

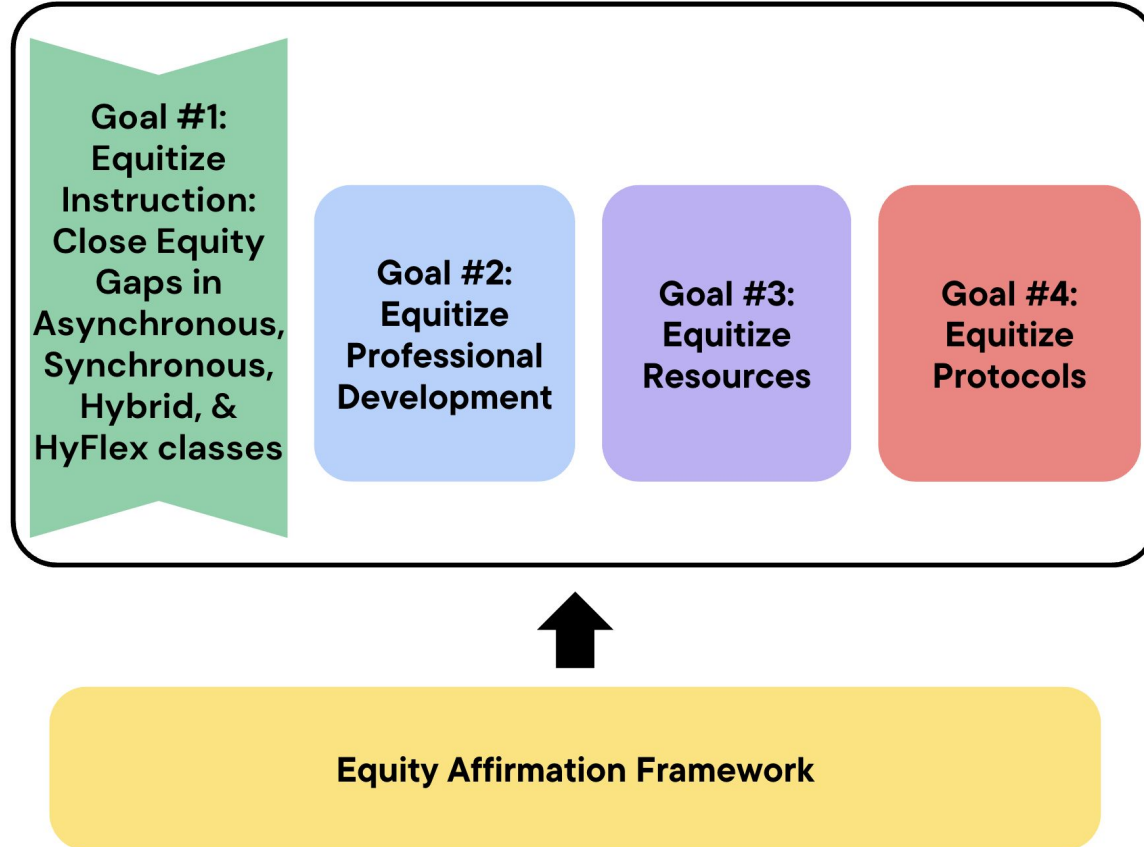
Distance Education:

Data, Goals, & Needs

November 2024
Dr. Bri Brown, DE
Coordinator

What are the 2022-2028 Distance Education goals?

2024-2025
OTLC Goals



Goal 1: Equitize Online Instruction

Guiding Questions

- How has DE enrollment changed over time?
- What are the college's overall retention and success rates for each modality?
- How likely are online students to be retained and to succeed?
- What are the online success and retention rates for each division?

