Distance Education Plan
2019 –2022

Department of Online and Digital Education

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Executive Summary

This plan was created as a road map for strategic growth of online courses, programs, faculty development, and student services using an equity lens at El Camino College. It integrates with the Educational Master Plan and the Technology Master Plan of 2019 – 2022.

The workgroup creating the plan found that, while integrating fully with the College's mission, the Department of Online and Digital Education[1] has a distinct mission to provide online students with high-quality, equitable education, and support services. An essential part of this mission is faculty development, so instructors are equipped with the knowledge and tools they need to deliver high-quality, accessible courses online.

Recent statewide initiatives--including adoption of the Canvas LMS and the Online Education Initiative (OEI)—along with enrollment trends, reflect a strong demand for online classes.

Thus, El Camino College Department of Online and Digital Education needs to plan for growth to support the increasing number of distance education courses. This will serve as the first strategic plan, which includes the College's overall enrollment management plan and part of the accreditation self-study.

Student success rates in fully online courses have historically been lower than in traditional courses; however, there is a trend toward convergence in success rates. Student access to online education is wide open, as long as technology thresholds are met. Ensuring students are prepared to learn in the online environment remains a challenge. In order to address equity issues in distance education[2], this plan outlines an approach for ensuring students understand the requirements in online courses, and the strategies they can use to overcome potential barriers to their success.

The goal of the Distance Education Plan is to strategically grow educational and career opportunities through distance education while improving instructional quality, equity, and service to students. To this end, the plan offers five initiatives/improvement plans:

A.   Development of processes and infrastructure to ensure equity and quality
B.   Expand online opportunities
C.   High quality instructional program
D.   Improved online course experience for all students
E.   Comprehensive academic and support services

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[1] Formerly Distance Education Department
[2] Distance education encompasses asynchronous or synchronous fully-online and hybrid courses.

Implementing these initiatives successfully will entail organizational change, better faculty development, and centralization of access to student services.

Collegial Consultation:

Online and Digital Education Advisory Committee: March 10,2020

Academic Technology Advisory Committee: April 8, 2020

Technology Committee: April 21, 2020

Planning and Budget Committee: June 4, 2020

College of Deans: May 19, 2020

Academic Senate: May 21, 2020

College Council: June 1, 2020; June 15, 2020

Board of Trustees: July 20, 2020; August 17, 2020

Purpose and Alignment with ECC Mission

The Distance Education Plan is a strategic plan for the growth and improvement of fully-online and hybrid courses and program offerings at El Camino College. The plan creates a roadmap to address the needs of distance education endeavors. It integrates with the Educational Master Plan and Technology Plan of 2019 – 2022.

The Distance Education Plan was developed by a workgroup originally convened in Fall 2016, which conducted internal and external analyses of the distance education landscape. It was updated by a newly assembled workgroup in 2019, before being sent through collegial consultation. Based on these and other analyses, it proposed initiatives and improvement plans for the College to achieve within the next three years. Membership of this workgroups, the list of reviewers, and consultation on the plan are provided in Appendix A.

El Camino College Mission and Vision

The El Camino College Mission is the foundation for all planning at the College. The Vision establishes a roadmap for institutional improvement. Together, they guide the development and implementation of the Department of Online and Digital Education mission and vision.

El Camino College Mission

El Camino College makes a positive difference in people's lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities.

El Camino College Vision

El Camino will be the College of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning.

El Camino College Values

People - We strive to inspire our diverse students, employees, and community with purpose, passion, and pride.
Respect - We work in a spirit of civility, cooperation, and collaboration.
Integrity - We act ethically and honestly toward our students, colleagues, and community.
Diversity - We embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all.
Excellence - We deliver quality, innovation, and excellence in all we do.

Online and Digital Education Mission and Vision

Department of Online and Digital Education mission and vision, based on the College mission and vision, guide the overall development of the Distance Education Plan. They also promote the

implementation of best practices in the field of distance education through quality course design and online pedagogy.

Online and Digital Education Mission

The Department of Online and Digital Education at El Camino College is committed to utilizing sustainable and current technologies and methodologies to provide equitable, fully accessible, affordable, and effective online instruction that promotes student learning and success.

Online and Digital Education Vision

The Department of Online and Digital Education at El Camino College will be a premier provider of equitable, high-quality 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's California Virtual Campus-Online Education Initiative. In this manner the program works to transform and enrich our students' lives and strengthen our community.

Distance Education at El Camino College

Distance education is one of the means through which the College assists students in accomplishing their learning goals. Online education opportunities have been offered at El Camino College since 1995.

The Department of Online and Digital Education has experienced numerous transitions during its history, including program enrollment fluctuations and shifts in delivery methods (e.g., tele-courses, hybrids, fully online). Historically, online courses at ECC included an on-campus component. Now, however, section offerings are taken remotely without visiting campus. This change allowed for expansion of the distance education courses beyond the South Bay service area.

Service Area Outcomes

Online and Digital Education has two Service Area Outcomes that have been approved by the Distance Education Advisory Committee:

- Faculty teaching distance education classes at ECC will design courses according to the OEI Course Design Rubric.
- Online and Digital Education will support the expansion of online courses at ECC.
- Online and Digital Education will provide faculty with professional development that supports student success and equity.

Online and Digital Education Administrative Structure & Staff

The Department of Online and Digital Education at El Camino College is led by a Distance Education Faculty Coordinator, under the oversight of the Director of Library & Learning

Resources who reports to the Vice President, Academic Affairs. Day-to-day support operations are conducted by the Learning Management Systems Specialist. In 2017 the long-time Distance Education Faculty Coordinator retired, and the position was filled by Interim Distance Education Faculty Coordinators until July 2019, when a new full-time 12-month Distance Education Faculty Coordinator was hired. In the two-year transition period of 2017-2019, Media Services was separated from Distance Education so that the Distance Education Faculty Coordinator could focus all efforts on all aspects of online and digital education, including distance education.

<u>The Department of Online and Digital Education</u>

The Department of Online and Digital Education (ODE) is the point of contact for faculty, students, and staff in providing comprehensive support to assure effective implementation of learning technologies, technical, administrative, and software support. The ODE is staffed by one classified staff member. In Fall 2018, the staff member was reclassified from Instructional Media Coordinator: Distance Education to Learning Management Systems Specialist to more accurately reflect the current duties of the position. This position supports students and faculty with technical assistance via phone, email, and chat; troubleshoots their learning management system access issues; works with the Information Technology Services (ITS) Division on systems implementation; and addresses other needs in relationship to online and digital education. ODE also supports the Distance Education Advisory Committee, policy enforcement, and other administrative functions relating to educational technology and the campus community.

