

College of San Mateo
Distance Education Overview and Canvas Implementation Plan

Overview

Beginning in 1964, CSM's distance learning program evolved out of the telecourse offerings, provided through SMCCCD's public television station, KCSM-TV. By the mid-1990's CSM offered approximately 25 telecourses each semester. By 2002, offerings grew to 40 telecourses along with 25 sections of online classes.

Since its early days, the program has steadily expanded. As reported in the *Substantive Change Proposal, 2010* by Fall 2009, 123 separate courses, including both online courses and telecourses, were considered active distance mode courses as officially approved by CSM's Committee on Instruction (COI). Our distance learning offerings for the 5-year period, 2004/2005 to 2008/2009, increased 21.6%. Course offerings continue to expand as technology becomes more readily available.

Fall 2015 Data

Students

- In Fall 2015, the 2,219 students (unduplicated headcount) enrolled in CSM online coursework. This figure represents nearly one-fourth (23.6%) of all CSM students.
- These 2,219 unique students enrolled in a total of 2,732 online courses. In other words, the 'typical' CSM distance education student enrolls in 1.2 online courses.
- Gender: Online course-takers are majority female – 49.8% vs. 47.1%. In comparison, in Fall 2015, the overall CSM student population was 46.2% female and 50.4% male.
- Age: As compared to the total CSM student population, online course-takers are somewhat older. While 69.6% of all online course-takers are between 20 and 39 years of age, 53.0% of Fall 2015 students were of the same age.
- Ethnicity: Online course-takers generally reflect the ethnic profile of the total Fall 2015 CSM population. African American, Filipino, Native American, Pacific Islander, Multi Race, and White online students are represented in the same proportion (+/- 3 percentage points) as in the total CSM population. Asian online students are the most over-represented +6.9 points (24.7% vs. 17.8%) and Hispanic online students are the most under-represented –4.7 points (14.0% vs. 18.7%).

Courses

- In Fall 2015, there were 86 sections of courses offered online. This figure represents 9.4% of all CSM sections taught.

Faculty

- In Fall 2015, 49 CSM faculty were teaching online courses.
- Full-time and adjunct faculty are equally represented in the teaching of online coursework: 25 full-time faculty and 24 adjunct faculty had online teaching assignments.

Student Success: Online vs. Comparable Face-to-face Coursework (Fall 2014)

- The overall successful course completion rate in online coursework was 60.4% (i.e., grade of A, B, C, or P), while the corresponding rate of success in comparable face-to-face courses was 64.0%.
- Online students withdraw at a slightly higher rate: 21.3% compared to 16.6% of their counterparts enrolled in face-to-face coursework.
- Gender: Female students successfully complete online coursework at a somewhat higher rate than male students: 63.7% vs. 59.3%. This same differential is found in face-to-face coursework: 66.2% vs. 64.1%.
- Age: Successful course completion rates by age do not vary greatly, ranging from a low of 60.0% for students ages 20 to 24 years, to a high of 65.7% for students ages 35 to 39. Approximately the same age differentials are found for students enrolled in comparable face-to-face coursework.
- Ethnicity: There are major differences in the achievement levels of ethnic groups enrolling in online coursework. Asian – 73.4%; White – 63.2%; Filipino – 63.6%; Hispanic – 50.9%; Pacific Islander – 43.7%; African American – 40.0%; and Native American – 22.2%.
- Ethnic disparities in rates of successful course completion for comparable face-to-face coursework are not nearly as great as found in online coursework. White – 70.4%; Asian – 73.1%; Filipino – 63.1%; Hispanic – 56.2%; Pacific Islander – 53.9%; Native American – 52.8%; and African American – 50.3%.

Using Online Coursework to Complete Degree & Certificate Requirements (2014/15)

- During the 2014/15 academic year, 982 AA/AS Degrees or Certificate award earners had taken at least one online course. Expressed different, more than three-quarters (80.2%) of all CSM award earners utilized online coursework.
- CSM award earners took an average of 4.5 online courses on the path to completing program requirements—approximately 25% of a 60 unit AA/AS Degree program.

