

DE Comprehensive Program Review – 2017 (Final Report)

Enrollment

Enrollment in online classes at Mission continues at about 7 - 10%, with a 7% increase from Spring 2015 with almost 2000 students taking online classes. Hispanic students are 63.6% of all online students, 71% are female. There seems to be an equal distribution of students taking online classes based on their age.

In Fall 2017, 53 online classes were offered with more than 2000 students taking online classes. Growth in number of online classes has been static to slow (28 to 36 from 2013 to 2015) but has picked up (2015-2016) to 53 classes, almost double the number of classes from 2013, but still relatively small compared to our sister colleges. WLAC has 40% of their students taking online classes.

Access - 8 week online/hybrid classes

Both ITV, Business, Law/Paralegal, Psychology, Sociology, and Political Science (Fall 2017) are scheduling 8 week classes, i.e. akin to a quarter system vs. semester.

Here are some of the pros-cons of 16 vs. 8 week online classes – (from [Rio Salado Community College](#))

16 week classes – moderately paced, assignments more spread out, trying to balance 4 classes at a time (12 units) with work, family and other responsibilities often requires students go from full-time to part-time status, averages 1-2 lessons per week, requires focus and strong study skills, but allows flexible time management

8 week classes - fast paced, assignments are more concentrated, students complete a full-time course load (12 units) while taking just 2 classes at a time, in two 8-week sessions over a 16-week period, averages 3-4 lessons per week, requires a concentrated level of focus and more structured study regiment.

Our Winter online sessions (5 weeks), and Summer online sessions (5 weeks) have higher retention/success rates, but also students tend to be higher-performing students from UC/CSU who have taken online classes and who need a GE transfer class at a lower cost.

Future Growth

Some disciplines are intensive in their use of online classes (Sociology, Chicano Studies and Law/Paralegal), while others just have a few (English, Administration of Justice, Biology). Anthropology 101 was just added to online. If the college would like to expand its number of online classes, it should concentrate on those General Ed classes in Plan A or Plan B or CSU IGETZE transfer which are text based since these are the most successful of the online classes. If Academic Affairs wishes to add ore online classes, this can be implemented through Department Chairs and consultation during the Council of Instruction monthly meetings. In addition, class size on the general ed classes can be scheduled for a maximum of 80 students and this will increase enrollment, FTES, and WSCH.

New Online classes

A number of disciplines have added new online classes. Since Spring 2016, the following online classes have been approved by Curriculum, 4 English, 5 Math, 5 CoSci, 2 Chicano Studies, 2 Psychology, 2 Econ, 1 CD, 1 Art, 1 Theatre, 1 Dance, 1 Music, 1 CAOT, and 1 Philosophy. Quite a mixture of classes.

Student Success/Retention

Online classes tend to be 10% lower in student success and 10% less in student retention with hybrid classes having a bit more student success and retention than the online classes. See the below comparisons.

	SUCCESS			RETENTION		
Course	On-Campus	Online	Hybrid	On-Campus	Online	Hybrid
Fall 2016	66.8%	54.3%	60.5%	84.7%	74.5%	80.7%
Spring 2016	66.7%	60.2%	74.7%	84.5%	78.1%	88.6%
Fall 2015	65.5%	58.5%	59.7%	84.1%	77.5%	81.4%
Spring 2015	64.9%	52.4%	58.8%	85.1%	74.4%	80.6%

Student Success/Retention - 2013-2016

Semester	Online Classes	Highest Student Success	Lowest Student Success	Highest Student Retention	Lowest Student Retention
Spring 2013	28	90%	49%	97%	78%
Fall 2013	36	88%	33%	96%	58%
Spring 2014	32	75%	37%	95%	51%
Fall 2014	37	81%	42%	94%	42%
Spring 2015	35	73%	23%	91%	53%
Fall 2015	36	81%	20%	96%	66%
Spring 2016	41	91%	34%	98%	58%
Fall 2016	53	77%	19%	95%	45%

How to Improve Student Success/Retention

- Through faculty evaluation process - department chairs can emphasize "Effective Student Contact". DE adopted "**Guidelines for Effective Contact**" (1) in October 2016 which includes faculty contact with students by the first day of class, the first week content and activities, and throughout the class with best practices in online instruction as recommended by Chancellor's Office, California Community Colleges, Academic Affairs Division, Instructional Programs and Services, Chaffey Community College, Long Beach Community College, Los Rios Community College, and the University of Maryland, Expectations for Classroom Setup and Online Teaching.

As an aside, ACCJC commended DE for its policy for regular, substantive contact -

"Commendation 7 (2016 ACCJC Evaluation Report) : The team commends the College for its diligence in meeting state and federal requirements for Distance Education, including processes for course approval and student authentication, and a policy for Regular, Substantive Contact."

- **Early Alert** to students who are falling behind in their online class. Canvas has a feature which allows faculty to follow up with students who are not submitting their assignments in a timely fashion.
- **Online Readiness** - The Online Education Initiative (OEI) has piloted **Online Readiness Tutorials (2)** to "to assist California Community College students in developing the skills required to be successful online learners. Students, while they may be savvy smart-phone, tablet, and/or computer users, may not be prepared for the particular challenge of college level learning in the online environment. Colleges can easily include these resources in existing online courses and learning environments."

