



A. Program Description

1. Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?

The Distance Education (DE) Program at El Camino College supports the College's mission of "making a positive difference in people's lives." The DE Program has adopted its own mission and vision statement that builds on both those of the college and the Library and Learning Resources Division,¹ in order to guide the overall development of the DE Program and promote the implementation of best practices and androgogy in the field of distance education.

Per AP 4105², DE courses must maintain the same focus on student learning outcomes, quality, and accountability as face-to-face classes. To successfully meet this goal in an online setting, faculty must use approaches different to those used in face-to-face settings to make online learning equally successful for students. To achieve this, faculty members must retool their teaching modalities and embrace distance education as a viable mode of instruction that complements the needs and learning styles of many of today's students.

Distance Education Mission

The DE Program at El Camino College is committed to utilizing the most innovative technologies and methodologies to provide fully accessible, affordable, and effective online instruction that promotes student learning and success.

Distance Education Vision

The DE Program at El Camino College will be a premier provider of high quality, innovative online courses, degrees, and certificates in a manner that is consistent with the college's overall vision and the standards set by California Community College State Chancellor's office to transform and enrich our students' lives and strengthen our community.

¹ The mission of the Library and Learning Resources Division is to empower every student, and the ECC Community, with the knowledge, tools and life skills necessary to ensure success - through academic guidance, compassion, and encouragement.

² Appendix A: AP 4105

<http://www.elcamino.edu/administration/board/boarddocs/AP%204105%20Distance%20Education.pdf>

The DE Program aligns with the college's Strategic Initiatives in the following ways:

Strategic Initiative A: Enhance teaching to support student learning using a variety of instructional methods and services

The DE Program supports one of the major alternative modalities in educational technology by bringing innovative solutions to online learning; at the same time the DE Program also provides support for hybrid, and face-to-face courses. The DE Program offers many opportunities to support accessibility of courses.

Distance Education classes cover a variety of courses from art history to oceanography that are offered by 8 of 9 divisions. Divisions decide individually, which classes will be offered online. Through more rigorous and concerted outreach, the DE Program can support more divisions offering a greater variety of courses.

The DE Program also plans to evaluate the current barriers through surveys and focus groups that divisions face in bringing their courses online, so as to understand the challenges, and develop better supports for division staff and faculty. More courses and programs online present students greater flexibility in attaining their learning goals, and can help them stay on their path to academic achievement.

Strategic Initiative B: Strengthen quality educational and support services to promote student success.

The DE Program adopts and promotes current pedagogy and androgogy, including active, learner-centered design, via interactive application integration, course design best practices, and student-centered learning in an effort to support student success and retention. This is achieved by the DE staff attending conferences like the State sponsored Online Teaching Conference, and the Directors of Educational Technology / California Higher Education, which promotes innovative pedagogy/andragogy, leadership guidance in education technology, and a current standardized best practices approach using tools like the Online Education Initiative (OEI) Course Design Rubric³. The OEI Course Design Rubric is a framework for developing online courses that meet standards set by the California Community College Chancellor's Office.

In addition, the DE Program is committed to creating fully accessible online classes to support equity and to help diverse students achieve their educational and career goals. These efforts are supported by the Special Resource Center and Counseling. The DE Program is considering the

³ Appendix B:OEI Course Design Rubric http://ccconlineed.org/wp-content/uploads/2016/11/OEI_CourseDesignRubric_Nov2016-3.pdf

purchase of Blackboard Ally, an add-on for the Canvas learning management system (LMS). Ally helps faculty assess the accessibility of course content, and meet a standard that serves all learners. Beyond software, more support staff for the DE Program to serve students and facilitate faculty training are integral for student success. An ongoing need of the DE Program is to hire an instructional designer with a universal design background, who would help faculty implement best practices for learning and accessibility in course design for online courses. There is also need to hire a multimedia production specialist to support the creation of digital assets for courses to create DE courses that are interactive and engaging, and for a 508 accessibility and support specialist, who can help faculty create courses in compliance with 508 regulations and facilitate captioning videos for accessibility.

Strategic Initiative C: Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

The DE Program staff collaborates with various collegial committees throughout the campus to vet policies and procedures related to distance education.

Distance Education Advisory Committee (DEAC) was adopted as a subcommittee of the Academic Senate to foster closer ties with the faculty and to be more responsive to their needs and support student learning outcomes. DEAC is headed by the Distance Education faculty coordinator, who sets the agenda, works with the Director of the Library and Learning Resources, all division deans, and the Vice President of Academic Affairs to make sure that all policies, future and present, are vetted via the collegial consultation process. DEAC has a faculty liaison who brings priorities and concerns from the Academic Senate to DEAC and vice versa. This allows the DE Program to react to emerging needs of faculty. DEAC and the DE Program through the partnership receive feedback from the Academic Senate on certification training for teachers preparing to teach online, and methods for evaluating online courses.

Along with DEAC, the DE Program participates in a variety of committees across campus. The Instructional media coordinator sits on the Campus Technology Committee to make sure the needs of students and faculty in the online space are considered. The instructional media coordinator also works closely with Information Technology Services (ITS) for software implementation, technical support, and exploration of new tools. The instructional media coordinator liaises with counseling to ensure distance students have access to online counseling, and with the Learning Resources Center to connect online students with NetTutor, an online tutoring vendor that was selected by the California Community College Chancellor's Office. By providing online counseling and tutoring for students enrolled in distance education courses, the college fulfills the accreditation requirement that services offered to students enrolled in traditional face-to-face courses are offered equally to students' in online courses.

This same staff member is also currently working with Counseling and Enrollment Services to offer technical support to implement their vision of an online orientation using Canvas that will be accessible to each student who enrolls in distance education throughout their college experience. The instructional media coordinator is also serving on committees for two of the Accreditation Teams (Standard II and III) for the upcoming 2020 Accreditation report.

Strategic Initiative D - Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.

This is not applicable for the DE Program.

Strategic Initiative E: Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

The DE Program works with the Office of Institutional Research and Planning (IRP) to survey online student satisfaction, enrollment growth and academic course performance on a regular basis for improving success and retention, and planning for the growth of the DE Program. The IRP, in cooperation with DE Program, is committed to survey online student satisfaction every three years. The most recent survey was conducted during Spring 2016⁴. The results from the survey are used to improve customer service for students and faculty.

Strategic Initiative F: Support facility and technology improvements to meet the needs of students, employees, and the community.

The DE Program has been actively working with ITS to modernize its current infrastructure to keep pace with the growing technological resources provided by the California Community College State Chancellor's Office Online Education Initiative. The ECC Academic Senate Course Management System Task Force, in consultation with ITS and DEAC, supported the recommendation of the Online Education Initiative to use Canvas as the LMS. Training and workshops for Canvas have been available to support faculty transitioning from Etudes, ECCs previous LMS, to Canvas. The instructional media coordinator met with faculty one-on-one to help them migrate existing courses from Etudes to Canvas This LMS transition finished in Spring 2018.

As of Summer 2018, Canvas will be the only college-wide LMS available and will be available to all traditional and distance education classes – previously Etudes was available only for online and hybrid courses. Canvas shells (i.e., the digital structures that house course information) provide many applications that instructors can use to improve course quality, to

⁴ Appendix C: Distance Education Student Survey Results
<http://www.elcamino.edu/administration/ir/docs/survey/ECCDistanceEducationStudentSurveyReportFINAL.pdf>

enhance student interaction, and to promote regular, effective contact. Examples of these applications include programs familiar to students such as Dropbox, Google Apps, Khan Academy, and YouTube. In addition, Turnitin—an academic plagiarism checker technology for instructors—will be integrated. The DE Program also offers access to MERLOT which can provide high quality Open Educational Resources (OER) and peer-reviewed material. Students as well as instructors can use CCCconfer Zoom for scheduling meetings and conducting group work online. In addition, the DE Program is continuously vetting and purchasing applications that can be used in Canvas to support learning in online courses, such as SoftChalk, which is currently under consideration, which can be used to enhance interactivity in an online course. The Learning Resources Center and the Distance Education Program collaborate to connect online students with NetTutor, an online tutoring vendor that was selected by the California Community College Chancellor’s Office. By providing online tutoring, online counseling, and other limited student services for students enrolled in distance education courses, the College fulfills the accreditation requirement that services are offered to students enrolled in online courses equivalent in traditional face-to-face courses.

The DE Program clearly aligns with El Camino College’s mission to “provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.” The DE Program strives to provide quality distance education to the community, which allows the College to expand educational services to students who may not be able to come to campus, or who need a more flexible schedule.

2. Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Research & Planning to obtain data.

The DE Program serves all students who enroll in online or hybrid classes and will now support the use of the LMS in all classes. Even when focusing on online courses it is not restricted to a specific cohort. Any student can sign up for an online course; therefore the DE Program serves the entire population of ECC. The most recent enrollment information that was prepared by the Office of Institutional Research and Planning in March 2018⁵ for Distance Education courses provided information on race, gender, and age of students taking DE courses:

Students who identified as Latino had a representation percentage that ranged from a low of 39% to a high of 47%. Students who identified as African American had a representation percentage that ranged from a low of 13% to a high of 24%. Students who identified as Asian had a representation percentage that ranged from a low of 15% to a high of 22%. Students who

⁵ Appendix D: Student Population Data: Distance Education

identified as White had a representation percentage that ranged from a low of 13% to a high of 17%. Students who identified as Two or More had a representation percentage that ranged from a low of 5% to a high of 6%. Students who identified as Pacific Islander, American Indian, or Unknown/Declined each had a representation percentage that ranged from a high of 1% to a low of less than 1%. The demographic breakdown of students is close to that of ECC overall demographic breakdown, with a slightly lower percentage of Latino and Pacific Islander students taking online courses than the general ECC population, and a slightly higher percentage of African-American and Asian-American students than the general ECC population.

	Latino	African American	Asian	White	Two or More	Pacific Islander	Unknown	American Indian
Fall 2014	40%	24%	15%	14%	5%	<1%	1%	<1%
Spring 2015	40%	21%	17%	15%	5%	1%	1%	<1%
Summer 2015	39%	16%	21%	17%	6%	1%	<1%	<1%
Fall 2015	43%	20%	15%	15%	6%	1%	<1%	<1%
Spring 2015	44%	17%	17%	15%	5%	1%	1%	<1%
Summer 2016	44%	16%	20%	14%	5%	<1%	<1%	<1%
Fall 2016	45%	17%	17%	14%	6%	1%	<1%	<1%
Winter 2017	44%	13%	22%	14%	6%	1%	1%	<1%
Spring 2017	47%	17%	17%	13%	5%	1%	<1%	<1%
Summer 2017	47%	13%	19%	15%	6%	0%	<1%	<1%
Fall 2017	47%	19%	15%	14%	5%	1%	<1%	<1%
ECC Fall 2017⁶	53%	14%	11%	13%	4%	4%	<1%	<1%

Table 1: Distance Education Ethnicity Percentage

⁶ ECC Facts and Figures

<http://www.elcamino.edu/about/depts/ir/docs/research/factbook/FactsandFigures2017ECC.pdf>

In addition, the enrollment information provides the percentage of enrollment in Distance Education by age group. Students under the age of 18 had a representation percentage that ranged from a low of 1% to a high of 3%. Students between the ages of 18 to 24 had a representation percentage that ranged from a low of 58% to a high of 70%. Students between the ages of 25 to 29 had a representation percentage that ranged from a low of 14% to a high of 20%. Students between the ages of 30 to 39 had a representation percentage that ranged from a low of 10% to a high of 14%. Students between the ages of 40 to 49 had a representation percentage that ranged from a low of 3% to a high of 5%. Lastly, students over the age of 50 had a representation percentage that ranged from a low of 1% to high of 3%. The percentage of age range of Distance Education students is lower than the general ECC population for those under 18, 18 to 24, and 50+, but higher for the age ranges between 25 and 49.

	Under 18	18 to 24	25 to 29	30 to 39	40 to 49	50+
Fall 2014	1%	58%	20%	13%	5%	3%
Spring 2015	1%	64%	18%	12%	4%	3%
Summer 2015	2%	65%	15%	11%	4%	2%
Fall 2015	1%	60%	18%	14%	4%	3%
Spring 2016	1%	64%	17%	12%	4%	2%
Summer 2016	2%	66%	15%	11%	4%	2%
Fall 2016	1%	64%	17%	11%	4%	3%
Winter 2017	1%	70%	14%	11%	4%	1%
Spring 2017	1%	64%	17%	12%	4%	2%
Summer 2017	3%	68%	15%	10%	3%	2%
Fall 2017	1%	61%	18%	13%	4%	2%
ECC Fall 2017⁷	5%	67%	13%	8%	3%	4%

Table 2: Distance Education Age Group Percentage

Finally, the enrollment information provides the percentage of enrollment in Distance Education by gender groups. The percentage of female students ranged from a low of 63% to a high of 70%. The percentage of male Students ranged from a low of 30% to a high of 37%. Students who did not specify a particular gender represented less than one percent of Distance Education students in Spring 2017 and Fall 2017. Compared to the general ECC population more female students take online classes.

⁷ ECC Facts and Figures

<http://www.elcamino.edu/about/depts/ir/docs/research/factbook/FactsandFigures2017ECC.pdf>

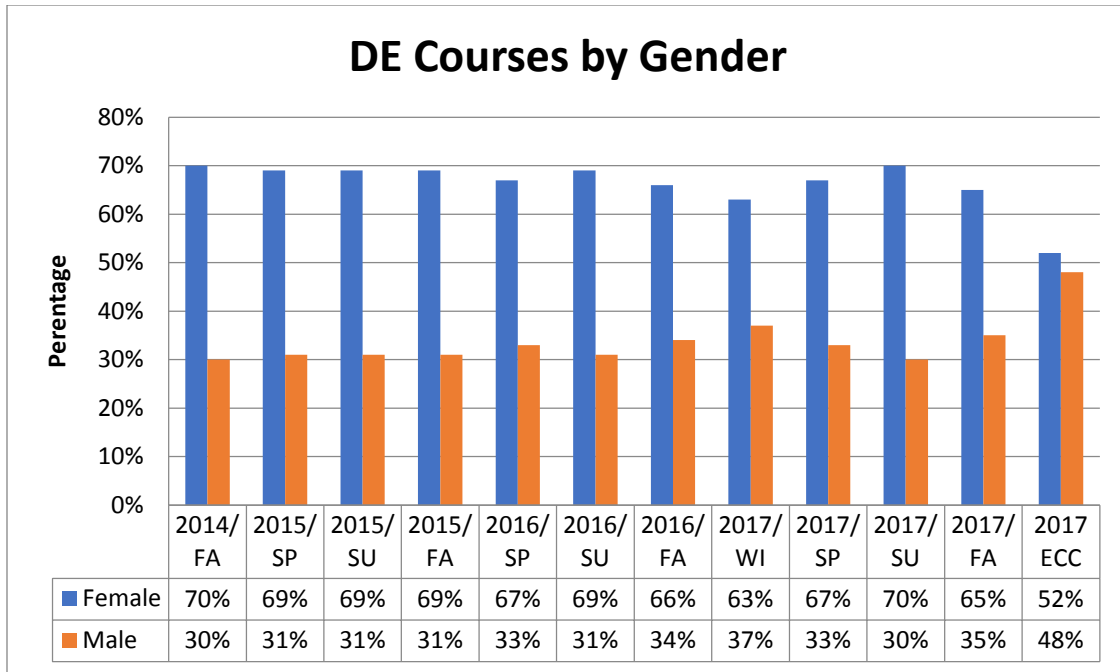


Figure 1: Distance Education Gender Groups

Demographically the breakdown of Distance Education students is quite similar to that of the general El Camino College population.

3. Describe how interaction with the program helps students succeed or meet their educational goals.

The DE Program is often the first point of contact for students with questions on how to enroll, access, and succeed in online courses. At the beginning of every semester the DE Program sends a welcome message to registered students to let them know when they can access their course through the LMS. This message includes instructions on how to log in to courses, as well as student-centered resources to assist with their course navigation. The DE Program also staffs the online help desk, which provides comprehensive support to assure effective implementation of learning technologies, and technical, administrative, and user support. In particular, the single full-time staff member, the instructional media coordinator, supports students and faculty with technical assistance via phone, email, and in person to troubleshoot students' LMS access issues, guides them through the school's online application (CCCApply) process, and transfers their calls to appropriate offices on campus such as Financial Aid.

The DE Program functions as a mediator between students and faculty. This takes the form of an appeal to the DE office for moral support, to gain motivation, to report non-responsive faculty, as well as to raise issues about course functionality. The instructional media coordinator works with students to explain policies or procedures, advocates for students, and demonstrates how to maximize the technology tools available to them. The Etudes and Canvas Student

Handbooks⁸ are good examples of items which the DE Program creates to support students in a successful online experience.

The program uses its website to provide students with information to register and be successful in their online courses⁹. For example, students can access interactive tutorials developed by the OEI that address the real challenges experienced by both new and experienced online students. These modules include time management skills, career planning, and interactive tools such as computer readiness and a daily schedule calculator.

In addition, DE students have continuous support and access to counseling and educational planning through online one-on-one counseling appointments to discuss their issues and concerns using Cranium Café. NetTutor, an online tutoring platform, is also available for students to receive tutoring for subject-specific needs.

4. How does the program interact with other on-campus programs or with off-campus entities?

The DE Program is the key facilitator for online and hybrid courses offered by the college. Interaction is required with all segments of the campus community including academic division deans and administrative assistants to plan courses and evaluate faculty. One of the DE Program's strongest collaborations is with ITS. In Spring 2018, the DE Program and ITS finished an integration of Colleague, the student information system (SIS), with Canvas so that course shells will be automatically created and populated with students for all our online and face-to-face sections. The transition had caused an added work load over the last two years that was not present prior to the Canvas implementation. This new workload included individual shell creation for all course sites and uploading student rosters and updates by hand. This monopolized a great deal of time of the only full-time staff member currently in the DE Program, causing other projects to fall behind or be deprioritized.

Working with ITS and Counseling, ECC Connect, the campus early alert system, has been integrated into Canvas to allow active faculty support of students through referring students to services, and letting Student Services know when a problem occurs. As of Spring 2017, Cranium Café has been intergraded with Canvas for an easy way to have virtual office hours with the campus counselors.

⁸ Student Handbook from DE website <http://www.elcamino.edu/library/distance-ed/fall16SThandbook.pdf>

⁹ Apply and Register information from DE website <http://www.elcamino.edu/library/distance-ed/applyandregister.aspx>

The DE Program, specifically the instructional media coordinator, is also currently working with Counseling and Enrollment Services to offer technical support to implement their vision of creating an online orientation using Canvas. The DE Program also collaborates with Professional Development, Admissions Office, Special Resource Center, and other campus departments. The major goals for Distance Education are to provide student support services, faculty support services, and quality assurances for all online courses, which can only succeed through strong collaboration.

The DE Program interacts with the California Community College Chancellor's Office and other colleges in the system on a regular basis concerning regulations and requirements for online learning. Interaction is also necessary with off-campus vendors (e.g., Canvas Learning Management System, software companies, and other media companies) to maintain the most up-to-date technology for Distance Education and online learning.

5. List notable achievements that have occurred since the last Program Review.

This is the DE Program's first program review. Previously the DE Program was part of the Library's program review. The DE Program has several recent notable achievements. The Distance Education Advisory Committee (DEAC) became a senate subcommittee. DEAC and DE Program are actively developing and recommending advances to Canvas training, updating teaching requirements for online and hybrid courses (including the adoption of the Online Education Initiative Course Design Rubric for course review), and updating the course evaluation process. The DE Program was instrumental in adopting the new LMS (Canvas), implementing online tutoring and online counseling, and providing access to library services within Canvas.

The Distance Education Institute, held each Fall, is a mini conference facilitated by the Distance Education Program, in collaboration with Professional Development. The DE Institute exposes faculty to new methodologies, educational technologies, and the opportunity for faculty to share and showcase course design tips and tricks.

In ECC's 2015's *Accreditation Report*¹⁰, the college received a commendation for its Distance Education Program:

El Camino College is to be commended for creating an engaging and supportive distance education learning environment that values students learning and success. (Evaluation

¹⁰ Accreditation Report

https://www.elcamino.edu/administration/vpaa/accreditation/El_Camino_ExtEvalTeamRpt_01_09_2015.pdf

Report, Accreditation Commission for Community and Junior Colleges, Commendation 6, page 11.)

And through the work of the Distance Education Program, El Camino College was selected as a cohort member for the second cohort of the Online Education Initiative, which allows the college to include its DE courses, once evaluated, in the Online Course Exchange and opens up access to free software and training opportunities.

6. What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

This is the first year the Distance Education Program is preparing its own separate program review. Previously, the DE Program was included as part of the Library program review. The DE Program has only been assessed on its own through surveys conducted by the Office of Institutional Research and Planning. The data from these surveys is included later in this report.

B. Program Environment

1. Describe the program environment.

As mentioned in the previous section, in ECC’s 2015’s *Accreditation Report*, the college received a commendation for its Distance Education Program:

El Camino College is to be commended for creating an engaging and supportive distance education learning environment that values students learning and success. (Evaluation Report, Accreditation Commission for Community and Junior Colleges, Commendation 6, page 11.)

Along with this, in the last three years, the Distance Education Program has supported:

- **Faculty:** ~ 200 online, hybrid, and web-supported/face-to-face
- **Students:** ~1500 online and hybrid, ~ 2000 web supported / face-to-face

Sections Offered In	S2016	F2016	S2017	F2017	S2018
Behavioral and Social Sciences	45	54	59	63	79
Business	9	11	10	19	14
Fine Arts	9	10	10	10	14
Health Sciences and Athletics	8	9	10	10	12
Industry & Technology	8	10	10	14	14
Humanities	16	14	14	16	15
Natural Sciences	3	2	3	4	3

Table 3: Distance Education Sections by Division

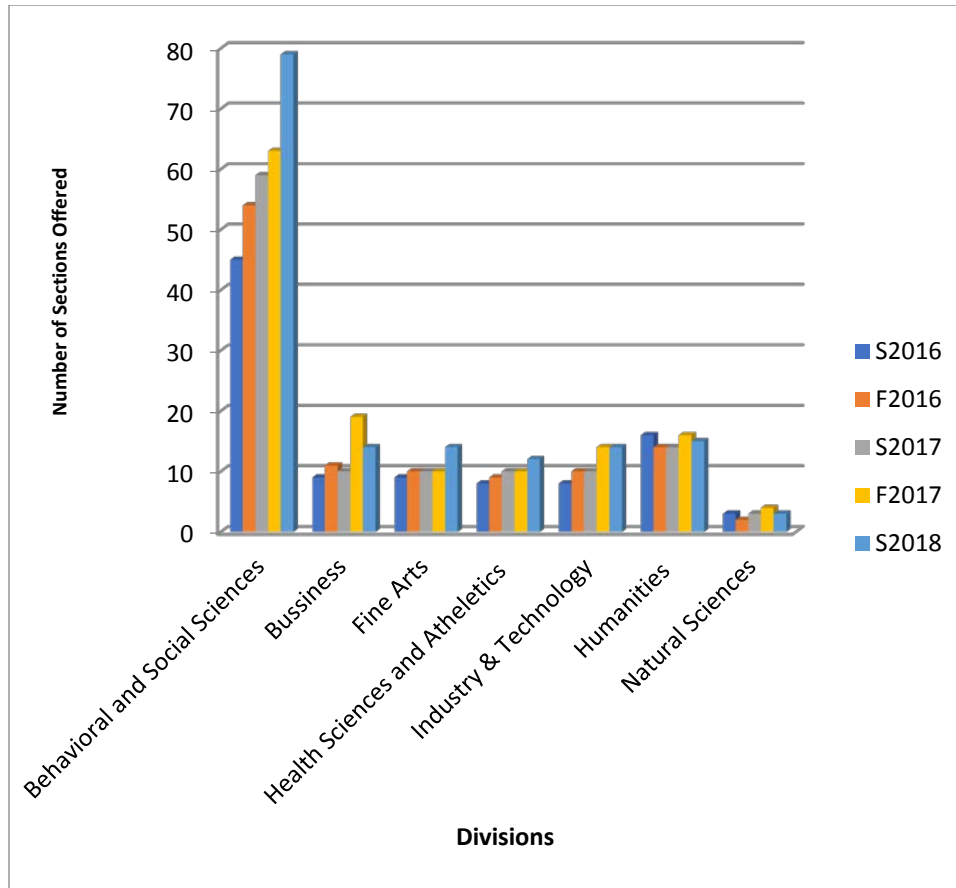


Figure 2: Distance Education Sections by Divisions

Where is the program located?

The Distance Education Program is part of the Library and Learning Resources division with offices housed within the Library Media Technology Center. The physical offices are located in the East basement of Schauerman Library. Currently the Distance Education Program consists of two offices: one for the Distance Education faculty coordinator and the other for the instructional media coordinator.

Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?

Currently, the program does not have adequate resources to provide quality services to faculty, staff, and students, and sustain the level of anticipated growth requested in the college’s enrollment management plan.

The total enrollment for online courses from Fall 2014 to Winter 2018 has increased. Distance Education enrollment during Fall terms has increased from 3,376 in Fall 2014 to 6,161 in Fall 2017. Distance Education enrollment during Spring terms has increased from 4,167 in Spring 2015 to 5,242 in Spring 2017. Summer enrollment for Distance Education reached a high of

2,755 during Summer 2016 and ranged from a low of 1,954. Winter Distance Education courses were first offered in 2017 and had 1,028 enrollments, and had substantial growth in Winter 2018 with an enrollment of 2733.

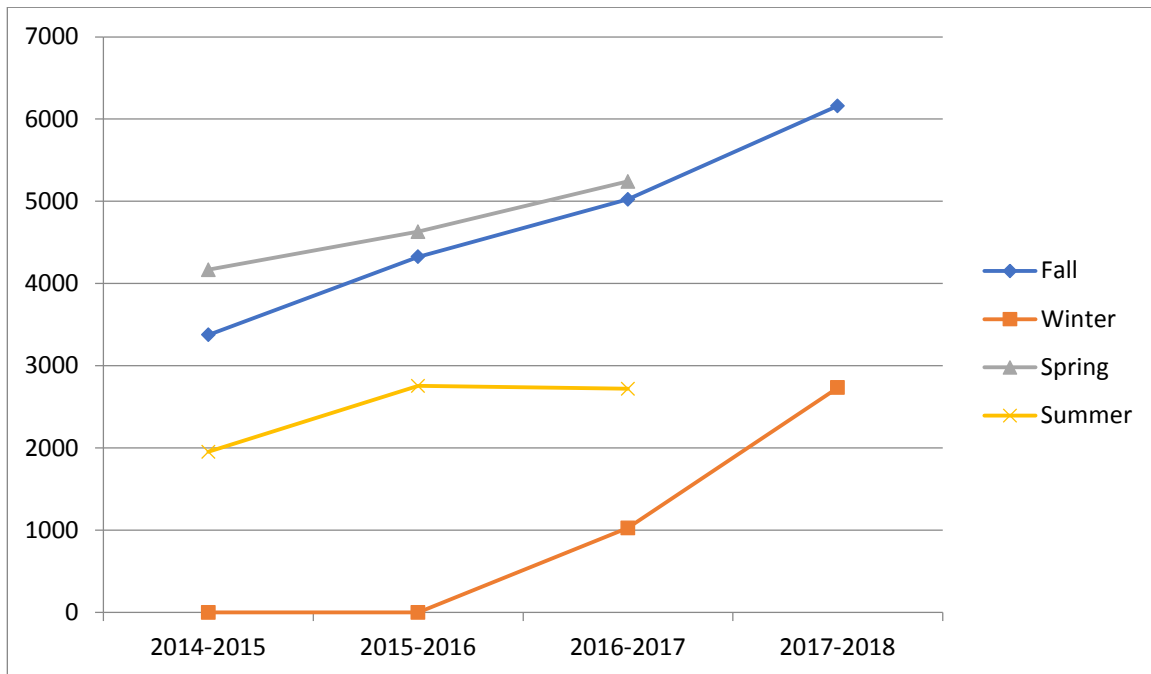


Figure 3: Distance Education Student Enrollment

According to the *Student Population Data: Distance Education* report prepared by IRP in March 2018¹¹, Distance Education had a total enrollment of 41,606 over the past eleven terms (this represents three full academic years), yet the DE Program has been operating with one full-time staff member.

Since 2009-2010 academic year, DE courses per academic year have had a 90% or higher fill rate, with some over 100%, and an average fill rate of 96% across academic years¹². The enrollment management plan also specifically calls out Distance Education as an avenue for growth in several places in the document, including:

Strategy 2: Strategically Design Online Offerings to Increase Access and Options

The online course offerings provide an avenue for growth. An increase in the number of online courses offered, increasing hybrid course offerings and developing CTE sections

¹¹ Appendix D: Student Population Data

¹² ECC Enrollment Management Plan

<http://www.elcamino.edu/administration/vpaa/ECC%20EM%20Plan%202016-2019.pdf>

and general education patterns can provide up to 41 additional sections with 164 FTES by 2018-19. Instructor salaries and training will determine costs to the general fund.¹³

The plan has 7 action items that have not been completed because of lack of staff and existing workload. The plan emphasizes offering more courses online, promoting existing online courses, and offering degrees and certificates that can be completed entirely online. However, without more staff reaching these goals will be impossible.

The adoption of Canvas has created a short-term burden on the Program and instruction media coordinator. While a connection was being established between Canvas, and the Student Information System, Colleague, the instruction media coordinator needed to create Canvas and Etudes shells and upload student rosters by hand. This responsibility has been extremely time consuming and took time away from the staff member serving students and faculty.

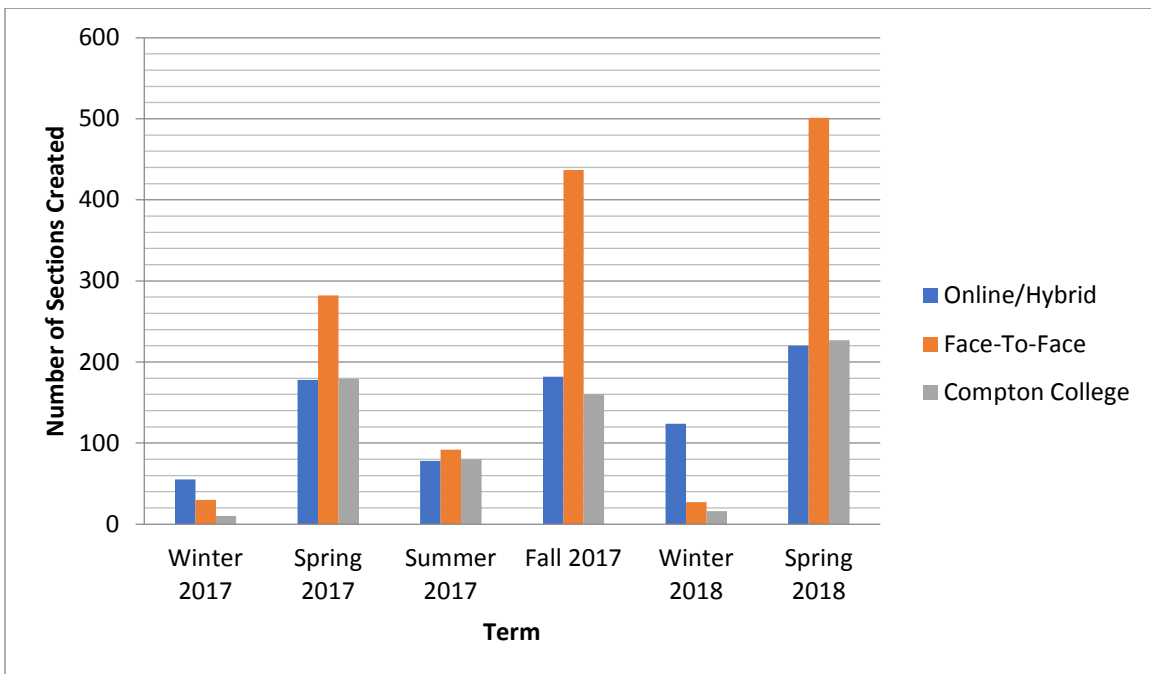


Figure 4: Sections Created by hand by the Instructional Media Coordinator

The staff member who is currently classed as an instructional media coordinator, now has responsibilities that go beyond organizing with faculty. The bulk of the activities that the instructional media coordinator carries out involves supporting users, both faculty and staff, using the LMS, working with ITS and vendors on solving technical issues, and honing each instantiation of Canvas, so it is tailored to our faculty and students’ needs. While the solitary

¹³ ECC Enrollment Management Plan

<http://www.elcamino.edu/administration/vpaa/ECC%20EM%20Plan%202016-2019.pdf>

staff member in the DE Program has been able to mitigate and handle the additional workload, more full-time, permanent staffing is needed (See the proposed organization chart) to facilitate and support growth as laid out above or the growth that will come in the DE Program from the OEI.

The OEI will bring more work to Distance Education because we are required to add a percentage of our online courses to the OEI Online Course Exchange each year. The OEI Online Course Exchange allows students from colleges within the OEI to take courses at other colleges and have the credit immediately transfer back to ECC. This offers ECC students more opportunities to fulfill needed courses and offers ECC opportunity for FTES growth from students outside the college. By Fall of 2018, ECC must have 10% of its existing courses approved and on the Online Course Exchange, and the percentage goes up each year. To complete this work it is vital to have an instructional designer who will facilitate course design and evaluation for the Online Course Exchange. Along with the instructional designer, a multimedia production specialist is needed to help faculty create digital assets for their courses (e.g., videos, animations, interaction games, etc.), the quality of our online course offerings will have impact on whether students from other campuses take them so this addition to staff is imperative for high quality courses.

Creating high quality online courses takes extra support for faculty because traditional pedagogical and androgical approaches do not translate well to the virtual space. Today's students expect online experiences to be interactive, easy to access and navigate, visually appealing, and includes multimedia. Offering courses that meet these expectations means that students will have a shorter adjustment period to the online course structure and can begin deeply engaging with the material faster. The instructional designer and the multimedia production specialist will support faculty in developing courses that create an engaging and high quality learning environment for students. The addition of two staff could support not only faculty teaching online, but any faculty interested in improving their course delivery, or wanting to explore new pedagogical and androgical approaches.

Compliance with Section 508 also brings need to the DE Program for added staff. Section 508 mandates that all digital resources be made accessible. That includes all documents uploaded to Canvas, as well as, close captioning of all videos. A 508 compliance and support specialist would be able to support faculty in understanding the best course layouts for accessibility and design. This person would also be responsible for all video captioning needs of faculty and programs on campus, which is currently a DE and campus wide need. Along with staff, the purchase of software is needed to both facilitate 508 compliance and to increase interactivity for students.

The Distance Education faculty coordinator retired at the end of Spring 2017 semester. An interim coordinator was hired in Fall 2017, but she became the Dean of Behavioral and Social Sciences in the January 2018. A second interim coordinator was hired in February 2018, but the faculty member chosen for the position is part-time and is teaching two classes, limiting the number of hours she can dedicate to the position. This has caused challenges in overseeing and completing the work that is required. Filling the DE faculty coordinator position is imperative for the success of the program.

2. Describe the number and type of personnel assigned to the program. Please include a current organizational chart.

The Distance Education Program is under the auspices of the Director of Library and Learning Resources (administrator), and its day-to-day functions are managed by the Distance Education faculty coordinator and one classified staff who is an instructional media coordinator. Currently, the DE Program has an interim Distance Education faculty coordinator at 60% time.

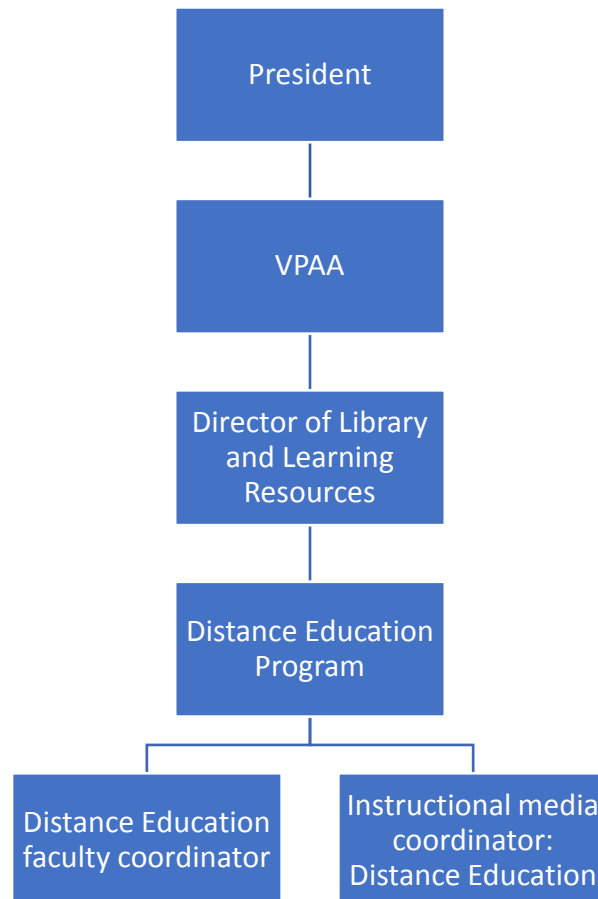


Figure 5: Distance Education Organizational Chart - Current

Under the direction of the Director of Library and Learning Resources, the Distance Education faculty coordinator is responsible for the overall coordination of the DE Program. This requires that the DE faculty coordinator directs the day-to-day function of the DE Program, maintains records, assists in preparing a budget, and assesses and evaluates the progress and benefits of the DE Program and other online initiatives like OEI and OER. In addition, the DE faculty coordinator performs assigned committee responsibilities, and prepares policies and regulations related to DE Program.

The instructional media coordinator is responsible for responding to student and faculty inquiries, providing technical support, and collaborating with software vendors and ITS to implement new updates, add new applications to Canvas, and liaise with Student Services, Counseling, Professional Development, and ITS to support students with online student services. In addition, the instructional media coordinator maintains the website and supports requests for data from other areas on campus.

3. Describe the personnel needs for the next four years.

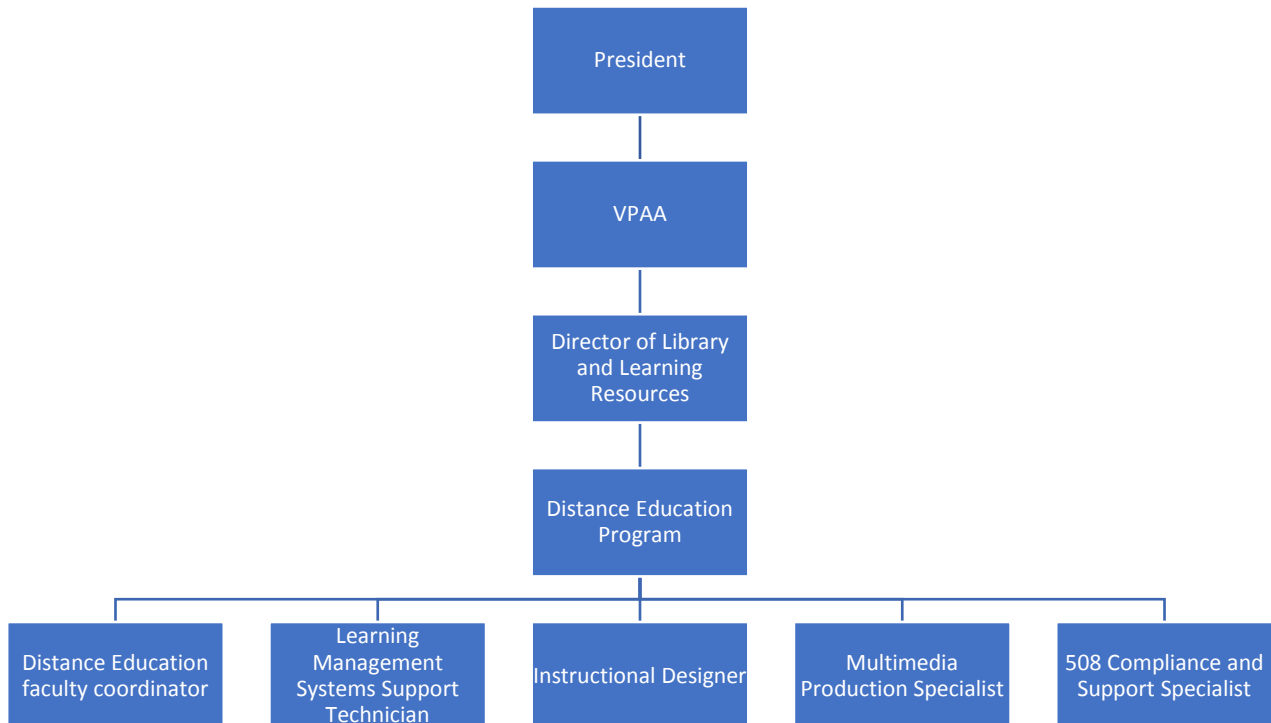


Figure 6: Distance Education Organizational Chart - Proposed

Since the previous Distance Education faculty coordinator retired at the end of Spring 2017, the positions requested in the 2018-2019 Annual Plan in TracDat include:

- Hire a DE faculty coordinator. After the 2017 retirement of the Distance Education faculty coordinator, the top priority is to rehire for the position. There had been talk of changing the DE faculty coordinator to an administrative position; however, the Academic Senate felt it was necessary to maintain the position as a member of the faculty.
- Reclassify the instructional media coordinator to learning management systems support technician¹⁴ to best serve the needs of students and faculty and align the staff's job description with the duties performed to serve department needs. This position has become more technical than its original instantiation of managing instructional media (e.g., videos, audio recordings, overhead transparencies, etc.), requiring the staff member to function as technical support for those using the software, as well as being a key stakeholder and oftentimes manager of software upgrades, and implementation of new software. This position also needs to be written to encompass more than normal work hours because faculty and students have technology issues that require immediate response, which the instructional media coordinator has been handling, despite the fact that it is outside of her job description.
- Reclassify a vacant senior production specialist position into a new instructional designer¹⁵. An instructional designer is needed to support course design for both Distance Education faculty, as well as faculty using digital assets in their face-to-face setting. An instructional designer is critical to supporting the development of OEI Online Course Exchange ready courses, evaluating courses for the Online Course Exchange, as well as improving the quality of online teaching through the implementation of new teaching approaches that are effective in online settings. This position can also support faculty with underperforming courses to evaluate and revise their courses using new approaches and teaching modalities.
- Hire a multimedia production specialist to assist faculty with video, graphic design, and audio production. As more faculty use digital artifacts and the LMS in their courses this position will be invaluable for creating high quality resources. Students expect multimedia elements in their courses. This staff member can help faculty create specially designed innovative material to enrich their courses and to create an engaging learning experience for students.

¹⁴ Appendix E: Learning Management Systems Support Technician

¹⁵ Appendix F: Instructional Designer Job Description

- Hire a 508 compliance and support specialist. The college is required to have all digital assets in compliance with Section 508 regulations. This includes materials and course layout for online courses. Faculty are not experts in 508 compliance and it would be difficult for each faculty to become an expert; instead a specific compliance and support specialist can possess the needed expertise to support faculty in creating compliant courses. This person would help faculty with 508 compliance in their online and hybrid courses, as well as digital assets for face-to-face courses, and would be responsible for closed captioning videos created for campus and classroom use.

4. Describe facilities needs for the next four years.

The offices adjacent to the Distance Education Program offices within the Media Services area of the east basement need to be adapted, modified, and refurbished to accommodate the new personnel, for the expansion of program services. They are currently outfitted to store media and media production equipment from the 90s, which means a lot of the space in the offices is taken up by cabinets and cupboards, making the space less usable than they could be if they were furnished differently. However, the office space is immediately available for new staff members even if long-term modifications are needed.

5. Describe the equipment (including technology) needs for the next four years.

The equipment and software for video production, captioning, and student-centered services needs to be updated. Licenses will need to be renewed yearly for Etudes Learning Tools Interoperability (LTI) integration plug-ins (Formal Course Evaluation tool, and the Adjust All HQ) software. Even though DE has stopped using Etudes as a platform, DE still purchases these Etudes created tools for use in Canvas. New licenses are needed on the following, but not limited to: Camtasia, adaptive learning software, accessibility/captioning software, and various production software currently in use. New computers will also need to be purchased as staff increases.

6. Describe the specific hours of operation of the program.

The current hours of operation for the DE Program office are 8 am to 4:30 pm Monday through Friday, closed holidays, Saturdays, and Sundays.

Do the schedule hours for operation meet the needs of staff and students?

These hours accommodate in-person and virtual meetings with students and faculty when the Library is opened. Faculty can be further accommodated as necessary when the library is not open, and when needed outside of the normal operating hours. The instructional media coordinator staffs the help desk during the stated hours above, and remotely, when necessary outside those hours. Because of the lack of staff, there is limited assistance to students and faculty when the DE staff person is on vacation, out-sick, or at a conference. The instructional media coordinator takes a 24/7 approach to support because participation in DE courses often

happens outside of business hours, even though this is outside her job description, and one of the reasons why the position should be reclassified. Faculty can email the staff person outside of these operational hours with response time dictated by the urgency and need of the issue. However, by providing this comprehensive level of service, the current instructional media coordinator's responsibilities are extended beyond the current job description and rate of compensation. Therefore, it is vital to reclassify the instructional media coordinator to a learning management systems support technician.

7. Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?

Online sections are scheduled by the division offices, and offerings can vary widely from semester to semester. This inhibits the development of a cohesive strategy to grow the course offerings in a concerted way. Aside from this, instructor changes affect the program when they are not reported or occur at the last minute. This can be resolved by better communication between the divisions, faculty, and DE Program staff.

Other external, non-campus associated factors directly affecting the DE Program are the following:

- **SARA legislation¹⁶**: SARA pertains to approval of Distance Education courses and programs offered across state lines by postsecondary institutions that already have degree authorization in at least one state. Currently, the State of California does not participate in SARA, and ECC and the DE Program are responsible for ensuring students from out-of-state do not take online courses so that ECC does not incur fines from those states.
- **ACCJC: Distance Education Guidelines¹⁷**: The Accreditation Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) is required by its purpose – to assure educational quality and institutional effectiveness – and by federal regulations to review the quality of distance education and correspondence education (DE/CE) during institutional visits and substantive change reviews.
- **ACCJC: Substantive Change Reporting¹⁸**: Institutions are expected to undertake change responsibly and to continue to meet the eligibility requirements, accreditation

¹⁶ SARA Legislation: <http://nc-sara.org/>

¹⁷ ACCJC: Distance Education Guidelines: <http://accjc.org/wp-content/uploads/Guide-to-Evaluating-DE-and-CE.pdf>

¹⁸ ACCJC: Substantive Change Reporting <http://accjc.org/substantive-change/>

standards and commission policies even as they make changes. To provide assurance of institutional quality to the public and to maintain Title IV financial aid funds for students of the institution, a Substantive Change Proposal must be reviewed and acted upon by the Commission's Committee on Substantive Change, or the Commission as a whole...[An example] of a substantive change is if an institution offers courses that constitute 50% or more of a program, degree, or certificate, including general education requirements, through a distance mode, electronic delivery, or correspondence education.

- **California Education Code**¹⁹ governing Distance Education (Title 5, Div. 6, Chap. 6, Sub- Chap 3) Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All Distance Education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as Distance Education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d)
- **California Community College**²⁰ The mission of Distance Education is to promote student access and success by integrating programs and services of the California community colleges using technology mediated instruction and to develop and promote effective distance learning paradigms. DEP&O staff participates in the Community College DE Coordinators' monthly meetings and the annual Online Teaching Conference to maintain currency on state and federal regulations.
- **Federal Education Code** governing Distance Education (Title 5)²¹
- **Online Education Initiative**²² is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. It is a comprehensive program that leverages best practices and technology to significantly increase the opportunity for higher education degree attainment in

¹⁹ California Education Code

[https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=ICD714E20D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=ICD714E20D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

²⁰ California Community College Distance Education Mission

<http://extranet.cccco.edu/Divisions/AcademicAffairs/EducationalProgramsandProfessionalDevelopment/DistanceEducation.aspx>

²¹ Federal Education Code <https://ifap.ed.gov/fsahandbook/attachments/0910FSAHbkVol2Ch8DistanceEd.pdf>

²² Online Education Initiative <http://ccconlineed.org>

California. A major component of the effort is the Online Course Exchange system, which provides more opportunities for students to complete their courses and earn their degrees.

- **California Community Colleges Distance Education California Code of Regulations Title 5²³** on Regular and Substantive Instructor Initiated Contact. This impacts faculty approach to course design and is another reason that the DE Program needs an instructional designer with online course design experience.
- **Section 508/ADA compliance²⁴** is the regulation that states that all students must have equal access to course materials, which mean materials must be designed in accessible formats to facilitate all student access.

Each of these items is an external mandate which the DE Program and the College need to meet when offering Distance Education courses. If they are not met, the school may need to pay fines to the enforcing bodies which include the federal government and other state entities.

C. Service Area Outcomes (SAOs)

Please attach SAO assessment results as an appendix to the program review.

SAO results are not included as this is Distance Education's first Program Review.

1. List the program's SAOs

The DE Program's first SAOs are:

- Distance Education Faculty at ECC will design courses according to the OEI Course Design Rubric.
- Distance Education will encourage the expansion of online courses at ECC.

Distance Education will consult with governing bodies and online faculty to facilitate improvement of online course offerings.

2. How were the SAOs developed? Who was engaged in the creation of the SAOs?

These SAOs were developed by taking information gathered by the Office of Institutional Research and Planning²⁵, day-to-day operations of the Distance Education online student help

²³ California Community Colleges Distance Education California Code of Regulations Title 5
http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

²⁴ Section 508/ ADA compliance
<http://www.htctu.net/dlguidelines/2011%20Distance%20Education%20Accessibility%20Guidelines%20FINAL.pdf>

²⁵ Appendix C: Distance Education Student Survey Report
<http://www.elcamino.edu/administration/ir/docs/survey/ECCDistanceEducationStudentSurveyReportFINAL.pdf>

desk²⁶, and best practices from a variety of sources, and the OEI Course Design Rubric²⁷, which was adopted by Distance Education Program at El Camino College²⁸. The SAOs were developed by the DE staff. They were presented to DEAC for discussion and modification, and finally approval.

3. How often are the SAOs assessed and who is engaged in the discussion?

The SAOs will be assessed annually in Spring 2019 by DEAC. The assessment engages students and faculty via surveys and potentially focus groups. In addition, feedback will be solicited from Student Services offices, academic division deans, Office of Institutional Research and Planning, and the Special Resource Center.

4. What has been done if the SAO assessment results were not as anticipated?

If the SAO assessment results are not as anticipated, the following planned actions should be implemented:

1. Examine the unexpected results and formulate a plan to address the challenges.
2. Collect more data around the unexpected assessment to understand the challenges.
3. Evaluate the methods of data collection to help garner more effective data for the SAOs.
4. Change support services offered to better meet the SAOs.

5. Where are the SAOs assessment results shared with staff, students, and the public?

Past survey results have been shared with various committees (DEAC, College Technology Committee, Academic Senate, Enrollment Management Committee,). The Division Director shares survey results with academic deans and managers from all segments of campus including the Special Resources Center, and ITS. Survey results and reports are also available via IRP webpage²⁹.

6. Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

Since the DE Program has not had SAOs previously this cannot be addressed directly. However, some insights about changes and improvement can be gleaned from a recent survey. From the recent survey conducted for Distance Education, *Enrollment Growth and Academic*

²⁶ ECC DE Website <http://www.elcamino.edu/library/distance-ed>

²⁷ Appendix B: OEI Course Design Rubric <https://www.elac.edu/online/doc/OEI-course-design-rubric.pdf>

²⁸ Appendix B: OEI Course Design Rubric <https://www.elac.edu/online/doc/OEI-course-design-rubric.pdf>

²⁹ Appendix C: Distance Education Student Survey Report
<http://www.elcamino.edu/administration/ir/docs/survey/ECCDistanceEducationStudentSurveyReportFINAL.pdf>

*Course Performance: Traditional vs. Distance Education Courses, 2014-2015*³⁰, there are indications that Distance Education has the opportunity for substantial growth.

According to the *Enrollment Growth and Academic Course Performance* survey, the DE offerings have experienced an increase in the last two years after dropping in 2012-2013. Overall, the success and retention rates for online offerings have continued to rise and were on par with state distant education rates for Fall 2014 and Spring 2015. In the online courses where the outcomes are much lower than the traditional courses, recommendations were submitted to divisions to review course material to look for alignment with online teaching modalities. This is a place where both the instructional designer and the multimedia production specialist could support faculty. In addition, the DE Program is working on designing an evaluation process according to the OEI Course Design Rubric to make online courses more compatible with positive online teaching implementation.

The Enrollment Management Committee has created an action plan³¹ and enrollment strategy³² to increase sections of online and hybrid courses. The increase in enrollment supports the requested increase in staffing for the DE Program as well as encourages further modernization of student services for the online student population. Increased enrollment and expansion of course offerings will also influence a refocusing on faculty training geared towards success and retention in the online environment.

D. Program Improvement

1. What activities has the program engaged in to improve services to students?

The DE Program, even with limited staffing, has developed a variety of informational and outreach artifacts. These include:

- A welcome email is sent to students enrolled in online/hybrid courses. This email explains how to log in to Canvas, advises students to log in early so that they will not be dropped from the course, and explains how to perform a technical/computer check to make sure that they have the technology needed to be successful in the course. The email also functions as a reminder for students to check their student email accounts for messages from their online instructor. The email includes the ITS Help Desk phone number, email address, and instructions on how to reset their password, which requires contacting ITS. The email provides the computer and network minimum system

³⁰ Enrollment Growth and Academic Course Performance
<http://www.elcamino.edu/administration/ir/docs/research/ECC%20DE%20Spring%202016.pdf>

³¹ ECC Enrollment Management Plan
<http://www.elcamino.edu/administration/vpaa/ECC%20EM%20Plan%202016-2019.pdf>

requirement information related to software applications needed for students to achieve and excel in their online classes. Finally, the email lists the contact information of the DE Program and its location.

