



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 techniques 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

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>

vision and the standards set by California Community College State Chancellor's office to transform and enrich our students' lives and strengthen our community.

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 education 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.

Distance Education also supports the enhancement of teaching through offering high quality training opportunities for faculty. One of these options is the Online Teaching Certification which is required for all faculty who teach online. DE also provides courses for those who teach face-to-face on how to use the Learning Management System (LMS), as well as workshops for specific activities within the LMS.

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 partners with Counseling to have Online Counseling embedded in the LMS, and there are future plans to have all student services available to students through the LMS. The DE Program is considering the purchase of accessibility software compatible with the LMS. 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.

Distance Education also supports online tutoring through a partnership with the Learning Resources Center. The DE Program, working with the library faculty, has an embedded link in Canvas and to the online reference help service. The DE Program will work with the library faculty to create resources to let faculty embed more of the library resources directly into their Canvas shells.

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

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

through the partnership receive feedback from the Academic Senate on certification training for teachers preparing to teach online, and methods for evaluating online courses. DEAC is also responsible for maintain guidance on attendance, regular and effective contact, faculty-to-student and student-to-student interactions, etc.

Along with DEAC, the DE Program participates in a variety of committees across campus. The Learning Management Systems Specialist and DE Faculty Coordinator sit on the Campus Technology Committee to make sure the needs of students and faculty in the online space are considered. The Learning Management Systems Specialist also works closely with Information Technology Services (ITS) to facilitate software implementation, technical support, and exploration of new tools. The Learning Management Systems Specialist liaises with Counseling to ensure distance students have access to online counseling, and with the Learning Resources Center to connect online students with online tutoring. The Learning Management Systems Specialist also works with Library Faculty to embed library resources into the LMS. By providing online counseling, tutoring, and library services 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.

The Learning Management Systems Specialist 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 Learning Management Systems Specialist is also serving on committees for two of the Accreditation Teams (Standard II and III) for the upcoming 2020 Accreditation report.

The Distance Education Faculty Coordinator, beyond being chair of DEAC, also sits on the College Curriculum Committee, the Enrollment Management Committee, the Academic Technology Committee, the Campus Technology Committee, Online Education Initiative

Committee, Open Education Resources Advisory Committee, and College Strategic Planning Committee.

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. 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. The DE Faculty Coordinator also participates in the yearly survey given by the Chancellor's Office. The DE Program is planning to expand feedback from Faculty as well, including more feedback from trainings, and design input on layout of the Faculty webpage.

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 Learning Management Systems Specialist met with faculty one-on-one to help them migrate existing courses from Etudes to Canvas This LMS transition finished in Spring 2018.

Canvas is 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 enhance student interaction, and to promote regular, effective contact. Examples of these applications include programs

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

familiar to students such as Dropbox, Google Apps, Khan Academy, and YouTube. In addition, Turnitin—an academic plagiarism checker technology for instructors—is integrated, along with applications provided to the college by . 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 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.

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, who need a more flexible schedule, or who may prefer the online learning modality.

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 face-to-face courses who use the LMS. 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 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

