Examples of Examination of Online Course Outcome Data in 2013 Departmental Program Reviews

Automotive Technology
We offer Auto 102, preventive maintenance, as a hybrid option. To date this is our only on line offering, however, we plan to convert the ASE alternative courses to on-line ASE test prep courses. Our successful student completion was 76% for the period; 7% above the college-wide average and 1% over the statewide average. Our retention remains 7% above the college-wide average and 1% under the statewide average at 89%. ... In Auto 102 we noted a lower percentage of successful completion in the hybrid class than on-ground, but because all classes met or exceeded the target for each of the SLO's we are not sure these assessments reflect anything significant, but we do know this: The on line option attracts a different student demographic than our traditional on ground classes. Most of the students who enroll in the hybrid course are not automotive majors, most in our traditional classes are. BPC recently approved last year's request for 14 new desktop computers for a computer lab. This should improve slo's throughout the program as all automotive repair and service information is now accessed via internet.

Dance
Dance fill rates continue to increase. This review cycle they are the highest they've been in 4 years, at an annual rate of 85%. Enrollments per section are up by 1.64% at 26.09. Dance offered 6 GE courses online with an annual fill rate of 94.5%. The WSCH/FTEF for the GE, online courses is strong at 503. The overall WSCH/FTEF for Dance courses is lower, at 392. ...

Grade distribution appears healthy. The greater percentage of grades are A's, followed by B's, Fs, C's, and then D's. Student success is lower in online classes at 61% while on-ground classes have a student success rate of 77% (higher than MCC and statewide). Student retention is also lower in online classes at 79% while retention in on-ground classes is 85% (higher than MCC average and the same as statewide). The department will be addressing this disparity and working with the MCC online director and committee to develop strategies for improvement. Many students are not adequately prepared to take an online class. Perhaps a required tutorial and quiz would help student success in online classes.

Philosophy
Philosophy student success data indicate that the program's students are more likely to succeed than philosophy students throughout the state, and as likely to succeed as the average MiraCosta student overall. Success rates have hovered in the 70% range (71%, 73% , 70%, and 69%) in the past four years, which is a sharp increase from previous years, when PHREL success rates hovered in the 60% range. This is despite offering a greater percentage of sections online than most disciplines. Online success rates were 65% as compared to 71% for on-ground. The fall 2012 curriculum updates to PHIL 101 and 102 added prerequisites of eligibility for English 100, where faculty hope to increase success rates to 80% by ensuring adequate student preparation for the reading and writing levels in these courses. These prerequisites were implemented in Fall 2013, and will be measured for effectiveness. In 2013-2014, the same pre-requisite will be added to PHIL 100 and PHIL 221, to be implemented in fall 2014.

Religious Studies
Student success data indicate that Religious Studies students are less likely to succeed than Philosophy students at MiraCosta, and also less likely to succeed than the average MiraCosta student. Religious Studies students at MCC had a 63% success rate, compared to 69% for Philosophy students, and 69% for the average MiraCosta student. Online success rates were 67%

as compared to only 56% for on-ground. Investigation into the cause of the very low success rates onground, and an action plan, should be developed and implemented to help alleviate the problem.

Spanish

ONLINE COURSES: Online sections made up about 20% of SPAN FTES, having more than doubled in a 3-year period. Fill rates and enrollments per section are higher for online courses, but success and retention have been lower than for on-ground sections (12% and 7% lower). For SPAN at MCC, the gap between DE courses and the state's retention rate for DE was almost halved, but it still is about 5% lower. In terms of success, MCC's online SPAN bettered the statewide total for the 1st time in the 4 years of data provided.