- If an instructor requires a face-to-face orientation session at the beginning of the semester these sections are emailed independently with a link to the online session information found in the printed schedule of classes. Many students do not know that these sections have a face-to-face meeting, and they must know this to avoid being dropped from the course.
- The Distance Education instructional media coordinator sends emails to faculty to remind them about procedures for adding students to their courses, lapses in student access, and need to contact their division for add codes. The Distance Education website lists the online/hybrid sections³³ with orientation information³⁴.

Also to improve services to students, the DE Program directs students to the correct office when calling, emailing, or visiting the office when their questions go beyond DE services. The instructional media coordinator updates the *Online Student Handbook* every semester³⁵ and posts the newest version prominently on the DE website. The instructional media coordinator adds links on the DE website to student services like counseling, online tutoring, and the financial aid office; links to ECC Connect, NetTutor, Google Drive, and “Ask A Librarian” in the Canvas shell; also, migrated faculty from Etudes shells to Canvas.

2. How have program personnel used metrics to improve program services? Provide metrics from the last four years.

In the past, a hash mark tally has been used to track the number and type of request received by phone and email. Tracking the incoming requests helps to look for patterns in data and devise strategies to solve common problems and understand what types of support materials faculty and staff need. Presently, no metrics are used formally, given the limited time of the DE Program’s single full-time staff member. Informally, the instructional media coordinator maintains data on the volume of calls, emails, and drop-ins that require the instructional media coordinator to send out emails (to faculty and students) and post messages on the website to clarify major issues or repeated questions related to the LMS or other components.

The results from Spring 2016 survey showed that 48% of the students are very interested in

³³ DE Class Schedules <http://www.elcamino.edu/library/distance-ed/classscheduleandmeeting.aspx>

³⁴ OEI Student Readiness Tutorials <http://www.elcamino.edu/library/distance-ed/OEIStudentReadinessTutorials.aspx>

³⁵ DE Student Handbook <http://www.elcamino.edu/library/distance-ed/fall16SThandbook.pdf>

completing an entire degree or certificate online. The DE Program in collaboration with divisions hopes to expand online opportunities at ECC by expanding the number of certificates, degrees or transfer pathways that can be completed online including: associate degrees, academic programs, California State University General Education (CSUGE), and Intersegmental General Education Transfer Curriculum (IGETC).

The customer service survey indicates that “Overall, students are satisfied with their DE courses.” What was unexpected in the responses were that “Most participants felt that the online course workload was heavier (36%) or about the same (48%) as their face-to-face classes.³⁶” Having more staff to support faculty development of online courses will help faculty balance workload.

Unfortunately, only 3.11% of the students surveyed said that they communicated with the DE Program about the advantages and disadvantages of taking an online course. The DE Program plans to develop a more aggressive communication strategy to ensure students are aware that they should communicate with the DE office when there are issues or if they have feedback.

3. If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.

In the Office of Institutional Research and Planning report, *Enrollment Growth and Academic Performance*³⁷, “...success and retention comparisons for the El Camino College Distance Education Program are compared with the overall state rates...the success rates for distance education in the state have remained around 60% from Fall 2011 to Fall 2015.”

2017 marks the first time a Winter term has been offered which includes online course offering, consisting of 5-week, 5 unit courses. “Online Winter sections generally demonstrated high success rates, especially when compared to online Fall sections. In most cases, online Winter sections even outperformed Fall Campus sections³⁸.” This is very astonishing, as Winter was also the first phase of Canvas implementation. One conclusion is that Winter online students are motivated to complete a prerequisite course or make up a failed course. Many students from four-year or other community colleges use Winter and Summer terms to take online classes to fulfill a missing requirement or for unit load transfer into their degree completing school.

³⁶ Enrollment Growth and Academic Course Performance
<http://www.elcamino.edu/administration/ir/docs/research/ECC%20DE%20Spring%202016.pdf>

³⁷ Enrollment Growth and Academic Course Performance
<http://www.elcamino.edu/administration/ir/docs/research/ECC%20DE%20Spring%202016.pdf>

³⁸ “Winter 2017 Special Offering Success Rates.” Presented in Enrolment Management Committee meeting 03/23/17

E. Customer Service

1. How was the survey conducted? Please include a copy of the survey to the appendix.

IRP coordinated with the DE Program to implement a survey that supports the college-wide research agendas and integrated planning for data-supported decision-making. IRP conducts a survey every three years called *Distance Education Student Survey ECC*³⁹. The development of the survey includes collaboration between IRP and DEAC to create the questions that are sent to the Academic Senate for a first and a second read. Once approved, the survey is distributed to students.

The results presented here are from April 2016. The last survey was “distributed to over 1,100 students enrolled in online classes in Spring 2016 at El Camino College...A total of 290 responses were received (25% response rate) from the electronic survey.” The DE Program assisted IRP in implementing the survey by providing section numbers of active online sections and in preparing the final report.

The DE Program has begun planning with IRP for the next survey, which will be conducted in Spring 2019. There is also initial talk of including DE related questions in the next campus climate survey.

2. What were the major findings of the customer service survey?

The Distance Education (DE) Student Survey was distributed to over 1,100 students enrolled in online classes in Spring 2016 at El Camino College and Compton Center. A total of 290 responses were received (25% response rate) from the electronic survey.

Most participants felt that the online course workload was heavier (36%) or about the same (48%) as in their face-to-face classes. This suggests that online courses are as rigorous as their on-campus equivalents. The vast majority (77%) of respondents agreed that they are learning as well online as on-campus, with 49% completely agreeing and 28% somewhat agreeing.⁴⁰

IRP and DE are working together to finalize and implement a new survey related to online student satisfaction, with an expected implementation date of Fall 2018.

³⁹ Appendix C: Distance Education Student Survey Results
<http://www.elcamino.edu/administration/ir/docs/survey/ECCDistanceEducationStudentSurveyReportFINAL.pdf>

⁴⁰ Appendix C: Distance Education Student Survey Results
<http://www.elcamino.edu/administration/ir/docs/survey/ECCDistanceEducationStudentSurveyReportFINAL.pdf> (p. 2)

The major findings are⁴¹:

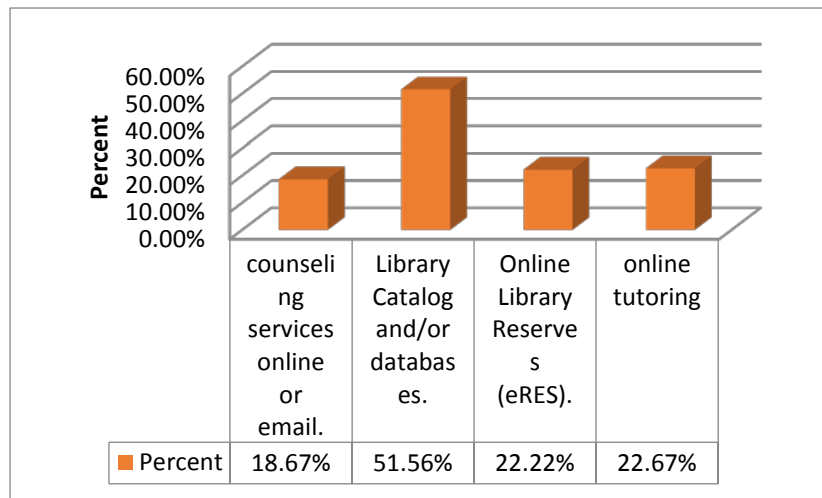


Figure 7: Percent of DE Students Using Offered Students' Services

1. 68.89 % of the students who have answered the questions in the survey are female students vs. 27.56% male students.
2. 53.79 % of the students who have answered the survey are working at a job that requires 15 or more hours each week.
3. 48% of the students are very interested in completing an entire degree or certificate online.
4. 70.67% of the students are interested in taking another online class, which indicates that they are satisfied by the services provided by the DE Program.
5. The survey showed that 74.22% of the students found information about Distance Education courses offered at ECC a relatively as an easy process.
6. Only 3.11% of the students surveyed said that when they communicated about the advantages and disadvantages of taking an online course, they communicated with the DE Program.
7. 48% of the students found that the DE webpage is very helpful or helpful in preparing them for an online class.
8. 40% indicated that they want to see more links to other resources, and 42.67% indicated that they want to see more interactive webpages as technological tools in their courses.
9. 96% of the students stated that the most available tool to communicate with the instructor is the Email.
10. Only 5.78 % of students said that it was easy to use Canvas. 65.33% of students

⁴¹ Appendix C: Distance Education Student Survey Results

<http://www.elcamino.edu/administration/ir/docs/survey/ECCDistanceEducationStudentSurveyReportFINAL.pdf>

indicated that they have not used Canvas Technical Support.

11. 49.33% of students said that they have learned in an online course as well as they would have in a traditional classroom environment

The findings of the *Distance Education Student Survey Results* in Spring 2016⁴² concluded that: Overall, students are satisfied with their DE courses. There are a few expected differences between students taking hybrid courses and those that take fully online courses. The majority of students that take DE courses are not taking advantage of the online services offered, which suggests that there is a need for proactive measures to increase awareness and usage.

Most participants felt that the online course workload was heavier (36%) or about the same (48%) as in their face-to-face classes. This suggests that online courses are as rigorous as their on-campus equivalents. The vast majority (77%) of respondents agreed that they are learning as well online as on-campus, with 49% completely agreeing and 28% somewhat agreeing.⁴³

3. Describe exemplary services that should be expanded or shared with other programs.

The DE Program allows students to pursue their educational goals without coming to campus, giving them flexibility in their schedule and making accommodation for working professionals.

Customer service and attention to student's questions and concerns is of utmost importance to the DE Program. The instructional media coordinator is responsible for the day-to-day operations in the DE Program and communicates with the entire Distance Education constituency by calling back or replying to emails with clearly articulated and detailed information about the students' or faculty's' needs. When questions cannot be answer, the staff transfers the students to the appropriate office or service. In essence, the DE Program staff is well trained and service oriented - the greatest assets this program has because it is a student service focused program.

In the past two years, the DE Program has met head on and supported a variety of policy changes and new initiatives. This has led to the implementation of a variety of services like online tutoring, online counseling, and to the upcoming online Orientation through Canvas. It also led to an outward facing seamlessly transition from Etudes to Canvas. The seamlessness spurred from the unwavering resilience of the instructional media coordinator, and her

⁴² Appendix C: Distance Education Student Survey Results

<http://www.elcamino.edu/administration/ir/docs/survey/ECCDistanceEducationStudentSurveyReportFINAL.pdf>

⁴³ Appendix C: Distance Education Student Survey Results

<http://www.elcamino.edu/administration/ir/docs/survey/ECCDistanceEducationStudentSurveyReportFINAL.pdf> (p. 2)

commitment to exceptional customer service and student success. If the instructional media coordinator had not been willing to repeatedly go above and beyond, taking on new tasks and working through problems, the transition between the two systems would have been far rockier.

The DE Program shows an overall flexibility to implement mandated changes with limited staff and resources. The amount the program has been able to accomplish in the last year with essentially one full-time staff member and interim DE faculty coordinators is actually astounding and it is exciting to see what the DE Program will be able to accomplish with a larger and modernized staff.

4. What aspect of the program's service needs improvement? Explain how the program will address service improvements.

There are three major areas that need improvement. First, the DE office is severely understaffed. The current staffing level is inadequate to provide a high-quality level of services to faculty and students. The current staff is working at maximum capacity just to keep up, leaving no room for evaluation of current processes, improvements, or growth. ECC is committed to expanding online offerings, yet there is a serious lack of support for online course development. In addition, ECC has been recently accepted into the OEI and therefore, the staff must increase to provide the necessary support students and faculty will need. To do this, the program needs to hire an instructional designer to support faculty in designing courses that use appropriate pedagogical and andragogical approaches for online courses. An interim part-time DE faculty coordinator was hired to take up part of the duties of the position while a full-time position goes through the faculty discovery process. Other duties are currently being taken on by the Director of Library and Learning Resources. In addition, there are efforts to reclassify the position of the instructional media coordinator and make it the learning management systems support administrator, and to hire an instructional designer to support faculty in building and revising online courses. The plan is to have a DE faculty coordinator, a learning management systems support administrator, an instructional designer, multimedia production specialist, and 508 compliance and support coordinator.

The training process also needs improvement. The 2018-19 DE annual plan calls for a restructuring of our training program for faculty. The plan recommends that the Canvas training be incorporated into the Online Teaching Certification (OTC) course for one 8-week training course that is designed around the OEI Course Design Rubric. A document was prepared to describe the outline of the certification process. DEAC approved the change and the new structure. The document was sent to the Academic Senate for discussion and approval. The annual plan and DEAC also recommend that the OTC be taught on a regular schedule twice a semester and once in Winter.

The course evaluation process should be revised. The courses are now evaluated using the same

form used by face-to-face courses. It was suggested to add a shortened version of the OEI Course Design Rubric to help evaluators and make the process easier. The DE Program is working now on creating a systemic process to evaluate online courses. The issues can definitely be improved through the expansion of staffing.

F. Conclusions and Recommendations

1. Summarize the program's strengths.

The DE Program has successfully supported the steady growth of quality online and hybrid courses according to state and Chancellor's office regulations and most recently according to Online Education Initiative. The DE Program is consciously supportive to students and faculty and responds quickly and efficiently to issues and challenges. The DE Program was able to complete the LMS transition from Etudes to Canvas and work with ITS to complete the connection between the LMS and ITS. There are many applications and features integrated within Canvas to improve the quality of online teaching at ECC. In addition, the program is currently undertaking vetting policies for Distance Education and revisions to the online teaching certification process through DEAC. ECC was chosen among 33 colleges to join the 2018 OEI consortium. The program can share ideas and innovations about online teaching and learning with other consortium members. The Distance Education faculty coordinator and the instructional media coordinator are members of various committees at El Camino College, and they have participated in several meetings and conferences at ECC and at other institutions. The program celebrated the first CCC Digital Learning Day, a one-day free online conference designed to provide a showcase of effective uses of digital tools in teaching and learning across the CCCs. In addition, the DE Program staff were among the attendees of the CanvasCon at CSULA for two consecutive days. There is a plan to attend the Online Teaching Conference in June 2018.

2. Summarize the program's areas that need improvement.

Given our need to expand online course offerings, to put courses on the Online Course Exchange, and a lack of support for online course development, our program is severely understaffed. We are in need of an instructional designer, a media production specialist, and a 508 compliance and support specialist. The program also needs a full-time DE coordinator who is capable of focusing more efforts towards the growing need of Distance Education courses. The DE Program is also looking to reimagine training faculty to be certified to teach online and evaluate courses for the Online Course Exchange.

3. List the program’s recommendation in a prioritized manner to help better understand their importance to the program.

1. Hire a full-time Distance Education faculty coordinator.
2. Hire an instructional designer, multimedia production specialist, and a 508 compliance and support specialist.
3. Reclassify the instructional media coordinator to a learning management systems support technician.
4. Develop and implementing the new Online Teaching Certification.
5. Develop and implement a Distance Education marketing plan.
6. Develop an Evaluation Process for the OEI Online Course Exchange.
7. Develop and maintain a faculty mentoring program to support faculty new to Distance Education.
8. Secure funding for Canvas support applications (online tutoring, counseling tools, assessment, testing, anti-plagiarism, etc.).
9. Encourage more online courses and online degrees, programs, and certificates.
10. Develop faculty survey instruments to measure Program service to this population.
11. Encourage more faculty to teach online.
12. Evaluate SAOs yearly.

4. Please indicate whether the program should continue or be discontinued.

Continue Program

Discontinue Program. Explain how the program’s services could be handled by another on-campus entity if the program has been declining or is no longer fully utilized.

Student Services Program Review Committee

Ratings

Excellent

The program review was extremely well written. Concise and grammatically correct with few to no spelling errors. A model program review that is ready to be posted online for a public audience.

Meets Expectations

The program review was adequately written. Lengthy or vague at times or included some grammatical and spelling errors. Corrections should be made prior to posting online for a public audience.

❑ Needs Improvement

The program review was poorly written or incomplete. Too lengthy or vague or too many grammatical and spelling errors throughout the document. The program review needs to be rewritten and resubmitted to the Student Services Program Review Committee by an established deadline.

Revised

5/5/2010; 3/13/2013; 3/31/2014; 4/15/2014; 6/1/2015; 8/20/2016; 7/13/17

Administrative Procedure 4105

Distance Education

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Vice President of Academic Affairs or his designee, in consultation with the Distance Education Advisory Committee or other appropriate campus committee, shall utilize one or more of the following acceptable procedure for verifying a student's identity:

- secure credentialing/login and password system
- proctored examinations
- New or other technologies and practices that is effective in verifying student identification.

The Vice President of Academic Affairs or his designee, in consultation with the Distance Education Advisory Committee or other appropriate campus committee, shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

Definition

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

Course Approval

Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020, Program, Curriculum, and Course Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Appendix A

Certification

When approving distance education courses, the Curriculum Committee will certify the following:

- **Course Quality Standards:** The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
- **Course Quality Determinations:** Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee approval procedures.
- **Instructor Contact:** Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.
- **Duration of Approval:** All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline

References:

Title 5 Sections 55200 et. Seq.:
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
34 Code of Federal Regulations Part 602.17.

February 26, 2013



CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

COURSE DESIGN RUBRIC

The Online Education Initiative (OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in **high quality online courses**.



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Revisions approved by the Online Education Initiative Steering Committee November 18, 2016.

The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development work group to assure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone three major revisions since then, including the current iteration, in response to changes in available instructional technology and feedback from both instructors and reviewers.

For a course to be offered to students in the CCC Course Exchange, it must first go through a course review process that ensures alignment with the OEI Course Design Rubric. The Rubric is divided into five sections.

SECTIONS A-C

Section A: Content Presentation

The 13 elements for quality course design in this section address how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

Section B: Interaction

The 8 elements in this section address instructor initiated and student initiated communication. Key elements of quality course design covered in this section include regular effective contact, student-to-student collaboration, and communication activities that build a sense of community among online learners.

Section C: Assessment

The 8 elements in this section address the variety and effectiveness of assessments within the course. Key elements include the alignment of objectives and assessments, the clarity of instructions for completing assessments, and evidence of timely and regular feedback.

Following a review by a team of trained faculty peer reviewers, each element in Sections A-C will be marked in one of three ways:

Incomplete:

The element is missing or present to a degree that does not adequately support student success in online learning.

Exchange Ready:

The element is present and effectively designed to support student success in online learning.

Additional Exemplary Elements:

This designation recognizes design choices that further enhance the student experience in the online learning environment.

Review Results

If any element in Section A-C is Incomplete, the instructor will receive on-going support from a dedicated Course Design Specialist to bring the element(s) into alignment with the rubric.

SECTION D

Accessibility

The 23 elements in this section are reviewed to determine if a student using assistive technologies will be able to access course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance").

Since Section D addresses elements that are required by law to be present, the elements in this section can only be marked as **Incomplete or Exchange Ready**.

Review Results

If any element in Section D is Incomplete, the instructor will receive on-going support from a dedicated Course Design Specialist or an Accessibility Expert to bring the element(s) into alignment with the rubric.

SECTION E

Institutional Accessibility Concerns

The 4 elements in this section cover accessibility of external tools and third-party content. While the accessibility elements in Section D are primarily under the control of faculty when developing a course, the elements in Section E may be outside the purview of the instructor which would require additional consideration or intervention at the institutional level.

Review Results

If a course is Exchange Ready in all Sections except E, the OEI Chief Professional Development Officer and the Director of Accessibility will look at the specific accessibility issue(s) and work with the instructor on a plan for making the course accessible.

Creative Commons Licensed Content

In addition to preparing courses for the CCC Course Exchange, the OEI Course Design Rubric is licensed under a Creative Commons Attribution 4.0 International License and can be used as:

- A roadmap for instructors designing new online courses.
- A tool for instructors seeking to update or improve existing courses.
- The foundation for starting a local POCR (Peer Online Course Review) Club.

Visit ccconlineed.org for more information on the OEI, the Rubric, and the Course Review Process. We welcome your feedback and suggestions.

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Appendix B

Section A: Content Presentation

Incomplete	Exchange Ready	Additional Exemplary Elements
A1: Placement of Unit-level Objectives		
<input type="checkbox"/> Objectives are not included in individual learning units/modules.	<input type="checkbox"/> Objectives are included in the individual learning units/modules.	<input type="checkbox"/> Objectives are included in assessments.
A2: Clarity of Unit-level Objectives		
<input type="checkbox"/> Objectives do not include demonstrable learning outcomes.	<input type="checkbox"/> Objectives include demonstrable learning outcomes.	<input type="checkbox"/> Objectives are written in language that is student centered.
A3: Alignment of Unit-level Objectives		
<input type="checkbox"/> Unit content and activities are not aligned with unit objectives.	<input type="checkbox"/> Unit content and activities are aligned with unit objectives.	<input type="checkbox"/> The connection between the content/activities and the unit objectives are made explicitly clear to the students.

Criteria A1 – A3 Comments:

Appendix B

Section A: Content Presentation

Incomplete	Exchange Ready	Additional Exemplary Elements
A4: Course Navigation		
<input type="checkbox"/> Navigation and content flow are not easily determined.	<input type="checkbox"/> Navigation and content flow are easily determined by the user.	<input type="checkbox"/> Clearly labeled tutorial materials that explain how to navigate the specific course are included.
A5: Unit-level Chunking		
<input type="checkbox"/> Content is not presented in visibly distinct learning units or modules.	<input type="checkbox"/> Content is presented in visibly distinct learning units or modules.	<input type="checkbox"/> Learning units or modules are consistently structured and sequenced allowing students to better anticipate and manage their workload.
A6: Page-level Chunking		
<input type="checkbox"/> Page content is not chunked in manageable segments using headings; long pages of text make online reading difficult.	<input type="checkbox"/> Page content is chunked in manageable segments using headings that facilitate online reading.	<input type="checkbox"/> Page content uses descriptive headings and subheadings that enhance student understanding of the material.

Criteria A4 – A6 Comments:
Empty space for comments

Appendix B

Section A: Content Presentation

Incomplete	Exchange Ready	Additional Exemplary Elements
<p>A7: Effective Use of CMS Tools</p> <p><input type="checkbox"/> CMS tools that could reduce the labor intensity of learning are not used effectively.</p>	<p><input type="checkbox"/> Course Management System (CMS) tools are used to reduce the labor-intensity of learning in a way that streamlines access to materials and activities for students.</p>	<p><input type="checkbox"/> CMS Tools are used to provide integrated and innovative learning materials and activities for students.</p>
<p>A8: Student Centered Teaching</p> <p><input type="checkbox"/> Content is presented using only one modality.</p>	<p><input type="checkbox"/> A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning.</p>	<p><input type="checkbox"/> Technology is used creatively to emphasize student-centered learning throughout the course.</p>
<p>A9: Instructions</p> <p><input type="checkbox"/> Instructions for working with course content is incomplete, or non-existent.</p>	<p><input type="checkbox"/> Course design includes instructions for learners to work with content in meaningful ways (e.g. instructing students to take notes during a video, explaining the purpose of an external resource).</p>	<p><input type="checkbox"/> Instructions are directly embedded with the content or activity.</p>
<p>A10: Individualized Learning</p> <p><input type="checkbox"/> There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.</p>	<p><input type="checkbox"/> Individualized learning opportunities, such as remedial activities or resources for advanced learning, are provided.</p>	<p><input type="checkbox"/> Numerous individualized learning opportunities are provided throughout the course.</p>

Criteria A7 – A10 Comments:
Empty space for comments

Appendix B

Section A: Content Presentation

Incomplete	Exchange Ready	Additional Exemplary Elements
<p>A11: Learner Feedback</p> <p><input type="checkbox"/> Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.</p>	<p><input type="checkbox"/> Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.</p>	<p><input type="checkbox"/> There are opportunities to give anonymous feedback both during course delivery and after course completion.</p>
<p>A12: Institutional Policies</p> <p><input type="checkbox"/> Institutional policies relevant for learner success are not included or are difficult to find.</p>	<p><input type="checkbox"/> Institutional policies relevant for learner success (e.g., plagiarism, academic honesty, technical support, and DSPS) are included and easy to find.</p>	<p><input type="checkbox"/> Institutional policies are provided in units or activities where they are most relevant.</p>
<p>A13: Student Services</p> <p><input type="checkbox"/> Links to institutional services are not included, thus requiring students to exit the course management system to find links for support.</p>	<p><input type="checkbox"/> Links to institutional services, including the DSPS office and the library, are embedded in the course and clearly labeled.</p>	<p><input type="checkbox"/> Links to institutional services are provided in units or activities when they may be needed most.</p>

Criteria A11 – A13 Comments:
Empty space for comments

Appendix B

Section B: Interaction

Incomplete	Exchange Ready	Additional Exemplary Elements
B1: Pre-Course Contact		
<input type="checkbox"/> Instructor does not initiate contact prior to or at the beginning of the course.	<input type="checkbox"/> Instructor initiates contact prior to or at the beginning of course.	<input type="checkbox"/> Instructor provides multiple resources to help students successfully start the course.
B2: Instructor Initiated Contact		
<input type="checkbox"/> The plan for communication is unclear or missing.	<input type="checkbox"/> The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments.	<input type="checkbox"/> The instructor's plan to engage in regular effective contact includes the use of a wide variety of communication tools.
B3: Technology Support		
<input type="checkbox"/> The instructor's role for supporting course technology is not explained to the students.	<input type="checkbox"/> The instructor's role for supporting course technology is explained to students, and links to technology support are provided.	<input type="checkbox"/> Links to technology support are provided where needed throughout the course.
B4: Instructor Contact Info		
<input type="checkbox"/> Contact information for the instructor is missing or not easy to find.	<input type="checkbox"/> Contact information for the instructor is easy to find and includes expected response times.	<input type="checkbox"/> Students can choose from a variety of tools to contact the instructor.

Criteria B1 – B4 Comments:

Appendix B

Section B: Interaction

Incomplete	Exchange Ready	Additional Exemplary Elements
B5: Student Initiated Interaction		
<input type="checkbox"/> Students are not given opportunities to initiate interaction.	<input type="checkbox"/> Opportunities for student-initiated interaction with other students and the instructor are clearly available and encouraged.	<input type="checkbox"/> Student-initiated interaction contributes to a student-centered learning environment.
B6: Student-to-Student Interaction		
<input type="checkbox"/> Student-to-student interaction may be present but is not a required part of the course.	<input type="checkbox"/> Student-to-student interaction that reinforces course content and learning outcomes is required as part of the course.	<input type="checkbox"/> Student-to-Student collaboration is designed to build workplace skills such as teamwork, cooperation, negotiation, and consensus-building.
B7: Learning Community		
<input type="checkbox"/> Communication activities that help build a sense of community among learners are not included.	<input type="checkbox"/> The course includes communication activities that are designed to build a sense of community among learners.	<input type="checkbox"/> The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.
B8: Participation Levels		
<input type="checkbox"/> Guidelines explaining required levels of student participation are not provided.	<input type="checkbox"/> Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are provided.	<input type="checkbox"/> A rubric or equivalent grading document is included to explain how participation will be evaluated.

Criteria B5 – B8 Comments:

Appendix B

Section C: Assessment

Incomplete	Exchange Ready	Additional Exemplary Elements
C1: Authenticity		
<input type="checkbox"/> There is little or no evidence of authenticity built into assessments.	<input type="checkbox"/> Assessment activities lead to the demonstration of learning outcomes.	<input type="checkbox"/> Assessments are designed to mimic authentic environments to facilitate transfer.
C2: Validity		
<input type="checkbox"/> Students are evaluated on performance unrelated to the stated objectives.	<input type="checkbox"/> Assessments appear to align with the objectives.	<input type="checkbox"/> Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.
C3: Variety		
<input type="checkbox"/> Assessment types are limited to only one type of assessment (either formative or summative).	<input type="checkbox"/> Both formative and summative assessments are used.	<input type="checkbox"/> Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.).
C4: Frequency		
<input type="checkbox"/> Assessments are few and infrequent.	<input type="checkbox"/> Multiple assessments are administered during the duration of the course.	<input type="checkbox"/> Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.

Criteria C1 – C4 Comments:
Empty space for comments

Appendix B

Section C: Assessment

Incomplete	Exchange Ready	Additional Exemplary Elements
<p>C5: Rubrics/Scoring Guide</p> <p><input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes may not be included for some assessment activities.</p>	<p><input type="checkbox"/> Rubrics or descriptive criteria for desired outcomes are included.</p>	<p><input type="checkbox"/> Rubrics and/or descriptive criteria for desired outcomes include models of "good work."</p>
<p>C6: Assessment Instructions</p> <p><input type="checkbox"/> Assessments include little or no instruction.</p>	<p><input type="checkbox"/> Instructions clearly explain to students how to successfully complete the assessments.</p>	<p><input type="checkbox"/> Instructions are written clearly and with exemplary detail to ensure understanding.</p>
<p>C7: Feedback</p> <p><input type="checkbox"/> There is little to no evidence of meaningful feedback on student assessments.</p>	<p><input type="checkbox"/> The course includes a clear plan for providing meaningful, timely feedback on assessments.</p>	<p><input type="checkbox"/> Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.</p>
<p>C8: Self-Assessment</p> <p><input type="checkbox"/> There is little to no evidence that students are provided opportunities for self-assessment</p>	<p><input type="checkbox"/> Opportunities for student self-assessment with feedback are present.</p>	<p><input type="checkbox"/> There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.</p>

Criteria C5 – C8 Comments:

Appendix B

Section D: Accessibility – Content Pages

Incomplete	Exchange Ready
<p>D1: Heading Styles</p> <p><input type="checkbox"/> Content Pages do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles.</p> <p><input type="checkbox"/> Content Pages consistently use heading styles (i.e. Heading 2, Heading 3, etc.).</p>	
<p>D2: Lists</p> <p><input type="checkbox"/> Numbers, letters, or symbols are manually inserted to create a list.</p> <p><input type="checkbox"/> Lists are created using the Bullet or Numbered List tool in the rich text editor.</p>	
<p>D3: Links</p> <p><input type="checkbox"/> Links are not descriptive, or URLs are displayed instead of meaningful links; and/or underlining is used for emphasis or for denoting headings.</p> <p><input type="checkbox"/> Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.</p>	
<p>D4: Tables</p> <p><input type="checkbox"/> Tables do not use designated header cells.</p> <p><input type="checkbox"/> Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.</p>	
<p>D5: Color Contrast</p> <p><input type="checkbox"/> Insufficient color contrast between foreground (text or graphics) and the background could create difficulties for low vision and color blind students.</p> <p><input type="checkbox"/> There is sufficient color contrast between foreground and background to meet Section 508 standards.</p>	
<p>D6: Color and meaning</p> <p><input type="checkbox"/> Visual elements alone have been used to convey meaning.</p> <p><input type="checkbox"/> Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.</p>	
<p>D7: Images</p> <p><input type="checkbox"/> Does not consistently use descriptive alternative text, or the image has text that is not part of the alternative description, or uses "image of" or "picture of" as part of the alt text.</p> <p><input type="checkbox"/> Every image (including those used in Pages, Discussions, Quizzes and Assignments) uses descriptive alternative text that includes any text visible in the image, does not contain "image of" or "picture of", and uses "" if the image is purely decorative.</p>	

Content Pages (Criteria D1 – D7) Comments:

Appendix B

Section D: Accessibility – Files

Incomplete	Exchange Ready
<p>D8: Heading Styles</p> <p><input type="checkbox"/> Documents do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles.</p> <p><input type="checkbox"/> Documents consistently use heading styles (i.e. Heading 2, Heading 3, etc.).</p>	
<p>D9: Lists</p> <p><input type="checkbox"/> Numbers, letters, or symbols are manually inserted to create a list.</p> <p><input type="checkbox"/> Lists are created using the Bullet or Numbered List tool.</p>	
<p>D10: Links</p> <p><input type="checkbox"/> Links are not descriptive, or URLs are displayed instead of meaningful links; and/or underlining is used for emphasis or for denoting headings.</p> <p><input type="checkbox"/> Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.</p>	
<p>D11: Tables</p> <p><input type="checkbox"/> Tables do not use designated header cells.</p> <p><input type="checkbox"/> Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.</p>	
<p>D12: Color Contrast</p> <p><input type="checkbox"/> Insufficient color contrast between foreground (text or graphics) and the background could create difficulties for low vision and color blind students.</p> <p><input type="checkbox"/> There is sufficient color contrast between foreground and background to meet Section 508 standards.</p>	
<p>D13: Color and meaning</p> <p><input type="checkbox"/> Visual elements alone have been used to convey meaning.</p> <p><input type="checkbox"/> Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.</p>	
<p>D14: Images</p> <p><input type="checkbox"/> Does not consistently use descriptive alternative text, or the image has text that is not part of the alternative description, or uses "image of" or "picture of" as part of the alt text.</p> <p><input type="checkbox"/> Every image uses descriptive alternative text that includes any text visible in the image, doesn't contain "image of" or "picture of", and uses "" if the image is purely decorative.</p>	

Files (Criteria D8 – D14) Comments:

Appendix B

Section D: Accessibility – Files continued

Incomplete	Exchange Ready
<p>D15: Digital Reading Order</p> <p><input type="checkbox"/> Reading order is not correctly set so that content is presented in the proper sequence to screen readers and other assistive technologies.</p> <p><input type="checkbox"/> Reading order is correctly set so that content is presented in the proper sequence to screen readers and other assistive technologies.</p>	
<p>D16: Digital Presentations</p> <p><input type="checkbox"/> Some slides have identical titles, reading order is not properly set (slides have had elements added to the layout), and/or images/charts do not include alternative text. Some text visible in slides is not visible in Outline View.</p> <p><input type="checkbox"/> Every slide has a unique title, reading order is properly set (slides use pre-set layouts), and all images/charts include alternative text. All text is visible in Outline View so that it can be read by assistive technology.</p>	
<p>D17: PDFs</p> <p><input type="checkbox"/> PDFs contain accessibility issues and do not pass the Adobe Accessibility Check.</p> <p><input type="checkbox"/> PDFs pass the Adobe Accessibility Check with no substantial errors.</p>	
<p>D18: Spreadsheets</p> <p><input type="checkbox"/> Spreadsheets lack labels and supplemental explanations that would allow a student with visual or motor impairment to make use of the content using assistive technologies.</p> <p><input type="checkbox"/> Spreadsheets include labels for the rows and columns, detailed labels for any charts, and is accompanied by a textual description of the spreadsheet, drawing attention to key cells, trends, and totals.</p>	

Files (Criteria D15 – D18) Comments:
Empty space for comments

Appendix B

Section D: Accessibility – Multimedia

Incomplete	Exchange Ready
D19: Audio and Video	
<input type="checkbox"/> Accurate transcripts are not included for audio and/or closed captioning for video is not present.	<input type="checkbox"/> Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.
D20: Live Broadcast	
<input type="checkbox"/> Live broadcasts do not have synchronized captions.	<input type="checkbox"/> Live broadcasts include a means for displaying synchronized captions.
D21: Auto-Play	
<input type="checkbox"/> Multimedia is set to auto-play.	<input type="checkbox"/> Multimedia is not set to auto-play.
D22: Flashing Content	
<input type="checkbox"/> Contains blinking or strobing multimedia.	<input type="checkbox"/> Multimedia (including gifs and images) do not blink or strobe.

Multimedia (Criteria D19 – D22) Comments:

Appendix B

Section D: Accessibility – Accommodation

Incomplete	Exchange Ready
<p>D23: Instructional Materials Inventory</p> <p><input type="checkbox"/> Inherently inaccessible learning objects are present, and an instructional material inventory and plan for accommodation has not been provided.</p>	<p><input type="checkbox"/> An Instructional Material Inventory of each inherently inaccessible learning object is provided with a plan that has been reviewed and approved by the DSPS office for accommodating students with disabilities.</p>

Instructional material inventory form available at: <http://bit.ly/material-inventory>

Multimedia (Criteria D19 – D22) Comments:

Appendix B

Section E: Institutional Accessibility Concerns

Incomplete*	Exchange Ready
E1: LTI/Apps <input type="checkbox"/> LTI or Apps used in the course have not been verified as accessible. <input type="checkbox"/> Any LTI or Apps used in the course have been verified as accessible.	
E2: Media Players <input type="checkbox"/> Third-party media players used in the course have not been verified as accessible. <input type="checkbox"/> Any third-party media players used in the course have been verified as accessible.	
E3: Websites <input type="checkbox"/> Third-party websites used in the course have not been verified as accessible. <input type="checkbox"/> Any third-party media players used in the course have been verified as accessible.	
E4: Publisher Content <input type="checkbox"/> Publisher content used in the course has not been verified as accessible. <input type="checkbox"/> Any publisher content used in the course has been verified as accessible.	

*A determination of incomplete may result in an additional level of review for OEI Exchange courses.

Criteria E1 – E4 Comments:

El Camino College

Distance Education Student Survey Results Spring 2016

Introduction

The Distance Education (DE) Student Survey was distributed to over 1,100 students enrolled in online classes in Spring 2016 at El Camino College and Compton Center. A total of 290 responses were received (25% response rate) from the electronic survey. The margin of error for survey responses is ± 4.3 , with 95% confidence. This report only provides a summary of the main findings from the survey for students taking El Camino College online classes (N=225).

Student Demographics

Sixty-nine percent of students that participated were female, which is on par with the overall DE female percentage, as published in the latest [DE Report](#). Male students participated at a lower, but acceptable, rate than their overall DE participation. The largest ethnic group participating was Latino (37%) which is in accordance with the overall DE population. However, students that identified as Caucasian were overrepresented. Twenty-seven percent of the survey participants were Caucasian/White, even though only 15% of the overall DE population identifies as such. Students were mostly in the 18 to 21 years old age group (31%), followed by 22% in the 22 to 24 years old group. When asked about work outside of school or home, 19% of distance education students at El Camino stated they work 31 to 40 hours per week. However, students chose other available answers at a similar rate (15%). Answer choices ranged from zero hours worked to over forty hours worked per week. Over 50% of students have taken at least 3 online courses previously, the vast majority of which were at El Camino College or the Compton Center. Forty-four percent of students also reported that they took a hybrid course during the Spring 2016 semester.

Hybrid Courses

Due to the large number of students taking hybrid courses, the results of the survey were disaggregated into two reports (separate analysis not included). One report included students that took hybrid courses. The second included students that took fully online courses. However, few differences were noted. One key difference was that students that take hybrid courses are more likely to be younger and work fewer hours per week than students that were only taking fully online courses. This makes sense, since hybrid courses demand more on-campus time and provide less flexibility than online only courses. This may attract more traditional (younger) or full time students. When students were asked how many other DE courses they had taken in the past, fully online students were more likely to have already taken 3 to 4 courses online. In contrast, more students taking hybrids courses were taking a DE course for the first time (35%).

Appendix C

When answering items about the purpose of taking a DE course, 42% of hybrid students (as opposed to only 33% of fully online students), said it was to transfer to a four year institution. The most common response by fully online students was to fulfill a general education requirement (44%).

Lastly, fully online students were less likely to consider taking hybrid courses (62%) than those that were already taking hybrid courses (85%). These items suggest that students taking fully online courses do not want to take on-campus courses, are older, and might be working on professional development for their careers. They may have more stringent schedules that do not allow them to be on-campus, even for a hybrid course.

Opinions About Online Instruction

Students were asked a variety of questions about online instruction. The top reasons for taking courses online were the flexibility/convenience and ease of coordinating with work or family commitments. Only about 4% of students cited living far from campus as a motivator to take online classes. Most participants felt that the online course workload was heavier (36%) or about the same (48%) as in their face-to-face classes. This suggests that online courses are as rigorous as their on-campus equivalents. The vast majority (77%) of respondents agreed that they are learning as well online as on-campus, with 49% completely agreeing and 28% somewhat agreeing.

Interest in Future Online Opportunities

Several items asked students about their interest in online offerings. The likelihood of taking another course online is high (82%). Moreover, 67% of students reported they would be somewhat likely or very likely to take a hybrid course in the future. Those who would not be likely to return to the online environment said they preferred face-to-face instruction (18%) or felt there was not enough interaction with the instructor (16%). 19% indicated their reason for no longer taking DE courses would be that they are done with their coursework. These results are promising because they indicate that students are willing to enroll in more DE courses throughout their academic paths. Eighty-four percent of respondents expressed at least some interest in working completely online to receive their degree.

Online Support Services

When asked if they discussed the pros and cons of online classes with others before enrolling, 39% of respondents did so. However, when asked to elaborate on who was consulted, most stated it was family or friends (20%). Just under half (48%) found the Online Student Handbook helpful but 31% of students either did not consult or were not aware of the handbook. Similar results were found when asked about the Distance Education webpage. Among the student support services available *online*, 51% utilized the catalog or other course information, 37%

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accessed financial aid services, 18% accessed academic counseling, and 22% accessed the online library reserves. When asked about when it would be most convenient for them to access academic counseling or tutoring online, most students indicated 12:00pm – 6:00pm or 6:00pm – 9:00pm would work best. However, 31% of students stated they would not use academic counseling. Similarly, 38% said they would not utilize the tutoring service. No comparable figures are available for non-DE students.

Conclusion





Overall, students are satisfied with their DE courses. There are a few expected differences between students taking hybrid courses and those that take fully online courses. The majority of students that take DE courses are not taking advantage of the online services offered, which suggests that there is a need for proactive measures to increase awareness and usage. The survey results for ECC, along with respondent comments, are attached below.

Distance Education Student Survey ECC




N=225

Spring 2016





1. Which of the following statements describe you?
(check all that apply)

Response	Frequency	Percent	Mean: -
I am attending El Camino College Torrance campus	225	100.00	
I am attending El Camino College Compton Center	25	11.11	
I am attending another community college	0	0.00	
I am enrolled at a 4-year university	0	0.00	







2. In which type of distance education (DE) course(s) are you currently enrolled at ECC? (check all that apply)

Response	Frequency	Percent	Mean: -
Fully Online	153	68.00	
Hybrid weekly meetings on campus with online content/work time	100	44.44	
Invalid	1	0.44	

3. How many courses have you previously taken online at any college?

Response	Frequency	Percent	Mean: 2.50
This is my first course	59	26.22	
1 to 2 courses	51	22.67	
3 to 4 courses	58	25.78	
5 or more courses	57	25.33	

4. Where were these online courses taken? (check all that apply)

Response	Frequency	Percent	Mean: -
El Camino College	204	90.67	
Compton Center	25	11.11	
Another community college	22	9.78	
4-year university	11	4.89	
University Extension program	2	0.89	
Invalid	13	5.78	

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5. What is your primary purpose for taking this or a recent course?

Response	Frequency	Percent	Mean: 2.31
Fulfill a general education requirement	90	40.00	
Complete a degree or certificate	26	11.56	
Transfer to a four-year institution	82	36.44	
Job or career training	5	2.22	
Personal development	16	7.11	
Other	5	2.22	
Invalid	1	0.44	

6. What are your main reasons for taking a course online (vs. on campus)? (check all that apply)

Response	Frequency	Percent	Mean: -
Do not live within driving distance of campus	8	3.56	
Coordinates better with work family and/or class schedules	162	72.00	
On-campus sections I wanted were full or not available	27	12.00	
Prefer the online course format	68	30.22	
More convenient or flexible	140	62.22	
The course was available only online	11	4.89	
I thought an online version of the class would be easier	18	8.00	
Other	9	4.00	
Invalid	1	0.44	

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7. If your current online course(s) was/were available ONLY ON CAMPUS, would you take it (or them)?

Response	Frequency	Percent	Mean: 1.88
Yes	112	49.78	
No	29	12.89	
Maybe	84	37.33	

8. For which reasons would you NOT take other online classes at ECC? (check all that apply)

Response	Frequency	Percent	Mean: -
Finished taking course work	43	19.11	
Prefer the face-to-face classroom environment	41	18.22	
Had trouble staying motivated in an online setting	25	11.11	
Not enough interaction with the instructor	36	16.00	
Not enough interaction with other students	13	5.78	
Too many technical problems	19	8.44	
Not applicable I would take another online class at ECC in the future	134	59.56	
Other	5	2.22	
Invalid	2	0.89	

9. If you could complete an entire degree or certificate online, what is your interest in doing so?

Response	Frequency	Percent	Mean: 1.99
Very Interested	108	48.00	
Somewhat Interested	60	26.67	
Somewhat Not Interested	25	11.11	
Definitely Not Interested	13	5.78	
Not Sure	18	8.00	
Invalid	1	0.44	

10. What is the likelihood that you would take a hybrid course at ECC (weekly meetings on campus with online content/work time)?

Response	Frequency	Percent	Mean: 2.22
Very Likely	82	36.44	
Somewhat Likely	71	31.56	
Somewhat Unlikely	25	11.11	
Very Unlikely	29	12.89	
Not Sure	16	7.11	
Invalid	2	0.89	

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11. What is the likelihood that you would take another online course at ECC?

Response	Frequency	Percent	Mean: 1.41
Very Likely	159	70.67	
Somewhat Likely	51	22.67	
Somewhat Unlikely	5	2.22	
Very Unlikely	1	0.44	
Not sure	7	3.11	
Invalid	2	0.89	

13. Was finding information about Distance Education courses offered at ECC a relatively easy process?

Response	Frequency	Percent	Mean: 1.46
Yes	167	74.22	
No	9	4.00	
Neutral	47	20.89	
Invalid	2	0.89	

12. How did you find out about your online class?

Response	Frequency	Percent	Mean: 1.57
Searchable schedule of classes	177	78.67	
Paper copy of schedule of classes	19	8.44	
California Virtual Campus website	2	0.89	
Academic Counselor	10	4.44	
Department advertisement	2	0.89	
Friend or family	11	4.89	
Other	2	0.89	
Invalid	2	0.89	

14. Before enrolling in your first online class, did you communicate with (speak with or write to) someone about the advantages and disadvantages of taking an online course?

Response	Frequency	Percent	Mean: 1.61
Yes	88	39.11	
No	135	60.00	
Invalid	2	0.89	

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15. If so, with whom did you communicate?

Response	Frequency	Percent	Mean: 4.21
Distance Education Office	7	3.11	
ECC Counselor or advisor	25	11.11	
Faculty	9	4.00	
Friend or family	47	20.89	
Not Applicable	117	52.00	
Other	3	1.33	
Invalid	17	7.56	

17. Please rate the helpfulness of the Distance Education Online Student Handbook in preparing you for an online course.

Response	Frequency	Percent	Mean: 3.30
Very Helpful	67	29.78	
Helpful	39	17.33	
Neutral	43	19.11	
Unhelpful	0	0.00	
Very Unhelpful	1	0.44	
Was not aware of a handbook	43	19.11	
Did not access the online handbook	27	12.00	
Invalid	5	2.22	

16. What type of course orientation did you experience in your current or most recent course at ECC? (Check all that apply)

Response	Frequency	Percent	Mean: -
Orientation online as part of the course	105	46.67	
Faculty-led orientation in a face-to-face class	64	28.44	
Online Education Initiative OEI orientation	16	7.11	
Other type of course orientation	7	3.11	
Did not participate in a course orientation	44	19.56	
Dont remember	38	16.89	
Invalid	4	1.78	

18. Please rate the helpfulness of the Distance Education (DE) webpage in preparing you for an online course.

Response	Frequency	Percent	Mean: 3.17
Very Helpful	61	27.11	
Helpful	47	20.89	
Neutral	51	22.67	
Unhelpful	2	0.89	
Very Unhelpful	2	0.89	
Was not aware of the DE webpage	27	12.00	
Did not access the DE webpage	30	13.33	
Invalid	5	2.22	

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19. What technological tools would you like to see more of in your course(s). (check all that apply)

Response	Frequency	Percent	Mean: -
Links to other resources	90	40.00	
Interactive web pages	96	42.67	
Downloadable podcasts	73	32.44	
Video	88	39.11	
Online study groups	72	32.00	
Skype or Zoom with my professor	39	17.33	
Other please specify	9	4.00	
Invalid	9	4.00	

20. What tools are available for you to communicate with your instructor? (check all that apply)

Response	Frequency	Percent	Mean: -
Email	216	96.00	
Text	24	10.67	
Chat Room	139	61.78	
Message Board	169	75.11	
Skype	3	1.33	
Face to Face Office Hours	101	44.89	
Other please specify	6	2.67	
Invalid	3	1.33	

21. What tools have you used to communicate with your instructor?

Email

Response	Frequency	Percent	Mean: 1.11
Used	195	86.67	
Did Not Use	21	9.33	
Not Available	1	0.44	
Invalid	8	3.56	

Text

Response	Frequency	Percent	Mean: 2.42
Used	10	4.44	
Did Not Use	66	29.33	
Not Available	73	32.44	
Invalid	76	33.78	

Chat Room

Response	Frequency	Percent	Mean: 1.61
Used	84	37.33	
Did Not Use	70	31.11	
Not Available	17	7.56	
Invalid	54	24.00	

Message Board

Response	Frequency	Percent	Mean: 1.20
Used	157	69.78	
Did Not Use	35	15.56	
Not Available	2	0.89	
Invalid	31	13.78	

Skype

Response	Frequency	Percent	Mean: 2.62
Used	1	0.44	
Did Not Use	53	23.56	
Not Available	92	40.89	
Invalid	79	35.11	

Face to face office hours

Response	Frequency	Percent	Mean: 1.80
Used	49	21.78	
Did Not Use	96	42.67	
Not Available	17	7.56	
Invalid	63	28.00	

Phone

Response	Frequency	Percent	Mean: 2.15
Used	7	3.11	
Did Not Use	113	50.22	
Not Available	30	13.33	
Invalid	75	33.33	

Other

Response	Frequency	Percent	Mean: 2.39
Used	5	2.22	
Did Not Use	59	26.22	
Not Available	50	22.22	
Invalid	111	49.33	

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22. What student support services have you utilized either online or on campus?

Counseling (online or email)

Response	Frequency	Percent	Mean: -
Used online	42	18.67	
Used on campus	119	52.89	
Have not used	55	24.44	
Invalid	25	11.11	

Online financial aid services

Response	Frequency	Percent	Mean: -
Used online	85	37.78	
Used on campus	60	26.67	
Have not used	82	36.44	
Invalid	27	12.00	

Other

Response	Frequency	Percent	Mean: 2.84
Used online	3	1.33	
Used on campus	10	4.44	
Have not used	88	39.11	
Invalid	124	55.11	

Tutoring

Response	Frequency	Percent	Mean: 0.24
Yes	51	22.67	
No	164	72.89	
Invalid	10	4.44	

Morning (8 a.m. to 12:00 p.m.)

Response	Frequency	Percent	Mean: -
Academic Counseling	45	20.00	
Tutoring	41	18.22	
Invalid	163	72.44	

Evening (6:00 to 9:00 p.m.)

Response	Frequency	Percent	Mean: -
Academic Counseling	61	27.11	
Tutoring	62	27.56	
Invalid	135	60.00	

Online Library Catalog and/or databases

Response	Frequency	Percent	Mean: -
Used online	116	51.56	
Used on campus	72	32.00	
Have not used	50	22.22	
Invalid	26	11.56	

Online Library Reserves (ERES)

Response	Frequency	Percent	Mean: -
Used online	50	22.22	
Used on campus	42	18.67	
Have not used	105	46.67	
Invalid	40	17.78	

23. Have you ever sought tutoring or academic counseling?
Academic Counseling

Response	Frequency	Percent	Mean: 0.23
Yes	49	21.78	
No	166	73.78	
Invalid	10	4.44	

24. At what times are you most likely to use these online services?
Early morning (6:00 to 8 a.m.)

Response	Frequency	Percent	Mean: -
Academic Counseling	30	13.33	
Tutoring	18	8.00	
Invalid	187	83.11	

Afternoon (12:00 to 6:00 p.m.)

Response	Frequency	Percent	Mean: -
Academic Counseling	63	28.00	
Tutoring	52	23.11	
Invalid	142	63.11	

Night (9:00 p.m. to 12:00 a.m.)

Response	Frequency	Percent	Mean: -
Academic Counseling	33	14.67	
Tutoring	42	18.67	
Invalid	169	75.11	

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Late Night (12:00 to 6:00 a.m.)

Response	Frequency	Percent	Mean: -
Academic Counseling	20	8.89	
Tutoring	21	9.33	
Invalid	190	84.44	

25. Which device do you use primarily to read course material? (check all that apply)

Response	Frequency	Percent	Mean: -
PC/desktop computer or Laptop	216	96.00	
Tablet such as iPad or Galaxy Tab	50	22.22	
E-Readers such as Kindle or Nook	8	3.56	
Smartphone such as Android or iPhone	84	37.33	
Other	1	0.44	
Invalid	4	1.78	

27. Which of the following activities do you feel comfortable doing on your own? (Check all that apply)

Response	Frequency	Percent	Mean: -
Navigating the web	208	92.44	
Downloading data or text files	182	80.89	
Downloading audio or video files	166	73.78	
Uploading data or text files	155	68.89	
Uploading audio or video files	133	59.11	
Creating/modifying websites	38	16.89	
Seeking technical support	101	44.89	
Invalid	7	3.11	

Not applicable; I do not utilize this service

Response	Frequency	Percent	Mean: -
Academic Counseling	71	31.56	
Tutoring	87	38.67	
Invalid	133	59.11	

26. What web browser do you normally use?

Response	Frequency	Percent	Mean: 2.46
Internet Explorer	32	14.22	
Google Chrome	132	58.67	
Mozilla Firefox	19	8.44	
Safari	38	16.89	
Other	0	0.00	
Invalid	4	1.78	

28. If you connect to the internet using your own computer or device, what type of Internet connection do you use most of the time?

Response	Frequency	Percent	Mean: -
Dial-up modem	13	5.78	
DSL	62	27.56	
Cable modem	79	35.11	
Cellular data connection such as 3G 4G etc.	69	30.67	
Cellular mobile wi-fi hotspot	44	19.56	
On-campus wi-fi hotspot	64	28.44	
Off campus wi-fi hotspot	58	25.78	
Satellite	11	4.89	
Workplace LAN	5	2.22	
Other	9	4.00	
Invalid	5	2.22	

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29. Which Course Management System (CMS) or Learning Management System (LMS) are you using in your course(s)? (check all that apply)

Response	Frequency	Percent	Mean: -
Blackboard	8	3.56	
Canvas	20	8.89	
CourseCompass	3	1.33	
Desire to Learn D2L	1	0.44	
Etudes	214	95.11	
Instructor website	13	5.78	
Publisher or textbook website	44	19.56	
Other	12	5.33	
Not sure	5	2.22	
Invalid	5	2.22	

Features

Response	Frequency	Percent	Mean: 0.46
Excellent	7	3.11	
Good	9	4.00	
Average	3	1.33	
Fair	0	0.00	
Poor	1	0.44	
Have not used	157	69.78	
Invalid	48	21.33	

29b. If you have used Canvas, please rate it in terms of: Ease of use

Response	Frequency	Percent	Mean: 0.69
Excellent	13	5.78	
Good	7	3.11	
Average	5	2.22	
Fair	6	2.67	
Poor	1	0.44	
Have not used	143	63.56	
Invalid	50	22.22	

Technical support

Response	Frequency	Percent	Mean: 0.45
Excellent	8	3.56	
Good	2	0.89	
Average	6	2.67	
Fair	4	1.78	
Poor	2	0.89	
Have not used	147	65.33	
Invalid	56	24.89	

29a. If you have used Blackboard, please rate it in terms of: Ease of use

Response	Frequency	Percent	Mean: 0.52
Excellent	10	4.44	
Good	9	4.00	
Average	2	0.89	
Fair	0	0.00	
Poor	1	0.44	
Have not used	156	69.33	
Invalid	47	20.89	

Technical support

Response	Frequency	Percent	Mean: 0.40
Excellent	7	3.11	
Good	6	2.67	
Average	3	1.33	
Fair	0	0.00	
Poor	1	0.44	
Have not used	155	68.89	
Invalid	53	23.56	

Features

Response	Frequency	Percent	Mean: 0.58
Excellent	9	4.00	
Good	6	2.67	
Average	6	2.67	
Fair	6	2.67	
Poor	1	0.44	
Have not used	143	63.56	
Invalid	54	24.00	

29c. If you have used Course Compass, please rate it in terms of: Ease of use

Response	Frequency	Percent	Mean: 0.37
Excellent	7	3.11	
Good	3	1.33	
Average	5	2.22	
Fair	0	0.00	
Poor	1	0.44	
Have not used	153	68.00	
Invalid	56	24.89	

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Features

Response	Frequency	Percent	Mean: 0.32
Excellent	5	2.22	
Good	3	1.33	
Average	5	2.22	
Fair	0	0.00	
Poor	1	0.44	
Have not used	151	67.11	
Invalid	60	26.67	

Technical support

Response	Frequency	Percent	Mean: 0.27
Excellent	5	2.22	
Good	2	0.89	
Average	3	1.33	
Fair	0	0.00	
Poor	2	0.89	
Have not used	154	68.44	
Invalid	59	26.22	

29d. If you have used Desire to Learn, please rate it in terms of:

Ease of use

Response	Frequency	Percent	Mean: 0.27
Excellent	7	3.11	
Good	2	0.89	
Average	1	0.44	
Fair	0	0.00	
Poor	0	0.00	
Have not used	158	70.22	
Invalid	57	25.33	

Features

Response	Frequency	Percent	Mean: 0.24
Excellent	5	2.22	
Good	3	1.33	
Average	1	0.44	
Fair	0	0.00	
Poor	0	0.00	
Have not used	157	69.78	
Invalid	59	26.22	

Technical support

Response	Frequency	Percent	Mean: 0.20
Excellent	5	2.22	
Good	1	0.44	
Average	1	0.44	
Fair	0	0.00	
Poor	0	0.00	
Have not used	154	68.44	
Invalid	64	28.44	

29e. If you have used Etudes, please rate it in terms of:

Ease of use

Response	Frequency	Percent	Mean: 4.47
Excellent	128	56.89	
Good	70	31.11	
Average	10	4.44	
Fair	3	1.33	
Poor	1	0.44	
Have not used	2	0.89	
Invalid	11	4.89	

Features

Response	Frequency	Percent	Mean: 4.34
Excellent	115	51.11	
Good	69	30.67	
Average	21	9.33	
Fair	5	2.22	
Poor	1	0.44	
Have not used	2	0.89	
Invalid	12	5.33	

Technical support

Response	Frequency	Percent	Mean: 3.32
Excellent	75	33.33	
Good	61	27.11	
Average	23	10.22	
Fair	4	1.78	
Poor	1	0.44	
Have not used	46	20.44	
Invalid	15	6.67	

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29f. If you have used a Publisher or Textbook Website, please rate it in terms of:

Ease of use

Response	Frequency	Percent	Mean: 2.07
Excellent	42	18.67	
Good	27	12.00	
Average	15	6.67	
Fair	2	0.89	
Poor	4	1.78	
Have not used	89	39.56	
Invalid	46	20.44	

Technical support

Response	Frequency	Percent	Mean: 1.55
Excellent	30	13.33	
Good	18	8.00	
Average	11	4.89	
Fair	6	2.67	
Poor	4	1.78	
Have not used	106	47.11	
Invalid	50	22.22	

31. How many courses have you been in that used Etudes?

Response	Frequency	Percent	Mean: 2.62
1	26	11.56	
2	34	15.11	
3 or more	161	71.56	
None	1	0.44	
Invalid	3	1.33	

Features

Response	Frequency	Percent	Mean: 2.01
Excellent	36	16.00	
Good	30	13.33	
Average	13	5.78	
Fair	3	1.33	
Poor	5	2.22	
Have not used	87	38.67	
Invalid	51	22.67	

30. How many courses have you been in that used Canvas?

Response	Frequency	Percent	Mean: 3.59
1	24	10.67	
2	4	1.78	
3 or more	3	1.33	
None	172	76.44	
Invalid	22	9.78	

32. Which statement do you agree with?

Response	Frequency	Percent	Mean: 2.47
I like Canvas better than Etudes	6	2.67	
I like Etudes better than Canvas	100	44.44	
I have not used both Canvas and Etudes	107	47.56	
Invalid	12	5.33	

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34. I learned or I am learning as well in an online course as I would have in a traditional classroom environment.

Response	Frequency	Percent	Mean: 4.24
Completely Agree	111	49.33	
Somewhat Agree	65	28.89	
Neutral	35	15.56	
Somewhat Disagree	8	3.56	
Completely Disagree	2	0.89	
Invalid	4	1.78	

36. On average, how many hours do you work at a job each week?

Response	Frequency	Percent	Mean: 4.25
1-10	18	8.00	
11-20	33	14.67	
21-30	35	15.56	
31-40	43	19.11	
Over 40	35	15.56	
Full-time homemaker	8	3.56	
Not currently employed outside the home	33	14.67	
None	15	6.67	
Invalid	5	2.22	

35. In terms of the amount of time spent on a course, how would you compare an online course to an on-campus course?

Response	Frequency	Percent	Mean: 2.24
Online course involves MORE work	82	36.44	
Online course involves LESS work	18	8.00	
About the SAME amount of work is required for each	108	48.00	
No opinion	14	6.22	
Invalid	3	1.33	

37. What is your age group?

Response	Frequency	Percent	Mean: 3.52
Under 18	2	0.89	
18 to 21	70	31.11	
22 to 24	50	22.22	
25 to 30	46	20.44	
31 to 40	31	13.78	
41 to 50	14	6.22	
Over 50	10	4.44	
Invalid	2	0.89	

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38. What is your racial/ethnic identification? (check all that apply)

Response	Frequency	Percent	Mean: -
American Indian or Native American	3	1.33	<input type="text"/>
Asian or Asian American	42	18.67	<input type="text"/>
Black or African American	44	19.56	<input type="text"/>
Latino/Latina	83	36.89	<input type="text"/>
Pacific Islander or Hawaiian Native	6	2.67	<input type="text"/>
White/Caucasian Non-Hispanic	61	27.11	<input type="text"/>
Other	9	4.00	<input type="text"/>
Invalid	4	1.78	<input type="text"/>

39. What is your gender?

Response	Frequency	Percent	Mean: 1.32
Female	155	68.89	<input type="text"/>
Male	62	27.56	<input type="text"/>
Other or decline to state	4	1.78	<input type="text"/>
Invalid	4	1.78	<input type="text"/>

Distance Education Student Survey ECC - Comments

N=225

Spring 2016

Question: 5. What is your primary purpose for taking this or a recent course?

Response
as a prerequisite
i wanted to try something different
Retake
graduate school
Requirement for real estate license

Question: 6. What are your main reasons for taking a course online (vs. on campus)? (check all that apply)

Response
Lack of day care options for kids
I can work at my own pace
i prefer being able to work at my own pace
To prepaid myself for a online MBA program
Since the classes aren't too complicated it's more convenient
find the communication process adds to the class
disability
I have a child.
Safety

Question: 8. For which reasons would you NOT take other online classes at ECC? (check all that apply)

Response
none. i work full time so i can only take online classes
The classes I need to transfer are not offered.
I wouldn't take online courses for difficult subjects
I prefer the hybrid option because it is a perfect combination. I can work at my own pace and meet with the teacher and other students to follow up on what I'm learning, get help, reinforce what I'm learning.

Question: 12. How did you find out about your online class?

Response
I wanted to try something new/different
State real estate exam course database

Question: 15. If so, with whom did you communicate?

Response
student
SRC and EOPS/CARE Counselors at Compton Campus
the ghosts in my basement

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Question: 19. What technological tools would you like to see more of in your course(s). (check all that apply)

Response
Problem examples
Web sites that have practice problems with answer key or problems packets she could upload
more office hours on campus
Avoid Cengagebrain Publishing
downloadable videos
tutors
the course is perfect
easier to read programs for the text book on cengage

Question: 20. What tools are available for you to communicate with your instructor? (check all that apply)

Response
phone
private message
Phone Calls
phone
private message

Question: If you chose "Other" as a form of communication, please specify:

Response
Etudes private message
cell or video communication
private message
Na
etudes
private message

22. Which student support services have you utilized either online or on campus?

Question: If you chose "Other," please specify:

Response
Tutoring
"Utilized" is misspelled
MESA
EOP&S tutoring, Mathlab tutoring
counselling (campus)
face to face counseling
SI Coach

Question: 25. Which device do you use primarily to read course material? (check all that apply)

Response
textbook

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Question: 28. If you connect to the internet using your own computer or device, what type of Internet connection do you use most of the time?

Response
Verizon fios
Fios
Home network
wifi

Question: 29. Which Course Management System (CMS) or Learning Management System (LMS) are you using in your course(s)? (check all that apply)

Response
Web assign
Web assign
My math lab
Connect, Pearson MyMathLab
Pearson
mindatap/cengage
Cengage MindTap (Garbbage)
math lab
Pearson
mymathlab
Digital Resources for America/Inquisitive
my mathlab

32. "I like Canvas better than Etudes." or "I like Etudes better than Canvas." or "I have not used both Canvas and Etudes."

Question: 32a. If you agreed with one of the above statements, please explain why:

Response
Only worked with Etudes.
I only have used Etudes not Canvas. And when I used it, until now it been easy for me to understand.
Because I have only used Etudes and I am more familiar with it.
It is more modern and easier to get ahold of the professor.
I like Etudes. I cannot compare it to Canvas because I have not used Canvas.
I have never used Canvas.
I only have experience with etudes. I find it to be a very user-friendly platform.
I have only used ETUDES.
First time using Canvas. Used to Etudes
I have only used Etudes.
I haven't used canvas before so I obviously prefer etudes
For written assignments, Canvas provides the box in which the student types their answers to essay questions. In Etudes the system allows .doc files to be uploaded. Etudes will allow a user to edit postings where Canvas does not.
I very much enjoyed using CANVAS because it is more interactive, however, etudes is just more simple and easier to keep track of grades.
Since I have not used Canvas, I can only choose Etudes.
I have only used Etudes I have not used Canvas.
I have not used Canvas.
Etudes has a simplicity and that is efficient
I have only used Etudes.
I have not used anything else
Never used canvas

Appendix C

32. "I like Canvas better than Etudes." or "I like Etudes better than Canvas." or "I have not used both Canvas and Etudes."

Question: 32a. If you agreed with one of the above statements, please explain why:

Response
Etudes is easier, everything is easy and understanding to use.
I have used Etudes but not canvas
Etudes is easier to navigate through and I have not used Canvas before.
I have only used Etudes and it is good.
etudes is easy to use and I have never had a problem.
I only used Etudes
I haven't used canvas
I haven't used Canvas.
I like Etudes because you can do it anywhere in America.
I am more familiar with Etudes and for me it is easier to navigate
easier to navigate
I found Canvas easier to use - Etudes works well - both equally good for distance learning
Etudes is better.. easy to navigate and understand how to use.
Easy to use
not used Canvas
Better process to work with.
I have only used Etudes and like using it very much.
n/a
I've only used etudes
Etudes definitely let's all students interact with each other along with the professor. I feel like it is very useful and helpful all at once because of all the advantages we have while using it.
I have only used Etudes. I don't know of the others.
Etudes is the only system that I used.
Easier and practice to use
I have only used etudes
Etudes is a lot easier to navigate rather than other websites.
etudes is clearly laid out
I like Etudes because that is all I have used so far for my online classes.
I have only used Etudes.
NA
I like Etudes, but I haven't used Canvas, so I don't know
I have never used Canvas, so I can't compare them with each other, but I do find Etudes to be a good course management system.
I've never used Canvas, only Etudes.
I never used Canvas
I have only used etudes.
Etudes is so easier and I like how you can still interact with your classmate and know what your grade is.
ive only used etudes
I prefer Etudes because I feel that it is easier to navigate than canvas. I find it similar to moodle.
I'm more familiar with etudes but Canvas seems to be ok to use. I like that Etudes gives a constant update of current grades.
I have not used Canvas therefore my opinion is biased
Etudes is better. I found that it is the standard medium that most teachers use and it's ease of access make its very approachable. Simpler is often better when dealing with online classes that rely solely on the online interface. It is a reliable site.
Easier

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32. "I like Canvas better than Etudes." or "I like Etudes better than Canvas." or "I have not used both Canvas and Etudes."

Question: 32a. If you agreed with one of the above statements, please explain why:

Response
It's better.
Etudes has been the only I've ever used. It is very easy to navigate and understand.
I have only used etudes
I have only use Etudes
I've used Etudes more so I've become accustomed to it.
I have not used canvas. I cannot really compare it.
its easier to understand.
I find etudes to be very easy to navigate and understand. Every course is in its own tab and the Homepage is very easy to understand.
It's the only one I have used
I like Etudes because it is easy to use and I am familiar with the site.
To me, Etudes is a lot more organized and easier to use.
Easy to use.
i have only used etudes.
I only used ETUdes
I'm currently using Etudes and I'm familiar with it.
I've only used Etudes, and have never used Canvas.
Canvas is extremely difficult to navigate while etudes has everything displayed on the side. For my art 101 class my teacher was able to fully teach us with her modules making me feel like I was learning in a face to face environment. In my History 102 class, we used CANVAS, and it took me a very long time to figure out the cite and make time to do all of the assignments from canvas. This made it hard for me to feel motivated.
I've used it before I took classes here, at another campus.
I have never used canvas, but I find Etudes enjoyable to use because managing the site is simple.
I like Etudes due to the student/professor interaction
Canvas had a lot of links and was a bit difficult to navigate. Etudes is pretty straight forward. All the links you need are in one page.
Etudes is easier to operate.
I love working with Etudes plus it is easy to work with when you have to do so on an I phone too!
N/A
I have only used etudes
Etudes is the only one i've used.
I have never used Canvas, so that is why I chose my answer.
Etudes ia very efficiant
It is easy
Works better and easier to navigate.

Question: 33. In your opinion, what are the most useful features in a CMS/LMS?

Response
Very helpful.
Not applicable
I do not know what those are.
Not Applicable
I like the discussion board, modules, and gradebook
never used them
Flexibility and simplicity. The ability to edit entries.

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Question: 33. In your opinion, what are the most useful features in a CMS/LMS?

Response
Bein able to purchase access to the textbook through canvas was great! I really liked how there were links to the part of the textbook where the answers to questions were available.
ability to do what you need to and sti;;care for work and family
N/A
N/A
I dont know.
N/A
Quick tabs
That you learn.
n/a
everything.
being able to take test ans get instant scoring
the time frame that it gives to finish the work.
none.
The Assignments feature that lists what is projected for the semester and respective due dates. The gradebook that allows you to see your progress to date. The syllabus that is readily available.
n/a
N/A
all
The different variety in which is offered
n/a
Not sure what is
Not so sure.
I don't know.
Private messages, grade book.
Not applicable
i dont know what that is
N/A
N/A
NA
don't know the difference
I haven't used both of them
none
I like that there are online tutoring resources.
Organization
Unsure
Unsure
discussions, gradebook, message board
Etusd, course site
Support from classmates.
Having th interactive activities to learn the chapter and quizzes.
Easy to use chat rooms and homework/trst assignments
Being able to interact with other students.
I think it is easier to manage your work, and it takes pressure off of keeping track of your assignments.
N/A

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Question: 33. In your opinion, what are the most useful features in a CMS/LMS?

Response
Being able to have access to organized course material online.
I do not understand this question.
I have not used CMS/LMS
n/a
everything you need to navigate a course with Etudes is located on the left side of the site via the links that take you directly to the course material, modules, assignments, quizzes, exams, etc.
Being able to go back to past lecture or note material to better prepare for exams.
n/a
I have not used either.
Never used
N/A
n/a
IDK
...
n/a
none
Not sure.