⁵ Appendix D: Student Population Data: Distance Education

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

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

⁶ ECC Facts and Figures

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

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>

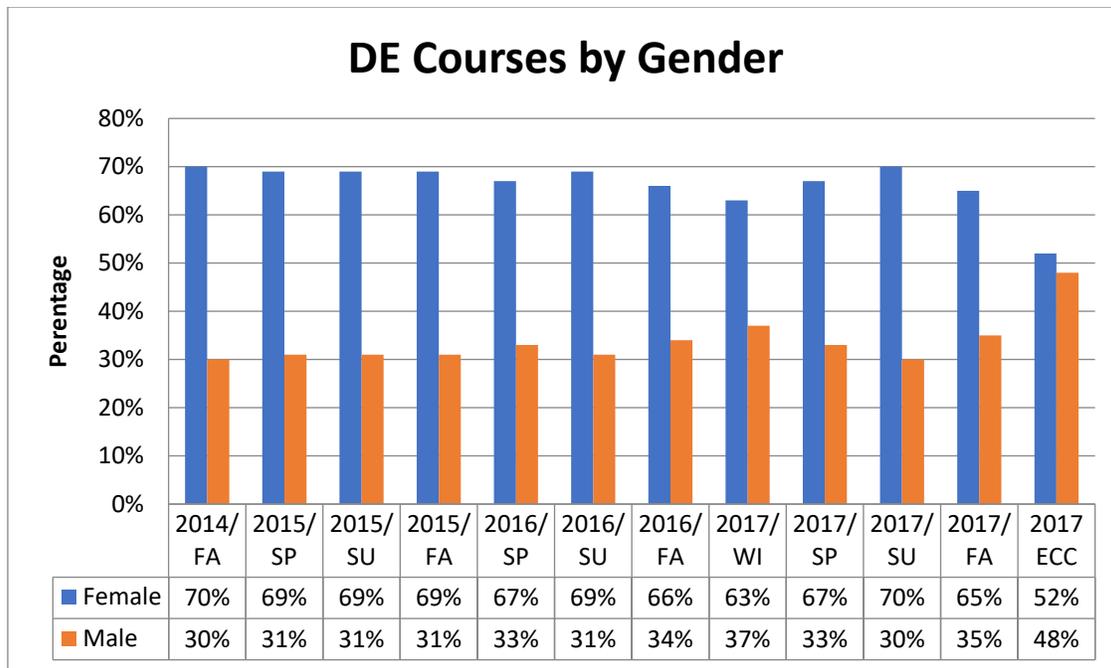


Figure 1: Distance Education Gender Groups

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 Learning Management Systems Specialist, 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. Students can access the help desk by phone, email, in-person, or online chat.

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 Learning Management Systems Specialist works with students to explain policies or procedures, advocates for

students, and demonstrates how to maximize the technology tools available to them. The 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.

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 train and evaluate faculty, and populate and support course sites. One of the DE Program's strongest collaborations is with ITS. Since Winter 2018, the DE Program and ITS have been working on an integration of Colleague, the student information system (SIS), with Canvas so that course shells can 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, at the time, 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, and eventual representatives from all major parts of Student Services.

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 Learning Management Systems Specialist , 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, the Online Education Initiative, 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 the 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 DE Program also replaced the Distance Education Faculty Coordinator in the Summer of 2019, a position that had been open since the retirement of the previous Faculty Coordinator in Summer of 2017.

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:

¹⁰ Accreditation Report

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

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.)

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

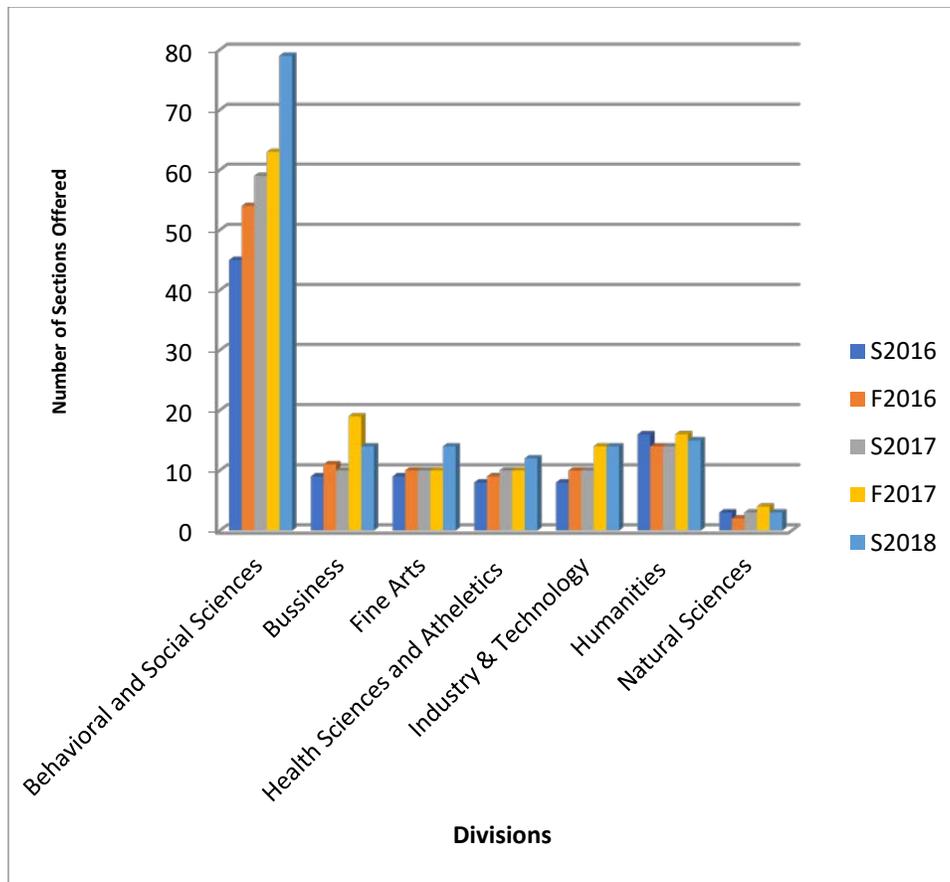


Figure 2: Distance Education Sections by Divisions

Where is the program located?

The Distance Education Program is part of the Library and Learning Resources division with offices housed 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 Learning Management Systems Specialist.

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.

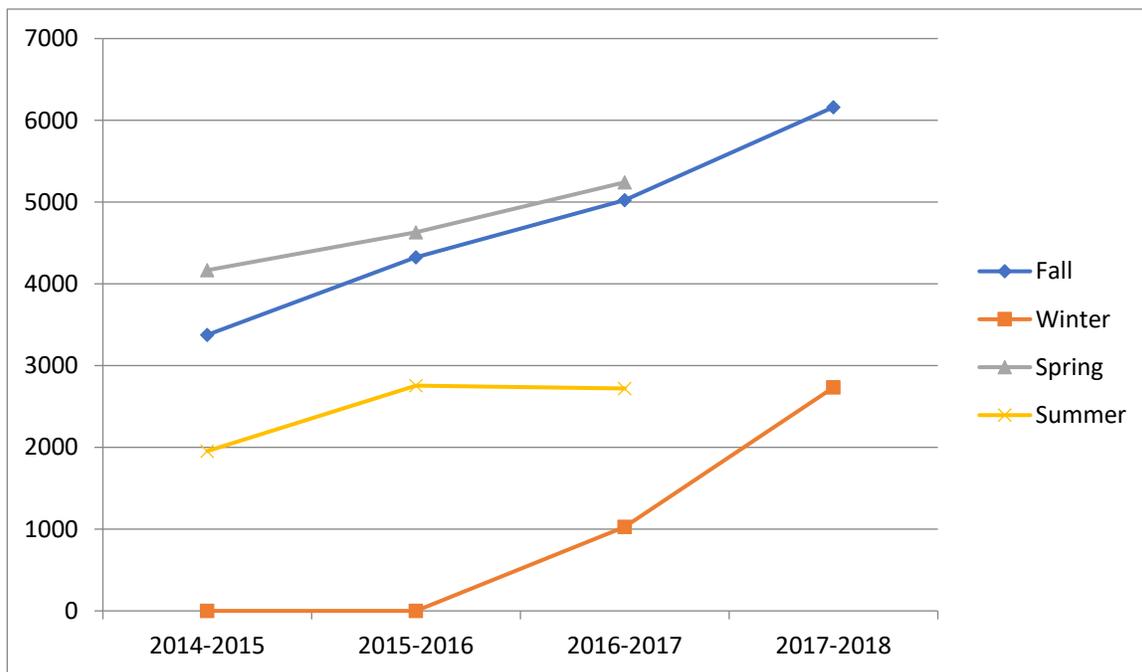


Figure 3: Distance Education Student Enrollment

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 an on-going burden on the Program and Learning Management Systems Specialist Learning Management Systems Specialist, although we hope that this extra burden will come to an end sometime in 2020. While a connection was being established between Canvas, and the Student Information System, Colleague, the Learning Management Systems Specialist Learning Management Systems Specialist needed to create Canvas, and previously 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.

