

Distance Education

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Sept 11, 2019

Enhancing Distance Education Through Grant Funding





Objectives:

- Provide a summary of the state of Distance Education at Hartnell College
- Provide overview of CVC-OEI Grant at Hartnell College

In 2016-17, the composition of distance education students:

- **Sixty percent were women.** Women continue to represent a significant majority of the students in distance education.
- **Seventy-two percent were between the ages of 18 to 29 years old.** Twenty-five percent were in their 30s to over 50. Those under 18-years-old totaled three percent.
- **Thirty-nine percent were Hispanic.** They outnumbered whites for the first time in 2014-15, and have since become the largest ethnic group in distance education.

Note: Data is from the California Community College Chancellor's Office Data Mart (DE FTES Summary Report 2018)



Distance Education Retention

- Distance education retention is at 83% for 113 colleges in 2016-2017
- Face-to-face retention is at 88% for year 2016 – 2017
- Preliminary numbers for 2018 have distance education and FTF retention numbers closely tied
- Over a five-year period, Hartnell's student success rates for distance education have increased, averaging 67%.
- The 2017 state average for all course offerings is 70%. The state average for all distance education offerings is 66%.



Distanced Education: State vs. Hartnell

- Twenty-eight percent of students state-wide are served through online offerings
- Hartnell currently serves 10.57% through online courses
- We need to meet our CTE goals related to non-traditional students



The Grant:

- Provides increased access to distance education
- Ensures student success
- Allows students to complete in less time

Ready → Students need knowledge and skills

Set → Students need tools for when opportunities arise

Go → Preparation to get them into the workforce



Hartnell College was awarded a \$500,000 one-year grant with the main purpose of expanding and improving distance education at our college!

The California Virtual Campus-Online Education Initiative (CVC-OEI) [Improving Online CTE Pathways](#) grant program provides funding for districts to develop online programs and courses that does the following:

1. Allows us to create short-term, industry-valued certificates or credentials, or programs.
2. Allows students from an California Online Community College to continue their education in a pathway offered by other CCCs through Finish Faster Online.



1. By increasing online offerings, we can provide access to education for the non-traditional students
2. Textbook costs can be reduced or eliminated for many of our courses
 - BUS 32 Book - 340 students/semester @ \$134 = \$45,340
 - ADJ 11 Book - 90 students/semester @ \$29.99 = \$2,699
 - ADJ 1 Book - 120 students/semester @ 95.55 = \$11,466
3. Students will gain online access to counselors, tutoring, and academic support
 - Cranium Café
 - NetTutor
 - Quest for Success/Smarter Measure
 - Proctorio
 - NameCoach



4. Allowing an ESL student access to online education works in their favor, as students can
 - take their time to respond to discussion prompts
 - practice their writing skills
 - remain somewhat anonymous if they feel uncomfortable
5. Provide resources for faculty to grow their programs through
 - faculty training
 - course review
6. The development and implementation of interventions to support success for online faculty and students will improve
 - access to support resources
 - our ability visibility to see when/where they need help or support
 - quality of the courses and the student output

Focus on two programs to increase pathways and certification

- 1. Business:** Business Administration, Office Technology, and Information Workers courses are positioned to provide entry-level pathways for future Information Technology and Management students from the Fully Online College-CalBright.
- 2. Allied Health:** This program area includes the Emergency Medical Technician (EMT) and Addiction Studies (AS) programs, as these will provide short online pathways to rewarding careers. Both have the potential to serve as pathways for future Medical Coding students from CalBright and the California Consortium of Addiction Programs and Professionals (CCAPP) certification.
 - EMT certification and online practicum
 - Addiction Studies online practicum



Reduce barriers to access, enrollment and retention by:

1. Increasing the number of online courses

Currently, there are 6 @ONE approved online courses. By providing instructors with training and technical assistance, more online courses will be developed. Training activities include:

- Peer Online Course Review (POCR) team members
- @ONE training/Rubric
- Summer (and possible Winter) Online Teaching Academy



2. Reducing lack of access to textbooks

Ninety percent of our student population are economically disadvantaged, and the cost of textbooks can be prohibitive. Currently, of the few Zero Textbook Cost (ZTC) courses offered at Hartnell, none exist in CTE. Instructors will receive training and support to implement ZTC. Training topics will include:

- Searching for Open Educational Resources (OER) and content
- Copyright and Fair Use
- Creative Commons



3. Providing support tools targeted to address each area of student need

To develop these tools, the following activities will be conducted as they related to language and/or economic challenges:

- A review of best practices
- Student surveys
- Identification of trends

To support online distance education students, a student orientation course will also be developed.



1. Online course development goal by the end of 2019-20

- Fifty percent increase in approved curriculum for Distance Education offerings in the targeted program areas, and at least one additional OEI-aligned course will be developed. (Though we expect far more if @ONE can keep up with influx.)
- EMT online practicum
 - Draft plan created with Regional Public Safety Consortium to integrate EMT-53 into an Emergency Management Degree Program
- Addiction Studies online practicum

2. Reducing barriers

- Ten CTE course that have Zero Textbook Cost (ZTC)
- Potential cost savings to students \$96,712 with an estimated reach of 493 online students



3. Providing support tools targeted to address each area of student need, and providing faculty support and training will result in higher retention and success rates

- 2018 pass rates for EMT 32% ➤ increase to 40% in 2019
- 2018 pass rates for AS 71% ➤ increase to 75% in 2019
- Increase the success and retention rates for Business and Allied Health programs by 3%
- Increase course success and retention rates for identified online courses 2018 to 2019 by 3%

Quarter 1:
July 2019 to
September 2019

1. Identify ZTC courses
2. Identify BUS and Allied Health courses for online development
3. Provide online instructor training
4. Measure retention and success rate/polling
5. Begin development of EMT practicum
6. Begin development of AS practicum
7. Research support for students
8. Hire grant staff
9. Grant reporting

Quarter 2:
October 2019 to
December 2019

1. Provide training for ZTC courses
2. Develop content for BUS and Allied Health online courses
3. Measure retention and success rate/polling/cohort
4. Draft EMT practicum and complete CCAP certification
5. Draft of AS practicum
6. Draft student orientation course
7. Research support for students
8. Grant reporting

Quarter 3:
January 2020 to
March 2020

1. Onboard BUS and Allied Health online courses
2. Onboard EM and AS practicums
3. Measure retention and success rate/polling/cohort
4. Pilot student orientation course
5. Develop additional support for students
6. Submit all courses to @ONE for review
7. Grant reporting

Quarter 3:
April 2020 to
June 2020

1. Onboard student orientation course
2. Access progress of newly onboarded online courses
3. Measure retention and success rate/polling/cohort
4. Grant reporting



- 1. We have a course template ready for faculty**
- 2. We have scheduled our kick-off meeting for cohort to start working on aligned courses**
- 3. We have advertised for our POCR team members. (Three faculty and our instructional designer have completed training.)**
- 4. Accessibility courses have been completed and will be released to our cohort**
- 5. ZTC resources have been compiled for our faculty**
- 6. A tracking system is being created for faculty training and ZTC courses**