Question: 38. What is your racial/ethnic identification? (check all that apply)


Response
Persian
AMERICAN
Brazilian
Mexican American
native amerivcan
Caribbean Island

Question: 40. Please share any additional comments about your online experience in the space below. (Limit: 150 words)

Response
The time that I used Etudes it been working for me in the way I could used it anytime that I can.
I usually take math cour session in a classroom setting. I learned our professor gives notes and has videos to follow so I decided to take her class. I like how I can follow along pause, place a post it and ask when we do have class any questions I have. It also helps that this course comes with an si coach.
Great. I love online classes.
I think it would be better if teachers posted all assignments at the beginning of the semester, so we know what all is expected. It wold work for better time management.
The only thing that I miss, with regards to an on-line course, are the class discussions. These are done in on-line chats and discussions but these do not afford the ability to pull the whole class into the topic of interest; only one person can speak (write) at a time. Further, without the ability to hear inflection in a person's tone (or see their facial expression, for that matter) misunderstandings are enhanced.
Exam and quiz multiple choice answers are frequently to similar and need to be clearer and more distinct to be fully helpful and measurable in assessing understanding and knowledge.
I think CengageBrain MindTap is the worst CMS available. I love online courses.
Being able to take online classes has been amazing for me. I am able to complete classes while fulfilling my responsibilities as a wife, mother, and employee. I REALLY wish many more classes were available online. In fact I've contemplated finishing a degree in an online school, but they are way too expensive!

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Question: 40. Please share any additional comments about your online experience in the space below. (Limit: 150 words)

Response
I am also a single mom who has her child 100% of the time. The course sites are not very well laid out, Etudes leaves a lot to be desired regarding the management of online classes. It is not very user friendly or easy to manage. Not all instructors use it well either. You can get used to it but still it does not help a lot and you spend quite a bit of time searching for things and looking for what you are supposed to be looking for when you get a notice about some update or something that has been graded , added to, commented on, whatever has been done, kind of dumb actually. Professor Fields whom teaches AJ classes, as far as i have seen, makes it the best way and easiest to use. His process is the best according to myself and other online students.
online classes is best fitted for people who can teach themselves to earn credit towards a degree to eventually get a job . ..
Q.34. I actually learn BETTER in an online environment because I can work at my own pace, use other tools to absorb the information and apply it to my own life. Please continue the online program and add more classes. Thank you.
So far my experience with online courses have been great. Also, the teachers always make themselves available if we have any questions about the grading or homework.
Using the computer and Internet are a necessity for most work environments. I welcome the opportunity to practice my skills during the classes I'm enrolled in.
I am currently finishing all of my general education credits through online courses. I work 40 hours a week, which makes it difficult to attend classes on campus. I appreciate the online courses because it helps me further my education. Please continue to add more online courses so I can take more classes. In addition, please add math courses online. I use Khan Academy often for math and I know I would succeed in a math course online with El Camino College. PLEASE ADD MORE CLASSES!
Online classes are wonderful because it's flexible and etudes is easy to understand and work with. I would take online classes again in the future.
Thank you and this survey is for Contemporary Health 1- Tom Hazell's class
I llove the online experience because you can do it anywhere in America.
I like the convenience of taking some classes online to help reduce the time needed to commute to campus plus the time and hassle of parking on campus. The teachers are responsive and helpful. I only take classes that don't really need face to face instruction or the support of other classmates. More difficult classes are best taken on campus.
D/E learning enhances your written communication but does not provide that same live interaction an in class session does. However, if not for DE, I would not be able to continue my education.

The online courses offer students the opportunity to learn without being in a normal class environment.
This being my first time, it has come much easier than I expected and I am currently taking 2 courses online.
n/a
I like the hybrid course option and would prefer to take more hybrid courses. I would take more hybrid courses if they were available.
You might consider more time in these online classes (hybrid). I've taken traditional courses that lasted for 2hrs. 30min. and the online classes are only 1hr. 50min. with a 10min. break. why short-change the hybrid classes?
I liked the online course as I didn't have to go to the campus and could complete the full course from home.
Excellent!
NA
please change etudes to canvas. i have used canvas previously and enjoyed it very much. canvas features are alot easier to work with.
all good
I have saved a lot of time by having online classes.
No comment.
the second online class is very detail and easy to understand but because of the teachers help.
N/a
If you like self teaching online is the way to learn
I love self teaching myself and find it easier to focus at home in the quite. I really wish El Camino had more online classed for important courses like math and English only because it also helps with my work schedule.

Appendix C

Question: 40. Please share any additional comments about your online experience in the space below. (Limit: 150 words)

Response
Great courses
so far so good. Learning something new everyday when it comes to technical issues. Getting a better sense of time management
Online coursework is fairly easy to do as long as you have the motivation to stick with it. I appreciate the accepting online community that I experienced while participating in online classes. However, I had trouble keeping myself motivated so I may end up doing on-campus coursework in the future.
I would love to see more hybrid classes. They're convenient for people parents working and going to school
Overall, I really enjoy Online courses I find it easy to navigate the page and find everything needed. The tabs on the side of the Etudes tab is the most helpful part. You can easily email a teacher if you are lost in anything and also ask your classmates in the chat room area.
It has been very stressful taking this Hybrid course, I feel like we have different instructors that were teaching us different ways. Now our actual professor has high expectations but she was gone half the semester, She grades way too hard.
I enjoy taking online courses because usually it is always organized and i can work at my own pace
My experience with the online aspect of my courses has been good. My main complaint (with one class) is that the text book is not clear in how it explains the material. The material may be easier to understand in an on campus class. I feel that the information would be clearer if the text was combined with the lectures. It would be nice to see online lectures in the form of podcasts or videos.
Online courses are convenient and provide an alternative way to complete common core courses.
I love taking online classes and I wish there would be many more classes offered in this format and in fact entire degrees should be offered. You can do the work when it is feasible for me to do so!
You have to be driven to do well in any class, online classes are no different.
n/a
Add more online classes.
I love online school. It allows me to have a full time job and still get educated.
too much assignments due every week

El Camino College Student Population Data: Distance Education



Fall 2014 – Fall 2017

Introduction

Distance education at El Camino College is comprised of online credit courses. Students at ECC have the opportunity to enroll in online and face-to-face courses in order to satisfy their education goals. Additionally, online courses are used to help expand course available to students that require flexibility in their academic schedules.

Purpose

The student population report is designed to provide relevant data to support program review for Distance Education.

Methodology

Distance education enrollment was determined by collect information from that are designated “Online” in the ECC MIS submission. Additionally, enrollments only include students who obtained a course grade “A, B, C, D, F, W, P, or NP” at the end of a semester.

The dataset contains distance education enrollments from fall 2014 through fall 2017 (summer and winter terms are included).

Distance Education Population Trends

Distance education trend data includes the total enrollments from fall 2014 to fall 2017. Additionally, data enrollments is disaggregated by ethnicity, age groups, and gender.

Table 1. Distance Education Enrollment (11-Terms)

Term	Student Enrollment
Fall 2014	3,376
Spring 2015	4,167
Summer 2015	2,280
Fall 2015	4,325
Spring 2016	4,631
Summer 2016	2,755
Fall 2016	5,024
Winter 2017	1,028
Spring 2017	5,242
Summer 2017	2,617
Fall 2017	6,161
11-Term Total	41,606

Table 1 provides the enrollment totals for all distance education courses from fall 2014 through fall 2017. Distance education enrollments during fall terms have increased from 3,376 in fall 2014 to 6,161 in fall 2017. Distance education enrollments during spring terms have increased from 4,167 in spring 2015 to 5,242 in spring 2017. Summer enrollments for distance education reached a high of 2,755 during summer 2016. Winter distance education courses were only offered in 2017 and had 1,028 enrollments. In total, distance education had 41,606 enrollments have the past eleven terms (this represents three full academic years).

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Table 2. Distance Education Ethnicity Percentage (3 Academic Years)

	Latino	African American	Asian	White	Two or More	Pacific Islander	Unknown	American Indian
Fall 2014	40%	24%	15%	14%	5%	<1%	1%	<1%
Spring 2015	40%	21%	17%	15%	5%	1%	1%	<1%
Summer 2015	39%	16%	21%	17%	6%	1%	<1%	<1%
Fall 2015	43%	20%	15%	15%	6%	1%	<1%	<1%
Spring 2015	44%	17%	17%	15%	5%	1%	1%	<1%
Summer 2016	44%	16%	20%	14%	5%	<1%	<1%	<1%
Fall 2016	45%	17%	17%	14%	6%	1%	<1%	<1%
Winter 2017	44%	13%	22%	14%	6%	1%	1%	<1%
<1%Spring 2017	47%	17%	17%	13%	5%	1%	<1%	<1%
Summer 2017	47%	13%	19%	15%	6%	0%	<1%	<1%
Fall 2017	47%	19%	15%	14%	5%	1%	<1%	<1%

Table 2 provides the percentage of enrollment in distance education by ethnicity. Students who identified as Latino had a representation percentage that ranged from a low of 29% to a high of 47%. Students who identified as African American had a representation percentage that ranged from a low of 13% to a high of 24%. Students who identified as Asian had a representation percentage that ranged from a low of 15% to a high of 22%. Students who identified as White had a representation percentage that ranged from a low of 13% to a high of 17%. Students who identified as Two or More had a representation percentage that ranged from a low of 5% to a high of 6%. Students who identified as either Pacific Islander, American Indian, or Unknown/Declined each had a representation percentage that ranged from a high of 1% to a low of less than 1%.

Appendix D

Table 3. Distance Education Age Group Percentage (3 Academic Years)

	Under 18	18 to 24	25 to 29	30 to 39	40 to 49	50+
Fall 2014	1%	58%	20%	13%	5%	3%
Spring 2015	1%	64%	18%	12%	4%	3%
Summer 2015	2%	65%	15%	11%	4%	2%
Fall 2015	1%	60%	18%	14%	4%	3%
Spring 2016	1%	64%	17%	12%	4%	2%
Summer 2016	2%	66%	15%	11%	4%	2%
Fall 2016	1%	64%	17%	11%	4%	3%
Winter 2017	1%	70%	14%	11%	4%	1%
Spring 2017	1%	64%	17%	12%	4%	2%
Summer 2017	3%	68%	15%	10%	3%	2%
Fall 2017	1%	61%	18%	13%	4%	2%

Table 3 provides the percentage of enrollment in distance education by age group. Students under the age of 18 had a representation percentage that ranged from a low of 1% to a high of 3%. Students between the ages of 18 to 24 had a representation percentage that ranged from a low of 58% to a high of 70%. Students between the ages of 25 to 29 had a representation percentage that ranged from a low of 14% to a high of 20%. Students between the ages of 30 to 39 had a representation percentage that ranged from a low of 10% to a high of 14%. Students between the ages of 40 to 49 a representation percentage that ranged from a low of 3% to a high of 5%. Lastly, students over the age of 50 had a representation percentage that ranged from a low of 1% to high of 3%.

Table 4. Distance Education Gender Groups (3 Academic Years)

Term	Female	Male	Unspecified
2014/FA	70%	30%	**
2015/SP	69%	31%	**
2015/SU	69%	31%	**
2015/FA	69%	31%	**
2016/SP	67%	33%	**
2016/SU	69%	31%	**
2016/FA	66%	34%	**
2017/WI	63%	37%	**
2017/SP	67%	33%	<1%
2017/SU	70%	30%	**
2017/FA	65%	35%	<1%

Table 3 provides the percentage of enrollment in distance education by gender groups. Female students had a representation percentage that ranged from a low of 63% to a high of 70%. Male students a representation percentage that ranged from a low of 30% to a high of 37%.

Appendix D

Students who did not specify a particular gender represented less than one percent of distance education in spring 2017 and fall 2017.

LEARNING MANAGEMENT SYSTEM SUPPORT TECHNICIAN

POSITION DESCRIPTION

Under the direction of the assigned supervisor or designee, administers use of the Learning Management System (LMS) and related software. Provides comprehensive technical support to faculty and students to assure effective implementation of learning technologies, and provides technical, administrative and software support for the Distance Education program. Works with Information Technology Services staff to problem-solve and ensure seamless access to the LMS and other instructional software. May work independently or as a team member, to coordinate and provide resources to assist Distance Education faculty and students.

REPRESENTATIVE DUTIES:

1. Serve as technical lead for the Learning Management System (LMS) and provide system design, implementation, and administration of the LMS.
2. Keep faculty and staff apprised of all issues, changes, and maintenance of the LMS interface.
3. Coordinate and oversee the creation of all online courses and user accounts (faculty, student, and staff) and provide ongoing support to online faculty and students with technical assistance in person and via phone and email.
4. Design, develop, implement, scale and maintain learning management applications to meet the instructional and student support needs of the college.
5. Monitor systems utilization and provide analysis of software and hardware needs to address present and future growth patterns on an on-going basis.
6. Collaborate with Information Technology, Admissions and Records, Counseling, Library and Learning Resources, Professional Development and other relevant departments to address the needs of web-enhanced and Distance Learning students and faculty.
7. Interface with users, engineers, and other analysts for multi-department system projects and system related activities to meet the needs of the department.
8. Interact with external agencies to facilitate the integration of third party programs into the LMS and to serve as the system administrator on those programs.
9. Maintain the distance education webpage.
10. Perform work related to security and disaster recovery needs such as back-up and/or restoration, including support at a hot site or a recovery site.
11. Train and provide work direction to other personnel and student employees as assigned.
12. Perform related duties as assigned.

KNOWLEDGE OF:

1. Learning management systems and instructional courseware used for online classes.
2. Application programming interface (API) and single sign-on (SSO) conventions.
3. Current technological developments in DE, including multimedia technology and creation tools.
4. Current online learning principles and pedagogy.
5. Principles, practices, and technologies of computer operations, operating systems programming, and systems analysis.
6. HTML coding
7. Network operations and technology.

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8. Standard web site usability concepts including accessibility and inclusive universal design allowing for faculty and students with disabilities.
9. Record-keeping and project management techniques.
10. Effective time management and organizational skills.
11. Oral, written and interpersonal communication skills using tact, patience and courtesy.
12. Word processing, spreadsheet and database management systems.
13. Principles of providing training and work direction.

ABILITY TO:

1. Monitor, configure, and support the learning management system and related software for online, hybrid and blended instruction.
2. Monitor, track, and resolve software support issues.
3. Communicate effectively with faculty and staff regarding the implementation and creation of online course materials and tools.
4. Communicate technical information to non-technical personnel.
5. Identify and resolve Learning Management System malfunctions and operational problems.
6. Initiate, develop, organize and maintain operations of the distance education program.
7. Provide high level customer service to students, faculty and staff.
8. Develop new, relevant technology skills as needed.
9. Work independently with little direction.
10. Establish and maintain cooperative and effective working relationships with others.
11. Read, interpret, apply and explain rules, regulations, policies and procedures.
12. Demonstrate sensitivity to and respect for a diverse working environment and exercise tact in dealing with sensitive issues and situations.
13. Train and provide work direction to others.

EDUCATION AND EXPERIENCE:

Bachelor's degree in Instructional Design & Technology, Education Media Design or technology related field and three years of direct experience required. Directly related work experience in excess of the three years required and two years of college level course work may be substituted for the required Bachelor's degree.

WORKING CONDITIONS:

Typical office setting.
Extensive computer work.
Long periods of standing and sitting.
Ability to carry up to 25 lbs.
Ability to move from one work area to another as needed.

Classified Salary Range 40

Revised and Board Approved:

Appendix F

INSTRUCTIONAL DESIGNER

POSITION DESCRIPTION

Under the direction of Director of Library and Learning Resources and in collaboration with the Distance Education Faculty Coordinator, the instructional designer provides instructional and program design expertise for the development and support of online, hybrid, and face-to-face classes, and performs technically complex duties requiring a comprehensive understanding of audio-visual or graphic arts. Responsible for applying current instructional design practices to assist faculty in the design and revision of online courses and course materials. Maintains current knowledge of accessibility requirements and 508 compliance for the Distance Education program.

REPRESENTATIVE DUTIES

1. Advises, assists, and trains faculty in the development and design of courses, redesigns course content and integrates media technologies into traditional course content, and converts new or existing course content into online formats.
2. Recommends appropriate use of technology to meet instructional objectives.
3. Provides technical assistance to faculty and staff in the use and maintenance of online learning modules.
4. Maintains and updates instructional and design best practices and course review information on the department website.
5. Develops and implements creative concepts for short-form multimedia, both singular and series, incorporating the most current and engaging student-centered styles, methods, and technologies.
6. Produce creative, highly professional multimedia instructional material integrating across platforms as appropriate and directed, including online graphics, audio and video presentations, and animation.
7. Works collaboratively with other departments to promote the Distance Education Program.
8. Performs related duties as assigned.

KNOWLEDGE OF

1. Current and cutting edge instructional design practices and educational technology.
2. Has knowledge of a broad range of pedagogical approaches (e.g., game-based learning, student-centered design, interest-driven learning, etc.).
3. Knowledge of current LMS platforms, especially Canvas.
4. Web-based conferencing systems, synchronous and asynchronous collaborative software, and the implications of the following on learning: web-based instructional material, video, animation, and various streaming media.
5. HTML, web editing applications, video editing, Adobe Suite, Windows, MAC OS.
6. Comprehensive knowledge of audio, video, graphics, computers, and multimedia productions.
7. Strong knowledge of web design, usability, universal design, accessibility principles, and web accessibility guidelines.
8. Applicable laws, codes, regulations, policies and procedures related to online instruction.
9. Knowledge of fair use and copyright regulations.
10. Principles of providing training and work direction.
11. Methods and practices of evaluation.
12. Basic math and correct English usage, grammar, spelling, punctuation, and vocabulary.

ABILITY TO

1. Integrate resources, policies and information for the determination of procedures, solutions, and other outcomes.

Appendix F

2. Maintain currency in relevant technology and continually update skills and knowledge.
3. Work effectively with faculty and staff who have a variety of technological skill levels and personalities.
4. Be organized, detail oriented, and productive with an understanding of organizational policies and activities.
5. Match appropriate course management tools with instructor resources.
6. Assist instructors in finding or producing engaging and pedagogically sound course materials.
7. Establish and maintain cooperative and effective working relationships with others.
8. Demonstrate sensitivity to and respect for a diverse working environment and exercise tact in dealing with sensitive issues and situations.
9. Train and provide work direction to others.

EDUCATION AND EXPERIENCE

Bachelor's degree in instructional design and technology, education media design, or a technology related field and three years direct experience in course design, digital media design, and online learning.

Classified Salary Range: 40

Revised and Board approved: