

Distance Education Validation: Questions – 5/12/17

1. What impact will a substantive change have on DE classes or the College?

Response: DE classes should continue unabated during the process of drafting the substantive change. Further, faculty/departments/curriculum may propose and approve new online classes.

Evaluation of Online Instructors:

The Substantive Change Task Force (SCTF), once formed, should inventory all of the online classes, which online instructors/classes have not been evaluated in the regular three year cycle, and those will have to be evaluated prior to submitting the Substantive Change Proposal (SCP).

Regular Effective Contact:

In addition, assessment of online instruction “Regular Effective Contact” will be required during the SCP process. Recently a financial aid audit was conducted at LASC and Accreditation will now look at what efforts, policies, and procedures exist to monitor the “Regular Effective Contact” of online students. Such policies and procedures need to be developed and approved as part of the SCP process. See LAMC Guidelines at <http://bit.ly/2qws67E>

2. How can the success of certain courses be applied to other disciplines or types of coursework?

Response - The following elements are present in successful online classes

- A. Clear, interactive syllabus, content, resources, and modules – An online syllabus should be clear, concise, and visually appealing (i.e colors, images, PPTs, and short videos).
- B. Online expectations and student responsibilities clearly established
- C. Prompt response, feedback, and “regular effective contact” by online instructor
- D. Course Quality is emphasized by the college pursuant to Title V regulations – see LAMC course quality guidelines (<http://bit.ly/2pLNCVW>) which include instructor contact, course design and approval, faculty training and workload and class size caps.
- E. Interesting and challenging assignments, exercises, and final capstone projects requiring students to apply what they learned in the course.

Those successful online classes at Mission which incorporate the above five elements can be applied to other disciplines or types of coursework. LAMC DE has created a model online course – see <http://bit.ly/2rgnsvX> which can be utilized to support training through the Eagles Nest to enhance and improve success with our online classes.

3. How does our 10% below average success and retention rate compare to the District’s average success/retention rate for online classes? (Are we doing better, worse, or the same?)

4. Response -

Below are statistics provided by our excellent Sarah Master from State Chancellor's Office Datamart.

LACCD - Mode of Delivery Comparison, Fall 2016

	SUCCESS		RETENTION	
	DE Courses	NON-DE Courses	DE Courses	NON-DE Courses
East LA Total	63.37%	70.81%	81.57%	87.11%
LA City Total	60.09%	66.72%	75.35%	83.62%
LA Harbor Total	61.65%	66.58%	79.15%	84.76%
LA Mission Total	54.92%	65.96%	75.05%	84.64%
LA Pierce Total	58.93%	68.75%	79.10%	85.00%
LA Swest Total	54.50%	60.34%	77.98%	82.08%
LA Trade Total	59.15%	68.96%	78.62%	85.36%
LA Valley Total	65.07%	67.93%	82.54%	84.91%
West LA Total	59.88%	65.13%	80.34%	82.65%
LACCD Total	60.43%	68.00%	79.44%	85.07%

Source:

http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

The LACCD total student success is 60.43 while LAMC is 54.92 (about 5% less), and LACCD total student retention is 79.44% while LAMC is 75.5% (about 4% less)

WLAC has approximately 40% of their classes online, with a higher success rate, ELAC and Pierce both have a higher percentage online classes than LAMC and have greater student success and retention.

Here are some factors to consider in improving LAMC student success and retention:

1. WLAC, ELAC, and Pierce (collectively WEP) who have higher student success and retention, and larger online offerings than Mission have a more comprehensive DE infrastructure, and provide more resources as follows:

A. **DE Coordinator** - West has a full time DE Dean, Pierce a 1.0 full time DE Coordinator, and East a .8 DE Coordinator.

B. **Web designer/Multimedia assistant** – West, Pierce and East have DE web designer and staff who assist faculty with imbedding materials, videos, etc.

