Annual report submitted to the Program Review Committee on

 Signature of Department Chair/Lead Faculty Member Signature of Dean/Director

### Data and Analysis

### Program Data

|  |  |  |  |
| --- | --- | --- | --- |
|  | 3 Years Prior | 2 Years Prior | 1 Year Prior |
| FTES | 3,621 | 3,611 | 3,675 |
| FTEF30 Est | 75.4 | 81.4 | 74.8 |
| WSCH/FTES | 716 | 617 | 715 |
| Number of Full-Time Instructors | n/a | n/a | 20 |
| Fill Rate | 73.7% | 63.4% | 78.5% |
| Success Rate | 62% | 62.9% | 62.6% |
| Persistence | n/a | n/a | n/a |
| Retention | 85.7% | 86.3% | 87.2% |

### Program Data Analysis

Our distance learning courses continue to generate substantial FTES for Coastline. They are also relatively efficient, with high WSCH/FTES numbers, our telecourses leading the way with that measure. Success and retention rates for DL courses are lower than classroom courses, as expected, and about equal to state averages. We need to improve there. No persistence data was available. Until it is, we cannot comment on that or on degree, certificate, or transfer completion for DL programs. It would help to have this information.

### Curriculum Data -- Use data from the previous academic year

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Additions | Revisions | Suspensions | Retirements | Current Total |
| Courses |  |  |  |  |  |
| Certificates 18 units or greater |  |  |  |  |  |
| Certificates less than 18 units |  |  |  |  |  |
| Degrees |  |  |  |  |  |

### Curriculum Data Analysis

This is one of my goals, to consolidate this information for Distance Learning.

* 1. **Student Learning Outcomes Data**

|  |  |
| --- | --- |
| Total number of sections |  |
| Percentage of sections reporting on SLOs |  |

**Department Discussions Regarding SLOs (“Closing the Loop”)**

Discipline deans/chairs work with their faculty regarding instructional SLOs. With Gayle Berggren’s help, we measured our department SLOs with a recent student survey. Students appeared to be well informed and capable of success, with room for improvement.

* Students will demonstrate knowledge of how to petition a distance learning course.
* Students will demonstrate knowledge of the variety of distance learning options available to them.
* Students will demonstrate the ability to use technology effectively to access lesson materials, complete/submit assignments, and communicate with their instructor and fellow students.

Weaknesses in these outcomes can be addressed with improved DL website and orientation efforts described below. The DL Staff will be meeting soon to discuss our SLOs and survey results later this week.

* 1. **Progress on 5-year Goals from most recent Program Review.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal** | **Complete** | **Partially Complete** | **Not Started** | **Abandoned** | **Comments** |
| ***Offer an Option 2 and Option 3 A.A. degree, in addition to the Option 1 A.A. degree, for all students, including military and incarcerated students*** |  |  | X |  | CSU system still does not accept online speech nor 100% online science labs. But, recent events at the CSU suggest this is going to change. We need to be ready when it does. |
| ***As the number of DL students increase, increase the number of full-time DL staff working in the department.***  |  | X |  |  | We are now screening candidates to fill one FT staff position that has been left vacant for some years. |
| ***With broad input from all constituencies, develop a written plan to address ways to improve the communication problems noted by incarcerated and non-incarcerated students.***  |  | X |  |  | Ideas are being collected, including a stamped post card for faculty to use and SASEs for use by proctors to send back LOAs and quizzes earlier in the term. |
| ***With input from the Academic Senate and department chairs, create a process in which courses can be regularly reviewed for quality and rigor.***  |  | X |  |  | The Academic Quality Rubric has been created. But, we lack a process to systematically review courses in a way that coexists with rules and procedures regarding faculty evaluation. |
| ***Revise the DL faculty evaluation system*** | X |  |  |  |  |
| ***Develop a DL orientation and training program for DL faculty to ensure that they know how to use all technology properly and reinforce best practices for online education (including prompt responses to students).***  |  | X |  |  | OLIT began the President’s Initiative for Excellence (PIE) project in January of 2009 to include four assisted but self-paced online modules meant to teach faculty about the design, development, delivery, and improvement of quality distance learning courses. Alpha versions of modules one and two were created. Faculty were invited to review and provide feedback on multiple occasions, but they have not done that. We may need to rethink this. Is there truly a need? If so, for what exactly? And, if we build it, how can we get them to use it? |
| ***Gain a larger share of the general education budget for use by the DL program*** |  |  |  | X | DL enrollment has grown 25% since one year ago. But, our budget has not. This is becoming a bottleneck in making improvements necessary for future competitiveness. |

 **Analysis of** **Progress on 5-year Goals**

The prior year’s budget crisis made these goals impractical to achieve. Most of these goals require faculty involvement, and our full time faculty have been very busy, as have all of us. A new online faculty orientation program was designed by OLIT 3 years ago, and two modules were developed and stand ready for pilot. But, there were no faculty willing and able to review these modules for final preparation and release.

