

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Program Name: Distance
Education

Contact Person: Debbie Lou
Angeles

Submission Date: 02/18/2025

Porterville College Mission Statement:

With students as our focus, Porterville College provides our diverse local communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

In support of our values and philosophy, Porterville College will:

1. Provide quality academic programs to all students.
2. Provide comprehensive support services to help students achieve their personal, career and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide comprehensive support systems tailored to each student’s skill level.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Guided Pathways Framework:

1. Clarify the Path: Create clear curricular pathways to employment and further education.
2. Enter the Path: Help students choose and enter their pathway.
3. Stay on the Path: Help students stay on their path.
4. Ensure Learning: Ensure that learning is happening with clear outcomes.

Program Mission Statement:

The Distance Education Program at Porterville College is committed to providing accessible, quality education to all students regardless of their location or schedule constraints. Our mission is to empower students with the knowledge and skills necessary to achieve their academic, personal, and professional goals through a flexible and student-centered approach to learning. We strive to provide an engaging and supportive online learning environment that fosters collaboration, critical thinking, and creativity while promoting lifelong learning. Our program is dedicated to utilizing innovative technology and instructional design to enhance student success and promote a culture of excellence in distance education.

Service Area Outcomes (SAOs):

(For each Service Area Outcome (SAO) identified by your program, please complete the table below describing how the assessment results have been discussed in the program and how they impact your goals and needs. If your program has more than two SAOs, please add rows.)

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Program Name: Distance
 Education

Contact Person: Debbie Lou
 Angeles

Submission Date: 02/18/2025

SAO Statement	Describe assessment results and discussion of this SAO	Describe how the results impact your goals and needs going forward
1. Faculty will report that they were adequately prepared for developing, managing, and teaching their online or hybrid course, to facilitate student success in the course.	In the transition to a new coordinator, we were not able to deploy a faculty survey. However, in a survey of staff development needs across campus, both full-time and adjunct faculty identified <i>improving success in online classes</i> as a high-priority topic, implying a need of more training to be adequately prepared to teach distance education courses.	The Distance Education Committee will coordinate with the institutional research team to develop and distribute a survey regarding faculty preparedness within the first year of the next review cycle
2. Online and hybrid students will report that they regularly received academically related communication from their instructor and were given opportunities to interact with classmates in their online/hybrid class, to facilitate their successful completion of the course.	In the transition to a new coordinator, we were not able to deploy a student survey.	The Distance Education Committee will coordinate with the institutional research team to develop and distribute a survey regarding student perceptions of the online learning experience within the first year of the next review cycle

Program Analysis and Trends:

This program review has been compiled with the assistance of the Distance Education Committee.

Data Review

Before discussing the data, it is worth noting that colleges across the state, including PC, have experienced an influx of fraudulent student enrollments since Fall of 2022. While the data included in this report has been filtered to exclude these fraudulent enrollments, inaccuracies may still exist within the data.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Program Name: Distance
 Education

Contact Person: Debbie Lou
 Angeles

Submission Date: 02/18/2025

Offerings and Enrollment:

Total Enrollment by Instructional Method						
		2019-20	2020-21	2021-22	2022-23	2023-24
Distance Education	Section Count	226	619	485	554	594
	Census Day Enrollment	6,863	13,729	11,526	13,675	14,758
	First Day Waitlist Count	836	795	597	631	1,220
Traditional	Section Count	843	402	518	506	545
	Census Day Enrollment	20,978	8,836	8,562	9,770	11,176
	First Day Waitlist Count	2,094	469	516	451	598

In the wake of the COVID-19 campus closures, the college’s DE section offerings have more than doubled compared to pre-pandemic numbers. Thus, enrollment in DE offerings has also increased, as noted in the Section Level Data table below. The increase in the First Day Waitlist Count is also indicative of an increased interest in and need for DE section offerings. With regard to the distribution of enrollments across the two instructional methods (traditional and DE), the trends shifted drastically from leaning heavily toward *traditional* courses (approximately 75-77%) during the pre-pandemic academic years to now leaning slightly toward DE courses (approximately 57-58%).

Success Rates:

	Distance Ed	Traditional
2019-20	74%	74%
2020-21	75%	70%
2021-22	72%	75%
2022-23	74%	76%
2023-24	73%	76%

In aggregate, students are comparably successful across both instructional methods. Disaggregated data shows similar results in most categories, with DSPS, economically disadvantaged, and first-generation students showing differences in success rates within 2% between the two instructional methods in the 2023-24 academic year. In contrast, data disaggregated by other characteristics show significantly lower success rates in DE courses. The table below lists noticeably large (>10%) differences in success rates in favor of traditional courses:

- Single Parent: 11%
- Veteran: 13%
- African American: 18%
- White: 15%
- 25-29 years old: 11%
- 30-34 years old: 12%
- 35-39 years old: 13%
- 40-50 years old: 18%
- 50 and older: 34%

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Program Name: Distance
 Education

Contact Person: Debbie Lou
 Angeles

Submission Date: 02/18/2025

We also see gaps when comparing data within demographic groups. Specifically, the tables below show the DE success rates of our African American, American Indian, and White students as well as those 20 years and older are lower than their respective counterparts.

	2019-20	2020-21	2021-22	2022-23	2023-24
African American	55%	63%	49%	61%	48%
American Indian	75%	75%	73%	63%	53%
Asian	85%	85%	76%	71%	82%
Filipino	81%	80%	77%	76%	82%
Hispanic/ Latino	78%	75%	72%	74%	75%
Pacific Islander	77%	85%	71%	55%	87%
White	81%	77%	72%	76%	62%
Two or More	70%	75%	71%	67%	77%

	2019-20	2020-21	2021-22	2022-23	2023-24
17 or Younger	89%	89%	87%	84%	88%
18-19	78%	72%	70%	71%	72%
20-24	74%	73%	68%	71%	69%
25-29	76%	70%	66%	72%	67%
30-34	77%	72%	74%	71%	64%
35-39	82%	81%	66%	67%	64%
40-49	82%	84%	71%	72%	57%
50 and Older	68%	77%	47%	76%	36%

Changes in Program over Last Three Years

Much has changed in the Distance Education department over the past three years. Between the start of Fall 2022 and the end of Spring 2023, the program was without a coordinator. During this period, technical support was outsourced to similar roles at the other colleges within the District while pedagogical support was maintained by the Distance Education Committee. Partially due to the long span between coordinators, established policies and momentum from various initiatives either slowed drastically or came to a complete stop. The coordinator role also transitioned from a classified staff position to an administrator position. The coordinator now has access to a set budget for software licenses and professional development. This has allowed for more flexibility and predictability when it comes to purchases and participation in systemwide and statewide opportunities.

In November 2022, the public release of ChatGPT triggered the rise of generative artificial intelligence (GenAI) chatbots. This trend impacts distance education in several ways. First, there

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Program Name: Distance
 Education

Contact Person: Debbie Lou
 Angeles

Submission Date: 02/18/2025

is the question of academic integrity, especially within asynchronous courses. With GenAI tools, it has become exceedingly difficult to determine whether a submitted work is truly that of the student who submitted it. As such, there is an increased need for professional development regarding online teaching strategies and online course design. With an increased need comes increased cost and workload for the program.

Lastly, in the Fall of 2024, ACCJC implemented a newly designed rubric to evaluate regular and substantive interaction (RSI) in online courses. Along with this change, the Distance Education Committee revised the RSI process. The new process requires the review of online form submissions, which could potentially increase the clerical workload of the coordinator, thus increasing the need for a department assistant.

Report on Previous Goals

Goal	Status/Progress
1. Increase the number of fully-online courses aligned to the CVC-OEI online course design rubric, to 20% of the total online sections offered in an average year.	Not Met: Data from the CVC exchange for the Fall 2024 and Spring 2025 semester show that only 10% of the online section offered were certified courses.
2. Survey online, hybrid, and hyflex students for SAO #2.	Not Met: The program intends to deploy a survey within the next year to satisfy this goal

Program Strengths

The increase in the availability of online sections and the corresponding increase in enrollment in these online sections highlights the success of distance education at Porterville College. Even with this increase, the overall success rates in online courses continue to stay relatively high compared to other colleges in the area and across the state. This is likely due to the focus on quality online teaching that is promoted through the Local POCR process and the online teaching certification requirements. In this vein, the program has recently reinstated the in-house online teaching certification courses, which provide a more institution-specific perspective on online teaching and learning. Additionally, the program continues to meet the instructional technologies needs of our online teaching faculty by consistently reviewing new products and dedicating available funds to those tools that would be most helpful to faculty and students. The program is also committed to maintaining communication with all faculty regarding changes to the learning management system and other online teaching resources through the Academic Technology Update newsletter. Additionally, the changes made to the RSI process demonstrate the adaptability of the program and its commitment to maintain compliance with federal and state regulations.

Areas for Improvement

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Program Name: Distance
Education

Contact Person: Debbie Lou
Angeles

Submission Date: 02/18/2025

Although the Distance Education Program continues to improve year by year, there are still areas that the program wishes to focus on more in the upcoming cycle. As mentioned above, the change in leadership of the program caused various initiatives to slow or stop completely. The program recognizes that it needs to return to these initiatives by providing more workshops, modifying existing online teaching certification courses, and increasing Peer Online Course Review (POCR) certified courses in order to meet the demands of quality of online course design. This, however, is still difficult to accomplish with only one full-time person dedicated to Distance Education. In the last program review, there was a request for an instructional designer who would assist in POCR alignment and provide professional development regarding quality online course design. In lieu of an instructional designer, the program will likely benefit more from additional support with maintaining the learning management system and integrated instructional technologies. Having additional support in these areas would allow the coordinated more time and resources to dedicate to the paused initiatives, especially those pertaining to quality online course design.

There is also a clear disparity in the online success rates of specific student groups. Moving forward, the Distance Education Committee is including equity discussions as a standing agenda item to address these gaps. In the upcoming cycle, the committee will work toward raising awareness and providing avenues for sharing strategies with fellow faculty.

**PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS**

Program Name: Distance
Education

Contact Person: Debbie Lou
Angeles

Submission Date: 02/18/2025

Goals (This section is for you to report on progress on *new goals*. If your program is addressing more than 3 goals, please add rows. Note that for the Mission Statement column, please list the numbered goal(s) from the college Mission Statement and Guided Pathways Pillars (see page 1) that would be furthered if this goal were accomplished.)

Goal(s)	Timeline for completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)	Mission Statement	Guided Pathways Pillars
1. Increase the number of POCR certified courses to 50	3 years	Funding for faculty stipends	Distance Education Committee Co-chairs	Availability of funding and reviewers	1, 3	4
2. Increase the online course success rates of African American and American Indian students to 60%	3 years	Funding for professional development Online student survey	Distance Education Committee members	Faculty buy-in	1, 3	4

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Program Name: Distance
 Education

Contact Person: Debbie Lou
 Angeles

Submission Date: 02/18/2025

Staffing:

Current Staffing Levels

Full-time		Part-time	
Faculty	0	Faculty	0
Temporary	0	Temporary	0
Classified	0	Classified	0
Management	1	Management	0

Request for New/Replacement Staff

	Title of Position	Classification (Faculty, Classified, or Management)	Full- or Part-Time	New or Replacement
Position 1	Department Assistant III	Classified	Part-time	New
Position 2	Web Developer	Classified	Part-time	New

Justification:

