

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## 4 Current State of the Program

### 8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

#### Response Detail

No Response Information to Display

#### Narrative

**There is a nominal difference in success completion for online versus in-person students in our department.**

### 8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

#### Response Detail

No Response Information to Display

#### Narrative

**The retention rate for both DE and on-site offerings are comparable and adequate for the program (as averaged over several semesters). We continue to re-examine instructional methodologies, as well as assessment methods to try to increase both retention and success.**

### 8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

### Biology

Enrollment in online courses has steadily grown over the past five years: 36 - 91 - 148 - 211. In 2014/15 online courses accounted for 12% of our total enrollment; these courses include some, but not all, sections of BIOL 100 (Intro to Life Sciences) and 310 (Nutrition). Success rates of online students has been steadily increasing over the last three years (41% -55% - 63%) and this year has reached parity with our overall success rates in face-to-face (F2F) courses. We can hypothesize that this may be attributable to increased training and proficiency of our online instructors. However a disaggregated analysis is needed in order to compare success rates between online and F2F sections within the same course.

In 2014/15 18% of our enrollment was in web-assisted courses - some sections of BIOL 110 (Principles of Biology) and all sections of BIOL 260 (Human Physiology). Our success and retention rates in web-assisted sections are consistently higher than in either face-to-face (by 6-10 percentage points) or online courses (by 8-30 percentage points). One might be tempted to conclude that these statistics demonstrate the value of including physical face-to-face interaction instructor-student and student-student interaction. However, the majority of enrollments in web-assisted courses are in BIOL 260; these are usually students in their final course of the program and therefore are the strongest performers. A more accurate comparison would be to examine web-assisted and fully face-to-face versions of this course; the latter is not offered making this comparison impossible.

### Health Science

n/a - no HSCI courses are currently offered online.

### 8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

All chemistry courses offered by the college have a laboratory component. This laboratory component is essential for the students to acquire the necessary technical skills and safety protocols to apply chemical concepts to the workforce environment. Because of this, the most appropriate distance education form of delivery is hybrid/web assisted. Students taking chemistry traditionally need a lot of academic support that can only be received on face-to-face classes. However, we understand the need to make courses accessible to students who might not be able to come to campus. To this end, a hand full of distance education courses have been offered.

Term Delivery Head count Retention rate Success rate

2014/2015 DE 47 72.3% 71.4

2014/2015 Non DE 595 86.4% 78.8%

2015/2016 DE 30 90.0% 83.3%

2015/2016 Non DE 687 85.7% 77.6%

Analysis of the data in the table above, the department has shown significant improvement in both retention and success of students who take DE courses in the year 2015/2016 compared to the previous year. This is the result of online resources posted on Webaccess and working closely together with the Learning Center to increase the number of chemistry tutors available. Comparison between DE and Non-DE is less relevant given the large difference in the number of students served.

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

---

## Response Detail

No Response Information to Display

## Narrative

**The CBOT department has experienced declining enrollment and class cancellations. The Business and Accounting faculty have added CBOT to the new department moniker: Business, Accounting and Technology (BAT). Therefore the program review for CBOT has been included in the Business and Accounting Program review. We ask that the department name be changed in Spol to reflect this change.**

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

---

## Response Detail

No Response Information to Display

## Narrative

**Not applicable.**

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

---

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

### Overall Success and Retention

Year	Success (70%)	Retention (84%)
2014-2015	82.4%	88.5%
2015-2016	78.9%	88.8%
2016-2017	84.0%	90.9%

Semester	Success	Retention
Fall 2014	81.8%	88.3%
Spring 2015	82.3%	89.2%
Summer 2015	75.1%	80.4%
Fall 2015	79.7%	90.3%
Spring 2016	78.9%	89.4%
Summer 2016	82.8%	89.7%
Fall 2016	84.4%	91.3%

ECE/CD Success and Retention rates have increased since the 2014/15 academic year with moderate fluctuations across semesters (including summer sessions). As of Fall 2016, both Success and Retention rates (84.4% and 91.3% respectively) are at the highest since Fall 2014. These rates are above the ECE/CD program's target goals for Success (70%) and Retention (84%).

Plans to modify and streamline course and certificate offerings as the ECE/CD and Human Services programs merge into the department of Education and Public Service are expected to maintain if not improve current Success and Retention rates.

### DE Success ONLINE

Year	Success (70%)	Retention (84%)
2014-2015	56.8%	87.8%
2015-2016	58.3%	80.8%
2016-2017	52.2%	73.1%

A priority of the ECE/CD program in the upcoming academic year(s) is to expand and enhance Distance Education offerings to include fully online and hybrid courses such that students have the option to complete certificate requirements via flexible academic pathways that accommodate the diverse scheduling needs of the 21st century learner.

Current Success and Retention rates for DE courses have not met the program's target goals during the previous 2014/15, 2015/16 and 2016/17 academic years, but plans are in place to strategically improve DE student performance. Faculty have completed the Canvas/Online training with the University of Washington, while newly hired faculty have earned a Certificate in Online Teaching with Saddleback College as well as Canvas training with Skyline College's CCTL (Center for Transformative Teaching and Learning).

Additionally, a learning community comprised of both full and part-time ECE/CD faculty has convened to focus on issues pertaining to Best Practices in DE. The learning community will work in concurrence with Cañada College's ACES Inquiry project that aims to support faculty committed to addressing challenges currently facing students, to collaboration across disciplines, to exploring new pedagogical practices, and to improving student outcomes.

