Contra Costa College

Distance Education Strategic Plan

2018-2023

Near final draft

March 2018

Created by and Approved by CCC Distance Education Committee 2/9/18

Approved by Academic Senate on ?????

Approved by CCC Planning Committee on ????

Approved by College Council on ??????

CCC DE Strategic Plan 2018-2023

TABLE CONTENTS OF CCC DE STRATEGIC PLAN

A. INTRODUCTION:

The purpose of this CCC Distance Education Strategic Plan is to recommend how to improve and increase quality distance education at Contra Costa College to best meet the students' and community's needs while providing strong support services to faculty.

This plan relates to both the *Contra Costa College Strategic Plan (June 2015)* and The Contra Costa Community College District Distance Education Strategic Plan (December 2016). It also responds to "College Recommendation 4" from the Fall 2014 visit by the Accreditation Team:

> "In order to comply with the Standards, the team recommends that as part of the College's strategic plan, the College develop a distance education plan that addresses the need for and growth of distance education, training for faculty who are developing and teaching distance education classes, and provide a student orientation and online student and learning support services."

As the college developed its overall strategic plan, the accreditation concerns were embedded in CCC's strategic plan. Progress is being made in these areas.

CCC's online education program has grown both in numbers and quality over the past 5 years. This plan is designed to set direction for the college's distance education program for the next five years which includes: providing a quality program and increasing the course offerings, increasing possibilities for online program completion for students that need or prefer an online format, and alignment with directions of the District and the Online Education Initiative.

B. CORE BELIEFS, MISSION AND GOALS OF CONTRA COSTA COLLEGE and DISTRICT:

CONTRA COSTA COLLEGE: Vision, Mission, Values, Strategic Goals/Directions, and specifics from the CCC Strategic Plan. They are a foundation for CCC's Distance Education Program:

Vision
Contra Costa College strives to be a premier college that celebrated innovation, collegiality and diversity, and is committed to transforming students' lives.

Mission

Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949. The College equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.

Values

Contra Costa College's commitment to its mission derives strength and guidance from institutional values. As a community of educators, we value:

COMMITMENT to helping students learn and to improving the economic and social vitality of communities through education;

RESPONSIVENESS to the varied and changing learning needs of those we serve;

DIVERSITY of opinions, ideas and peoples;

FREEDOM to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified staff, and all managers alike; and

INTEGRITY in all facets of our college interactions and operations.

Strategic Goals/Directions:

To fulfill its mission and to be consistent with its beliefs and values, Contra Costa College is committed to the following goals/directions:

1. Equitably Improve Student Access, Learning and Success
2. Strengthen Community Relationships and Partnerships
3. Promote Innovation, Create a Culture of Continuous Improvement and Enhance Institutional Effectiveness
4. Effectively Optimize Resources to Support Student Learning and Success

Within each of these college strategic directions, based on accreditation concerns, the following distance education items were included within them when the college strategic plan was written (*they are in bold below).*

Strategic Direction #1: Equitably Improve Student Access, Learning and Success

1.1 Improve the steps for the completion of certificates, degrees and for transfer readiness to increase the number of students earning certificates, and/or degrees and who are transfer ready.

> **1.1A. Improve educational pathways, including distance education, to articulate options for students.**

1.3 Improve orientation and advisement practices.

> **1.3B. Develop consistent e-counseling service.**
> **1.3C. Improve student readiness for online education.**

1.5 Improve the effectiveness of campus-wide instructional support.

> **1.5 C. Improve online library reference options.**

Strategic Direction 3: Promote Innovation, Create A Culture of Continuous Improvement and Enhance Institutional Effectiveness

3.1 Improve professional development practices.

> **3.1D. Improve training for faculty who are developing and teaching distance education courses.**

3.3 Improve the evaluation of planning, budgetary and operational processes and use the results to improve the overall quality of the institution as a whole.
> **3.3 E. Create a distance education plan to support student equity, access and success.**

Progress in these areas: CCC has been 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. Equity funding made a commitment of $10,000 for 24/7 online tutoring through Net Tutor, the OEI recommended option. Counseling is working on developing online counseling and signed a contract in Fall 2017 with Cranium Cafe. The library has been part of a three year innovation grant using QuestionPoint, an online 24/7 librarian reference chat service. New funding for this will be needed as of Fall 2018. In addition, CCC Distance Education has been exploring how best to incorporate the Quest Online Readiness/Smarter Measures tutorial into CCC's distance education program.