<u>Online and Digital Education Technology and Software</u>

The Department of Online and Digital Education collaborates with ITS to provide access to the Learning Management System, Canvas. Within Canvas, the office provides access to a plugin that allows for easy date changing; an online plagiarism software; an online platform to connect with Counselors; online tutoring; a course evaluation tool; and an interactive video service platform. ODE is also implementing the Student Readiness module provided by OEI to support students in determining their level of preparedness for an online class.[3] The office also supports connection of Software as a Service (SaaS), video conferencing (e.g., WebEx, ConferZoom), products purchased by the campus (e.g. Microsoft Office 365) or by specific academic divisions and departments (e.g. publisher materials) that connect to Canvas through the Learning Tools Interoperability (LTI) standard in order to safely and securely transmit student records between different tools and the Canvas LMS.

Online and Digital Education Advisory Committee (ODEAC)

The Online and Digital Education Advisory Committee (ODEAC), formerly named Distance Education Advisory Committee (DEAC), was adopted as a subcommittee of the Academic Senate in 2017 to foster closer ties with the faculty and to be more responsive to their needs. Previous

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[3] A full list of the Software that ODE offers is available on the <u>Online Resources</u> page.

to 2017, the previously named, DEAC was a campus advisory committee. ODEAC is comprised of faculty representatives from Academic Divisions and Counseling, administrators, and staff that meet regularly to advise, recommend, discuss, and evaluate educational technology, policy on use of educational technology, and educational technology needs and ideas that directly effect and support distance education at El Camino. The work of the committee provides direction to faculty in designing courses to be taught in online or hybrid modalities. ODEAC is led by the Distance Education Faculty Coordinator, who sets the agenda, and works with the Educational Policies Committee and Academic Senate, the Director of the Library & Learning Resources, academic division deans, and the Vice President of Academic Affairs to make sure that all policies are vetted via the collegial consultation process. ODEAC has an Academic Senate liaison who transmits priorities and concerns between the Academic Senate and ODEAC. ODEAC and the Department of Online and Digital Education through this partnership receive feedback and support from the Academic Senate on certification training for teachers preparing to teach online, and methods for evaluating online and hybrid courses.

The Online and Digital Education Advisory Committee (ODEAC) proposes policies related to online and digital education, such as: regular and substantive interaction, accessibility, federal, state, and accreditation standards, enrollment and student performance tracking, faculty feedback surveys, student satisfaction surveys, and effective instruction. Recommendations from ODEAC are presented to the Academic Senate.

Campus Leadership and Governance

Online and digital education concerns, including distance education, are addressed in a variety of ways. The aforementioned ODEAC, and the College Technology Committee, which has representation from across the campus community, discusses online and digital education issues related to technology. The College Technology committee authors the College's Technology Master Plan, which connects the College's use of technology as part of a high-quality learning environment, to support student equity and achievement. ODEAC recommends and develops guidelines for faculty and administrators for DE courses, including pedagogical, accreditation, technical, legal, and organizational best practices. However, these guidelines do not provide recommendations concerning the content of online and hybrid courses, which is the purview of the College Curriculum Committee. Since Fall 2019, the Distance Education Faculty Coordinator has served as an ex-officio member of the College Curriculum Committee. The Distance Education Faculty Coordinator and the Learning Management Specialist are also members of Enrollment Management in order to support the growth and improvement of online and hybrid enrollments. The Distance Education Faculty Coordinator also serves on the Academic Technology Committee – another Academic Senate subcommittee that focuses on instructional technology needs. The

chair of the Academic Technology Committee is also a member of ODEAC; this facilitates collaboration and connection between the committees.

Faculty Development for Online and Digital Education

The Office of Online and Digital Education is charged with providing professional development to faculty for all tools used in the delivery of Distance Education, as well as, those used for hybrid and face-to-face teaching that interact with the College's Learning Management System.

In order to ensure that instructors possess the skills required to create and effectively teach high-quality distance education courses, ECC offers an Online Learning and Teaching with Canvas (OLTC) Certification course. At the recommendation of ODEAC, the Academic Senate approved the use of the OEI Course Design Rubric as the standard for the College's distance education courses. The current version of OLTC uses the OEI Course Design Rubric as its underpinning and covers uses of Canvas as a virtual classroom, policies that inform online teaching and learning, and best practices for online pedagogy.

The Department of Online and Digital Education also provides training in Canvas, the LMS, for face-to-face and hybrid courses, as well as training in advanced topics and tools for teaching online and hybrid. The Department of Online and Digital Education has sponsored well-attended forums where faculty teaching online, hybrid, or web-enhanced face-to-face are given an opportunity to share best practices. These events include: The Distance Education Institute and the CanInnovate Conference. Expansion of professional development offerings by Department of Online and Digital Education will include more focus on digital tools in Canvas and other educational technology tools.

Department of Online and Digital Education Current Strengths, Weaknesses, Opportunities, and Threat

Distance education has been a continual course delivery modality since the California Community Colleges (CCCs) offered their first course in 1979[4]. However, recent statewide initiatives, like the Online Education Initiative (OEI), and enrollment trends reflect strong interest in increasing online offerings, improving experiences, and opportunities for students. To help understand the

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[4] California Community Colleges Chancellor's Office (2015). California Community Colleges lead the way in online education. Accessed on September 12, 2016 at http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/JUN2015/PR_CVC_6-8-2015.html.

current state of the program and potential areas of growth, a Strengths, Weaknesses, Opportunities, and Threats analysis has been undertaken.

Strengths

Given its large instructional workforce and populous service area, ECC's historically small distance education offerings has much potential to grow. Distance education course development has been instructor-initiated, with between 60% and 70% of courses having approved distance education addendums, as of Fall 2019.

At El Camino College, student demand for online course offerings is high. Nearly 94% of ECC's distance education students indicated they would likely take another online course at ECC, and 30% of all ECC students surveyed indicated their number one preferred instructional format was online only or hybrid[5].

Quality online instruction continues to be the mainstay of Department of Online and Digital Education as it looks toward the future. Title 5 of the Education Code requires that faculty practice student-centered instruction. Central to enhancing quality is to establish and maintain regular and substantive contact that facilitates student-centered instruction and increases the achievements of student learning outcomes, through faculty-to-student and student-to-student contact.

The OEI Course Design Rubric is one of several resources that support online instruction and student-centered interaction. To support a high level of quality in online courses, the Department of Online and Digital Education has implemented several software programs made available through the OEI, including online proctoring software, a student readiness module, and has added a secure and accessible interactive video software solution to the learning ecosystem.

As of July 2019, the Department of Online and Digital Education is staffed with permanent employees in both the Distance Education Faculty Coordinator and Learning Management System Specialist roles. Numerous faculty members have already reported improved service and optimism about working with ODE over the course of late 2019. In addition, over 30 faculty have successfully completed the revised Online Learning and Teaching with Canvas between July and December 2019 increasing the number of faculty cleared to teach online at El Camino.

Student Profile

In Fall 2018, 6.9% of students took only distance education courses, which include hybrid, and 13.2% took a combination of face-to-face and online courses[6]. Although distance education students are generally similar to the overall student population of El Camino College, there are some differences worth noting. There is a considerably higher percentage of African American

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[5] ECC Institutional Research & Planning (2016). Distance Education Student Survey Results, Spring 2016.
[6] Facts and Figures – Fall 2018.
http://www.elcamino.edu/about/depts/ir/docs/research/eccprofile/rp_facts_and_figures_2018_NewVersion.pdf

students and a lower percentage of Hispanic students taking online courses compared to the overall student population. Compared to other ethnic groups, however, Hispanics make up the largest number of online students. ECC's distance education students are also more likely to be female. Most distance education students work more than 20 hours per week and many take online courses because of work and other responsibilities. This suggests that ECC's distance education offerings may be particularly appealing to the working population or families with children who may not otherwise be able to come to campus to attend classes.

Enrollment Profile

Enrollment, demographic profiles, and performance outcomes are tracked regularly for online students. Annual FTES have varied from a 10-year high of 1,787 in 2008-09 to a 10-year low of 488 in 2012-13, to their current level of 1,463.2 in 2018-2019[7]. Past history, regional trends, and potential for increasing enrollments to reach approved state capacity all support the potential to strategically grow the distance education program.

Figure I. Annual Credit FTES from Online Courses, 2006-07 to 2018-19
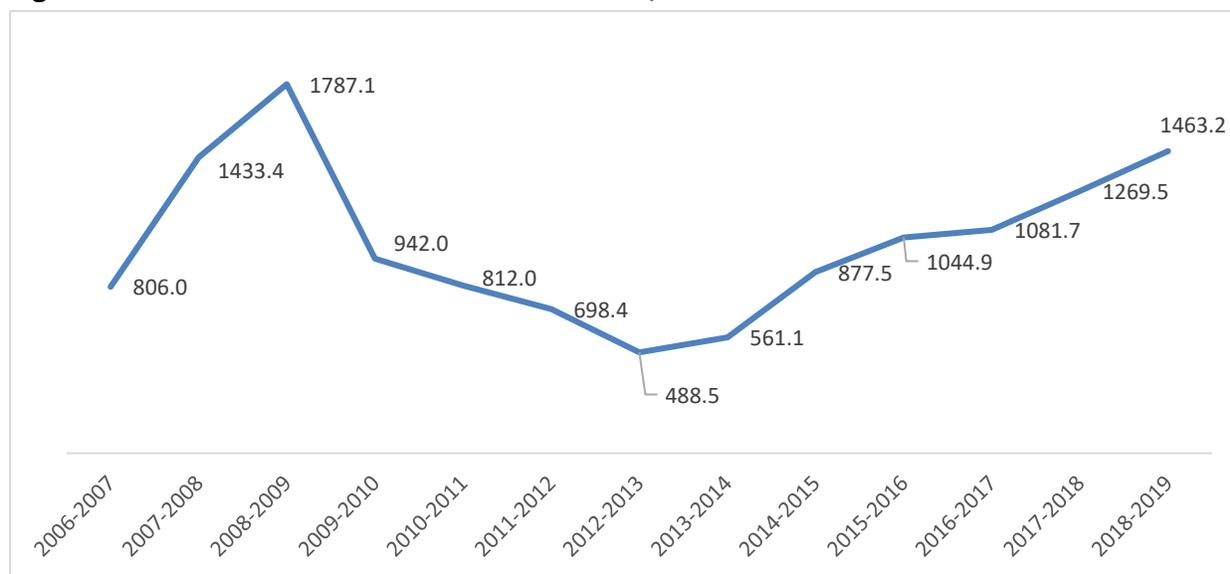
In Fall 2018, instructors taught 174 fully online course sections to students. Additional instructors taught 20 hybrid sections. Distance education enrollments in Fall 2018 totaled nearly 7,151 (duplicated count), with about 2,000 unique students generating 700 FTES.

Furthermore, many instructors utilize the LMS to enhance their *on-campus* courses. In Fall 2018, 105 instructors created courses in the LMS for 277 sections with an enrollment of 8,182 students. In Spring 2019, these numbers grew to 147 instructors, 326 sections, and 8,934 students utilizing the LMS for on-campus classes.

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[7] Source: CCCCO. FTES shown for Internet-based asynchronous modality sections only.
https://datamart.cccco.edu/Students/FTES_Summary_DE.aspx

El Camino College also offers online Counseling and online tutoring. El Camino College has also instituted ECC Connect, an early alert system that interfaces with Canvas to better communicate with students and refer them to services. The library also provides services to online students through virtual reference, e-books, and full-text databases.

In Spring 2019, the LMS migrated to a single sign-on system so that students and faculty could use their My ECC log in. This has made it easier for students, removing the need to go through a separate process to log in or change their password.

Weaknesses

El Camino College is currently working to establish stable pathways for students to complete full certificates and degrees online through a centrally coordinated process. There is not a cohesive plan for scheduling and expanding the offering of online and hybrid courses at ECC, because the decision to offer a course online or hybrid is within the purview of the faculty in that discipline. To provide more consistent offerings for students, and to attract those interested in fully online programs, strategic institutional planning for the development of fully online AA/AS degrees has been added to the College's overall Enrollment Management Plan.

The provision of specialized resources and increased professional development opportunities for faculty who teach online and hybrid, along with Instructional Designers and Universal Design/ADA Specialists, can assist faculty as they transition into the online medium or continue to hone already established courses and programs. In addition, campus-wide professional development efforts increasingly have focused on addressing issues of equity surrounding student access, success, progress, and goal completion. Achievement gaps exist for some groups at El Camino College and, in some cases, are greater in the online environment. Addressing equity through distance education professional development offered by the Department of Online and Digital Education and program evaluation will need to be an essential component of all distance education programs. As part of addressing equity gaps an institutionalization of accountability for accessibility.

All colleges must ensure that student services and academic services are appropriate, comprehensive, and reliable regardless of delivery mode (on-campus or online). Access to the Library and tutoring and student support services like counseling, assessment, and orientations, as well as financial aid, must be accessible to online students who cannot come to campus. Academic support services and facilities such as tutoring, workshops, software available in discipline specific computer labs, and other lab work must be similarly accessible. The current state of online student services and academic support is still in development.

