

Annual Program Plan—2018–2019

Division: (Academic Affairs, Student Services, or Administrative Units)	Academic Affairs		
Program/Department:	Distance Education		
Participants who contributed to the APP (include at least two contributors, unless there is only one full-time employee in the area)	Wendy Bass Azita Khami Melinda Ung		
Date:	10/10/17	Version number:	1

I. Program/Department description

PierceOnLine is the department name for all things Distance Education at Pierce College. Distance Education refers to any instructors using the Learning Management System (Canvas) to either teach online or web enhance their courses. The faculty and staff in PierceOnLine are responsible for programming of all Distance Education and web-enhanced class shells – plus district files for student uploads. Additionally, they keep the Distance Education website current, train faculty in Canvas and provide support for all faculty and students via email, telephone, and appointments both on and off campus.

II. Status of 2016-2017 goals

2016-2017 Goals	SMP Goal	Status	If goal not completed, briefly describe the reason
1. Work on creating a video repository on the Title V online.piercecollege.edu webpage	D4	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
2. Provide more workshop and training opportunities to encourage faculty to create more online courses	D4	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	Not necessarily completed, ongoing because we continue to have workshops
3. Provide Monthly Technology Workshops for all Faculty	D4	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
4. Continue to provide support for both faculty and students to access Moodle/Canvas for online, hybrid and web enhanced courses.	D5	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
5. Continue to succeed in following Title V guidelines and meet the scope of the grant by fulfilling the objectives	D4	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	Title V grant ended on September 30, 2017
6. Continue to use Title V funds to encourage faculty to get QM certified, @one certified and attend conferences that will facilitate implementing best practices for student success in the online environment.	D4	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	
7. Continue to focus on the upgraded PierceOnLine Department website that provides support for both faculty and students.	D2	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Not Completed	

III. Analysis of data

A. Datasets provided by the Office of Institutional Effectiveness, if applicable ([click here](#) for a copy of the datasets)

Discuss any longitudinal trends within your program, and improvements based on these trends. You must discuss and provide strategies to improve all metrics that fall below the program set standard or have an equity gap. If none of the metrics fall below the set standard and/or have an equity gap, you must state so.

Success, retention, and persistence rates

California Community						
Credit Course						
	Spring 2016	Spring 2016	Spring 2016	Spring 2017	Spring 2017	Spring 2017
	Credit	Credit	Credit	Credit	Credit	Credit
	Enrollment Count	Retention Rate	Success Rate	Enrollment Count	Retention Rate	Success Rate
Los Angeles CCD Total	37,422	79.66 %	60.94 %	42,555	82.03 %	64.65 %
East LA	4,507	79.37 %	59.93 %	6,188	85.55 %	69.62 %
LA City	4,056	78.45 %	62.72 %	4,670	79.83 %	65.70 %
LA Harbor	3,694	79.43 %	66.40 %	3,913	80.55 %	62.89 %
LA Mission	2,221	78.43 %	60.60 %	2,920	81.78 %	64.32 %
LA Pierce	2,752	77.11 %	61.01 %	3,573	76.24 %	60.71 %
LA Swest	2,053	72.63 %	51.78 %	2,471	78.27 %	54.55 %
LA Trade	1,381	76.39 %	59.81 %	861	79.67 %	62.83 %
LA Valley	5,105	80.18 %	61.63 %	6,426	85.19 %	68.58 %
West LA	11,653	82.50 %	60.48 %	11,533	82.60 %	63.56 %

<http://datamart.cccco.edu/>

Pierce's success rate is one of the lowest in the district. Our goal this year is to increase our success rate. The focus will be on increasing the quality of our online courses as well as increasing the amount of online students who participate in the Quest for Success – Online Readiness tool. This tool is made available for all faculty to send out to their students to help prepare students for the online environment, whether it be through an online course or web enhancing. One of the techniques I learned that other schools are doing is automatically adding all online students to the Quest for Success course. We are going to try this for Spring 2018 and see if it helps with our success rate.

Additionally, the Distance Education and Information Technology Committee (DEIT) is looking at adopting the OEI Course Design Rubric for all online courses. The proposal is for all new online courses to have the instructor self-evaluate their course using the rubric and for all faculty already teaching they will have one year to self-evaluate their own courses. The OEI course design rubric has some specific areas that it focuses on: Course Design which focuses on content presentation and learner engagementment; Interaction and Collagoration which looks at communication

strategies, development of learning community and interaction logistics; Assessment which focuses on expectations and assessment design; Learner Support which looks at supplemental software that students may need to have access to and course and institutional policies and support; Technical Accessibility making sure the course materials are ADA compliant and concludes with Accommodations for Disabilities.

