and students, and that decisions will be addressed to the major stakeholders.
5. Establish connectivity of the DE Plan with the institutional Strategic Plan for a consistent budget line item from the college General Fund to a more specific budget for DE.
6. EVC Professional Development Center (PDC) that offers regular professional development training for DE faculty should be allotted with a regular budget to provide financial incentives for DE faculty to develop courses utilizing technology.
7. Acquire up-to-date technology in the Technology Resource Center (TRC) that will need to be supported consistently with time, personnel, funding, and space, and continuously maintained. These costs should be included within the entire cost of technology acquisition and made clear to the campus leadership.

**Community Engagement:**

1. Establish at least five fully online certificate programs to offer through the CVC-OEI Consortium by partnering with the Consortium:
  - a. CIT Certificate (in progress)
  - b. EDIT Teacher Certificate

**Diversity**

1. Develop and offer Non-credit DE courses to serve ethnically and racially diverse campus and serve a large number of low-level and low-income students
2. To prepare faculty with up-to-date technology training to meet the needs of the millennial students to succeed in their careers.
3. Consistently address 508 compliances for courses offered in Canvas (online, hybrid and web-enhanced) to meet the needs of the students with special needs

A well-supported distance education program will support the college's mission to empower and prepare students from diverse background to succeed academically. In addition to the services that distance education provides to our students, DE offers the college an eco-friendly means of maintaining, supporting, and expanding programs through a wide spectrum of educational experiences, flexible methodologies, and support services.

PART A: Program Effectiveness and student success- please note that the Excel data workbook you received from the Research Office will be needed to complete this section. With each of the data elements, the underlined header corresponds with the name of the tab on the data spreadsheet to indicate where you will locate the data.

### 1. Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is **64%**, and the aspirational goal for student success is **71%**

<i>Success Rate</i> (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'14-F'17 average	Hybrid: 65.51%; Online: 60.51%	71.23%	Hybrid: 58.96%; Online: 54.46%	Hybrid: 68%; Online: 63%

**Program Set Standard:** It is recommended that programs identify a success standard. This standard should reflect the *baseline* success rate.

**Recommendation:** 90% of the 5-year average success rate could be your program standard (average x 0.9).

**Program Success Goal:** It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program *aspires*.

#### a) Is your program success rate higher or lower than the campus?

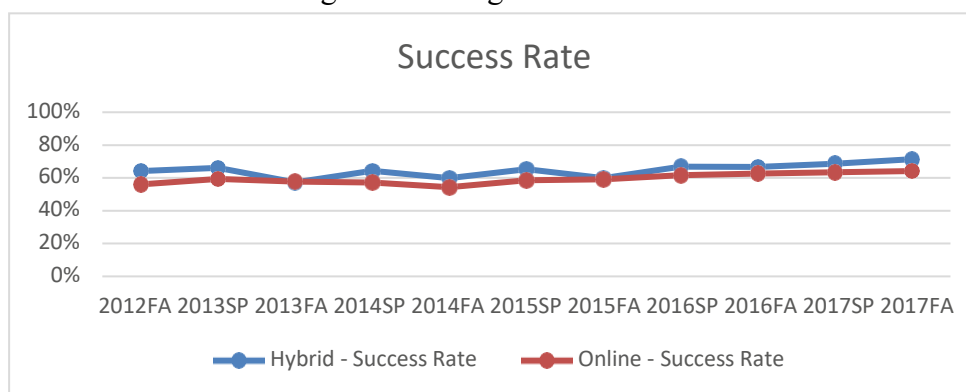
Based on the 3-year average data received, both Hybrid and Online course success rates are lower than the campus. Overall, EVC's Institution Set Standard for success rate is 64%, while Hybrid is 58.96% and online is 54.46%. Again, the aspirational goal for student success is 71%, while for Hybrid, it is 68% and online is 63%. Some of the strategies this program plans to implement:

:

- Hire an Instructional designer to help expand the professional development of both new and old faculty to teach in distance education courses both credit and non-credit
- Hire an Instructional Support Staff to manage with the office work and keeping the training center open for longer hours for training and other services to faculty development
- Acquire budget allocation for the DE Program to keep the Technology Resource Center staffed and open longer hours for faculty training
- Adopt the 'Quest and SmarterMeasure' online student readiness modules in Canvas Commons for DE courses. This online course is free for all cohort colleges' teachers

and students. This is a CVC-OEI students' readiness module could be developed as 1.0 self-paced course for all students enrolled in the DE courses. Along with this, personal outreach (e.g. Welcome letter) should be sent to students and courses in Canvas made available at the start of each term so that students are able to meet with the respective faculty to ensure that their questions are addressed in a timely manner.

- Create a robust student evaluation procedure and policies for online courses and faculty evaluation form
- Increase professional development in variety of format
- Provide incentive to faculty to attend more training and professional development in Canvas and online teaching and learning



**b) If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

**Listed below are some of the strategies that the DE program plans to complete since the program success is lower:**

**Program Review to create Distance Education Program:** One of the strategies towards implementing to improve the success rate of DE is to establish it as Program with its own budget line. The goal is to establish a robust Distance Education Program at EVC in order to increase the success rate to be at par or even higher than the success rate of traditional courses.

**Fully Online Certificates:** The other important step to increase success rate would be to develop and offer fully online programs and certificates. Currently, the Project Innovate grant is trying to open that opportunity for student success through piloting a fully online Computer Certificate Program built around competency based education with student success rate in mind for fully online certificate program for students.

**Cohort of EVC-OEI:** The objective of the Online Education Initiative (OEI) College Implementation Teams is to provide cross-departmental college participation that informs the development and implementation of processes and technologies at each OEI Consortium College related to the services provided by the OEI.

**Quest FOR SmarterMeasure:** To improve program success rate, we are implementing some strategies such as conducting outreach efforts to ensure that students are prepared for the DE courses, Quest Measure, an CVC-OEI students readiness module, are shared with students enroll in all DE courses, personal outreach to students are made available at the start of each term so that students are able to meet with the respective faculty to ensure that their questions are addressed in a timely manner. In addition, virtual assistance is available for students as well. In order to make this truly successful, continuous efforts must occur, in partnership with Student Services and Distance Education to support student enrolling in DE courses.

**@ONE's Certificate Programs:** To improve teaching with technology all EVC faculty can enroll in professional development on online pedagogy, online teaching and learning, and how to implement Online Education Initiatives (OEI) rubric into their courses. This is available through the @ONE Certificate Programs in two different pathways:

- ☐ CERTIFICATE IN ONLINE TEACHING PRINCIPLES
- ☐ COURSE DESIGN FUNDAMENTALS CERTIFICATE

**Exchange Course Readiness:** As California Community College Online Equity Cohort of the OEI Consortium, EVC will join a group of innovative colleges committed to significantly improving access, student success and equity in online learning. As a new Consortium College, EVC faculty has the opportunity to participate in this professional development through the [OEI Course Design Academy](#), a free program that promotes student success, ensures equitable access, and enhances the teaching experience in online courses.

As a participant in Course Design Academy, faculty receive:

- ☐ Confidential feedback and course design recommendations from fellow online faculty through peer online course review.
- ☐ Support from a Canvas Course Design Specialist (CCDS) to assist instructors with applying the feedback and getting the most from the tools and features in Canvas.
- ☐ Hands-on assistance, as needed, from Accessibility Specialists to make courses fully 508 compliant!
- ☐ Badges awarded for aligning with each section of the OEI Course Design Rubric: *Content Presentation, Interaction, Assessment, and Accessibility*.

These opportunities are open to all EVC full-time and adjunct instructors who teach a fully online course that is part of an ADT (Associates Degree for Transfer), General Education Transfer Pattern (CSU or IGETC), or CTE (Career Technical Education) program. The instructor must have taught the course for at least one full term in Canvas prior to joining the Course Design Academy.

### **c) Is the current program success rate higher than the program set standard?**

In order to ensure any small variation from year to year Distance Education set the program standard at 58.96% for Hybrid and 54.46% for Online courses. The current program success rate (Hybrid: 65.51%, Online: 60.51%) is higher than the program set

standard. Should student success fall below 58.96% for Hybrid and 54.46% for Online courses, the Distance Education program will determine how to best address the issue and serve our student population.

**d) How close is the program to meeting the program success goal?**

Our program success goal for Hybrid and Online courses are 68% and 63% respectively. So we are close to meet our program success goal.

**e) Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

The program set standard and the program success goal are still current and accurate.

**2. Success Rate ("C" or better)-average F14- Fall 17**

<b>Success Rates: <u>Measures by IPEDs Race/Ethnicity</u></b>	Hybrid		Online		Face-to-Face		EVC (average total enrolled students / Success Rate)	
American Indian	2	87.5%	4	71.7%	143	79.1%	131	77.9%
Asian	111	71.9%	344	68.0%	10169	77.5%	9,166	77.1%
Black or African American	8	60.1%	20	46.0%	579	63.3%	532	61.3%
Hawaiian/Pacific Islander	1	75.0%	4	51.0%	110	68.1%	98	66.9%
Hispanic	112	59.5%	247	53.0%	9537	65.1%	8,737	63.7%
Two or More Races	12	66.3%	34	59.4%	674	70.7%	615	68.4%
Unknown	24	67.5%	53	64.2%	2362	72.2%	2,138	71.6%
White	28	67.8%	80	61.7%	1579	76.0%	1,385	73.3%
<b>Success Rates: <u>Measures by Gender</u></b>	Hybrid		Online		Face-to-Face		EVC	
Female	283	68.0%	819	60.7%	13225	73.7%	12,211	72.5%
Male	169	61.2%	470	60.2%	11850	69.4%	10,518	68.4%
No Value Entered	3	62.5%	4	67.3%	80	71.9%	73	71.8%
<b>Success Rates: <u>Measures by Age</u></b>	Hybrid		Online		Face-to-Face		EVC	
17 & Below	8	65.8%	26	73.7%	589	80.4%	562	81.1%
18-24	254	60.0%	744	60.2%	16583	68.5%	15,132	67.7%
25-39	139	71.9%	394	60.8%	5433	76.1%	4,735	74.0%
40 & Over	51	74.0%	129	59.6%	2520	80.8%	2,346	79.6%
Unknown	1	60.0%	1	40.0%	29	66.6%	27	66.5%

**a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss possible interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

With respect to success rates measured by IPEDs, gender, and age Distance education program success rates are lower than the campus. Only for American Indian and Hawaiian/Pacific Islander

students' Distance Education Hybrid courses success rates are higher than the campus. Equity gaps for success are identified for African American, American Indian, and Hispanic races. Equity gap for African American student is most prominent. The Distance Education program will need to work more diligently to implement the following interventions

- Self-paced or online readiness and quest measure for students
- Providing professional development to instructors on online pedagogy, online teaching and learning, and how to implement Online Education Initiatives (OEI) rubric into their courses.
- DE will work more closely with the Early Alert Program to address this matter as well.
- Distance Education will review test strategies, engage students in more group work and online discussion to help to clarify course topics and assignments.
- Emphasize on faculty regular effective contact and feedback. Distance education will integrate Guided Pathways and CVC-OEI initiatives to address the equity gaps.
- Access to student support and resources tutoring, counseling and special program services including DSP and library hours would be helpful to students.
- Focusing time and effort in the orientation to help students new to DE with their study skills and time management to get them ready for their DE courses.

**b. With respect to disaggregated success rates (ethnicity/race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal. (For data please refer to Program Set Standards in question #1 on page 3)**

With respect to disaggregated success rates (ethnicity/race, gender and age), all ethnic groups are reaching hybrid courses program set standard whereas for online courses African American, Hawaiian/Pacific Islander, and Hispanic are not reaching program set standard. Again, all ethnic group except African American, Hispanic, and Two or More Races are not meeting the Hybrid course program success goal. The African American, Hawaiian/Pacific Islander, Hispanic, Two or More, and White students are falling behind to meet the program success goal for Online courses. The fact that White student success rate is not reaching program success goal for online courses is needed further investigation and proper action. For all these students from different ethnicity that are enrolled in DE courses in fewer numbers, the DE program aims to reach out to all special program like ENLACE, ASPIRE, AFFIRM and EOPS to advertise its services to more of their students and hire more students. This kind of possible intervention that might help improve the performance issues.

Success rates for students all ages meet the Online program set standard except the Unknown age group whereas success rates for students all ages meet the Hybrid program set standard. Only, student age groups 17 & below, 18-24, and unknown do not meet the Hybrid courses program success goal. Again success rate for student age group 18-24, 25-39, 40 & Over, and Unknown do not meet the Online courses program success goal.

**c. If your program offers course sections fully online, please contact the EVC Dean of Research, Planning and Institutional Effectiveness to obtain a student success report on the online**

sections. Address any differences in student success rates between fully online courses and classroom courses.

Online Courses													
2015SP		2015FA		2016SP		2016FA		2017SP		2017FA			
Measure	Pct Change from Previous	Measure	Pct Change from Previous	Measure	Pct Change from Previous	Measure	Pct Change from Previous	Measure	Pct Change from Previous	Measure	Pct Change from Previous	Average:	
Success Rate	58.55%		59.01%		61.65%	5.30%	62.53%	5.97%	63.37%	2.78%	64.21%	2.69%	61.55%
Non-Online Courses													
2015SP		2015FA		2016SP		2016FA		2017SP		2017FA			
Measure	Pct Change from Previous	Measure	Pct Change from Previous	Measure	Pct Change from Previous	Measure	Pct Change from Previous	Measure	Pct Change from Previous	Measure	Pct Change from Previous	Average:	
Success Rate	71.79%		71.07%		71.55%	-0.32%	70.97%	-0.14%	71.41%	-0.20%	70.38%	-0.82%	71.19%

As compared to classroom courses student success rates for fully online courses are lower for all ethnicity. Equity gaps for success are identified for African American, American Indian, Hispanic races. Female and male students' success rates for online courses are also lower than that for face-to-face classes. With respect to disaggregated success rates based on age online courses success rates are much lower than classroom courses success rates. There are higher equity gaps for students ages 40 & Over, and Unknown. The chart below states the average success rates of non-online courses (71.19%) and online courses (61.55%) from Spring 2015 to Fall 2017 having a little less than 10% gap.

