**APR Report for 2017-2018
*2018-2019 Cycle***

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| **Section I: Program Description** |

**IA1. Program (Select your program from the drop down list)**

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| INST SRVCS Distance Learning Support |

**IA2. Other Program (If your program is not on the above list, write it in here)**

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**IB. Program Lead (Your first and last name)**

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| Adam Bledsoe |

**IC. Program Mission Statement**

Provide the Program’s Mission Statement.

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| The mission of the Taft College Distance Learning Instructional Support Office is to provide comprehensive support for optimal teaching and learning experiences for faculty and students conducted through web-facilitated resources. |

**ID. Program Summary**

Provide a brief summary on the current status of the program being reviewed.

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| The college offered a total of 466 distance learning course offerings in the 2017-2018 academic year. The Distance Learning Instructional Support Office provided support for distance learning students as well as for 97 faculty members teaching online, offline, and in the traditional classroom. It is the responsibility of the Distance Learning Instructional Support Office to not only be available to assist students in accessing and navigating through their course LMS, but to also assist faculty in developing and supporting quality online courses and programs at Taft College. Distance Learning Support activities have included: • Collaborating with all college departments to ensure quality distance learning courses are provided to students • Providing evaluations of online and offline faculty as directed by the Office of Instruction • Collaborating with the DE Committee and the Professional Development Committee to establish professional development workshops on the best practices of teaching online • Providing support services to all faculty and staff using Canvas LMS and other related multimedia• Collaborating with our DSPS to ensure the development of curriculum with regard to American's with Disability Act (ADA) compliance• Just-in-time training sessions with faculty on distance education related technologies• Zoom room tech support access for students (help students troubleshoot any technical problems they may have)• Process DECT grant captioning for faculty• Record lectures for faculty to be used for online courses• Regular communication with students and faculty on upcoming dates and best practices in distance education |

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| **Section II: Looking Back—2017-2018** |

**IIA. Present the Results** (Rubric Criterion 3)

Provide a descriptive summary of the outcomes from the 2017-2018 cycle of program review.

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| 2017-2018 Goals and Outcomes:Goal #1: Improve the retention rates of the DE students by 1%. Outcome: Retention rates increased by .23%, from 90.81% in 2016-17 to 91.04% in 2017-18.Goal #2: Improve the success rates of DE students by 1%. Outcome: Success rates increased by 2.5%, from 67% in 2016-17 to 69.5% in 2017-18.Goal #3: All DE faculty will be trained to use the Canvas LMS. Outcome: All faculty who taught in Canvas during the 2017-18 academic year completed Canvas training.Goal #4: The enrollment numbers for the TCI and MCCF incarcerated population will increase by 10%. Outcome: Enrollment increased by 34% in 2017-18. Incarcerated students enrolled in 765 course sections in 2016-17 and 1,027 sections in 2017-18. Goal #5: Improve the retention rates of the incarcerated students by 1%. Outcome: The withdraw rate decreased by 3.5%. In 2016-17 the withdraw rate of incarcerated students at Taft College was 9% and it improved to 5.6% in 2017-18.Goal #6: Improve the success rates of the incarcerated students by 1%.Outcome: Success rates increased by 2.9%, from 90.8% in 2016-17 to 93.7% in 2017-18. |

**IIB. Probe the Results: I Wonder . . .** (Rubric Criteria 1, 3)

In this section, judge whether the activities you implemented in 2017-2018 to reach your goals were effective. Did the activities have an effect on the outcome? Please describe WHY you believe your outcomes came out the way they did. Did you reach your goals? If yes, explain why. If you did not reach your goals, explain why.

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| At the end of the spring 2017 semester, twenty faculty completed a three-day Advanced Canvas workshop designed specifically for faculty by the instructional designers from @One. Offering Canvas training through @One has enabled us to have all faculty who taught in Canvas during the 2017-18 academic year completed Canvas training.In the spring 2018 semester, Taft College became part of the newest cohort of the CVC-OEI Consortium. CVC-OEI Consortium colleges willingly take on the responsibility to strengthen the quality of a collection of their online classes to undergo an extensive peer-review process with the goal to offer the collection of online classes on the statewide CVC-OEI Course Exchange. Introducing the course design methodology promoted by the CVC-OEI combined with Canvas trainings helped faculty to design higher quality online courses and improve our success and retention rates. One of the most important activities Taft College continued to work on in 2017-18 was our Lending Library for the incarcerated population. Students in the incarcerated population often have difficulty with being able to afford their own textbooks. Lending textbooks to incarcerated students for use during the semester enables those students to be more successful. As the number of textbooks made available to lend grew, I believe it has led to the increase in both success rates and withdraw rates that occurred in 2017-18. Anecdotally, our counselor mentioned receiving fewer requests to drop a class because of an inability to acquire a textbook.  |

**IIC. Ideate Innovations: What if . . .** (Rubric Criteria 1, 5)

In this section, describe activities you believe would have an effect on your 2018-2019 outcome measures.

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| The Distance Education Committee has discussed adopting the OEI Course Design Rubric to promote quality online course design for all online courses. As a member of the CVC-OEI Consortium, Taft College now has access to a proctoring service, plagiarism detection, online tutoring, and an online counseling platform.Given the opportunity to participate in the OEI Consortium, Taft College offered a three-day workshop at the end of the spring 2018 semester for all faculty who wanted to work on bringing at least one of their online classes up to the standards of the OEI Course Design Rubric. Providing further trainings and resources to faculty in this area is likely to help improve the success of our online education. Continuing to improve regular and effective contact in online courses will improve our outcome measures. Investigating new technologies that integrate with Canvas will be a crucial aspect of this process. Software such as VoiceThread should be considered for this purpose.Expand the distance education personal to better meet the needs of a growing population of distance education students. This will help improve retention and success rates of distance education students.   |

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| **Section III: Looking Forward—2018-2019** |

**III. List Your 2018-2019 Goals—Be Quantitative!**

List your 2018-2019 APR goals in terms of their expected changes on the outcome measures as indicated earlier. Each goal that requires resources, impacts other areas, or otherwise is substantive requires the submission of an APR Goal form. Keep in mind the scoring rubric criteria:

1. The relationship between program review narrative and the APR Goal is evident and strongly supported by evidence.
2. The APR Goal directly implements institutional planning document goals.
3. The outcome directly implements institutional planning outcomes, and is transferrable and/or scalable institutionally.
4. APR Outcome indicators, methods and/or timelines use institutional measures, transferrable/scalable institutionally
5. Before/after benchmarks and timelines are completely specified, identical methods, transferrable/scalable.

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| 1. Improve the retention rates of online DE students by 1%.
2. Improve the success rates of online DE students by 1%.
3. Align four courses to the CVC-OEI rubric.
4. Integrate online tutoring into all online courses.
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| **Section IV (Optional): Evaluation of Program Review and Planning Process** |

**IVA. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process worked best and why?

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| The in-service training was helpful in establishing expectations for the program review. |

**IVB. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process would you change and why?

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| I would like to have data generated through Cognos that allows me greater flexibility in how it can be filtered. For example, showing only online courses or only course with TCI and MCCF students. |