Steps to Teach Online and Updated Online Course Review Rubric

To simplify and improve the process of faculty teaching and the quality of online classes, the DE Committee updated the [Steps to Teach Online](#) along with the [Online Course Review Rubric](#). The DECO, the DE Committee and its members are working directly with department chairs to train them in the online course review process. The Curriculum co-chair has been working closely with DE to improve, and expedite the online course review process. Both department chair and DE sign off on the online course review rubric, and it is posted both at the DE Website under [Approved Online Classes](#) and under the Curriculum Agenda to assure quality review by both DE, Department Chairs, and the Curriculum Committee of our online classes.

Canvas

Mission adopted Canvas as its college course management system commencing summer 2016. The Online Education Initiative (OEI) will fund 100% of the costs of Canvas for participating colleges until 2018-2019 (6/30/19). Thereafter, OEI intends on funding 2/3rds of the costs for colleges based upon anticipated grants. Currently, the invoiced, but defrayed cost of Canvas for Mission is \$55,000. Assuming a cost of \$60,000 for Canvas per year (or more) for the 2019-2020 academic year (7/1/2019 - 6/30/2020), and the 2/3rd funding from the OEI, the cost to Mission for 2019-2020 academic calendar would be \$20,000, or more. Prior to adopting Canvas, LAMC used Etudes course management system, and the cost was \$55,000 (an only for about 1/3rd of the number of classes covered in the Canvas contract. Currently we extend a canvas course to each and every faculty, each an every course, and each and every student at Mission.

Invest savings from OEI funding Canvas for LAMC (2017-2019)

Invest in the following:

1. Train our faculty on the **Quality Matters program** of online pedagogy.
2. Fund an **Online Education campus location** (room) along with assistance to our online students
3. Institutionalize "Help Desk" function
4. Purchase Canvas friendly add-on programs - **Vericite Plagiarism Program**, **Proctorio**, **NetTutor**,
5. ADA training of faculty to ensure word docs, pdfs, and videos are accessible
6. Add **Open Educational Resources (OER)** and **Multimedia Resources (MERLOT)**

Redesign of MissionOnline

DE has updated, simplified and redesigned both the MissionOnline page (lamission.edu/online) and is in the process of updating the DE Committee website. IT and DE are working together to update and redesign these pages. "Less is more" and IT is redesigning the entire college website to be more "mobile and student" friendly.

DE Coordinator

Currently the DE Coordinator (DECO) acts as the Canvas Faculty Admin and creates all of the canvas courses for Mission each semester. In addition, the DECO is the co-chair of the DE Committee, and acts as the Help Desk. The DECO also attends the monthly District DE Coordinators meeting, along with the monthly Chancellor's DE Coordinators meeting, amongst other responsibilities. The DECO receives a .4 release time. *"An assessment of the DE infrastructure for its adequacy in meeting student, instructional, and service needs was performed in fall 2013 by the Vice President of Academic Affairs and the DE Committee. The results of the review indicated the DE Coordinator workload warranted an increase from 0.2 to 0.4 FTEF; this level will be reviewed for possible further augmentation in late spring 2014."* (3)

Substantive Change

The ACCJC **Guideline for Distance Education (4)**, requires a college to submit a Substantive Change Proposal when an institution offers online 50% of the courses required for an associate's degree or career technical education certificate. LAMC filed its last Substantive Change Proposal

in April 2012 which was approved by ACCJC in July 2012.

The DE Committee reviewed the current status of online classes at Mission in its 3/8/17 meeting and recommends that Mission prepare and file a Substantive Change Proposal based upon the addition of new online classes since 2012.

3 Year DE Plan (2014-2017) and Program Review

Following the 2013 ACCJC recommendation that LAMC create a DE plan, a **3 year DE plan** (2014-2017) was developed and approved by the DE Committee, EPC, Academic Senate, and College Council in May 2014 **(5)**. In Spring 2015, as part of program review, DE submitted an update on its 3 year plan **(6)**, and in Spring 2016, in anticipation of the last Accreditation visit to Mission, DE provided an update of its 3 Year DE Plan **(7)**.

The Program Review Oversight Committee (PROC) in its meeting of 2/15/17 reviewed whether DE is a program and it concluded " DE is a committee and mode of instruction rather than an entity and no longer requires resources since it has been institutionalized, so it does not need its own program review and DE courses should be discussed under each discipline that offers DE courses; however, DE should still complete its comprehensive program review and validation as scheduled for this semester. In the future, common themes and resource requests that emerge across multiple disciplines can then be prioritized by Academic Affairs. " **(8)** As such, DE provides the within summary as its final Comprehensive Program Review. Regarding the 3 year plan, the **Integrated Planning Committee** will review the College plans and integrate them into integrated college planning.

References:

- (1) DE Guidelines for Regular Effective Contact
- (2) Online Student Readiness Tutorials
- (3) 2014 LAMC Follow up Report to ACCJC
- (4) Guideline for Distance Education
- (5) 3 year DE Plan (2014 - 2017)
- (6) DE Program Review Update of DE Plan - Spring 2015
- (7) 3 Year DE Plan update to ACCJC for its Spring 2016 visit
- (8) Program Review Oversight Committee Minutes 2/15/17
updated: 3/19/17

