

Distance Education Department

ASP for Academic Year 2020-2021

October 2019

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

In previous years, Cerro Coso Community College took a "one-size-fits-all" approach to improve student retention and success in online courses. This approach increased retention and success rates by 5% and 7% within a six-year period, respectively. One of the most significant "one-size-fits-all" strategies was the transition from Moodle to the California Community College system-wide learning management system (LMS), Canvas, which has enabled faculty and Distance Education Department personnel to discuss online education in the national distance education community as well as within the California Community College system. Other "one-size-fits-all" strategies included offering an online readiness workshop for students prior to taking an online course and standardizing the online course template for the purpose of consistency, which had a positive impact on student performance.

Unfortunately, the "one-size-fits-all" approach to online education also had some flaws: it assumed that all students learn the same way, have the same amount of time and money dedicated to their education, have the same level of comfort with technology, and have the same level of knowledge prior to taking an online class. To continue to improve student retention and success rates in online education for the College, it is the opinion of the Distance Education Department that the College should now consider population-based and targeted prevention strategies for online education and its students.

For the next academic year, the department plans to address performance and equity gaps with initiatives and strategies that target specific populations. Data from the past seven years on student retention and success rates demonstrate a need for strategies that target the DSPS, African American, and Hispanic populations taking online courses. For example, DSPS online student success rates dropped by 7% in the year that the College transitioned from Moodle to Canvas. The drop may be due to DSPS students

having to relearn how to navigate screen readers in the new LMS; the data in the below table show improvement in the student success rate one year after the Canvas implementation. Further, success rates for African American and Hispanic students in online courses (see below table) are lower compared to their success rates in traditional classroom courses. One goal of the department for this academic year is to do an in-depth analysis to understand where there might be a need for targeted support and instruction. The four initiatives for the next academic year focusing on accessibility, quality online courses, and equity are expected to help the DSPS, African American, and Hispanic populations improve on performance and equity gaps.

Student Retention Rate							
	AY2013	AY2014	AY2015	AY2016	AY2017	AY2018	AY2019
College Overall	84.6%	84.0%	85.1%	85.8%	89.0%	88.1%	89.1%
Traditional	91.4%	90.2%	90.8%	91.4%	93.8%	91.3%	93.1%
Distance Education (DE)	79.3%	79.6%	80.3%	81.5%	84.7%	85.2%	85.0%
Traditional DSPS	90.4%	90.6%	90.3%	86.0%	90.7%	84.1%	88.9%
DE DSPS	77.4%	78.0%	80.2%	81.1%	81.0%	84.6%	82.9%
Overall Ethnicity							
Traditional White	N/A	N/A	N/A	92.1%	94.2%	91.9%	92.7%
DE White	N/A	N/A	N/A	85.0%	86.6%	87.1%	87.8%
Traditional African American	N/A	N/A	N/A	85.2%	90.8%	87.9%	91.8%
DE African American	N/A	N/A	N/A	81.5%	84.7%	85.2%	85.0%
Traditional Hispanic	N/A	N/A	N/A	91.7%	94.5%	92.9%	93.6%
DE Hispanic	N/A	N/A	N/A	79.6%	83.1%	84.3%	82.7%
Student Success Rate							
	AY2013	AY2014	AY2015	AY2016	AY2017	AY2018	AY2019
College Overall	68.5%	67.7%	71.6%	70.8%	73.9%	74.9%	76.7%
Traditional	77.9%	76.1%	80.3%	80.5%	83.6%	82.5%	84.5%
Distance Education (DE)	61.4%	61.6%	64.4%	63.3%	65.2%	68.1%	68.9%
Traditional DSPS	74.0%	76.7%	75.4%	74.1%	75.2%	71.6%	67.0%
DE DSPS	64.3%	61.5%	63.7%	66.9%	60.1%	66.6%	65.3%
Overall Ethnicity							
Traditional White	N/A	N/A	N/A	83.0%	84.8%	84.1%	84.7%
DE White	N/A	N/A	N/A	70.2%	70.4%	73.4%	74.7%
Traditional African American	N/A	N/A	N/A	67.7%	75.2%	78.7%	83.7%
DE African American	N/A	N/A	N/A	63.3%	65.2%	68.1%	68.9%
Traditional Hispanic	N/A	N/A	N/A	79.6%	84.0%	83.9%	83.9%
DE Hispanic	N/A	N/A	N/A	58.3%	61.3%	63.6%	65.3%

Annual Planning: Actions Taken

Update Distance Education Operating Manual

The Distance Education operating manual has been updated to include:

- Department contact information (phone and email addresses for key department staff, IT staff for Cerro Coso and KCCD, vendors, Bakersfield College and Porterville Distance Education Department key staff).

- Hours of operation.
- Description of roles and responsibilities of Cerro Coso staff, administration, and faculty in online education at the college.
- Distance education policies and practices.
- Processes and procedures with step-by-step explanation of tasks.
- History of the Distance Education Department and its learning management system (LMS), Moodle.
- LMS scripts developed by the College.
- Updated information on Canvas, the new LMS.

Improve Accessibility of College Online Courses

This initiative has made some progress. The department:

- Selected UDOIT, WAVE, the MS Office accessibility checker feature, and MyMathType as the primary accessibility checkers for the College. VoiceOver, JAWS, and NVDA have also been selected as the primary screen readers for the College.
- Developed video tutorials on UDOIT and will be developing more video tutorials on other accessibility checkers this coming academic year.
- Provided comprehensive training for faculty who needed more preparation for creating accessible online course content. Training topics in accessibility included alt text and long descriptions; forms and accessibility; making charts, graphs, and diagrams accessible; font, contrast and color accessibility; assistive technologies used by disabled students such as JAWS and NVDA; creating accessible math equations; accessible tables; and foreign languages and accessibility.
- Proactively collaborated with faculty, faculty chairs, and members of the Cerro Coso Peer Online Course Review (POCR) Committee to promote POCR. Ten courses are now aligned with the OEI course design rubric, which is a measurement guaranteeing that a Canvas course is accessible.

The department anticipates it will be able to complete this initiative by the academic year 2020-21.

Develop Canvas Learning Tools Interoperability (LTI) Apps for the College

The initiative to develop Canvas Learning Tools Interoperability (LTI) apps for the College was withdrawn due to the lack of funding to cover the special compensation labor cost required for the Educational Media Specialist to develop an LTI. The Educational Media Specialist continues to learn about LTI development, with the anticipation of future development of LTIs when funding becomes available.

Initiatives for Next Academic Year

Increase POCR Approved Online Courses - Continuation

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

This would be the second academic year of this initiative. The Distance Education Department will continue to:

- 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 40 courses sections are approved prior to the College going live in the Course Exchange. Fall 2020 is the anticipated launch date of the Exchange Program for the College.
- 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?

Does the department request help to develop these instruments?

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

Student Retention and Success Rates

Which strategic goal does this initiative address?

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

Improve Accessibility of College Online Courses - Continuation

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

This initiative will be in its third year. In the last year of the initiative, the department will focus on:

- Creating a best practice checklist on accessibility as a guideline for faculty.
- Promoting faculty to submit their course section through the POCR process to gain access to CVC-OEI's accessibility expert.
- Providing accessibility support for MS Words, MS PowerPoint, MS Excel, PDF, and the College accessibility checker tools.
- Creating an accessibility resources and tools page in Canvas, specifically a self-paced online accessibility course.

Lead Measure of Success:

- More faculty submitting their course through the POCR review process.

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:

- Almost 100% of faculty have submitted either the Self-Evaluation Accessibility Checklist form to the Distance Education Director or the POCR review process, guaranteeing their Canvas course is accessible.

Person Responsible:

Distance Education Director

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 Equity in Online Education - Continuation

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

In the second academic year of the initiative, the following steps will continue to be taken to improve equity in online education at the College:

- 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. DSPS, 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

Increase Faculty Sharing of Online Teaching Strategies - Continuation

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

For the second academic year of this initiative, the department anticipates a soft launch of the newly developed annual Distance Education Newsletter. After the launch of the newsletter, the department expects faculty to share more online teaching strategies and anecdotes relating to online pedagogy, which will help with the development of a second newsletter for a 2020-21 academic year distribution.

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?**Does the department request help to develop these instruments?****Lag Measure of Success:**

Increase online student retention and success.

Person Responsible:

Distance Education Director and PedTech Committee

Other

It should create a sense of community among faculty when it comes to addressing quality online courses and online pedagogy.

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success

Resource Needs

Facilities

N/A

Information Technology

The department is requesting two copies of MathType software applications for faculty to check out to create accessible math equations and chemistry formulas. The software will be installed on the two laptops that faculty can check out.

Marketing

N/A

Professional Development

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

Also, the department would like to continue to request 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:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification: