Distance Education

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HARTNELL COLLEGE

There are a number of reasons to expand online offerings at Hartnell:

The 2017 Distance Education Report states that: "In 2016-17, the average distance education student **was female, 20-24 years old and Hispanic" and 39% of CCC DE students are Latinx**.

CCCDE now accounts for more than 28% of headcount

Overall & F2F enrollments have dropped over time and DE enrollments is increasing.

Fiscal Year	Distance Education	Traditional Education	Total	Percent of Total Headcount
2005–06	328,372	2,630,207	2,958,579	11%
2006–07	392,355	2,694,149	3,086,504	13%
2007–08	483,884	2,810,572	3,294,456	15%
2008–09	611,689	2,923,137	3,534,826	17%
2009–10	649,518	2,758,831	3,408,349	19%
2010–11	675,760	2,570,688	3,246,448	21%
2011–12	643,255	2,388,913	3,032,168	21%
2012–13	633,058	2,257,177	2,890,235	22%
2013–14	687,935	2,256,020	2,943,955	23%
2014–15	732,577	2,244,158	2,976,735	25%

Fiscal Year	Distance Education	Traditional Education	Total	Percent of Total Headcount
2015-16	796,600	2,251,790	3,048,390	26%
2016-17	860,283	2,242,618	3,102,901	28%

Hartnell College was awarded a 500,000 one-year grant whose main purpose is to expand and improve our DE offerings!

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 support the following:

1. **Lead to short-term, industry-valued certificates or credentials, or programs.**
2. **Enable a student from the California Online Community College to continue his/her education in a pathway offered by other CCCs.**

The grant asks us to improve online CTE pathways.

Three goals

- ○ Improve access
- ○ Improve visibility
- ○ Improve quality

- By increasing online offerings, we can provide access to education for the non-traditional student
- Textbook costs can be reduced or eliminated for many of our courses
  - BUS 32 Book - 340 students/semester @$134 = $48,240
  - ADJ 11 Book-90 students/semester @$29.99=$2699
  - ADJ 1 Book-120 students/semester @95.55=$11,466
- Students will gain online access to counselors, tutoring, and academic support
  - Cranium Cafe
  - NetTutor
  - Quest/Smarter Measure
  - Proctorio

The state fully supports DE and has invested in the "Course Exchange" and Finish Faster Online (FFO).

Students statewide (including 4-year students) have access to all online programs & classes offered at our 114 colleges

If we fail to grow, students will find classes elsewhere.

Other community colleges have as high as 30% of their courses online.

We are now competing with mega institutions like Western Governors.

Ready | Set | Go is about building support for and:

- developing meaningful improvements in our online education

- exploring how to shore up the current structure of our online education

Tying in with the grant, the initiative focuses on:

- building upon existing Hartnell programs (e.g. in Business, EMT, AOD), and

- easing the transition of the new Online Community College graduates to continue on into Hartnell's programs

The interventions proposed are threefold:

1. Reaching those with the least access to and knowledge of technology and opening doors to up-skilling opportunities by getting students **READY for access** and success (e.g. providing quality online courses through FFO).

2. Growing access to an industry valued certificate or badged courses (e.g. in Entrepreneurship, Allied Health), while getting students **SET for success** by embedding best practices resources and tools in courses shells (e.g. Pronto support English Language Learners – like many of our students).

3. Focusing on getting students to **GO by easing completion**, through online/hybrid practicum programs (e.g. AOD), or through lines-up pathways with 4-year online programs.

1. **Build a foundation and structure to ensure the quality of our growing DE program.**

2. Build upon and improve the quality of Hartnell online courses (i.e. grow success & completion) through local peer review. Feed further submissions into OEI for approval.

3. Organize a transition into OEI (currently scheduled for 2020) to growing access, success, and completion.

4. Add extra CTE pathways online (e.g. AOD, CWE), increasing access, success, and completion opportunities.

5. Lead pilots of tools for students to track progress (e.g. the

A. Increase pathways and certification by focusing on two program areas:

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.

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 the Fully Online College and the California Consortium of Addiction Programs and Professionals (CCAPP) certification.

B. Reduce barriers to access, enrollment and retention by:

1. Increasing the number of online courses

Currently, there are 10 approved online courses. By providing instructors with training and technical assistance, more online courses will be developed. Training activities include:

ü Peer Online Course Review (POCR) team members

ü @ONE training/Rubric

ü Summer Online Teaching Academy

B. Reduce barriers to access, enrollment and retention by:

2. Reducing lack of access to textbooks

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

ü Searching for content, accessibly of content, copyright and fair use and Creative Commons

B. Reduce barriers to access, enrollment and retention by:

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:

ü a review of best practices

ü student surveys

ü identification of trends

To support online (DE) students, a student orientation course will also be developed

C. Metrics of success include:

1. Online course development

50% increase in approved curriculum for Distance Education offerings in the targeted program areas and at least one additional OEI-aligned course will be developed before the end of 2019-20.

EMT online practicum by end of 2019-20

Draft plan created with Regional Public Safety Consortium to integrate EMT-53 into an Emergency Management Degree Program

Addiction Studies online practicum by end of 2019-20

2.   Reducing barriers

10 CTE course that have Zero Textbook Cost (ZTC).

Potential cost savings to students $96,712 with an estimated reach of 493 online students

C. Metrics of success include:

3. Providing support tools targeted to address each area of student need 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 by 3% success and retention rates for Business and Allied Health programs.