What You Need to Know About Online Education

2019 Annual Trustees Conference
Squaw Creek, May 4, 2019

Dianne Van Hook, Chancellor

Michele Jenkins, Vice President, Board of Trustees

James Glapa-Grossklag, Dean, Educational Technology, Learning Resources & Distance Learning

John Makevich, Dean, Continuing and Community Education

COMMUNITY COLLEGE
LEAGUE OF CALIFORNIA

COLLEGE OF THE CANYONS

Topics

- Definitions
- Enrollment trends
- Basic Needs and Equity
- Accessibility
- Statewide Online Initiatives
- Connection to Other Initiatives
- Responding to CCCCO Vision for Success
- Accessing Online Education
- Local Funding Implications
- Scaling Up
- Role of Trustees
- What's Ahead?

Definitions

- **Distance Education**: catch-all category, instructor and student separated, interaction via electronic means
- **Online**: no face-to-face meetings, regular and effective interaction, initiated by the instructor
  - Online with Proctored Assessments
- **Hybrid** (blended): a mix of online and face-to-face meetings, regular and effective interaction, initiated by the instructor
- **Correspondence**: interaction with the instructor is initiated by the student (self-paced, mail in, etc.)

Enrollment Trends

University enrollment decline continues into sixth straight year

Numbers fall at all levels, with the drop in first-year students speeding up

Source: Hechinger Report

College students predicted to fall by more than 15% after the year 2025

Source: Hechinger Report

Enrollment Trends: Growth (all US higher ed)

- Online enrollments increased for the **14th straight year**

- 2016: 337,016 new students, **+5.6%**

- Greater than in 2013, 2014, 2015

- Students in at least one online class: 6.3M or **32%**

- 2012-16: on-campus students -1M, or **-6.4%**

Enrollment Trends

Figure 2. Total Student Headcount in Traditional Face-to-Face Versus Distance Education Course Sessions (Unduplicated Headcount)
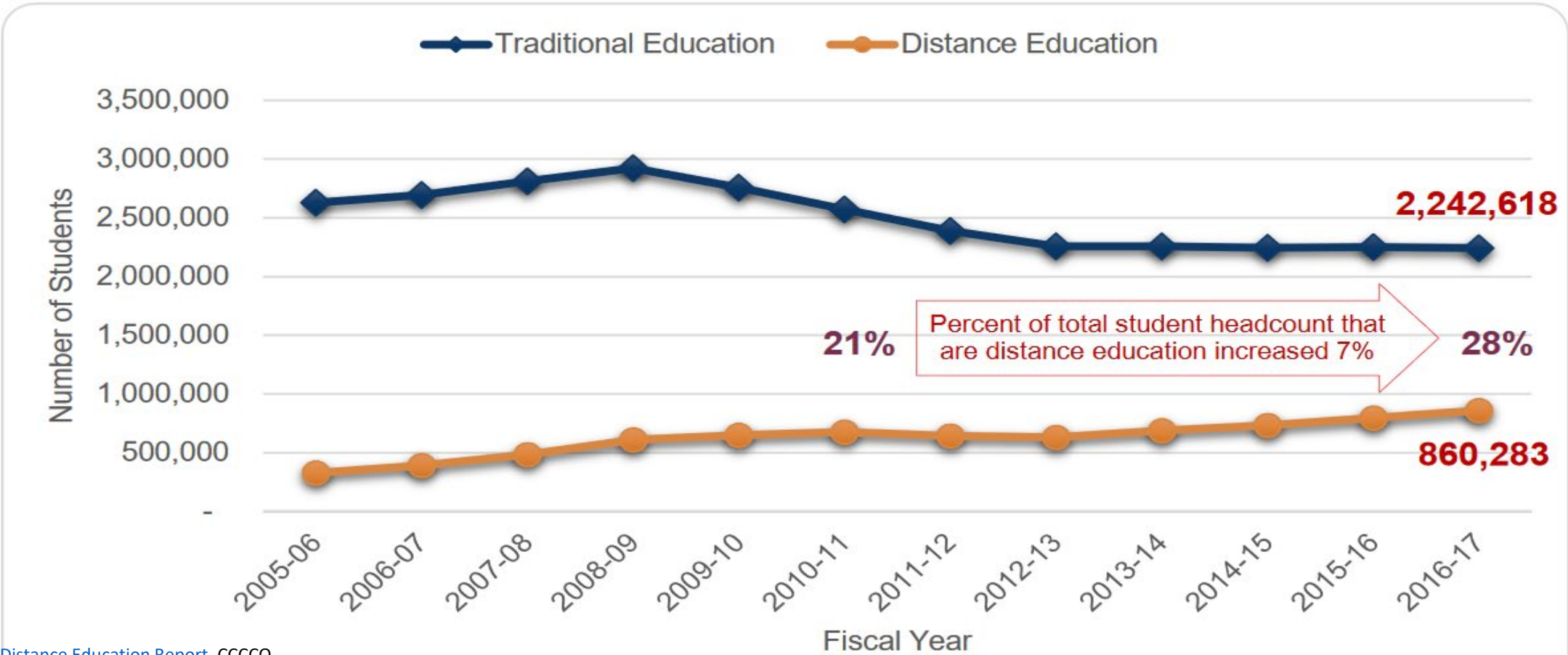
Enrollment Trends: Why Do Students Enroll?

