

Program: Distance Education – Summary of Annual Strategic Plan and Resources Requests

1. Team Leader: Janet Stringer, Jane Rice

2. Program Information

A. Team Members:

Since its inception, the Distance Education Program at Cañada College has operated under the collaborative guidance of the members of Cañada's Distance Education Advisory Committee (DEAC) and the Office of Instruction. The committee includes a chair (the Dean responsible for distance education), Distance Education Coordinator and Instructional Designer (faculty), a representative from District Distance Education Committee, 3 additional faculty members, 2 Student Services representatives, and 1 student.

B. Program Mission

Cañada College strives to *ensure opportunity* for all students to achieve their goals and offers courses and programs in a variety of formats, including distance education, to meet the needs of a diverse student body. In offering courses and programs through distance education, the College is responding to community requests for online options and addressing the changing needs of our students. Students in distance education classes benefit not only from flexibility in scheduling, but also from access to new technologies and instructional methodologies.

The mission of the Distance Education program 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 among faculty, staff and students.

3. Program Background, Data Measures, and Reflection

The Distance Education Advisory Committee (DEAC) at Cañada has been charged with developing a distance education plan that focuses on growing and strengthening our distance education initiative.

Enrollment in fully online classes continues to increase. There was a total enrollment in distance learning courses in the spring 2014 semester of 2,047 (13% of total census enrollment). Since we have started checking, we have only had 1 out-of-state student enrolled in an online class and that was in spring 2013. The student headcount in distance education class is 1,343 and most of them (86%) are taking only 1 distance education course. Most of the DE students are continuing students (74% vs 69% for the college) and transfer oriented (64% vs 19% for the college). The ethnic and gender demographics match the college overall. The transfer-orientation is not surprising since the focus of the distance education program to date has been GE transfer courses. Students in distance education courses are more likely to have a high school diploma (or above) compared to the college overall.

The number of sections offered in the online or hybrid format continues to grow. Fall 2012 to fall 2013 there was an increase of 10 online sections. Spring to spring semester there was an increase of 15 sections. The largest increase has been in the summer with an increase from 19 sections in 2012 to 31 sections in 2013, which corresponded to a near doubling of the enrollment online in the summer session. The DEAC has now focused on promoting degrees and certificates that could be completed online. As this work moves forward, the school will need to complete a second Substantive Change Report.

Our major goals for the current year have focused on student success. During the current cycle, Service Area Outcomes for Distance Education at Cañada College are aimed at increasing student awareness, retention, and success.

4. Resource Identification

A. Faculty and Staff hiring requests

While staffing is adequate right now, distance education as a program is likely to grow and will require additional staff. Currently the Distance Education Coordinator/Instructional Designer position is funded for one year with the possibility of renewal. To ensure continuity of services and support for faculty and students in distance education courses the ideal is to have the DE Coordinator/Instructional Designer position moved to Fund 1.

B. Professional Development needs

Guidelines:

List any professional development activities faculty/staff participated in.

- Instructional Designer participated in Moodle 2 training from Moodlerooms.
- Some DE faculty members received training through the STOT program and @One.

Describe professional development requests for next year.

- Continue to encourage faculty to attend workshops and conferences
- Reimburse for registration fees
- Fund trainers to come to campus

C. Equipment requests – must be related to instruction

There are no equipment requests at this time.

D. Office of Planning, Research & Student Success requests

- We need the research office to continue to monitor the success and retention of face-to-face vs. online classes, as this is of particular importance to ACCJC.
- Enrollment in online and hybrid classes needs to be tracked, including unique headcount.
- The research office needs to continue to monitor for out-of-state student enrollment in online classes.

E. Facilities requests

There is a need for a testing center for online courses. The small area of the learning center is no longer adequate in terms of space, noise level, monitoring, etc. to meet the growing numbers of online students.