Survey of Online Students Who Withdraw (Spring 2015)

- Survey respondents indicate that they withdraw from online coursework for a variety of reasons. The top reasons for withdrawing are:
 - Difficulty accessing the Internet for my online coursework—25.9%
 - Do not have appropriate study environment—18.8%
 - Did not have the necessary computer skills—17.6%
 - Unable to attend required on-campus exams or meetings—17.6%
 - Academic difficulty—14.1%
 - Do not have current/appropriate version of software—14.1%
 - Course was more work than I expected—12.9%
 - Had a personal conflict (e.g., work schedule, family obligations, transportation, health, financial, etc.)—12.9%
 - Coursework not accessible to students with disabilities—11.8%

- Nearly one-third (32.1%) of students surveyed report not adequately anticipating the amount of work required by online coursework.

- When asked to indicate the primary reasons for enrolling in online coursework, students provided the following responses:
 - More comfortable learning in an online environment—32.9%
 - Easier to fit with my work or class schedule—31.8%
 - Fulfill a requirement (e.g., transfer, AA/AS Degree, Certificate, etc.)—25.9%
 - Thought online course would be easier—23.5%
 - Because of my disability—22.4%
 - Unable to come to campus—22.4%
 - Improve job skills—20.0%
 - On-campus sections were full—20.0%Class offered in online mode only—18.8%
 - Personal interest—18.8%

- The proportion who reported using any CSM support services prior to withdrawing:
 - Counseling—10.6%
 - Technical support—9.4%
 - Library services—8.2%
 - Technology Help Desk—8.2%
 - Financial Aid—7.1%

- Tutorial and academic support services—5.9%
- Over two-thirds (67.1%) of students who withdrew had not visited CSM’s Distance Education website prior to enrolling.
- More than one-third (36.9%) of students who withdrew were not aware of CSM’s online self-assessment tool for determining readiness for online coursework.
- The overwhelmingly positive experience in CSM online coursework is indicated by survey respondent’s answer to the question, “Would you take another online course at CSM?” A large majority of students (89.0%) answered “Yes.”

Role of Distance Education and Educational Technology Committee (DEETC)

CSM’s Distance Education and Educational Technology Committee facilitates the development of distance learning instruction in response to student and community needs and the latest developments and standards in educational technology. The committee supports administrators, faculty, staff, and students in recommending training in the appropriate use of technology for teaching and learning, in both face-to-face and online courses. The committee evaluates current and emerging resources used to instruct, support, and educate CSM Distance Education. DEETC determines what changes or improvements need to be made and makes recommendations based on their evaluations.

SMCCCD Migration from WebAccess to Canvas

The San Mateo County Community College District (SMCCCD) is leveraging tools and resources available through the California Community Colleges’ Online Education Initiative (OEI) to transform how online education is delivered at all three Colleges. The Online Education Initiative (OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students complete their educational goals. The initiative strives to increase both access to and success in high-quality online courses.

Faculty and students statewide through the Chancellor’s Office selected Canvas as the LMS for the California Community Colleges, specifically those participating in the OEI course exchange initiative. In June 2015, OEI announced that Canvas would be available to any college who would like to change their current LMS and that OEI would provide 100% of the costs of the services for Canvas at least through the 2018-2019 academic year. Over the next 18 months, SMCCCD will work with OEI through a cohort program to transition to this common learning management system (January 13, 2016 Board Report).

Canvas Transition Work Plan: 2016 - 2017

Task 1: Campus Communication and Information

Primary objective: DEETC is committed to maintaining open communication campus-wide and providing updates regularly to ensure a seamless transition.

Action Steps	Outcomes	Lead(s)	Timeline	Procedures and Policies	Notes
President's e-mail	Campus announcement explaining the transition, including invitation to be an early adopter, update on Instructional Technologist position, and transition website information	Mike Claire	February 29, 2016	N/A	
Create Canvas transition webpage	Centralizes information, including training dates and valuable resources http://collegeofsanmateo.edu/canvas/	Theresa Martin, Jennifer Taylor-Mendoza	March 14, 2016 (live)	N/A	
Deans' e-mail to faculty to solicit early adopters	Identify interested faculty (55 volunteers as of 03/14/16)	Deans	February 29, 2016	N/A	
ASGC	Share transition plan	Jennifer Taylor-Mendoza, Rosemary Nurre	March 22, 2016	N/A	
IPC	Share transition plan	Jennifer Taylor-Mendoza	April 8, 2016	N/A	
Introduce Instructional Technologist and Canvas training updates	Update campus community about instructional support and take faculty sign-ups for training sessions (summer and fall volunteers)	Instructional Technologist	April 15, 2016	N/A	
Flex Day activities (announce by 05/27/16)	Continue to train fall and spring volunteers and faculty/staff in general	Instructional Technologist	August 16, 2016 (two sessions)	N/A	
Attend division meetings	Inform divisions and solicit timely feedback	Instructional Technologist	Ongoing	N/A	
Update Distance	Provide training manual and ensure	Instructional	June to August	N/A	

Education Handbook	compliance with DE policies	Technologist, DEETC	2016		
Canvas onsite training	Specialized training for participating faculty, staff, administrators	Instructional Technologist	Ongoing: May 10-12, 16-18, 2016 October 11-12, 2016	N/A	

Task 2: Faculty Training Primary objective: DEETC is committed to organizing ongoing professional development activities to create a cycle of sustainable training practices.					
Action Steps	Outcomes	Lead(s)	Timeline	Procedures and Policies	Notes
Identify DEETC members to support Instructional Technologist	Create a sustainable training team and ongoing support	Instructional Technologist	February to May 2017	N/A	
Develop new process and modules needed for courses to comply with SMCCCD adopted OEI Rubric	Compliance with adopted OEI Rubric for SMCCCD	Instructional Technologist, DEETC	April to August 2016	N/A	
Create a model program—CTTL	Centralized, holistic campus community support—pedagogy to IT	Jennifer Taylor-Mendoza, Instructional Technologist	April 2016 to June 2017	N/A	
Ongoing online training: @One 4-week Canvas onsite training Instructional Technologist workshops	Ongoing Canvas training	Instructional Technologist, Theresa Martin	Ongoing	N/A	

Task 3: Course Identification for Canvas Transition

Primary objective: DEETC is committed to ensuring broad representation across divisions.

Action Steps	Outcomes	Lead(s)	Timeline	Procedures and Policies	Notes
Solicit volunteers and compile list of current users for Summer 2016 pilot	Identify early adopters and readily available faculty, FT and PT, to aid in piloting Canvas—face-to-face and online	Deans, DEETC	March to May 2016	N/A	
Identify and announce Fall 2016 volunteers	Identify early adopters and readily available faculty, FT and PT, to transition 60 course shells—face-to-face and online	Instructional Technologist	May to June 2016	N/A	
Identify and announce Spring 2017 volunteers	Identify early adopters and readily available faculty, FT and PT, to transition 180 course shells—face-to-face and online	Instructional Technologist	August 2016	N/A	

Task 4: Accessibility Compliance

Primary objective: DEETC is committed to ensuring all instructional materials in face-to-face and online courses meet Section 504 and 508 standards for accessibility (Universal Design).

Action Steps	Outcomes	Lead(s)	Timeline	Procedures and Policies	Notes
Course shell review	Ensure accessibility compliance across all courses—face-to-face, hybrid, and online—and modes of delivery	DEETC, Instructional Technologist, Deans	Ongoing	Instructional Technologist may review course shell and materials as necessary	Refer to District (DEAC)
Apply for DECT Summer Grant	Make instructor videos and audio files accessible by adding captioning to videos and provide transcriptions for instructor audio files	Instructional Technologist, Faculty	Ongoing	N/A	

Apply for DECT Fall Grant	Make instructor videos and audio files accessible by adding captioning to videos and provide transcriptions for instructor audio files	Instructional Technologist, Faculty	Ongoing	N/A	
Provide professional development on how to create accessible materials (pdfs, presentations, etc.)	Offer accessibility workshops for faculty Create and post accessibility resources to DE website	Instructional Technologist, Accessibility Specialist	Ongoing	N/A	

Task 5: Third-Party Products Compliance Primary objective: DEETC is committed to ensuring FERPA compliance and quality control.					
Action Steps	Outcomes	Lead(s)	Timeline	Procedures and Policies	Notes
Identify minimum requirements/features for third-party products	Ensure third-party products are FERPA, 508, 504 compliant	District, DEETC, Instructional Technologist, Deans	May to September 2016	Canvas LMS facilitates all courses, third-party products must be chosen from the approved ITS list	Refer to District (DEAC)
Create DEETC subcommittee	Gather input and expertise on requirements/features to ensure third-party products are compliant	DEETC	May to September 2016	N/A	
Draft process for third-party integrations	Develop steps for faculty who want to integrate third-party products in Canvas Create transparency amongst faculty and divisions on instructional resources	DEAC, DEETC, Instructional Technologist, Deans	May to September 2016	N/A	Refer to District (DEAC)

Task 6: Regular and Effective Contact Policies

Primary objective: DEETC is committed to ensuring compliance with regulations and Board Policy, 6.27.1.

Action Steps	Outcomes	Lead(s)	Timeline	Procedures and Policies	Notes
District Academic Senate to redraft Board Policy	Regulate regular and effective contact for online and hybrid courses	DAS, DEETC	May 2016	6.27.1	Reviewed at ASGC March 22, 2016

Task 7: Course Shell Review and OEI Rubric Compliance

Primary objective: DEETC is committed to ensuring compliance with the approved OEI Rubric for SMCCCD.

Action Steps	Outcomes	Lead(s)	Timeline	Procedures and Policies	Notes
Course shell review for best practices	Instructional Technologist will identify courses to be brought into compliance	Instructional Technologist, Deans	Ongoing	OEI Rubric compliance	Refer to District (DEAC)
Identify areas of assessment for Instructional Technologist vs. Deans/Evaluation	Provide clear delineation on what areas of the rubric can be reviewed by the Instructional Technologist and which areas are instructional and fall under the purview of the Dean	Instructional Technologist, Deans, AFT, AFT President, Academic Senate President, DEETC	May to December 2016	N/A	
Identify process and modules needed for courses to comply with SMCCCD adopted OEI Rubric	Create process and course review checklist	Instructional Technologist	May to December 2016	N/A	

Task 8: Academic Support Resources

Primary objective: DEETC is committed to leveraging OEI resources, student readiness modules, and NetTutor.

Action Steps	Outcomes	Lead(s)	Timeline	Procedures and Policies	Notes
LSCCC will review, identify, and recommend disciplines for online tutoring (NetTutor)	Provide tutorial support to distance learners	Learning Center Manager, LSCCC	June to August 2016	N/A	
Share student readiness modules to Canvas Commons, in particular in online courses—and link modules to Distance Ed website	Prepare distance learners for the online experience and enable students to assess their own readiness	Instructional Technologist	June to August 2016	N/A	
Develop student readiness modules for Canvas and share to Commons	Prepare student readiness modules available in Canvas Commons for faculty to import into their course shells	Instructional Technologist	June to August 2016	N/A	
Embed/Integrate Canvas student readiness modules into Comevo	Embed student readiness and Canvas orientation modules in Comevo	Instructional Technologist	June to August 2016	N/A	
Develop <i>Preparing Your Students for Success Workshop</i>	Provide faculty with resources and strategies to support distance learners	Instructional Technologist	Summer 2016	N/A	