The rubric has been shared with DIET and they are voting in November to send this recommendation to Senate.

The number of class sections using Canvas has increased. In Fall 2016, 878 shells were used while in Fall 2017, 1125 shells were actively used. Web enhanced shell activity could be as little as posting a syllabus and as much as having students submit assignments and testing in Canvas.

Here are some stats from Canvas Analytics on usage in October 2017.

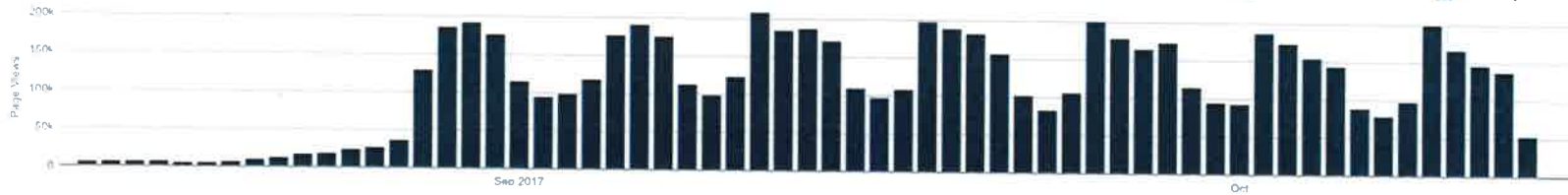
The chart below, indicates the page views for any canvas users in Pierce courses. These are for both online, hybrid and web enhanced courses.

Activity by Category

Category	Page Views
announcements	136,836
assignments	803,095
collaborations	4,146
conferences	10,098
discussions	364,852
files	574,203
general	805,436
grades	243,484
groups	2,398
modules	304,669
other	3,054,426
pages	172,747
quizzes	529,812

Below is a chart that indicates Pierce student and teacher activity within the canvas shells. These are activities that they participated in, not page views. This means that there is quite a bit active learning going on in the canvas shells.

Activity by Date



Some more stats specific to Pierce are below:

< Fall 2017 >

1,125
Courses

444
Teachers

17,030
Students

16,042
Assignments

6,481
Discussion Topics

47,944
Files Uploaded

572
Media Recordings

What is fascinating about the stats above is that even though Pierce offers 80 fully online sections and 33 hybrid courses, there are over 6,481 active discussions in the canvas shells. Which means that even if the online and hybrid courses offer a discussion every week (this would be 1,808 discussions) It demonstrates that instructors robustly using discussions in that there are almost 4000 more discussions in web enhanced courses.

Below is a chart where the same online course success is compared to success in face-to-face courses (F2F)

	2015-2016		2016-2017	
	DE	Non-DE	DE	Non-DE
Anthropological and Geographical Sciences				
ANTHRO	61.4%	71.6%	67.7%	74.0%
GEOG	76.5%	69.4%	74.6%	75.5%
Art				
ART	47.9%	79.0%	56.2%	54.7%
Business Administration				
BUS	47.2%	55.1%	55.3%	53.6%
FINANCE			53.4%	76.9%
MGMT			55.8%	78.9%
Child Development				

CH DEV Computer Application and Office Technologies	50.0%	65.7%	58.5%	71.5%
CAOT Counseling	65.0%			
COUNSEL	54.9%	77.7%	66.0%	69.4%
HIPS				
HISTORY			49.2%	59.0%
PHILOS	58.0%	62.8%	59.5%	63.7%
SOC	53.8%	62.6%	49.7%	67.1%
Honors				
ANTHRO		100.0%		100.0%
CINEMA		82.5%		77.8%
ECON	97.9%		85.7%	
GEOG		63.6%		
PHILOS	86.1%		72.7%	89.7%
POL SCI				90.5%
PSYCH		86.2%		
SOC		83.3%		
STAT				83.9%
Library Science				
LIB SCI	79.0%		84.5%	38.9%
Media Arts				
CINEMA	68.2%	79.2%	73.2%	77.7%
PHOTO			64.0%	60.0%
Modern Languages				
SPANISH	57.1%	76.2%		
Performing Arts				
DANCEST	66.7%		67.1%	
MUSIC	65.8%	76.6%	69.4%	74.3%
Physics and Planetary Sciences				
ENV SCI	35.3%			
Political Science, Economic, and Criminal Justice				
ADM JUS	68.5%	78.2%	71.3%	74.2%

CHICANO	57.4%		65.4%	
ECON	84.9%	69.7%	74.3%	64.4%
POL SCI	55.3%	74.1%	63.3%	76.1%
Psychology				
PSYCH	63.1%	59.5%	67.9%	65.3%
STAT			36.8%	66.4%

Looking at the above chart which are specific to online courses, there are a few outliers, but for the most part, students in traditional F2F courses, are still more successful than student in online courses. A goal for this year will be to further analyze these courses and see if instructor and student intervention can encourage better quality, more engaged online courses that would lead to higher student success. Interestingly, in both Library Science and Psychology 1, students are more successful in the online course than in F2F.

