

College Skills, Distance Education, and ECE/CDP

PRESENTERS: C.TORRES, B.BONANDER, K.SMYTH, S.LINCE, C.CALICA

MARCH 13,2018

College Skills Major Initiatives/Changes/Focus Areas

➤ Changes that have been made:

- Humanities 101: impact of Humanities 101; 75% success rate in pilot semester
- Multiple measures: placement rates are changing (see data on following slides)
- Noncredit enhancement and expansion: mirror courses go from ESL 53 to ESL 86 = increased enrollment
- Summer Bridge: has expanded to serve over 100 students; English Skills units are used for Summer Bridge instructors
 - English Skills faculty, in collaboration with the counselors, lead the Summer Bridge program
 - Summer Bridge program serves as a pipeline to Humanities 101 (and ultimately to MAPS)

➤ In progress:

- New faculty hire
- Transfer of administrative assistant position to enrollment services
- Noncredit orientation redesign and educational plans; transitioning from being a cost center to a revenue generator. Once the changes are implemented and the information is properly collected so that our students are fully matriculated in our system, our college-wide outcomes will improve

➤ On the horizon:

- AB 705
- Expansion of noncredit beyond ESL
- Administrative reorganization – dean of educational success programs

Curriculum Redesign

English:

- 1). In Fall 2017, we piloted HUM 101. This class is a transfer-level course for all English levels that introduces students into academic discourse and provides them with English skills to help prepare and place them into higher-level English courses. This course will also reduce the number of students who need to take basic skills English classes.
- 2). Also, in Fall 2017, we eliminated English 62, so that we now have only three English levels below transfer-level, and by Fall 2019, we will only have one level below transfer-level in accordance with AB705.

Math:

- 1). In Fall 2017, we piloted Math 103IN, which is an accelerated math course, combining, Math 101 and Math 103 with tutoring. This course will help students get through 101 and 103 in one semester, accelerating their entrance into transfer-level math.
- 2). Also, in Fall 2017, we eliminated Math 85, so that we now have only three math levels below transfer-level, and by Fall 2019, we will only have one level below transfer-level in accordance with AB705.

English Multiple Measures Implementation – Fall 2017

We implemented the use of multiple measures for placement into English, starting Fall 2017. This increased the percentage of students who place into transfer-level English by 57%.

COM English Placement for All Students

	Number: Fall 2016 Placement before MM (N=581)	Percentage: Fall 2016 Placement before MM (N=581)	Number: Fall 2017 Placement with MM (N=1195)	Percentage: Fall 2017 Placement with MM (N=1195)
3 Levels below transfer	147	25%	133	11%
2 Levels below transfer	70	12%	125	10%
1 Level below transfer	159	27%	279	23%
Transfer Level	205	35%	658	55%

Implementation of Math Multiple Measures – Spring 2018

We implemented multiple measures for math placement in Spring 2018. While the data is still relatively new, it does show an improvement in the percentage of students placed into transfer-level math from only 14% in Spring 2017 to 17% in Spring 2018, a 21% increase. Additionally, there was a 24% increase in those who placed just one level below transfer.

COM Math Placement for All Students

	Number: Spring 2017 Placement before MM (N=333)	Percentage: Spring 2017 Placement before MM (N=333)	Number: Spring 2018 Placement with MM (N=887)	Percentage: Spring 2018 Placement with MM (N=887)
3 Levels below transfer	81	24%	65	7%
2 Levels below transfer	69	21%	224	25%
1 Level below transfer	137	41%	450	51%
Transfer Level	46	14%	148	17%

Multiple Measures Placement – Latinx Students

COM English Placement for Latinx students

	Number: Fall 2016 Placement before MM (N=222)	Percentage: Fall 2016 Placement before MM(N=222)	Number: Fall 2017 Placement with MM (N=457)	Percentage: Fall 2017 Placement with MM (N=457)
3 Levels below	88	40%	81	18%
2 Levels below	37	17%	74	16%
1 Level below	55	25%	127	28%
Transfer Level	42	19%	175	38%

Multiple Measures Placement – African American Students

COM English Placement for African American Students

	Number: Fall 2016 Placement before MM (N=41)	Percentage: Fall 2016 Placement before MM (N=41)	Number: Fall 2017 Placement with MM (N=92)	Percentage: Fall 2017 Placement with MM (N=92)
3 Levels below	15	37%	11	12%
2 Levels below	5	12%	13	14%
1 Level below	11	27%	27	29%
Transfer Level	10	24%	41	45%

Performance Indicator SS4.1: Percentage of students advancing from pre-college level courses to college-level courses by 2018 is 10 pp above baseline.
 Baseline: 48.6% English, 25.7% Math, 50.0% ESL.