GOALS FROM THE CONTRA COSTA COMMUNITY COLLEGE DISTRICT DISTANCE EDUCATION STRATEGIC PLAN:

The District Distance Education Strategic Plan is designed to help grow and support distance education districtwide and at the local colleges. This is the "bigger envelope" for CCC's Distance Education Strategic Plan.

Goal 1: Develop Principles of Excellence
Objectives
1.1 Develop districtwide principles and best practices that promote equitable student outcomes for online teaching in collaboration with the academic senates at each college
1.2 Develop recommended course templates and models to improve the student user experience districtwide
1.3 Provide dedicated instructional design support to ensure course development, consistency and accessibility
Possible Action Items
✓ Collect and analyze best practices from other colleges and organizations
✓ Align best practices with accreditation standards
✓ Hire instructional designer(s)

Goal 2: Enhance Professional Development
Objectives
2.1 Provide ongoing training for faculty and staff in both effective pedagogy and technology for online instruction and delivery of online support services
2.2. Establish regular discipline-specific and cross-disciplinary conversation sessions to discuss pedagogy and course development across the district
2.3 Explore developing a mentorship support program for new online instructors
2.4 Leverage resources to promote access and parity in training opportunities at each college

Possible Action Items

- ✓ Coordinate districtwide distance education training calendar
- ✓ Plan discipline-specific and cross-disciplinary activities
- ✓ Survey faculty on training needs and mentorship interest
- ✓ Collect and analyze best practices from other colleges and organizations

Goal 3: Expand Student Support Services
Objectives
3.1 Develop districtwide principles and best practices for online student service delivery
3.2 Provide a distance education orientation for students to assess their technology skills and readiness for online instruction
3.3 Develop district website for a single-point of access to a full range of student support services and online course information
3.4 Explore and promote cost saving opportunities for students, such as technology and textbook alternatives
Possible Action Items

- ✓ Explore adoption of distance education orientation
- ✓ Curate and share resources on Open Educational Resources (OER)
- ✓ Collect and analyze best practices from other colleges and organizations

Goal 4: Improve Technology Infrastructure and Support
Objectives
4.1 Create access to a media production studio to support faculty and staff to professionalize learning materials and resources for online instruction and services
4.2 Explore providing peer-based support for students needing help with both hardware and software related issues
4.3 Evaluate district technology infrastructure for providing high quality distance education in collaboration with technology staff
Possible Action Items

- ✓ Analyze technology infrastructure (i.e., course search tools, Wi-Fi, LTI integration)
- ✓ Establish media production studio(s)
- ✓ Collect and analyze best practices from other colleges and organizations

Goal 5: Strengthen District Support for Coordination and Continuous Improvement
Objectives
5.1 Explore models for districtwide coordination of distance education to provide leadership to fully implement the distance education strategic plan and to facilitate communication between the district and colleges
5.2 Identify funding to create an ongoing budget to support high quality distance education including funding for professional development, infrastructure-related needs and marketing

5.3 Develop a regular process for districtwide data analysis of distance education to promote ongoing improvement including standardized metrics and feedback from students, staff and faculty

5.4 Monitor and assess external developments and explore integrating opportunities that will improve distance education districtwide

Possible Action Items

✓ Determine best structure of districtwide distance education coordination and budget

✓ Assign and recommend responsibilities for coordinator of districtwide distance education plan implementation

✓ Collaborate with district research to create a data dashboard and regularly scheduled reports

