

**Distance Education Department
ASP for Academic Year 2024-2025
December 2023**

Description Of Section

Connection to College Mission

The Distance Education (DE) Department at Cerro Coso Community College collaborates with faculty and administrators to advance the college's mission, providing students with a flexible pathway to academic success through high-quality distance learning courses enhanced by modern technology. Aligned with the college's strategic goals of maximizing student success, increasing access, closing equity gaps, and strengthening organizational effectiveness, the department's collaborative efforts significantly position the college as a pioneer in online education among California's community colleges. To achieve this, the DE Department focuses on creating innovative and cost-effective solutions, addressing challenges in online learning, and upholding the highest standards of professionalism. Their primary focus is on enhancing the quality of distance education operations to meet or exceed the expectations of students and faculty. Working closely with faculty and administrators, the department ensures the delivery of accredited online degree and credential programs, supports faculty in integrating distance learning technologies and pedagogies, and ensures flexible fulfillment of degree, certificate, and transfer requirements. The department's dedication is evident in its continuous assessment of operations and service effectiveness and its commitment to ensuring compliance with relevant regulations. Through collaborative efforts, continuous improvement, and a student-centric approach, the DE Department aims to make a positive impact within the online education community while fulfilling its role in advancing the broader mission of the college.

Review And Planning

Performance and Equity Gaps Still to be Addressed

The DE Department acknowledges operational, equity, and performance gaps in the college's online education. Operationally, there is a commitment to refining strategies and ensuring equitable opportunities for success. One important aspect involves safeguarding student data in the ever-changing landscape of technology in education, with ongoing efforts to strengthen measures and protect sensitive information. Collaborative efforts with the personnel at the KCCD IT department and the DE departments at Bakersfield College and Porterville College stress the importance of data security and privacy, particularly concerning third-party vendor access.

To actively narrow the equity gap, the department collaborates on Zero Textbook Cost (ZTC) online program pathways with the Child Development, English and Foreign Language faculty chairs, Vice President of Instructions, CTE and Liberal Arts deans, the Human Services program coordinator, and POCR Committee.

Table 1.0: Distance Education Student Population by Economically Disadvantaged Subgroup

Student Characteristic and Performance Type	AY2018-17	AY2019-18	AY2020-19	AY2021-22	AY2022-23
Economically Disadvantaged - Success Rate	65%	65%	66%	68%	67%
Economically Disadvantage - Completion Rate	84%	81%	81%	84%	84%
Not Economically Disadvantaged - Success Rate	72%	73%	73%	77%	75%
Not Economically	86%	84%	84%	88%	89%

Disadvantage - Completion Rate					
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From AY2023-26, the department will support the Child Development, English and Foreign Languages, and Allied Health departments in bringing their programs to an online ZTC pathway program that is also POOCR-certified. As additional departments consider similar initiatives, creating online ZTC pathway programs becomes a catalyst for further reducing equity gaps, with the DE department offering support. This initiative addresses financial barriers and enhances access to educational resources for economically disadvantaged students, fostering a more equitable online learning experience. The POOCR certification for the ZTC program pathway also ensures accessibility, effectively closing gaps for disabled individuals.

Recognizing the complexity of closing equity and performance gaps in online education, the department adopts a multi-year initiative approach. There is a commitment to sustained efforts for continuous improvement, understanding that closing these gaps is gradual. As part of these efforts, the department emphasizes the need for ongoing professional development to keep pace with technological advancements. Additionally, the department is hiring an additional web developer, expanding its technical staff members, and highlighting the importance of updating the DE Standard Operating Procedures (SOP) to align with evolving practices and standards. The manual helps assure continual quality distance education operations through documentation of standardized business processes, which is expected to help reduce learning and training time for the new web developer. This holistic approach aims to create a more equitable and accessible online education environment over time.

