Program Review Reflect Form -   Hybrid

Program Name: **Online Education**

Program Review Year: **2015-16**

Program Performance

Analysis/Discussion:

Across fall 2014 and spring 2015, MiraCosta College offered 581 distance education (DE) course sections. 18.7% of MCC FTES were from DE, 49.5% of MCC students took at least one DE class, and 14.9% of MCC students took only DE classes. All of these numbers continue on a steady upward trend, as DE classes play an increasingly important role at MiraCosta. MiraCosta continues to be a regional and statewide leader in both the absolute amount of distance education enrollments and the portion DE represents within the overall enrollment mix. According to the CCCCO Datamart, for 2014-15, MiraCosta had 19,002 DE enrollments, accounting for 23.8% of all enrollments. As was true in 2013-14, only two California Community Colleges exceeded MiraCosta in both absolute DE enrollments and percentage of enrollment attributable to DE (Coastline and Foothill). According to Program Review data, the WSCH/FTEF ratio for DE sections exceeds that of non-DE: 490 vs. 414 (a similar gap has existed for at least the last several years). This demonstrates both the student demand and the administrative appeal of DE. Balancing that, however, are lower success (64% vs. 72%) and retention rates (78% vs. 85%) in DE vs. non-DE. Compared to statewide data, MiraCosta's 2014-15 DE success rates are superior (64% vs. 61%), but retention rates are behind (78% vs. 81%). In 2014-15, MiraCosta was among 12 California Community Colleges with both DE enrollment of over 14,000 and DE accounting for over 17% of all enrollments. MiraCosta's success rate is third best among these, and its retention rate is 8th best. Departments continue to work toward reducing the gap between on-ground and online success and retention rates. Program review data raises equity concerns about DE gaps for some populations. DE outcomes of Black/African-American and Hispanic/Latino populations, with success rates of 48.3% and 58.1%, respectively, are well behind the 69.4% success rate for White and 72.0% for Asian. This is in line with state and national research indicating on-ground achievement gaps between different community college student populations are often exacerbated online. DE access data also reveals equity concerns, with Hispanic/Latino population representing about 36% of on-ground enrollment but only 30% of online enrollment, and for males in general with 48% of on-ground enrollment but just 33% of online enrollment. MiraCosta student satisfaction with DE historically compares well with statewide data, but results from 2014 CCCCO DE surveys still have not been received, and the CCCCO did not offer a 2015 survey. MiraCosta needs to consider conducting its own survey this year. The Online Ed program continues to be held in high regard. Internally, Online Ed personnel reviews are quite positive and participant ratings from workshops for faculty and students are very strong. Externally, both Online Ed staff have been asked to provide workshops for other colleges, and MiraCosta is one of 24 colleges participating in the CCC Online Education Initiative pilot. The Online Ed program continues to lead MiraCosta's engagement with DE regulations and effective practices, not only in terms of compliance but also toward continuous improvement. For example, in 2014-15, the Faculty Director of Online Education worked with the Courses and Programs Committee to update AP 4105 to specifically include the importance of faculty and institutional support for accessibility of online education classes and technologies. More generally, the new Online Education Plan outlines a number of key action plans which will enhance support for faculty and students participating in online education.

Program Learning Outcomes

Analysis/Discussion:

At this writing, the 2015-18 Online Education Plan awaits final approval from the Administrative Council. The Plan will establish the following Service Area Outcomes (SAOs) for the Online Education program: - Develop, implement, evaluate, and refine initiatives designed to improve online education access and equity at MiraCosta College. - Develop, implement, evaluate, and refine initiatives designed to improve distance education class and program success and retention. - Develop, implement, evaluate, and refine initiatives designed to improve student and faculty satisfaction with online education. - Develop, implement, evaluate, and refine initiatives designed to ensure compliance with government regulations and accreditor expectations with regard to distance education. One example of a current initiative intended to address each of these areas is a project to provide more support to both faculty and students involved in DE classes. Six faculty are participating from departments with significant gaps between online and onground success and retention. The project will include the following components: - Having an instructional designer work with faculty to develop enhancements to the class - Providing more detailed information to faculty about success factors of enrolled students - Having peer coaches monitoring and supporting student engagement/success in the classes, particularly during the initial weeks of the semester - Providing support for collecting and analyzing data A MiraCosta College Foundation mini-grant will provide stipends for two SDSU graduate student interns who will serve as instructional designers. SSSP funds will support the other three elements of the project. This project is a continuation of one completed in 2014-15 in which SDSU graduate student interns provided research on the role of instructional designers in community colleges, and supported two faculty in considering and making changes within their class. One of the classes included the changes in spring 2015, and the results were impressive: compared to the same class held one semester earlier, retention improved from 85 to 95%, success improved from 70 to 90%, and average GPA improved from 2.50 to 2.97. Recent discussion at MiraCosta College has suggested that student support areas should develop Student Learning Outcomes (SLOs) rather than SAOs. The Online Education program at present is directly responsible for student learning only with regard to the Student Orientation to Online Learning, which in 2014-15 served 450 students, and to date has served a total of nearly 900 students. Clarity is needed as to whether Online Education should develop SLOs in addition to, or in lieu of, SAOs.

Program Performance - Service Area

Analysis/Discussion:

No additional service areas.

Program Resources

Analysis/Discussion:

The department is housed in the Teaching/Technology Innovation Center (TIC), OC 1253. The area includes two offices for Online Ed staff; a small lab with four workstations, scanners, printer, phone, office supplies, and small meeting table; and a larger meeting space (1253B) with smart classroom capabilities and a wireless microphone system for simulcasting meetings online. 1253B also includes equipment storage, laptops, and two specialized workstations (one in a soundbooth) for faculty and staff to use in creating instructional materials. 1253B may be reserved via 25Live. AIS has updated nearly all workstations as well as the smart classroom control system in the last year. Online Ed has tools to help faculty experiment and innovate; this includes iPads, an Android tablet, a Chromebook, and several small netbooks. At present the checkout of this equipment is managed through a paper-based system; eventually these tools should be more widely promoted and managed online. While the TIC and the budget to maintain it are adequate to support the current program, its location remains a question mark. While more publicity and creative thought on improving access might help, it is worth considering a move to a more accessible location. The Faculty Director of Online Education is advocating for co-locating or integrating the TIC with the proposed Center for Teaching and Learning. Online Education developed a new website for the TIC this year which is a valued,

useful source of information and tutorial resources. The Online Education site will be updated in the coming year in alignment with the Online Ed Plan and the Requirements and Guidelines for Online Classes currently being developed by the MiraCosta Online Educators (MOE) committee. The Online Course Schedule enables faculty to provide important information about DE courses that cannot be included in SURF or print schedules. Faculty and students continue to underutilize this resource; the new student orientation to online learning helps students learn about it; the Online Education program sends personal reminders to DE faculty to update this. Online Education (in conjunction with AIS) supports resources enabling MiraCosta's online learning environment to remain current and innovative. Key resources include the Blackboard and Moodle course management systems; Respondus, for managing question pools for online tests; Turnitin, supporting plagiarism prevention and effective grading and feedback of written work; Camtasia Relay, enabling simple screencasting with automatic captioning for all MiraCostans; and CCC Confer, a web conferencing tool. Blackboard Collaborate Voice Authoring is being phased out by Blackboard, so Online Education has worked with its users to find a replacement, VoiceThread, which AIS has agreed to support. A pilot last fall of YouSeeU, a tool enabling student-created audio and video to be easily integrated into course management system activities, did not provide sufficient results to move forward. Current pilots include ConferNow, aka Zoom, a simple tool for live online video-based conferencing; and Zaption, a tool for creating assessments within videos directly with Blackboard. Online Education is also working with MOE and other MiraCosta stakeholders to set up a 2016 course management system evaluation to include Canvas, the system being made available through the CCC Online Education Initiative (OEI). As the OEI progresses, it will be important to determine which other tools and resources provided by the OEI should be considered for use at MiraCosta.

Program Personnel

Analysis/Discussion:

The Online Education staff consists of the Faculty Director of Online Education (FDOE) and a classified Faculty Technology Specialist (FTS). The budget for Online Ed includes sufficient funds for travel and professional development opportunities. This enabled the FTS and to FDOE to again attend and present at important regional and national conferences, as well as supporting the attendance of about 15 faculty at the Online Teaching Conference in June. Both the FTS and FDOE also actively participate in online learning opportunities such as webinars and professional communities connected by listservs, discussion groups, and social media. The FTS took several courses from the San Diego State master's degree program in learning design and technology during 2014-15. The FDOE is an active participant in MiraCosta Flex activities and the FTS and FDOE each offer numerous Flex workshops as well. The FDOE also builds and maintains professional networks with other CCC DE Coordinators through the statewide CCC DE Coordinators organization which meets online each month and maintains communication via an email distribution list, as well as through a regional SDICCCA DE group which meets monthly and for which he served as chair during 2014-15. It has been anticipated for some time that Online Education will need to expand to include a professional instructional designer. At present both the FDOE and FTS can and do provide some instructional design support to interested faculty, though the FTS's expertise is primarily technical, and the FDOE's time is limited in offering 1-1 support to faculty. As mentioned in the Program Learning Outcomes section, efforts to pilot Instructional Design support for faculty proved fruitful in 2014-15 and are deepening in 2015-16. Recruiting volunteer faculty for the 2015-16 project resulted in far more interest than could be accommodated. And the 2014-15 project was presented at a fall 2015 Flex workshop attended by 23 faculty; at the close of the workshop, a poll was taken of how many in attendance would be interested in having the support of an instructional designer; everyone present raised their hand. Adding an instructional design position is thus included as a Program Review plan. As the establishment of the Center for Teaching and Learning proceeds, this position could be one that serves both Online Education and the CTL.

Program Curriculum and Students

Analysis/Discussion:

DE curriculum is subject to the same processes of review and approval as all curriculum at MiraCosta. The Faculty Director of Online Education is an ex-officio member of the Courses & Programs Committee (C&P), as well as the Courses & Programs Curriculum Committee (CPCC). This helps ensure that DE issues are thoroughly considered in the approval of courses and programs. As noted in the first section, program review data shows that 14.9% of MiraCosta's headcount in 2014-15 was comprised of students taking only DE courses. Research needs to be done to learn more about this population, but the existence of this significant portion of DE-only MiraCosta students raises curricular questions. Should more programs be made available completely via DE? Do we need to look more closely at systematically offering DE courses such that programs could viably be completed via DE? The new Online Education Plan includes an action plan for establishing comprehensive fully online education programs by fall 2016. The transition from WebCMS to CurricuNET continues, but once complete, it will become easier to track the programs affected by DE course approvals, and also to determine the proportion of courses offered via DE for newly proposed programs. This kind of data tracking and analysis is important to ensure that C&P is fully informed about the implications of possible accreditor approval necessitated by any local approval of a course or program to be offered via distance education. Demographics of MiraCosta students enrolled in at least one DE course in 2014-15 are similar to last year's data (which was the first year of this reporting) and mostly mirror the on-ground MiraCosta population, with a few minor distinctions. Fewer DE-takers are first-time college students (17% vs. 22%); more are MiraCosta students returning after one or more semesters (14% vs. 10%). Representation of females is stronger among DE students (66% vs. 52%). Ethnicities are very similar, with slightly lower representation of Hispanics among DE students (31% vs. 36%) and slightly higher White representation (46% vs. 43%). As mentioned in the first section, it is important to conduct additional research to learn more about the performance of students in various demographic groups across various DE modalities, as well as to undertake research on the effects of different approaches to supporting student success, not just in general, but especially with regard to particular demographic groups that have achievement gaps which show up or are magnified in DE courses. The new Online Education Plan calls for regular evaluation of online programs, resources, and support services to improve student satisfaction, equity, retention, and success.