Distance Education Strategic Plan

2017-2019

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Mission

The mission of Cañada's distance education initiative, and the Distance Education Advisory Committee (DEAC), is to increase opportunities for our diverse student population by offering flexible and innovative instruction via technology. In keeping with the mission of the College, the distance education initiative is committed to meeting the changing needs of our community by developing distance learning opportunities that increase student access, support student success, and provide quality instruction in general, transfer, career, and basic skills education, while also fostering relationships between faculty, staff and students.

Background

Cañada began offering distance education coursework in the early 2000s and distance education enrollments have continued to grow since then. In the past five years alone, distance education enrollments have grown from 2,007 in the 2011-2012 academic year to 4,478 in the 2015-2016 academic year. Cañada also hosts the highest number of distance education FTES and highest percentage of distance education enrollments out of the three SMCCD colleges. The distance education program at Cañada has also expanded over the years despite limited distance education personnel, support, and resources.

Cañada's DEAC began meeting regularly in the Spring of 2011 and historically has reported to the Vice President of Instruction. The dean responsible for distance education chairs the committee. The committee has also included the distance education coordinator (a faculty position), instructional designer (a faculty position), a representative from the district Distance Education Committee, 2-3 faculty members, two classified staff and one student. The committee was charged with developing a distance education plan that focuses on growing and strengthening our distance education initiative.
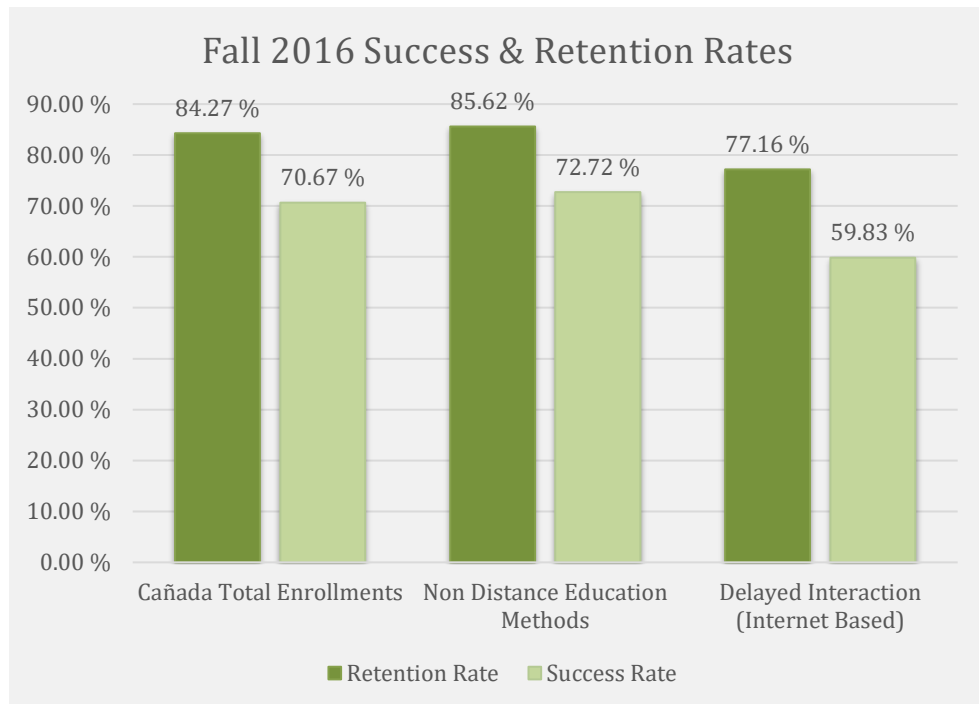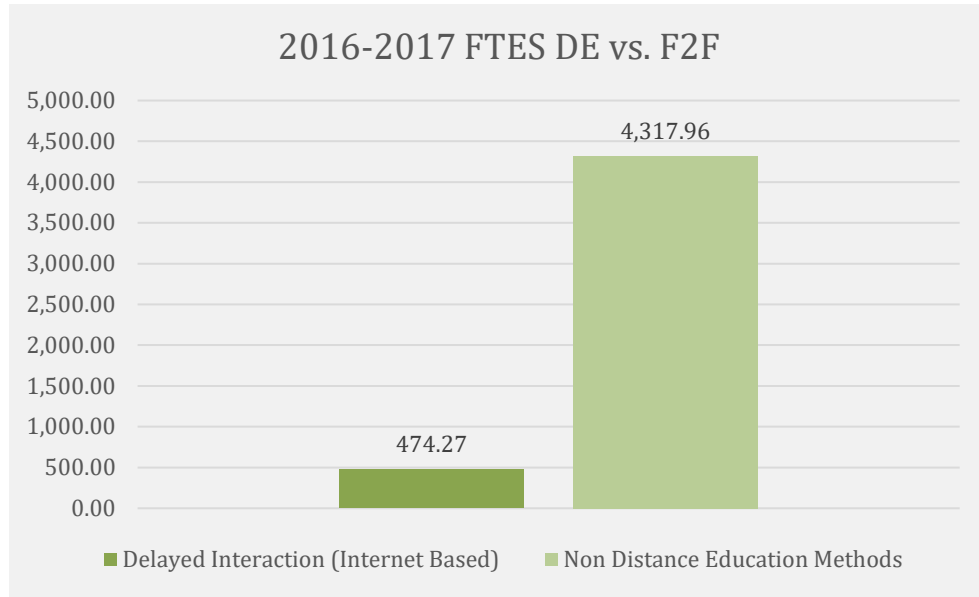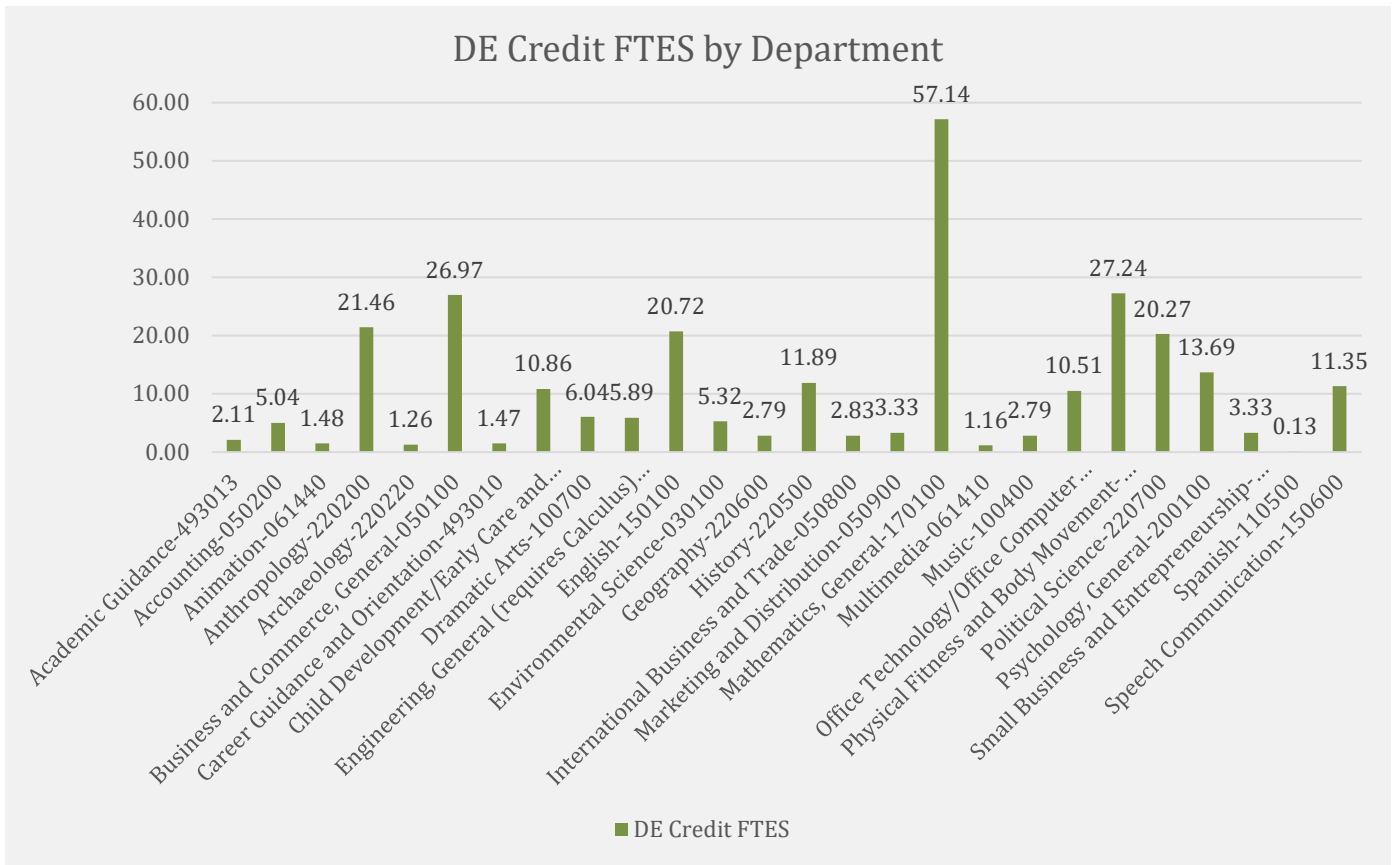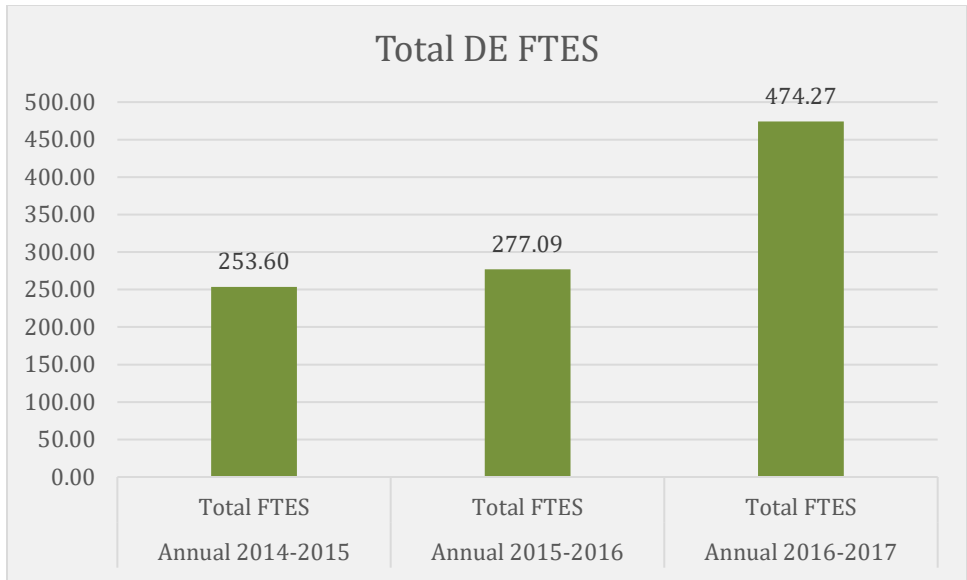
Current Status

Cañada College's DE has grown along with DEAC becoming more solidified and regularized on campus. DEAC now consists of the Dean of Academic Support and Learning Resources (co-chair), Faculty Distance Education Coordinator (co-chair), Instructional Technologist and faculty representatives from each Division (Humanities and Social Sciences, Science and Technology, Business and Workforce, Athletics, and Academic Support and Learning Resources. The Distance Education Program, which currently includes the instructional technologist and faculty distance education coordinator, is within the Academic Support and Learning Resources Division as opposed to the Office of Instruction. Additionally, DE is part of the ELITE (Enhanced Learning and Instruction through Technology Education) Program.

The primary purpose of ELITE is to improve students' learning experience at Cañada College by supporting and training faculty who want innovative support for helping students learn. The ELITE Program has the opportunity to meet the needs of online, hybrid and face-to-face faculty who have been without a robust and consistent instructional technology support system. At its start, the ELITE Program will house the Instructional Technologist, Faculty Distance Education Coordinator, and Faculty Assessment Coordinator. By bringing these three positions together, the ELITE Program will create an opportunity for distance education, assessment, and instructional technology to collaborate and coordinate faculty support efforts, resources, and reporting. This collaboration has the potential to streamline faculty support as it relates to various aspects of accreditation, which will in turn free up faculty to provide high-quality instruction to Cañada's students as well as bridge professional development opportunities. For more information on the ELITE Program, please refer to ELITE's 2016-2017 Program Review.

Course Offerings

Compiled from the CCC Chancellor's Office MIS Data Mart

2016-2017 FTES DE vs. F2F

Fall 2016 Success & Retention Rates

Total DE FTES

	Total FTES Annual 2014-2015	Total FTES Annual 2015-2016	Total FTES Annual 2016-2017
Value	253.60	277.09	474.27

DE Credit FTES by Department

Department	DE Credit FTES
Academic Guidance-493013	2.11
Accounting-050200	5.04
Animation-061440	1.48
Anthropology-220200	21.46
Archaeology-220220	1.26
Business and Commerce, General-050100	26.97
Career Guidance and Orientation-493010	1.47
Child Development/Early Care and...	10.86
Dramatic Arts-100700	6.04
Engineering, General (requires Calculus)...	5.89
English-150100	20.72
Environmental Science-030100	5.32
Geography-220600	2.79
History-220500	11.89
International Business and Trade-050800	2.83
Marketing and Distribution-050900	3.33
Mathematics, General-170100	57.14
Multimedia-061410	1.16
Music-100400	2.79
Office Technology/Office Computer-...	10.51
Physical Fitness and Body Movement-...	27.24
Political Science-220700	20.27
Psychology, General-200100	13.69
Small Business and Entrepreneurship-...	3.33
Spanish-110500	0.13
Speech Communication-150600	11.35

DE Percentage of Total FTES by College

Cañada: 5.93%
CSM: 1.11%
Skyline: 2.47%

(Legend: Cañada DE, CSM DE, Skyline DE)

Faculty Development

Faculty development for distance education has in many ways been put on hold. Faculty interested in beginning to teach online have been directed to @One courses due to STOT training being put on hold. A Cañada version of STOT, QOLT (Quality Online Learning & Teaching), is in development and will be piloted in the Summer of 2017.

New Canvas-based training and workshops will be launched in the Fall of 2017, when the transition to Canvas will be completed.

Student Support

A full outline of student support services can be found in the 2014 Cañada College Distance Education Substantive Change Proposal. Through WebSmart, students can perform all aspects of registration online. They can view grades, view an unofficial transcript, pay fees and view their account statements and payment history online. Financial aid services are available online as well. Books may be purchased through the bookstore's website and other online book vendors. eCounseling is available, especially for more routine questions. The library offers an array of online resources and services that support all students, as well as a Library Guide for Distance Education Students. An online orientation for students is now available.

Students are encouraged, but not required, to take a self-assessment to determine if online learning is the type of learning in which they would be able to engage and be successful. However, no student is prevented from enrolling in an online course based on the self-assessment. We are hoping to pilot QUEST

for Success as our new self-assessment tool in the Fall of 2017. Students are also encouraged to explore the OEI Online Readiness Modules for more information on succeeding in their distance education courses,

The Learning Center provides support for all classes, no matter their mode of delivery. Most of the students taking Cañada's online courses live within driving distance of the college, however many of them work. Tracking the usage of the Learning Center we have learned that historically most online students come to the Center rather than choosing online support. However, the learning center is looking to pilot usage of the online tutoring service, NetTutor, to better meet the needs of distance education students.

Analysis of the Distance Education Program at Cañada College

Strengths of the Distance Education Program

- We have a core group of faculty from across the College interested in developing effective distance education.
- Faculty and staff have access to regular training, through @One and local training materials.
- Excellent IT Support (both at the District and College level) available to faculty and staff
- Canvas Support available to students Monday-Friday. Canvas Support for faculty and staff available nights and weekends as well.
- The District supports a course management system, Canvas, and every section of every course has a Canvas shell available to use.
- The SMCCD Board of Trustees supports the migration to Canvas and the adoption of the tools offered by the Online Education Initiative (OEI).
- In the fall of 2016, a full-time Instructional Technologist and a Faculty Distance Education Coordinator were hired to support faculty and students.
- The Learning Center and the Counseling departments are working towards adopting online tutoring and online counseling OEI tools.

Weaknesses of the Distance Education Program

- There is no location or room designated for faculty distance education or Canvas training.
- No technology or Canvas support available to students on campus.
- Our courses have been concentrated in limited disciplines, but there is some growth in other areas. Few courses in CTE programs are offered through distance education.
- There are currently no District-wide policies for faculty assessment of teaching via distance learning modalities or for coordination of offerings through distance learning.
- The Data Dashboard was setup to identify students from out-of-state who have enrolled in on-line courses, but there is no process for identifying student before (or during) enrollment, leaving the College open to state authorization issues and penalties.
- There is no College-defined vision for the growth of distance education
- Success of students in online courses has improved, but remains lower than the success in face-to-face courses.
- We are still in the process of adopting online counseling and online tutoring services that will serve distance education students.

- We piloted an online proctoring program in the Summer of 2017, but have yet to adopt a service for distance education students to use if they cannot make it to campus for testing or cannot find another approved proctoring site.

Update on Goals from Previous Strategic Plan

All three colleges have completed the transition from WebAccess to Canvas and the Summer and Fall of 2017 are the first semesters that we are 100% on Canvas. Cañada also hired a full-time Instructional Technologist and a faculty Distance Education Coordinator.

The results from the 2015 DE Student Survey were reviewed and will be used to inform DEAC's goals for the coming years. We will continue to monitor DE enrollments and student success rates in DE courses. Surveys of DE faculty and students will be completed each semester since these will be our first years using Canvas.

An online training certification course was piloted at Cañada in the Summer of 2017. The feedback (Appendix 1) from the course will be combined with a collaborative effort from the instructional technology teams at all three colleges to create an online certification course that faculty can participate in to get certified to teach online. The course will include the OEI Course Design Rubric and will be relaunched in the Fall of 2017.

DEAC will continue to focus on the vetting of new technologies, especially those related to student success. In 2017, faculty piloted Proctorio, and online proctoring software, and Vericite, a new plagiarism checking tool.

Goals for the 2017-2019 Academic Years

Goal #1: Iteratively design, develop, and implement faculty training related to instructional technology.
    Objective 1.1: Continue collaboration with sister colleges to build and launch a District-wide online teaching certification course
    Objective 1.2: Implement 'We're Learning Too' and 'Make & Take' training series each semester, and continue offering 'just in time' and one-on-one training to faculty. Collect feedback from faculty after each training and after each semester to inform future training programs.
    Objective 1.3: Add a collection of DE conferences to the Distance Education website and encourage faculty to attend.
    Objective 1.4: Annually update and share the Distance Education Handbook with faculty.

Goal #2: Increase on-campus student support for Canvas and increase distance education student support services.
    Objective 2.1: Determine how to better provide Canvas and general technology support to students on campus.
    Objective 2.2: Adopt online tutoring, counseling, and proctoring solutions that will serve distance education and non-distance education students.
    Objective 2.3: Provide training for online tutors, counselors, and faculty offering online proctoring and counseling services.
    Objective 2.4: Launch QUEST for Success as a tool for prospective and current DE students to assess their online readiness.

Goal #3: Expand & Enhance the Distance Education program to meet the needs of Cañada students, both in quantitative and qualitative terms.
    Objective 3.1: Analyze DE enrollment rates each semester to determine where the DE program can expand. Focusing especially on expanded summer offerings as student demand for online courses is still not being met.
    Objective 3.2: Offer the online teaching certification course and other DE trainings regularly throughout the academic year to keep faculty up-to-date on distance education pedagogy and instructional technology.
    Objective 3.3: Survey DE and Canvas students each semester to identify student needs in terms of online pedagogy and course design.

Total QOLT Participants: 11
Participants Who Completed the Work Group: 5
Participants Who Responded to the Exit Survey: 4

How likely are you to recommend the QOLT Work Group to a colleague?	How well did the content that was delivered in the work group align with the content that you were promised when you signed up?	How much new information did you learn in the QOLT Work Group?	How actionable was the information you received in the QOLT Work Group?	How satisfied were you with the QOLT Work Group overall?	If you could have changed anything about the QOLT Work Group, what would it have been?	Is there anything else you would like us to know?
5	4 I think it would be better if it wasn't necessary to complete the modules in sequential order. Some topics will be more helpful than others based on what a teacher needs to improve.	4	5	Very Satisfied	In addition to the content remark above, I think it might be a good idea to have a second course dedicated to finishing the entire OEI Rubric, while the first course just established the basic ideas and strategies.	The Anonymous feedback survey in the downloadable Canvas module lacked a question. This might have been an importation issue or issue with the ungraded survey tool within Canvas, since I had some difficulty getting a text box question to appear.
4 I learned a lot, but there were a few assignments and aspects that seemed unnecessarily complicated.	3 I think myself and another student both stated that one of our goals was to better understand the Canvas grade book, which was not addressed in the course.	5 The main thing I learned is that Canvas has lots of resources that are incredibly helpful (just like our QOLT leaders), but it is still a huge undertaking.	5 My course is still being built, but I have a much clearer idea of how to make it accessible.	Satisfied Even though I've done several courses online, I thought this was still confusing to navigate. The assignment expectations were not very clear, and I didn't see how a lot of the course was connected.	I stated before, but I think there should be one course about the basics of Canvas and course-building, and another course addressing accessibility measures. Also, I think the QOLT course shell was too "busy" with too many links to helpful videos and repetitive "goals and objectives." As a student, I felt overwhelmed with information.	Canvas is new to me, so I was very glad to take this course. I think this course was asking me to bite off more than I could chew, but I still got a lot out of it. I felt much more stressed about this course and its homework assignments than I should have.
5 One could learn some of this solo but invaluable to have links laid out for us and especially to have assistance when we had questions.	5	5 Valuable getting assistance with learning and implementing measures to ensure accessibility for my course and learning nuances of Canvas	5	Very Satisfied	Good idea to have peer reviewing at the end but didn't work out for me ... my partner wasn't participating	Appreciated Allison's prompt replies! Maybe put a button on opening page for discussion forum to ask questions. It was a bit annoying to have to click into modules then scroll to finally get to discussion forum.
5 I feel that my Canvas Materials serve students much better after participating in the course. I also feel more confidant that the students will be able to navigate the course materials on their own.	4	4 I now have accessible content pages that are aligned with learning objectives and provide links to "how to" tutorials. Previously my content pages just had content.	5	Very Satisfied	Perhaps a more extensive group discussion about best practices and commonly encountered problems. Perhaps include a peer review early in the modules, for example a peer review of just the start module, or one module, before a peer review of a whole course.	