2018-19 Annual Program Update

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

> The Laney Distance Education program aims to support excellence in online teaching and learning; reduce education gaps in student achievement; and ensure that all online and hybrid classes meet federal, state, and accreditation standards.

List your Faculty and/or Staff

> Chelsea Cohen: DE Coordinator
>
> *Note: DE Coordinator position is currently a .5 reassignment, paid for with district funds*

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

> Goals below pulled from Laney College Distance Education Plan, developed Fall 2018.
>
> 1. Increase online student retention and success rates, and reduce achievement gaps
> - Rolled out the Peralta Equity Rubric at Laney College
> - Completed LMS transition from Moodle to Canvas in Fall 2018
> - Trained representatives from student services around campus in providing Canvas support to students (Tech Center, Welcome Center, Admissions, Counseling, Library, APASS, etc).
>
> 2. Provided resources, support and services that are specific to online students
> - Created and maintained Distance Education student support website on Canvas
> - Supported single sign-on (SSO) implementation for ease of access to email and LMS
> - Created tutorials and orientation videos implemented as blueprints into each online course shell
>
> 3.Increase the number of online courses that meet guidelines for equity, quality, consistency, and accessibility
> - Trained and supported Laney faculty, and many staff, in the use of Canvas (estimates are 80 online/hybrid instructors and roughly 300 face-to-face instructors/staff)

- Coached and supported faculty in developing quality DE addenda in line with state and accreditation standards
- Provided professional development workshops around humanized and equitable online teaching practices

Describe your current utilization of facilities, including labs and other space

Currently the Technology Teaching and Learning Center (TTLC) located in the Tower, room 513 is open two hours a week for drop-in support. It is used periodically for distance education workshops for online instructors. The space is also shared with the Curriculum Committee and Assessment Committee.

Students are directed to the Library, Technology Center, and Welcome Center to get help with learning management system basics, but there is not a specific place where students can go for assistance with online courses. We request a designated space for online learning support for students.

Program Update
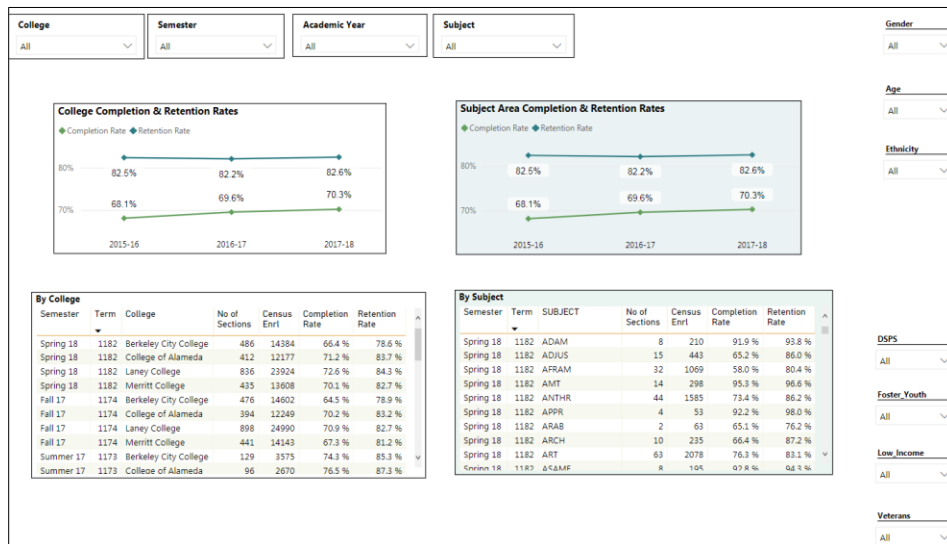
Program Update Power BI dashboard

Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

Gaps in Retention

Overall, online student retention rates—i.e., the percentage of students completing an online course—increased over the past four academic years for all Laney students as well as the four largest ethnicity groups—Asian, Black/African American, Hispanic/Latinx, and White.

- The retention rate difference between online and face-to-face classes has decreased. In 2014-2015, it was 7.54% (78% traditional vs. 71% online). In 2017-2018, the retention rate difference was only 3.45% (81.7% traditional vs. 78.2% online).
- The improvement may be attributed to the transition to Canvas and single sign-on (SSO), increased mobile usage and ease of use and speed to complete tasks online (Meeker, 2017 as cited in the Peralta Distance Education Plan)
- However, gaps still exist and need to be addressed. The difference between online and traditional student retention rates improved modestly for all major ethnicity groups at Laney College—between 1.5% and 3.2% over four years (Asian +3.08%, African-American +1.54%, Latinx +3.19%, White +1.87%). Since African-American and Latinx students had a larger difference between online and traditional retention rates four years ago, those groups still have a retention gap larger than 6.5%.
- To increase online student retention, we propose setting up an early alert system for online learners, addressing gaps in student support for online learners, and better preparing students for online learning activities at Laney.

Gaps in Success Rates

The overall online student success rate at Laney College (all ethnicities) improved by 14 percent over four years (from 54.41% in AY14-15 to 68.41% in AY17-18).

- The online success rate for Asian students at Laney has surpassed success rates for traditional classes by almost two percent (83.08% online success compared to 81.12% traditional success in AY17-18).
- Latinx students at Laney reduced the success rate gap the most between online and traditional classes (from a 17.30% difference in AY14-15 to a 6.55% difference in AY17-18).
- As a group, African-American students at Laney increased their success rate in online courses the most (from 38.71% in AY14-15 to 52.50% successful in AY17-18), but still have a) the lowest success rate and b) the largest difference in success rates between online and traditional students.
- An increased awareness of disparities among success rates will allow Laney College to make thoughtful decisions about growing its distance education program.
- We suggest confirming and adopting processes for course review as well as creating and facilitating professional development to address disparate success rates.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

We consulted with our Assessment coordinator and were unable to locate SLO's or PLO's related to Distance Education. However, we propose the two following Program Learning Outcomes for Distance Education:

- Reduced achievement gaps between F2F success rates and online success rates
- Reduced achievement gaps for DI populations in online courses

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

Brief description of funded request	Source (any additional award outside your base allocation)	Total Award Amount	Outcome/Accomplishment
NA			

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	We currently do not have a staff person to support students in their online learning. This position would be responsible for training and supporting online learners in addition to faculty in their course development. This position would also develop online learning resources for students.	$60,000	$35,000	$95,000
Personnel: Student Workers	Students hired as tech tutors will help support goal 2 as outlined above: "Provide resources,	Hourly		$15,000

	support and services that are specific to online students."			
Personnel: Faculty Reassignment Position(s)	Given that the district is projecting to pay only .4 for DE Coordinators next year, and given that the tasks, projects, and responsibilities of the DE Coordinator have grown exponentially (and are likely to continue to grow), it is imperative that Laney fund additional faculty reassignment to lead and support distance education. Recommendation is .6 load.	$55,000	$19,000	$74,000
Personnel: Full Time Faculty	Because equity and accessibility are legal and moral imperatives in education, and because the expertise necessary to create equity and accessibility is highly specialized, we are in urgent need of a full-time, permanent faculty member with expertise in these areas. Having an Equity/Accessibility Instructional Designer will allow Laney College to align online materials to federal, state, and local requirements, and to better meet the needs of the diverse community of Laney College students. Additionally, this position would assist and mentor faculty in developing high quality online courses that align with the OEI	$85,000	$30,000	$115,000

Resource Category	Description/Justification	Total Estimated Cost
	Course Design Rubric and Peralta Equity Rubric.		

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Create and facilitate face-to-face and online workshops on how to support online learners from disproportionately impacted groups (ie: using the Peralta Equity Rubric). Create and maintain a community of practice for Laney faculty and staff to share their experiences and enhance their online teaching practices Provide support for departments in developing pilot online and hybrid pathways Create infrastructure to support faculty in course redesign (summer institutes, workshops, online courses, communities of practice)	$10,000

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	Notebowl: $10,000 Namecoach: $7,000 Turnitin: $20,000 Respondus : $2500 Proctorio: $70,000 VoiceThread: $14,000 Upswing: Unsure	$123,500
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies		

Supplies: Non-Instructional Supplies		
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	• 2 class sets of Chromebooks with Chromebooks would help students succeed in online classes. They could be wheeled to the library, tutor resource center, or tech center for additional online learning support. • Distance Education Laptop and projector	$13,000 $5,000
Technology & Equipment: Replacement		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		
Facilities: Labs	We currently have no designated space for students to receive training and support for online learning. We request a designated lab space for students.	?

Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER Third Party Consultant	Third party consultant could implement goals of DE plan by conducting a needs assessment and surveying the institution. This person could also conduct a unique section of faculty training such as the Online Equity Training. They could write a plan to coordinate dual enrollment and noncredit with DE.	$25,000