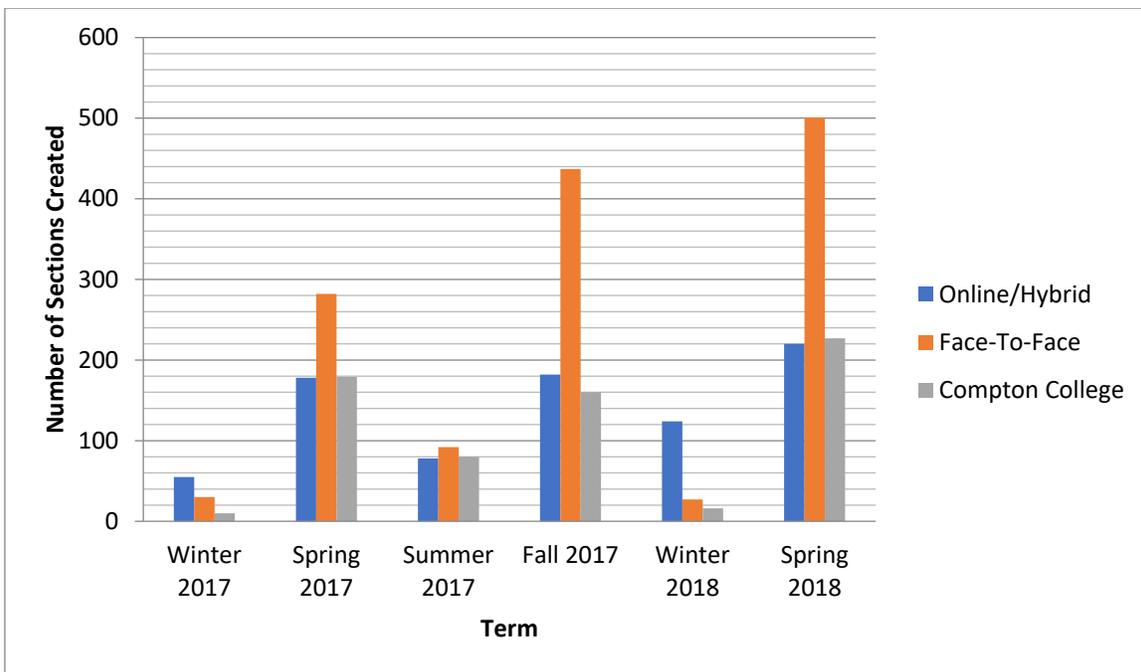


Figure 4: Sections Created by hand by the Learning Management Systems Specialist

During the absence of a Distance Education Faculty Coordinator ,the Learning Management Systems Specialist took on responsibilities that go beyond organizing with faculty. The bulk of the activities that the Learning Management Systems Specialist carried out involved supporting

¹³ ECC Enrollment Management Plan

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

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 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 in the Enrollment Management Plan and ECC's participation in the OEI.

The OEI brings more opportunity for expansion of DE offerings, but also puts more strain on the DE Programs limited resources. The OEI Online Course Exchange, Finish Faster, will allow 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. Courses that are listed in the Online Course Exchange must earn a quality approval rating from the OEI. This requires support from the DE Program in order to review and prepare courses. To complete this work it is vital to have an instructional designer who will facilitate course design and needed changes 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.

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 Learning Management Systems Specialist .

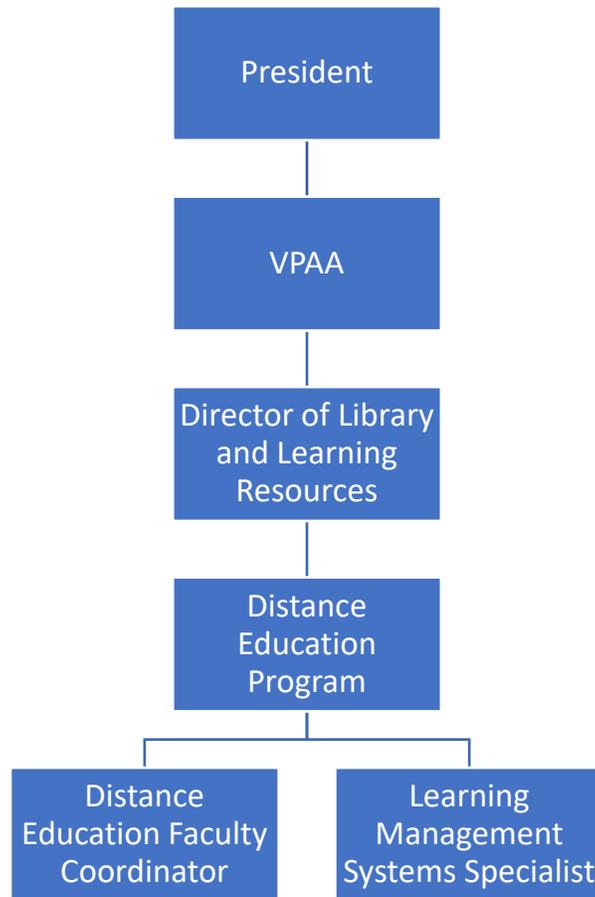


Figure 5: Distance Education Organizational Chart - Current

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 sets the vision of the DE Program, 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 Learning Management Systems Specialist 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 Learning Management Systems Specialist maintains the website and supports requests for data from other areas on campus.

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

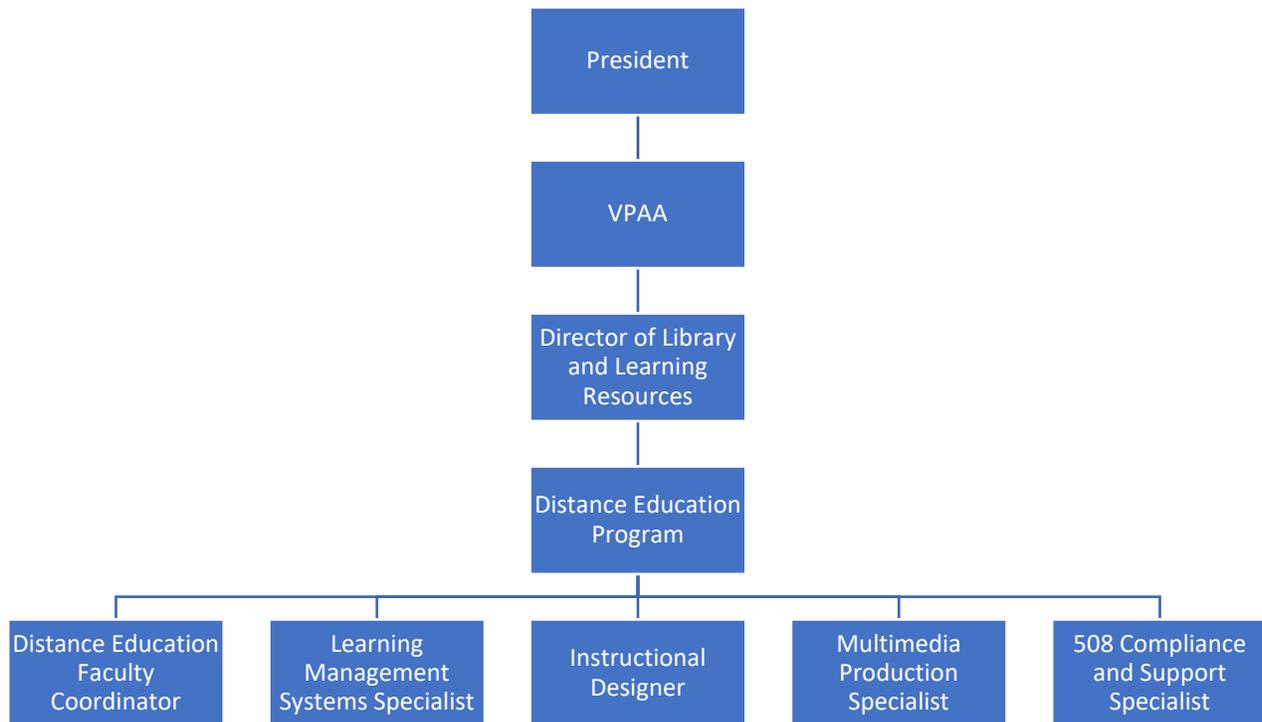


Figure 6: Distance Education Organizational Chart - Proposed

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 included:

- 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 specialist¹⁴ 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.
- 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.

¹⁴ Appendix E: Learning Management Systems Specialist

¹⁵ Appendix F: Instructional Designer Job Description

Of these five requires only the DE faculty coordinator has been hired and the

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 Learning Management Systems Specialist 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 Learning Management Systems Specialist takes a 24/7 approach to support because participation in DE courses often happens outside of business hours. 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 Learning Management Systems Specialist's responsibilities are extended beyond the current job description and rate of compensation.

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, because not all instructors are certified to teach online. Also, to solve technical issues, the DE Program will need all administrative assistants to make changes to their process. 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 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

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/>

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 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.

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>

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

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

- **California Community Colleges Distance Education California Code of Regulations Title 5**²³ 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 compliance**²⁴ 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 support 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 desk²⁶, and best practices from a variety of sources, and the OEI Course Design Rubric²⁷, which

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>

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>

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 2020 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 Course Performance: Traditional vs. Distance Education Courses, 2014-2015*³⁰, there are indications that Distance Education has the opportunity for substantial growth.

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>

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

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 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.
- The Distance Education Learning Management Systems Specialist sends emails to

³¹ ECC Enrollment Management Plan

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

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.

- A start of the semester email is sent to Faculty to remind them to send a welcome letter to their students at the beginning of the semester, encourage them to have an activity due during the first week, and to update them on any outstanding DE related issues.

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 Learning Management Systems Specialist updates the *Online Student Handbook* every semester³⁵ and posts the newest version prominently on the DE website. The Learning Management Systems Specialist 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.

A hash mark tally is 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 Learning Management Systems Specialist maintains data on the volume of calls, emails, and drop-ins that require the Learning Management Systems Specialist 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 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).

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>

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:

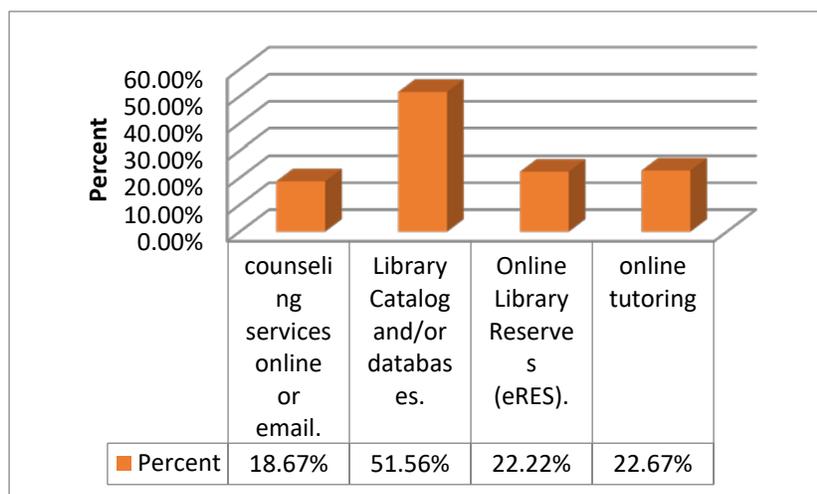


Figure 7: Percent of DE Students Using Offered Students' Services

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 indicated that they have not used Canvas Technical Support.

⁴¹ Appendix C: Distance Education Student Survey Results

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

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 Learning Management Systems Specialist 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 Learning Management Systems Specialist , and her commitment to exceptional customer service and student success. If the Learning

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)

Management Systems Specialist 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. The DE Faculty Coordinator was only hired in July 2019, after a two-year gap, that was filled with three interim Faculty Coordinators, as well as two different Directors and an interim Director. 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 is also undergoing 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 trainings also need to be expanded to address other emerging needs of online faculty and face-to-face faculty using the LMS.

A course evaluation process for online courses is needed. The courses are now evaluated using the same form used by face-to-face courses. Support materials, such as a shortened version of the OEI Course Design Rubric, will need to be created 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 Learning Management Systems Specialist 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 participated in the Online Teaching Conference and InstructureCon. They also plan to host a Distance Education Conference on campus as well.

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 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 an instructional designer, multimedia production specialist, and a 508 compliance and support specialist.
2. Develop and implementing the new Online Teaching Certification.
3. Develop and implement a Distance Education marketing plan.
4. Develop an Review Process for the OEI Online Course Exchange.
5. Develop an Evaluation Process for Online Courses.

6. Develop and maintain a faculty mentoring program to support faculty new to Distance Education.
7. Secure funding for Canvas support applications (online tutoring, counseling tools, assessment, testing, anti-plagiarism, etc.).
8. Encourage more online courses and online degrees, programs, and certificates.
9. Create policies and procedures to support faculty teaching online, (e.g., an attendance policy for online courses)
10. Update the Distance Education AP 4105
11. Develop a wider variety of trainings to support faculty teaching online and those using the LMS for face-to-face courses.
12. Develop faculty survey instruments to measure Program service to this population.
13. Encourage more faculty to teach online.
14. Create resources to support Academic Deans around Distance Education.
15. 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

9/8/19