Disclaimers

- No data regarding how potentially fraudulent enrollments are impacting the DE data
- Need for more qualitative data on online student experience

Definitions

- Retention - student earned a letter grade or P/NP (not a “W”)
- Success - student earned an A, B, C, or P
- Online data includes: Asynchronous, synchronous Zoom, and Hybrid
- HyFlex - faculty teaches in person and students decide, for each class session, to attend in person or via Zoom

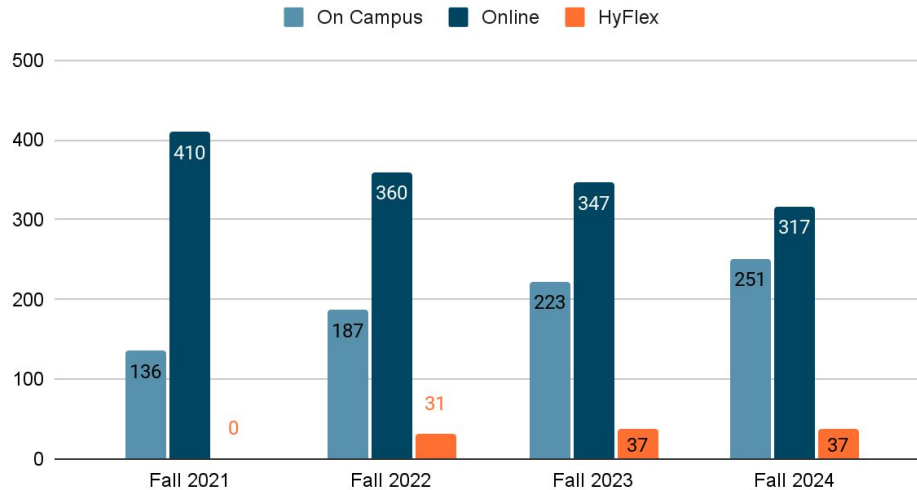
Cuyamaca College

63%

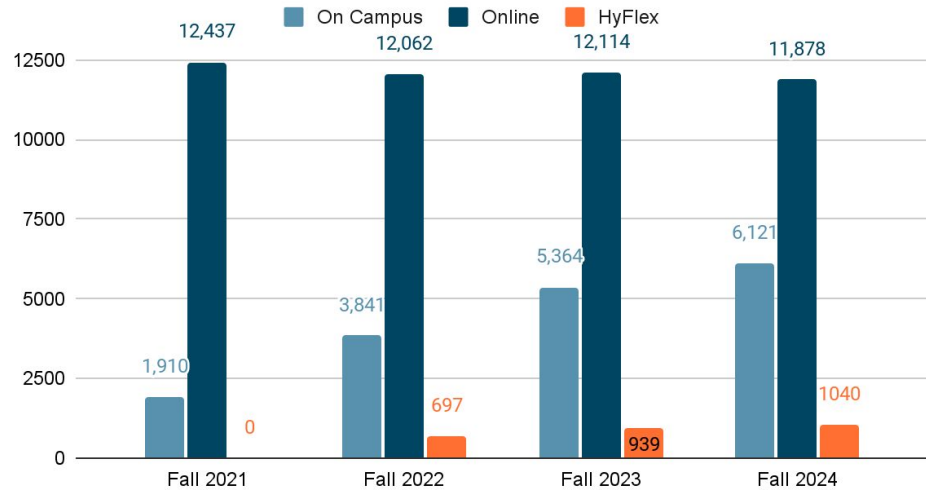
of courses are DE-approved

How has fall DE enrollment changed over the last 3 years?

