

# Online Education

## 2019 Program Review

### MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)
- Goal Setting and Activities
- Resource Request

### Program Analysis

#### Internal Strengths

#### **1. What strengths does the analysis of student data reveal?**

75% of students who are enrolled for more than one year take at least one online section A disproportionate number of women (71%) take only online section, compared to 51% in f2f section In fall 2018, 6,748 (35%) of students out of the 19,004 total enrolled attempted at least one online section (MJC Students by Modality, Cannon and Million, 7/31/19)

#### **2. Are there specific aspects of the program that are exemplary or could serve as a model?**

Professional Development: Online Instruction Cohort, Peer Online Course Review (POCR), Regular Effective Contact (REC) training, Institute Week and Friday workshops, Open Educational Resources (OER) Training, Roaming Office Hours Achievement of the OEI Grant Achievement of the CA State Learning Lab Grant Reduced the success gap between Hispanic and White students to 4% Responsive Help Desk Institutionalized Course Design Successful ACCJC accreditation outcome

#### **3. What do others see as the program's strengths?**

Readily available Online Education personnel Quality of professional development activities Utilizing Zoom for professional development Increasing access to online sections

#### **4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?**

Students who take online sections are better prepared for jobs utilizing online platforms In training, faculty are taught to connect course outcomes to every activity Scaffolding toward learning outcomes using backward design

## Internal Weaknesses

### **5. What gaps are observed by reviewing the student data?**

Hispanic students would rather take f2f sections at 59% Only 28% of men enroll in only online sections and 37% of men enroll in at least one online or hybrid section Hispanic students are more likely to take f2f only sections than white students, 59% compared to 28% Traditional age freshmen are more likely to take f2f sections than online sections, whereas 25-29 year olds are more likely to take online only sections than they are to take f2f sections

### **6. What disproportionate gaps need to be addressed?**

Closing the enrollment gap between female Hispanic and White students taking online sections

### **7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)**

Offering On Demand recordings of training sessions

### **8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?**

Some faculty are assigned to teach online more than one year after training Applying accessibility standards for course design Aligning faculty evaluation with training to assure implementation of best practices

## External Opportunities

### **9. Where are potential opportunities for expansion, improvement, or new program development?**

Grants: OEI and CA State Learning Lab Presidents Online College Initiative OER expansion Approval of POCR process and courses in the OEI Exchange

### **10. What are some industry or disciplinary trends that could enhance the program?**

Utilizing Proctorio and Cranium Caf Training in backward design and humanizing Student enrollment through OEI Exchange will alter registration patterns

## External Threats

### **11. How are changing resources, technology, employer, or transfer requirements affecting the program's ability to serve students?**

The OEI Exchange will alter the way we schedule and plan online sections Student authentication requirements Transition to mobile Canvas access

**12. What are some current industry or disciplinary trends that could have a negative impact on the program?**

Strategic planning for scheduling in the OEI Exchange Establishment of Cal Bright College

**13. What other obstacles does the program face?**

Students lack appropriate tools and skills to access Canvas

**Goal Setting and Activities**

**Goals**

Program Goal	Mission Alignment	Area of Focus
Support strategic growth and development that meets student and faculty needs	Innovative Education	Program Design
Maintain training qualifications and standards and provide ongoing equity-focused training and support to effectively leverage EMS tools for on-campus, online, and hybrid courses	Programs / Services based on Scholarship of Teaching and Learning	Professional Development
Acquire, maintain, and support technologies that increase the effectiveness of online learning	Innovative Education	Professional Development

**Activities**

Activities	In Support of Goal #	Outcome or Deliverable
Identifying and addressing components needed to establish an online college	Goal #1	Establish MJC Online
Leading relevant faculty training on emerging topics, such as OER, accessibility, etc.	Goal #2	Sign-in sheets
Identifying tools and pedagogical approaches that increase online success and retention	Goal #3	Implementation of tool or approach

**Resource Requests**

Category	Request	Activity #	Estimated Cost
Technology	Webcams and high-resolution monitors as standard issue for classrooms and offices	3	400
Personnel	Online Accessibility Specialist	1	100000

Personnel	OER Specialist	1	100000
Personnel	OER Librarian	1	100000