



2016-17
Annual Department Review
Distance Learning

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Internal Analysis

Enrollment and FTES

Coastline distance learning is in demand and continues to grow. According to the CCCC Data Mart, Coastline's distance learning enrollments in 2015-2016 were 4.9% higher than the prior year. In addition, DL's percentage of total enrollments at the college is up slightly, now representing over 83% of the college's total FTES-generating enrollment.

Of the DL modalities, online and telecourse enrollments both increased. But, telecourse enrollments increased more as a percentage of the total. We need to monitor this closely to make sure we don't exceed the 25% headcount ceiling for incarcerated students, which is mandated by the federal government. That number is now close to 22%. We will need to take measures to ensure that number does not grow any more.

The CCCC Data Mart also shows a 10% increase in credit FTES generated by Coastline's DL students from the 2014-2015 to 2015-2016 academic year. Also, distance learning's share of credit FTES at Coastline increased a bit from 14/15 to 15/16, a little over 1%.

For the future, we can encourage more growth online by improving our Coastline DL web site and deploying state-side promotion of Coastline and our 100% online (Option 1) degrees. One way this can be done is by using Google Ads.

If growth continues, we may need to add more staff in the coming years to support more DL instructors and students. We also need to be prepared to add more Canvas-training instructors and DL class sections.

Table 1.1 Course Info

Acad_Yr		2013-2014		2014-2015		2015-2016	
Branch	Modality	Sections	Census	Sections	Census	Sections	Census
CCC	Cable	10	688	16	998	23	1,330
	Correspondence	19	706	27	1,155	31	1,120
	Hybrid	32	636	46	943	47	1,110
	Online	531	25,577	627	27,916	689	29,190
	Self-Paced	7	27	8	20	7	21
	Telecourse	80	14,228	83	16,274	86	17,133
	Traditional	672	14,446	646	13,493	677	13,555
Branch	Modality	Sections	Enrl Census	Sections	Enrl Census	Sections	Enrl Census
CCC Milit/Contr Ed	Hybrid	0	0	1	4	1	0
	Online	8	2	3	3	0	0
	Self-Paced	2,924	15,660	2,946	16,364	2,419	13,379
	Traditional	27	162	23	105	22	112
Total by COLUMNS		4,311	72,132	4,425	77,275	4,001	76,950

Student Success & Retention

According to the CCCCO Data Mart, DL course-level student success rates increase 1% overall from '14-'15 to '15-'16, from 62% to 63%. Coastline's DL success rates are slightly above the state averages in all modalities we offer. This is fine, but we can do better.

Most of the Coastline improvement in DL success rates was driven by an increase in online course success rates, which rose to 64%. But, independent study success rates also increased to 78.5% (and are now almost as high as onsite class student success rates). Telecourse success rates remained about the same, at 60.6% in '15-'16.

The small increase in online rates may have been just an anomaly. But, it could be explained by our DoE review last year and our subsequent efforts to improve regular and substantive interaction (RSI) between instructors and students. Research suggests more and better interaction leads to higher success rates. The Academic Senate, with support from our office, has established new online teaching guidelines that explain specifically how faculty can improve RSI. Looking ahead, our implementation of Canvas and the Faculty Success Center's required training for all online instructors may help improve our online success rates even more.

Although each Canvas course now includes orientation videos from the Online Education Initiative, we may be able to improve our success rates with a Coastline specific orientation for new DL students, with game-like features to engage students, along with a readiness instrument that assesses both cognitive and non-cognitive factors. This could be offered to students after application but before their registration decisions.

In addition, we can work with FSC to develop training and offer new software applications that will help build online course community and encourage faculty interaction.