Degrees and certificates awarded

NA

Program learning outcomes proficiency rates, and other significant findings from outcomes assessed last year.

NA

Identify an effective or innovative practice resulting from SLO assessments leading to improved students learning or achievement (e.g. *we analyzed SLO xyz and showed students only had an x% proficiency rate, then we made some type of improvement, and one year later the proficiency rate of SLO xyz went up by ten percent*).

NA

Licensure passage rates

NA

Job placement rates

NA

Faculty (including FT/PT ratios)

DE has 1 FT Faculty - Wendy Bass – DE Coordinator
 2 FT Classified Staff
 1. Azita Khami – Online Technical Support Assistant
 2. Melinda Ung – Multimedia Specialist

The three of us support not only all the faculty who teach online, hybrid and web enhanced courses, but also provide all support for students and third party integrations through Canvas.

B. Other data, if applicable

Metric	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Discuss any longitudinal trends in the above data, and improvements based on these trends

See discussion above

IV. Internal and external influences

Briefly describe internal and external influences affecting the program/department

Up until this year, DE at Pierce has been supported by a Title V grant. However, the grant has ended, the new grant was not awarded and there will be no opportunities to submit for another grant until 2019. Fortunately, the two positions hired by this grant were institutionalized so staffing for the department will remain the same. However, there are concerns regarding funding the software that many online and web enhanced instructors use to create engaging and robust lessons. The department has also been able to use Title V funds to make sure all the faculty and staff remain current on best practices in Distance Education, without the Title V funds, there is little opportunity to continue professional growth.

V. 2018-2019 annual goals, aligned with long-term goals established in the 2016 Comprehensive Program Review ([click here](#) for a copy) and the Strategic Master Plan ([click here](#))

Create goals based on your status of 2016-2017 goals from section II, analysis of data from section III, and internal and external influences from section IV. Goals must address all metrics that fall below the program set standard or have an equity gap, as well as planned curriculum changes. Each annual goal can only be aligned to one long-term goal, which can only be aligned to one SMP goal.

2018-2019 annual goals	Long-term goal	SMP goal aligned to long-term goal
1. Increase the success rate in DE Courses	A	A4
2. Increase DE course offerings to allow for a General Studies degree	A	A4 & A5
3. Increase student participation in Quest for Success	A	A4
4. All new online courses will be self-evaluated by the faculty member in the OEI course design rubric	D	D4 & D5
5. Existing online courses will be self-evaluated with the OEI course design rubric	D	D4 & D5
6. Continue to provide weekly technology training workshops for faculty	D	D4 & D5
7 Work with DEIT and create an updated DE handbook	D	D4
8 Collaborate with CAS to offer monthly student Canvas workshops	D	A4
9 Continue to provide support software to create quality online content	C	D4

VI. Additional Resources Needed to Implement Annual Goals

Classified Staff

Description	Annual Goal	Long-term goal	SMP goal	Costs	Recurring?	Provider contacted?
1. Half-time Online Support Technical Assistant	6 & 8	A,B &C	D2 & D4	\$30000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2.				\$	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Professional Experts/Contracts/Others

Description	Annual Goal	Long-term goal	SMP goal	Costs	Recurring?	Provider contacted?
1. Intelcom Video Respository	1,2,9	D	D5	\$1500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2. Films on Demand	1,2,9	D	D5	\$10000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3. VoiceThread	1,2,9	D	D5	\$4500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4. Softchalk	1,2,9	D	D5	\$5900	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5. Course Eval	1,2,9	D	D5	\$5000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6. Question Point	1,2,9	D	D5	\$3000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7. Curriculum Builder	1,2,9	D	D5	\$1000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8. @one Intro to Teaching & Learning Training	1,4	A & D	D5	\$8000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9. Professional Development training conferences for three dept members	6	A,B,C & D	D5	\$6000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Maintenance agreements

Description	Annual Goal	Long-term goal	SMP goal	Costs	Recurring?	Provider contacted?
1.MFD Copier	1	D	D5	\$200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Software (other than Microsoft Office and Adobe Creative Suite)

Description	Annual Goal	Long-term goal	SMP goal	Costs	Recurring?	Provider contacted?
1.Camtasia	1,2,6	X	D4	\$	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Supplies

Description	Annual Goal	Long-term goal	SMP goal	Costs	Recurring?	Provider contacted?
1. General Supplies	1	D	D5	\$500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2. Canon black,cyan,yellow, magenta cartridges (8 cartridges)	1	D	D5	\$1200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

A. Consolidated priority listing**Prioritize items requested above (except for full-time faculty)**

Description	Annual Goal	Long-term goal	SMP goal	Costs	Recurring?	Provider contacted?
1. @one Intro to Teaching & Learning Training	1,4	A & D	D5	\$8000	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3. Professional Development training conferences for three dept members	6	A,B,C & D	D5	\$6000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
4. Intelcom Video Respository	1,2,9	D	D5	\$1500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5.Softchalk	1,2,9	D	D5	\$5900	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.Course Eval	1,2,9	D	D5	\$5000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8.Films on Demand	1,2,9	D	D5	\$10000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9.MFD Copier maintenance	1	D	D5	\$200	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
10. General Supplies	1	D	D5	\$500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
12. Curriculum Builder	1,2,9	D	D5	\$1000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
13.Question Point	1,2,9	D	D5	\$3000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
15. VoiceThread	1,2,9	D	D5	\$4500	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
50% Online Technical Support Assistant	1,2,9	A,B &C	D5	\$30000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Additional Comments or Information:

When Pierce became a pilot college and entered OEI, our LMS became free. OEI is recommending that the line item budget that used to pay for the old LMS, Moodle, now be used to supplement and support the DE programs. That would give \$40,000 (what we were spending on Moodle) to be used to fund the above. With our department not only supporting online/hybrid courses, but supporting the over a thousand web enhanced

courses, I am hopeful that the priority will be given to allow us to continue to support the many facets of Instructional Technology for this campus.

It is extremely time consuming training on the Canvas environment. We do not have the personnel to pick up the @one trainings that are also necessary for instructors to teach online. According to the contract, we cannot require instructors to fund their own training to teach online, it is vital we continue to fund this option so faculty have the choice to get trained and teach online.

One of the reasons why I am asking for professional development training money is because the staff and myself need to stay current with technology in online teaching and learning. The main conference we attend has currently been funded through Title V funds, however, with the end of title V funding, we need to continue to attend and learn as technology continues to change. As a faculty member, I can use my professional development funds, but they are usually out of these funds by the time the conference occurs in June and there is no specific funding for staff professional development. The two positions, Multimedia Specialist and Online Support Technical Assistant need the opportunity to continue to learn as they work closely with faculty who are designing their online courses.

Thanks for considering our department needs!

2017-2021 Pierce College Strategic Master Plan

A. Engaging the Completion Agenda

- A1. Increase student completion of degrees, certificates, and college transfer requirements.
- A2. Increase student completion of licensure requirements.
- A3. Ensure eligible new students complete the matriculation process.
- A4. Increase course completion and long-term persistence of students.
- A5. Ensure equitable access for subpopulations of students.

B. Demonstrating Accountability

- B1. Maintain financial reporting process for more accurate budgetary forecasting, allowing for fiscal stability.
- B2. Maintain operational efficiencies and processes along with internal cash controls.
- B3. Maintain campus-wide health, safety, security, and emergency planning.
- B4. Maintain overall facilities conditions.
- B5. Maintain operational efficiencies and processes to ensure compliance with program regulations.
- B6. Provide professional development programs for faculty, classified staff, and administrators to improve student interactions.
- B7. Meet annual enrollment management goals.
- B8. Meet or exceed accreditation standards and policies.



C. Cultivating Partnerships

- C1. Develop and enhance revenues generated through grants, entrepreneurial ventures, and community partnerships.
- C2. Increase annual donations to the Foundation.
- C3. Foster partnerships with business and industry to increase career opportunities for students.

D. Ensuring Student Success

- D1. Address the basic skills needs of underprepared students in developmental and introductory courses.
- D2. Enhance customer service interfaces considering timely responses and quality of experience.
- D3. Maintain a robust and reliable information technology infrastructure with current computing equipment for the entire college population.
- D4. Support faculty and staff by maximizing the effective use of technology, enabling academic innovation in instructional delivery.
- D5. Provide a learner-centered environment that promotes active learning and student engagement.
- D6. Ensure equitable success for subpopulations of students.
- D7. Increase utilization of student support services and programs.
- D8. Increase Associated Student Organization (ASO) participation in governance committees.
- D9. Enhance opportunities for student involvement in co-curricular activities that will enrich campus life.

Signatures of participants who contributed to the 2018-2019 annual program plan

Name	Date	Signature
Wendy Bass	10/13/17	
Azita khami	10/13/17	
Merinda Ung	10/13/17	