Fall to Fall Sections offered by Modality

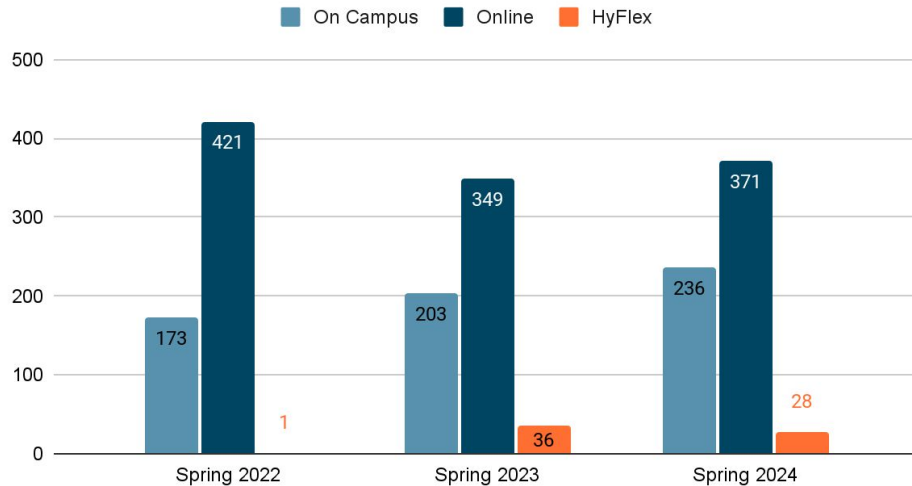


Fall to Fall Enrollments by Modality

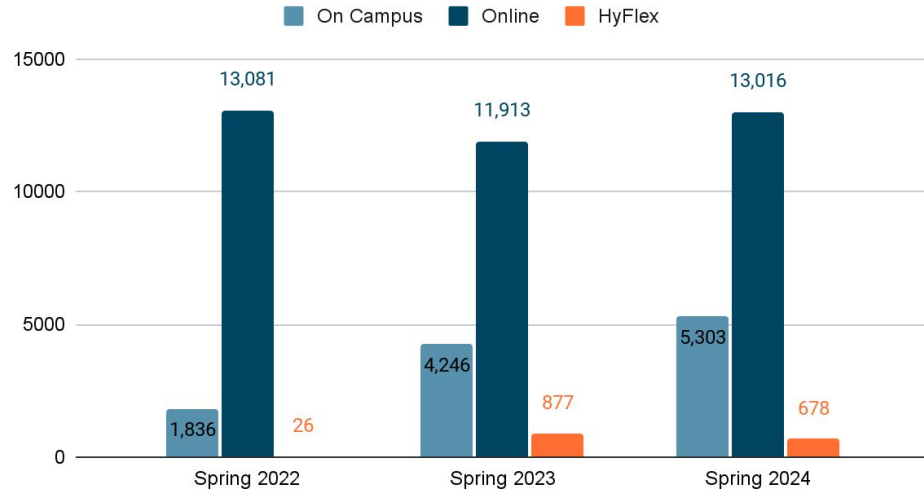


How has spring DE enrollment changed over the last 3 years?

Spring to Spring Sections offered by Modality



Spring to Spring Enrollments by Modality

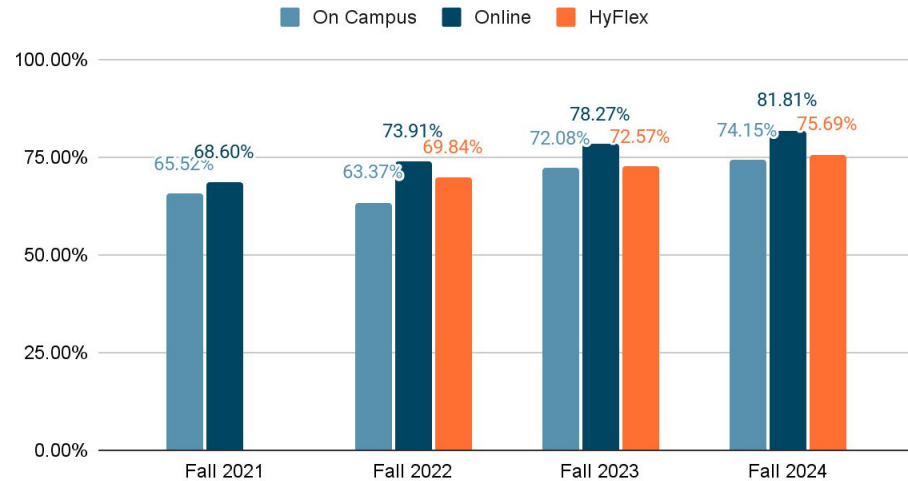


78%

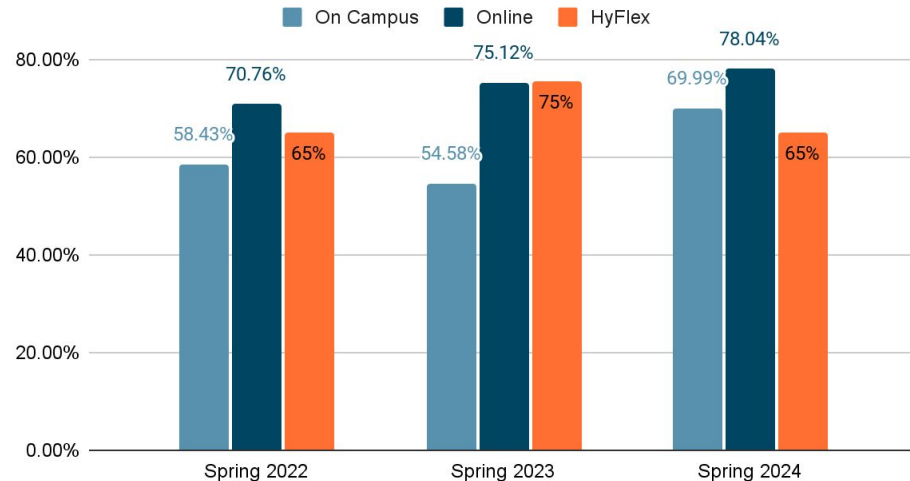
of Spring 2024 students took one or more DE class

How do online fill rates compare to face-to-face and HyFlex fill rates?

Fall to Fall Fill Rates by Modality

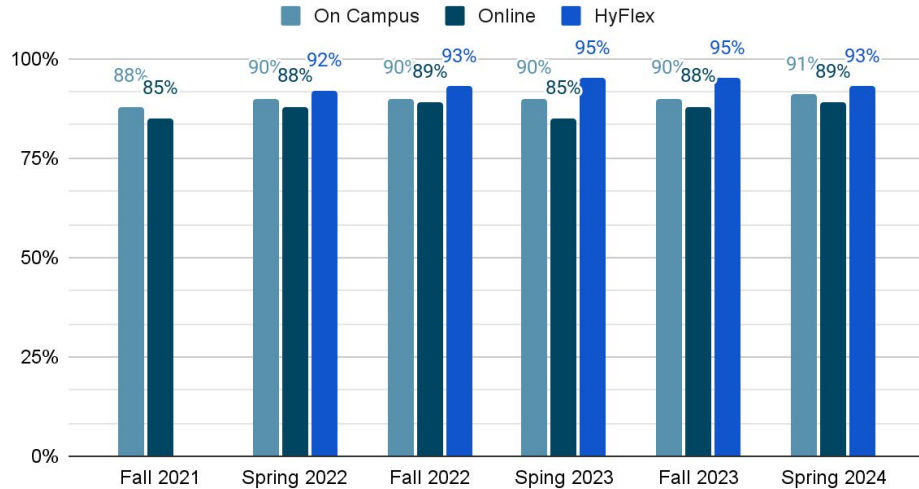


Spring to Spring Fill Rates by Modality

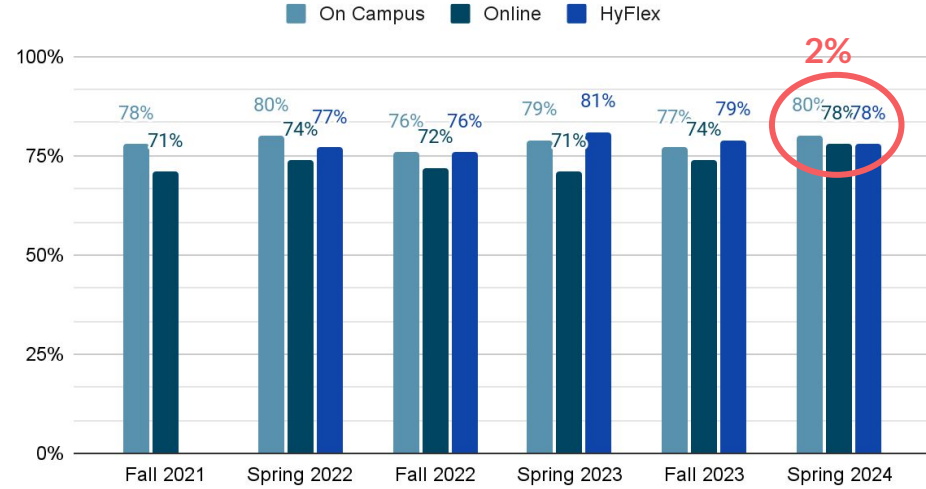


What are the college's overall retention and success rates for each modality?

Retention



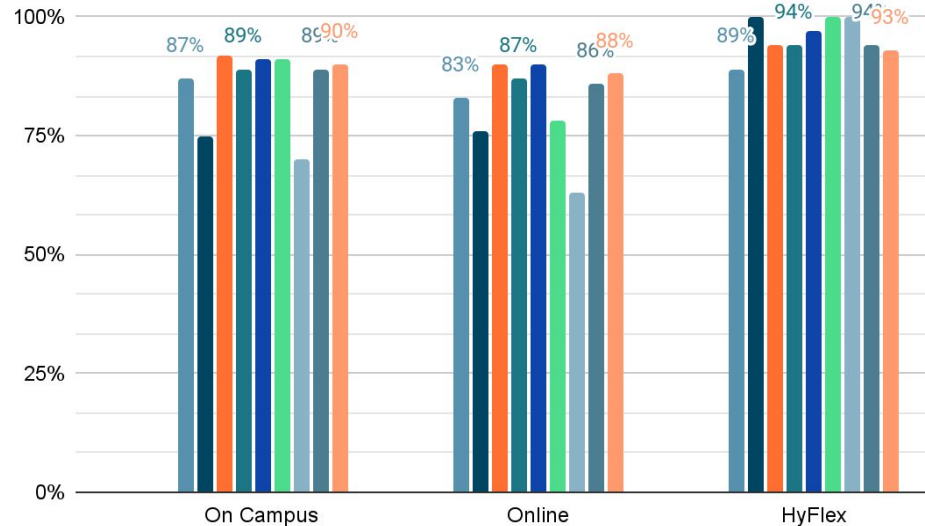
Success



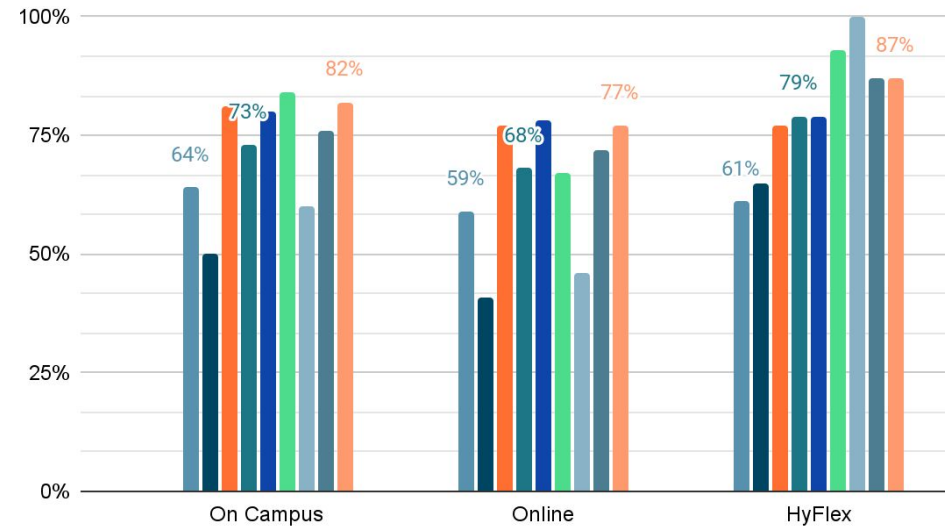
How likely are online students to be retained and to succeed?

■ African American/Black
 ■ American Indian/Alaskan Native
 ■ Asian
 ■ Hispanic/Latino
■ Middle Eastern
 ■ Other/Unknown
 ■ Pacific Islander
 ■ 2 or more
 ■ White

