



Distance Education Strategic Plan 2015-2017

Progress Report 2016-2017

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In October of 2016, Cañada hired a full-time, permanent Instructional Technologist and a 2-unit reassigned time Faculty Distance Education Coordinator. As these two positions settle in and get familiar with distance education at Cañada many of our goals have been put on hold, and some new goals have been identified.

Also, the transition from Moodle to Canvas has continued without major issue, but has taken priority over many distance education projects. With the completion of the transition in the Fall 2017 semester, energy and resources will be returned to our previous distance education goals.

Goal #1: Broaden distance education course offerings to meet the needs of Cañada students.

Action Plan 1.1: Determine the overarching goals of the College in terms of distance education.

- **Progress:** This item has been on hold for the 16-17 academic year as the two new DE positions get familiar with Cañada's goals and administration in relation to DE.
- **For the Future:** Preliminary discussions regarding Cañada's DE goals will take place in the late Spring and Summer 2017 semesters in order to gauge what needs to be done to get this conversation started and finalized. We will plan to have DEAC present recommendations by the end of Fall 2017.

Action Plan 1.2: Each semester track online offerings and enrollment, along with results from student surveys, to plan for future offerings. Share the reflections with Deans and faculty to ensure planning and scheduling allow growth as indicated by the data review with student input.

- **Progress:** DE offerings have been tracked for use in the conversion to Canvas. Enrollment data and 2015 student and faculty survey findings are attached here.
- **For the Future:** This data will be used to support DE needs and initiatives. Specifically as the Distance Education Strategic Plan is revised for 2017-2019, this data will inform the selection of new goals and directions for DE. Data will also be presented to DEAC.

Goal #2: Develop a community of well-trained DE faculty members

Action Plan 2.1: Work with and through the district to coordinate faculty development around distance education.

- **Progress:** While District-wide STOT training has been put on hold, we have begun piloting a local online teaching training at Cañada. Our Instructional Technologist has also been working to collaborate with the instructional technology teams at our sister colleges in order to build an online teacher training across the District.
- **For the Future:** District-wide collaboration on training will continue and faculty feedback will guide improvements and additions to training in the future.

Action Plan 2.2: Encourage faculty to attend DE conferences and share their experience with their colleagues

- **Progress:** The Instructional Technologist and the Faculty DE Coordinator will be attending the Online Teaching Conference in June 2017. Also, the Instructional Technologist will attend InstructureCon in July 2017. No other progress has been made on this action plan.
- **For the Future:** Add a 'Faculty Share Out' session to DEAC meetings to give faculty who attend DE professional development sessions a space to share their experience. Partner with Erin Moore, the Director of Professional Development, and Academic Senate to track DE PD attendance. And add a list of DE-related professional development to the Distance Education website.

Action Plan 2.3: Annually update and share the Distance Education Handbook with faculty

- **Progress:** Revision of the DE Handbook has been put on hold as the Faculty DE Coordinator gets caught up. Also, more changes have occurred that require more edits in the handbook.
- **For the Future:** The DE Handbook will be revised during Summer 2017 and published at the beginning of Fall 2017.

Goal #3: Increase student awareness, retention, and success

Action Plan 3.1: Annually assess and review the performance of students in online compared to face-to-face classes.

- **Progress:** This data is attached here.
- **For the Future:** This data will be used to support DE needs and initiatives. Specifically as the Distance Education Strategic Plan is revised for 2017-2019, this data will inform the selection of new goals and directions for DE. Data will also be presented to DEAC.

Action Plan 3.2: Monitor the development of student success tools by the OEI and coordinate discussion and adoption (if appropriate) across the district.

- **Progress:** The Instructional Technologist and the DE Administrative lead have been monitoring new tools and researching the system, financial and personnel requirements for adoption. We piloted Proctorio and Vericite in the Summer of 2017. More progress cannot be made until we have transitioned to Canvas completely.
- **For the Future:** It is still imperative that we close the equity gap in student support services between face-to-face students and online students. This action plan will be carried over to the 2017-2019 DE Strategic Plan.

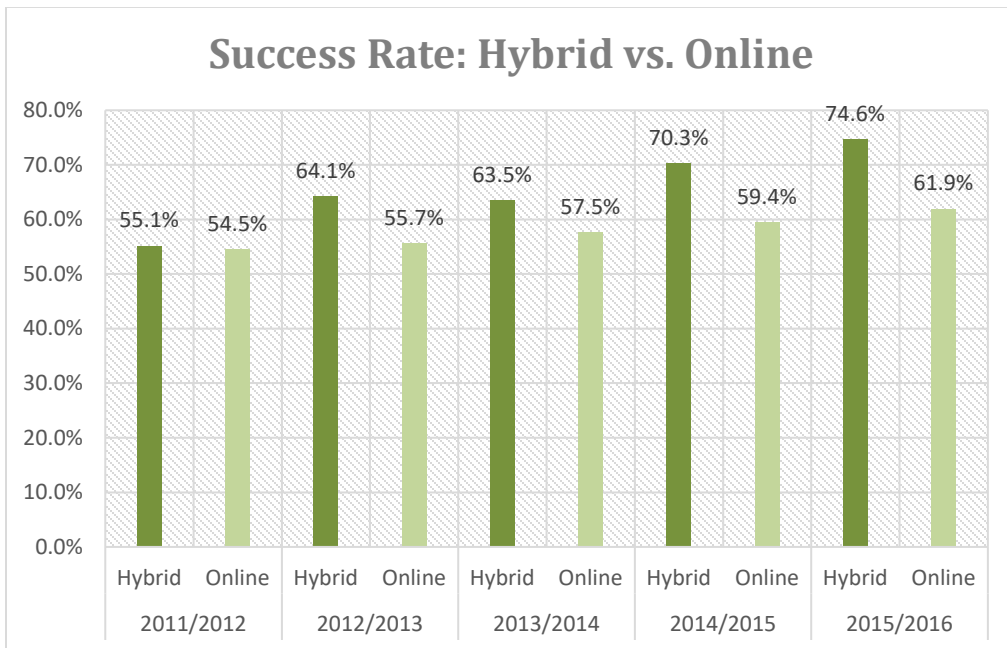
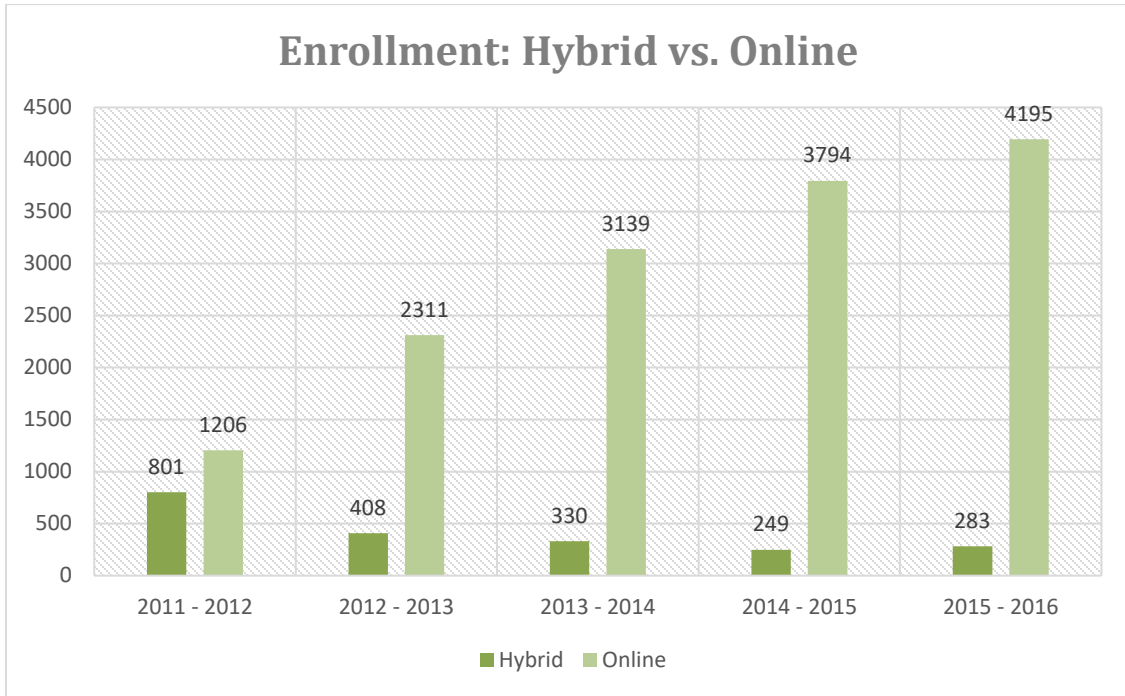
Action Plan 3.3: Adopt the OEI tutoring platform for online tutoring with an emphasis on writing and math.