Table 1.2 Success and Retention

Ac_Yr		2013-2014		2014-2015		2015-2016	
College	Modality	Success	Retention	Success	Retention	Success	Retention
CCC	Cable	54.7%	73.3%	63.2%	81.5%	63.0%	81.2%
	Correspondence	80.9%	89.1%	76.7%	83.8%	78.3%	89.0%
	Hybrid	66.5%	84.4%	61.5%	79.7%	67.5%	81.1%
	Online	63.8%	81.2%	64.0%	79.9%	64.4%	80.4%
	Self-Paced	72.7%	90.9%	63.6%	95.5%	76.2%	81.0%
	Telecourse	59.2%	81.0%	61.2%	83.1%	62.2%	85.1%
	Traditional	77.9%	88.5%	80.0%	89.5%	80.1%	89.1%
CCC Milit/Contr Ed	Hybrid	0.0%	0.0%	100.0%	100.0%	26.7%	26.7%
	Online	100.0%	100.0%	66.7%	66.7%	0.0%	0.0%
	Self-Paced	82.5%	97.4%	84.0%	97.9%	84.5%	97.5%
	Traditional	63.0%	77.9%	63.7%	76.0%	62.0%	70.5%
Total by COLUMNS		69.5%	86.1%	70.1%	86.0%	70.0%	86.0%

Course Quality

The reality and perception of course quality is important for the continued success of our DL program. Higher quality leads to improved student success and persistence. Although we have no formal measures Annual Program Review Template: Revised 4/13/15 and Approved

for course quality, the training following our DoE review and the FSC Canvas training appears to have improved quality.

When the Academic Senate updates their Course Quality Rubrics this year, as expected, this will help drive specific professional development opportunities to further improve academic quality. In addition, our affiliation with OEI will offer benefits, such as free or low cost applications that will help us, such as Proctorio, an online proctoring application to help confirm student ID for exams. We will pilot Proctorio this year.

Student Survey to Measure DL SAOs

Distance Learning Course Offerings

Respondents were asked to indicate the types of **distance learning courses offered** at Coastline. Of all responses, online courses comprise 49.5%, telecourse/cable courses comprise 28.3%, independent study courses comprise 17.6%, smartphone courses comprise 1.9%, pay to play self-paced remedial courses comprise 1.7%, and MOCs comprise 1.0%. Finally, 13.7% of 483 total respondents indicated that they **don't know** what types of distance learning courses are offered at Coastline.

Table 1.3 *Distance Learning Course Offerings*

Answer Options	Response Percent	Response Count
Telecourse/Cable Courses	28.3%	235
Independent Study Courses	17.6%	146
Online Courses	49.5%	410
Smartphone Courses	1.9%	16
Pay to play self-paced remedial courses	1.7%	14
MOCs	1.0%	8

DL Enrollment

Over three-quarters of respondents (78.4%) have previously or are currently **taking** one or more **courses** at Coastline by **distance learning** (online and telecourse).

Accessing & Using DL Courses

Table 1.4 (below) shows respondents' self-reported ability to access and use CCC's online courses during their experience taking online distance learning course(s). Overall, between 85.8% and 89.7% of respondents are **able to easily** find the course website, log into the course website, find the course lessons, find the discussion board, find the lesson schedule, contact the instructor, and find the drop box to submit assignments easily, while between 10.3% and 14.2% experienced **difficulty** with such tasks.

Table 1.4. *Ability to Access and Use Online Courses*

Answer Options	Easily	With Difficulty	Response Count
I was able to find the course website.	86.0%	14.0%	795

I was able to log into the course website.	87.6%	12.4%	792
I was able to find the course lessons.	86.6%	13.4%	791
I was able to find the discussion board.	89.7%	10.3%	789
I was able to find the lesson schedule.	85.8%	14.2%	789
I was able to contact the instructor.	87.2%	12.8%	789
I was able to find the drop box to submit assignments.	88.7%	11.3%	781

DL Course Obstacles

Table 1.5 shows the **obstacles** that respondents experienced while taking a DL course at Coastline. The **most frequently reported** obstacles encountered include: difficulty figuring out course sites and content (12.3% of all responses), technical difficulties with their own equipment of internet provider (11.3% of all responses), and personal issues (9.6%).

Table 1.5 *Obstacles Encountered While Taking DL Courses*

Answer Options	Response Percent	Response Count
Difficulties figuring out course sites, content	12.3%	191
Technical difficulties-my own equipment or Internet provider	11.3%	175
Personal problems/family/work.	9.6%	148
Wasn't sure where/how to start the DL course.	9.1%	141
Difficulty navigating the course room	8.5%	131
Instructor provided very little feedback on my coursework or provided it too late to do much good.	7.6%	117
Instructor did not have enough contact/did not answer emails.	5.8%	89
The online class was not well designed/could not understand the subject	5.0%	78
I needed tutoring in the subject.	4.8%	75
Could not manage my time.	4.5%	69
Thought the DL course would be easier than a classroom course	3.9%	61
Did not study enough.	3.6%	55
Textbook was difficult to read/I never read the textbook.	2.8%	43
I ended up not needing/wanting this course so I dropped it.	2.8%	43
I was not motivated to learn the material independently/I do better in on-site classes	2.5%	38
Did not put in much effort.	1.9%	30
I am still learning to speak and read English.	1.9%	30
Did not turn in my homework.	1.2%	19
I never read the lecture notes or other materials on the course website.	0.9%	14

Service Area Outcome(s)

Generally, our numbers on the survey this year show improvements over last year. After sharing the survey results last year with staff and discussing possible solutions, we have addressed several opportunities for improvement. For instance, 14% of the respondents said they were only able to find their course website “with difficulty.” Also, 9.1% said they did not know where/how to start their online

course. We have recently added multiple tabs and links on our Coastline website to access Canvas, in addition to a special page for new online students on our DL web page. Also, the “Welcome Letter” sent by A&R to all students prior to each term now describes exactly how to access Coastline online courses.

Our move to the Canvas LMS should help address other problems, such as finding the “Course Lessons” and “Lesson Schedule” and “Figuring out course sites, content.”

Over the last year, we have also added a more formal help desk to field student questions. We’ve always provided support to students who call our DL phone number or email us at dlearning@coastline.edu. Now we have staff trained in Canvas who are part of our Help Scout help desk software. This has helped up move help request tickets to the right person more swiftly.

The move to a district-wide instance of Canvas should move some of this support to the DIST offices. This is now in discussion. Until then, the DL Department we will continue to support Coastline students (while the FSC will be the primary source of Canvas support for Coastline instructors).

Table 1.1 SAOs

SAO	ASSESSMENT MEASURE /TARGET
Students demonstrate knowledge of the variety of distance learning options available to them.	Measure: Survey regarding distance education modalities Target: 80% of student will be able to specify the different distant education modes
Students demonstrate the ability to use technology effectively to access lesson materials, complete/submit assignments, and communicate with their instructor and fellow students.	Measure: Survey regarding students ability to use technology Target: 80% will indicate having the ability to access and use technology
Ensure telecourse materials are provided to locations in a timely manner.	Measure: Material tracking Target: Telecourse locations will have the material prior to the course beginning

Progress on Forward Strategy Initiative(s)

Table 1.2 Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
While maintaining or increasing DL enrollments, and working with CT, OLIT & relevant committees, improve DL course-level student success rates, term-to-term persistence rates, and program-level completion	In progress	Improvements made in RSI after DoE review, and FSC Canvas training has helped here	We’ve noted a small increase in DL student success rates
Support instructors participating in Online Education Initiative and Canvas roll out.	In progress	DL dean, faculty and staff have participated in OEI activities. As of summer	Six instructors are piloting courses in Canvas for fall 2016. Our association with OEI has earned us free

		2016 we were 100% in Canvas.	services and a free LMS for now.
Provide instructional and staff personnel to support telecourse instructors (direct support of instructors and addition of clerical staff)	In progress	This opportunity has been shared with telecourse instructors teaching larger sections (above 200) that have written assignments, projects, or essays. The completion of the draft AS Course Quality Rubric for telecourses will help facilitate this effort.	Counseling 105 is now using 2 readers.
Improve proctor database (e.g., reports, drop & reinstate notifications) including plans for move to new LMS database	Not started	Put on hold until Canvas rollout is complete and Banner-Canvas link has been programmed and tested.	
Update/Upgrade three telecourses	In progress	Political science course started, but stalled in design phase due to instructor health and no one to manage production.	The beginning of a design plan
Create and staff a student technical help desk with ticket system	Completed	Several DL staff members have been trained in Canvas and are linked to the Help Scout help desk system.	Improved student support. Our survey numbers seem to have improved since last year.
Create Coastline specific orientation for new DL students, including our own online Student Readiness Assessment.	Not started	Just couldn't get to it, we've added all the OEI online orientation videos to the first module of every Coastline online course.	
Social media marketing project for DL	In progress	Chris Johnston researched Google Ads, and we devised a plan to pilot test this idea in a target market with \$5000 over one month. Plan stalled because Google requires a credit card, then Nhadira left.	Plan to pilot test concept in one California region, either LA or in Nor Cal.
Conduct audit of incarcerated student support services in both student services and distance learning	In progress	A process flow consultant has been selected. They will begin their study this fall.	

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2014-2015	Associate Dean - 1 (D 26)				Course Asst. I – 2 Course Asst. I (19.5 hrs.) – 3 Course Asst. II - 1 Staff Aide – 1 Staff Assistant - 2 TOTAL: 9	Hourly/Temp Clerical – 7 Hourly/Temp Inst/Resrc – 2 TOTAL 9
Current year 2015-2016	Associate Dean - 1 (D 26)				Course Asst. I – 2 Course Asst. I (19.5 hrs.) – 3 Course Asst. II - 1 Staff Aide – 1 Staff Assistant - 2 TOTAL: 9	Hourly/Temp Clerical – 7 Hourly/Temp Inst/Resrc – 2 TOTAL 9
1 year 2016-2017	Associate Dean - 1 (D 26)				Course Asst. I – 2 Course Asst. I (19.5 hrs.) – 3 Course Asst. II - 1 Staff Aide – 1 Staff Assistant - 2 TOTAL: 9	Hourly/Temp Clerical – 7 Hourly/Temp Inst/Resrc – 2 TOTAL 9
2 years 2017-2018	Associate Dean - 1 (D 26)				Course Asst. I – 2	Hourly/Temp Clerical – 8

					Course Asst. I (19.5 hrs.) – 3 Course Asst. II – 1 Staff Aide – 1 Staff Assistant – 2 TOTAL: 9	Hourly/Temp Inst/Resrc – 2 TOTAL 10
3 years 2018-2019	Associate Dean – 1 (D 26)				Course Asst. I – 3 Course Asst. I (19.5 hrs.) – 3 Course Asst. II – 1 Staff Aide – 1 Staff Assistant – 2 TOTAL: 10	Hourly/Temp Clerical – 8 Hourly/Temp Inst/Resrc – 2 TOTAL 10

As long as we retain the ability to hire temporary (hourly) staff, barring any dramatic increases in enrollment, the DL Department can maintain current staffing levels through the 2016-2017. However, given current and expected increases in DL enrollments, we propose the addition of one more hourly employee in 2017-2018 and a full time staff member (Course Assistant I) in 2018-2019.

Professional Development

The DL Staff has taken advantage of several professional development events and resources.

Table 2.2 *Professional Development*

Name (Title)	Professional Development	Outcome
Sept 2015	Fall All College Meeting	All FT & PT classified staff attended
Dec 2015	Inmate Education Summit	Bob Nash attended
Jan 2016	Canvas/Hel Scout training	All FT & PT classified staff attended
Feb 2016	Spring All College Meeting	All FT & PT classified staff attended
March 2016	Civitas Conference	Bob Nash attended
April 2016	Spring All College Workshop (SharePoint & Canvas)	All but one FT & PT classified staff attended
May 2016	AAWCC South Coast Area leadership conference "Women Hold Up Half the Sky"	Cindy, Kimberly, Gigi and Helen attended

June 2016	Online Teaching Conference & Distance Ed Coordinators annual meeting	Bob Nash attended
July 2016	Summer Institute	All but one FT & PT classified staff attended
July 2016	InstructureCon (Canvas conference)	Bob Nash attended
July 2015 – June 2016	Keenan Safe College online modules	A few staff members completed a few modules. But, Tom Tran completed 40+.
July 2015 – June 2016	Lynda.com	Several staff members have used Lynda.com as needed to complete task in the office
July 2015 – June 2016	ITC and Innovative Educators webinars	Bob Nash and Dorothy McCollom attended

Looking forward, we will continue to encourage staff to use the district’s online resources and participate in staff related training offered by the college. We will also continue to look for “outside” resources to help improve Department outcomes.

Section 3: Facilities Planning

Facility Assessment

During the last year, the staff redistributed the contents of the room we use for processing outgoing midterm and final exams. It is a more efficient space now. If we do not grow our incarcerated student population, it should suffice.

The staff also refitted the mail box area, making room for some growth in sections and instructors. For now, there are no immediate additional needs for facility changes.

Section 4: Technology Planning

Technology Assessment

Last year we added an additional computer and scanner to the Parscore room in order to process more Scantron cards per week. We now have 3 workstations in operation. This year, we will order one more scanner to replace an older model that has fallen out of warranty. This should handle the volume we expect over the next few years.

The DL Department received some new computers in the computer refresh, but we did not receive any computer printers. We need one standard printer for the front area, primarily to print labels. In addition, we need to replace one of our Parscore room printers. This one will need to be more expensive, as it will print student test reports and progress reports in high volume.

As noted last year, our student-proctor database and testing times database created and maintained by the BDATS group needs improvement. The BDATS group has been too busy to program these improvements. But, after the Canvas-Banner interface is complete, we've been told they can get to our request. If not, we may have to ask for freelance (outside contractor) help.

When SharePoint is deployed at Coastline, this will help us replace antiquated file sharing via public and network folders. It will also provide opportunities to create our own department web page and work with other college departments in ways we cannot do right now.

Finally, one of our "bottlenecks" in serving incarcerated students and proctors is having to hand-enter information from the proctor agreement forms before every term. We receive about 6,000 of these forms every term. Just as the A&R Department was able to provide an optical character recognition (OCR) system to assist the processing of their New/Returning Incarcerated Student Form, we would like to do the same for our form. Jennifer McDonald has warned us the process was very timely and costly. However, we will explore this option at the next opportunity.

Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by
Additional telecourse royalty costs, in response to higher enrollments	Royalty costs	50,000	Ongoing	no	Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	ASAP
Continue added printing/copying costs for incarcerated student guide and letters to these students	G&P will complete the job	70,000	Ongoing	no	Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	ASAP
Continue added postage costs for incarcerated student guide and letters to these students	Postage	60,000	Ongoing	no	Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	ASAP
Improve proctor database (e.g., reports, drop & reinstate notifications) including plans for link with modified LMS database	BDATS staff, Dave Thompson, Peter Nguyen, Tho Vinh (and/or outside programmers)	15,000	One time	no	Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	June 2017
Two printers for DL, one normal, one high end	Office equipment	5,000	One time	no	Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	Dec 2016
New streaming server for incarcerated IPTV playback	Computer and IT and/or BDATS staff to set it up	5,000	One time	no	Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	Jan 2017
Update one telecourse, make new DVDs, and distribute	Faculty advisors, instruction designer, video producer/writer (BDATS or contractor)	15,000	One time	no	Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	Aug 2017
Create Coastline specific orientation for new DL students with game-like qualities, and include our own online Student Readiness Assessment and an online study hours builder	Instructional designer, media producer, programmer (DL Staff, BDATS Staff)	70,000	One time	no	Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	July 2017

OCR student-proctor agreement form	DL Staff, Programmer, DIST IT (Banner) staff, scanner/reader, OCR software	20,000	One time	no	Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	Dec 2017
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Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by
Continue Classified Hourly/Temp employee support		\$90,000 yearly	One time	no	Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	ASAP
Working with FSC and deans, provide instructional personnel to support telecourse instructors with high enrollments (e.g., readers)	Ideally, part-time instructors on non-instructional assignment	\$64,000	One time	NO	Internal Research	Student Success, Completion, and Achievement; Student Retention and Persistence; Fiscal Stewardship, Scalability, and Sustainability	ASAP