✓ Create an ongoing process for collecting and analyzing external developments

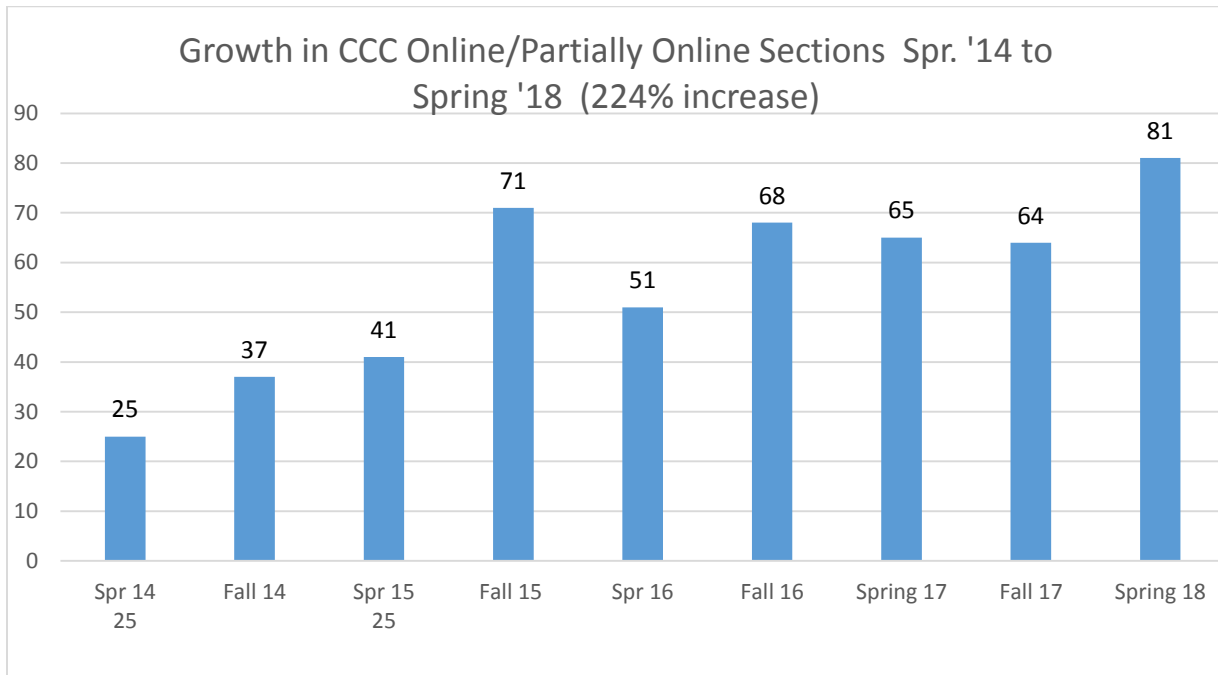# C. CONTRA COSTA COLLEGE DISTANCE EDUCATION HISTORY

- Before 2012, Contra Costa College had limited online courses. The number has increased from nine hybrid courses in 2001 to 22 hybrid courses plus tele-courses in 2012. The tele-courses were discontinued in 2011.

- In 2009, CCC formed a Distance Education Committee chaired by the first DE Coordinator, Richard Ramos, appointed from 2009 to 2012. WEBCT was the course management system.

- In 2012, CCC submitted a Distance Education Substantive 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.

- In 2013, the new Distance Education Coordinator, Judy Flum, was given 40% release time. About the same time, the District began working toward a districtwide learning management system. CCC was part of the team that selected the new system. This also began an era of districtwide cooperation on distance education. In Spring 2013 the District contracted with Desire2Learn for all colleges in the District, a much-improved product, which not only allowed colleges to use it for online and hybrid courses, but also to use it as a supplement for all districtwide courses.

- Through Spring 2014, the CCC DE infrastructure included a distance education coordinator (40% release time) and a Distance Education Committee, with assistance from the college's Technology Manager, James Eyestone.

- March 2014 (and later in Fall 2017) the CCC Distance Education Supplement to the Course Outline of Record form was updated to meet state, federal, and accreditation requirements for instructors to state how regular and effective contact will be included in the course. In August 2014 the Academic Senate approved a document from the Distance Education Committee called "CCC Recommended Criteria/Expectations for Faculty Who Teach Online or Hybrid Courses".

- In 2014-15, The CCC Distance Education Initiative was funded by President Noldon to grow quality online education. This established a pattern of funding and services that increased

the capacity of support for online and potential online instructors. It consisted of the following in 2014-15:

- Hiring a 9 hour per week D.E. Trainer, Debbie Wilson.
- To sponsor a 2-day workshop by @One on online pedagogy, scheduled in Fall, 2014. (*Faculty who wanted to apply for development stipends had to attend the workshop.*)
- To purchase 100 Snagit software licenses to give to faculty to make their own webcasts for online classes.
- To offer development stipends to faculty who create courses for the college that are needed. This included training sessions and having the course evaluated by the D.E. staff. The courses were scheduled the following Fall.

- Present: Currently, this structure has been revised but essentially remains and is the basis of CCC's growth and development of high quality courses.
  - The DE Trainer position is now 15 hours per week.
  - 110 CCC faculty have gone through a Fall online pedagogy course in the past four years.
  - 29 faculty will have completed the DE Stipend Development Cohort process by the end of Spring 2018. Many of these faculty have gone on to create other online courses.
  - The year to year funding was made permanent by President Mehdizadeh in 2016-17. The $40,250 budget includes the hourly salary of the DE Trainer, the cost of stipends, and other training expenses.

- CANVAS: In summer 2015, the State Chancellor's office offered all community colleges to move to Canvas LMS for free. Our district was an early adopter. In Fall 2015, college and district meetings were held about the issue, and a decision was made by the end of Fall 2015 to adopt Canvas. In January 2016 the District and colleges began planning for the transition and preparing staff for the switch. CCC began teaching courses in Canvas in summer 2016, and the district finished the D2L contract the end of Spring 2017. As of summer 2017, CCC has one learning management system. Canvas has given us even greater capacity. OEI also gave CCC 24/7 telephone support for both faculty and students. This is a boon to the students and the faculty for helping them use the tools well. This has freed up our limited trainer and DE Coordinator to plan workshops, develop help resources, and offer departmental support rather than just focusing on one on one help. The DE Trainer continues to add to our "Training4Canvas" course shell for faculty, which has all previous workshop materials plus a myriad of tips and resources on using Canvas, creating tutorials, and online pedagogy. Over 200 CCC faculty and staff have been added to this training course. Canvas use as of Fall 2017 semester includes 229 CCC faculty using it in their 427 courses for 5,312 students.

- The DE program has changed the culture at CCC about Distance Education. Most faculty were skeptical if these courses could be as high quality and engaging as face to face classes, if there would be demand for them, or if they would be appropriate for CCC students. There are still skeptics, but with the new learning management systems leading the way, online pedagogy training and stipends, many more faculty are interested in online and partially online teaching. Since Spring 2014, our online and partially online sections have grown from 25 to 81, a 224% increase. According to a District report completed February 2018 "CCC Online Enrollment Data for Contra Costa College by District Research Department" the "percent growth in online enrollments face to face vs completely online courses (designated

100%) at CCC grew 475% since 2006-7."

At present, CCC's Distance Education Program consists of fully online courses and partially online (51% or more of the course is online). *Our focus has been on building the program with quality courses that use good pedagogical principals*. See information in section "Current Trends" from more detailed breakdown of data.

Growth in CCC Online/Partially Online Sections Spr. '14 to Spring '18 (224% increase)

Period	Sections
Spr 14 / 25	25
Fall 14	37
Spr 15 / 25	41
Fall 15	71
Spr 16	51
Fall 16	68
Spring 17	65
Fall 17	64
Spring 18	81

NOTE: Fall 15 is high because ESL did an experiment with a low amount of online for all beginning sections (30% online). It didn't work so the idea was abandoned.

D. CURRENT TRENDS

Two research studies related to distance education were recently completed.

The data below is from the first District report of January 2018, *"A Profile of Online courses offerings at the Contra Costa Community College District" by District research department.* Data for Spring 2018 is before census.

Contra Costa College

Courses / Enrollment by Course Modality	Academic Year 2016/17		Academic Year 2017/18	
	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Total number of completely on-line courses	26	30	48	43
Pct of courses completely on-line	*3.7%*	*4.0%*	*6.8%*	*6.1%*
Total enrollment in completely on-line courses	768	869	1,523	1,530
Pct enrollment in completely on-line courses	*4.3%*	*4.8%*	*8.5%*	*8.9%*
Total number of hybrid courses	48	36	29	38
Pct of courses that are hybrid	*6.8%*	*4.8%*	*4.1%*	*5.4%*
Total enrollment in hybrid courses	1,271	1,001	695	1,065
Pct enrollment in hybrid courses	*7.1%*	*5.5%*	*3.9%*	*6.2%*

From the data above, you can see that the number of CCC *completely online courses* has grown from 26 in Fall 2016 to 43 in Spring 2018, an increase of 40%, and by Spring 2018, online courses comprise a total of 6.1% of CCC's courses. Also, from Fall 2016 to Spring 2018, the student enrollment in fully online courses has increased 99%, from 768 to 1,530.

CCC's fully online courses have been increasing as more partially online courses are moving to fully online courses. The total of CCC's online and partially online course sections in Spring 2018 are 81, with 2,595 students. 53% of the 81 sections are fully online courses.

Comparing CCC to the District's other Colleges:

Contra Costa Community College District

Courses / Enrollment by Course Modality	Academic Year 2016/17		Academic Year 2017/18	
	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Total number of completely on-line courses	251	279	314	325
Pct of district courses completely on-line	*6.5%*	*7.1%*	*8.2%*	*8.5%*
Total enrollment in completely on-line courses	8,208	9,331	10,539	12,326
Pct of district enrollment in completely on-line courses	*8.3%*	*9.2%*	*10.5%*	*12.5%*
Total number of hybrid* courses	230	204	194	172
Pct of district courses that are hybrid	*6.0%*	*5.2%*	*5.1%*	*4.5%*
Total enrollment in hybrid courses	4,678	4,180	3,598	4,022
Pct of district enrollment in hybrid courses	*4.7%*	*4.1%*	*3.6%*	*4.1%*

As discussed in the CCC DE History section, CCC has historically had the least number of online courses of the three district colleges. While courses have increased at CCC from 25 total sections in Spring 2014 to 81 total sections in Spring 2018 (a growth of 224% of fully and partially online courses), a lot more growth is required to meet our potential for our students and community as well as to be on par with the district.

In the chart above, the percentage of completely online courses for the district is 8.5% in Spring 2018, and CCC's is 6.1% of the college's total courses. Percent of district online enrollment is 12.5%, and CCC's is 8.9% of our college's overall enrollment.

Below are all the Contra Costa College Courses that are in Fully Online format with enrollments from Fall 2016 through Spring 2018 from district report.

Fall 2016

On-line Course Title	# of Sections Offered	Enrollment
Applied Nutrition	1	33
Criminal Procedures	1	28
Cultural Geography	1	21
Education for Healthful Living	2	82
General Psychology	3	84
Government of the United State	2	68
History of the United States	1	23
Human Development	1	23
Interpersonal Communication	1	44
Intro to Bio Psychology	1	27
Intro to Educational Planning	2	14
Intro to Philosophy, Ethics	1	15
Intro to Physical Anthropology	1	37
Intro to Probability & Stat	1	44
Intro. to Admin. Justice	1	28
Introduction to Theatre	1	31
Legal Aspects of Evidence	1	28
Library and Information Skills	1	33
Life Span Development	2	61
Psych of Personality & Growth	1	44

Spring 2017

On-line Course Title	# of Sections Offered	Enrollment
Applied Nutrition	1	37
Appreciation of Art	1	44
Community & Cultural Issues	1	42
Composition and Reading	1	22
Concepts of Criminal Law	1	35
Cultural Geography	1	25
Education for Healthful Living	3	113
Fundamentals of Coaching	1	13

General Psychology	3	70
Government of the United State	1	38
Intercultural Communication	1	31
Intro to Bio Psychology	1	24
Intro to Critical Thinking	1	30
Intro to Educational Planning	3	13
Intro to Philosophy, Ethics	1	52
Introduction to Theatre	1	45
Kinesiology	1	34
Library and Information Skills	1	31
Life Span Development	2	59
Parent Education	1	20
Psych of Personality & Growth	1	32
Psychology of Athletic Perform	1	35
World Regional Geography	1	24

Fall 2017

On-line Course Title	# of Sections Offered	Enrollment
Applied Nutrition	1	40
Appreciation of Art	2	85
Composition and Reading	4	105
Criminal Procedures	1	33
Cultural Geography	1	27
Culture & Ethnicity in Social	1	31
Digital Art - Beginning I	1	19
Education for Healthful Living	4	134
General Psychology	3	88
Government of the United State	1	35
Hist of Thtr: Pre-Greek-17th C	1	28
Human Devel Thruout Lifespan	1	35
Intercultural Communication	1	31
Interpersonal Communication	1	32
Intro to Bio Psychology	1	36
Intro to Critical Thinking	1	26
Intro to Educational Planning	2	16
Intro to Kinesiology	1	36
Intro to Physical Anthropology	1	37
Intro to Probability & Stat	2	83
Intro. to Admin. Justice	1	25
Introduction to Ethics	2	77

On-line Course Title	# of Sections Offered	Enrollment
Introduction to Philosophy	1	37
Introduction to Theatre	2	84
Job Search Strategies	1	31
Law and Democracy	2	66
Legal Aspects of Evidence	1	31
Library and Information Skills	1	28
Life Span Development	2	67
Manage Coll Success/Life Trans	1	31
Psych - Indiv & Group Behavior	1	28
Psych of Personality & Growth	1	30
Survey of Asian Arts	1	31

Spring 2018

On-line Course Title	# of Sections Offered	Enrollment
Applied Nutrition	1	49
Appreciation of Art	1	50
Business Law	1	42
Community & Cultural Issues	1	42
Composition and Reading	4	123
Concepts of Criminal Law	1	46
Digital Art - Beginning I	1	29
Education for Healthful Living	3	121
Fundamentals of Coaching	1	31
General Psychology	3	117
Government of the United State	1	36
Hist of Thtr: 17th C-Present	1	29
Intercultural Communication	1	33
Interpersonal Communication	1	36
Intro to Bio Psychology	1	39
Intro to Educational Planning	2	13
Intro to Probability & Stat	1	42
Introduction to Business	1	40
Introduction to Ethics	1	37
Introduction to Philosophy	1	35
Introduction to Theatre	1	26
Job Search Strategies	1	32
Kinesiology	1	38
Law and Democracy	1	37
Library and Information Skills	1	32
Life Span Development	3	138
Logic & Critical Thinking	1	43

Manage Coll Success/Life Trans	1	37
Medical Terminology I	1	40
Multi-Cultural Surv Amer Art	1	29
Psych of Personality & Growth	1	38
Psychology of Athletic Perform	1	40
World Regional Geography	1	41

The second research report completed in February 2018, "CCC Online Enrollment Data for Contra Costa College by District Research Department", included 10 year look of online enrollments which show a large amount of growth. It also included participation rates for online courses by student ethnicity, student gender, and student age groups.

Below are key enrollment findings from the report. [The full report is in the Reference section of this plan):

- Online enrollments (at the 100% designation) have increased by 475% over the last ten years while face-to-face have declined by 19%.
- Percentage of CCC enrollments that are in completely online courses rose from 2% to 12% in last ten years
- Online participation has increased for all student age, gender and ethnicity groups though at different rates. The largest difference is by student age where participation rates for students under 20 years old is 7% compared to those 25-39 years old is 18%.
- The performance gap (measured as overall course success rates in online minus those in face-to-face courses) has dropped significantly since 2007/08 from 19.9% to 8.2%; however, we are witnessing a widening of that gap in the last two years at CCC.
- Summary of the performance gaps for all student age, gender and ethnicity groups: African-American students are experiencing the largest gap 15.7%, over twice as large as that experienced any of the other ethnicity groups, paralleling the state level findings. At CCC older students and female students tend to experience the largest performance gaps; these patterns mark a departure from statewide trends.

E. WHAT ARE THE MOST IMPORTANT THINGS DISTANCE EDUCATION NEEDS TO DO IN NEXT 5 YEARS AT CCC ? The CCC Distant Education Committee had a brainstorming session on April 4, 2017 on this topic. Below are the results:

1. FOR STUDENT EQUITY AND SUCCESS

- Online orientation (Quest)—how to institutionalize
- Online degree (s)
- DE Pathways
- Ease of finding and registering for online courses
- Invite Equity Dean to committee

- Working on online course retention and persistence
- Starfish and Canvas tools with online gradebook and analytics
- Student peer mentoring for helping with Canvas and Publisher Tools (incorporate with tutoring?)
- Net Tutor, Library Chat, Online Counseling/financial aid/registration help?
- Institutionalize funding for Distance Education at CCC
- Workshops and webinars for students on Canvas
- Continue to grow the number of courses and sections that are quality online courses
- To provide students with technology support with their devices to help them be successful.
- Encourage faculty to use OER textbooks and resources so students don't have the cost of textbooks as a barrier.
- For students to feel the "presence" of the teacher in their online courses so that they have support and help.

2. TO SUPPORT INSTRUCTORS IN CREATING AND IMPROVING ONLINE/HYBRID COURSES THAT ARE HIGH QUALITY?

- Keep providing CCC 4 week online pedagogy course every Fall (was IOTL, now "Becoming an Effective Online Teacher" by Debbie Wilson)
- Grants to pay for @One 12 wk course
- Continue Cohort Stipend Training
- Institute POCR Training at CCC…promote self-evaluation and peer feedback using OER Rubric
- Licenses to DE software to support online faculty in using innovation in their online courses: Snagit, Canva, Camtasia, Softchalk, etc.
- Access to and training for use of multimedia tools, lab, taping, live classes
- Upgrading knowledge of faculty to upgrades and new tools within Canvas
- Encourage online teachers to us Open Education Resources to keep textbook costs down and give funding to the library to support faculty with this new direction.
- Training related to making equity visible through a student-centered approach to online teaching.

3. TO INCREASE and IMPROVE ONLINE COURSES FOR MEMBERS OF THE COMMUNITY WHO NEED THIS FORMAT?

- Develop with the Marketing Coordinator and Enrollment Management High level marketing campaign for online courses and pathways
- Survey the community to find out who wants online and for what (ages, barriers, for degrees, new skills, etc)
- Survey current online students: are they exclusively online? Taking both face to face and online? What they need and want?
- Appeal to folks going to for-profit online classes (cheaper and higher quality)
- Try innovative promotion: take a course free and entice them
- Create a free promotional "sampler" course with snippets of different professors lectures (i.e. "New School Minute")
- 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).

4. TO PREPARE FACULTY TO OFFER COURSES ON THE OEI EXCHANGE (courses are screened for quality as well as for the instructor's pedagogical philosophy)

- Institutionalize Distance Education staff, budget, etc.
- Institute POCR training at CCC so faculty learn to prepare quality online courses before reviewed by OEI
- Create a "tune up" cohort for teachers teaching online for a long time who need to relook at their courses
- Pay for faculty to go to online @one 12 week certificate

5. TO MAKE SURE COLLEGE HAS REQUIRED SERVICES FOR STUDENTS SO CCC CAN JOIN THE OEI (example: online tutoring, online reference service, online counseling, proctoring, etc)

- Institutionalize a student online orientation, QUEST, available from college orientation, counselors and all online courses

- Ensure we improve/continue online tutoring (NetTutor), library chat service and other online reference resources and service, online counseling (Cranium Café), get online proctoring, continue Turn it In service, and look at all aspects of student services of how to support and include online student population (including financial aid, registration, etc.).

6. TO WORK WITH DISTRICT WIDE DISTANCE EDUCATION ON INITIATIVES

- Advocate for more support on software tools in course development

- Keep up with new trends nationally and in the state

- Support for templates for quality courses

- Guidance on growing quality online courses

7. SUPPORT OF FACE TO FACE INSTRUCTORS USING CANVAS:

- Students expect even their face to face teachers to use Canvas…give faculty support in how best to use it to supplement their courses.

- Encourage face to face instructors to use the gradebook in canvas for better grade transparency with students, to allow the benefit of the student analytics to see how students are doing in the course and allows easy ability to communicate with students to help them be successful.

- Allows more students to have data and easy access to Starfish.

F. CONTRA COSTA COLLEGE DISTANCE EDUCATION STRATEGIC GOALS AND OBJECTIVES

Goal 1: Develop and Promote Principles of Excellence
Objectives
1.1 Promote the *OEI Course Design Rubric* and "Five Principles of Quality Online Teaching" and use as a standard of excellence. Adopted by CCC Academic Senate on March 5, 2018.
1.2 Work with District committees and District DE Dean to adopt districtwide principles of excellence and online pedagogy training requirements.
1.3 Ensure that all newly hired faculty who will be teaching online meet with the DE Coordinator for review of college expectations and training opportunities.
1.4 Obtain expert help for faculty on creating accessible courses.

Goal 2: Enhance Professional Development
Objectives
2.1 Increase DE staff to one full-time DE Trainer (or shared full-time position).
2.2 Plan and create a Peer Online Course Review (POCR) program for and with faculty to participate in local review of online courses in preparation to participate in the OEI cohort.
2.3 Train faculty on incorporating technology tools to enhance teaching effectiveness.
2.4 Continue to provide existing training and expand as appropriate to meet the needs of faculty; for example, Bootcamp Day, "Becoming an Effective Online Teacher" (in fall), distance education stipend cohort training (in spring).
2.5 Work with faculty to develop effective online courses and to teach with engagement and equity.
2.6 Develop a plan for training online faculty on ways to improve the performance gap between face to face and online courses, in particular for African American students.

Goal 3: Expand Student Support Services
Objectives
3.1 Increase the number of instructors incorporating the online tutoring service in their online courses.
3.2 Provide availability of online student services; including, online counseling, admissions and records, financial aid, and other services for students. Integrate Starfish retention into Canvas.
3.3. To continue library reference access with 24/7 library chat service as well as other library support, such as library research guides embedded in Canvas, and an online library orientation.
3.4 Ensure student readiness program (Quest) is available to students on DE webpage, in DE courses, through Counselors, and in the college online orientation.
3.5 Develop DE pathway for completing transfer requirements with online courses and other DE pathway information for students.
3.6 Conduct survey of students and of the community to learn the wants and needs for online education courses.

Goal 4: Improve Technology Infrastructure, Resources and Support
Objectives
4.1 Advocate as part of District DE Council for technology tools, software, and training to support faculty to more easily produce vibrant quality interactive courses.
4.2 Increase CCC distance education budget to provide online course tools specifically needed for Contra Costa College.

Goal 5: Strengthen College Support for Coordination and Continuous Improvement
Objectives
5.1 Hire a full-time DE Trainer and increase the DE Coordinator to at least 50% release time.
5.2 When CCC joins the OEI Consortium, develop an active OEI planning and support team to implement and monitor participation and assess additional budget and other resources needed to fulfill the consortium's expectations.
5.3 To stay abreast of both state directions as well as accreditation changes on online education, to continue to actively engage with district distance education committees,

and to assess the impact on CCC and to in form management and Academic Senate of directions that should be taken. To also stay updated with Canvas upgrades and changes to prepare for new training needs.

G. FIVE YEAR SUGGESTED TIMETABLE: Needs may change as distance education needs at the state, district, and local area shift and change.

2018-19	• Prepare to join OEI cohort (if invited), working with all services on campus affected as well as preparing faculty to have courses reviewed. • Create an online peer review program at CCC. • Work with new District DE Dean to educate her about CCC, the program and needs so she may best support distance education needs at CCC. • Continue training faculty for online pedagogy, stipend cohort, and new Canvas developments. • Provide trainings on equity and being present on online courses.
2019-20	• If in OEI Cohort, courses will be listed starting Fall 2019. • Ensure all DE Support services are functioning and available to students. • Assess how OEI is working, work with college scheduling committee on the right number of sections to offer and impact the program is having on CCC. • Explore how DSPS can provide more dedicated accessibility help to instructors creating online courses.
2020-21	• Hire full time DE Trainer to expand the training for faculty. • Work with college marketing and enrollment to do a major campaign to promote online learning to the community, as an alternative to private colleges. • Look at growth data for college and district. • Continue to assess how the program can be more effective.
2021-22	• Assess changes in online education, work with DE Committee to continually assess the quality and content of the DE program. • Continue marketing campaign for online education.
2022-23	• Assess changes in online education and the needs of the students and college, work with DE Committee to continually assess the quality and content of the DE program. • Reach parity with face-to-face classes with student retention and success.

H. Acknowledgements

I .Appendices: (Documents from CCC/District)

- What are the most important things DE Needs to Do in Next 5 years at CCC (DE Committee brainstorm on 4/14/17) http://docs.contracosta.edu/docs/committees/Distance Education Committee (DE)/Strategic Plan Documents/WHAT ARE THE MOST IMPORTANT THINGS DISTANCE ED NEEDS TO DO IN NEXT 5 YEARS AT CCC.docx

- CCC DE Supplement Form Fall 2017 http://docs.contracosta.edu/docs/committees/Distance Education Committee (DE)/Strategic Plan Documents/Distance-Ed-Online-Supplement-Form-2017-Sept_approved DE Comm--Approved CIC Meeting 10-23-17.doc

- CCC Recommended Criteria/Expectations For Faculty Who Teach Online Or Hybrid Courses 2014 http://docs.contracosta.edu/docs/committees/Distance Education Committee (DE)/Strategic Plan Documents/DE teacher criteria FINAL --APPROVED BY DE COMMITTEE 4-9-14 Ac Sen 8-18-14.docx

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

- 5 Principles for Quality Online Teaching http://onlinenetworkofeducators.org/wp-content/uploads/2018/01/Principles_for_Quality_Online_Teaching_ACC.pdf

- Job Description of DE Coordinator http://docs.contracosta.edu/docs/committees/Distance Education Committee (DE)/Strategic Plan Documents/CCC DE COORDINATOR JOB DESCRIPTON Fall 2017 2nd draft.docx

- Job Description of DE Trainer http://docs.contracosta.edu/docs/committees/Distance Education Committee (DE)/Strategic Plan Documents/DE Trainer Job Description.docx

J. References & Sources of Authority

- Contra Costa College Strategic Plan 2015-2020 http://www.contracosta.edu/wp-content/uploads/2017/02/Contra-Costa-College-Strategic-Plan-2015-2020-FINAL.pdf

- Contra Costa Community College District Distance Education Strategic Plan 2017-2022 http://www.4cd.edu/ed/docs/Distance%20Education%20Strategic%20Plan%202017-2022.pdf

- A Profile of Online Course Offerings at the Contra Costa Community College District January 2018 http://docs.contracosta.edu/docs/committees/Distance Education Committee (DE)/Strategic Plan Documents/District Profile of Online course Offerings Spring 18.docx

- CCC Online Enrollment Data for Contra Costa College by District Research Department February 2018 http://docs.contracosta.edu/docs/committees/Distance Education Committee (DE)/Strategic Plan Documents/CCC_OnlineEnrollment Data for OEI Application_2.pptx

http://docs.contracosta.edu/docs/committees/Distance Education Committee (DE)/Strategic Plan Documents/CCC_OnlineEnrollment Data for OEI Application_2.pptx