- **Progress:** Cañada's Tutor Coordinator requested the purchase of NetTutor tutoring hours in February through an instructional equipment request. The request is currently under review.
- **For the Future:** Assess whether having our own tutors offering online tutoring is a viable option and what effect that has on the need to adopt Net Tutor.

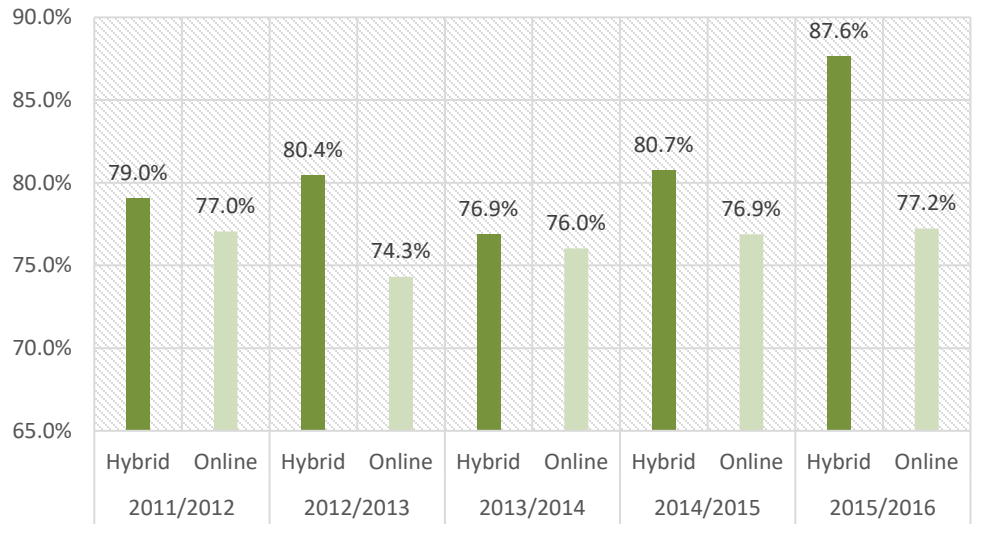
Action Plan 3.4: Assess the usage and effectiveness of online tutoring.

- **Progress:** Cañada's Tutor Coordinator has been in contact with CSM, regarding their online tutoring pilot with NetTutor. CSM purchased 100 tutoring hours and has found that to be more than enough for a semester, but the transition to Canvas and marketing may be influencing those usage rates.
- **For the Future:** Once online tutoring is launched at Cañada, usage and effectiveness will be continuously assessed. An assessment plan, marketing plan, and faculty training will be implemented before NetTutor is adopted.

Appendix 1—Distance Education Data



Retention Rate: Hybrid vs. Online



Appendix 2—Survey Findings

January 2017 Flex Day Survey

Which of the following resources would be beneficial to you regarding online teaching?

- Faculty sharing groups: 12/24 = 50%
- Small group working sessions: 9/24 = 38%
- Topic specific work sessions: 8/24 = 30%
- Weekly office hour with Distance Education Coordinator: 7/24 = 29%

2015 DE Student Survey

Are there any additional online classes you would like to take at Cañada?

- 30 responses identified a specific course or discipline:
 - Science & Technology Division: 13/30 = 43%
 - Humanities & Social Sciences Division: 12/30 = 40%
 - Business, Design & Workforce Division: 5/30 = 17%
 - Athletics, Library & Learning Center Division: 2/30 = 6%

In general, students are less successful in completing online classes, compared to face-to-face classes. What is the most important factor in helping you succeed in an online class?

- 64 students responded to this question:
 - Faculty Skills or Course Structure: 33/64 = 52%
 - Motivation: 19/64 = 30%
 - Time Management: 15/64 = 23%
 - Student Services: 5/64 = 8%
 - Organization: 4/64 = 6%
 - Personal Preference (for online course format): 4/64 = 6%