Training and implementation for faculty teaching distance education needs to address persistent performance gaps. Success rates for all disproportionally impacted groups are lower in online

courses[8]. This will need to be addressed through culturally responsive pedagogy for the online modality. The student readiness module can help the student understand their level of comfort with the online modality, as well as challenges that the student may have at home. However, advanced preparation is not mandated for online students. Supporting online resources are available but are only voluntary. Experiments with credit-bearing online orientation courses have suffered from low enrollment, non-credit courses may be explored in the future. Strategies still need to be developed to address these challenges in an effort to ensure that students are prepared to be successful in the online environment. Newcomers to distance education represent a special category of need. These students may be attending college for the first time or taking their first online courses, but have no experience with the special skills needed to do well in an online course. These skills include, but are not limited to: technology skills, online reading comprehension, motivation, self-discipline, and time management skills to keep up with the course and its materials.

Accessibility of materials is a continual challenge for distance education courses. *Accessible* means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology[9]. All colleges must review their academic and service offerings to ensure compliance and equitable access for their students. Accessibility issues can be mitigated with the assistance of specialists trained in Universal Design/ADA requirements who will work with faculty in the construction of online and hybrid courses and materials, as well as, with the support of assistive technologies.

The Department of Online and Digital Education has also been working with ITS since Winter 2018 to create a stable and reliable connection with Colleague's function as a Student Information System (SIS). There have been many setbacks and challenges. In Summer 2019, it was decided that the Department of Online and Digital Education would be given access to Colleague to push workflows, improve monitoring, and response time by reporting and

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[8] Success Rates Report – Fall 2018 Success and Enrollments
https://app.powerbi.com/view?r=eyJrIjoiNjFiMjkyYzEtNDMwOS00N2E5LTk1YjItNGU2MjMwZTc1NTUwIiwidCI6IjE2YTJhYzEzLTk5YmQtNDA1ZC05YWI2LWIxZmU2YjhkNWJhNiIsImMiOjZ9
[9] Office of Civil Rights in the Resolution agreement with South Carolina Technical College System, 2/18/13

documenting errors directly to ITS, this has helped to improve the workflow and taken some of the burden off ITS while permanent solutions to problems are found.

The ability for Department of Online and Digital Education to make progress is also hampered by the current version of the SIS. The SIS, which has been heavily modified, has created a variety of issues ranging from catastrophic failure to ongoing delays. These issues have hampered Department of Online and Digital Education progress and continue to impact growth and users.

Opportunities

The potential for distance education growth is robust. Support for enrollment and access to distance education is growing statewide. An analysis of peer institutions and neighboring colleges revealed that El Camino College has one of the lowest rates of credit FTES earned by way of distance education (e.g., less than 6.9% of all credit FTES in Fall 2018[10]). Other colleges in the area generate more than 10% and up to 30% of FTES by way of credit-bearing online courses. This suggests both a growth opportunity and a potential loss of enrollment to these larger DE programs.

As California Community Colleges migrate toward online delivery of entire programs, fewer of their students will have any face-to-face exchanges, an equivalent within the online modality will need to be developed.

The CCC Chancellor's Office OEI will support growth through opportunities including the OEI Course Exchange, which allows students to take distance education courses seamlessly at multiple campuses. OEI Course Exchange, also called Finish Faster (Phase I) and ExCEL (Phase II), is designed to provide students with greater access to courses across the California Community College system without separate college applications. El Camino College was accepted into the second cohort, referred to as the equity cohort, for the OEI in the Summer of 2018.

California Community Colleges are expanding the number of degrees, certificates and transfer pathways that can be completed exclusively online. The creation of fully online programs increases access to college, opening affordable, quality career and degree pathways to students who are unable to attend college on campus or who prefer the online modality. Development of clear and complete pathways also facilitates program completion by ensuring that courses are offered when and how they are needed. Some pathways can be strategically developed to meet local and regional industry needs. Others can address the transfer needs of online students. Such a system of pathways would serve students by helping them move through their programs as seamlessly and efficiently as possible.

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[10] Facts and Figures – Fall 2018.
http://www.elcamino.edu/about/depts/ir/docs/research/eccprofile/rp_facts_and_figures_2018_NewVersion.pdf

Academic Performance

Historically and nationally, success rates for distance education courses offered in higher education have been lower than those for face-to-face courses. The DE course success rates at El Camino College had followed a similar trend overall, but have improved in recent years. In addition, studies have shown that ECC students in distance education sections are, on average, as well prepared for the next course in a series as their on-campus peers.

Figure II. Success and Retention Rates for Online Courses Local vs. Statewide, Fall 2011 to Fall 2018
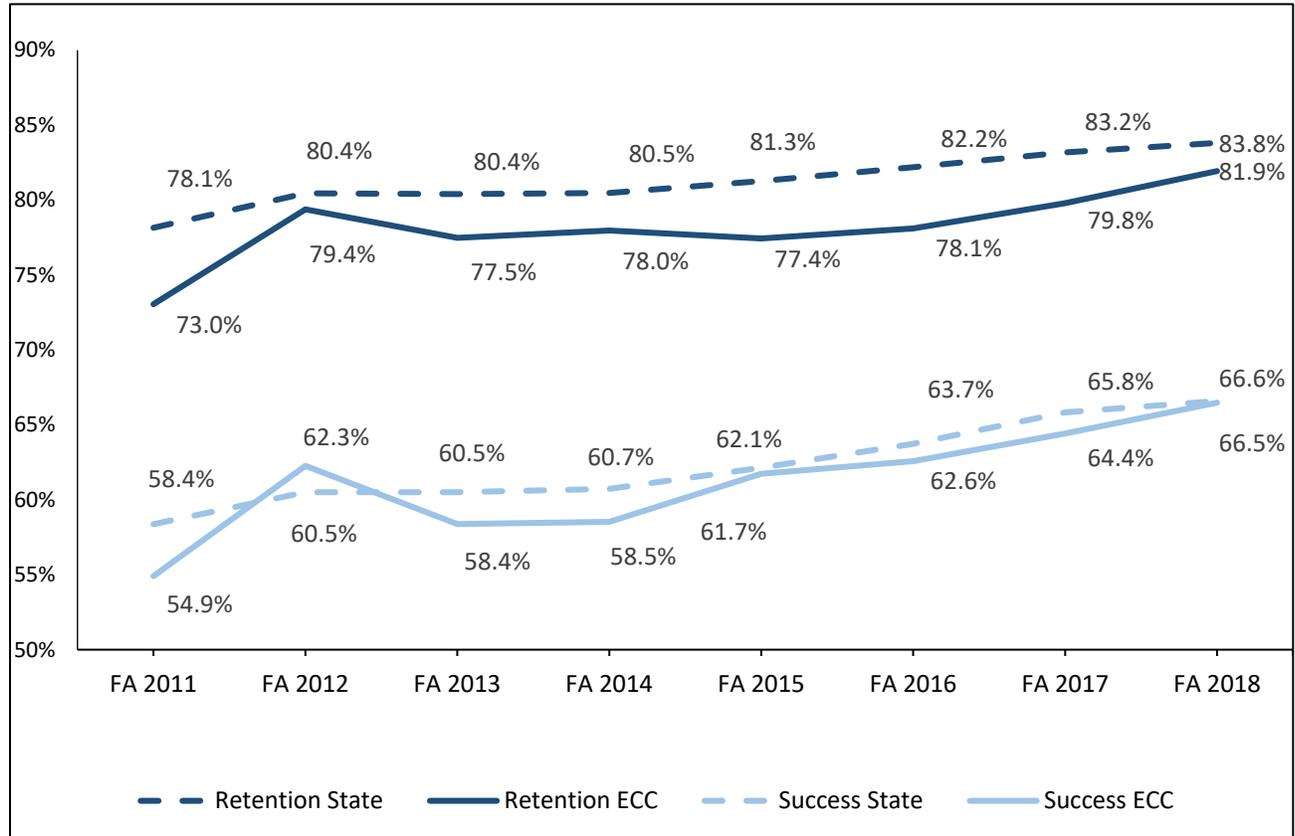
Figure III. Success and Retention Rates by Division for Online Courses vs. Traditional On-Campus Courses, Fall 2018

Fall 2018	Online		Traditional		Difference	
Department	Success	Completion	Success	Completion	Success	Completion
Behavioral & Social Sciences	69.8%	84.8%	74.0%	88.4%	-4.2%	-3.6%
Business	62.2%	75.7%	67.5%	81.9%	-5.3%	-6.2%
Fine Arts	67.1%	81.8%	74.8%	87.1%	-7.7%	-5.3%
Health Sciences and Athletics	65.0%	83.4%	80.4%	88.1%	-15.4%	-4.7%
Humanities	63.0%	76.2%	68.6%	84.5%	-5.6%	-8.3%
Industry & Technology	68.4%	83.3%	81.9%	90.8%	-13.5%	-7.5%
Mathematical Sciences	56.3%	71.6%	52.1%	75.1%	4.2%	-3.5%
Natural Sciences	67.5%	81.2%	69.0%	80.2%	-1.5%	-1.0%

Figure IV. Success and Retention Rates for Online Courses Local vs. Statewide, Spring 2011 to Spring 2018
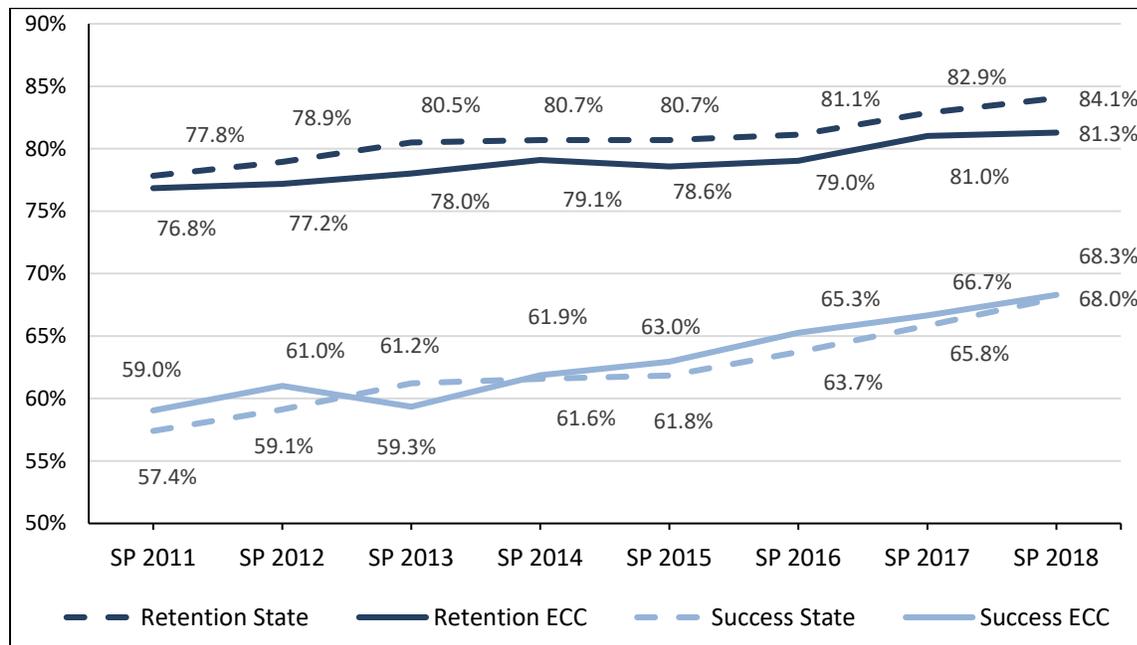
Figure V. Success and Retention Rates by Division for Online Courses vs. Traditional On-Campus Courses, Spring 2019

Spring 2019	Online		Traditional		Difference	
Department	Success	Completion	Success	Completion	Success	Completion
Behavioral & Social Sciences	71.6%	86.7%	75.4%	88.4%	-3.8%	-1.7%
Business	66.2%	84.0%	71.0%	83.3%	-4.8%	0.7%
Fine Arts	62.9%	81.0%	78.4%	87.9%	-15.5%	-6.9%
Health Sciences and Athletics	64.9%	86.9%	83.3%	89.0%	-18.4%	-2.1%
Humanities	58.5%	73.7%	65.8%	80.7%	-7.3%	-7.0%
Industry & Technology	69.3%	83.3%	84.1%	92.2%	-14.8%	-8.9%
Mathematical Sciences	52.0%	65.3%	48.8%	69.0%	3.2%	-3.7%
Natural Sciences	67.7%	85.2%	69.1%	80.0%	-1.4%	5.2%

Threats

One threat, not only to distance education, but to the College as a whole, is the aging population and reduction in the number of students coming from high school[11] in the service area. Strong distance education offerings can help attract students to El Camino College. Continual changes in technology are also a potential threat to Distance Education, making it more challenging for the Department of Online and Digital Education to stay up-to-date and offering students the highest quality of education. This challenge is exacerbated by a persistent digital divide keeping students who might benefit from the flexibility of online course offerings from being able to access those courses.

Another potential threat is the addition of the 115th college. Although it has been presented as not interfering with local distance education offerings, the new initiative has already pulled

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[11] Service Area Profile 2017 -
http://www.elcamino.edu/about/depts/ir/docs/research/research_reports/ECC%20Service%20Area%20Profile%202017_Final_v2.pdf

resources out of the Online Education Initiative which has been provided to our program. Also, there is a growing threat from online universities, like Southern New Hampshire University and Grand Canyon University.

Figure VI. SWOT Analysis Summary Table

S	W	O	T
STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
• 60 to 70% of courses have approved DE addendums • Full-time DE Faculty Coordinator • LMS Systems Specialist • Single sign-on for students • Increased demand for courses	• Lack of cohesive scheduling plan to support consistent access to online courses for stable online degree paths • Lack of adequate staff • Needed expansion of online academic support services • Need better support for students as they prepare to take distance education courses • Need expansion of accessibility of course materials • Ongoing challenges with SIS and Canvas integration that have hindered expansion	• Large potential growth of distance education • Participation in the OEI • Increasing success rates in DE courses	• Decreasing pipeline for students directly out of High School • Creation of the 115th college

Online and Digital Education Action Plan

In order to fulfill the Online and Digital Education Mission and successfully move forward, the College has established the following initiatives to achieve within a three-year period. Each initiative is aligned with an Improvement Plan goal that is critical to measuring the progress of the initiatives.

Distance Education Plan Strategic Goal

The Strategic Goal of the Distance Education Plan is to strategically grow educational and career opportunities through distance education while improving instructional quality and service to students. This goal will be accomplished through the following initiatives.

A. Development of Processes and Infrastructure to Ensure Equity and Quality:

Develop processes and infrastructure to ensure equity in experience and success, and consistency in course quality.

B. Expand Online Opportunities

Expand the opportunities for current and prospective students to complete courses and programs fully online

C. High Quality Instructional Program

Establish a high-quality instructional program, of which regular effective contact, high engagement, technology, and innovation are the hallmarks.

D. Improved Online Course Experience for All Students

Ensure a high-quality online or hybrid course experience in which technology runs efficiently and effectively to support access, communication, and innovation. Ongoing support of both students and faculty is critical to improving the online and hybrid course experience.

E. Comprehensive Academic and Support Services

Ensure robust and comprehensive academic and student support for online students.

Evaluation of Department of Online and Digital Education Action Plan

Goal A. Development of Processes and Infrastructure to Ensure Equity and Quality: Develop processes and infrastructure to ensure equity in experience, success, and consistency in course quality.				
Objective	Why	Indicator	Target	Resource Allocation
Evaluate current process for selecting courses and faculty to move online, and course sections to expand	To offer most needed and best performing classes first, including classes that close equity gaps	% of high-performance courses expanded. High performing classes those with a more than 75% success rate, including for students of groups impacted by equity gaps	10% of high-performance courses expanded	Time of IRP and Division Deans
Expand capacity for creating high quality and equity-minded online and hybrid courses	To support student success and to. Work to close equity gaps	Creation of a manual and array of support materials for faculty to use to develop high quality and equity-minded courses. Have these materials adopted by x% of faculty teaching online and hybrid courses.	Manual and array of support materials for faculty created and adopted for use by 60% of faculty teaching online and hybrid courses.	$225,000 + benefits - Hire Instruction Designer, and Multimedia Production Specialist to help with transitions to online. Instructional Designer position has funding secured. Multimedia Production Specialist will need funding.
Develop a comprehensive professional development plan for distance education, including	To create a cohesive program of professional development to serve all levels of expertise	Complete and implement a Distance Education Professional Development plan for all faculty and staff who work	Distance Education Professional Development plan completed and implemented.	Time of DEFC[12], ODEAC, Academic Technology

[12] DEFC – Distance Education Faculty Coordinator; ODEAC – Online and Digital Education Advisory Committee

pedagogy, and technology		with students taking DE courses.		
Regularly share DE best practices developed by experienced DE faculty	To help faculty create high quality courses by example	Creation of a library of model courses that are quality certified.	Creation of a library of model courses that are quality certified. 25% of faculty implementing best practices shared by Distance Education	Time of DEFC, ODEAC, Academic Technology
Determine data needed and create collection plan for the development of an annual report to support continued development of DE courses	To help ODE, Faculty, and Academic Departments make data driven decisions about their DE courses	Creation of an Annual report template and data collection plan	Annual report template created and data collection plan implemented.	Time of ODE[13] staff and IRP
Ensure that online, hybrid, and web-enhanced courses are ADA/ 508 compliant	To create universal access for all students	% of courses reviewed by Online and Digital Education are ADA compliant	100% of course reviewed by Online and Digital Education are verified ADA compliant	Hire an Accessibility/Universal Design Specialist who will support faculty in ensuring that their DE courses are ADA Compliant, accessible to students with disabilities, and comply with the Universal Design for Learning Guidelines. $75,000 Accessibility/Universal Design will require funding.
Finish automating connection with Colleague and create grade pass-back from Gradebook	To maximize the use of Canvas and emphasize reliability	Complete connection and establish passback is running without errors	Complete automated connection is established and grade passback is running without errors.	Time of LMS Specialist and ITS staff

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[13] ODE – Online and Digital Education

Fully integrate our systems with the Course Exchange and Cross-Enrollment	To uphold our commitment to OEI	% of required ECC systems are fully integrated with the Course Exchange and Cross-Enrollment	100% of required ECC systems are fully integrated with the Course Exchange and Cross-Enrollment	Time of ITS staff, Financial Aid and Enrollment services staff, and ODE staff
Develop Guidelines for regular and effective contact, faculty-to-student interaction, student-to-student interaction	To ensure quality contact	% of Faculty implement the guidelines	80% of Faculty have shown that they are implementing the guidelines	Time of DEFC, ODEAC, Academic Senate
Develop and implement a method and support materials for conducting online evaluations	To create a robust evaluation	% adoption of online evaluation method	60% adoption of online evaluation method	Time of DEFC, ODEAC, Academic Senate
Ensure that all online, hybrid, and web-enhanced courses are delivered in compliance with FERPA	To ensure compliance with federal regulation	% courses are FERPA compliant	100% courses are FERPA compliant	Time of DEFC, ODEAC, Academic Senate

Goal B. Expand Online Opportunities: Expand the opportunities for current and prospective students to complete courses and programs fully online				
Objective	Why	Indicator	Target	Resource Allocation
Identify, develop and implement online ADTs	To help students learn so they complete their educational plans	% of ADTs offered online	50% of most frequent ADTs obtained at ECC are offered online	ODE staff for training, $150,000 + benefits - Hire Instruction Designer, and Multimedia Production Specialist to help with transitions to online. Purchase of accessibility tools for LMS (~$60,000 per

				year), SaaS for Video (~$60,000 per year) and Funding secured for Instructional Designer and SaaS for Video. Funding is needed for the Multimedia Production Specialist and Ally.

Goal C. High Quality Instructional Program: Establish a high-quality instructional program, of which regular effective contact, high engagement, technology, and innovation are the hallmarks.				
Objective	Why	Indicator	Target	Resource Allocation
Develop training opportunities for online and hybrid instruction	To create quality instruction to facilitate students making progress toward their educational goals	% of faculty teaching online and hybrid attending advanced instruction training activities	75% of faculty teaching online and hybrid have attended advanced instruction training activities	Time of the ODE Faculty Coordinator
Provide state-of-the-art computers and equipment to best support faculty development, innovation, and expansion of courses designed with an equity-mindset	To support faculty creating more innovative and equitable courses through technology and pedagogy	% of faculty teaching online or hybrid courses using the teaching with technology lab	40% of faculty teaching online or hybrid courses using the teaching with technology lab	Time of ODE staff
Develop and maintain a faculty-mentoring program to support novice distance educators	To offer expanded support for faculty starting to teach online or hybrid	% of faculty teaching online using peer or hybrid mentoring	25% of faculty teaching online using peer or hybrid mentoring	Time of DEFC
Develop and hone processes to monitor	To model high quality practices	Development of a local Peer Online	A local Peer Online Course Evaluation	Time of DEFC

and ensure that online courses adhere to high standards of quality that close equity gaps		Course Evaluation (POCR) team.	(POCR) team is actively reviewing online courses to improve quality.	
Enriching courses with video and/or interactive video content, which supports more learning styles and can support student success	To provide a high-quality learning experience	Procure software or a SaaS solution. % of faculty using interactive video in their online and hybrid courses	SaaS video solution is procured and 15% of faculty using interactive video in their online and hybrid courses	Use of SaaS for Video (Panopto), time of ODE staff. Funding for Panopto is already secured.
Encourage faculty to send a Welcome message to students enrolled in their fully online courses either prior to or on the first day of the term, which supports student success and retention	To help students have a successful start to the semester	% of faculty send welcome letters	100% of faculty send welcome letters	Time of DEFC
Encourage online faculty to integrate a welcome video and an online orientation as the first assignment, supported by a quiz, which supports student success and retention	To create connection with students	% of faculty who adopt welcome video and online orientation	80% of faculty who adopt welcome video and online orientation	Time of DEFC and Faculty

Goal D. Improved Online Course Experience for All Students: Ensure a high-quality online course experience in which technology runs efficiently and effectively to support access, communication, and innovation. Ongoing support of both students and faculty is critical to improving the online course experience.

Objective	Why	Indicator	Target	Resource Allocation

Develop badge mapping for career education to help prospective students clarify and enter the path and current students stay the path	To support those in CE Programs receiving industry recognized credentials	% of career education paths that have badging	25% of career education paths have badging	Acquisition of a badging platform ($2,500 per year). Funding available within the ODE budget.
Develop a system for monitoring which degrees/certificates can be obtained completely online and for planning future fully-online degrees/certificates	To fulfill OEI requirements and guarantee students have consistent access to online offerings/paths	Monitoring system created and implemented	Monitoring system created and implemented	Time of ODE Staff
Use previously developed system to monitor which degrees and certificates can currently be labeled online	To fulfill OEI requirements and guarantee students have consistent access to online offerings/paths	% of degrees and certificates being monitored	20% of degrees and certificates being monitored	Time of ODE Staff
Provide clear and complete information to students about degrees and certificates offered online	To support keeping student on their path	% of students complete a program award (transfer, degree, or certificate) using # of DE courses (or something similar to this statement).	20% of students complete a program award (transfer, degree, or certificate) using # of DE courses (or something similar to this statement).	Time of ODE Staff, VPAA, and Academic Deans
Develop recommended course templates and models to improve the student user experience	To create faster course preparation for faculty and consistent quality for students	Creation of templates and models. % of faculty adopt templates	Templates and models have been created. 20% of faculty have adopted templates	Time of ODE staff
Support peer-to-peer learning for fully online and hybrid	To provide a sense of community for	Procure a social learning platform	A social learning platform to support peer-to-	$70,000 per year, time of ODE Staff.

students as well as students in hybrid and face-to-face classes	students no matter what the modality of the class	to support peer-to-peer learning. % of students engaging with the social learning platform	peer learning has been procured and 50% of students in online and hybrid courses engage with it, plus an additional 25% of students in traditional courses.	Funding needs to be secured for a social learning platform.
Encourage students to complete a readiness self-assessment provided by OEI in order to get feedback about what they need to be successful in an online or hybrid course	To support student success	% of students complete readiness self-assessment	100% of students complete readiness self-assessment	Time of LMS Specialist, Counselors, and instructional faculty teaching online or hybrid
Explore non-credit Academic Strategies course for online and hybrid course readiness	To better prepare students for success in distance education courses	Determine feasibility and potential utilization of this non-credit course	Determine feasibility and potential utilization of this non-credit course. Create if feasible	Time of LLR Director, Assistant Director and faculty and IRP

Goal E. Comprehensive Academic and Support Services: Ensure robust and comprehensive academic and student support for online students.				
Objective	Why	Question	Indicator	Target
Develop a comprehensive plan for providing online students equitable access to Student Support Services programs based on assessments	To provide equitable support services to all students	% of distance education students accessing student support programs	60% of distance education students accessing student support programs	Time of ODE Staff, Student Services staff
Expand remote access to library research support and information literacy	To offer equitable library services to students	% of courses have embedded library assets	70% of courses have embedded library assets	Time of ODE Staff and library Faculty

instructional opportunities				

Appendixes

Appendix A – Workgroup Members

Appendix B –Other ECC Plans with Distance Education Goals

Appendix A – Workgroup Members

Membership of the current work group for the 2019 revision of the plan and final consultation before implementation.

Workgroup:

Crystle Martin: Director, Library and Learning Resources

Mary McMillan: Academic Senate Representative

Gema Perez: Learning Management Systems Specialist

Jeremy Smotherman: Office of Institutional Research and Planning

Moses Wolfenstein: Distance Education Faculty Coordinator

Reviewers:

Members of the Online and Digital Education Advisory Committee

Faculty					
1	Houske, Laurie	BSS	9	Marcoux, Peter	Humanities
2	Galbavy, Renee	BSS	10	Welsh, Lauralee	Humanities
3	Hull, Kurt	Business	11	Lofgren, Dean	Health Sciences and Athletics
4	Pon-Ishikawa, Janice	Counseling	12	Fields, Mark	Industry and Technology
5	Wolfenstein, Moses	Distance Education Faculty Coordinator (ODEAC Chair)	13	McMillan, Mary	Library
6	Alamillo, Lucy	Fine Arts	14	Di Fiori, Sara	Natural Sciences
7	Degnan, Kevin	Humanities	15	Steinberg, Margaret	Natural Sciences
8	Lewitzki, Rhea	Humanities	16	Noyes, Thomas	Natural Science
Management & Staff					
1	Perez, Gema	Learning Management Systems Specialist - Online and Digital Education (Staff)			
2	Azose, Elana	Trainer/Instructional Technology Specialist - Professional Development (Staff)			

3	Martin, Crystle	Director, Library & Learning Resources (Administration)

Membership of the original workgroup, the list of reviewers, and consultation on the plan from 2016.

Workgroup:

Mark Fields: Academic Senate Representative

Irene Graff: Office of Institutional Research

Gema Perez: Instructional Media Coordinator: Distance Education

Howard Story: Distance Education Faculty Coordinator

Reviewers:

Members of the Distance Education Advisory Committee:

Teaching Faculty
1	Fields, Mark	ECC	Industry Tech	7	Crozier, Judith	CEC	Humanities
2	Doyle, William	ECC	Fine Arts	8	Degnan, Kevin	ECC	Humanities
3	Suarez, Jason	ECC	BSS	9	Malinni, Roeun	ECC/CEC	Math
4	Galbavy, Renee	ECC	BSS	10	Lofgren, Dean	ECC	Health Sciences and Athletics
5	Panski, Saul	CEC	BSS	11	Steinberg, Margaret	ECC	Natural Science
6	Gold, Chris	ECC	BSS				
Non-Teaching Faculty
1	McMillan, Mary	ECC	Library				
2	Pon-Ishikawa, Janice	ECC	Counseling				
3	Story, Howard	ECC	DE Faculty Coordinator				
Management & Staff
1	Perez, Gema	ECC	Instructional Media Coordinator: DE (Staff)				
2	Murphy, Rodney (Alt)	ECC	Dean of Student Learning				
3	Valdez, Celia	CEC	Instructional Division Coordinator: DE (Staff)				
4	Mednick, Lisa (Alt)	ECC	Professional Development Coordinator				

5	Azose, Elana	ECC	Trainer/Instructional Technology Specialist (Staff)
6	Russell, Rebecca	ECC	Director: Library Learning Resources
7	Sedor, Betty	ECC	Assist. Director Community Ed. and Development

Appendix B – Other ECC Plans with Distance Education Goals

Enrollment Management Plan 2019-2022 Goals

Goal 3: Retention. The College will enhance its support system to help students stay in the path.				
Objective	**Why**	**Question**	**Indicator**	**Target**
Develop training opportunities for online education	To keep students engaged with the college so they complete their ed plans	How can we keep students engaged with the college so they complete their ed plans?	% of faculty members who teach online attending online instruction training beyond certification	90% of faculty members attending online instruction training beyond certification training

Goal 4: Completion. The College will expand processes to ensure students are learning to complete their path				
Objective	**Why**	**Question**	**Indicator**	**Target**
Identify, develop and implement online ADTs.	To help students learn so they complete their ed plans	How can we assure students are learning so they can complete their path?	% of ADTs offered online	50% of most frequent ADTs obtained at ECC are offered online

Educational Master Plan 2019-2022 Goals

Develop Distance Education Plan	A comprehensive DE plan will coordinate efforts for online instruction, LMS use, faculty training, technology needs, staffing needs and professional development needs.	Created with input of ODEAC

Technology Master Plan 2019-2022 Goals

Goal: Provide access for students, faculty, and staff in a way that supports universal access, is compliant, and allows ECC to excel.

Objective

- Support ADA/508 compliance and provide assistive technology for all students and staff/faculty.

- Maintain and enhance the ECC remote access services

- Establish an overall plan for student access to computing and other learning resources through the use of mobile, and a learning management system (LMS).

Measure

- Number of ADA/508 compliance trainings, number of faculty and staff who participate, number of courses that pass Online Education Initiative Review, Number of adaptive technology stations available on campus – ITS, DE, PD, Library

- Number of remote access services and improvements that have been made – ITS, Library, DE, Student Services, Counseling

- Plan has been created and shared for student access to computing and learning resources – ITS, DE

Goal: Develop training for faculty, staff, and ITS professionals to maintain currency and improve efficiency

Objective

- Identify and support faculty needs in developing technology-based courses through programs, workshops, consultation and development support offered by the Distance Education program.

- Develop strategies and standards for creating effective learning environments using technology

Measure

- Survey and develop programming based on faculty input through DE - DE

- Strategies and standards for creating effective learning environments are shared with Faculty and available online - DE

Goal: Improve infrastructure to maintain facilitate effective and efficient use of technology at ECC

Objective

- Support programs and courses through technology-based delivery
- Maintain and enhance video and multimedia production
- Maintain and build interfaces between major administrative systems and client applications to promote a seamless information environment for administrative functions at ECC.

Measure

- Improved technology in the classroom (including projectors and classroom management software) and more technology offerings from distance education – ITS/DE
- Media Services and Distance Education are properly staffed to support the needs of the campus for media production – Media Services/DE
- Major systems are connected, stable, and working consistently (e.g., Canvas and Colleague; 25Live and Colleague; Hobsons and Colleague) – ITS, DE

Goal: Provide quality and efficiency in all technology used at ECC

Objective

- Maintain and enhance the advisory committee structure for information technology.

- Participate with state institutions in collaborative efforts for networking and telecommunications. Collaborative efforts may include network management, outreach, and delivery, and enhance the relationship to include collaborative instructional development using technology.

Measure

- The advisory committee structure is evaluated and improved based on feedback from the Academic Technology Committee, Online and Digital Education Advisory Committee, Technology Committee, and other stakeholders – ODEAC, Academic Tech, Technology Committee

- Finish Super Glue, properly configure data for Online Education Initiative exchange, participate in connecting the schedule to the Online Education Initiative Exchange, participate in cross enrollment for the Online Education Initiative, connection established with the Chancellor's Office for the Library Systems Platform – ITS, DE, Library

Goal: Standards/Compliance/Transparency

Objective

- Provide formal status reports on all major projects to IT advisory committees

Measure

- Formal reports were delivered to Technology Committee, Online and Digital Education Advisory Committee, or Academic Technology Committee as necessary on all major projects (e.g., Master Calendaring, Curriculum and Catalog software, connection between Colleague and Canvas, Colleague implementation, etc.) – ITS, ODEAC, Academic Tech, Technology Committee

Goal: Evaluate all processes and plans for technology

Objective

- Implement a process to assess periodically the quality of technology-based courses and programs

- Apply strategies of review and revision to increase the effectiveness of technology-based courses

- Research, evaluate and promote use of state-of-the-art technology for data management, access, querying, and reporting

Measure

- Number of courses evaluated in a determined cycle - DE
- Results of evaluation activities - DE
- Increased use of technology for data management, access, query, and reporting – ITS, DE, IRP