



Describe Department/Unit

Connection to College Mission

The Distance Education (DE) Department at Cerro Coso Community College partners with faculty, staff, and administrators to advance the college's mission. Together, they provide students with a flexible and alternative pathway to academic success through quality distance learning courses enriched by modern technology. Aligned with the college's strategic goals of maximizing student success, increasing access, and closing equity gaps, the collaborative efforts of the department contribute significantly to the college's standing as a leader in online education among California's community colleges. By meeting the expectations of faculty and students alike, the department pioneers innovative technological solutions and efficient services. It empowers faculty to seamlessly integrate distance learning technologies and instructional methods into the college's learning management system, ensuring the delivery of accredited online degree and credential programs. Through ongoing collaboration, continual enhancement, and a student-centered approach, the department strives to make a meaningful impact within the online education community while advancing the broader mission of the college. Continuous assessment of service effectiveness and compliance with regulations highlights the department's unwavering commitment.

Review and Planning

Student Equity

The Distance Education department continues to monitor and address operational, equity, and performance gaps in online learning. Analysis of three years of student data shows that success and completion rates in online courses continue to be slightly below those of on ground offerings, with economically disadvantaged students showing a larger gap (Table 1). In 2022-23, economically disadvantaged

students had a 67 percent success rate and 84 percent completion rate, compared with 75 percent and 89 percent for not economically disadvantaged students. By 2024-25, these rates improved to 72 percent and 88 percent, with success and completion gaps of 8 percent and 3 percent respectively. These results reveal persistent equity and performance challenges that the department is working to address through initiatives such as ZTC online program pathways, mobile friendly course templates, and faculty training on Canvas and AI tools.

Table 1 - Online Course Success and Completion: Economically Disadvantaged vs Not Economically Disadvantaged

Acad Year	Econ. Disadv Success %	Econ. Disadv Completion %	Not-Econ Disadv Success %	Not-Econ Disadv Completion %	Success Gap	Completion Gap
2022-23	67%	84%	75%	89%	8%	5%
2023-24	71%	87%	78%	89%	7%	2%
2024-25	72%	88%	80%	91%	8%	3%

Operational pressures this year have increased due to the accelerated rollout of new Canvas and AI driven features. Industry demands to adopt AI quickly, combined with Instructure’s ability to move from concept to product more rapidly than in previous years, limit the department’s ability to evaluate new tools and prepare faculty in a timely manner. In response, the department will continue initiatives including Implementing New Canvas Features and AI Tools Through Evaluation and Training, Canvas Mobile Templates, and ZTC Implementation and Acceleration Grants to support student success and improve completion rates, ensuring equitable access to course materials and user friendly learning environments.

There are still gaps in success and completion between economically disadvantaged students and those who are not. The department’s initiatives, such as ZTC pathways, mobile templates, and faculty training, could help improve equity. Ongoing effort is needed to continue closing these gaps and make online courses effective for all students.

Last Year's Initiatives

Name: Implement the ZTC Implementation and Acceleration Grants

Action Plan

- Initiate development of OER Repository LTI.
- Work with POCR Committee faculty members, the ZTC Implementation and Acceleration grant faculty leads, and POCR course faculty submitters during the POCR certification process.
- Inform the ZTC Implementation and Acceleration grant faculty lead, CTE dean, Liberal Arts dean, and VP of Instruction about the status of POCR-certified courses in the ZTC grant program pathway for scheduling ZTC online program pathway consideration.
- Launch the ZTC online program pathways.

Lead Measure of Success

Finish POCR review for a minimum of ten courses within the ZTC online pathway per ZTC Implementation or Acceleration grant application by the end of 2024.

Lag Measure of Success

Offer POCR-certified and ADA-compliant Zero Textbook Cost (ZTC) online program pathways for the following:

- Child Development Associate Teacher Certificate of Achievement, beginning in Fall 2025.
- Child Development Master Teacher Certificate of Achievement, starting in Fall 2025.
- Child Development Site Supervisor Certificate of Achievement, beginning in Fall 2025.
- Child Development Teacher Certificate of Achievement, starting in Fall 2025.
- Social Work and Human Services Certificate of Achievement, beginning in Fall 2026.
- Early Childhood Education Associate in Science Degree for Transfer (AS-T), starting in Fall 2026.
- English AA-T degree, starting in Fall 2026.

Initiative Status

In Progress

Summarize actions taken on this initiative

The ZTC Implementation and Acceleration Grants initiative remains a primary focus for the Distance Education team, aligned with the goal of creating ZTC online program pathways that students can complete within a two-year period. The team plays a central role in collaborating with faculty, ZTC coordinators, and other stakeholders across the college to support various aspects of the initiative, including accessibility review, LTI development, and managing grant-related processes. As of Fall 2025, the college began offering POCR-certified courses in the Child Development certificate programs, including the Associate Teacher, Master Teacher, Site Supervisor, and Teacher Certificates (CHDV C125, CHDV C133, CHDV C141, CHDV C233), as well as in the Social Work and Human Services Certificate (ADST C101). English AA-T courses have not yet been offered but are planned to be available as early as Spring 2026 or as late as Fall 2026. Additional courses for all three program areas are planned in upcoming semesters to complete each ZTC pathway. In Fall 2024, the initiative expanded with new ZTC grant funding to develop additional pathways, including the Law, Public Policy and Society AA-T; Business Certificate; Entrepreneurship Certificate; Management Certificate; and Spanish AA-T, all of which must begin offering in Fall 2027. The department is actively collaborating with the ZTC faculty coordinators of these new pathways to meet development objectives.

Challenges this year include managing faculty availability for POCR review, encouraging participation from faculty who teach Cal-GETC courses to convert their courses into POCR-certified courses, and addressing accessibility requirements, as the workload for accessibility reviews managed by a three person team adds to other demands and has contributed to delays for both staff and faculty. Tracking and coordinating ZTC-related activities among the ZTC coordinator, the director of distance education, the co POCR chairs, the POCR final reviewers, the POCR lead reviewers, and the accessibility reviewers has also been challenging due to the volume and pace of tasks. An XB-12 LTI tool is expected to launch at the beginning of the next academic year to track sections funded through ZTC. Continued development of the POCR LTI is anticipated to reduce administrative and review demands, streamline processes, and

support efficient tracking of progress. Because of the extensive effort required by the initiative, it will remain a central focus through the end of 2027.

Name: Scale Existing and Develop New Web Applications (Continuation)

Action Plan

- Work with Pedtech and SEAC to understand new web application opportunities the department can develop and add to the LTI development roadmap.
- Enhance the features of OER Repository LTI (Version 1.0) and launch Version 2.0.
- Enhance Popup Message LTI (Version 2.0) to ensure that Version 3.0 can seamlessly integrate with any Canvas instance with minimal oversight from the Popup Message LTI developer.
- Improve the features of Drag-and-Drop Course Content Builder LTI (Version 1.0).

Lead Measure of Success

Development of schema for the OER Repository LTI (Version 2.0) and the Drag-and-Drop Course Content Builder LTI (Version 1.0).
Enhancement of the Popup Message LTI schema.

Lag Measure of Success

Complete the development or improvement of:

- A roadmap for LTI development.
- An OER Repository LTI (Version 2.0).
- A Drag-and-Drop Course Content Builder LTI (Version 1.0).
- A Popup Message LTI (Version 3.0) with the capability to be used in other Canvas instant.

Initiative Status

In Progress

Summarize actions taken on this initiative

The department is expanding its web application development capacity by upgrading essential server-side infrastructure in collaboration with the district IT team and implementing additional enhancements to support both current and future projects. This work

reflects the department's ongoing commitment to developing and maintaining reliable LTIs and web applications. As part of the initiative, the team is establishing standardized naming conventions for databases, API endpoints, and LTIs, along with formalizing best practices for core infrastructure components. These standards will support faster, parallel development, improve consistency across applications, and strengthen long-term scalability, particularly important now that the team includes two developers with different coding approaches.

This transition will make the backend system easier to manage by improving readability, simplifying troubleshooting, reducing potential errors, and enabling any developer to quickly understand and update existing LTIs or applications. One developer is currently migrating existing LTIs and applications to the selected backend language and building API endpoints to the CAMS database, while the other is developing the XB12, OER, and POOCR LTIs, leveraging shared code components to increase efficiency and strengthen security. The POOCR LTI is being released in phased increments, with full deployment planned by the end of 2026. The XB12 LTI is scheduled for faculty use by the next academic year. Additional priorities include completing and launching the OER Repository LTI and transitioning the Popup Message LTI to the new backend language by the end of the 2025–26 academic year. The Drag-and-Drop Course Content Builder LTI, now identified as the CDesign LTI, is in early development with significant progress expected by mid-2026. Successful launch of these LTIs and applications will be considered the completion of this initiative.

Name: Develop Tableau Dashboard(s) for Cerro Coso Server Databases (Continuation)

Action Plan

- Review Banner schemas.
- Modify Cerro Coso server database schemas to align with the same naming convention as the Banner schemas.
- Collaborate with the Vice President of Instruction and the Institutional Research Department to determine the initial set of three Tableau dashboards.
- Create and launch the three Tableau dashboards.

Lead Measure of Success

Establishment of successful connections between Cerro Coso server databases and Tableau.

Lag Measure of Success

Generate three Tableau dashboards incorporating data from the CAMS database, Banner and Canvas.

Initiative Status

In Progress

Summarize actions taken on this initiative

This initiative focuses on developing Tableau dashboards that integrate Cerro Coso's server databases with Canvas and Banner data to provide meaningful insights for data-driven decision-making. Although these datasets are available, they have not yet been fully connected, limiting the department's ability to evaluate student success and retention initiatives, including ZTC program pathways. After securing a Tableau developer license and meeting with the Director of Institutional Research, the Distance Education team established the full scope of the project and the steps required to complete it. Implementation involves developing API endpoints for the department's server databases and using TabPy scripts to connect existing Canvas API endpoints, enabling seamless integration across platforms. During Fall 2025, the department expects to complete development of the CAMS database API endpoints, which will allow the three targeted dashboards to be finalized by the end of the academic year.

Name: Develop Canvas Mobile Templates (Continuation)

Action Plan

- Participate in the CCMS Advisory Committee-Mobile group to grasp the current and missing features in the Canvas apps.
- Consult with Pedtech and SEAC regarding desired Canvas app template development features.
- Create templates for both the Student Canvas app and the Teacher Canvas app.
- Initiate the launch phase.

Lead Measure of Success

Creation of a list comparing desired, existing, and unavailable features between the web-based and Canvas app versions.

Lag Measure of Success

Launch mobile templates for the Student Canvas app and the Teacher Canvas app.

Initiative Status

In Progress

Summarize actions taken on this initiative

In the prior section plan report, the initiative to develop mobile templates for Canvas was identified as being in the Discovery Phase. As part of that phase, the department participated in the CCMS Advisory Committee's Mobile Group and gathered data indicating that students access Canvas through multiple platforms, including the Canvas Student mobile app, mobile web browsers, and desktop browsers. Progress this period has been slower than expected due to competing development priorities, but the initiative remains on track. In March 2024, the department hired an additional developer whose initial focus has been building the PO CR, XB12, and OER LTIs, as well as supporting faculty with accessibility in the PO CR review process. The developer is currently completing desktop versions and API functionality for these LTIs, after which work will shift to creating mobile templates for the Student and Teacher apps. Because several existing LTIs are not currently accessible through the mobile app, students who rely solely on mobile devices face equity barriers. To address this, the department plans to roll out the Popup Message LTI and additional in-house LTIs within the Canvas mobile apps over the next five years.

Initiatives for Next Academic Year

Name: Implementing New Canvas Features and AI Tools Through Evaluation and Training

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

- Evaluate new Canvas features and AI tools for usability by faculty members and support for student learning.
- Test selected features and tools and collect faculty/student feedback.
- Offer training for faculty.
- Monitor adoption of the various tools.

Early Observational Data, or "Lead" Measure(s)

- Faculty participation in training.
- Tool usage in courses.
- Faculty and student feedback.

Do you request help developing these instruments? N

Institutional Performance Data, or "Lag" Measure(s)

- Student success and retention rates.
- Number faculty adoption.

Person Responsible

Director of Distance Education with PedTech Committee

What unit gap or institutional goal does this address?

It addresses a strategic plan goal or objective; It addresses a gap in student equity

Name: Develop Canvas Mobile Templates (Continuation)

Is this a multi-year Initiative? N

Specific Action Steps to be Taken

- Create mobile templates for the Student and Teacher Canvas apps.
- Collaborate with PedTech and SEAC to ensure templates meets faculty requirements.

- Test with students and faculty to refine templates.

Early Observational Data, or "Lead" Measure(s)

Creation of a list comparing desired, existing, and unavailable features between the web-based and Canvas app versions.

Do you request help developing these instruments? N

Institutional Performance Data, or "Lag" Measure(s)

Launch mobile templates for the Student Canvas app and the Teacher Canvas app.

Person Responsible

Director of Distance Education

What unit gap or institutional goal does this address?

It addresses a gap in student equity; It addresses a 2- or 5- year program review strategy

Name: Implement the ZTC Implementation and Acceleration Grants (Continuation)

Is this a multi-year Initiative? Y

Specific Action Steps to be Taken

- Complete POCR certification for additional courses in program pathways.
- Launch remaining ZTC program pathways.
- Expand OER Repository LTI development.
- Implement regular quarterly check-ins to monitor progress.
- Launch the XB12 LTI tool to track ZTC-funded sections and refine the POCR LTI to support data-driven decision-making and reduce administrative workload.
- Submit progress reports in NOVA.

Early Observational Data, or "Lead" Measure(s)

- Number of faculty completing PO CR certification and submitting courses for ZTC pathway review.
- Progress toward offering ZTC English AA-T courses (planned for Spring or Fall 2026) and additional courses for Child Development and Social Work/Human Services pathways.
- Progress toward program launch of new ZTC pathways funded by the 2024 expansion (Law, Public Policy and Society AA-T; Business Certificate; Entrepreneurship Certificate; Management Certificate; Spanish AA-T).

Do you request help developing these instruments? N

Institutional Performance Data, or "Lag" Measure(s)

- Full launch and enrollment in ZTC program pathways, including newly funded pathways by Fall 2027.
- Total number of PO CR-certified courses completed in each program pathway.
- Faculty adoption and satisfaction with OER, XB-12 and PO CR LTI tools.

Person Responsible

Director of Distance Education and ZTC Faculty Coordinators

What unit gap or institutional goal does this address?

It addresses a strategic plan goal or objective;It addresses a gap in student equity;It addresses a 2- or 5- year program review strategy

Requested Resources

#81 Professional Development: Online Teaching Conference Attendance

Is this a one-time request or an on-going request? Ongoing

Amount Requested \$1,500

Is this request supported in your initiatives or elsewhere?

None

Description/Explanation

The department is requesting travel funding for the Director of Distance Education to attend the annual Online Teacher Conference hosted by CCC TechConnect CA, which provides updates and best practices in online teaching and learning.

Supporting Facts/Data

This conference, attended by faculty and the online education community across the California Community College system, is where system-wide changes and updates for the academic year are first shared.

Impact on the Department/Unit

Attendance keeps the department current on emerging online teaching strategies and allows information from the conference to be shared with faculty and administrators involved in online programs.

Impact on Operational Efficiency

Attending the conference allows the department to learn about system-wide updates and best practices early, enabling proactive course and process improvements instead of reacting to changes.

#82 Other Needs: Faculty Stipend for the Online Faculty Training: Theory and Technology Program

Is this a one-time request or an on-going request? Ongoing

Amount Requested \$2,800

Is this request supported in your initiatives or elsewhere?

None

Description/Explanation

The department would like to continue its request for annual funding to support the summer training provided to faculty teaching their first online courses.

Supporting Facts/Data

This training aligns with Title 5 Distance Education regulations and has been recommended by the Pedtech Committee and approved by the Academic Senate.

Impact on the Department/Unit

It ensures new online faculty are well prepared and aligned with Title 5 expectations, improving the standard of overall course quality and instructional consistency.

Impact on Operational Efficiency

It offers a clear and organized process for preparing new online instructors, reducing ongoing assistance demands and minimizing course-readiness issues.

#83 Other Needs: Pronto Application

Is this a one-time request or an on-going request? Ongoing

Amount Requested \$7,500

Is this request supported in your initiatives or elsewhere?
None

Description/Explanation

The department is requesting funds to purchase Pronto, an instant messaging tool that supports chat and video communication, allowing staff, faculty, and students to connect in both formal and informal ways. It is available on mobile and desktop.

Supporting Facts/Data

Pronto has been adopted by the college for use by students, faculty, and staff, including Student Services, to support communication throughout courses and programs.

Impact on the Department/Unit

Pronto improves communication across the department, especially helping Student Services connect with targeted student groups, and supports faculty engagement with students.

Impact on Operational Efficiency

Pronto allows students, staff, and faculty to communicate instantly without texting or being in a class, reducing the need to share student email or phone numbers and improving communication with students college-wide.

Faculty Position Requests

No requests found.

Classified Position Requests

No requests found.