

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Name of Program/Operational Area: Distance Education

Contact Person: Sarah Phinney

Submission Date: Spring 2019

[Note: The information in this area will repeat on all pages.]

Porterville College Mission Statement:

With students as our focus, Porterville College provides our local and diverse 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 who are capable of benefiting from community college instruction.
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 developmental education to students who need to enhance their knowledge and understanding of basic skills.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Program Mission Statement:

To increase access for Porterville College students, the Distance Education Program offers classes and support services that utilize computer and information technology to reduce, and in some cases eliminate, the need for students to attend class at a specified time and location, or to come to the campus to receive necessary academic support.

Services Area Outcomes:

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.
 - Measure: Survey faculty.
 - Assessment Cycle and Timeline:
 - Fall 2019 Collect surveys
 - Spring 2020, analyze surveys and identify areas for improvement.
 - Fall 2020-Spring 2022 implement plan for improvement.
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.
 - Measure: Survey of online and hybrid students.
 - Assessment Cycle and Timeline:
 - Fall 2020 Collect surveys
 - Spring 2021, analyze surveys and identify areas for improvement.
 - Fall 2021-Spring 2023 implement plan for improvement.

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Program Analysis and Trends

Changes in Program over Last Three Years

During the last three academic years (2015-16, 2016-17, and 2017-18) our data show a steady improvement in most metrics for Distance Education. There has been a steady increase in the number of distance education (DE) courses offered, number of students taking distance education classes, amount of FTES, and improvements in student success and retention in distance education courses.

In 2016 the College transitioned to the Canvas learning management system (LMS). Since that time, there has been a steady increase in usage of Canvas by, not only DE courses, but also on-campus courses. Since fall 2016 when 13% of the classes were using their provided Canvas sites, there has been a 47% increase in usage, as of fall 2018, when 60% of all classes were using their Canvas sites. The increase in Canvas usage means that students will not need to spend as much time learning a large variety of systems, and instead can focus their energies to learn the content. Support for students and faculty has also improved, as more classes use the system for which the college provides 24/7 technical support. The Educational Media Design Specialist (EMDS) provides technical and administrative support for Canvas, as well as technical support and training for faculty, and has created and maintains an orientation for students in Canvas usage as well as best practices for being a successful online student.

Along with the switch to Canvas, the college has invested in providing more support services to online students. Within the past three years, the college has begun offering online tutoring through NetTutor and their contracted tutors, and most recently has implemented online counseling with our own counselors and advisors. The EMDS helped to facilitate the implementation of our chosen online counseling platform, Cranium Café. The college has supported academic integrity in its online courses for many years through a subscription with the plagiarism detection services of Turnitin. Expanding on this dedication to academic integrity, the college began utilizing the online Proctoring tool, Proctorio, as of summer 2018. The EMDS has created a site within Canvas that is available to all Porterville College students. This site contains information about many of the online support services they can access including online counseling, online tutoring, online library services, and the orientation for online students. The EMDS has created several sites within Canvas for co-curricular activities including Phi Theta Kappa and CRLA Tutor Training.

In fall 2018, Porterville College joined the California Virtual Campus-Online Education Initiative (CVC-OEI) Consortium. Membership in the Consortium provides a broad range of services to the College's DE Program, and enable Porterville College students to find classes at other colleges in the consortium if they are not able to find the class they need from PC. This access will aid students in completing their educational goal more quickly. The EMDS was instrumental in writing and submitting the proposal to be admitted into the CVC-OEI Consortium, and now serves as the lead contact to the Consortium for Porterville College.

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In fall 2018, with coordination from the Distance Education Committee, the EMDS, and the Office of Instruction, the College instituted a new policy in which faculty who will be teaching an online class must have completed training in the use of Canvas, as well as training in the fundamentals of online teaching and learning. This will provide more continuity in online courses, will help prepare faculty who are new to the DE modality, and will give them resources they can use throughout their DE instructional activities.

Data Review

During the 2015-16 academic year there were 94 DE sections, in 2016-17 there were 118, and in 2017-18 there were 128, which is a 36% increase during the intervening three years. As for the success rate in DE courses, in 2015-16 it was 58.6%, in 2016-17 it improved drastically to 68.7%, and in 2017-18 it improved even more to 72.1%. The 2017-18 success rate in DE courses was only 3.2% lower than the success rate in traditional courses at Porterville College for the same year, and was 6% better than the statewide average in degree applicable distance education courses for the same year. The retention rate saw a similar trend. In 2015-16 it was 82.6%, in 2016-17 it was 86.3%, and in 2017-18 it was 88.8%. As for student enrollment in DE courses there was a 46% increase over the past three years, beginning with 2,747 DE enrollments in 2015-16 and climbing to 4,013 in 2017-18.

Program Strengths

As the data suggests, the program has made good progress in addressing student success in online courses. This is likely attributable to many things including increasing support at the institutional level in providing vital resources, an active and supportive DE Committee, and an EMDS with many years of experience in both DE and in the culture of the College.

The EMDS consistently communicates with DE faculty, providing many resources, tips, and workshops to support DE instruction. The EMDS works to stay up-to-date on the latest tools and services available, and takes advantage of many professional growth opportunities throughout each year. The EMDS is actively involved in state projects, activities, and professional organization, which helps to inform the work done at the College.

In fall 2018, the college sponsored five faculty members, each from a different division, to go through a twelve-week @ONE course titled “Online Education Standards and Practices.” After completing the course, each instructor gave a presentation to their division, highlighting things that they learned. It is expected that these five faculty are just the start of a continuing train-the-trainer model, that will aid in spreading online teaching best-practices, and help build a culture of growth and sharing with all the faculty at the college.

Areas of Improvement

All courses offered online must have the same instructional effectiveness as courses offered in person. The EMDS will continue to work with the DE Committee in expanding professional growth

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opportunities for DE faculty to ensure that the College's DE courses continue their progress towards student success rates that are on par with or even surpassing those of on-campus courses.

As a new member of the CVC-OEI Consortium, Porterville College has agreed to have twenty percent of its online courses aligned to the CVC-OEI Course Design Rubric within two years. Currently, the college has just one course aligned to the rubric. There is a great need to establish a process that will assist faculty members in aligning their courses. It is also important that the process be faculty driven. In addition to helping align courses to the rubric, such a process will also pave the way for a cultural shift, that will broaden faculty collaboration across disciplines, and establish a culture of sharing best practices.

As the online program has grown, human resources are beginning to be strained. With just one full-time classified staff member currently assigned to manage all support and planning aspects of DE, it has fallen on the DE Committee or the Vice President of Instruction to do some of the organizational, planning, and managing tasks that are not possible for classified staff to implement. The program could operate more efficiently and effectively if a full-time Distance Education manager or director position was in place to provide the necessary administrative support for distance education.

Goals (This section is for you to report on progress on *previously established goals*. If your program is addressing more than 2 goals, please duplicate this page)

Goal(s)	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
1. N/A				

Comments: This is the first program review for Distance Education as a separate unit since 2011, so there are no previous goals.

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Goals: (This section is for you to report *new goals* for your program. If your program is creating more than 2 goals, please duplicate this page)

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
1) Implement a peer online course review process to align online courses to the CVC-OEI online course rubric.	Spring 2020	Stipend funds to compensate peer reviewers and faculty who are aligning their courses.	Educational Media Design Specialist	1) Funding 2) Faculty willing to volunteer 3) Enough faculty reviewers

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 X Item 2 ___ Item 3 ___ Item 4 ___ Item 5 ___ Item 6 ___

Progress on Goal:

 N/A Completed (Date)

 N/A Revised (Date)

Comments:

As a CVC-OEI Consortium member, Porterville College has agreed to aligning 20% of its online course offerings to the CVC-OEI Online Course Design Rubric. The goal outlined here, will help us reach that target, while also helping to build a cultural shift and college-wide commitment toward more masterfully crafted and facilitated distance education courses.

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STAFFING REQUEST

Staff Resources:				
<u>Current Staffing Levels</u>				
<u>Full-time Staff</u>		<u>Part-time Staff</u>		
Faculty		Faculty		
Temporary		Temporary		
Classified	1	Classified		
Management		Management		
<p>Project dates of temporary staff:</p> <p><u>Request for New/Replacement Staff</u> Use one line for each position requested. Justify each position in the space below.</p>				
	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Instructional Designer	Faculty	Full Time	New
Position 2	Director of Distance Education	Management	Full Time	New
Position 3				

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Justification:

Instructional Designer (Faculty): As the College has continued to expand its online and hybrid course offerings, and as the recent accreditation non-compliance issue illustrates we have a real need for more instructional design and development support in our distance education program in order to maintain the desired level of quality for these courses and promote student success. The Instructional Designer (Faculty) will provide individual and group services for faculty in the support of the effective use of the college LMS and other high-quality online learning tools; Research emerging best-practices, trends, products, and services related to distance education; provide assistance with creating and incorporating media resources into courses; assist with ensuring courses meet accessibility requirements; ensure courses meet all district, college, state, and federal requirements; teach courses and workshops that help faculty integrate best practices in online and hybrid course pedagogy; assist in ensuring courses meet all local, state, and federal policies; and serve on various committees to ensure faculty distance education needs are being met.

Director of Distance Education (Management): In addition to a faculty role, the distance education program at the College has been lacking a central figure who can oversee the myriad complexities involved in running an effective distance education program. The Director of Distance Education will develop and implement a strategic plan for the growth, management, and evaluation of distance education; assist in coordinating the offering of online and hybrid courses in accordance with state and federal guidelines; assist in establishing local policies pertaining to distance education and ensure they are being followed; provide leadership in promoting effective instructional practices in online and hybrid courses; serve as the Distance Education Coordinator, a liaison to the state Chancellor's Office; act as key point of contact for the Online Education Initiative; serve on various committees to promote and integrate distance education throughout all areas of the college; work collaboratively with students, faculty, staff, and the community to ensure that the College's DE program is meeting constituent's needs; work with IT staff to identify, integrate, effectively use, and monitor products and services related to distance education; identify and apply for grant opportunities as discovered; and develop and monitor the budget for the DE Program and associated grants;

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TECHNOLOGY REQUEST

Use this section to list any technology needs for your program. It is not necessary to put a price on these items; that will be done by the IT department. If you have more than two technology needs, add rows below.

<u>Technology Need</u>	<u>Justification</u>
Item 1 None	

FACILITIES REQUEST

Use this section to list any facilities needs for your program. It is not necessary to put a price on these items; that will be done by the Maintenance & Operations department. If you have more than two facilities needs, add rows below.

<u>Facilities Need</u>	<u>Justification</u>
Item 1: None	

SAFETY & SECURITY REQUEST

Use this section to list any safety & security needs for your program. It is not necessary to put a price on these items; that will be done by the Safety and Security Program Manager. If you have more than two safety & security needs, add rows below.

<u>Safety & Security Need</u>	<u>Justification</u>
Item 1: None	

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BUDGET REQUEST
(Do not include staff increases in this section)

	Current Budget	Amount of Change	Revised Total
2000 (Student Worker Only)	\$ 0.00	None	\$ 0.00
4000	\$ 0.00	+ \$ 4,000	\$ 4,000
5000	\$ 0.00	+ \$ 3,300	\$ 3,300
Other (6000)	\$ 0.00	+ \$ 2,000	\$ 2,000
Total	\$ 0.00	+ \$ 9,300	\$ 9,300

Justification:

In the past, Distance Education has not had a budget. Therefore, when funds were needed for a DE project, valuable time was spent in searching for a funding source. Due to this situation, many projects have never gotten past the initial concept phase because funding has been an issue. To have a healthy and effective DE program, it is necessary that the college commit financial resources to the program. Having an actual budget in place will mean that the DE program will be able to plan for future growth and improvements, and implement those plans.

4000 - \$4,000 for one semester pilot of Yuja lecture capture solution; office supplies; food for annual Teaching 'n' Technology workshop.

5000 - \$3,300 for training, conferences, software licenses, and technology services (e.g. Refer Tutor Report, NetTutor overage, Camtasia, etc.)

6000 - \$2,000 for a new iPad Pro 11" 1TB, (for check-out to faculty for recording instructional videos); iPad Pro Tripod Mount; Tripod; Otterbox Defender Series Case.