C. **Strong DE Course Review and Curriculum - West LA Distance Delivery Strategy Form** - The WLAC Distance Delivery Strategies form requires an explanation for each course objective of how distance learning delivery strategies will be used to help students achieve that objective. An explanation must be provided for **each** objective describing which distance learning delivery strategies will be used to meet that objective

Pierce - Regular Effective Contact – provides canvas training/materials to their instructors – assisting faculty to develop “communication strategies” – samples, and welcome message and 1st contact with the class, and “check in announcements”, see <http://bit.ly/2pzl9qC>

East - Online Technical Assistant “Help Desk” and Multimedia and Training Expert – provides self-paced and facilitated Canvas training on Fridays. ELAC also has an online technical assistant which provides a Help Desk for students and faculty who have problems logging into Canvas and other Canvas related issue. See <http://bit.ly/2qkohU8>

D. **Online Certification Training** - West, Pierce and ELAC all provide extensive faculty training for online certification. Recently the District DE Coordinators recommended the following standard be adopted District Wide with respect to training/certification

The LACCD DE Coordinators recommend that the minimal training for teaching online and hybrid to include: @One Introduction to Online Teaching and Learning plus the @ONE Introduction to Teaching with Canvas. Instructors who have been teaching online within LACCD in other LMS should complete Agenda Page 3 of 4 the @ONE Introduction to Teaching with Canvas. Instructors who have training and experience teaching online from other districts can petition for equivalency through their campus DE Coordinator. Effective starting Fall 2017

Pierce has a policy approved by Pierce Academic Senate 2015 that requires, prior to teaching online, all new online instructors shall attend and complete six hours of online pedagogy training and six hours of PierceOnLine CMS tools training

E. **Strong Web Design for Online Portal** - WEP have strong, clear, and visual design of their Student Online Portal, with instructions, videos, PPTs, etc. for both faculty and students to assist in learning how to login and navigate Canvas.

4. How much progress been made on plans to improve online retention rates?

Perhaps orientations for students similar to 3SP's mandatory orientation

a. – More training for instructors too?

Response -

Orientation - LAMC does have online orientation materials at its MissionOnline page (<http://lamission.edu/online>) - The Online Education Initiative (OEI) has provided Online Readiness Tutorials (Online Student Readiness Tutorials) which are under “student resources” at MissionOnline. These materials help our online students become successful online learners with modules covering Introduction to online learning, getting tech ready, organizing for online success, online study skills and managing time, communication skills for online learning, online reading strategies, career planning, educational planning, instructional support, personal support, and financial planning

Student Services, DE and Eagles Nest should collaborate in developing strategies to roll out, perhaps, mandatory online orientation for our online students, including more training and instruction for online instructors

5. How has @One training helped to improve student success/retention rates?

Response – Training in Online Pedagogy like @One has helped to improve student success/retention. The Handbook for Univ. Mass Online Faculty at <http://bit.ly/2eAaamg> demonstrates how “online pedagogy” increases student success/retention.

LAMC has been very active in training its faculty in online pedagogy – see below. At one time, it was a requirement for teaching online at Mission, but that requirement was removed with the most recent AFT contract. Below is the current status of online pedagogy training at Mission.

Etudes Online Pedagogy Training (equivalent to @One Training)

Most of our **online faculty** have been teaching online since our last Substantive Change Proposal in 2009, and had received training in online pedagogy. In 2013, LAMC adopted Etudes as its common course management system, and over 100 LAMC faculty became trained and received in Etudes (40 hours certificate) which included online pedagogy (see <http://bit.ly/2qHtg11>). When we moved from Etudes to Canvas, DE only required our 101 Etudes certificated faculty complete a self-paced Canvas “Introduction to Teaching with Canvas”.

LAMC needs to develop its own **facilitated @One Training module** to train new online faculty. Pierce has purchased this training application from @One, and uses it to train faculty. We can

collaborate with Pierce, West, ELAC and our other sister colleges to develop a model @One Training. The actual @One training class is always full and difficult for our faculty to register for the class.

Have statewide DE Coordinator meetings improved our online classes as expected?

Response – Both the District DE Coordinators meetings in our District, and the Chancellor’s monthly DE Coordinators meetings have assisted with improving out LAMC online classes. The sharing of resources, and discussing challenges, and working together through the Online Education Initiative (OEI) have all helped LAMC and our sister colleges to improve our online classes. Every June, there is a state wide DE Coordinators meeting in June, where DE Coordinators discuss challenges in improving online classes and their success.

6. At LAMC only 10% of students are taking online classes versus 40% at WLAC; any idea why? What can LAMC do to increase its DE enrollment ?

Response – To increase DE enrollment and DE classes, LAMC can take the following actions:

1. Understanding our target audience
2. Pick the right programs/certificates to place online - sequence the classes to simplify and expedite the time to complete degrees and certificates
3. why do they choose our online classes/programs - see <http://bit.ly/1sDGmvg>
4. Increase our web site visibility
5. Educate our students and parents with content marketing - Content marketing consists of using articles, blog posts, infographics, videos, and other forms of content you produce to inform and educate those who may be interested in college. <http://bit.ly/2pNcCLH>
6. Use Social media networks like Facebook, Twitter, and YouTube are great ways to connect with potential students, answer questions, and start discussions that can help increase your college enrollment rate.
7. Engage prospects with email marketing
8. Share student success stories, case studies and quotes
9. Carefully review literature on online Learning and student learning outcomes – see 2014 Public Policy Institute of California report - http://www.ppic.org/content/pubs/report/R_514HJR.pdf and implement strategies to improve online classes.
10. Create a cohesive online marketing program

(footnote (1) below)

7. What reviews have happened to ensure “clear goals and expectations for students” and to ensure “opportunities for active learning”?

Response

1. DE Reviewed and Updated the Canvas Course Rubric (12/14/16) - see <http://bit.ly/2r8C4zX>
2. Trained faculty and Department Chairs in the Canvas Course Review Rubric
3. DE and DDEC recommended and encouraged online certification teaching standards – as stated above
4. Online course syllabi carefully reviewed during curriculum approval of online classes
5. Incorporated a [Model Outline for an Online class](#), [Standards for Promoting Course Quality](#), and [Guidelines for Effective Contact](#) into the “Steps to Teach Online” which included [sample online course shell reviews](#) to assist faculty in building and designing their online courses – see <http://bit.ly/2dV7n8B>
6. Adopted “Guidelines for Regular Effective Contact – as stated above
7. Creating culture of collaboration between faculty, department chairs, DE and Curriculum in the review and approval of online courses.

All of the above steps and the instructor’s vigilant “regular effective contact” ensure students are provided opportunities for active learning.

Information students receive about DE is clear and accurate

- [11/2014 - Student Survey taken re online classes](#) - <http://lamcdepr.pbworks.com/w/page/90483497/student%20survey-fall2014>
- [1/21/15 -Online Student Orientation](#) - added - <http://libguides.lamission.edu/OnlineStudentOrientation>
- [1/21/15 - Online to Student Services for Online Students](#) - added - <http://libguides.lamission.edu/Student-Services>
- [8/24/15 - added - I am registered, now what?](#) - <http://abogado.pbworks.com/w/page/99623127/NOW%20WHAT>
- [2/27/16 - Orientation to Online Classes](#) - <http://lamc-ddl.pbworks.com/w/page/105614016/Orientation%20to%20Mission%20Online>
- [2/29/16 - Online Academic Services](#) - <http://lamc-ddl.pbworks.com/w/page/105676611/Online%20Academic%20Services>

Systematically maintain, evaluate, and improve the DE and online website

- Student Focus Group Results - Fall 2014 - (12 pages) - <http://lamc-ddl.pbworks.com/w/file/fetch/105870765/focus-group-website.pdf>
- Redesigned MissionOnline (lamission.edu/online) website ([old](#)) ([new](#))

(see footnote (2) below)

8. Please update the committee on the status of the Online Services Committee and the improvements that have been realized as a result (see *).

Response - DE did provide a proposal to create an ad hoc Online Services Committee as a result of the 2016 EPC program review recommendations. EPC reviewed the Online Student Services Committee proposal and determined that it was advisable that the DE Committee work directly with Student Services to implement and institutionalize online student services, and the proposal was "tabled" by EPC

Footnotes

(1) Develop and implement a systematic method for assessing what classes (including general education classes) should be added to or removed from the set of DE offerings

- 7-29-15 - DE Report on which classes to offer - <http://lamc-ddl.pbworks.com/w/page/98385701/which%20DE%20Classes%20offered> -

Evidence

1. DE Survey of Department Chairs - <http://lamission.edu/de/subx/chair-survey.pdf>
2. List of Classes Added - Online and Hybrid - <http://lamc-ddl.pbworks.com/w/page/96109001/Shell-Reviews>
3. Student Survey - OIE Analysis - <http://lamc-ddl.pbworks.com/w/file/fetch/98385901/DE-Report-Student-Survey.pdf>
4. Department Program Reviews - (EPC website)
- <http://lamission.edu/eduplanning/programreview.aspx>
5. Chicano Studies Program Review (2012) - <http://lamission.edu/eduplanning/prreports/2011-12/EPC-ProgramReview-ChicanoStudies-February2012.pdf>
6. The Distance Education Plan - <http://lamission.edu/de/dep.pdf>
7. DE Program Reviews - <http://lamc-ddl.pbworks.com/w/file/fetch/92849925/DEPRT-FINAL-2-8-15.pdf>

8. Noel Levitz Priorities Survey of Online Learners - <http://lamc-ddl.pbworks.com/w/page/70965452/noel-levitz-questions>
9. DE Unit Assessment - <http://lamc-ddl.pbworks.com/w/file/fetch/92492763/Unit-Assessment-DE-2-8-15.html>
10. Collaboration with Student Success Program - <http://lamission.edu/sssp/>
11. Student Evaluation of Online Faculty - steps in etudes - http://lamc-ddl.pbworks.com/w/file/fetch/71145935/Formal_Course_Evaluation_Forms_in_Etudes.pdf
12. Student Evaluation of Online faculty questions - <http://lamc-ddl.pbworks.com/w/file/fetch/70966471/DE%20student%20eval.pdf>
13. DE Reports to EPC - <http://lamc-ddl.pbworks.com/w/page/14660203/Reports-EPC>
14. Chancellors Office of California Community Colleges (CCCCO) on Distance Education - see
 - Distance Education Report [pdf] ~ August 2013
 - Distance Education Report [pdf] ~ April 2011
 - Periodic Report on Distance Education [pdf] ~ September 2009
 - Distance Education Report (Fiscal Years 1995/96-2005/06) [pdf] ~ Published July 2007

(2) ... Improve the effectiveness of Distance Education through data-driven planning and decision-making.

Establish a systematic program review and resource allocation process

- In 2009, the DE program participated in its 1st program review - DE Program Review - June 1, 2009
- In July 2011, the DE Program updated its program review DE Program Review Update - July 15, 2011
- In Spring 2013, as part of the last Accreditation visit - the DE Program provided an update - <http://lamission.edu/de/update>
- in Fall 2014 - Assessment DE Student Services
- In Spring 2015, DE program completed its program review and update/progress on the 3 year Distance Education Plan (2014-2017) - 3 Year Department Plan and Program Review

In Fall 2014, we established three (3) – Program Learning Outcomes:

1. **Technology** : Introduce instructional technology that empowers the success of faculty and students in distance education
 - **Technology** – The college moved from moodle to etudes in January 2013. Over 100 faculty were trained in etudes, and now etudes is the gold standard of our online classes and on campus for delivery of content and materials, and instruction to our students. We have developed ecounseling using clickmeeting.com, and trained the counselors. We went live with online counseling on 2-1-15 – see 10 Distance Education (DE) 3 Year Plan – Spring 2015 Program Review <http://lamission.edu/de/ecounseling>

- 10-1-15 - DEC Executive Summary and recommendation to adopt Canvas - <http://lamc-ddl.pbworks.com/w/page/100699567/executive%20summary%20canvas>
 - 10-15-15 - LAMC adopts Canvas (College Council approves) - <http://lamc-ddl.pbworks.com/w/page/98566731/OEI-CANVAS>
2. **Instruction:** Assist faculty with best practices for online student success
- Faculty to train - Canvas transition - for Summer/Fall 2016 online/hybrid classes- <http://lamc-ddl.pbworks.com/w/file/fetch/101135170/migrate-summer-fall-2016-2.pdf>
 - December 2015/ January - February 2016 - "hands on" workshops - **LRC 205**
 - 2-25-16 - Self-Paced Canvas Course and videos - <http://lamc-ddl.pbworks.com/w/page/105536904/Canvas%20Self%20Paced%20Course>
3. **Support:** Provide support to online faculty and students
- Canvas provides LAMC guided implementation of Canvas for 6-1-16 start date - <http://lamc-ddl.pbworks.com/w/file/fetch/101117122/Canvas%20Guided-Standard%20Implementation.pdf>
 - 11-1-15 - Train the Trainer Canvas Training - <http://lamc-ddl.pbworks.com/w/page/101917543/pierce-training>
 - Sept - December 2015 - OEI, SPOC and Faculty Meetings - <http://www.3cmediasolutions.org/files/?f=606&key=c3e350225a309b8111bd7ac594dbdf5f1f75ed14>
 - 1-11-16 -Etudes to Canvas Migration tool/video - provided to LAMC Faculty - <http://lamission.edu/de/migration>
 - 3-4-16 - LMS Proficiency in Canvas - <http://lamc-ddl.pbworks.com/w/page/105452031/LMS%20Proficiency>

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