### Action Plan and Resource Request Based on Annual Data

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Actions** | **Institutional planning goals\*** | **How action will improve student learning** | **Type of Resource** | **Resource needs, if any** | **Department priority\*\*** | **Approximate cost** | **Potential Funding Source** |
| Update/upgrade CCC Distance Learning department web site | Student Success: Sustain and improve existing DL services and processes | Proper and handy information will help increase enrollment and access to student support services, indirectly improving learning and success |  | Personnel, assuming OLIT staff can help us do this | 1 | Nothing out of pocket |  |
| Increase budget for development and delivery of Incarcerated Student Guide and Textbook Supplement | Access: Improve services & processes to serve incarcerated students | Increase quantity of students getting Guide, enrolling and eventually completing. Guide also offers program, ed plan information, and policies. |  | Personnel, services from Graphics & Publications, Mail costs | 1 | An additional $30,000 for fall 2013, spring 2014 and summer 2014. | ? |
| In addition to the person we are hiring now, add one FT or two permanent PT classified (19.5 hour/week) employees to help front desk, update proctor database, and process exams (in order to replace dependence on hourly workers) | Efficiency & Student Success: Improve services & processes to serve DL students | Improving support services will indirectly increase learning, success, retention, and completion of DL students |  | Personnel, note similar need on professional development plan | 1 | $90,000 (est. for FT classified) | ? |
| Create or buy and customize an orientation for new DL students, to include a pre-assessment, text, videos, game(s), all in a Seaport shell with quiz/exam. | Student Success | Proper orientation will manage student expectations and prepare them for improved learning, persistence, and completion. |  | $ to pay outside vendor (e.g. SmarterMeasure), or personnel, facilities, equipment and other resources (including OLIT help) | 1 | Up to $7,200 per year if we use outside vendors. Much less or $0 if we can use internal and OLIT resources. | Title III (AANAPISI) grant? |
| Confirm and consolidate a list of all 100% current DL programs. Work with VP, other deans, and program chairs to develop more programs & majors that can be completed entirely through DL modes. Publish on website. | Access & Student Success: Increase number of 100% DL programs, including certificates and Option 1, 2, and 3 A.A. degrees available | It will neither improve nor detract from student learning. It will increase the number of students who want to attend Coastline in order to complete their degrees, certificates, and transfers. |  | Personnel time | 1 | Nothing out of pocket |  |
| Improve/increase professional development training opportunities for DL faculty (e.g., orientation training for new DL faculty, DL faculty peer mentoring) | Innovation & Student Success | Improving best practices among DL faculty will improve student learning and success (and probably bring more students to Coastline) |  | Personnel, probably OLIT staff working with DL | 2 | Nothing out of pocket |  |
| Increase supplemental instruction and/or course-specific embedded tutoring delivered “at a distance” for DL students in courses with lower than average success rates. Recommend the addition of evening and weekend hours. | Student Success | These services have been shown to improve DL student learning, persistence, and completion. |  | Additional tutor(s) from student success center | 2 | $15,000 (est) | Title III (AANAPISI) grant?SSC budget?? |
| Working with VP, other deans, student success committee, and others, identify those retention methods most appropriate for Coastline DL students, and devise plan(s) for implementation. | Student Success: Identify methods to improve DL student course completion, persistence, and attainment of degree, certificate, & transfer | Some interventions can improve student learning, but most are focused on increasing the number of students who complete. |  | Personnel time | 2 | Nothing out of pocket |  |
| Identify 3 to 5 telecourses in greatest need for update/replacement and make that happen | Student learning and success | Updating aging telecourse videos will help improve learning, success, and completion of incarcerated students |  | Personnel, including relevant faculty and OLIT | 2 | $7,500 for faculty stipends |  |
| Request more evening and weekend hours for DL student “Alternate Exam” times in the Assessment Center, especially during peak exam periods. | Student Success | Increasing the hours in greatest demand will help improve DL student success and retention |  | Personnel | 3 | $5,000 (est) | Assessment Ctr Budget? |
| To handle overload when assessment center is busy, add a proctoring room in DL with camera and place to lock up student belongings | Student Success | Improve DL student success and retention |  | $$ for camera and DVR, or patch in to existing security system used by assessment center. Locking cabinet. | 3 | $5,000 (est) | ? |
| Explore methods of increasing the access to course content and student services through internet-enabled smart phones and other mobile devices. | Access, Innovation, & Student Success | Providing equal access to mobile device users will improve student learning and success for this growing number of students |  | Personnel, OLIT | 3 | ? | ? |

\*Reference specific sections of College Education Master Plan, Strategic Initiatives, 5-year Program Review Goals, Accreditation Recommendations, SLO/SAO evaluation and assessment, College Mission, or other relevant planning documents.

\*\*Prioritize the program’s resource needs with 1 being the most important and subsequent numbers being less urgent.