Reasons	1 - Not Very Important	2 - Not Important	3 - Neutral	4 - Important	5 - Very Important
The course was convenient with my work schedule	6%	3%	7%	14%	60%
The course met requirements for the associate degree	9%	4%	9%	16%	56%
The course met requirements for transfer to a 4-year college or university	9%	4%	11%	14%	54%
The course would improve my job skills/expand my job opportunities	12%	6%	15%	18%	40%
I had a personal interest in the subject	10%	6%	17%	22%	39%
I had success with a previous distance education course	10%	3%	12%	15%	38%
I enjoy learning on a computer	9%	6%	21%	22%	37%

Basic Needs and Equity
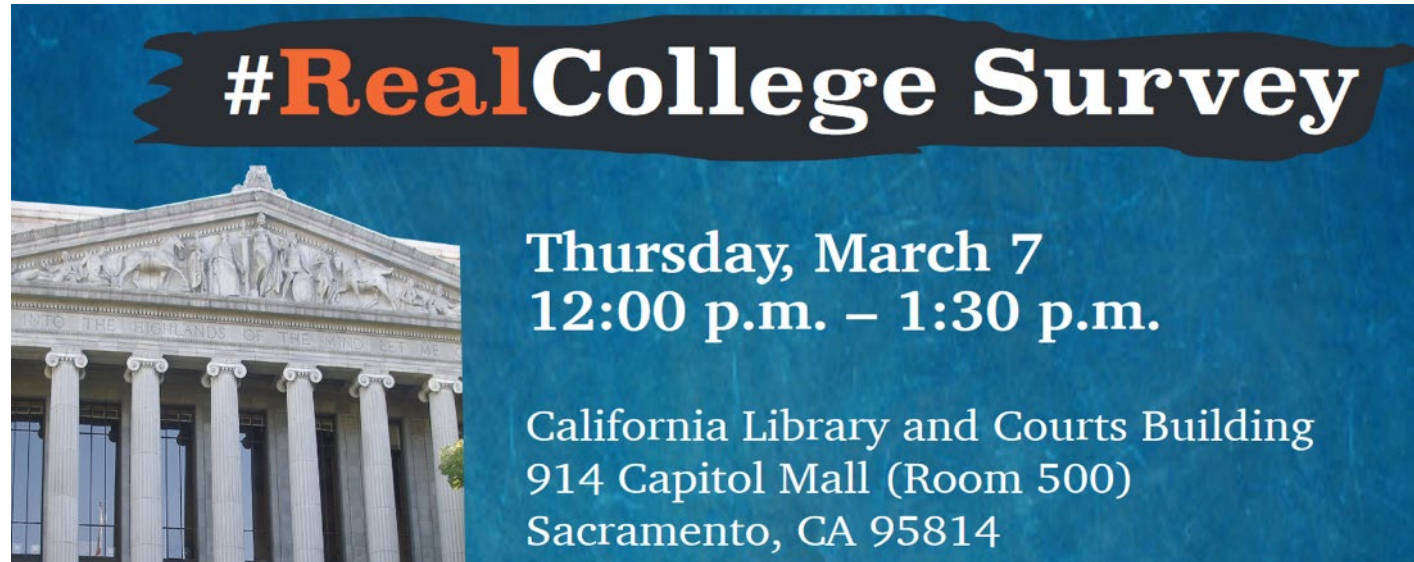
- CCCCO conducted a #RealCollege survey on unmet basic needs
  - 40,000 students responded
  - 50% food insecure in the prior 30 days
  - 60% housing insecure in the previous year
  - 19% homeless in the previous year

Basic Needs and Equity: Digital Divide

Students Access:

- 80% of households below median income have at least a smartphone
- 52% say their service is too slow
- 29% exceed their data plan limits
- 40% of children are less likely to do homework online
- 35% are less likely to look things up when interested

Source: UNDER-CONNECTED IN AMERICA: Digital Equity Challenges for Lower-Income Families

Students Need:

- Connection to campus life, relationships with staff and faculty
- Support services: library, tutoring, admissions, counseling
- Fewer barriers
  - Transportation/parking
  - Software/hardware
  - Instructional materials

Basic Needs and Equity

- CEO Task Force on *Food & Housing Access* Draft Recommendations
  - Basic Human Needs
    - Food
    - Housing
    - Mental health services
  - Mitigating costs
    - College Promise/AB19
    - Completion grants
    - OER

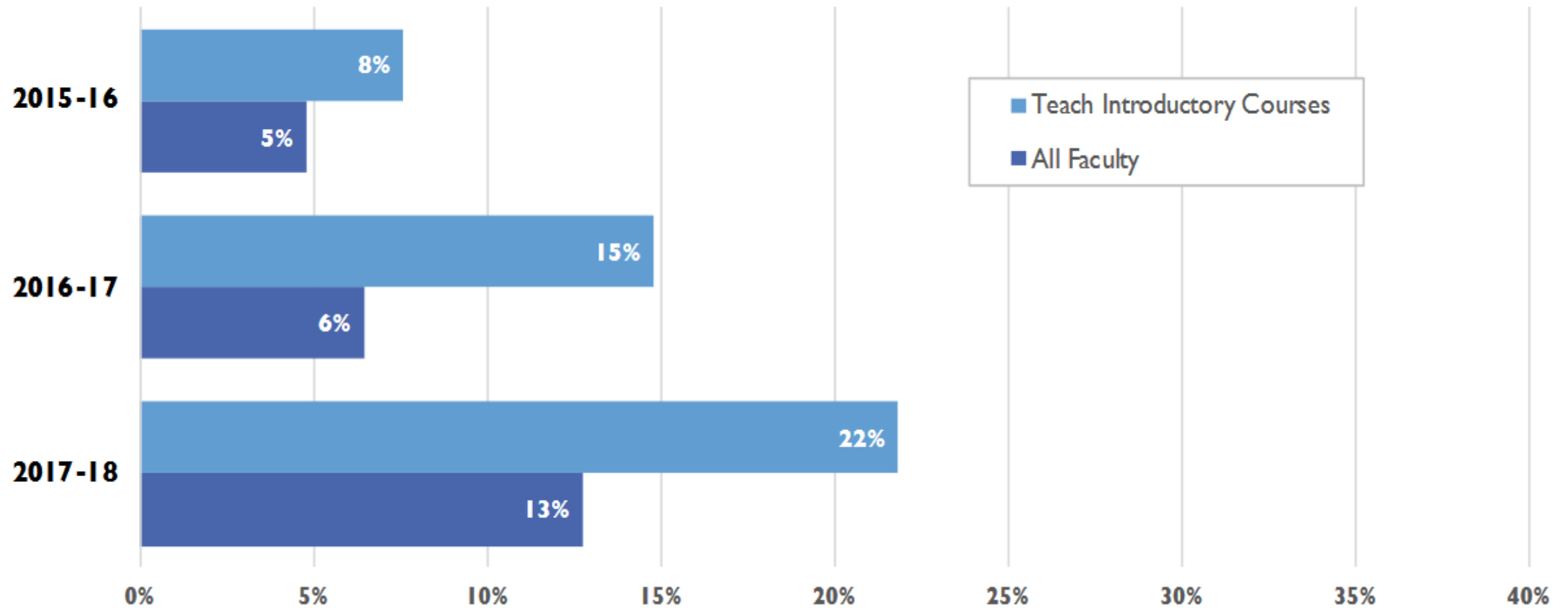# Basic Needs and Equity – Open Educational Resources

