**SYNOPSIS OF DISTANCE EDUCATION AT CONTRA COSTA COLLEGE, INCLUDING PROGRESS IN 2014-15 AS OF JULY 2015**

**OVERVIEW:**

Distance Education at Contra Costa College has gone through a shift since the last Accreditation Report. At that time, tele-courses were the most active element of the Distance Education Program. Due to fiscal issues, tele-courses were discontinued summer 2011. The contracts for the videotapes were ended. CCC’s television station was closed January 2014.

In 2012, CCC submitted a Distance Education Substantial Change Proposal to ACCJC for four AA/AS degrees and eight certificate programs that could be 50% or more completed via a mode of distance or online delivery. The ACCJC sent a letter dated May 11, 2012 approving the proposal. Since fall 2013, 50% or more of each of the courses have been offered online for these four AA/AS degrees and eight certificates.

Until Spring 2013, each college in the district paid for their own LMS. CCC used WEBCT. The District purchased Desire2Learn for all colleges in the District, a much improved product. CCC began its move to D2L from WEBCT in summer 2013, sooner than its sister colleges. CCC provided training workshops on D2L and online pedagogy each semester from spring 2013 to spring 2014. At the start of spring 2014, 82 faculty (25% of all CCC faculty) were active users of D2L. At this time, D2L is used primarily for lecture classes, but it is expected that more online courses will be offered as faculty become comfortable with D2L. Individual faculty have consulted the distance education coordinator for help creating online/hybrid courses.

At present, CCC’s Distance Education Program consists of hybrid and online courses (most are 51% or more online). *Our focus has been on building the program with quality courses that use good pedagogical principals*.:

* As of April 30, 2014, CCC had 55 courses that could be taught as online or hybrid courses. As of the end of Spring 2015, there are 71 up-to-date DE Supplement forms on file; not all are developed yet). This is an increase of 29%.
* The spring 2014 schedule lists 25 hybrid and online sections in the course schedule.
* The course schedule for Fall 2014 includes 37 sections of courses that are 51% or higher online (a 48% increase in sections compared to Spring 2014).
* The course schedule for Spring 2015 includes 41 sections of courses that are 51% or higher online (a 64% increase in sections compared to Spring 2014).
* The course schedule for Fall 2015 includes 71 sections of courses that are 51% or higher online (92% increase compared to Fall 2014).
* ***The Fall 2015 Schedule has 71 sections of 32 courses, a 73% growth in online/hybrid courses since Spring 2015. [See bar graph below].***
* Enrollment, Retention and Success:
	+ The enrollment for fall 2013 (1,011) increased 47% compared to fall 2012 (687), and 58% over fall 2008 (638).
	+ The retention rate for fall 2013 was 79% compared to 77% in fall 2012 and 71% in fall 2008.
	+ The success rate for fall 2013 was57%, compared to 61% in fall 2012 and 55% in fall 2008.

CCC’s distance education infrastructure through spring 2014 includes a distance-education coordinator (a faculty member with 40% release time) and a Distance Education Committee, which meets monthly.

* The distance-education coordinator works on policy issues, training, and closed captioning for online courses; participates at meetings at the state and District level; and Chairs CCC’s Distance Education Committee. All faculty trained since Fall 2013 have been encouraged to utilize the district online pedagogy tutorial and while being helped whether in workshops or one-on-one, good pedagogy has been emphasized.
* The Distance Education Committee is made up of faculty from all the divisions who teach online, and also includes the technology manager, and a dean. The committee has been working on issues of online teaching competence, updating the distance education supplement form, and planning training for faculty in online education pedagogy and using the new learning management system. All online courses that are going to be taught must have filled out the new DE Supplement form which includes how the course will ensure regular effective contact between teacher and student.
* District support: The District has taken large strides in improving the infrastructure for all the colleges by providing Desire2Learn (D2L) as a learning management system as of spring 2013. The District is also working to coordinate distance-education efforts at all three campuses. The CCC Distance Ed Coordinator participates in District Distance Education Council (DDEC) and Learning Management System Working Group (LMSWG). The District has funded two sites for help, one is a website and the other is for faculty on the D2L homepage (when one goes to the Student button), and provides tutorials from D2L. This has been further developed, including tutorials for both faculty and students.
* Improvements made in DE infrastructure, course quality and services 2013-14 and early 2014-15:
	+ The DE Supplement form was revised to place more emphasis on substantial teacher student contact. All supplements not updated in 2013 were required to be updated or they would no longer be listed (the list included many tele-courses). Many courses updated their supplements and 13 NEW courses were added. Not all of these have been developed yet.
	+ The DE Committee drafted and approved and had Academic Senate approve 8/18/14 “CCC Recommended Criteria/Expectations for Faculty Who Teach Online or Hybrid Courses”. This was to clearly state the expectation of quality DE instruction.
	+ Spring 2014, to address student need for assistance with D2L, DE Coordinator applied for ASG funding to train students on D2L. They decided to fund free workshops students could attend. The DE Coordinator trained 8 faculty to teach 11 workshops. Students who attended liked it. We are currently working with Mayra Padilla to find funding to train 50 tutors in the Skills Center to be able to tutor students on D2L whenever the skills center is open.

**New CCC Distance Education Initiative for 2014-15 with the support of President Noldon:** In addition to the above infrastructure, the former President wanted to see distance education grow at CCC. As a result she is funding a CCC DE Initiative which will be directed by the CCC DE Coordinator, Judy Flum. It consists of the following:

* *Hiring a 9 hr per week adjunct faculty member* (Fall and Spring semester ) to be the CCC DE Trainer to work with the DE Coordinator to provide additional faculty training workshops and one-on-one sessions with faculty using D2L, on online pedagogy, learning how to use webcast software for their online classes, etc. ***Debbie Wilson taught 4 workshops with15 attendees in Fall 2014 plus in Fall, had 24 one hour individual sessions with faculty. In Spring semester so far the focus has been on individual sessions helping 23 faculty just in January through February 2015. In addition sheand the DE Coordinator are co-developing the cohort sessions curriculum.***
* To sponsor a 2-day workshop by @One on online pedagogy, scheduled for October 17 and 24. ***This was very successful with 32 attendees, over the maximum. Faculty who wanted to apply for stipends had to attend the workshop. Survey of attendees is attached.***
* To purchase Snagit software licenses to give to faculty to make their own webcasts for online classes. ***In March we are purchasing 100 licenses so many more faculty will have access than we expected. This will be distributed over a 2 year period to those teaching online and working toward teaching online.***
* To offer some stipends to faculty who create courses for the college that are in GE areas that are needed. ***11 stipends were approved the end of December 2014. These faculty are in a cohort group meeting monthly for training and support with the DE Trainer and DE Coordinator. Courses will be completed by June 2015 on the Fall 2015 schedule. The first two cohort meetings out of 5 have been completed successfully.***

**Other projects being worked on by DE Coordinator, DE Trainer, and DE Committee in 2014-15 and 2015-16:**

* **Moving from requiring DE courses to have a live orientation which many of our students need to offer an online orientation option for students**. The committee developed a model/template of what instructors who choose this model should include in the online orientation option. This will allow us to be prepared for eventually participating in the state OEI project with our fully online courses. Fall semester, a number of faculty are offering an online orientation for the first time.
* **Developing a college online orientation for distance education** (in addition to teacher individual online orientation efforts using the DE Committtee’s template): The OEI has purchased an online education “student readiness” package and is doing testing of it this semester. They will tweak it, and make it available for free to all the California community colleges. It is quite robust. The DE Committee is waiting to see the outcome of this rather than reinventing the wheel.
* **Studying how to address the need for CCC to develop a whole array of support services for online students including counseling, tutoring, and online chat reference**: This was a concern in the accreditation report. Equity funding has made a commitment of $10,000 for 24/7 online tutoring through Net Tutor, the OEI new option. Counseling is working on developing online counseling and has purchased equipment for this purpose. The library is putting an email address with form on its website to begin rudimentary online reference and has applied for a District Innovation grant with DVC’s Library for QuestionPoint, an online chat reference service which is 24/7.
* **Developing a plan for more training and incentives to encourage faculty to develop hybrid/online courses** and to then provide additional incentives to modify those courses to fully online courses in the future. We expect to have funding for development of ten more courses next fiscal year. Also we expect to have an increase in the DE Trainer’s hours.
* **The need to address the problem of teachers needing and wanting to have an in-person orientation for our students but not having enough labs available or open when the online courses are offered**. We think a future solution is to have a classroom set of laptops on a locked cart that can be borrowed by online instructors so they do not need a lab classroom as well as to pay staff to keep labs open by appointment. This has been applied for as a CCC Innovation grant.
* **Needing to develop a model of a PACE-like program to help working adults get a degree and be on campus less** (which could include online and hybrid courses).
* **Developing with the Marketing Coordinator and Enrollment Management,** a marketing plan for the online/hybrid courses CCC has, working towards Fall 2016.This is something the DE Coordinator would like to work with others in 2015-16.
* **The need to address the problem that many of our students using D2L for online or lecture courses do not have adequate technology resources of their own** and find full computers in the library, skills center and other labs on campus. In-library checkout of laptops is a solution the library is exploring but needs funding. This has been applied for as a CCC Innovation grant.
* **How to handle student training and support on D2L** as more and more lecture classes as well as online classes are using it.

Report by Judy Flum, CCC DE Coordinator 4/22/15 updated July 2015