Last Year's Initiatives

Redesign CCOOnline Webpage Contents

The Distance Education department's goal when initiating the redesign of CC Online's web pages was to improve the user experience for both current and prospective online students. It's important to note that these web pages hadn't been effectively assessed since 2015. However, complications arose when the college decided to launch the entire new website in Fall 2023. This left the existing pages in need of revision and necessitating a complete redesign.

In collaboration with the Marketing department, the Distance Education team updated CC Online's web pages with current content and new tutorials, launching them alongside the college's new website in August 2023. These pages primarily serve as a resource for potential and current students, providing essential information and contact details. The design focus was on simplicity and easy navigation to cater to the needs of newly enrolled and potential students. The new website already addressed mobile responsiveness and user experience, so there was no need for further adjustments in the CC Online webpage redesign. For this initiative, the following CC web pages and tutorials were created or updated:

- CC web pages
 - CC Online Main Page
 - Online Students Information
 - Information for Prospective Online Students
 - Revised Tutorials for Students
- Tutorials
 - Logging into Canvas
 - Logging into Canvas for CVC Exchange Students
 - Navigating Your Online Course Successfully

Looking ahead, there are plans to collaborate with the Marketing director to incorporate student images, adding a personal touch and offering potential students a glimpse into college life at Cerro Coso Community College. Additionally, a priority will be to provide information to help California Virtual Campus Exchange (CVC) enrolled students navigate the college's services. These web pages will continue to evolve based on the effectiveness demonstrated in the new website's Google Analytics data, with the department anticipating that these future updates will be valuable for students.

Develop a Canvas Mobile Template

The Canvas Mobile Template initiative is currently in its initial discovery phase. During this stage, it has become evident that Canvas mobile users have three means of access: through the Teacher Canvas app, the Student Canvas app, or a mobile web browser. What's particularly significant is that the Canvas Pageview collects data from web browsers and both Canvas apps, while the Canvas Access Token report focuses solely on app data. This raises the question into whether teachers and students predominantly use Canvas apps or mobile web browsers for course access.

To better understand Canvas mobile functionality, the Distance Education Director actively participates in the Common Course

Management System (CCMS) Advisory Committee-Mobile group. Current metrics in Table 2.0 highlight the usage of Canvas apps and mobile web browsers by students and faculty.

Table 2.0: Accessing Canvas Course: Student Methods

Student Methods of Accessing Canvas Course	Spring 2023	Summer 2023	Fall 2023
(% Change from 1st Day to Census Day)			
Canvas Student App	-8%	53%	48%
Mobile Web Browser	-21%	15%	13%
Desktop Web Browser	-20%	-5%	19%

In addition to understanding the Canvas Pageview and Access Token data, the department's next steps involve ongoing participation with the CCMS Mobile group to determine any unavailable Canvas app features compared to the desktop version, identify scenarios in which students prefer the app over desktop or mobile web browsers, and evaluate the security aspects of third-party apps like Pronto in comparison to the Canvas app. The findings will be shared with the Pedagogy and Technology Committee to help identify the desired features currently unavailable in the Canvas mobile apps. The ongoing objective is to develop Canvas templates for both Student and Teacher apps, expected to begin upon hiring a new web developer.

Implement Distance Education Equity Plan

When the initiative to create a Distance Education (DE) Equity Plan and implement the plan was initially documented in the DE Annual Section Plan, there was limited information on potential legislation and Title 5 changes related to DEIA. However, in the past year, with the introduction of clear DEIA legislation, Title 5 modifications and the hiring of the DEIA director in the past year, the DE department is confident that the plan the department devised is on the right track. The proposed strategies by the department are in support of the college's DEIA initiatives and are in alignment with Title 5 changes and legislation.

Regarding the Distance Education Plan, the department has chosen to postpone its update to ensure that DE Equity Plan development aligns with the evolving policies and practices of the district and college. In the meantime, the department is actively implementing several multi-year DEIA strategies, including:

- Implementation of the ZTC grant, creating POCR-certified online courses.
- Development of an OER Repository LTI.
- Development of a Drag-and-Drop Course Content Builder LTI.
- Enhancement of the Popup Message LTI (Version 2.0) to include the ability of faculty and college message proposers to target subpopulations of their online class.
- Enhancement of UDOIT 3.2.2 LTI with custom Cerro Coso scripts that will host the college accessibility trainings and tutorials.

Furthermore, the department is working on establishing database connections of Canvas and Popup LTI with student target groups for analysis and visualization, demonstrating its commitment to inclusive practices and the ongoing improvement of distance education programs and operations.

Develop Cerro Coso-Grown LTIs

The Distance Education department's confidence in advancing the college's in-house Learning Tools Interoperability (LTI) initiative grew after the successful launch of the Canvas Annual Unit Planning LTI in the 2021-22 academic year. In the 2022-23 academic year, the department initiated the Popup Message LTI project, which involved converting the college's existing front-end scripts into an LTI version and incorporating new features based on feedback from Pedagogy and Technology Committee and Student Equity and Achievement Committee (SEAC) members for the Popup Message tool. This effort resulted in the creation of version 1.0 of three additional in-house Canvas LTIs:

- Faculty User Role - Popup Messages Setup LTI
- Student User Role – Popup Message History LTI
- Canvas Admin User Role – Popup Management LTI

These three LTIs were successfully launched in five courses during Summer 2023 and 26 courses in Fall 2023, providing an additional means of communication for various college departments with online students. Several departments, including the

Child Development, tutoring, library, basic needs, and educational planning, have benefited of this communication tool.

Furthermore, in the AY2022-23, the department worked on the CAMS (Version 1.0) project, resulting in the creation of the Outcomes Assessment Reporting LTI, as requested by the Outcomes Assessment Committee and the Vice President of Instruction.

Looking forward to the college's next phase of LTI development, establishing a roadmap for LTI development will be crucial to scale existing LTIs and create new ones.

Initiatives for Next Academic Year

Implement the ZTC Implementation and Acceleration Grants

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

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

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

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

Does the department request help developing these instruments?

No

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

Offer PO CR-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.

Person Responsible:

ZTC Implementation and Acceleration grant Faculty Leads, PO CR Committee, and Director of Distance Education

Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

Scale Existing and Develop New Web Applications (Continuation)

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- 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).

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

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.

Does the department request help developing these instruments?

No

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

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.

Person Responsible:

Director of Distance Education

Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

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

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

- 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.

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

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

Does the department request help developing these instruments?

Yes

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

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

Person Responsible:

Director of Distance Education

Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

Develop Canvas Mobile Templates (Continuation)

Is this part of a multiyear initiative?

No

Specific Action Steps to be Taken:

- 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.

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.

Does the department request help developing these instruments?

No

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

Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Strategic Plan goal or objective, It addresses a Student Equity and Achievement Plan goal

Resource Needs

Facilities

N/A

Information Technology

N/A

Marketing

N/A

Professional Development

The department would like to request for travel budget to attend the Online Teacher Conference (\$1,500 for Director of Distance Education to attend), an annual online education event hosted by CCC TechConnect in Long Beach, CA.

Additionally, the department would like to continue its request of an annual budget of \$2,100 to support the summer training for faculty teaching their first online courses, a training that aligns with Title 5 Distance Education regulations and has been recommended by the Pedtech Committee and approved by the Academic Senate.

Other Needs

The department is requesting the following purchases in order of priority:

- Two science faculty members to request licenses for VisibleBody, a virtual anatomy educational tool costing \$4,500 for 100 licenses, intended for integration into their online courses.
- Pronto, an instant messaging tool facilitating informal or formal faculty-student connections through chat and video, is requested. Priced at \$6,500 for an institutional subscription, it offers accessibility via both mobile and desktop, enhancing student engagement with faculty, college staff, and classmates.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

N/A

Location:

Justification:

2000 Category - Classified Staff

N/A

Location:

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification: