2017 Distance Education Program Review

Distance Education Program and Office (DEP&O)
EL CAMINO COLLEGE

Contents

Program Review

The Distance Education Program and Office (DEP&O) provides leadership and guidance in the delivery of online and hybrid academic courses to students via technology. This includes the engagement with Distance Education regulations, adoption of new resources and effective practices.

For over 46 years, El Camino College has offered distance education to the surrounding communities. Since its first ITV (Instructional Television) in 1970, to its first online course offered in 1995, El Camino College has embraced online teaching and web tools with fervor. In addition to the online/hybrid modality, many faculty have integrated online tools and the schools officially recognized CMS as part of their face-to-face courses.

Currently, the Distance Education Program and Office is supporting the migration, training, and adoption of the new statewide course management system (CMS), Canvas, from the school's legacy CMS Etudes. This has included implementing a waiver process for faculty teaching online, that allows faculty trained elsewhere to adopt and use Canvas at El Camino. The Distance Education office has modified student guides and student communications to support the transition to the new CMS. In addition, the counseling department has partnered with the Distance Education office to facilitate online academic counseling services to all online students within Canvas.

Desired Outcomes

- Enhance support and clarify procedures for students and faculty involved in Distance Education at ECC.
- 100% faculty adoption of the new CMS to assist in student success and retention.
- Improve success and retention in online courses by building partnerships with faculty, Division Administration, and Professional Development
- Promote use of resources available through the Online Education Initiative (OEI) such as tutoring, proctoring, plagiarism software, etc. to improve services for online/hybrid students.
- Support faculty and student use of online counseling platform within Canvas
- Restructure the Distance Education Program to reflect the needs and growth of enrollment.
- Ensure Distance Education at ECC is in compliance with state and federal regulations.
- Promote and support faculty in the use of Open Educational Resources (OER) to make course materials accessible and affordable to students.

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 statement of "making a positive difference in people's lives." It does so by adopting a mission and vision statement based on the college's mission and vision, to guide the overall development of the Distance Education Program and promote the implementation of best practices in the field of distance education and pedagogy.

Distance Learning courses must maintain the same focus on student learning outcomes, quality, and accountability as face-to-face classes. Many faculty members are retooling their teaching modalities and embracing Distance Education as a viable vehicle that complements the needs and learning styles of many of today's students.

Distance Education Mission

El Camino College Distance Education program promotes student learning and success through high quality instruction and services in an online environment that:

- provides regular and effective contact, and regular substantive interaction
- provides academic and student support services comparable to those available on campus
- are accessible to students with disabilities
- support student learning and success
- favor faculty use of innovative technologies and methodologies
- comply with the Universal Design for Learning Guidelines

Distance Education Vision

El Camino College, as a premier learning community, will be the college of choice for distance education that services our students in a manner that is consistent with the college's overall vision to transform and enrich our students' lives and strengthens our community

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

A. Student Learning

The DE Program supports one of the major alternative modalities in educational technology by bringing together support and innovative solutions for online, hybrid, and face–to-face support for student learning.

B. Student Success & Support

The Distance Education program adopts and promotes current pedagogy, course design best practices, and student centered learning in an effort to support student success and retention.

C. Collaboration

The Distance Education Program and the Distance Education Advisory Committee (DEAC) collaborates with the various collegial committees throughout the Campus for vetting the policies, procedures, and implementation practices.

D. Community Responsiveness

Online pathways have been identified and continue to be developed to enhance partnerships with local schools and off campus organizations, based on campus and community needs.

E. Institutional Effectiveness

The Distance Education Office works with the office of Institutional Research and Planning to survey online student satisfaction, enrollment growth and academic course performance on a regular basis to use in the planning and growing the Distance Education program.

F. Modernization

The Distance Education Program and Office has been actively working with ITS to modernize its current infrastructure to keep pace with the growing technological resources provided by the California's Community College State Chancellors' office Online Education Initiative.

In short, the Distance Education program is in line 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." Providing quality online distance education to the community allows the College to offer educational services to those who are not able to come to campus due to work schedules, disabilities, childcare, or transportation issues.

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.

DE students are very similar to the overall student population of El Camino College, except for gender[1]. There is a higher percentage of African American students and a lower percentage of Hispanics taking online courses. In 2014, 68% of DE students took on campus courses concurrently, demonstrating that a majority of online students are also on campus during the semester. On average, for Spring 2015 Distance Education student demographics show:

- 42.7% of Hispanic women took online courses

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[1] http://www.elcamino.edu/administration/ir/docs/research/ECC%20DE%20Spring%202016.pdf

- Over 60% were between 18 and 24 years of age
- 44.4% of students full time take online students
- 95% of online courses are taken to transfer

It is important to note, that although the Distance Education program's primary support audience is the online/hybrid student, face-to-face/web-supported students are also supported with the same quality and level of support available to the online students. In previous semesters, 47% of students took distance education courses at El Camino.

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

The office of Distance Education is often the first point of contact for students with questions on how to access, enroll, and succeed in online courses. It also provides comprehensive support to assure effective implementation of learning technologies, technical support, administrative, and software support. In particular, to support students and faculty with technical assistance via phone and email and troubleshoot their course management system access issues and other needs, like directing returning students to the online application (CCCApply), to transferring their calls to Financial Aid office.

Sometimes the Distance Education office is the go between for students to faculty, in that they appeal to the DE office for moral support and motivation, This includes talking to students and taking the time to explain why certain policies or procedures are in place, advocating for students, or demonstrating how to maximize the technology tools available to them. The Etudes and Canvas Student Handbooks[2] are good examples of these items which allow students to prepare for a successful online experience.

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

The Distance Education 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, administrative assistants, Information Technology Services, faculty, Professional Development, Admissions Office, Special Resource Center, and other campus departments. The major goals for Distance Education are to provide adequate student support services, online faculty support services, and quality assurances for all online courses.

The DE program interacts with the state Chancellor's Office and other Colleges in the system on a regular basis concerning regulations and requirements for online learning. Interaction is also necessary with off-campus vendors (course management system, software and media companies).

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

The Distance Education Advisory Committee and DE Office are active in developing and recommending advanced CMS training, updating teaching requirements for online and hybrid courses, (including the adoption of the Online Education Initiative Course Design Rubric for course review). It was instrumental in the adopting of the new course management system Canvas), implementation of online tutoring, online counseling, and access to library services within the new CMS.

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

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

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[2] http://www.elcamino.edu/library/distance-ed/fall16SThandbook.pdf

This is the first year the Distance Education program is preparing its own separate program review. During previous reviews, Distance Education was only assessed through Institutional Research, but not included as part of any formal review process.

Program Environment

1. Describe the program environment.
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 few years, the distance education program has supported:
- **Faculty**: about 200 online, hybrid, and web-supported/face-to-face
- **Students**: about ~1500 online and hybrid, ~ 2000 web supported / face-to-face

Where is the program located?
The Distance Education program is part of the Library and Learning Resources Division with offices housed within the Library Media Technology Center. The physical offices are located in the East basement of Schauerman Library.

Does the program have adequate resources to provide the required programs and services to staff and students?
Currently, the program does not have adequate resources to provide quality services to faculty and staff, and sustain the level of anticipated growth requested in the college's enrollment management plan. The adoption of Canvas has created a short-term burden on the program. While the solitary staff member in the Distance Education office has been able to mitigate and handle the additional workload, more staffing is needed beyond a casual or student worker. The Faculty Distance Education Coordinator is retiring at the end of Spring 2017 semester. This will create added challenges.

If not, why?
The demand for online classes in the California Community Colleges has increased dramatically over the last five years. In the coming academic year, El Camino College, through the Enrolment Management Committee, plans to grow course offerings through the Distance Education Program by offering more courses online. Additional student and faculty will require more support to ensure a quality program.

2. Describe the number and type of personnel assigned to the program. Please include a current organizational chart.
The Distance Education Program is under the auspices of the Director of Library Learning Resources (Administrator), and its day to day functions are managed by the Distance Education Coordinator (Faculty Coordinator) and Instructional Media Coordinator, Distance Education (Classified Staff). See appendix B for the organizational chart.

3. Describe the personnel needs for the next four years.
Since the current Distance Education Faculty Coordinator will be retiring at the end of Spring 2017, the positions requested in the 2017-2018 Annual Plan in TracDat include:
- Adding an Assistant Director of Distance Education that reports to the Director of the Library Learning Resources Division.

- Maintaining the faculty coordinator position, or replacing with one FT or two PT faculty mentors.
- A request to reclassify a vacant Senior Production Specialist position into a new Instructional Design/Multi-Media support staff position

Other options under consideration include creation of an Assistant Dean or Dean's position, creating an ITS position to oversee the administration of Canvas similar to one found at Santa Rosa Junior College, titled "Instructional Systems Administrator." And/or splitting the current position of instructional media coordinator: Distance Education into two positions: a student services/help desk/universal accessibility technician and an instructional designer/ multimedia specialist. These positions would support the whole of the campus community regardless of which modality they engage in and the use of the Canvas. These positions will also aid in making all multimedia assets universally accessible all the time, not "just in time."

4. Describe facilities needs for the next four years.
The office/spaces adjacent to the Distance Education office 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.

5. Describe the equipment (including technology) needs for the next four years.
Updating all of the equipment and software for video production, captioning, and student-centered services will also be needed. This includes Canvas licensing and operational fees. Etudes LTI integration plug-ins (Formal Course Eval. tool, and the Adjust All HQ) software. Licenses on the following, but not limited to: Camtasia, adaptive learning software, accessibility/captioning software, and the various production software currently in use.

6. Describe the specific hours of operation of the program.
The current hours of operation for the DE 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 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. One staff person, "mans" the help-desk the stated hours above, and remotely, when necessary outside those hours. There is reduced and limited assistance to students and faculty when the DE staff person is on vacation, out-sick, or at a conference. Faculty can email the staff person outside of these operational hours with response time dictated by the urgency and need of the issue.

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 externally, by the division offices, and offerings can vary from semester to semester. Aside from this, instructor changes affect the program when they are not reported or occur at the last minute. This can be resolved by communication from the divisions and faculty in a more consistent manner.

"The number of DE courses at El Camino College increased 30% from fall 2011 to fall 2015, but the number of sections of these courses increased 193% in the same time period, and the FTES produced by such courses increased 108%. Thus it appears faculty enthusiasm for offering DE courses has increased rather more rapidly than student enrollment (average enrollment per section in fall 2011 was 36; in fall

2015 it was 34). A near-tripling of sections offered, with enrollment only doubling, indicates lots of open seats in DE sections.

Canvas is not yet fully integrated with Colleague, the Colleges' student information system (SIS), This has caused an added work load that was not present prior. This new workload includes file creation for all course sites and student enrollment. This involves collaboration with Information Technology Services, which generates the data file extracts which are used to populate these uploads into Canvas.

Other external, non-campus associated factors directly affecting the program are the following reporting vehicles about Distance Education at El Camino:

- **SARA legislation**[3]: 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.
- **ACCJC: Distance Education Guidelines**[4]**:** 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 Reporting**[5]: 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 education requirements, through a distance mode, electronic delivery, or correspondence education.
- **California Education Code**[6] 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**[7] 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 participate 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)[8]

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[3] http://nc-sara.org/
[4] http://accjc.org/wp-content/uploads/Guide-to-Evaluating-DE-and-CE.pdf
[5] http://accjc.org/substantive-change/
[6] https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=ICD714E20D48411DEBC0 2831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)
[7] http://extranet.cccco.edu/Divisions/AcademicAffairs/EducationalProgramsandProfessionalDevelopment/DistanceEducation. aspx
[8] https://ifap.ed.gov/fsahandbook/attachments/0910FSAHbkVol2Ch8DistanceEd.pdf

Service Area Outcomes (SAOs)

1. List the program's SAOs

This is the Distance Education Program's first program review so it does not currently have official service area outcomes. Suggested outcomes will be discussed and evaluation methods determined could include:

- Work with Divisions to develop and offer complete online certificates and degrees.
- Implement technologies and resources that support student success in online education.
- Collaborate with Student Services to identify how Distance Education Program and Office can better serve the online student population.

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

Taking information gathered by the office of Institutional Research[9], day-to-day operations of the Distance Education online student helpdesk[10], and best practices[11] from a variety of sources, the suggested SAOs address the areas of improvement identified by faculty and students in the online learning environment. The Distance Education Faculty Coordinator and the Instructional Media Coordinator: Distance Education will continue to work with DEAC to identify two or three measurable SAOs.

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

These SAOs will be vetted with various committees (DEAC, College Technology Committee, Academic Senate, Enrollment Management Committee,). The Division Director interfaces with Academic Deans and Managers from all segments of campus on a regular basis to make sure that online student needs are expressed. The DEP&O also works closely with the Special Resources Center, Library, Learning Resources Center, and ITS to ensure the SAOs keep online students interest in mind.

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

These SAOs will gradually be implemented; as many of the partnerships and stakeholders are refocusing to be inclusive of Distance Education students and courses. The Office of Institutional Research works on surveying students from past semesters who took distance education courses and services. They found, that of the students who completed the survey, "Overall, students are satisfied with their DE courses[12]." 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." In the end, it is clear that the major unanticipated result was that not a lot of students asked to participate in the survey took the survey. These results, as many of the other surveys and analytical reports are shared with DEAC and other relevant committees across campus.

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 interfaces with Academic Deans and Managers from all segments of campus. The DEP&O shared with the Special Resources Center, Library, Learning Resources Center, and ITS.

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

Of the two recent surveys done for Distance Education, Growth and Student, it has become apparent that the distance education is on the brink of growth. The enrollment survey shows that, course offerings, and demonstrate students' willingness to keep enrolling in online and hybrid courses. "[M]ore distance

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[9] http://www.elcamino.edu/administration/ir/docs/survey/ECCDistanceEducationStudentSurveyReportFINAL.pdf
[10] http://www.elcamino.edu/library/distance-ed/
[11] See Appendix C
[12] Page 3 of Survey

education opportunities led to a large increase stating Fall 2014…Growth…continued to growth through to the Fall 2015 semester, which had more than double the amount of FTES than Fall 2013[13]."

It is difficult to show that the Enrollment Management Committee was influenced directly by this survey, but they have created action plans[14] and enrollment strategies[15] to increase sections in online and hybrid course. This will cause a need to increase staffing in the distance education office as well as motivate modernization of Student Services for the online student population. This will also cause a refocusing on faculty training geared towards success and retention in online courses.

Program Improvement

1. What activities has the program engaged in to improve services to students?
The Distance Education Program and Office (DEPO) limited staffing has cause the implementation of various informational and outreach artifacts. These include:

- Sending emails[16] to students enrolled in online/hybrid courses as soon as the email list-servers are available before the start of the semester.
- Sending emails to faculty reminding them of the add code procedures, and how they need not to add the students to the course site themselves.
- Listing, on the Distance Ed website, the online/hybrid sections with orientation information[17].
- Directing the students to the correct office when calling, emailing, or visiting the office.
- Updating the "Online Student Handbook" every semester[18].

2. How have program personnel used metrics to improve program services? Provide metrics from the last four years.
In the past, a hash mark tally has been used. Presently, no metrics are used formally. Informally, the measure is the volume of calls, emails, or drop-ins the office receives, causes the staff personnel to send out emails (to faculty and students) and post messages on the web-site reacting to a major outage on the CMSs or other components of the program.

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.
The office of Institutional Research has written "Enrollment Growth and Academic Performance[19]" report. The report makes it clear "…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 weeks, 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 sections[20]." 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 pre-requisite course or make up a failed course. Many students from 4 year or other community colleges use

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[13] Page 4 of http://www.elcamino.edu/administration/ir/docs/research/ECC%20DE%20Spring%202016.pdf

[14] http://www.elcamino.edu/administration/vpaa/ECC%20EM%20Plan%202016-2019.pdf

[15] See Appendix D

[16] Job Descriptions provided upon request

[17] http://www.elcamino.edu/library/distance-ed/onlinecourses/index.asp

[18] http://www.elcamino.edu/library/distance-ed/fall16SThandbook.pdf and http://www.elcamino.edu/library/distance-ed/SP17StHandbook.pdf

[19] http://www.elcamino.edu/administration/ir/docs/research/ECC%20DE%20Spring%202016.pdf

[20] "Winter 2017 Special Offering Success Rates." Presented in Enrolment Management Committee meeting 03/23/17

Winter and Summer terms to take online classes to fulfill a missing requirement or for unit load transfer into their degree completing school.

Customer Service

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

The office of Institutional Research conducted a "Distance Education Student Survey[21]." This aforementioned 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. " DEPO assisted the office of Institutional Research with providing section numbers of active online sections. DEAC provided feedback during the development of the survey questions and the final report.

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

The findings concluded:

"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[22].

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

Customer service and attention to student's questions and concerns. The staff person working the day to day operations in DEPO communicates to all the distance education constituency. She takes the time to talk, call back, or reply to emails with clearly articulated and detailed as needed information about the Program or other services the college offers. Whatever question she cannot answer, she transfers them to the appropriate office or service. In essence, a well trained staff is the greatest assets this program has.

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

There is a need to evaluate and improve the support staff for students and faculty in the Distance Education Program and Office. Current staffing levels for this area are inadequate to provide a high quality level of services to faculty and students. The faculty coordinator splits his time between two demanding areas: Distance Education 50% and Media Services 50%. 100% of the coordinator's time is needed for the growing demands of the Distance Education area. In addition to keeping the program in compliance with a myriad of regulations associated with the delivery of online education, the coordinator needs to be more involved with the development of program standards, degree pathways, promotional materials, training, and support. This is very important as the college is in the mist of the CMS transition. Along with this recommendations, are those mentioned in the previous staffing section of this report.by improving the service support staff, the program can service its target audiences better.

Conclusions and Recommendations

1.   Summarize the program's strengths.

The Distance Education Program has successfully supported the steady growth of quality online and hybrid courses at ECC. The program has concentrated on student success, faculty support and adherence to federal and state guidelines for delivery of DE courses.

The Distance Education Program & Office has always been able to change quickly and efficiently. Over the past few years, the office staff has streamlined a lot of the day to day processes and procedures, created a pseudo paperless office, and maximize online technologies to service the end users.

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[21] http://www.elcamino.edu/administration/ir/docs/survey/ECCDistanceEducationStudentSurveyReportFINAL.pdf
[22] http://www.elcamino.edu/administration/ir/docs/survey/ECCDistanceEducationStudentSurveyReportFINAL.pdf

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

The Distance Education program needs improvement in staffing and leadership.

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

1. Replace the retiring Faculty Coordinator.
2. Reorganize the program's infrastructure for day-to-day operations.
3. Develop and implement a Distance Education Marketing plan.
4. Develop and maintain a faculty mentoring program to support faculty new to Distance Education.
5. New spaces for the added staff.
6. Implement funding for Canvas support applications (online tutoring, counseling tools, assessment, testing, anti-plagiarism, etc.).
7. Develop faculty survey instruments and SAOs to measure program and office service to this population.

Appendices

Appendix A: Snapshot Online Student Handbook

Appendix B: Distance Education Organizational Chart

Appendix C: Best Practices for Distance Education/Online Course

Appendix D: Enrollment Management Plan for Distance Education

Appendix E: Sample Welcome Email and Help Desk Replies to Online Students

http://www.elcamino.edu/library/distance-ed/SP17StHandbook.pdf

The **Student Handbook for Online Courses** is designed to acquaint you with our online program, and provide you with the information you will need to be successful in your course. You will find additional information about the College in the current *El Camino College Schedule of Classes*, on the ECC website at http://www.elcamino.edu/library/distance-ed/classscheduleandmeeting.asp

We offer a wide variety of courses in many subject areas. Our current online course offerings are listed in the final pages of this booklet. Many courses have been approved for Distance Education delivery, but are not offered every semester. Please visit our website http://www.elcamino.edu/library/distance-ed/coursesoffered.asp to see a complete list of approved Distance Education courses, and http://www.elcamino.edu/library/distance-ed/classscheduleandmeeting.asp to see the current schedule of the courses.

Distance Education students are supported with the same services available to traditional students. Many of these services are provided to students online. For more information, please see "Student Support" on the Distance Education website or contact our office (310) 660-6453 or email at distanceed@elcamino.edu . The Distance Education Office is located in the basement of the Schauerman Library, East Wing, Lower Level, Room 76.
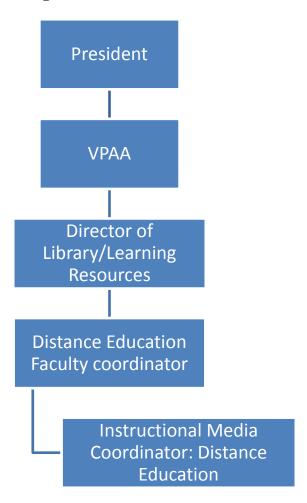
Distance Education Class Schedule

Many distance education courses have a first class meeting on campus. Details about the first meetings can be found in the Distance Education section of the printed schedule of classes and on the website DE Class Schedule and Meeting Info .

Please note: **If you do not attend the first class meeting, you may be dropped from the course!**

Some distance education courses are offered entirely online and do not have meetings on campus. You must follow the instructions under the course listing in the Distance Education section of the printed Schedule of Classes or you may be dropped by the instructor.

Distance Education Course Schedule (For updates and changes see the Distance Education website at http://www.elcamino.edu/library/distance-ed/classscheduleandmeeting.asp)

Distance Education Organizational Chart

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        │  Library/Learning │
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        │ Distance Education│
        │ Faculty coordinator│
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            ┌─────┴──────────────────┐
            │  Instructional Media   │
            │  Coordinator: Distance │
            │      Education         │
            └────────────────────────┘
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Appendix C Best Practices for Distance Education/Online Course

Best Practices for Online Courses

- Narozny, Eileen: Designing Online Courses to Meet the Needs of a Diverse Student Population, MAY 19TH, 2010; http://bit.ly/2bXciJh
- O'Neil, Megan: Confronting the Myth of the 'Digital Native' http://www.chronicle.com/article/Confronting-the-Myth-of-the/145949/ APRIL 21, 2014
- Norin, Lori and Wall, Tim http://www.facultyfocus.com/articles/online-education/best-practices-in-online-teaching-dont-assume/ JANUARY 18TH, 2010

Appendix D Enrollment Management Plan for Distance Education

Campus wide Online FTES and Enrollment Data

From fiscal year 2009-10 to 2012-13, enrollment and FTES steadily declined. In subsequent years until present, enrollment and FTES increased proportionally with each other as the number of sections was increased.

Academic Year	Section Count	Seats	Enrollment	Fill Rate (%)	FTES
2009-10	197	8,205	8,423	103%	955
2010-11	161	6,789	6,571	97%	770
2011-12	163	6,755	6,843	101%	698
2012-13	152	6,162	5,967	97%	592
2013-14	182	7,578	7,056	93%	661
2014-15	238	10,175	9,447	93%	874
2015-16	299	12,505	11,196	90%	1,089

Source: Academic Affairs Research, February 2016

B. Access 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 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.

El Camino College District
5-Year FTES Projection

Online[8]	-	-	*60*	*14*	*164*
Number of Sections	-	-	*15*	*36*	*41*

Enrollment Strategy B2: Strategically Design Online Offerings to Increase Access/Options				
Action Item	Lead	Timeline	Expected sections/ FTES	Anticipated Cost
• Schedule online certification courses to expedite faculty readiness to provide distance education (e.g., completion of both courses within one semester)	Professional Development Distance Education	Fall 2016		
Action item #b Schedule hybrid courses for sequences of laboratory coursework (e.g., Biology, Chemistry).	NATS Division	2017-2018 2018-19	2sections 8 FTES 2sections 8 FTES	$10,000 $10,000
• Conduct outcomes assessment of current hybrid courses with laboratory components (e.g.,Math, CIS).	IRP; Math & Business Division	Spring 2016		
Action item #c	I&T division	2017-2018	8 sections	$28,000

Schedule hybrid course sequences reflecting required coursework for high potential CTE certificates.	leadership; other divisions, as applicable	2018-2019	32FTES 8 sections 32FTES	$28,000
• Conduct assessment of CTE outcomes to identify high demand courses and certificates.	IRP; Division leadership	Spring 2016		
• Identify potential CTE courses and certificates for hybrid offering based on Advisory Committee recommendations, industry demand, and/or trends in CTE course delivery.	I&T division leadership; other divisions, as applicable	2016 - 2017		
Action item #d Schedule two-year sequences (eight- and 16- week online courses) to reflect the ECC GE pattern and CSU/IGETC transfer patterns.	Academic Affairs; Academic Deans	2017-2018 2018-2019	8 sections 32FTES 8 sections 32FTES	$28,000 $28,000
• Conduct outcomes assessment of current online eight-week courses within BSS, HUM, I&T, and MATH divisions to identify most viable GE courses for accelerated online delivery.	IRP; division leadership (BSS, HUM, I&T, MATH)	Spring 2016		
• Develop two-year sequences of ECC GE and CSU/IGETC transfer coursework.	Academic Affairs; Academic Deans	2016 - 2017		
Action item #e Increase awareness of and readiness for distance education opportunities among internal and external constituents.	PR&M Professional Development Distance Education ITS	 2017-18 2018-19	Increase online success rate by 5% 3 sections 12 FTES 3 sections 12 FTES	No cost
• Enhance and increase training opportunities for faculty and students on the LMS platform (e.g., Etudes, Canvas).	Professional Development Distance Education	2016-2017		
• Enhance the searchable schedule on the college website to more clearly distinguish between hybrid and online courses.	ITS PR&M	2016-2017		
• Launch internal and external marketing campaigns for online "pathways" to GE pattern completion (e.g., accelerated eight-week, semester-length 16-week).	PR&M	Fall 2017		
Action item #f Explore opportunities to offer select three-unit lecture courses online during Winter term.	Academic Affairs	2016-17	5 sections 20 FTES	$17,500
• Conduct assessment of currently-offered online courses to identify most successful offerings (e.g., highest FTES,	IRP Academic	Spring 2016		

retention rates, success rates).	Deans		
• Identify GE courses that are in high demand among current and prospective students (e.g., students enrolled at local community colleges and four-year colleges/universities).	Academic Affairs ITS	Fall 2016	
Action item #g Explore opportunities to offer online coursework for local high schools with sufficient technological resources.	Academic Affairs OASR	2017-2018	TBD

Appendix E Sample Welcome Email and Help Desk Replies to Online Students

Sample email messages sent to students:

Hello,

Your Etudes username is:

Your starting password is your birth month and day in number: (MMDD)

Please log in to Etudes: https://myetudes.org/portal

Please note: after you log in the first time, you will be asked to change your password to a strong password; that is at least 8 characters long with at least one number and one capital letter.

Etudes will never change this password

Also, please use your ECC student email account as it is your PRIMARY email account, and has a lot of important information is transmitted via that email.

If you require further assistance, please reply to this email stating the nature of the problem.

Hope this helps,

_____

Hello,

You need to email instructor for an add code, if you were not able to obtain a spot on the wait list.

Please note the following:

1.   Open seat may now be taken.

2.   Instructors have a limited number of add codes

3.   Lastly, your will need to wait 24 to 48 hours after admissions processes your add code for you to have access to your course site.

Hope this helps,

SAMPLE WELCOME LETTERS TO STUDENTS

Dear Winter 2017 Online and Hybrid Student,

For Winter 2017 School Starts:

January 5th!!!

The Distance Education Program welcomes you to another exciting and eventful semester.

We know that you are eager to start you courses, and in facilitating that we have put together information and quick links that may assist you throughout the semester as you succeed in your scholastic endeavors. You are receiving this announcement because you are enrolled in an online or hybrid (partially online and partially in-class) course at El Camino College.

Please read this email carefully and thoroughly, as it may answer a lot of your questions.

Canvas: El Camino College and El Camino College – Compton Education Center, use Canvas.

El Camino College Canvas log in:

https://elcamino.instructure.com/login/saml

Your username and password is your MyECC/ECC email log in.

Please note the following:

You will not have access to your online class until the first day of the semester:

January 5th!

*Or sooner

Don't wait for your instructor to contact you, log in on the first day!

Many instructors open their courses a few days before the start of the semester, send announcements, and reminders to you. Please check your school email or your personal email account, including the spam folder.

If you requested to add a class, you will have access to the course site the morning after you are officially enrolled in Admissions and entered into the system.

Email Address: Please user your El Camino College email address that was automatically setup for you when you applied. Your email account is within the MyECC Portal. If you have difficulties accessing it, please contact the IT Help Desk at 310-660-6571 or send an email to networkservices@elcamino.edu, include your full name, username and student ID number. If your are a student, you may also try copying and pasting this alternate URL into your browser, http://myecc.elcamino.edu/student/pages/default.aspx

Computer and network system requirements: As a reminder, online students must have a minimum regular access to the internet and a computer, a recent version of a web browser such as Mozilla Firefox (https://www.mozilla.org), Google Chrome (https://www.google.com/chrome/browser/features.html), an Internet Service Provider, an email address, and current word processing software. For computer and network configuration: https://community.canvaslms.com/docs/DOC-4121#jive_content_id_Computer_Specifications

On Campus Orientations: Please remember that many online courses hold a first class orientation meeting on campus. Students who do not attend the orientation meeting may be dropped by the instructor. Additional on campus meetings may be required, and can be found here:http://www.elcamino.edu/library/distance-ed/onlinecourses/index.asp

Important Note: Some instructors may block access to the course site before an orientation meeting, and will not open or give access until after the orientation meeting.

AVOID BEING DROPPED: You must login before or on first day of the class, and follow the instructions given to you by the instructor. Since the class you signed up for is an online course, the start date of the class is the first day of class. If you are registered in a hybrid course, you must attend the first day of class to avoid being dropped.

Library services: http://www.elcamino.edu/library/index.asp

Have a wonderful and successful semester!

Distance Education Office Information:

Location: Library, East Basement: Room 76
Phone: (310) 660-6453
Email: distanceed@elcamino.edu
Help Form: http://etudes.org/help/students/login-info/etudes-help-ecc/
Hours: Monday – Friday: 8:00 a.m. to 3:00 p.m.