



# **Envisioning Excellence: Cañada College Distance Education Strategic Plan**

*Distance Education Advisory Committee  
(DEAC)*

*2024 - 2027*

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# Executive Summary: Cañada College Distance Education Strategic Plan

The plan is based on the following key themes:

1. DE Course Offerings
2. Training and Professional Development
3. Addressing Equity Gaps
4. New Team and Space
5. DE Program Data Analysis

This plan aims to integrate Distance Education initiatives on campus, enhance student support, facilitate professional development, improve curriculum delivery of DE courses, and provide strong technology support, with regular reviews for ongoing effectiveness.

It has been created by the Distance Education Advisory Committee (DEAC) and emphasizes collaboration with Academic, Administrative, and Student Services to ensure the following areas remain at the forefront:

**Access, Success, and Support for Students** by enhancing their preparedness, assisting them on Canvas, ensuring accessibility, and developing online student and academic services to ensure success and eliminate disproportionate impact.

**Professional Development for faculty and academic/student support members** by providing regular and on-going professional development through POCR, QOTL, FTL, and Flex.

**Technology support for hardware and software in collaboration with the IT team** by offering training, minimizing impact from technology failure, and identifying technology innovations.

## DEAC Purpose

The Distance Education Advisory Committee (DEAC) advises and reports to PBC. It regularly updates and seeks input from the college Planning Councils (SSPC and IPC), Academic Senate and Classified Senate on a range of issues related to online teaching and learning.

## DEAC Responsibilities

DEAC's advisory responsibilities include:

- Develop and update DE Strategic Plan that improves online teaching and learning, with input and guidance from the Planning Councils and Academic Senate (for final approval at PBC) and monitor the college's implementation of this plan.
- Analyze student success data with distance education offering patterns to identify trends, needs and recommendations.
- Identify faculty and campus DE needs and provide solutions.
- Develop and oversee online course improvement initiatives, such as the Peer Online Course Review (POCR) process and associated data analysis.
- Discuss and identify changes and updates in online teaching and learning, including state requirements for DE.
- Draft recommended policies and procedures related to online teaching and learning with input and guidance from the Planning Councils and Academic Senate (for final adoption by PBC).
- Advise on training and professional development offerings related to online teaching & learning, as well as student support, to ensure that faculty and classified professional development needs are met and maintained.
- Develop Distance Education Handbook, which will be comprehensively updated every three years, with minor updates being applied annually as needed. The DE Handbook will be taken to Academic Senate and IPC for feedback and guidance, and to PBC for final approval and adoption.

# Baseline Metrics: College Scorecard

As of Spring 2024, the core baseline distance education metrics for the College are:

Metric	Baseline Number	Baseline Percentage	Baseline Timeline
Students enrolled in at least one course in an online modality	5,176	76%	Spring 2024
Courses offered in an online modality	204	59%	Spring 2024
Enrollments in courses in an online modality	7,568	61%	Spring 2024
<b>Enrollments in courses by instructional modality:</b>			
Online Asynchronous		39%	Spring 2024
Online Synchronous		8%	Spring 2024
Hybrid		15%	Spring 2024
Face-to-Face		39%	Spring 2024
<b>Overall course success rates by instructional modality:</b>			
Online Asynchronous		72%	2022-23
Online Synchronous		71%	2022-23
Hybrid		69%	2022-23
Face-to-Face		75%	2022-23
<b>Withdraw rates by instructional modality:</b>			
Online Asynchronous		14%	2022-23
Online Synchronous		15%	2022-23
Hybrid		16%	2022-23
Face-to-Face		11%	2022-23
Degree programs available 100% online	41	51%	2023-24
Certificate programs available 100% online	41	82%	2023-24

Online modalities include:

- Online asynchronous (ONLN);
- Online synchronous (SYNC); and
- Hybrid (HYBRD)

## Equity Measures

AY 2022-2023	Face to Face			Online			Hybrid			Synchronous		
	Course Success	Success Gap	Enrollments	Course Success	Success Gap	Enrollments	Course Success	Success Gap	Enrollments	Course Success	Success Gap	Enrollments
<b>Overall</b>	<b>75%</b>	<b>PPG-1</b>	<b>6,193</b>	<b>72%</b>	<b>PPG-1</b>	<b>11,547</b>	<b>69%</b>	<b>PPG-1</b>	<b>3,649</b>	<b>71%</b>	<b>PPG-1</b>	<b>3,310</b>
American Indian/Alaskan Native			< 5	85%	13%	13	0%	-69%	< 5			-
Asian	90%	15%	575	84%	13%	1,618	83%	14%	392	82%	11%	447
Black - Non-Hispanic	72%	-3%	195	62%	-10%	333	65%	-4%	68	67%	-4%	138
Filipino	85%	11%	124	68%	-3%	680	77%	8%	124	74%	3%	123
Hispanic	67%	-8%	2,950	66%	-6%	5,062	62%	-7%	1,839	63%	-8%	1,374
Pacific Islander	64%	-11%	72	55%	-17%	197	58%	-11%	26	74%	3%	61
White Non-Hispanic	81%	7%	1,651	79%	8%	2,446	78%	9%	829	77%	6%	849
Multiraces	83%	8%	349	72%	0%	787	78%	9%	192	72%	1%	185
Female	76%	1%	2,927	71%	-1%	6,757	71%	2%	1,959	73%	2%	2,346
Male	73%	-2%	3,014	72%	1%	4,463	66%	-3%	1,568	66%	-5%	861
Nonbinary	73%	-1%	86	80%	8%	85	67%	-2%	33	100%	29%	11
Unknown	83%	8%	166	76%	4%	242	74%	5%	89	74%	3%	92
Low Income: No	78%	3%	4,587	73%	2%	8,249	70%	1%	2,601	73%	2%	2,427
Low Income: Yes	66%	-8%	1,606	68%	-4%	3,298	66%	-3%	1,048	65%	-6%	883

## Data Informing This Plan

- [Fall 2021 Faculty Technology Survey Results](#)
- [Fall 2021 Student Technology Survey Results](#)
- [Programs completable 100% online CAN F23](#)
- [DEAC Sections By Subject 2022-2023](#)
- [DEAC Sections By Course 2022-2023](#)
- [DEAC Enrollment Success Withdraws By Modality 2022-2023](#)

The Committee has discussed the following topics around data and will be including these perspectives in the plan:

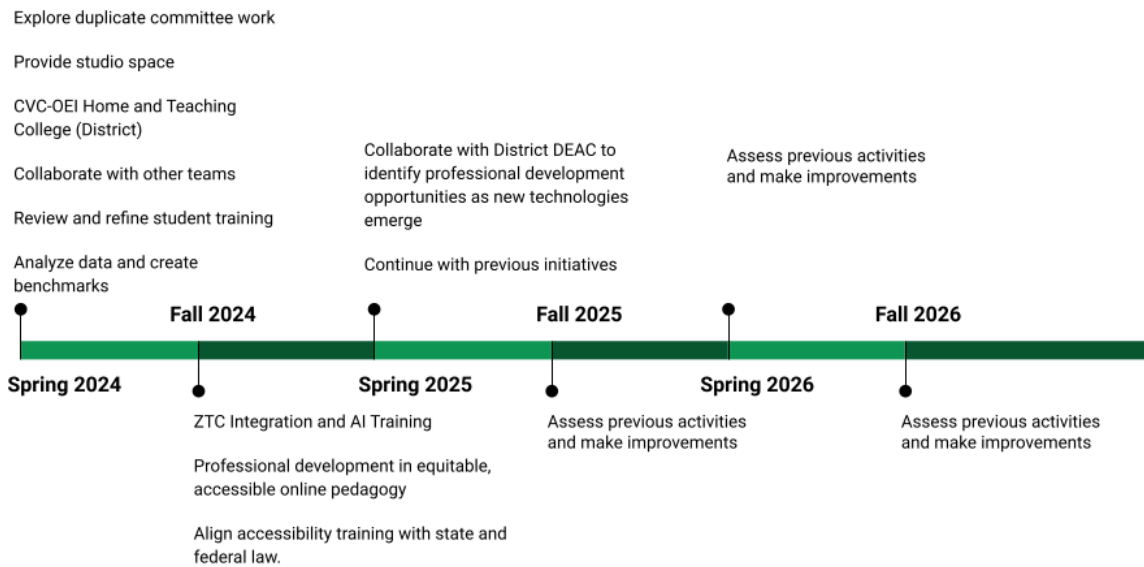
- **Data Variety and Depth:** The committee acknowledges the wealth of data available but emphasizes the need to explore various data points, including student race, ethnicity, gender, success rates, technology access, engagement metrics, and course preferences across different disciplines.
- **Informative Data Stories:** Members value data that tell compelling stories. For instance, insights into how specific interventions, like tutoring support, DRC

accommodations, or scheduling availability, impact student success and course completion rates are deemed valuable and insightful.

- **Need for Nuanced Analysis:** There's a recognized necessity to delve deeper into the nuances behind the data. This includes understanding factors impacting success rates, such as disparities in access to technology, students' work schedules, and different preferences for course modalities.
- **Purposeful Data Collection:** Data collection will serve strategic goals and help define specific objectives, like improving success rates for particular student populations or assessing online program effectiveness.
- **Iterative Approach to Data Review:** The committee suggests an iterative process. Starting with identifying key data points and using them to inform strategic objectives, followed by revisiting these metrics after strategic planning to refine or redefine indicators as needed.

# DEAC Committee Proposed 3-Year Plan: Timeline

## DEAC Plan Timeline



In Spring 2027, the DEAC committee will begin assessing progress on the current plan and drafting the next plan.



# College Goals & Initiatives Related to DEAC

- College Goals from the Educational Master Plan (EMP):
  - Student Access, Success and Completion
  - Equity-Minded and Antiracist College Culture
- Strategic Initiatives from the EMP:
  - Connect students to the academic program(s) and classes they need:
    - 1.9 -- Strengthen participation in the California Virtual Campus to help Cañada students access courses not offered in our District and to gain enrollments in Cañada's online courses by completing all of the college-specific steps needed to participate in the Course Exchange and providing robust support to online instruction.
  - Support innovative teaching that creates more equitable and antiracist learning environments
    - 2.1 -- Increase support for faculty to provide more timely, individualized attention for students in their classes, such as smaller class sizes in key courses, more embedded tutors, and teaching assistants (e.g., Umoja practices).
    - 2.2 -- Increase the use of culturally relevant curriculum and equity-minded (race conscious) learning outcomes.
    - 2.3 -- Increase resources for faculty professional development to support new teaching modalities and learning experiences, especially those that reach underserved current and future students.
    - 2.4 -- Sustain and expand faculty learning communities to support evolving teaching methods, innovation in teaching, and antiracism in teaching and learning, such as the Faculty Learning Program.
    - 2.5 -- Increase use of Open Educational Resources that address diversity, equity, inclusion and antiracism in the course material content.
  - Create and sustain an inclusive, antiracist, and equity-minded campus culture.
    - 2.7 -- Provide a comprehensive orientation and on-boarding for all newly hired faculty, staff and administrators each term that includes module(s) in antiracism shared language, resources for equitable pedagogy and practices, and how to connect with a mentor or personal support via the Cultural Center and/or Offices of Instruction, Student Services, and Administrative Services.
    - 2.8 -- Provide regular, accessible, planned and intentional professional development opportunities (including implicit bias and antiracism training every two years) to all employees that sustains their personal growth and professional development over the course of employees' careers.
  - Provide adequate access to technology
    - 4.10 -- Ensure all faculty, staff and students have access to the hardware and software technology resources needed to provide instruction in multiple modalities.

- 4.11 -- Provide training needed to ensure new technology resources facilitate quality teaching and learning.
- Strategic Initiatives from Strategic Enrollment Management Plan (SEM)
  - Goal 2 - Objective 2.1 Create a Student-First Schedule that offers various modalities and times to reduce scheduling conflicts.
    - 2.1.2 Evaluate and offer hybrid short-term, late-start (i.e., mini-mester), and Friday courses
    - 2.1.4 Continue to assess our course offerings to determine the feasibility of online degrees and certificates.
    - 2.1.5 Implement degree/certificates that are obtainable via evening, weekend and online.
    - 2.1.6 Offer key courses (e.g., popular, commonly needed General Education courses), particularly those with one section per semester, in multiple instructional modalities at the College and across the District.
  - Goal 2 - Objective 2.2 Ensure access to instructional technology, training and professional development to support quality of instruction across all modalities.
    - 2.2.1 Provide support for faculty to learn current standards (i.e., CVC-OEI, accessibility standards, Universal Design for Learning) to ensure courses are equitable, engaging, and effective for students.
    - 2.2.2 Ensure all faculty, staff, and students have access to the hardware and software technology resources and training needed for instruction in multiple modalities (EMP 4.10).
    - 2.2.3 Provide training needed to ensure new technology resources facilitate quality teaching and learning.
  - Goal 5 - Objective 5.1 Ensure instructional programs and student support services serve part-time and working students with evening, weekend, and online options (EMP 1.2)

# DEAC Objective Themes

Data collected in Spring 2023 were analyzed and discussed in Fall 2023. The committee then identified four key themes relevant to the strategic initiatives related to DEAC's work in the EMP and SEM.

1. Streamline Committee Work, Enhance Physical Space Access, and Foster Collaboration
2. Enhance Training and Professional Development for Online Teaching
3. Eliminate Equity Gaps in Accessibility and Technology Usage
4. Enhance the Quality of Distance Education (DE) Course Offerings
5. Gather data to best analyze the state of the DE program at Cañada

## DE Course Offerings

Inputs	Activities	Outputs	Outcomes	Data/Metrics
<p>Funding</p> <p>Subject Matter Experts</p> <p>Collaboration Agreements</p> <p>ZTC Integration Resources</p>	<p>Fully Online Degree Pathway</p> <p>Assist/advise programs to develop and implement fully online degree pathways</p> <p>Identify pilot degrees</p> <p>ZTC Integration</p> <p>Integrate ZTC/OER and DE Trainings</p> <p>Review and enhance the DE Self-Assessment Form</p>	<p>Fully developed online degree pathways</p> <p>Integrated ZTC/OER</p> <p>Improved DE Self-Assessment Form</p>	<p>Increased enrollment in online degree pathways</p> <p>Improved student satisfaction and success rates</p> <p>Informed student choices regarding modality</p>	<p>PRIE Enrollments and Fill Rates Dashboard</p> <p>Number of fully developed online degree pathways</p> <p>Online enrollment patterns</p> <p>Student feedback on DE Self-Assessment Form</p> <p>Integration of ZTC/OER in DE offerings</p>

## Training and Professional Development

Inputs	Activities	Outputs	Outcomes	Data/Metrics
<p>Subject Matter Experts</p> <p>Funding</p> <p>Training Resources</p>	<p>Develop Guidelines</p> <p>Develop and maintain recommended guidelines for online teaching certification in all modalities</p> <p>Support for Video Captioning</p> <p>Provide tools and resources for video captioning</p> <p>Make Canvas shell-embedded videos accessible</p> <p>ZTC Integration and AI Training</p> <p>Integrate ZTC/OER principles into training</p> <p>Offer training on recording, editing, captioning, uploading, and AI</p> <p>With district DEAC, explore emerging technologies, including Artificial Intelligence and Virtual Reality, to reveal the impact on teaching and learning</p> <p>Equity and Accessibility</p> <p>Provide professional development in equitable, accessible online pedagogy and practice that is regularly updated.</p> <p>Align accessibility training in compliance with state and federal law.</p>	<p>Online teaching certification guidelines</p> <p>Improved video accessibility in Canvas</p> <p>Increased proficiency in AI-related skills</p> <p>Decreased Equity gaps</p>	<p>Standardized online teaching practices</p> <p>Clear expectations and compensation for recertification</p> <p>Enhanced accessibility in course materials</p> <p>Faculty equipped with AI-related skills</p>	<p>Adoption of online teaching guidelines</p> <p>Union agreement progress and faculty compensation data</p> <p>Video captioning statistics and Canvas accessibility metrics</p> <p>Pre- and post-workshop surveys</p> <p>Feedback from faculty focus groups</p> <p>Track Trainings</p>

## Addressing Equity Gaps

Inputs	Activities	Outputs	Outcomes	Data/Metrics
<p>Funding</p> <p>Training Resources</p> <p>Collaboration Agreements</p> <p>Internet Access Resources</p>	<p>Student Training Programs</p> <p>Conduct workshops on basic technology use</p> <p>Implement Spanish language workshops</p> <p>Enhance computer literacy training</p> <p>In collaboration with EAPC, integrate Diversity, Equity and Inclusion in online teaching</p> <p>Ensure accessibility training through districtwide, state or CVC resources.</p>	<p>Improved internet access for students</p> <p>Increased retention in on-line courses</p>	<p>Reduced equity gaps in technology usage</p> <p>Improved academic success and retention rates</p> <p>Increased student satisfaction with online learning</p>	<p>PRIE Disproportionate Impact dashboards</p> <p>Success, access, and withdrawal rates</p> <p>Feedback from student focus groups</p>

## New Team and Space

Inputs	Activities	Outputs	Outcomes	Data/Metrics
Human Resources Funding Collaboration Agreements New Facilities	<p>Explore Duplicate Committee Work</p> <p>Conduct committee reviews</p> <p>Identify areas of duplication</p> <p>Provide Studio Space</p> <p>Set up and maintain a physical recording studio</p> <p>Develop guidelines for use</p> <p>Collaborate with Other Teams</p> <p>Engage with ZTC, OER, POER, QOTL, FLP 2.0, FTL Professional Development in Collaboration</p> <p>Establish regular collaboration mechanisms</p> <p>Website Update and Consolidation</p> <p>Regularly update the DEAC website</p> <p>Consolidate efforts with the Tech Committee</p>	<p>Combined committee work</p> <p>Utilization of recording studio</p> <p>Collaborative projects</p> <p>Updated and consolidated DEAC website</p>	<p>Improved efficiency in committee work</p> <p>Enhanced quality of instructional videos for online courses</p> <p>Strengthened collaborations leading to innovative initiatives</p> <p>Streamlined information and communication channels</p>	<p>Number of duplicate tasks identified and resolved</p> <p>Recording studio usage</p> <p>Number of collaborative projects initiated</p> <p>Collaboration-based improvement in faculty/student success.</p> <p>Website traffic and engagement metrics</p> <p>Feedback from team members regarding collaboration effectiveness</p> <p>Full-time/part-time staff involvement in collaborative efforts</p>

## DE Program Data Analysis

Inputs	Activities	Outputs	Outcomes
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<p>Existing data sources</p> <p>Survey tools</p> <p>Research resources</p>	<p>Baseline Data Collection</p> <p>Identify and collect current data on each objective area</p> <p>Analyze the current state of affairs</p> <p>Question Generation</p> <p>Generate questions based on the baseline data</p> <p>Formulate research questions for each objective</p> <p>Survey Referencing</p> <p>Check for existing surveys related to the objectives</p> <p>Reference relevant surveys for comparative analysis</p>	<p>Baseline data reports (Spring 2024)</p> <p>Research questions for each objective</p> <p>Identified existing surveys for reference</p>	<p>Informed decision-making based on current data</p> <p>Progress tracking through research questions</p> <p>Utilization of existing survey data for context and comparison</p>
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# Disproportionately Impacted Students by Instructional Modality

AY 2022-2023	Face to Face			Online			Hybrid			Synchronous		
	Course Success	Success Gap	Enrollments	Course Success	Success Gap	Enrollments	Course Success	Success Gap	Enrollments	Course Success	Success Gap	Enrollments
<b>Overall</b>	<b>75%</b>	<b>PPG-1</b>	<b>6,193</b>	<b>72%</b>	<b>PPG-1</b>	<b>11,547</b>	<b>69%</b>	<b>PPG-1</b>	<b>3,649</b>	<b>71%</b>	<b>PPG-1</b>	<b>3,310</b>
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Female	76%	1%	2,927	71%	-1%	6,757	71%	2%	1,959	73%	2%	2,346
Male	73%	-2%	3,014	72%	1%	4,463	66%	-3%	1,568	66%	-5%	861
Nonbinary	73%	-1%	86	80%	8%	85	67%	-2%	33	100%	29%	11
Unknown	83%	8%	166	76%	4%	242	74%	5%	89	74%	3%	92
Low Income: No	78%	3%	4,587	73%	2%	8,249	70%	1%	2,601	73%	2%	2,427
Low Income: Yes	66%	-8%	1,606	68%	-4%	3,298	66%	-3%	1,048	65%	-6%	883

## Annual Summary of Progress

The “Annual Summary of Progress” will be a one-page report submitted to PBC. DEAC will submit its first summary of progress in 2025.

## References

- [2022-27 Cañada College Educational Master Plan \(EMP\)](#)
- [Distance Education Advisory Committee \(DEAC\) Bylaws, Fall 2023](#)
- [Vision 2030: A RoadMap for California Community College](#)
- [DEAC Logic Model](#)
- [Response to PD data.docx](#)