#### Breakdown of Retention and Success Rate (Fall 2013 through Spring 2016)

The consistent rise in success rate is certainly good achievement for the Distance Education offered at EVC. The gap between retention and success/completion rate is something to watch. There is a marked gap and this is where DE faculty need to close the gap through Early Alert System and other mechanism to raise the success/completion of students who remain in the DE course(s).

			Delayed Interaction (Internet Based)
Fall 2013	Credit	Retention Rate	79.34%
Fall 2013	Credit	Success Rate	56.50%
Fall 2014	Credit	Retention Rate	81.57%
Fall 2014	Credit	Success Rate	55.16%
Fall 2015	Credit	Retention Rate	79.42%
Fall 2015	Credit	Success Rate	59.06%
Spring 2014	Credit	Retention Rate	82.63%
Spring 2014	Credit	Success Rate	62.08%
Spring 2015	Credit	Retention Rate	82.69%
Spring 2015	Credit	Success Rate	64.82%
Spring 2016	Credit	Retention Rate	82.25%
Spring 2016	Credit	Success Rate	67.28%

#### Breakdown by Gender

Female students taking DE courses seem to be consistently higher in number.

	Fall 2013	Fall 2014	Fall 2015	Spring 2014	Spring 2015	Spring 2016
	Credit	Credit	Credit	Credit	Credit	Credit
Internet Based) Total						
Female	64.7%	62.2%	65.2%	63.9%	62.8%	63.9%
Male	35.0%	37.4%	34.6%	35.6%	62.8%	35.7%
Unknown	0.4%	0.3%	0.2%	0.5%	62.8%	0.3%

However, it will also be wise to consider or observe through the next few years is the **Success Rate Based on Student Equity Data**. The chart below has an interesting prediction of online courses Success Rate Based on Student Equity Data (2016-2017). It shows a little lesser gap (63.0%) and more importantly it shows a higher success rate for male (63.3%) compared to the female (62.3%). Monitoring this trend can also provide some insight to the kind of intervention that would help decrease the success rate of both between the online and non-online courses as well as between the genders



AA-T	
Certificate 12-18 units	
Certificate less than 12 (for data on these certificates please see your division administrator)	
Discussion:	

#### 4. Student Enrollment Types (average F14-F17)

Day or Evening Student (Does not apply to Distance Education)	Program average Headcount	Pct of Total	EVC (average headcount and percent of total headcount)	
Day			4390	49.4%
Day & Evening			3178	35.8%
Evening			1089	12.3%
Unknown			221	2.5%

Academic Load	Hybrid	Online	Face-to-Face	EVC (average headcount and percent of total headcount)*	
Full Time (12 or more units)				2993	33.5%
Half Time (6 to 11 units)				3757	42.0%
Less than half time (0 to 5 units)				2153	24.1%

\*Note: Not reported here are overload/withdrawn to equal 100%

**a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

Discuss how do your program enrollments (Pct of total) compare to EVC?

N/A

Based on the data, would you recommend any changes?

N/A

Program Total Headcount	Hybrid		Online		Face-to-Face		Headcount & Pct of Total	
Gender	Avg. Count	% of Total	Avg. Count	% of Total	Avg. Count	% of Total	EVC	
Female	264	61.6	651	62.4	4658	53.4	4790	54.0%
Male	161	37.7	387	37.1	4027	46.2	4054	45.7%
No Value Entered	2	0.5	4	0.4	32	0.4	33	0.4%
Age	Avg. Count	% of Total	Avg. Count	% of Total	Avg. Count	% of Total	EVC	
17 & Below	8	1.9	21	2.0	526	9.9	498	5.6%

18-24	242	56.7	592	56.8	3181	59.7	5341	60.1%
25-39	129	30.1	324	31.1	1139	21.4	2072	23.3%
40 & Over	47	11.0	104	10.0	475	8.9	961	10.8%
Unknown	1	0.2	1	0.1	9	0.2	11	0.1%
<b>Race/Ethnicity (IPEDS Classification)</b>	<b>Avg. Count</b>	<b>% of Total</b>	<b>Avg. Count</b>	<b>% of Total</b>	<b>Avg. Count</b>	<b>% of Total</b>	<b>EVC</b>	
American Indian	2	0.5	4	0.9	48	0.5	51	0.6%
Asian	147	34.4	411	39.6	3412	39.3	3475	39.1%
Black or African American	12	2.9	36	3.5	216	2.5	224	2.5%
Hawaiian/Pacific Islander	2	0.4	6	0.6	38	0.4	38	0.4%
Hispanic	175	40.9	369	35.6	3361	38.7	3463	39.0%
Two or More Races	15	3.4	40	3.9	217	2.5	239	2.7%
Unknown	32	7.4	65	6.3	819	9.4	806	9.1%
White	39	9.1	106	10.2	567	6.5	583	6.6%

##### **5. Student Demographics- Headcount (average F14-F17)**

Demographics- Headcount (average F14-F17)

**a. Based on the program total headcount and Pct change year to year, discuss if your program growing or declining?**

**If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

Both the online and hybrid courses have more female students which is consistent with EVC data. To increase the male students' enrollment, we plan to use our male alumnae as role models and show case their stories on the college website. Most of the students for online and hybrid courses are ages between 18 and 24 and only 2% students are ages 17 & below. This data is also consistent with college population. The fact that the head count by age between the brackets of 18-24 is significantly higher which may indicate that we offer transfer courses to traditional college age student. Based on the Program total headcount and Pct change year to year distance education program is growing.

Another aspect to consider that research shows that females tended to enroll more frequently in online courses because they needed the increased flexibility to fit classes in with their other responsibilities. Since a large percentage of online students are female; it is important for the college to better understand what will help them succeed. Additionally, male students who are at risk of poor performance interventions should be planned to support them.

**b. Discuss any gaps have you identified in your program?**

**Discuss how is your program enrollment similar or different from the campus?  
Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up?**

Gaps are identified for students ages 17 & below and 40 & over and male students. Our program enrollment is similar to the campus. Age groups 17 & Below and 18-24 as well as male, Hispanic and Unknown races are proportionately smaller than campus make up. With the only exception that Hispanic population in fully online courses is lower than the campus. The male students for both online and hybrid is around 37.7% as compared to the campus male students which is 45.7%. This is a huge gap compared to the overall campus. Therefore, it is clear from the data above that number of male students taking online courses are lower than female.