COM Students Advancing from Pre-College to College-Level

		English	Math	ESL
Baseline	AY 2011-12 through 2013-14	48.6	25.7	50.0
Performance	AY 2012-13 through 2014-15	46.3	28.7	55.0
	AY 2013-14 through 2015-16	49.8	26.9	55.6
	AY 2014-15 through 2016-17	52.9	29.4	52.9

Source: CO Data Mart Basic Skills Progress Tracker

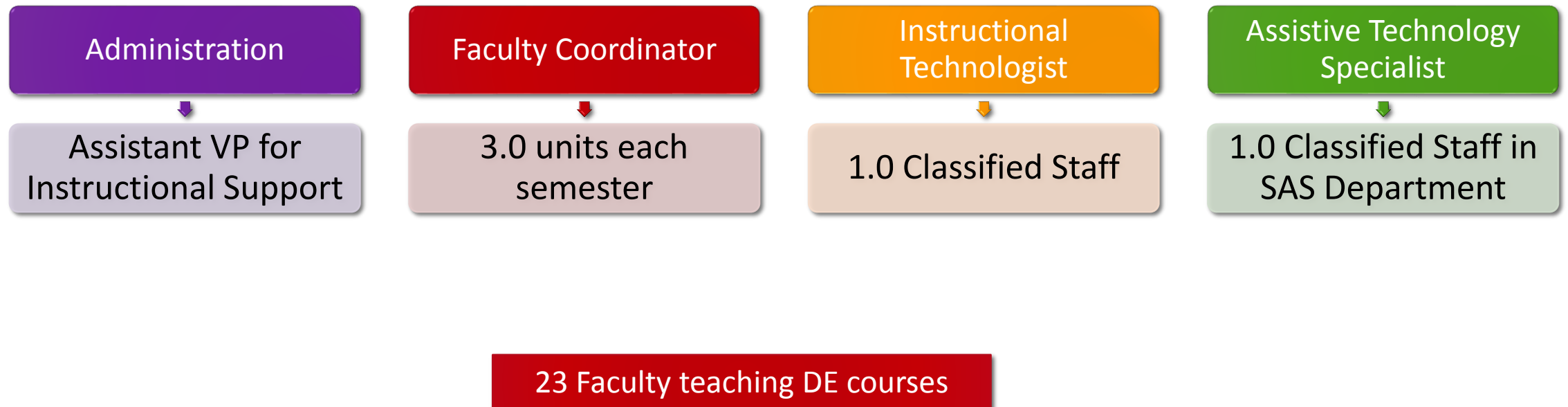
2017-18 Budget Requests

- ❑ Humanities 101 supplies for guest lectures: \$2,500 budget augmentation (due to expansion of sections)
- ❑ Noncredit Orientations: \$7,000 for faculty facilitator and support for more than 10 orientations each year (including supplies and materials for each session); funding should come from SSSP Noncredit
- ❑ Noncredit/Credit ESL books: \$2,000
- ❑ Noncredit/Credit ESL and English Skills supplies, materials, and reprographics expenses: \$2,000

College Skills Planning Agenda

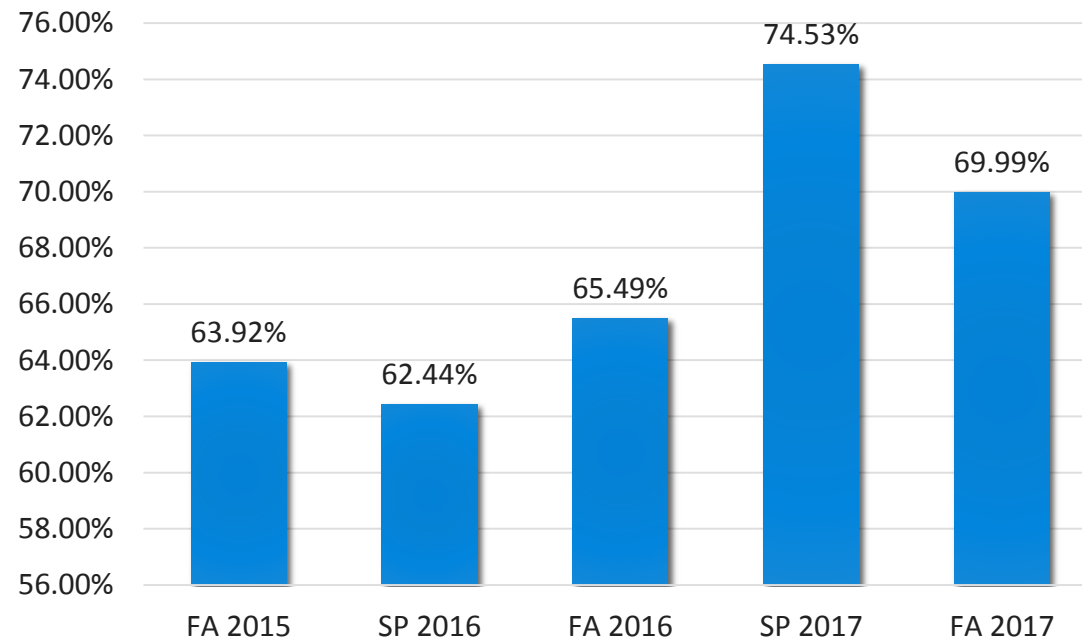
- New English Skills faculty hire starts Fall 2018
- Shifting of resources to support expansion of Humanities 101 and upper levels of English sequence as a result of multiple measures and AB 705; units are being shifted to where they are needed (including Summer Bridge)
- Faculty serve a core role in Integration, Guided Pathways, Learning Communities, and Summer Bridge efforts and will work to embed goals, objectives, and performance indicators into forthcoming Educational Master and Strategic Plans
- Transformation Grant will soon be entering in to the final year and expansion of Summer Bridge, Learning Communities, and Workshops underway
- Long-term sustainability and institutionalization of programs (weaning off categorical funds to District-supported)
- New dean coming on board in the summer
- Faculty and director working with math faculty to coordinate efforts around multiple measures and AB 705

Distance Education Program Staffing

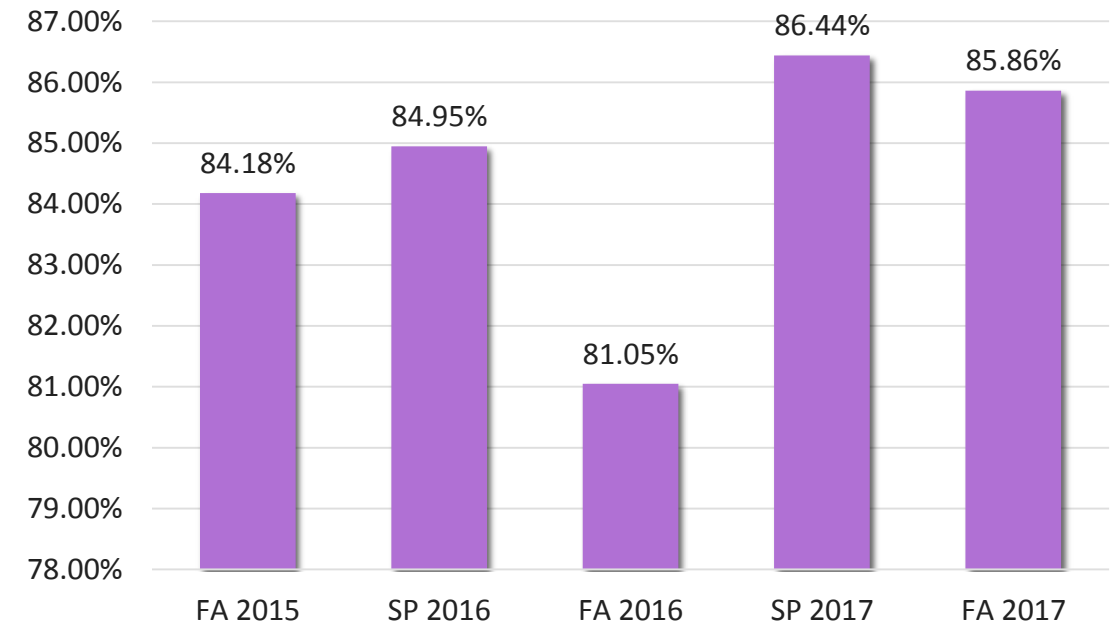


Distance Retention and Success

Online Success 2015-2017



Online Retention 2015-2017



Total Retained Headcounts				
FA 2015	SP 2016	FA 2016	SP 2017	FA 2017
644	683	573	733	674

*Data compiled from COM Data Dashboard.

Distance Education IGETC (Intersegmental General Education Transfer Curriculum) Pattern Courses

Area 1A & B - English Communication	Area 2 - Mathematical Concepts and Quantitative Reasoning	Area 3A - Arts	Area 3B - Humanities	Area 4 - Social and Behavioral Sciences	Area 5A – Physical Sciences	Area 5B – Biological Sciences	Area 5C – Science Lab	Area 6 - LOTE (Language Other Than English)
English 150	Math 115	Dance 108	Philosophy 110	Psychology 110	Geology 120			
English 151		Dance 101 (pending)	Philosophy 117	Psychology 114	Chemistry 105			
				History 100				
				Geography 102				
				Sociology 110				
				Sociology 114				
				Behavioral Sciences 103				

New Online/Hybrid Course Offerings

Department	Courses
Multimedia Studies	123ABC, 143ABC, 213ADE
Real Estate	115, 116, 210, 218, 219
Business	100, 107, 110, 111, 121, 123, 124, 127, 128, 150, 152, 162, 163
Hospitality	100
Dance	101
Early Childhood Education	220B
Kinesiology	131
Spanish	101, 102, 108A, 203, 204, 207, 208

Distance Education Budget Summary

Item	Amount	Notes
NetTutor	To be determined	Depending on the outcome of the pilot in Spring 2018, we will purchase a bank of hours for 2018-19 and will use existing budget resources to cover the costs (this is an accreditation requirement)
Instructional Technologist to Instructional Designer	\$87,000	Instructional Designer scope of work better aligned with DE programmatic needs; currently under review by CSEA
Professional Development (OESP training at \$200 each)	Budget 10 faculty per year = \$2000 for 2018-2019	Goal: all DE faculty take OESP training; using existing budget resources
Proctorio	To be determined	
DE Coordinator (3 units per semester @ \$3600/unit)	\$21,600	
Third-party software used by individual faculty to support online classes, such as VoiceThread, SoftChalk, etc.	\$2,000	Individual faculty site licenses; using existing budget resources
Professional Development	\$2,500	Annual Online Education Conference; using existing budget resources
Canvas Technical Support	\$2,500	Need 24-hour support for students and faculty that is technical in nature ("I can't get into my portal!"); using existing budget resources

Distance Education Planning Agenda

- Expanding course options that fulfill the IGETC pattern: Spanish, Social Sciences, and Art
- Increased CTE offerings: ECE, Real Estate, CIS, Multimedia (connection to Guided Pathways)
 - Substantive change may be required for some programs and future growth in DE (crossing 50% threshold)
- Forty new online/hybrid courses have been approved
- Strengthen role of Curriculum Committee and connection with Distance Education Committee (DEC)
- Consider developing in-house training course for faculty
- Connect DE Plan with Strategic Plan (aligning goals, objectives, and performance indicators)
 - Need for Universal Design Coordinator or more oversight of online course accessibility
- Update AP 4105 to ensure policy is always current and provides framework for compliance and best practices
- Continue to align with the OEI course design rubric
- Prepare to join OEI in 2019 or 2020

ECE/CDP Major Initiatives/Changes/Focus Areas

- Child Development Program:

- Changes to staffing – director, lead teacher, and site supervisor
- KTD CSC enrollment continues to grow, especially community families
- IVC enrollment is on the uptick

Early Childhood Education:

- Enrollment is robust overall
- Faculty took OESP training – starting first online ECE course in Fall 2018
- Work continues to move ECE students towards degree completion

ECE/CDP Planning Agenda

- Considering a pilot summer program to support summer session (June and July)
- Modernization of IVC child development center
- Growing enrollment at both centers, especially in the subsidized category
- Increasing fees in 2018-19 as part of incremental increase annually
- Professional development for CDP faculty