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# Distance Education Strategic Plan

# 2017-2019

## 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

### Course Offerings

Compiled from the [CCC Chancellor’s Office MIS Data Mart](http://datamart.cccco.edu/Default.aspx)

### 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](http://canadacollege.edu/deac/docs/SubstantiveChange_Proposal_2014.pdf). Through [WebSmart](https://websmart.smccd.edu/), 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](http://www.canadacollege.edu/counselingcenter/ecounseling.php) is available, especially for more routine questions. We are looking into a more robust online tutoring solution. The library offers an array of online resources and services that support all students, as well as a [Library Guide for Distance Education Students](http://guides.canadacollege.edu/DISTANCEeducation). An [online orientation](http://canadacollege.edu/distanceeducation/studentservices.php) 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](https://apps.3cmediasolutions.org/oei/students.html) 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 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.

## Appendix 1: QOLT Work Group Summer 2017 Feedback

Total QOLT Participants: 11

Participants Who Completed the Work Group: 5

Participants Who Responded to the Exit Survey: 4