Possible Suggestions:

- Develop curricula and courses on student readiness in online courses that could be geared more towards male population.
- Create strategies to increase male involvement (overall male involvement at EVC are underrepresented is not in the best interest for students).
- Identify best practices from successful online courses and scale up the gap

In the upcoming years EVC online courses will improve due to intervention stated earlier in the program review. Once student performance in online courses exceed the set standard that will be the time to work in increasing male enrollment.

**c. Discuss what interventions can the program implement to address any gaps in enrollment?**

These gaps can be addressed with some intervention, such as:

- Providing personal outreach to students before the start of each semester so that students become prepared and have some understanding of what to expect when taking a DE course.
- Orientation for online students should give information about the nature of online learning and its requirements to enable them to better understand and determine whether they can handle the requirements of an independent environment.
- Develop Readiness strategies for students who want to take online courses.
- Develop ‘meet your Instructors” videos and post on DE website

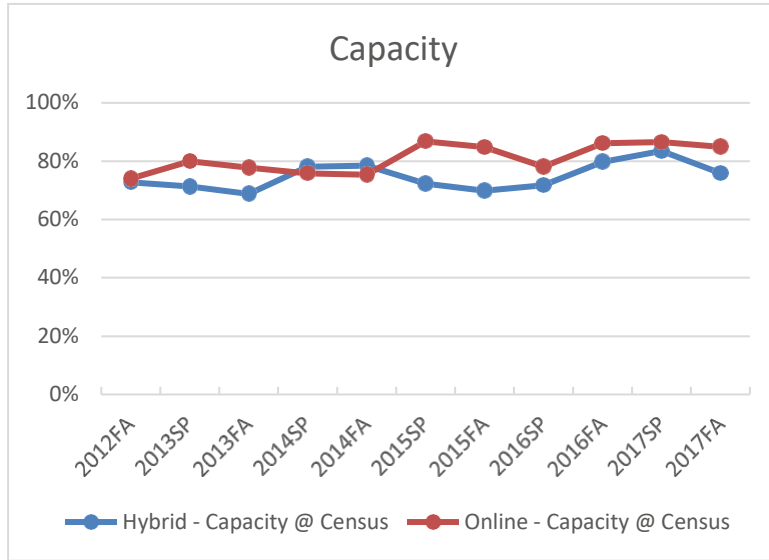
Distance Education program will redouble its effort to increase the enrollment of students over the age of 40, ages 17 and below, and male students. These efforts may include, but not limited to, outreach efforts in our senior community, including The Villages, presentations to various local high schools that are tailored to the above mentioned groups.

**6. Institutional Effectiveness (5 year average, see Summary Tab)**

	Hybrid	Online	EVC
Capacity	74.78%	80.95%	77.6%

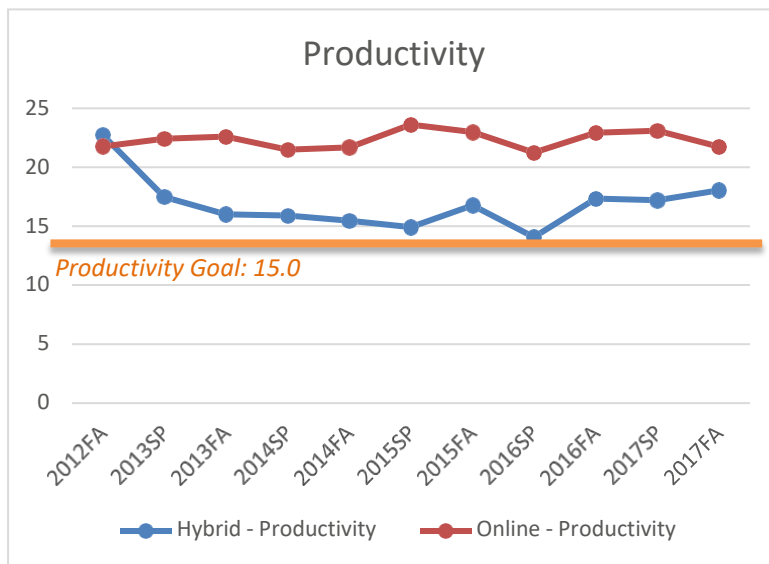
### Is your capacity rate higher or lower than the campus?

Online courses capacity rate is higher than the campus but hybrid courses capacity rate is slightly lower than the campus.



### Is your productivity goal higher or lower than the campus?

Productivity goal for both the online and hybrid courses are higher than the campus. Therefore, distance education program meets college and district productivity targets.



<p style="text-align: center;"><b>Retention Rate</b></p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Hybrid (%)</th> <th>Online (%)</th> </tr> </thead> <tbody> <tr><td>2012FA</td><td>100</td><td>95</td></tr> <tr><td>2013SP</td><td>100</td><td>100</td></tr> <tr><td>2013FA</td><td>100</td><td>98</td></tr> <tr><td>2014SP</td><td>100</td><td>95</td></tr> <tr><td>2014FA</td><td>100</td><td>98</td></tr> <tr><td>2015SP</td><td>100</td><td>98</td></tr> <tr><td>2015FA</td><td>100</td><td>95</td></tr> <tr><td>2016SP</td><td>100</td><td>98</td></tr> <tr><td>2016FA</td><td>100</td><td>98</td></tr> <tr><td>2017SP</td><td>100</td><td>98</td></tr> <tr><td>2017FA</td><td>100</td><td>98</td></tr> </tbody> </table>	Semester	Hybrid (%)	Online (%)	2012FA	100	95	2013SP	100	100	2013FA	100	98	2014SP	100	95	2014FA	100	98	2015SP	100	98	2015FA	100	95	2016SP	100	98	2016FA	100	98	2017SP	100	98	2017FA	100	98		
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<p>If the program capacity and/or productivity is lower than the campus, please provide rationale: N/A</p>																																						

## PART B: Curriculum

<p><b>1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the 6-year timeline for scheduled course outline revision.</b></p> <p>N/A since Distance Education never had any comprehensive program review- this is the first time we are doing the review.</p>
<p><b>2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real-life experiences for students.</b></p> <p>No DE Program has been created to offer fully online. Few online certificate programs are on their way to completion and offerings. Please see the attached list of DE courses offered (2017-2018) (Appendix D)</p> <p>EVC is in the process of creating a CIT Certificate (Fall 2020) and Teacher Certificate program (Fall 2020) fully online. They are both being developed and will be submitted to the curriculum committee in Fall 2019.</p>
<p><b>3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).</b></p> <p>Also related to Guided Pathways, please describe conversations held in the classroom related to a student's future success in college (attaining a degree) or success in the workplace (attaining employment related to their education/program of study).</p> <p>N/A since there are no Degree or certificates in Distance Education.</p>

**4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

To maximize student learning and success, our program offered innovative strategies such as-

- a. Encourage students to post a short autobiography at the beginning of the course to establish a sense of community,
- b. Use technologically minimalist approach in designing online environment to reduce technological requirements and potential difficulties
- c. Use discussion board effectively to promote critical thinking and problem solving
- d. Use readings and course documents that are interesting and up to date as well as challenging
- e. Provide flexible course offering to provide students the opportunities for class completion
- f. Use collaborative projects or assignments to encourage students working in teams
- g. Interact with students regularly on a one-to-one basis and provide regular feedback through real-time interactive tools and social media tools

The above-mentioned strategies have had positive impacts on student learning and success as it is evident in the CCC 2016-17 Annual Distance Education Students' Survey for EVC data. For example, 40% of students strongly agree and 30% of students agree that discussion board provided opportunity for critical thinking whereas 40% strongly agree and 35% agree that discussion board given them opportunity to develop problem solving skills.