- Department Assistant III (Classified):** Historically, a single classified staff position oversaw the entire DE program. The program is now equipped with an administrator who is well-positioned to lead the strategic management, growth, and evaluation of the program; however, that administrator’s duties are split between both DE and professional development. Furthermore, the growth of DE course offerings and enrollment over the last five years (as evidenced above) has made it difficult for one person to keep up with the demands of the program and warrants the need for additional personnel. Even in a part-time role, the Department Assistant III would provide much-needed clerical support by scheduling committee meetings, documenting meeting minutes, monitoring follow-through on support tickets and emails submitted by faculty, students, and staff; monitoring correspondence with vendors, completing purchase orders and other internal process forms, and other clerical duties. This additional support will ensure that the program can continue to provide the support it currently provides while pursuing new opportunities for further growth and success.
- Web Developer (Classified):** The variety of instructional technology tools that we have integrated within our learning management system upgraded to LTI 1.3, which requires implementation at the root account of our Canvas instance using developer keys. To comply with FERPA and cyber security requirements, information gathered by the tool through API requests must be scrutinized more deeply than previous integrations. This process requires knowledge of programming beyond the scope of the coordinator’s role. The web developer would also assist with maintaining the learning management system and the integrated tools by acting as a subaccount administrator in Canvas, providing technical support services to

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Program Name: Distance
Education

Contact Person: Debbie Lou
Angeles

Submission Date: 02/18/2025

faculty, and students, and assisting in the testing and subsequent implementation of native Canvas features.

**PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS**

Program Name: Distance
Education

Contact Person: Debbie Lou
Angeles

Submission Date: 02/18/2025

Resource Requests

The following four sections are for requesting resources, such as technology, facilities, safety/security, and professional development. Please include all needs, even if you already have identified funds for them. Requests made here should be linked to needs identified in earlier sections (outcomes, areas for improvement, goals). If you have no needs in a particular area, just type NA.

TECHNOLOGY REQUEST

Use this section to list any technology needs for your program. If you have more than two technology needs, add rows below.

	Technology Need	Justification
Item 1		
Item 2		

FACILITIES REQUEST

Use this section to list any facilities needs for your program. If you have more than two facilities needs, add rows below.

	Facilities Need	Justification
Item 1		
Item 2		

SAFETY & SECURITY REQUEST

Use this section to list any safety & security needs for your program. If you have more than two safety & security needs, add rows below.

	Safety/Security Need	Justification
Item 1		
Item 2		

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Program Name: Distance
 Education

Contact Person: Debbie Lou
 Angeles

Submission Date: 02/18/2025

PROFESSIONAL DEVELOPMENT REQUEST

	Professional Development Need	Justification
Item 1	InstructureCon (Canvas)	This yearly conference brings together Canvas users from all over the world. Conference sessions focus on tackling Canvas-related issues and developing strategies for implementing various tools within Canvas. There are also opportunities to connect directly with Canvas developers and network with other Distance Education faculty and coordinators.
Item 2	Online Teaching Conference	This yearly conference is hosted by CCC TechConnect and is geared specifically toward the California Community College System. This conference provides an opportunity to network with other Distance Education faculty and coordinators across the system. Because the sessions are facilitated by those within the CCC system, the conference itself is tailored to the needs and issues of our faculty.
Item 3	DET/CHE Conference	The Drivers of Educational Technology / California Higher Education Conference brings together educational technology professionals from across the four different systems (CCC, CSU, UC, and private institutions). This conference focuses more on the technology aspect of distance education and allows for exposure to issues and strategies that exist beyond the CCC system.

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Program Name: Distance
Education

Contact Person: Debbie Lou
Angeles

Submission Date: 02/18/2025

Budget

	Current Budget	Amount of Change	Revised Total
2000 (Student Workers Only)	\$0	\$0	\$0
4000	\$0	\$0	\$0
5000	\$65000	\$0	\$65000
Other	\$0	\$0	\$0

Justification:

The current budget has proved sufficient in the past year due in part to the availability of grant funding for more costly items such as travel. Of the amount listed, \$5000 is dedicated to travel to the three conferences listed in the above section. The rest is dedicated to the purchase of instructional technology software licenses which are needed for the success of the online courses. These services include online tutoring services through NetTutor, online proctoring services, and online plagiarism and AI detection tools.