OERs are freely available learning
materials that can be
copied, edited and shared
to better serve all students

Basic Needs and Equity – Faculty use of OER

USED OER IN ANY COURSE AS REQUIRED MATERIAL: 2015-16 TO 2017-18

- Teach Introductory Courses
- All Faculty

2015-16: Teach Introductory Courses 8%, All Faculty 5%
2016-17: Teach Introductory Courses 15%, All Faculty 6%
2017-18: Teach Introductory Courses 22%, All Faculty 13%

Basic Needs and Equity

OER Increases Progress

When OER is used, course load in following semester: +16%

N = 5,000 (OER)

Control = 11,000 (publisher)

Fischer, Lane. John Hilton III, T. Jared Robinson, and David Wiley. "A Multi-Institutional Study of the Impact of Open Textbook Adoption on the Learning Outcomes of Post-Secondary Students." Journal of Computing in Higher Education 27.3 (December 2015): 159-172. Web

OER Reduces Equity Gaps

When OER is moved, grades improve:

- All Students: +8.6%
- Pell Eligible: +12.3%
- Non-White: +13%

Source: AAC&U, University of Georgia *The Impact of Open Educational Resources on Various Student Success Metrics,* in International Journal of Teaching and Learning in Higher Education, 2018

Accessibility

- How does a blind or deaf student participate in online classes?

- State auditor Report 2017-102: *Colleges reviewed are not adequately monitoring services for technology accessibility, and districts and colleges should formalize procedures for upgrading technology* (December 2017)

- New BP 3725 and AP 3725 from League

- CCC Accessibility Center: Campus Plan

- Trainings being developed

Statewide Online Efforts

Online Education Initiative (OEI)

- 23 original consortium colleges; 33 colleges part of the equity cohort
- Expansive faculty support through @ONE (statewide online professional development)
- Original $57M investment; augmented with $35M for equity-related projects
- Canvas now at nearly all 114 CCCs
- Course exchange (ExCEL): 2 colleges now, 4 additional colleges shortly

California Online Community College (COCC)

- Independent district under CCCCO; BOG is governing board
- At least $240M over seven years
- New name coming soon
- Blended learning focus, with hands-on learning at job sites

Connection to other statewide initiatives and efforts

- AB 705
    - Few colleges offer developmental courses online
    - Will now see more demand for online math and English courses
- Guided pathways: multiple entry points and exit paths
- California Adult education Program (CAEP): expansion of online offerings of continuing/adult education courses in order to support broader access for busy adult learners

Responding to CCCCO Vision for Success

- Increase by at least 20 percent the number of CCC students annually who acquire **associates degrees, credentials, certificates, or specific skill sets** that prepare them for an in-demand job.

- Increase by 35 percent the number of CCC students **transferring annually to a UC or CSU**.

- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units.

- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent.

- **Reduce equity gaps** across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.

- Reduce regional achievement gaps across all of the above measures through **faster improvements among colleges located in regions with the lowest educational attainment** of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

Accessing online education

Online at your college — *Responding to LOCAL community needs*

Online Education Initiative (OEI) — *Technology and design support at scale*

California Online Community College

Private and public colleges from other states

Local funding implications for online education

- Fill rates are higher

- Upward trends for success and retention

- Some students can ONLY take online courses

- Appropriate student supports

- Technology needed (reduced by support of OEI Canvas)

- CCC Foundation discounts for students

- Open enrollment requirement

Scaling up online

…a _growing_ program needs _growing support and commitment_ to

- Administrative
  - Accreditation requirements
  - Leadership of multiple stakeholders

- Faculty
  - Professional development and mentoring
  - Instructional design

- Staff
  - Student support
  - Faculty technical support

MAXIMUM LOAD
6 PERSONS OR 450KG

Activity: Trustee Roles with Online Education

link

Go to **kahoot.it** on your mobile device!

What's ahead?

- Student demand for more mobile access
- Adaptive learning technologies
- Augmented reality for hands-on online learning

Dianne Van Hook	Dianne.VanHook@canyons.edu
Michele Jenkins	Michele.Jenkins@canyons.edu
James Glapa-Grossklag	James.Glapa-Grossklag@canyons.edu
John Makevich	John.Makevich@canyons.edu