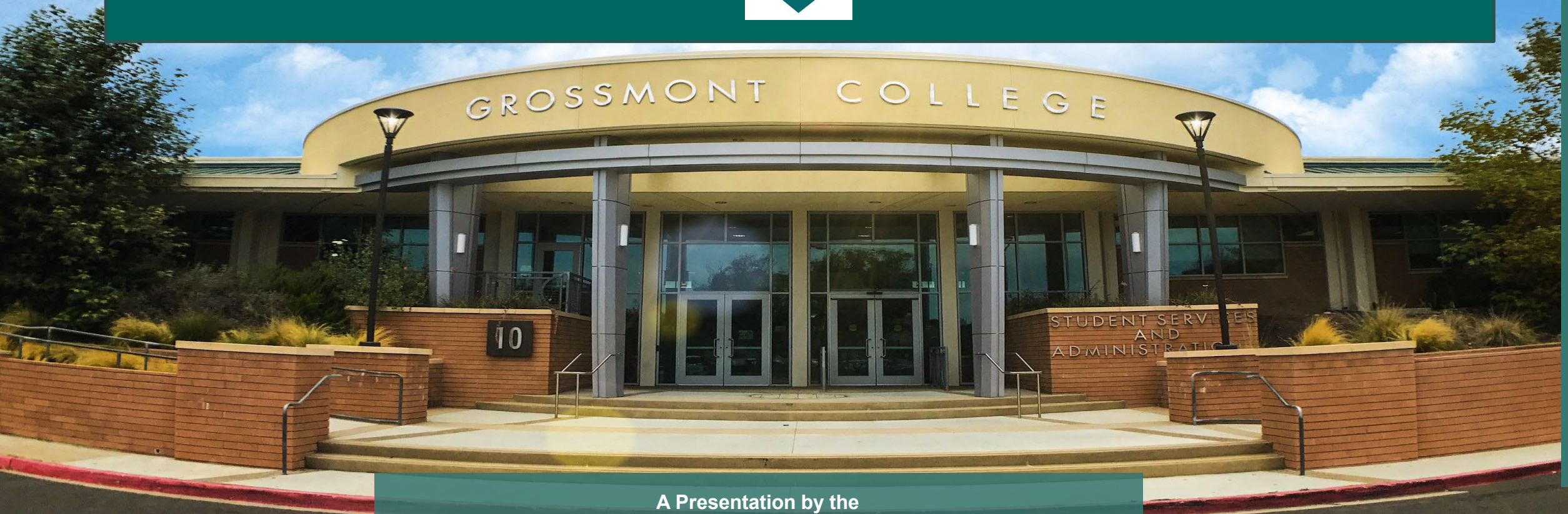# Annual Planning Forum

April 26, 2024

A Presentation by the

Office of College Planning & Institutional Effectiveness

(CPIE)

Agenda

- Introductions & Welcome
- Summarize Themes from FA 23 AUPs
- Assess Progress on Strategic Plan Goals
- Call to Action: Set Actionable Goals in FA 24 AUPs
- Showcase: Strategies for Improvement
- Resources
- Closing Comments

Setting our Intentions for Today

01. Presentation time is 1.5 hours

02. Fall 2024 Flex Week – AUP workshop is planned for help with writing actionable goals

03. Chat feature in Zoom will be turned off

04. Use Padlet for Comments/ideas/suggestions/questions

Grossmont College CPIE Office (Grossmont CPIE Office) • 3h

2024 GC Annual Planning Forum

General Observations about Data

Other Ideas for Improving Online Course Success Rates

Brainstorm Actionable Goals to Improve Online Success Rates

Questions?

https://bit.ly/forumpadlet24

FA 2023 AUPs – Summary of Themes

Christopher Yerkes, CPIE Program Specialist

2023 AUP THEMES

OVERCOMING STUDENT BARRIERS

DATA-DRIVEN DECISION-MAKING PROCESS

IMPACT OF DIFFERING CLASSROOM MODALITIES

2023 AUP THEMES

OVERCOMING STUDENT BARRIERS

Individualized support impacts students

Concern over funding for and/or acquiring tutors

Student Success Advisors are crucial
to improve retention and success

Dedicated to early intervention
for students who need support

2023 AUP THEMES

DATA-DRIVEN DECISION-MAKING PROCESS

Looking for data on the impact
of modalities on enrollment, retention, etc.

Need data on the impact of AB705 & AB1705

Closing equity gaps continues to be a priority

Ongoing discussions on how to use data
in order to achieve equity goals

2023 AUP THEMES

IMPACT OF DIFFERING CLASSROOM MODALITIES

172 rooms/spaces upgraded to Hyflex, smart classrooms, or Hyflex conference rooms at Grossmont and the district

Offering more modalities is part of enrollment strategy and is a response to student demand (e.g. DE, Hyflex, hybrid, 8-week)

Instructors are overwhelmed in high-capacity online classes

Assessment of Institutional Effectiveness

Joan Ahrens, Sr. Dean of College Planning & IE

Key Performance Indicators/Metrics KPI's

Grossmont College KPI Targets for 2022/2023 - 2027/2028

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Connection & Enrollment	*Increase Equitable Access**													
	FTES Enrollment (Census after Start)	11,824	10,933	9,491	7,799	8,400	9,689	↑	601	7,799	13,152	8,988***	10,500	11,500
	Enrollment in Academic/Career Pathway													
	Number of students enrolling in CCAP classes	693	1,395	747	814	1,247	979	↑	433	595	1395	860	900	950
Learning Progress	*Increase Course Success Rates and Close Equity Gaps**													
	Course Success Rate	70%	70%	70%	70%	70%	70%	↔	0	70%	80%	73%	73%	75%
	Course Retention Rate	85%	81%	84%	84%	85%	84%	↔	1%	81%	90%	85%	88%	88%
	*Completion of Transfer-Level English & Math**													
	Completion of Transfer-Level English	40%	45%	41%	44%	pending	43%	↑		33%	50%	40%	43%	46%
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Momentum	*Units Attained**													
	First-term Fall Students earning 12 or more units		32%	35%	35%	33%	34%	↔	2%	20%	35%	27%	30%	30%
	*Increase Term & Annual Persistence Rates**													
	Term Persistence Rate (Fall to Spring)	71%	72%	71%	69%	70%	71%	↓		66%	76%	68%	70%	70%
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	Number of students who earn a certificate	1,237	1,251	1,072	1071	923	1,187	↓	148.00	1072	1400	1200	1300	1400
	Number of students who earn an ADT	792	825	715	745	766	777	↑	21.00	715	1000	785	825	850
	Number of students who earn an AA/AS	1,277	1,226	993	873	1043	1,165	↑	170.00	993	1500	1100	1200	1300
	Number of students transferring to UCs and CSUs	1,444	1,476	pending	pending	pending	1,404	↑		1292	1600	1500	1550	1600
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	Enrollment in Academic/Career Pathway													
	Number of students enrolling in CCAP classes	693	1,395	747	814	1,247	979	↑	433	595	1395	860	900	950
Learning Progress	*Increase Course Success Rates and Close Equity Gaps**													
	Course Success Rate	70%	70%	70%	70%	70%	70%	↔	0	70%	80%	73%	73%	75%
	Course Retention Rate	85%	81%	84%	84%	85%	84%	↔	1%	81%	90%	85%	88%	88%
	*Completion of Transfer-Level English & Math**													
	Completion of Transfer-Level English	40%	45%	41%	44%	pending	43%	↑		33%	50%	40%	43%	46%
	Completion of Transfer-Level Math	20%	24%	26%	28%	pending	25%	↑		23%	40%	28%	31%	34%
	Completion of both Transfer-Level Math & English	16%	20%	21%	22%	pending	20%	↑		19%	40%	18%	21%	25%
Momentum	*Units Attained**													
	First-term Fall Students earning 12 or more units		32%	35%	35%	33%	34%	↔	2%	20%	35%	27%	30%	30%
	*Increase Term & Annual Persistence Rates**													
	Term Persistence Rate (Fall to Spring)	71%	72%	71%	69%	70%	71%	↓		66%	76%	68%	70%	70%
	Annual Persistence Rate (Fall to Fall)	49%	49%	48%	48%	50%	49%	↔		49%	59%	50%	52%	54%
Completion	*Increase Completion Rates & Close Equity Gaps**													
	Number of students who earn a certificate	1,237	1,251	1,072	1071	923	1,187	↓	148.00	1072	1400	1200	1300	1400
	Number of students who earn an ADT	792	825	715	745	766	777	↑	21.00	715	1000	785	825	850
	Number of students who earn an AA/AS	1,277	1,226	993	873	1043	1,165	↑	170.00	993	1500	1100	1200	1300
	Number of students transferring to UCs and CSUs	1,444	1,476	pending	pending	pending	1,404	↑		1292	1600	1500	1550	1600
	**Percentage of certificate/degree/transfer seeking students who graduate or transfer within 3 years	10%	4%	pending	pending	pending	pending	↓			4%	20%	8%	12%	15%
	Percentage of certificate/degree/transfer seeking students who graduate or transfer within 4 years	10%	4%	pending	pending	pending	pending	↓		4%	20%	10%	15%	15%
Employment/ Earnings	*Increase Career & Transfer Outcomes that Lead to a Livable Wage for All Students**													
	Job placement rates	44%	38%	pending	pending	pending	pending	↓						
	Attained employment in field of study (or related field of study)	72%	pending	pending	pending	pending	pending	↑						
	Attainment of regional living wage	31%	32%	pending	pending	pending	pending	↑						
	Median Annual Earnings	$28,244	$29,308	pending	pending	pending	pending	↑						

Key Performance Indicators/Metrics KPI's

Grossmont College KPI Targets for 2022/2023 - 2027/2028

Key Performance Indicator (KPI) Disaggregated Data on Each Indicator	2018/19	2019/20	2020/21	2021/22	2022/23	5-YR AVG (or available avg over time)	1-YR Trend (20/21 - 21/22)	One-year change (21/22-22/23)	Floor	Stretch	Short-Term Target (1-yr) 2023/2024	Mid-Term Target (3-yrs) 2025/2026	Long-Term Target (5 yrs) 2027/2028
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Key Performance Indicators/Metrics KPI's

Grossmont College KPI Targets for 2022/2023 – 2027/2028

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Key Performance Indicators/Metrics KPI's

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	Number of students transferring to UCs and CSUs	1,444	1,476	pending	pending	pending	1,404	↑		1292	1600	1500	1550	1600
	**Percentage of certificate/degree/transfer seeking students who graduate or transfer within 3 years	10%	4%	pending	pending	pending	pending	↓		4%	20%	8%	12%	15%
	Percentage of certificate/degree/transfer seeking students who graduate or transfer within 4 years	10%	4%	pending	pending	pending	pending	↓		4%	20%	10%	15%	15%
Employment/ Earnings	*Increase Career & Transfer Outcomes that Lead to a Livable Wage for All Students**													
	Job placement rates	44%	38%	pending	pending	pending	pending	↓						
	Attained employment in field of study (or related field of study)	72%	pending	pending	pending	pending	pending	↑						
	Attainment of regional living wage	31%	32%	pending	pending	pending	pending	↑						
	Median Annual Earnings	$28,244	$29,308	pending	pending	pending	pending	↑						

FTES

Strategic Objective:
Increase Equitable Access

FTES: KEY PERFORMANCE INDICATOR (KPI)

1 STUDENT (OR GROUP OF STUDENTS)

ATTENDING 15 HOURS PER WEEK

ONE FTES REPRESENTS

FOR TWO SEMESTERS FOR 17.5 WEEKS*

A TOTAL OF 525 CONTACT HOURS

*CCCCO formula: This definition provides a unit of measure applicable to all classes and calendar types (e.g., traditional length, flexible, and compressed).

This unit of measure is used for funding calculations only.
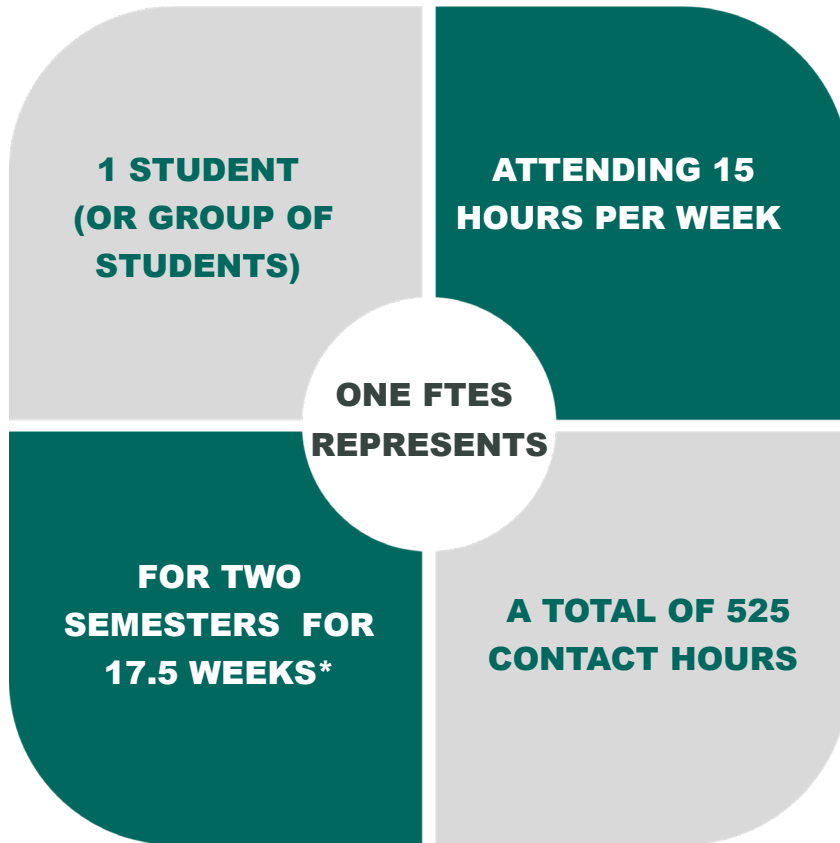
LAST YEAR'S FTES

2022/2023 FTES= **8400**

SHORT-TERM TARGET GOALS

2023/2024 Target = **8988**

⬆ **7%**

CURRENT FTES

2023/2024 Actual FTES=**9254**

⬆ **10%**

Surpassed Target by 266 FTES

Course Success Rate

Strategic Objective: Increase Overall Course Success Rates & Close Equity Gaps

Key Performance Indicator (KPI) Targets
Overall Course Success Rates

- Educational Excellence*: Increase overall course success rates and close equity gaps

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	**Short-Term Target 2023/2024**	Mid-Term Target 2024/2025	Long-Term Target 2027/2028
Overall Course Success Rate	70%	70%	70%	70%	70%	73%	**73%**	**75%**

- **Target: Increase Rate by 3% for 2024/2025**

*2022/2023 – 2027/2028 Strategic Plan Goal

It *Can* Be Done!

Discipline	Overall Success Rate 2021/2022	Overall Success Rate 2022/2023	% Increase
Ethnic, Gender & Social Justice Studies	68%	77%	12%
Psychology	60%	68%	12%
English	60%	67%	11%
Biology	64%	69%	7%
Communication	70%	73%	4%

Source: GCCCD Power BI Program Review Data Dashboard

How do we get there?

Target Rate for
Overall Course Success

73%

Concentrate our Collective Efforts on:
Online Course Success Rates

Marcelo Nieto, Research & Planning Analyst

Spring 2024 Enrollment

Modality	# of Sections	%	Enrollments	%
Face to Face*	770	59%	18,075	49%
Online	**530**	**41%**	**18,842**	**51%**
Totals	1,300	100%	36,917	100%

*Face to Face (F2F) includes Hyflex, Hybrid, Off Campus, and On Campus courses

Sample GE Courses: 2022/2023 Course Success Rates by Modality

Course	# of Enrollments	Overall F2F Course Success Rate	Overall Online Course Success Rate
GE Course 1	722	72%	60%
GE Course 2	858	75%	70%
GE Course 3	1,291	60%	62%
GE Course 4	1,941	70%	64%
GE Course 5	1,122	77%	70%
GE Course 6	709	79%	72%
GE Course 7	3,544	73%	53%
GE Course 8	1,539	80%	74%
GE Course 9	712	72%	71%
GE Course 10	1,559	63%	57%
GE Course 11	1,704	66%	61%
GE Course 12	1,195	72%	73%

Data Source: Power BI Program Review Dashboard

Online vs. F2F Course Success Disaggregated by Race/Ethnicity
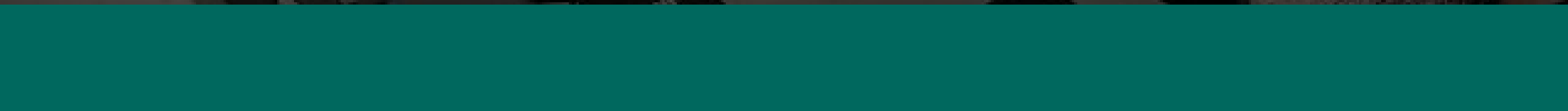
Sample GE Courses: 2022/2023 Course Success Rates by Modality

- Large disparities for some ethnicities between On Campus and Online classes

- Make time to review your own data as a department

- Where are the equity gaps?

- What are potential causes?

- What are potential solutions?

Data Source: Power BI Program Review Dashboard

Course	AA in F2F	AA Online
GE Course 1	81%	48%

Course	Asian in F2F	Asian Online
GE Course 2	91%	77%

Course	Two or More in F2F	Two or More Online
GE Course 3	81%	53%

Course	Lat in F2F	Lat Online
GE Course 4	76%	68%

Course	Middle Eastern in F2F	Middle Eastern Online
GE Course 5	54%	78%

Strategies for Increasing Course Success Rates

Annual Unit Planning

Increasing Overall Course Success Rates in Online Courses

GROSSMONT COLLEGE
POCR BUY-IN
EQUITABLE COURSE DESIGN

"Research and practice increasingly recognize that **visual design does impact many aspects of the learning experience**.

It affects the quality of learning, the value of communication, and the motivation of the audience members.

It leverages the brain's innate capabilities, **improves engagement**, and satisfies the audience's aesthetic sensibilities.

Students' Guide to Learning Design and Research (2020)

WHY COMPLETE BUY-IN?

- **IMPROVE** course structure to according to research and best practices to lessen students' cognitive load.

- **INCREASE** equity, retention, and student persistence and success.

- **TIE** SLOs and content for clarity and accreditation.

GAMEPLAY
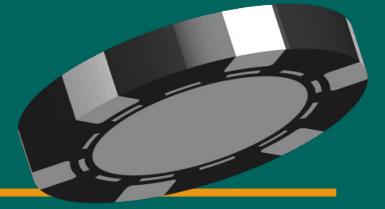
GOAL
Systematically apply templates to an existing online course.

Participants get:

- Development course container with pre-loaded templates
- Five guided HyFlex workshops
- Instructional videos in a Canvas course
- One-on-one time and office hours with trainers
- Suggested target dates

2023-24 BUY-IN

38 **instructors** participated

16 **departments** represented

5 **live workshops** provided

3 **trainers** dedicated

American Sign Language

WELCOME TO ASL 220 ONLINE
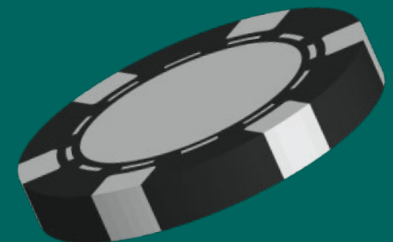
Modules | Syllabus | Q & A Café | Resources

Welcome!

ASL 220 provides an opportunity for you to continue your development of sign language vocabulary, grammar structures, and conversational skills. You will continue to enhance your studies and awareness by focusing on the Deaf community as a culture and issues that arise between the hearing and Deaf cultures.

Please view this quickly the 40-second video where Jamie Shatwell shares a welcome video: Welcome to ASL Online Course.

Welcome to ASL Online Course!

(Optional: turn on closed caption)

Course Modality & Length

Jamie Gould ▲ | Lara Braff ▼

What is Anthropology?

Overview

This module introduces you to the fascinating discipline of anthropology, which is comprised of four "subfields": cultural anthropology, biological (or physical) anthropology, archaeology, and linguistic anthropology. We will focus on cultural anthropology throughout this course, however all four subfields draw on one another, making anthropology an interdisciplinary field of study.

Objectives

After completing this module, you will be able to:

- Identify the four subfields of anthropology
- Describe the discipline of anthropology
- Understand key concepts and approaches in cultural anthropology
- Navigate the AAA website, a resource we use throughout this course

To Do List

To accomplish these objectives, complete the following tasks:

1. View video lectures: Introduction to Anthropology
2. Read Perspectives (chapter 1)

Welcome
PHOT 150 - Introduction to Photography

Notices | Syllabus | Modules | Assignments

Welcome to the Class

0:00 / 0:42

Paul Turounet ▲

Welcome
to our DEIA-AI CoP

Chat | Modules | Resources | Book Appt

Welcome!

I am delighted to welcome you to our Community of Practice (CoP), conducted via Zoom (Outlook invites are in your inbox!), focusing on the integration of Generative AI (Chat GPT) in education through a DEIA (Diversity, Equity, Inclusion, and Accessibility) lens.

Adelle Roe ▲ | Jeanette Calo ▼

2.3 Week 2 Discussion (GRADED ASSIGNMENT)

MEDIA NEWS WRITING | DISCUSSION WEEK TWO CONVERSATION

Initial post due by Thursday, Feb. 8, at 11 p.m. | Replies due by Monday, Feb. 12, at 11 p.m.

ASSIGNMENT GOALS

The journalism industry follows the standards set by the Associated Press. But where did these rules come from? Who developed them? The purpose of this Discussion is to think critically about how we got here and where we're going.

INSTRUCTIONS

1. **By Thursday at 11 p.m.:** Add a new discussion topic in this forum; you can write your post in the **Reply** box below. *Please note that you will not be able to see your peers' posts until you post to the Discussion.* After researching the Associated Press online, please address the following questions in at least 75 words:
   - Why is there a writing standard for journalism?
   - Who established these standards? Do they reflect diversity and/or diverse ideas?
   - Are mechanics like AP style, grammar, spelling and punctuation important? Why or why not?
2. **By Monday at 11 p.m.:** After posting your own reflection, you must also comment on at least two posts from other students in your Discussion group. Each response should be at least 15 words and should continue the conversation.

GRADING & FEEDBACK

GRADING: The criteria for grading is outlined in the grading rubric. *To see the grading rubric for this Discussion, click on the three dots in the right corner of this page and select "Show Rubric."*

FEEDBACK: Discussion boards will be graded following their Monday due date. NOTE: *Because this is intended to be a peer-to-peer conversation, the instructor intentionally does not participate in discussion forums. Most instructor feedback will come in private grading comments.*

CANVAS GUIDES

Here are some Canvas guides you can use to help you navigate discussion posts and submit your discussion replies:

- How do I view discussions?
- How do I reply to a discussion?

PARTICIPANT FEEDBACK

I don't know if I would have put in the effort to upgrade the look of the course without participating in POCR. So thanks :)!

I think my course does look more put together with the templates and using the DesignPlus tools.

Training was well-done.

You provided absolutely fantastic support. The Videos and Zoom sessions were very helpful and the one-on-one time was essential. It was great to do little bits over many weeks, but also to have flexible deadlines. The program was fabulous, and I am so incredibly grateful.

Lots of great help from staff.

I think weekly sessions and mentors is a great model for support.

It's so rewarding to see the course turn from "meh" to pretty once you get the hang of it. I know my students will appreciate the eye-catching and consistent look of each page.

This whole process has been amazing, but also incredibly overwhelming, as it has caused me to rethink everything I do, not just from a design perspective but from the student's perspective.

I'm doing fine in the course so far and don't need clarification on anything.
I like how the course is set up and that I can move at a pace that is convenient to me.
All of the concepts have been presented clearly.

This module has been smooth sailing so far. I was a little worried about doing an online class but it has been going good so far. I appreciate all of the help you have been giving.

I do want to say thank you for all the feedback I've received. The material/ course is really clear and modules are really helpful to fully understand the material.

I like how the material we are given for each assignment is really helpful.
I am able to read it and connect it with the assignment, I might have to read it twice to get a better understanding again but it's been helpful. Thank you!

Everything is very well organized in this class and is explained very well.

STUDENT FEEDBACK

This course has probably been the most organized online course that I have taken thus far.
The modules were set up nicely to where I knew what was expected of me each week. The information flowed
according to what I needed to read, what I needed to learn, what the learning outcome was supposed to be.

Your clear communication of expectations from the very beginning provided a solid framework
for our learning, enabling us to navigate the course with confidence and clarity.

The course structure was well-organized and easy to follow, which helped me stay focused and motivated…
Compared to other online courses I've taken, this one stands out for its emphasis on fostering
sense of community and facilitating meaningful interactions among participants.
Overall, I found this course to be both informative and engaging,
and it has set a high standard for my expectations of online learning courses.

I found myself really appreciating the thorough organization of this course.
It was structured in such a way that made it incredibly easy for me to navigate through
the content and grasp the concepts being taught.

I appreciated how seamlessly the content flowed, allowing me to keep up without feeling overwhelmed.
Despite the rapid tempo, the course maintained a clear structure that facilitated effective learning.

STUDENT FEEDBACK

PATH FORWARD

- **INCREASING NUMBER** of courses applying POCR design concepts.

- **TRACKING IMPROVEMENT** each semester.

- **INVESTING IN THE PROCESS** to increase student enrollment and retention.

POCR BUY-IN

Call to Action

Fall 2024 Annual Unit Plans: Be intentional in addressing gaps

CALL TO ACTION

SET GOALS TO IMPROVE ONLINE COURSE SUCCESS IN FALL 2024 ANNUAL UNIT PLANS

AUP Section 3: Reflection on Student Learning, Achievement, & Equity

AUP Question 1:

What observations have emerged from your department's analysis of disaggregated data (e.g., course success rates, course retention rates, program completion rates, semester-to-semester persistence rates, etc.)?

Sample response

My department compared overall course success rates for 2022/2023 F2F sections of English 120 with overall success rates for online sections of English 120. We found a __% difference in overall success rates, which is significant. We then looked at differences in overall course success rates for both F2F and online sections disaggregated by race/ethnicity. We found that . . .

CALL TO ACTION

🎯 **SET GOALS TO IMPROVE ONLINE COURSE SUCCESS IN ANNUAL UNIT PLANS**

AUP Section 3: Reflection on Student Learning, Achievement, & Equity

? AUP Question 2:
What actions might your department take over the next year?

Sample

Goal #1	Increase overall course success rates for online sections of English 120 by 10%
Current Baseline (2022/23) ___%	**Target (2025/26):** ___%
Target Date:	End of 2025/2026 academic year
Strategy:	By Fall 2025, all faculty teaching online sections of English 120 will complete the POCR Buy In pilot.

CALL TO ACTION

🎯 **SET GOALS TO IMPROVE ONLINE COURSE SUCCESS IN ANNUAL UNIT PLANS**

AUP Section 3: Reflection on Student Learning, Achievement, & Equity

❓ **AUP Question 3:**
What actions might your department take over the next year to improve online student engagement and support?

Sample

Goal #1	Reduce the Number of Students on Academic Level 2 Probation by 10%	
Current Baseline (FA 23) 451 Students		**Target (FA 25) :** 406 Students
Strategy:	By Fall 2024 have an Academic Success Workshop in Canvas tailored for students on academic probation. The workshop will provide targeted support, resources, and strategies to help students improve their academic standing and succeed in their coursework. Improve student engagement levels among students on academic probation by implementing targeted outreach efforts and engaging activities.	

Liquid Syllabus

Increasing course success rates in online courses

Liquid Syllabus

**Javier Gonzalez-Meeks, History Professor and
Faculty Equity & Innovation Institute Participant**

Come Join Us for the GC Faculty Equity & Innovation Institute 2024-2025 Cohort!

FEII is a year-long, cohort-based professional development opportunity, where faculty will learn more about how to implement equitable teaching strategies in the classroom.

14 2-hour sessions over the course of two semesters

All cohort faculty that submit their e-portfolio at the end of the institute receive compensation for 28 hours of their time.

Adjunct, full-time, counseling, and instructional faculty are all invited to attend.

Instructors that teach a 12 Gateway Course will get first right of refusal; We can accept up to 25 faculty per cohort.

To learn more and sign up please scan the QR code

Acknowledgements

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Juliana Bertin

Krystle Jones

Marcelo Nieto

Marsha Gable

Natalie Ray

Niko Crumpton

Rochelle Weiser

Susana Munoz

Victoria Rodriguez

Thank you!