

TO: BOARD OF TRUSTEES

FROM: SUPERINTENDENT

BOARD REPORT NO. 5401

Prepared by the Distance Learning Faculty Coordinator
for presentation to the Board of Trustees
on February 4, 2020

SUBJECT: ANNUAL DISTANCE LEARNING REPORT

I. AGENDA STATEMENT

The Board will review the College's Distance Learning program.

II. BACKGROUND

Districts are required each year to report on the status of their Distance Learning programs. This report will cover 2018-2019.

III. ANALYSIS

In 2018-2019, College of the Siskiyous offered 287 courses in distance modes with a total of 5251 enrollments (47% of total COS enrollments). Distance modes include Fully Online, Hybrid, and Videoconference. Between Summer 18 and Spring 19 the following number of credit courses were offered in distance modalities:

1. Fully Online Sections: 195 (68% of total DL offerings)
2. Hybrid Sections: 18 (6% of total DL offerings)
3. Videoconference sections: 74 (26% of total DL offerings)

Distance Learning modalities represent a trend of virtual growth for our campus. While in-person FTES have declined over the past several years, distance learning modes have seen increases in FTE production as represented in the following chart. This growth trend is consistent with statewide online enrollment trends.

Modality	14-15	15-16	16-17	17-18	18-19
In-Person FTES	1858.55	2124.26	1840.13	1475.25	1595.18
Online/Hybrid FTES	411.65	382.06	375.64	450.68	472.15
Videoconference FTES	52.89	99.45	112.18	112.83	106.76

Overall, Distance Learning modes garnered over 100 FTES between 2014-2018, and this growth trend for online FTES continues into 18-19, with the majority of this growth realized within fully online courses. Online growth potential remains very high, particularly in summer and winter short-term sessions. To illustrate, our 2020 Winter Intersession has 13 fully online courses that fall into Gen Ed categories with an average enrollment of 22.5 students. Increased institutional commitment to Distance Learning and on-going leadership in this area are factors in this growth trend.

Online Trends

According to a recent COS Enrollment Trend Analysis, online enrollments are becoming a larger portion of our credit FTES. During the period of time that credit FTES declined by 37%, online credit FTES increased by about 25%. Thus, while in AY 15/16 online courses represented 15% of our credit FTES, in 18/19, they represented closer to 36%. During the time that credit FTES have been declining, online credit FTES have increased and thus are becoming a bigger proportion of the institution's credit FTES.

The total number of DL courses offered in 2018-19 represents a general upward trend in distance learning offerings over the past several years. To illustrate, of the 214 Distance Learning courses offered in 2015-16, roughly 78.5% were online, 1.5% were hybrid and 20% were videoconferenced. For comparison purposes, of the 287 number of Distance Learning courses offered in 18-19, 68% were online, 6% were hybrid, and 26% were videoconferenced.

All Online and Hybrid classes and many of the on-campus and videoconference courses utilize Canvas, the campus learning management system (LMS). For example, according to our April 15, 2019 Executive Business Review from Instructure (Canvas' parent company), we had 147 active courses in Canvas for the spring semester 2019. Distance Learning records as of December 2019 indicate that 29 of the 39 full-time faculty members and 43 of the 46 part-time faculty members are certified to use the Canvas LMS.

Videoconference

The college recently adopted Zoom software for its videoconference platform. Zoom is offered free of cost to California CC's. The college's IT department is in the process of upgrading and reconfiguring all the videoconference classrooms to accommodate the Zoom software. The Zoom technology has been added as well to some rooms that previously were not set up for videoconferencing, as seen below:

Converted classrooms/Weed:

DLC 3

ESTC-107

McCloud 102 (new VC room)

(ESTC-113 is a partial conversion, as it is not appropriate for a fully VC classroom)

Converted classrooms/Yreka:

Rm. 5

Rm. 8

TC 2

RHSI 119

RHSI 124

Classroom still to be converted/Weed:

DLC 8

Classrooms still to be converted Yreka:
RHSI 121
RHSI 123

The Distance Learning department at College of the Siskiyous offers videoconferenced courses to students on the Weed and Yreka campuses, and to the following areas: Butte Valley High School (Zoom capable), Scott River High School, Happy Camp Computer Center, Modoc High School (Zoom capable), and Tulelake High School.

Title V

Recent changes to Title V specific to Distance Education include:

- § 55200. Definition and Application. Amended to add time and/or distance to the definition. Removes ambiguity to say that instruction provided through DE is subject to the Americans with Disabilities Act and Section 508 of the Rehabilitation Act of 1973.
 - **AP 4105** has been updated to reflect current Title V language.
- § 55206. Separate Course Approval. Requires an addendum that addresses how course outcomes will be achieved in a DE format, how regular effective communication will be achieved, and how the course will meet accessibility requirements.
 - The **Distance Learning Committee** is preparing a revised DE Addendum and DE course approval process for Senate review and approval this spring.
- § 55208. Faculty Selection and Workload. Inserts language stating that “instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.”
 - **Online Teaching Requirements:** This item addresses new Title V requirements from the Academic Senate perspective. In anticipation of revised Title V amendments specific to Distance Education, the Academic Senate approved online teaching requirements in the spring of 2018 to be phased in by Fall of 2020. Many of our full-time and part-time instructors are currently completing their online pedagogy course through @One, and others are scheduled to take the course this spring. Some full-time and part-time instructors do not have an interest in teaching online, but will continue to use Canvas in their LMS-supported courses.

CVC-OEI Consortium/Equity Cohort

COS was accepted into the CVC-OEI consortium in the spring of 2018, as part of the equity cohort. Participation in the consortium allows the college to access free and/or subsidized CVC-OEI student support technologies and services. Funding for these student support technologies and services can change as state funding priorities shift. The consortium Master Agreement, Appendix B is updated annually to reflect current funding priorities. The CVC-OEI funding priorities for 2020-2011 will shift to focus on core services that directly impact student success.

The CVC-OEI will continue to provide technical assistance in conjunction with our local IT department to implement technology integrations required to populate the CVC Exchange and to facilitate cross-enrollment. COS is scheduled for full Exchange implementation in

spring 2021. For further information about our participation in the CVC-OEI consortium, please see the CVC-OEI Consortium Master Agreement dated August 14, 2018.

IV. BUDGET IMPLICATIONS

- Canvas adoption represents an annual savings of approximately \$24,000.00 per year since the Summer of 2017.
- Zoom software is available to us without cost; however, the technology and equipment associated with the conversion does impact the budget. For more detailed information on the costs associated with the Zoom conversion, the Board should consult the Director of Information Technology.
- Proctorio (online proctoring software) will no longer be fully funded by the CVC-OEI, though system-wide negotiated agreements are available to colleges. Estimated costs for AY 20-21 (July-June 30) for Proctorio: \$6,750

V. RECOMMENDATION

It is recommended that the Board review the Annual Distance Learning Report.

Respectfully submitted,

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