### 8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

## Response Detail

No Response Information to Display

## Narrative

Our online sections grew faster than our in-person sections, though success and retention rates continue to be lower in online classes, compared to in-person classes. However, on a positive note, the differences in success and retention rates between online and in-person classes is diminishing. Also, all of our in-person AND online rates exceed the college success and retention rate goals of 70% and 84%, respectively.

2015/16:

Online Success Rate: 73.3%

In-person Success Rate: 74%

Online Retention Rate: 85.2%

In-Person Success Rate: 89.2%

### 8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

Online delivery is increasingly becoming a significant portion of the department's offering. For the 2015-2016 academic year, 24.1% of the total student headcount comes from online/hybrid sections. The success and retention rates for online courses in engineering are lower than the face-to-faces courses (71.7% vs. 83.5% for success rates, and 76.7% vs. 89.0% for retention rates). However, the success rate for online engineering courses (71.7%) is significantly higher than the overall success rate for all online courses in the college (61.9%). The need to improve student outcomes for online courses is being addressed to a grant-funded project titled Creating Alternative Learning Strategies for Transfer Engineering Programs (CALSTEP), which is funded by the National Science Foundation. CALSTEP is developing teaching and learning strategies and resources for online engineering courses and trains engineering faculty on the effective use of these strategies and resources through the Summer Engineering Teaching Institute (SETI) held at Cañada College.

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

---

## Response Detail

No Response Information to Display

## Narrative

The fashion program offered the first on line class in spring 2016. The success rate was extremely low (38.5%) and the retention rate was also low (61.5%). Some reasons are this was the first time for the instructor to teach this class on-line and she was having very difficult personal problems during the semester. She also thought that students did not have the computer skills required. Perhaps there were not enough face-to-face meetings to clarify issues the students encountered. The dean and I have spoken with the instructor and hope this semester will be better.

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

---

## Response Detail

No Response Information to Display

## Narrative

The large majority of honors students in 2015/16 enrolled in face-to-face honors sections versus online, which is reflected in headcount breakdown in the table below. One area that should be highlighted is that students taking honors courses online had much lower success and retention rates than students taking honors courses face-to-face. Although just a small sample, in 2015/16, students taking honors fully online reported a 3.9% lower success rate yet a 8.5% higher retention rate when compared to the college online course average. In 2015/16, there were no hybrid courses offered. As for the webassisted courses, both the success and retention rates were high at 87% and 100% respectively.

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

Not applicable

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

**The Interior Design Program does not have any online course at this point.**

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

**When we look at all of our classes together success and retention rates are about 10% higher for classes that are not online over classes that are online, but when we compare the specific classes we teach online and their traditional counterparts the success and retention rates are the same.**

**In general, we continue to try and improve retention and success rates for all of our classes by getting students placed appropriately and providing support both before (Math Jam) and during the semester (tutoring).**

8-B. Completion - Success Online

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

N/A

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

**It is important to note that we do not have any online courses also offered as face-to-face courses, so any comparison would be apples and oranges.**

**With the exception of the first year (2011/2012) up until the 2015/2016 school year, the difference between success in DE vs non DE success was typically less than 6% and one year DE actually had greater success rates than non DE (2013/2014). The most recent year of record, however, DE success dropped to almost 15% lower than non DE, while the number of students enrolled in DE did not change significantly over that whole time.**

**Previous:**

**We do not have a significant number of online classes and do not have any online classes which are also offered as face-to-face courses with which to compare.**

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

**This program has historically not offered courses online. As such, there is no data to review for online course completion and success rates.**

8-B. Completion - Success Online



# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

---

## Response Detail

No Response Information to Display

## Narrative

**Physics does not offer any online or hybrid courses.**

### 8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

---

## Response Detail

No Response Information to Display

## Narrative

**Currently the Radiologic Technology Program does not offer any online courses.**

# Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

We looked at course-level data for CWA courses offered during the 2015-2016 academic year (data from the Data Dashboard). Results described below are for CWA courses—thus we include results from some non-CWA students who may have enrolled in CWA courses. However, we excluded sections that we knew to have a majority of non-CWA students enrolled (ECON 100, ECON 102, ENGL 847, and CRER 110) because they were not cohort-restricted.

In 2015-2016, the CWA offered more hybrid courses than online or face-to-face. The modality offered least frequently was fully online. As anticipated, the student outcomes for our hybrid (technically, "web-assisted" as <50% of instruction is online) courses are stronger than those for face-to-face and online sections. Our online success rate of approximately 67% exceeds the college wide DE success rate of approximately 62% for 2015-2016.

Course Modality	# of Sections	Retention Rate	Pass Rate
Hybrid	15	86.79%	75.14%
Online	8	79.08%	66.85%
F2F	12	78.53%	70.26%

Our experience in the CWA has led us to believe that hybrid courses offer the best of both worlds--they leverage the benefits of instructional technology and distance education without sacrificing the opportunity to interact face-to-face with faculty and other students. This is why the CWA program was designed around hybrid courses. We also know from student feedback that our students choose to enter our program specifically because they want to be in the classroom. We respect their needs and try to maintain a reduced number of online course offerings so that we can best serve all of our students.

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

The ELITE Program will serve as a tool for departments and programs to reach the goal of improving success in online courses. Faculty and administrators who have courses or programs that need to increase online or hybrid course completion will be able to get the support, training, and resources that they need to reach this goal, in the ELITE Program. One main catalyst for this support system will be the return of the Center for Innovation and Excellence in Teaching and Learning (CIETL). The ELITE Program will operate CIETL with faculty coordination in order to create campus-wide culture of evidence-informed, innovative professional development in teaching and learning focused on student success.