Fall 2023 Disaggregated Retention by Race



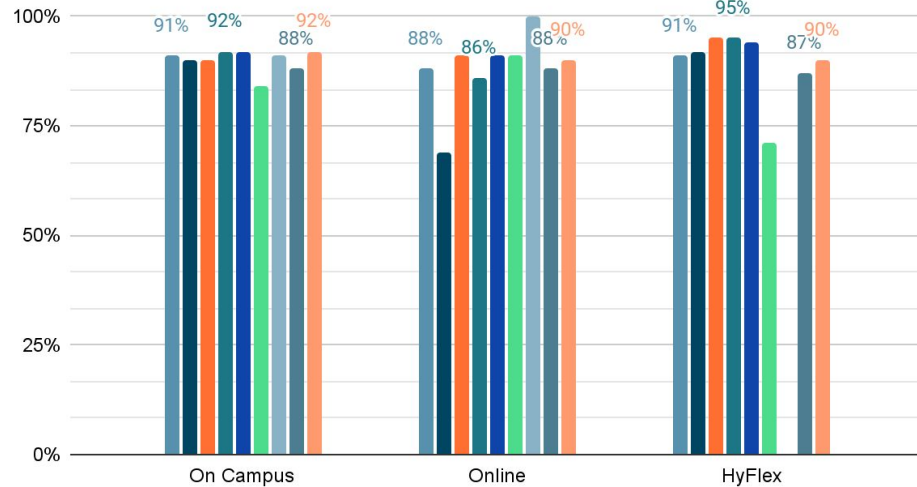
Fall 2023 Disaggregated Success by Race



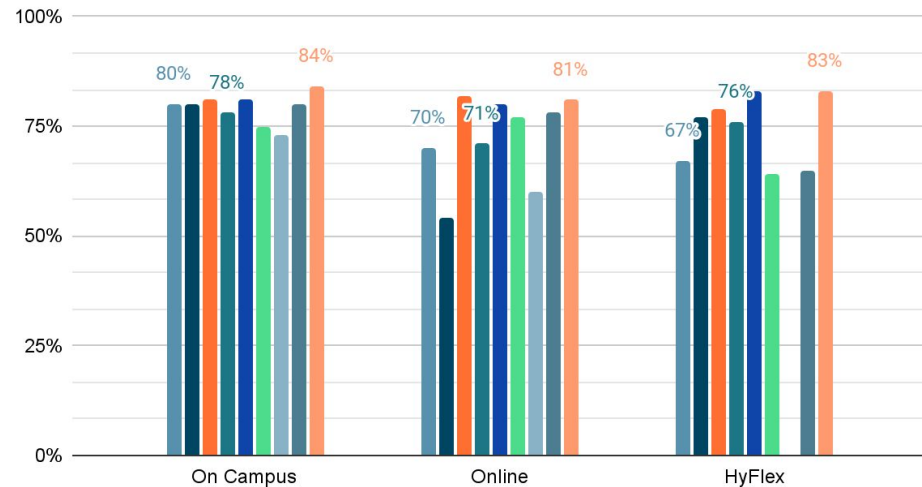
How likely are online students to be retained and to succeed?



Spring 2024 Disaggregated Retention by Race



Spring 2024 Disaggregated Success by Race



Data Summary

Whole College

- Fall-to-fall and spring-to-spring online *enrollments* are 2 times and 2.5 times that of F2F enrollments, respectively
- Online *fill rates* have been higher than F2F fill rates for last 3 years
- Overall gap in online vs. F2F *success* has reduced significantly over time:
 - FA21: 7% gap
 - FA22: 4% gap
 - FA23: 3% gap
 - **SP24: 2% gap compared to ~10% statewide**
- *HyFlex* students were more successful than online or F2F students in Fall 2023
- Face to face students are succeeding at higher rates than online students - except Middle Eastern and bi/multi-racial students for SP24 (where rates are comparable)
- Online equity gaps persist for all groups except for Middle Eastern and Asian students

Student Onboarding Efforts



Welcome Email to online students

- Partnering with Admissions and Records
- Send automatically through SIS?
- Email to include information on
 - Logging in to Canvas
 - Student Help Desk
 - Online Student Support Hub
 - Information for the Online Student Orientation and registration link
 - Contact information to get additional help
 - And...a warm welcome!

Online Student Orientation

- First week of every term (8, 12, 16-week, late start terms), offered in HyFlex modality, record
- Self-enroll Canvas course with same information
- Faculty information sheet on what's included in the orientation
- Orientation to include:
 - How to use Zoom
 - Now to navigate Canvas and submit each kind of assignment
 - Resources: text books, technology loans, AI, preferred name, CARES, tutoring, counseling, etc.
 - Using the Canvas mobile app
 - Time management tips
 - Tips for being successful online
 - Library Demonstration

- **Online enrollment** remains high across all five divisions, often comparable or higher than F2F across racial groups
- Success over time: Online vs. F2F
 - **AHSS** and **AKH**: Overall gap has reduced significantly over time
 - **MSE**: Overall gap has been 1-2% for 3 years
 - **COUN** and **CTE**: Larger gaps between online and F2F
- **HyFlex**: success rates are high across racial groups, often higher than F2F and online success rates (n's are smaller than other modalities, but emerging data is promising)

What are the online success and retention rates for each division?

