

Distance Education Plan

2017-

2019

A guiding document for Distance Education at Oxnard College

Oxnard College
Distance Education
Committee

Introduction

The Distance Education Committee at Oxnard College is committed to serving an active role in support of distance education. To this end, the Committee has developed this Distance Education Plan with the goal of grounding and guiding the distance education program for our faculty, staff, administration and students. The committee believes that student success in distance education largely depends on the creative collaboration of student services, IT, faculty, instructional support, and administration.

The Distance Education Plan is part of the larger Oxnard College Strategic Plan. The goals of the DE Plan have been aligned to meet the goals of the OC Strategic Plan and to support the mission, vision and values of Oxnard College. A key tenet of the Oxnard College mission is that the college provides “multiple pathways to student success.” Distance education (DE) classes help to fulfill this element of the college mission by providing students flexibility in meeting degree and certificate requirements.

This DE Plan is divided into three parts:

- ❖ Overview of Distance Education at Oxnard College, legal, regulatory and accreditation parameters, the roles of the Distance Education and Curriculum Committees; expectations, training and support for online instructors and students
- ❖ Data Profile of Distance Education courses
- ❖ DE Strategic Plan with goals, objectives, action steps, deadlines and responsible parties

Given that the technology for delivering instruction is ever-evolving, this Plan is intended to be written in the broadest terms, and is to be updated at least every 24 months and vetted through all the proper participatory governance bodies.

I. Distance Education at Oxnard College

Oversight for distance education is primarily the responsibility of the Distance Education Committee, a subcommittee of the Curriculum Committee and advisory to the Vice President for Academic Affairs and Student Learning. The mission of the DE Committee is to “...focus on the delivery of distance education and its environment...and to take a proactive leadership role on educational, technological and professional development issues surrounding distance education.” (*Source: DE Committee Charge in PG Manual*) The committee is led by a faculty co-chair and an administrative co-chair, with support from the campus Instructional Technologist. Faculty representatives from all divisions, including Student Services, and multiple disciplines serve on the DE Committee.

DE Handbook

The DE Committee produces the Distance Education Handbook (last approved in spring 2017) that outlines faculty training and support, expectations for students, regular and effective contact, best instructional practices, and legal, regulatory and accreditation requirements for distance education classes. In addition, the DE Committee serves as the primary body in which faculty participate in demonstrations and share and discuss the latest in DE-enhancing applications and technology, features of the Learning Management System (LMS), trends in distance education, accessibility issues, and overall best practices in distance education. Further, the OC DE Committee is represented at the district ITAC (Instructional Technology Advisory Committee), and the District-Wide Distance Education Committee (DWDE). Prior to fall semester 2017, the DE Committee reviewed and approved DE appendices for all courses. This task, though, has been consigned to the Curriculum Committee at large. In accordance with Title 5 regulations, the Curriculum Committee reviews and approves the DE Appendix for a course separately from the Course Outline of Record. (Evidence: DE Appendix form)

DE per Collective Bargaining Agreement

The AFT/VCCCD Contract Article 23 outlines the parameters for faculty involvement in distance education. The contract defines distance education classes as: “... as instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. A class in which any portion of the instructional class hours are delivered in this mode is considered a distance education class.” (AFT/VCCCD Agreement 2013-16 Article 23)

The contract stipulates that the district provide training for faculty, but that district training can be waived if the dean and department chair agree that the faculty member possesses the requisite technical and pedagogical knowledge and skills to teach

effectively via distance education. In addition, the employment agreement stipulates that DE classes “will be included” in the faculty evaluation process.

Faculty Training

The Instructional Designer/Technologist is tasked with training, informing, and educating faculty on best practices, standards, and uses of technology in instruction and DE classroom management. The Instructional Technologist communicates with the Distance Education Committee, Deans, Department Chairs, and the Vice President of Academic Affairs about trends, ongoing issues, outreach, and general distance education success.

Faculty who express an interest in and a desire to teach classes via distance education are required to complete training in online course design and pedagogy, accessibility, and the effective use of the district-provided LMS. (This requirement can be waived with the approval of the instructor’s dean.) The campus instructional technologist works with faculty and assists them in completing the district training course. The course is offered twice each semester and contains assignments that reflect course setup based on CCC Chancellor’s Office best practices, and discussion responses of reflection on teaching methods. The training course is fully online to allow instructors to appreciate the online student experience. The number of hours to complete ranges from 6 to 30, based on the instructor’s technical competency and prior DE experience.