Again, 45% of students strongly agree and 35% of students agree that the course documents and readings used in class facilitated their learning. Also, 50% of students were very satisfied and 25% were satisfied with the distance education orientation workshops. 52.6% of students strongly agree and 21.1% of students agree that they received regular timely feedback from their instructors. In addition, 53% of students strongly agree and 33.3% of students agree that distance education course met their learning needs.

**5. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.**

Currently, Distance Education is working on developing Online Teaching Certificate for EDIT courses. The plan is to develop a 16-unit Online Teacher Certificate Program. The goal is also to make this Teacher Certificate Program Exchange Ready to be offered in Fall 2020.

**6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

The program is in the process of articulating the proposed CIT Certificate in Fall 2020 and the Teacher Certificate in Fall 2020.

**7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

N/A since the college is in the process of getting the proposed CIT Certificate.

#### PART C: Student Learning Outcomes and Assessment

- 1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29> ).** Please also indicate how the course SLOs have been mapped to the PLOs.

*If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.*

N/A- Distance Education is still a program does not have any Student Learning Outcomes

- 2. Since your last program review, summarize SLO assessment activities and results at the course and program level.** Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...). **Your program review will not be approved unless every SLO for every course in your program, and every PLO (if your program has a degree or certificate) is complete and approved by EVC's SLO Coordinator. All SLOs and PLOs must be assessed every two years.**

N/A

- 3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

N/A

#### PART D: Faculty and Staff

- 1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

The DE department (Instructional Technology) is solely run by the Distance Education Faculty Coordinator under the supervision of the Dean of Business and Workforce Development. The expertise of the DE Faculty Coordinator are as follows:

2. Train faculty to using Canvas to teach online, hybrid and web-enhanced courses
3. Teach online courses to prepare faculty to teach online and hybrid courses
4. Chair the DE Committee
5. Coordinate the scheduling of all DE Courses each semester with the various departments, faculty, facilities staff and business office.

6. Work closely with the District ITSS on all Canvas related areas and DE related areas.
7. Work as the Project Lead for the CVC-OEI by forming the local OEI Team and preparing faculty for Exchange Ready courses.
8. Represent DE at the various committees:
  - a. All College Curriculum Committee
  - b. Technical Committee
  - c. Academic Senate
  - d. Institutional Effective Committee
  - e. Student Success Advisory Committee

**9. List major professional development activities completed by faculty and staff over the last two years. In particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.**

- a. **Online Teaching and Learning Conference, June 2017:** The DE Coordinator along with faculty and staff from different discipline have been a regularly attending and sometimes presenting at the annual Online Teaching Conference sponsored by @ONE held annually. The Conference is a unique peer-to-peer premier gathering of California Community College (and other institutions), faculty, staff, and administrators leading the way in developing innovative and effective online education. It was held at EVC in 2011 where EVC got to play the host. Current years it is held in the Convention Centers in Southern California. The next [2019 Online Teaching Conference](#) will be held in Anaheim, June 17-19. This and few other conferences added greatly to further the development of DE at EVC.
- b. **Guided Pathways Retreat, August 2017:** Help students to complete programs faster. This tied in nicely with the Finish Fast program from OEI.
- c. **Orientation and mentoring of new faculty:** Currently, training and mentoring faculty of Workforce and Business faculty as faculty trainer and completing the Online Teaching certificate through @ONE.
- d. **@ONE Courses:** The DE Coordinator completed following Certification recently to stay current with the California Virtual Campus – Online Education Initiative (CVS-OEI). The CVC-OEI is a coordinated effort to assist colleges in creating and delivering quality online education and improving the infrastructure for sharing students, courses, programs, services, and data between colleges.
  - i. Course Design Fundamentals Certificate (June 2018)
  - ii. Peer Online Course Review Certificate (August 2018)
- e. **@ONE Workshops and Web-Conferences:** The DE Coordinator and trainer regularly promotes and attends the weekly and monthly @ONE virtual Workshops and web-conferences. The faculty involved in teaching online, hybrid and web-enhanced courses benefit in their professional development, free of cost, from participating in these virtual workshops and webinars.
- f. **Ellucian CRM Advise Training:** This is a grant funded training to help track student success in creating a fully online CIT Certificate Program. The potential of this software has drawn the

interest of EVC Student Services and effort is being made to institutionalize this software for the following areas: Early Alert, and Special Programs (Enlace, Affirm, Aspire, International Program, EOPS, Veterans, etc.)

#### PART E: Budget Planning

**1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

The Division does not have enough money in Fund 10. In the prior years the Division was given \$5,000 from Fund 10. This year (2017), the Division was given a one-time funding of \$20,000 from Fund 10 for special operation cost. This amount was to be shared among the nine programs (Approx. \$2000.00 for each program).

**2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.**

The Division has about 6.5 million dollars in Fund 17. The purpose is to enhance and improve new programs in order to meet Industry sector needs and occupations. It cannot be used to sub-plant prior programs. Distance Education is currently in Fund 17 Ellucian Project Innovate Grant which ends in two years.

#### PART F: Technology and Equipment

**1. Review the current department technology and equipment needed and access program adequacy. List any changes to technology of equipment since the last program review. If changes were made please indicate how the change impacted student success.**

The Distance Education department received \$50,000 as one-time funding from the then Division Dean in April 2016. An Approximate of \$30,000 was spent for both hardware and software as well as for virtual training packets. Listed below

## Budget Request from Distance Education

Activity	Amount
Webcam Photo-video-audio (60)	\$1,482.90
Eight Computers for TRC	\$14,198.87
4 Speakers	\$107.96
8 Headphones	\$719.50
Camtasia video and on screen recording (6)	\$1,489.92
<u>Snagit</u> Screen Capture (6)	\$372.48
Hitachi Data projector (CP-WX4022WN 3LCD)	\$1,167.88
Films on Demand	\$7,544
Two 20 minute Videos from Magna Publications (Professional Development for Higher Education) How Do I Monitor and Support Online Faculty? (\$199 CD + Campus Access License) How Can I Develop Online Instructor Presence? (\$199 CD + Campus Access License)	2000
Professional Development: Quality Matters -Online workshops -Onsite training -Conferences Topics: Developing Activities to Engage Your Learners, Increasing Learner Activities with Web 2.0 Tools, Aligning Instructional Materials, Activities, and Tools with Objectives, and Connecting Learning Objectives and Assessments.	\$3,000
Kurzweil 1000	\$5,000
Dragon Naturally Speaking	\$5,000
JAWS	\$5,000
<b>Total</b>	<b>\$47,083.58</b>

This was a major improvement for the DE since the previous computers were used computers and thus, older and much slower. it opened up a lot of faculty development impacting student success to a large extent. With the new setup in the Technology Resource Center (TRC), faculty can practice the smart classroom teaching environment through the simulation of computer classroom settings in the TRC. However, with only one

person, the DE Faculty Coordinator, there is limited amount of time to keep the training center open and running for longer hours. It is clear that only technology and equipment are not enough, there is the need for an Instructional Designer to provide training and an Instructional Support Staff to be able to provide the services needed to create a quality Distance Education program. This has become a shoe-string Distance Education department struggling and aspiring to remain a cohort of the CVC-OEI Consortium to provide quality online education through the CVC-Exchange and create quality Distance Education certificates.

## PART G: Additional Information

**Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.**

An area that would be beneficial to add to this program review is the annual Faculty and Student Satisfaction Survey. This is performed by the state of California Chancellor's Office. Although this is a small number but enough to give us some idea of faculty (15) and student (22) satisfaction of distance education at EVC.

### Preliminary Results: Spring 2018 DE Student & Faculty Satisfaction Survey

	STUDENT SURVEY	FACULTY SURVEY
Number of Participating Colleges	22	15
Number of surveys sent out	47,981	1,527
Number of complete or partial surveys	5,372 (11%)	384 (25%)

DE Faculty Satisfaction: Out of the 14 faculty who participated, 42% are full-time and 24% are adjunct. Among them 84% faculty disagreed with the statement: "Incorporate fewer resources when teaching an online course as compared to traditional course." This is certainly a positive sign and now with the resources from CVC-OEI and @ONE along with the recent Caninnovate online Conference, the potential for incorporating resources will only keep increasing. This also opens up more opportunities for OER. Again, as shown in the image below, 82% faculty appreciated the flexibility in accessing their online courses at their own convenience.

## Preliminary Results: 2018 Spring DE Faculty Satisfaction Survey

- 59% Female
- 56% Age 34 - 54
- Faculty status: 42% Full-time at this college, 24% Part-time teaching at this or another person, ; Part-time teaching exclusively at at community college ( $\leq 5$  units)
- 84% of faculty strongly disagreed with the statement “I incorporate fewer resources when teaching an online course as compared to traditional teaching.”
- 82% of faculty strongly agree with the statement “I appreciate that I can access my online course any time at my convenience.”

DE Student Satisfaction Survey: Out of the 22 students who participated in this survey, 55% of the students are returning EVC students. 86% varied from very satisfied to satisfied with their DE courses. Again, 71% strongly agreed or agreed to the fact that DE classes are more effective than face-to-face classes.

## Preliminary Results: 2018 Spring DE Student Satisfaction Survey

- 73% Female
- 68% Age 18-34
- Enrollment Status: 48% Full-time ( $\geq 12$  units), 37% Part-time (6 - 11 units); Part-time ( $\leq 5$  units)
- 55% took a distance education class at this college before
- Overall satisfaction: 86% were very satisfied or satisfied
- DE courses are effective as face-to-face: 71% strongly agreed or agreed

In conclusion, both faculty satisfaction and student satisfaction survey results (even in smaller number) expressed the superiority of DE over traditional f2f courses. Nonetheless, increasing funding and building institutional capacity may not be enough to ensure successful online course development. To sustain quality online program at EVC will require along with the DE Coordinator, an Instructional Designer, Instructional Support Staff. Only then it can successfully retain partnerships between technical and administrative personnel, instructional designers and faculty, and decision makers with the authority to allocate financial and human resources. Faculty members must receive appropriate training and ongoing professional development for online courses to succeed. Able to ensure organizational support, mentorship, and effective training that are significant factors determining whether faculty members successfully employ new technological tools. Faculty members cannot effectively integrate technology into their teaching if they do not possess the requisite skills. Instructors at EVC unanimously agree on the importance of training, mentoring, and continuing faculty development in the online medium. The online instructors stressed that the significant differences in pedagogical practices between face-to-face and online courses demands effective faculty

training to maximize the potential of the online learning environment. For example, facilitating discussion in a virtual environment, such as a chat room or discussion board, is very different from doing so in a traditional classroom. The usual social, visual, and auditory cues may be absent in the online environment. A different set of rules and norms apply. Therefore, the emphasis on increasing the number of faculty and a support staff will continue to persist.

#### PART H: Future Needs and Resource Allocation Request:

**Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.**

Faculty and staffing requests	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p>	<p>Request linked to:</p> <p>SLO/PLO #:</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement):</p> <p>Improving Student success rates:</p> <p>Achievement of program set standard for student success:</p>
Facilities	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p>	<p>Request linked to:</p> <p>SLO/PLO #:</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement):</p> <p>Improving Student success rates:</p> <p>Achievement of program set standard for student success:</p>
<p>Technology</p> <p>(Considerations: keep in mind accessibility of all technology requests so that it is 508 compliant) (Also discuss how long the technology you are requesting will be viable; how frequently will this technology need to be replaced; also discuss any issues surrounding</p>	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p>	<p>Request linked to:</p> <p>SLO/PLO #:</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement):</p> <p>Improving Student success rates:</p> <p>Achievement of program set standard for student success:</p>

disposal of requested technology items).		
Equipment/Supplies	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p>	<p>Request linked to:</p> <p>SLO/PLO #:</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement):</p> <p>Improving Student success rates:</p> <p>Achievement of program set standard for student success:</p>

## APPENDIX A

### Sample from PDD Workshop Attendance Fall 2018

	<b>Fall 2018 Professional Development Day</b>	<b>Fall 2018</b>
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Session Two: 12:35-1:45		
TIME	Facilitator & Description :	Location
12:35-1:45	Writing Center Interactive Workshop Sravani Banerjee Huma Saleem	SC-116
12:35-1:45	HBCU Caravan Tour Coming to EVC Flora Payne & Banca Lopez	VPA-104
12:35-1:45	508 Compliance in Canvas and CVC-OEI Consortium Nasreen Rahim and Fahmida Fakhruddin	LE-232
12:35-1:45	ASPIRE Workshop Henry Gee	AB-212
12:35-1:45	New Software - Print Shop Pro Irene Gutierrez, Colleen Hattman	LE-228
12:35-1:45	Hot Topics Facing the District & College Eric Narveson, District Academic Senate President	VPA-115
12:35-1:45	Fostering Veteran's Success, Tips for Creating a welcoming campus environment for Student Veteran in and out of the classroom and a basic understanding of military culture. Andrea Mena, Tammara Chavez	VPA-105
Session 3: 1:50PM-3:00PM		

**Total Attendance: 40**

Employees	Total	Percentage
F/T Faculty	23	58%
P/T Faculty	16	40%
Classified	1	2%

<p>Canvas Training Schedule Fall 2018</p> <p>Room: LE-227 (Library) or Zoom Meeting ID link: 356-215-2576</p>			
Topic	Date	Time	Location Option

Overview of Canvas Interface	11-05-18	10am-12pm	LE-227 Or via Zoom <b>Please RSVP</b>
Develop a Course in Canvas	11-12-18	11am-1pm	LE-227 Or via Zoom <b>Please RSVP</b>
Accessibility in Canvas	11-14-18	1pm-3pm	LE-227 Or via Zoom <b>Please RSVP</b>
Add Course Content in Canvas	11-16-18	10am-12pm; 12pm-2pm	LE-227 Or via Zoom <b>Please RSVP</b>
Canvas Customization and Layout	11-19-18	10am-12pm	LE-227 Or via Zoom <b>Please RSVP</b>
Canvas Communication Tools	11-26-18	11am-1pm	LE-227 Or via Zoom <b>Please RSVP</b>
Canvas Real-time Communication Tool	11-28-16	1pm-3pm	LE-227 Or via Zoom <b>Please RSVP</b>
Create and manage content in modules	12-03-18	10am-12pm	LE-227 Or via Zoom <b>Please RSVP</b>
Accessibility in Canvas	12-05-18	11:30am-1:30pm	LE-227 Or via Zoom <b>Please RSVP</b>
Peer Review in Canvas	12-07-18	10am-12pm; 12pm-2pm	LE-227 Or via Zoom <b>Please RSVP</b>
Group Assignment in Canvas	12-12-18	12:30pm-2:30pm	LE-227 Or via Zoom <b>Please RSVP</b>
Create Quizzes in Canvas	12-17-18	10am-12pm	LE-227 Or via Zoom <b>Please RSVP</b>
Canvas Settings and Gradebook	12-19-18	12:30pm-2:30pm	LE-227 Or via Zoom <b>Please RSVP</b>

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## Evergreen Valley College | Academic Senate Resolutions

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DATE: 02-20-18

ORIGIN OF RESOLUTION: Educational Technology Department & Distance Education Committee

SUBJECT: Online Educational Initiative (OEI) Course Exchange-  
Consortium Membership

BE IT RESOLVED THAT THE ACADEMIC SENATE FOR EVERGREEN VALLEY COLLEGE REQUESTS THAT THE BOARD ADOPT THE FOLLOWING:


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WHEREAS, students are challenged to complete degrees and certificates when courses are impacted or cut, which leads them to take said classes at multiple accredited community colleges but enrolling in classes at several colleges is difficult due to the lack of a single streamlined application process

WHEREAS, the Online Education Initiative Exchange has created a single, streamlined application process whereby students are able to enroll once, and

Whereas, Evergreen Valley College joining the Exchange would allow our students to register for C-ID aligned and transferable courses with their current registration priority, increasing the likelihood that they are able to complete their degrees and certificates

RESOLVED, Evergreen Valley College will apply to become part of the OEI Exchange when the Exchange begins accepting additional colleges in 2018.

I,  Eric Narveson (date) 20 Feb 18, President of the Evergreen Valley College Academic Senate, do hereby certify that the foregoing resolution was duly adopted by the said Faculty Senate.



## Regular Effective Contact Hours Feedback

Faculty Member:

Course:

Semester:

Categories	Excellent	Average	Need Improvement	Comment
Instructor initiated contact reflected in course syllabus	Instructor specifies policies regarding the frequency and timeliness of instructor initiated contact and feedback as part of the syllabus or other course documents which are made available to students at the beginning of the course.	Instructor initiate contact and feedback as part of the syllabus or other course documents made available to students at the beginning of the course, but does not specify policies regarding the frequency and timeliness of contact and feedback.	Instructor does not initiate contact and feedback as part of the syllabus or other course documents made available to students at the beginning of the course.	
Categories	Excellent	Average	Need Improvement	Comment
Instructor initiated synchronous and asynchronous communication	Instructor regularly initiates interaction with students to determine whether they are accessing, comprehending, and participating in course activities using wide variety of communication tools (email, chat, phone, Zoom, CCCConfer, Skype, etc.)	Instructor occasionally initiates interaction with students to determine whether they are accessing, comprehending, and participating in course activities using mainly asynchronous communication tools (email, and perhaps discussion)	Instructor does not initiate regular interaction with students. The following examples are <b>not</b> considered instructor initiated effective contact hours: For example, an ice breaker with no comments or an instructor email to students with assignment due dates only.	
Categories	Excellent	Average	Need Improvement	Comment

Graded discussion based on a rubric or equivalent document to explain how participation will be evaluated.	Instructor provides graded discussion in CMS based on well-defined criteria that is part of the rubric or equivalent document to explain how participation will be evaluated.	Instructor provides graded discussion in CMS with no rubrics or equivalent document to explain how participation will be evaluated.	Instructor does not provide graded discussion in CMS.	
Categories	Excellent	Average	Need Improvement	Comment
Feedback on assignments and assessments	Instructor engages in regular effective contact with students that includes detailed comments and the expected time frames for feedback on assignments and assessments.	Instructor provides students with bare bone feedback on assignments and assessments with no expected time frames or plans to engage in regular effective contact.	Instructor does not provide students with any feedback on assignments and assessments, and grades are auto-generated.	

### Overall Regular Effective Contact Hours:

Summary of observation in terms of the overall feedback on regular effective contact (suggestion for modifications).

*(This is NOT an evaluation but part of training process for online teaching at EVC)  
Partially adopted from OER Rubrics*

## APPENDIX D

### 2016-2017

Division	Course #	Title	Delivery Method
B & WF	ACCTG 030	Quickbooks	Hybrid
B & WF	ACCTG 105	Financial Statement Auditing	Hybrid
SSHAPE	ART 090	Art Appreciation	Fully
SSHAPE	ART 091	Art History – Prehistoric to Gothic	Fully
SSHAPE	ART 092	Art History – Renaissance to Present	Fully
SSHAPE	ART 093	History of Modern Art	Fully
MSE	ASTRO 010	Introduction to Astronomy	Fully
MSE	ASTRO 010L	Introductory Astronomy Lab	Fully
MSE	ASTRO 014	Solar System Astronomy	Fully
MSE	ASTRO 016	Stars, Galaxies, and the Origin of the Universe	Fully
MSE	BIOL 061	Human Heredity	Hybrid
MSE	BIOL 062	Plants and Human Welfare	Fully
MSE	BIOL 072	Human Physiology	Hybrid
B & WF	BIS 011	Computer Keyboarding	Hybrid
B & WF	BIS 017	Medical Terminology	Fully/Hybrid
B & WF	BIS 095	Microsoft Windows	Fully
B & WF	BIS 095	Microsoft Windows	Hybrid
B & WF	BIS 101	Professional Business Communication	Fully/Hybrid
B & WF	BIS 102	Microsoft Excel	Hybrid
B & WF	BIS 104	Microsoft Access	Hybrid
B & WF	BIS 106	Microsoft Word	Hybrid
B & WF	BIS 107	Microsoft PowerPoint	Fully
B & WF	BIS 107	Microsoft PowerPoint	Hybrid
B & WF	BIS 109	Microsoft Office	Fully
B & WF	BIS 109	Microsoft Office	Hybrid
B & WF	BUS 060L	Statistics Laboratory	Fully
B & WF	BUS 071	Legal Environment of Business	Fully
B & WF	BUS 082	Introduction to Business	Hybrid
B & WF	CIT 010	Computer and Information Technology	Fully
B & WF	CIT 020	Program Design and Development	Fully/Hybrid
B & WF	CIT 024	Visual Basic Programming	Fully/Hybrid
B & WF	CIT 040	Web Design I: Internet Publishing	Fully/Hybrid
B & WF	CIT 041J	JavaScript/Dynamic HTML	Fully/Hybrid
B & WF	CIT 041X	Introduction to XML	Fully/Hybrid
B & WF	CIT 042	Perl Programming	Fully/Hybrid
B & WF	CIT 043A	PHP and MySQL	Fully/Hybrid
B & WF	CIT 044	Java Programming	Fully/Hybrid
B & WF	CIT 050	Introduction to UNIX/Linux	Fully/Hybrid
B & WF	CIT 052	UNIX/Linux Shell Programming	Fully/Hybrid

B & WF	CIT 054	UNIX/Linux System Administration	Fully/Hybrid
SSHAPE	COMS 020	Oral Communication	Hybrid
SSHAPE	COMS 040	Introduction to Argumentation	Hybrid
MSE	COMSC 020	Introduction to Programming	Fully/Hybrid
COUNS	COUNS 014	College Success	Fully
B & WF	ECON 010A	Principles of Macroeconomics	Fully
B & WF	ECON 010B	Principles of Microeconomics	Fully
B & WF	EDIT 005	Introduction to Online Learning	Fully
B & WF	EDIT 010	Computers and Digital Media in Education	Fully
B & WF	EDIT 012	Online Learning Technologies, Tools and Techniques	Fully
B & WF	EDIT 022	Course Management System (CMS) to Develop Online Courses	Fully
B & WF	EDIT 024	Women in Technology	Fully/Hybrid
B & WF	EDIT 026	Women in STEM	Fully/Hybrid
LA & LR	ENGL 001A	English Composition	Fully
LA & LR	ENGL 001A	English Composition	Hybrid
LA & LR	ENGL 001B	English Composition	Fully/Hybrid
LA & LR	ENGL 001C	Critical Thinking/Composition	Fully/Hybrid
LA & LR	ENGL 032	Gender in Literature	Fully/Hybrid
LA & LR	ENGL 033	Women in Literature	Fully
LA & LR	ENGL 033	Women in Literature	Hybrid
LA & LR	ENGL 080	Mexican-American Literature	Fully/Hybrid
LA & LR	ENGL 082A	African American Literature	Fully
LA & LR	ENGL 102	College Reading	Fully
LA & LR	ENGL 102	College Reading	Hybrid
LA & LR	ENGL 341	Basic Sentence/Paragraph Development	Hybrid
LA & LR	ESL 107	Editing and Grammar for Writers	Fully
LA & LR	ESL 313	Introduction to College Reading	Fully
LA & LR	ESL 316	Grammar for Writers 1	Fully
MSE	ENGR 001	Technology and Society	Fully
MSE	ENGR 069	Statics	Fully
MSE	ENVIR 010	Environmental Science	Hybrid
SSHAPE	ETH 042	Asian Pacific American Culture & Experience	Fully
N & AH	FCS 019	Nutrition	Fully
N & AH	FCS 050	Life Management	Fully
N & AH	FCS 070	Child Development	Fully
N & AH	HED 011	Dynamic Health Concepts	Fully
SSHAPE	HIST 017A	History of the United States	Fully
SSHAPE	HIST 017B	History of the United States	Fully
SSHAPE	HIST 099	History Fundamentals	Fully
	II 090	Tutoring Training	Fully
B & WF	LA 010	Introduction to Law, Legal Research, the Constitution, and Ethics	Fully/Hybrid

B & WF	LA 011	Overview of Contracts, Property, and Tort Law	Hybrid
B & WF	LA 016	Introduction to California Courts	Hybrid
B & WF	LA 033	Tort and Personal Injury Law	Hybrid
B & WF	LA 036	Real Estate And Property Law	Hybrid
B & WF	LA 044	Intellectual Property Law	Fully/Hybrid
B & WF	LA 046	Immigration Law	Fully/Hybrid
B & WF	LA 050	Constitutional Law	Fully/Hybrid
B & WF	LA 071	Legal Research	Hybrid
B & WF	LA 072	Legal Analysis and Writing	Hybrid
LA & LR	LIB 015	Electronic Research and the Internet	Fully
MSE	MATH 013	Intermediate Algebra	Fully/Hybrid
MSE	MATH 025	Precalculus Algebra and Trigonometry	Fully/Hybrid
MSE	MATH 061	Finite Mathematics	Fully
MSE	MATH 063	Elementary Statistics	Fully
MSE	MATH 111	Elementary Algebra	Hybrid
SSHAPE	MUSIC 008A	Music History and Literature I	Fully
SSHAPE	MUSIC 008B	Music History and Literature II	Fully
N & AH	NURS 120	Pharmacology in Nursing	Fully
MSE	OCEAN 010	Descriptive Oceanography	Fully
MSE	PHYS 002A	General Physics	Hybrid
MSE	PHYS 002B	General Physics	Hybrid
SSHAPE	POLSC 001	Politics and Government in America	Fully
SSHAPE	POLSC 001	Politics and Government in America	Hybrid
SSHAPE	PSYCH 001	General Psychology	Fully
SSHAPE	PSYCH 025	Psychology of Women: Global Perspective	Fully
SSHAPE	PSYCH 030	Biological Psychology	Fully
SSHAPE	PSYCH 060	Growth and Adjustment	Fully
SSHAPE	PSYCH 092	Developmental Psychology	Fully
SSHAPE	PSYCH 099	Abnormal Psychology	Fully
SSHAPE	PSYCH 100	Human Sexuality	Fully
SSHAPE	SERV 001	Introduction to Community Service-Learning	Fully
SSHAPE	SERV 002	Service Learning: Personal and Career Development	Fully
SSHAPE	SOC 011	Social Problems	Fully
LA & LR	SPAN 001A	Elementary Spanish	Fully
LA & LR	SPAN 001B	Elementary Spanish	Fully
SSHAPE	THEAT 010	Introduction to Screenwriting	Fully
SSHAPE	THEAT 020	Introduction to Theatre Arts	Fully
SSHAPE	THEAT 045	Shakespeare on Film	Fully