Disaggregated Success FA23 and SP24:

- **Latinx** and **Black** students succeeded at higher rates in F2F courses, but online enrollments were often much higher.
Exceptions:
 - COUN FA23 & MSE SP24: **Black** students succeeded at higher rates online
 - COUN SP24: **Latinx** students succeeded at higher rates online
- Middle Eastern Students:
 - **AHSS, AKHE, MSE**: comparable or higher success rates online
 - **CTE & COUN**: succeeded at higher rates in F2F courses, but online enrollments were double-triple F2F enrollments in CTE (or more!)

What are the online success and retention rates for each division?

Goal 2: Equitize Professional Development

2024 GCCCD Summer Camp

- District Wide Online Teaching Conference
- August 6-7, 2024
- ~50 participants attended each session!
- Session recordings and resources will be posted on the [Summer Camp Canvas shell](#).
Submit an External Training request through the VRC to get credit for viewing the sessions!
- [Summer Camp website](#)
- 2025 Winter Camp Info: coming soon!

CAMP THEME: RECIPES FOR SUCCESS!



Equity Pedagogy and Practice Academy (EPPA)

EPPA is a professional development course for faculty to align their asynchronous online course to the 9 principles in the [Equity Affirmation Framework](#)

- Faculty from multiple disciplines contributed content
- Participants paid for 30 hours at their non-classroom hourly rate + additional funds for optional course redesign elements
- Cohorts:
 - Cohort 3: September 9 - October 18 (6 weeks)
 - Cohort 4: September 9 - December 13 (12 weeks)
 - Cohort 5: Spring 2025: Dates and funding structure TBD
- Interested? [Apply here!](#)





- 30 courses are badged!
- 6 courses were badged in Spring 2024
- Reviewees & reviewers will be paid at their non-classroom hourly rate
- Interested in submitting your course for SP25? [Apply here!](#)
- Want to join the review team? Email Cynthia Luna:
cynthia.luna@gcccd.edu




Tuesday Tune-Ups: Accessibility in a Flash

Every Tuesday, from 12:30 to 1:00 PM, we'll focus on a different aspect of accessibility, tailored for those with beginner to intermediate experience in accessibility. These short, practical sessions will help you ensure that your students can engage with your course content. Here's what we have lined up:

- [September 3: How Do I Check for Accessibility?](#) 🔍
- [September 10: Headings & Lists](#) 📋
- [September 17: Descriptive Links](#) 🔗
- [September 24: Color](#) 🎨
- [October 1: Tables](#) 📁
- [October 8: Alt Text for Uncomplicated Images](#) 🖼️
- [October 15: Alternatives for Complicated Images](#) 🧩
- [October 22: Recording More Accessible Videos](#) 🎥
- [October 29: How Do I Get Captions?](#) 📝
- [November 5: Editing Captions in Studio](#) 🖋️
- [November 12: Docs & Slides: Microsoft's Accessibility Checker](#) 🖥️
- [November 19: PDFs: Adobe's Accessibility Checker](#) 📄

 **Zoom Link for All Sessions:**

[Join the session](#)

 **Flex Credit:** If you'd like to receive Flex credit for attending, please be sure to register in the VRC.



Toolbox Thursdays: Discover, Experiment, Learn!

On the 1st and 3rd Thursdays of each month, from 2:00 to 2:45 PM, we'll explore a variety of tools. These sessions are perfect for discovering, experimenting, learning more about some of the tools we have available at GCCCD.

Here's what you can expect:

- [September 5: AI tools in Canvas](#) 🤖
- [September 19: PlayPosit 101: Creating Interactive Video Lessons and Quizzes](#) 🎬
- [October 3: Crafting Engaging Assessments with Canvas Studio Video Quizzes](#) 📝
- [October 17: Creating Video-based Discussions and Assessments in Canvas](#) 💬
- [November 7: PlayPosit 102: Utilizing Templates and Playlists](#) 📁
- [November 21: Video Recording in Canvas: Tools, Techniques, and Best Practices](#) 👥

 **Zoom Link for All Sessions:**

[Join the session](#)

 **Flex Credit:** If you'd like to receive Flex credit for attending, please be sure to register in the VRC.



Regional Accessibility Week

Who: The SDICCCA DE Coordinators, DSPS, and accessibility personnel

When: March 10-14, 2025

Modality: Zoom

Why: [Title II Regulations](#) mandating accessible college materials by April 2026, accessibility supports equitable outcomes

Goal 3: Equitize DE Resources

Fraud Guidance

- GCCCD Recommendations for Validating Attendance and Reporting Inauthentic Enrollments: [A Guide for Instructors](#)
- Cuyamaca [Maxient Reporting Form](#)
- CC Faculty Resources [Fraud Module](#)

AI Resources

Generative AI Faculty Resources Module in the CC Faculty

Resources Canvas shell. Includes:

- Sample Syllabus Language
- Student Resources/Assignments
- Podcasts
- Detectors
- Webinars
- *Update: Bri participating in @ONE AI CoP in Fall and will (co)facilitate a local AI CoP in Spring 2025



DE Resources

- [CC Faculty Resources Canvas Shell](#)
- [Online Teaching Website](#)
- ****NEW:** [DE Handbook](#): We are publishing pages as we go!

Goal 4: Equitize DE Protocols

CVC Exchange

- Cuyamaca is already a Home College: Cuyamaca students can enroll in online courses at other CCC's that are Teaching Colleges
- Cuyamaca working to become a Teaching College: accept online enrollments from other CCC's
- Anticipated Timeline:
 - GCCCD Teaching College implementation cohort early Fall 2024
 - Teaching College completion tasks done in February 2025
 - Teaching College "Go-live" Summer 2025



Additional Protocols

- [GCCCD Regular and Substantive Interaction Policy](#)
- ACCJC [Pilot Rubric for RSI](#)
- DE Recertification: endorsed by AS in Spring 2024, on Jim Mahler's desk for negotiations with the District
- DEIAA in Online Teaching Evaluations: Sub-workgroup of district-wide DEIAA faculty evaluations taskforce



Current and Future DE Needs

Certification & Training Reminders

- DE Certification needs to be completed prior to FLEX week the semester the instructor plans to first teach online
 - DE Certification is required for all online modalities (synchronous, asynchronous, hybrid, HyFlex)
 - For Spring 2025, faculty should already be enrolled! (No feedback over holiday breaks)
 - To enroll: email Bri Brown and Amber Toland Perry
- HyFlex training: online pedagogy needs to be completed by end of semester prior to 1st HF teaching term; technology demo needs to be completed by end of FLEX week
 - PT express interest through AFT rep
 - FT express interest to their Dean
 - To enroll, email Nicole Hernandez
- [Q&A Document](#)
- [Updated Online Teaching Certification/Training Webpage](#)

DE Needs

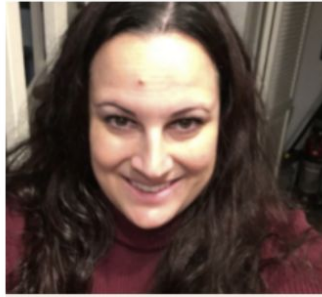
- OTLC Vacancies:
 - Faculty at-large
 - PT Faculty Rep
 - Student Services Faculty Rep
 - AKHE Rep
 - DSPS Rep
- Partnerships with interest holders across disciplines/areas on campus
- Communication: What do you need from Amber and I?
- Salary Advancement for EPPA and POCR
- Institutionalized DE Budget for PD, OTC travel, Online Teaching Mentors, Summer DE Coverage, etc.
- Accessibility Specialist



DE Contacts



Jessica Hurtado
LTR Dean



Bri Brown
DE Coordinator



Amber Toland Perry
Instructional Design
Technology
Specialist



Nicole Hernandez
HyFlex
Coordinator



Cynthia Luna
POCR Lead



Kim Lenox
POCR Trainer

Thank you!

Questions? Feedback? Email brianna.brown@gcccd.edu