Once faculty have completed this training, or a comparable course, the instructional technologist forwards their name to the DE Committee for a formal endorsement. In addition, the Professional Development Committee regularly approves funds for faculty to attend workshops and conferences related to DE.

Support for DE Students:

Students receive all-hours support and online training from Canvas by phone, device apps, and a website called the Canvas Community. The Canvas Community has student-specific user guides, tutorials, video training, Frequently Asked Questions, and Q&A Forums. Students can access the Student support options with the “Help” button available on every page in Canvas, which includes a link to ask the Instructor.

The VCCCD district website maintains support contacts and videos for all students at vccd.edu/dehelp, plus information for other related technology needs for students. The Oxnard College Instructional Support Services website <http://www.oxnardcollege.edu/faculty-staff/instructional-support-services/technology-resources/resources-for-faculty-and-staff> offers a Technology Resources for Students help page with direct links to user guides and tutorials, plus support for supplemental technology, such as Microsoft Office and plagiarism detection applications.

Data Profile

Enrollment in DE Courses

The chart below summarizes the number of online and hybrid online class sections offered at Oxnard College from Fall 2015 through Fall 2017:

DE CATEGORY	DE REPORT TOTAL	DE REPORT GROUP	NO. SECTIONS FALL 2015	NO. SECTIONS FALL 2016	NO. SECTIONS FALL 2017
FACE-2-FACE	NOT DE	FACE_FACE	443	448	515
HYBRID <49%	DIST ED	HYBRID	9	11	16
HYBRID >50%	DIST ED	HYBRID	43	55	42
ONLINE	DIST ED	ONLINE	55	50	61

The percentage of classes offered via distance education has remained fairly constant over the past three years, ranging from 19.5% in fall 2015 to 18.8% in fall 2017. There has been a slight increase in hybrid courses in which less than 49% of the course is taught online and a slight increase in fully online courses.

Retention and Success Rates – Collegial Discussion

Beginning in fall 2017, all disciplines are provided with three-year retention and success data disaggregated for instructional mode.
(Sample below.)

<i>DE Breakdown</i>	Fall 2014			Fall 2015			Fall 2016			Fall 2017			% Change From 2014 - most recent		
	F-F	Hybrid	OnLine	F-F	Hybrid	OnLine	F-F	Hybrid	OnLine	F-F	Hybrid	OnLine	F-F	Hybrid	OnLine
Enrollment	1179	84	138	1199		254	1314	33	177	1387	170	154	17.64	102.38	11.59
FTES	156.27	11.2	18.4	158.04		33.87	173.41	4.4	23.1	183.02	22.67	19.13	17.12	102.38	3.99
Productivity	442.37	420.11	414.1	431.11		381.1	448.58	495.12	385.09	435.85	425.11	391.43	-1.47	1.19	-5.47
Retention Rate	92.16	72.62	88.41	88.94		78.84	88.66	87.88	77.97				-3.80	21.01	-11.81
Success Rate	76.22	41.67	74.64	74.04		55.91	71.31	54.55	63.28				-6.45	30.91	-15.22

Below are data for college-wide (aggregated) outcomes for DE versus non-DE courses:

DE	Fall 2014			Fall 2015			Fall 2016			Fall 2017			% Change From 2014 - most recent		
	F-F	Hybrid	OnLine	F-F	Hybrid	OnLine	F-F	Hybrid	OnLine	F-F	Hybrid	OnLine	F-F	Hybrid	OnLine
Enroll	13983	1823	1802	13635	1606	2204	13358	2106	2090	14158	1576	2539	1.25%	- 13.55%	40.90%
FTES	1748.5	429.1	194.1	1723.3	343.8	234.3	1703.8	418.4	217	1780.9	257.4	261.7	1.85%	- 40.01%	34.83%
Prod.	486.7	971.5	649.4	478.3	819.8	571.6	478.3	840.4	602.8	477.8	485.7	623.2	1.83%	- 50.01%	-4.03%
Ret. Rate	87.9	80.8	77.7	86.9	83.2	76.1	86.8	79.4	76.3				- 1.25%	-1.73%	-1.80%
Success	75.4	57.9	66.3	74.7	59	63.6	74.3	55.3	62.8				- 1.46%	-4.49%	-5.28%

It is expected that faculty within and among disciplines and departments will engage in collegial discussions regarding strategies for improving retention and success rates, while still maintaining appropriate levels of academic rigor and expectations for student learning.

Oxnard College Distance Education Plan 2017-20 Outline

Goal I. Increase Student Learning, Retention, and Success in DE courses vis-a-vis face-to-face courses for all students

Supporting College Strategic Plan Goal II.A: Strengthen the college's responsiveness to student needs.

Goal II.C.: Provide comprehensive student support.

Objectives	Action Steps	Target Date	Assigned to:
Objective I.A. Provide online and face-to-face orientation and training for students enrolled in first DE courses	Action Step I.A.1 Identify location, dates and times for face-to-face distance education training for students	July 2018	Instr. Designer / Student Services Staff / Library LLRC Staff
	Action Step I.A.2 Work with Counseling, EOPS and other student services and PG class instructors to provide support services to DE students	January 2018	Student service coordinators/ dept chair/supervisors
	Action Step I.A.3 Develop a "badge" system for students completing DE training	September 2018	Instr. Designer / DE Coordinator
	Action Step I.A.5 Imbed Canvas orientation videos as the first student module/assignment in all course shells; provide faculty with an opt-out function	July 2018	Instr. Designer / District IT staff
	Action Step I.A.6 Update the auto email sent to students who enroll in a DE course. The email should provide instructions on how to access online and face-to-face orientations	April 2018	Instr. Designer / District IT
	Action Step I.A.7 Select and train tutors in LLRC in Canvas navigation and most	August 2018	Instr. Designer / Dean of LLLR /

	commonly used features.		Tutorial Spclst.
Objective I.B. Increase utilization of online tutoring	Action Step I.B.1 Include SmarThinking video as part of college orientation in person and via online orientation	April 2018	Tutorial Spclst. / Student Services Staff
	Action Step I.B.2 Provide SmarThinking demonstrations to English and Math students in the classrooms	August 2018	Tutorial Spclst. / LLRC/Tutoring Staff
	Action Step I.B.3 Analyze and disseminate to faculty student feedback regarding SmarThinking service	April 2018	Tutorial Spclst. / LLRC/Tutoring Staff
Objective I.C Refine and expand online counseling services in order to meet the needs of DE students in meeting their SSSP requirements	Action Step I.C.1 Update Counseling Website to include counseling forms and online counseling links	April 2018	OC Marketing team / Counseling Dept chair, online counseling team (counselors assigned)
	Action Step I.C.2 <i>(change to this)</i> Track utilization; evaluate and improve online counseling services	July 2018	Counseling Dept chair, online counseling team (counselors assigned)

Goal II. Inspire Mastery and Innovation in Online Instruction

Supporting College Strategic Plan Goal II.B.: Focus on quality instruction.

Objectives	Action Steps	Target Date	Assigned to:
Objective II.A. Implement Faculty-Designed Standards and Expectations for Distance Education courses	Action Step II.A.1 Encourage the adoption of OEI Rubric for all DE courses	January 2019	DE Committee / Academic Senate / Department Chairs
	Action Step II.A.2 Provide training and education regarding the use of OEI Rubric	August 2018	DE Committee / Instr. Designer
	Action Step II.A.3 Evaluate the implementation of the OEI Rubric	December 2019	DE Committee / Instr. Designer
	Action Step II.A.4 Update the Distance Education Handbook annually	April 2018	DE Committee / DE Coordinator
	Action Step II.A.5 Encourage faculty adoption of LMS-integrated OER materials for DE classes by piloting materials for general education courses in all A-G areas	August 2018	DE Committee / Academic Senate / Department Chairs
Objective II.B. Provide	Action Step II.B. 1	ongoing	DE

multiple professional development opportunities for DE faculty	Create online professional development modules to increase faculty empathy for the student experience		Committee / Instr. Designer
	Action Step II.B. 2 Create a schedule of DE workshops to be held during faculty department meetings	August 2018	Professional Development Committee / Ashley Chelonis
	Action Step II.B.3 Create a system of DE pedagogical and LMS-geared certifications for DE faculty	December 2018	Professional Development Committee / Instr. Designer
	Action Step II.B.4 Purchase a campus or district license for video capture software in order to provide more stimulating content instruction and provide training for using the software	August 2018	Professional Development Committee / DE Committee / DWDE
	Action Step II.B.5 Create a support system to allow faculty to use the PAB/TV Studio green screen and cameras in order to record high quality, dynamic instructional videos	August 2018	Dean of Liberal Studies Division / VPA Department Chair / FTVE faculty
Objective II.C. Create a supportive professional development community of online DE faculty	Action Step II.C.1 Create a voluntary, collegial, peer-review process for new or revised online courses	August 2018	DE Committee / Academic Senate /

			Department Chairs
	Action Step II.C.2 Create a voluntary, collegial, peer-to-peer mentoring program for online instructors	August 2018	DE Committee / Academic Senate / Department Chairs
	Action Step II.C.3 Host an annual faculty-to-faculty DE sharing meeting	August 2018	DE Committee / Academic Senate / Department Chairs
	Action Step II.C.4 Create and host a Canvas users forum on MyVCCCD portal or Canvas for OC and VCCCD faculty	April 2018	DE Committee / Ashley Chelonis
	Action Step II.C.5 Create Common Course Templates for new instructors within a discipline	April 2018	DE Committee / Academic Senate / Department Chairs
Objective II.D. Enhance and ensure the integrity, security and regulatory compliance of online courses	Action Step III.D.1 Verify that all DE faculty incorporate rigorous LMS-integrated plagiarism detection applications and practices	August 2018	DE Committee / Academic Senate / Department Chairs / Academic

			Deans
	<p>Action Step III.D.2 Explore and adopt an appropriate LMS-integrated test proctoring application for all DE courses; provide all DE faculty with in-depth training on the use of the product</p>	August 2018	DE Committee / Academic Senate / Department Chairs / DWDE
	<p>Action Step III.D.3 Provide on-going training on Internet privacy, plagiarism detection, and ensuring proper test proctoring</p>	August 2018	DE Committee / Instr. Designer / Professional Development Committee
	<p>Action Step III.D.4 Provide faculty with tools and resources to ensure that all course content, such as closed captioned videos, meets 504 and 508 compliance standards</p>	August 2018	DE Committee / Instr. Designer / Professional Development Committee

Goal III. Increase DE enrollments and breadth of courses available via Distance Education

Supporting College Strategic Plan Goal II.A.: Strengthen to college's responsiveness to student needs.

Objectives	Action Steps	Target Date	Assigned to:
Objective III. A. Create an accelerated degree program with online and hybrid online courses and non-traditional class scheduling	Action Step III.A.1 Identify two (or more) high demand programs of study (geared to working adults) that could reasonably be completed in six to eight 9-week sessions.	December 2018	Department Chairs / Academic Deans / VPAA
	Action Step III.A.2 Create a matrix of courses for the first cohort of students in each program.	December 2018	Department Chairs / Academic Deans / VPAA
	Action Step III.A.3 Identify or hire qualified instructional faculty and identify and involve appropriate Student Services professionals to assist in outreach, orientation, assessment, registration, etc.	January 2019	Department Chairs / Academic Deans / Student Services Staff / VPAA
	Action Step III.A.4 Identify and provide additional resources required such as extended custodial hours, instructional supplies, equipment, materials and ideal facilities	January 2019	Department Chairs / Academic Deans / VPAA / College Services Supervisor / M&O Supervisor
	Action Step III.A.5 Create and execute marketing and outreach plan for the Accelerated	January 2019	Marketing Director

	Flexible Degree Program		
Objective III.B. Increase OC DE outreach, publicity and advertising	Action Step II.B.1 Create a Marketing Plan for OC DE courses in OC's service area for GE and outside of service area for unique programs	April 2018	DE Committee / Marketing Director
	Action Step II.B.2 Include a discussion and overview of online education opportunities during outreach events at local high schools	April 2018	Outreach Staff
Objective III.C. Provide incentives for programs with few DE courses to explore DE	Action Step III.C.1 Encourage department chairs to arrange DE demonstrations at department meetings	August 2018	Department Chairs