

Distance Education Department

ASP for Academic Year 2019-2020

November 2018

Description Of Section

Connection to College Mission

The mission of the Distance Education Department is to support Cerro Coso Community College's mission by providing students with a flexible alternative avenue to academic success through quality distance learning courses using contemporary information technology.

The college strives to become a recognized leader in online education among California community colleges and beyond, by creating innovative and cost-effective solutions to overcome challenges in online learning. The Distance Education Department is dedicated to upholding the highest standard of professionalism and advancing the quality of distance education programs to meet or exceed student and faculty expectations.

To accomplish this, the department is committed to supporting the college in several ways:

- Providing quality, accredited online degree and credential programs that satisfy general education and meet the requirements for transferring to bachelor programs
- Helping faculty use distance learning technologies and pedagogies to deliver quality courses and programs
- Enabling local and remote students to fulfill degree, certificate, and transfer requirements in a timely manner with flexible classes
- Constantly assessing the effectiveness of distance education programs and improving their quality and productivity
- Ensuring that distance education programs are conducted in accordance with applicable rules, regulations, and policies stipulated by the college and the state and federal governments

Review And Planning

Performance and Equity Gaps Still to be Addressed

The Distance Education Department will undertake the College commitment to improve accessibility and to decrease equity gap of its online course sections. This will entail successful implementation of the Distance Education Accessibility Plan and development of the Equity Course Rubric. The expectation of the department is to demonstrate major progress in accessibility and student equity for the College online programs in a two years period starting from AY2019-20.

First, the department will continue to implement the newly developed Distance Education Accessibility Plan. This Accessibility Plan was developed with accountability and measurability in mind to ensure that the College can guarantee all Cerro Coso online course sections are accessible by Spring 2020. For Cerro Coso to have all course sections be accessible would enable all students with and without disabilities to fully participate in online courses.

Equally important to the College online education is the addition of student equity component to online course sections. The department plans to collaborate with the Pedtech Committee to develop an Equity Course Rubric that will provide faculty clarification on what is meant by creating an equitable online classroom. With the Equity Course Rubric, faculty will be able to have the additional guidance on the successful pedagogical strategies to help address the online equity gap issue among the College online student population. This Equity Course Rubric will further the College's effort to reduce challenges associated with online student equity gap.

Annual Planning: Actions Taken

Prepare the College and Online Courses for the OEI's Online Course Exchange

The Distance Education Department has made progress in preparing the College for the Exchange Program, including gaining support from Academic Senate to join the CVC-OEI Consortium. Below are more progress made by the College and the department.

1. Accepted into the CVC-OEI Consortium.
2. Submitted the CVC-OEI Consortium Agreement and the CVC-OEI Financial Aid Agreement.
2. Offered faculty training in accessibility and the OEI Course Design Rubric, with plans to offer training in FERPA and copyright in the near future.
3. Gained approval for the adoption of the Peer-Online-Course-Review (POCR) Committee. The POCR Committee has already reviewed three course sections since its inception in Spring 2018.
4. Attained POCR approval for five online course sections with at least 13 online course sections on the waitlist to be approved for the Exchange Program.

Develop College Accessibility Plan for Online Courses

The first Distance Education Accessibility Plan of the College has been developed. It has the support of the Pedtech Committee and Academic Senate. The plan is currently being implemented.

Promote the Use of Classroom Salon in Online Courses

The department has not made progress on the initiative to promote the use of Classroom Salon in the College online courses. Due to the inability of Classroom Salon to currently integrate with Canvas, the initiative has been delayed until Classroom Salon completes its Canvas Learning Technologies Integration (LTI) development.

Initiatives for Next Academic Year

Improve Equity in Online Education

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The following steps will be taken to improve equity in online education at the College:

- Administer a survey focusing on what types of successful equity strategies faculty might have implemented in their course sections.
- Develop Equity Course Rubric for the online environment.
- Provide faculty training on the newly created Equity Course Rubric.
- Gain approval from various stakeholders on the Equity Course Rubric.
- Launch the Equity Course Rubric.

Lead Measure of Success:

- Track course section with OER materials.
- Track types of equity strategies being used in a course section.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Increase student success and retention for equity population (e.g. DSPPS, economically challenged students, gender group and ethnic group.)

Person Responsible:

Distance Education Director and PedTech Committee

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures

Improve Accessibility of College Online Courses

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The following steps will be taken to improve accessibility in online courses:

- Create a best practice checklist on accessibility as a guideline for faculty.
- Promote faculty to submit their course section through the POCR process to gain access to CVC-OEI's accessibility expert.
- Create an accessibility resources and tools page in Canvas.
- Develop an accessibility training schedule to include training in accessibility standards and the College accessibility tools.
- Provide accessibility support for MS Words, MS PowerPoint, MS Excel, PDF, and the College accessibility checker tools.
- Continue to implement the Distance Education Accessibility Plan.

Lead Measure of Success:

- 50% of faculty are trained by end of Spring 2019
- 75% of faculty are trained by end of Fall 2019
- 100% of faculty are trained by end of Spring 2020

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

- 50% of all online course sections are accessible by end of Summer 2019
- 75% of all online course sections are accessible by end of Spring 2020
- 100% of all online course sections are accessible by end of Fall 2020

Person Responsible:

Distance Education Director

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 2: Advance Student Equity Measures

Increase POCR Approved Online Courses

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

In order to increase POCR approved online courses, the Distance Education Department will:

- Promote and recruit faculty to go through the POCR review process.
- Provide training on accessibility and OEI Course Design Rubric.
- Provide accessibility support for MS Words, MS PowerPoint, MS Excel, PDF, and the College accessibility checker tools.

Lead Measure of Success:

- At least 30 course sections are approved prior to the College going live in the Course Exchange.
- At least 15 course sections are approved per semester after the College goes live in the Course Exchange.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

- 10% of the College online offerings are available to students in the Course Exchange after two semesters of the College goes live in the Course Exchange.
- 20% of the College online offerings are available to students in the Course Exchange after four semesters of the College goes live in the Course Exchange.

Person Responsible:

Director of Distance Education and Cerro Coso POCR Committee

It addresses a gap in outcomes assessment

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures

Increase Faculty Sharing of Online Teaching Strategies

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

An annual Distance Education Newsletter will be developed and promoted to faculty. The newsletter will feature successful online teaching strategies and faculty anecdotes relating to online pedagogy.

Lead Measure of Success:

A Distance Education Newsletter distributed at least once a year.

Are any of the lead measures identified above lacking assessment instruments?

No

Does the department request help to develop these instruments?

No

Lag Measure of Success:

Increase online student retention and success.

Person Responsible:

Distance Education Director and PedTech Committee

It addresses a gap in outcomes assessment

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success

Resource Needs

Facilities

N/A

Information Technology

N/A

Marketing

N/A

Professional Development

The department would like to request for travel budget to present at a distance education conference.

In addition, the department would like to request funds for faculty training in accessibility. Accessibility training is one strategy of the

Distance Education Accessibility Plan, in which strives to have all of the College online courses be accessible within the next two years.

Lastly, the department would like to continue to request for an annual budget to support the summer training for faculty teaching their first online courses, a training now required by Title 5, and recommended by the Pedtech Committee and approved by the Academic Senate.

Research and Data

N/A

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

N/A

Location:

Justification:

2000 Category - Classified Staff

N/A

Location:

CC Online

Salary Grade:

Number of Months:

12

Number of Hours per Week:

10

Salary Amount:

Justification: