

The Effectiveness of Modified Distance Learning in Content Delivery and Assessment

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Abstract

The present study explores the first foray of a Local College or University (LUC) into offering off-campus learning opportunities for the least privileged community members through Modified Distance Learning. The focus was primarily on delivering content and assessing student learning through three delivery modes: offline, offline but digital, and purely online. In addition, this Modified Distance Learning breaks down the semester's classes into two 'sets' of courses in consideration of the amount of workload that a full schedule would be required from the students.

The present study details the 3-month intensive faculty training and investments that the LUC underwent in preparation for the first semester of the Academic Year 2020-2021 and the implementation of Modified Distance Learning from August to December 2020. Furthermore, the present study addresses the sustainability of Modified Distance Learning as a permanent offering even after face-to-face classes become permitted, as well as the possibility of its adoption by other LUCs, especially those that cater to similarly situated student populations.

Introduction

Distance learning, characterized by e-learning and open online courses, has played a crucial role in the higher education landscape as of late, especially for students with special cases or those unable to attend regular schooling (Cap College Foundation Inc., 2007). This may be partly due to the effectiveness of distance learning systems in various parts of the world, improving students' employment status, income levels, and socioeconomic welfare positions in the long run (Kan Kilinc et al., 2019).

These outcomes are made possible by paradigms incorporating constructivism, student-centered learning, and collaborative approaches supported by technological advancements such as but not limited to simulations, virtual reality, and multi-agent systems (IADIS, 2012). These, coupled with an appropriate allotment of students' time and study methods, including self-assessment and regular attendance in tutorials, can contribute to noticeable improvements in learning outcomes (Puspitasari & Oetoyo, 2018). Most importantly, distance learning must exhibit total quality management, characterized by ownership and accountability for all, as evidenced by overcoming the 'silo mentality' by fostering teamwork and going beyond minimum compliance with mandated standards (Ramdass & Nemavhola, 2018).

However, there are still plenty of issues to overcome before an educational institution can start to offer high-quality distance learning options to students, such as the proper use and maximization of

available information and communication technologies (ICT), a 21st-century skill otherwise known as digital literacy (Milenkova & Manov, 2019). It is an issue related to the second stage of ICT, which is the “rich pedagogical use of infrastructure,” the first establishing institution-wide infrastructure, and the last being the strategic use of ICT with different target groups in higher education (Arinto, 2016).

On top of this, there is also a need to improve current offerings of existing opportunities for distance learning in terms of effective management, facilitation, academic support, and subject matter delivery in order to best align with the mission, needs, and criteria of the educational institution from which it hails (Oduaran, 2017). Although students from minority populations and non-native English speakers tend to excel more than their peers of different demographics, their lack of resources, particularly for funding their enrollment and learning materials, makes distance learning marginally less challenging than traditional higher education delivery (Mittelmeier et al., 2019). As it stands, the current state of distance learning requires an increase in efficiency in academic mobility and an identification of who the knowledge users are, how they change, and which information tools affect them the most (Davidovitch & Belichenko, 2016).

Apart from the internal issues of running a distance learning program, there are also external factors to be addressed, such as concerns about the recognition from potential employers, professional organizations, and other countries, seeing as not all academics have positive attitudes towards this new type of learning and degree-earning (Harrison et al., 2017). This results in anxiety on the part of the learner. Compounded feelings of intimidation due to the admission process, book distribution, assignments, course tutorials, and student support services, their academic performance can become significantly affected (Ajmal & Ahmad, 2019). Unfortunately, these negative emotions manifest in three ways: the learner might be at risk of dropping out, likely to fail, or in the best-case scenario, on the road to success (Youssef et al., 2019).

It is for this reason that the present study presents the implementation of a modified distance learning landscape that would empower lifelong, self-directed learners, increase student retention, enhance academic performance, and serve even the most disadvantaged populations, similar to the Empower Project launched in European universities (Sanchez, 2018). In the local polytechnic college on which the present study is anchored, these ‘disadvantaged populations’ include teenage parents, working students, students from rural areas, and students who have not been admitted to private universities or state universities.

In light of current events, the Commission on Higher Education (CHED) issued COVID Advisory no. 7, titled Guidelines for the Prevention, Control, and Mitigation of the Spread of Coronavirus Disease 2019 in Higher Education Institutions (HEIs). Under A.1.d., provisions for opening classes for AY 2020-2021 were provided. In particular, colleges and universities could start in June 2020 if they offer complete online education, while HEIs offering flexible learning could open in August 2020.

The present paper acknowledges the opportunity to apply the lessons presented in implementing distance learning even for students in hard-to-reach areas due to emergency and conflict (Creed & Morpeth, 2014), as well as adhere to the recommendations made for the implementation of distance learning in a developing country setting, such as those related to relevance, cost, partnership and collaboration strategies, organizational structures, research and evaluation (Bandalaria, 2007).

With the discussion above, the present paper then seeks to answer the following question:

1. Is the modified distance learning program effective in content delivery and assessment?

Moreover, the present study covers preparing and implementing a modified distance learning for the first semester of the Academic Year 2020-2021 at a local polytechnic college in Baliwag, Bulacan, Philippines.

Although the aforementioned educational institution offers short courses courtesy of the Technical Education and Skills Development Authority (TESDA) as well as a senior high school under the Department of Education (DepEd), the present study focuses only on the students enrolled in the four-year degree programs offered by the college, as approved by CHED.

The present study is only concerned with delivering content and assessment through modified distance learning, considering the key actors that can contribute to its success or failure: the instructors, the deans and program directors, and the students.

Since higher education students, especially those from public universities and colleges, hail from various different backgrounds, no single distance learning program can fit all their needs. Apart from tailoring the content delivery and assessment in the most conducive means for the students, the implementation of the modified distance learning program can prepare the educational institution to pivot towards increasingly more distant learning processes by troubleshooting the potential problems at each stage of the process simultaneously.

Methods

The present study is qualitative, specifically a documentary analysis, which aims to determine the effectiveness of modified distance learning in content delivery and instruction through its three modes of delivery.

The modified distance learning program's three modes of delivery are as follows:

1. Purely offline, otherwise known as *modular*, in which printed handouts are distributed to each barangay in Baliuag and to the nearest barangay hall of the neighboring municipalities, and are collected the same way if the students cannot travel to submit their outputs on campus.
2. Offline but digital, otherwise known as *asynchronous* learning, in which learning content such as PowerPoint presentations and typewritten lectures, as well as assessment materials such as assignments and instructions for practical applications, are sent to the students for them to download and accomplish before the given deadline.

3. Purely online, also known as *synchronous* learning, in which all learning and assessment is hosted on Google Classroom. In other words, learning content and assessment activities are uploaded there, and thorough discussions about the lessons between students and their teacher are conducted on a fixed weekly schedule via Google Meet.

These three delivery modes are first implemented in the first semester of the Academic Year 2020-2021 in two sets. Although students are given a study load of six courses (or 18 units) for the semester, they only take three courses at a time for each set, given the anticipated difficulty that students might experience if they were required to comply with requirements for all six courses at once.

In order to execute this plan, the local polytechnic college needed to be adequately equipped with the following:

- Competent faculty and staff, which prompted the college to hire additional faculty and staff, provide a series of webinar-workshops about making modules and using Google products from May to late June 2020, as well as grant scholarships for faculty and staff who are pursuing graduate studies
- Laptops or desktop computers, which was why the college encouraged the faculty to use the computer laboratories if their equipment at home is not conducive for holding online classes, and bought 50 new laptops that were distributed to the full-time faculty in December 2020
- Reliable Internet connection, which led to the partnership between the college and the Department of Information and Communications Technology (DICT), in which the college availed of the FreeWiFi4All
- A learner management system (LMS), which is the reason for the college to avail of the LMS offered by DICT through a memorandum of agreement, and avail of the Google Suite for Education
- A heavy-duty photocopying machine to produce thousands of learning and assessment materials for students enrolled under purely offline or modular classes, which led to the purchase of risograph machines
- Cooperation of the barangays in Baliuag and its neighboring municipalities, which kept the Office of the College President in constant contact with the mayor's offices and barangay captains or secretaries, and mobilized the available faculty members to deliver and collect modules from each barangay and nearby municipality.

To contextualize and present the scale at which the local polytechnic college now operates, the present study compares the number of enrollees for the second semester of the Academic Year 2019-2020 with that of the first semester of the Academic Year 2020-2021 based on the Annual Accomplishment Report submitted to the Municipality of Baliuag for 2020.

To identify the preparations required for modified distance learning and the points in which its implementation can be further improved for the succeeding semesters, the present study chronicles the experiences of the faculty in preparing and implementing their content delivery and assessment;

the experiences of the deans and program directors in monitoring faculty performance in content delivery and assessment; and the outcomes of the students under each mode of delivery. These are based on the following documents:

The weekly reports submitted by faculty members to their deans and program directors.

- The minutes of the weekly faculty and staff meetings for the first semester of AY 2020-2021
- The minutes of Academic Council Meetings that concern the preparation for and implementation of modified distance learning
- The reports generated by the College Registrar
- The dropping forms of enrollees from the first semester of AY 2020-2021

Results and Discussion

Apart from the need to pivot from face-to-face content delivery and assessment towards the adoption of modified distance learning, the local polytechnic college also faced an influx of new students during the first semester of AY 2020-2021, likely because it is one of the few institutions in the area offering free higher education at the time.

The following data is lifted from the Annual Accomplishment Report submitted by the local polytechnic college to the Municipality of Baliuag for 2020. From a student population of 3,559 in the second semester of AY 2019-2020, the enrollees for the first semester of AY 2020-2021 reached 5,685, majority of which were enrolled in the Institute of Business and Accountancy and the Institute of Hospitality and Tourism Management. The breakdown of the number of enrollees per institute is as follows:

Table 1. Number of Enrollees for AY 2019-2020 and AY 2021-2022

Institute	2nd Semester A.Y. 19-20	1st Semester A.Y. 20-21
Business and Accountancy	978	1,585
Hospitality and Tourism Management	986	1,535
Information Technology and Innovation	321	527
Education	332	593
Total	3,559	5,685

Although first year enrollees were expected, given the grade 12 graduates who recently completed the K-12 program, this skyrocketing of the student population was also in part brought about by the transfer of students from private higher education institutions to the local polytechnic college for financial reasons.

In addition, students who could not previously participate in the education system due to its restrictive schedule could now continue their education. This includes working students, teenage parents, and students who live from far-flung municipalities in Bulacan and Pampanga.

As such, the local polytechnic college did not only retool the 122 faculty members already employed since the second semester of AY 2019-2020, but also hired 30 new faculty members to handle the new sections that were opened.

According to one of the minutes of Academic Council meetings, each institute hired at least one new part-time or full-time faculty member. However, managing these faculty members used to be decentralized. The deans and program directors assigned general education subjects to faculty members exclusively hired for their institute. This resulted in either overloading or under-loading faculty members, which could have been more efficient.

To rectify this, a new institute was opened in the first semester of AY 2020-2021 – the Institute of Arts and Sciences. Though no college program is currently offered under the institute, the dean is now in charge of equitably distributing faculty members to teach general education courses to each institute, ensuring that all 5,685 enrollees will have a guaranteed aligned instructor or professor handling their subjects.

Experiences of the Faculty

The section below is based on the weekly faculty and staff meeting minutes and the weekly reports submitted by faculty members to their respective institute heads.

Although all of the faculty members were trained in creating modules and using Google products, the deans of the institutes decided to adopt one mode of delivery for all programs and courses.

The Institute of Education selected purely offline or modular instruction. However, since the first semester of AY 2020-2021 began in August, and the risograph machines that the local polytechnic college purchased were only delivered mid-semester, the faculty members had to adopt offline but digital (asynchronous) content delivery and assessment for the first half of the semester.

This led to logistical difficulties seeing as some students were looking forward to the modular instruction precisely because they did not have access to any Internet service provider aside from mobile data on their cellular phones and did not have access to any desktop computer or laptops where they can study and submit their outputs. Instructors had to contact the students through their mobile numbers, provided by the registrar on their official class list, or through Facebook. This social media platform is just as widely used as Gmail in the locale.

Instructors created group chats with their students to field their concerns and give them further directives. During the schedules for collecting students' outputs from the barangays in Baliwag and the neighboring municipalities, the students dropped off their outputs wrapped in a brown envelope and labeled with their name, year and section, and instructor's name. Although most barangays cooperated, some closed relatively earlier than usual office hours or sometimes turned away students'

submissions despite having approved the letter of request from the local polytechnic college or reaching a verbal agreement by phone.

When travel restrictions increased, the students willing to go to the campus were asked to leave their outputs in the drop box at the guard house instead. At the same time, those who lived too far were asked to send their outputs via Gmail or Facebook Messenger to their respective instructors instead.

When the risograph machine became available for use, the deans created a schedule for printing, collation, and distribution of the modules to each section, year level, and college program. A team of faculty members and non-teaching staff carried out the printing and collation over the course of two weeks, including weekends, while the faculty member assigned as the adviser of the students occupied the open-air space on the third floor of the college's building to distribute the modules on the students' allotted schedule.

On the other hand, the other three institutes embraced asynchronous education, with the exception of programs such Bachelor of Science in Information Technology and Bachelor of Science in Accountancy which had to be taught synchronously for the students to gain mastery and understanding of the learning content. The students of the Institute of Hospitality and Tourism Management also had synchronous classes for their major courses that require practical application, but their general education courses were mostly held asynchronously.

In asynchronous classes, the instructors use their Google Suite accounts to upload new reading, viewing, or listening material on Google Classroom, along with instructions for practical application activities and Google Form quizzes, which must be accomplished before the next set is uploaded so as to not create a backlog of content and activities.

For faculty members under the Institute of Arts and Sciences, instructors handling the same subjects for students of different programs are encouraged to brainstorm and collaborate on the general education courses. This led to some subjects having a uniform set of assessments and practical application activities to administer to the students, ensuring that the same quality of content delivery and assessment that one section gets is the same as the others.

Although the instructors meet their asynchronous classes via Google Meet on the first day for orientation, the succeeding synchronous meetings throughout the semester, if any, are short and sparse. Some instructors meet their asynchronous classes once a week, for 30-60 minutes, to field any concerns, questions, or clarifications, among other important points for discussion that the students may have.

Some instructors administer Google Form examinations for a set amount of time. Once the time has elapsed, the Google Form no longer accepts responses. Closing the Google Form is also one way of avoiding leaks to other sections. Other precautions include randomizing the order of questions and

choices and paraphrasing the content of the learning materials so that students cannot commit academic dishonesty. It is inadvisable to ask students to turn on their cameras in a Google Meet call while they answer their examinations, as this may consume too much bandwidth, which is a limited resource for most of them.

While examinations are ideally administered only twice a semester, during midterms and semifinals, some instructors also require practical applications instead of written examinations, such as one instructor of a general education course who conducted a mock interview for each student and graded them based on rubrics. This may be best suited for courses that are skill-based and not content-heavy.

Although using Google products such as Classroom, Forms, and Meet may make content delivery and assessment more convenient for the instructor, it poses a unique logistical problem. Some students did not provide their email addresses upon enrollment or provided a Yahoo email address instead of a Google Mail account. Thus, they cannot be immediately added to the classroom that the instructors create at the start of the semester's set.

To resolve this, the instructors contacted the students through their mobile phone numbers instead. Since replies are few and far between, it became more preferable for instructors to create group chats for each section on Facebook Messenger to make announcements immediately seen and give instructions immediately complied. To clarify, Facebook Messenger did not replace Google Classroom as the primary medium through which faculty and students interact but became a vital supplemental resource to reach students, especially those unfamiliar with the Google Classroom interface.

Having walked the students through the proper use of Google products in the first semester of AY 2020-2021, in the second semester, the college created Google Suite accounts for the students as well, thereby significantly reducing the time spent searching for students, and maximizing the benefits of using email addresses under the same domain name, which includes but is not limited to automatic acceptance into Google Meet calls that were scheduled using Google Calendar, and importing grades from Google Forms onto Google Classroom.

Experiences of the Deans and Program Directors

Monitoring and evaluating the performance of faculty members differs between that modular teaching instruction and facilitating synchronous or asynchronous learning. The section below contains information from the minutes of Academic Council Meetings concerning the preparation for and implementation of modified distance learning.

Purely offline content delivery and assessment are largely output-based. As such, both the faculty and students are evaluated on their outputs. The dean of the Institute of Education reported that faculty members were evaluated based on the quality of the modules and assessment activities they produced, the timeliness in which all of the students enrolled in their respective classes were able to receive their modules, and the objectiveness with which the students are graded at the end of the semester.

To accomplish this, the dean formed a group of proofreaders who conducted quality assurance on the modules before mass printing. Then, meetings between the administration and the faculty are regularly held to track issues such as difficulties in reaching students or retrieving students' outputs, or dealing with students considering dropping out instead of finishing the semester. Lastly, the dean's staff ensures that the grades encoded in the faculty members' class records are anchored on the students' graded outputs and are accurately reflected in the grades submitted to the registrar's office.

For asynchronous and synchronous content delivery and assessment, the deans and program directors of the other institutes require their faculty members to submit attendance sheets for Google Meet calls as well as screenshots with students' cameras on. The instructors are also asked to add the deans or the institute's staff to their Google Classrooms to track the interactions between faculty and students, monitor the quality of the handouts, videos, or audio guides provided by the instructors, and the outputs submitted by the students. Weekly meetings are also held between administration and faculty to troubleshoot any problems that may have arisen during or between classes.

In addition, the first semester of AY 2020-2021 made the deans and program directors cognizant of the need to update the arrangement of the curriculum of all degree programs offered by the college if they are to efficiently utilize the instructors that the college employs. This led to the rearrangement of the courses offered under each program's curriculum based on the general education courses, followed by the major courses under each program, for implementation in the succeeding semesters.

Outcomes of the Students

The present study explores the positive outcomes under each mode of content delivery and assessment, such as the grade weighted average (GWA) of the students as a testament to the effectiveness of the type of instruction administered to them, as well as the negative outcomes, such as the dropout rate and reasons for its occurrence.

During the first semester of AY 2020-2021, a total of 783 students achieved a GWA of 1.5 or higher, as presented in the report generated by the College Registrar at the end of the semester. The breakdown per institute is as follows:

Table 2. Students from each institute with GWA of 1.5 or higher

College	1st Year	2nd Year	3rd Year	4th Year	Total
Business & Accountancy	184	150	118	18	470
Hospitality & Tourism	52	7	0	4	63
IT & Innovation	22	6	69	12	109
Education	17	43	52	29	141
Total	275	206	239	63	783

The majority of the students who performed well in the first semester of AY 2020-2021 came from the Institute of Business and Accountancy, though it must be mentioned that the Bachelor of Science

in Accountancy program requires graduates to take board examinations before practicing the profession; hence stricter standards of quality assurance are put in place, as emphasized in one of the minutes of the Academic Council Meeting.

It also bears mentioning that the programs under the Institute of Education also require graduates to take board examinations. However, the population of the Institute of Education is lower than that of the Institute of Business and Accountancy.

As for the Institute of Hospitality Management and Tourism, the notes of the College Registrar on the generated report clarified that it has recently phased out its Bachelor of Science in Hospitality Management program and started offering a Bachelor of Science in Hotel and Restaurant Management. Thus, there are some year levels where very few or no students with a GWA of 1.5 or higher were recorded.

As previously mentioned, each institute adopted its content delivery and assessment mode. Based on the report generated by the College Registrar, below is the breakdown of the students who achieved a GWA of 1.5 or higher based on the content delivery and assessment mode.

Table 3. Students with GWA of 1.5 or higher based on mode of content delivery and assessment

Mode of content delivery and assessment	No. of students
Synchronous/Purely online	229
Asynchronous/Offline but digital	413
Modular/Purely offline	141
Total	783

It would appear that the asynchronous or offline but digital mode of content delivery and assessment is the most conducive for the students, considering that this mode produced majority of the 783 students who achieved a GWA of 1.5 or higher in the first semester that modified distance learning was implemented.

However, even though modular or purely offline instruction can be considered closer to the type of content delivery and assessment in asynchronous instruction, students taking purely online classes still outperformed students enrolled in modular classes. Given the difficulties described in the present paper surrounding the implementation of modular instruction, it should come as no surprise that student outcomes would be affected.

Regardless of the mode of content delivery of instruction, the tables above demonstrate that 783 students achieved a GWA of 1.5 or higher in a student population of 5,685 during the first semester in which modified distance learning was implemented at a local polytechnic college.

On the other end of the spectrum, there were 111 officially dropped students during the first semester of AY 2020-2021. The dropout rate this semester was significantly higher at 16% in contrast to the 9% dropout rate in the second semester of AY 2019-2020. However, it must be reiterated that the enrollment rate of the college also drastically rose in this semester.

Below are the common reasons for the enrollees of the local polytechnic college to drop out, based on the students' dropping forms which they submitted to the College Registrar.

Table 4. Common reasons for dropping out of the 1st semester of AY 2020-2021

Reason	Modular	Synchronous	Asynchronous
Academic difficulty	3	4	10
Changed schools	5	9	32
Personal problems	0	2	2
Work	2	5	11
Other	3	8	15
Total	13	28	70

Among the five reasons provided by the students themselves in their submitted dropping forms, majority of them transferred to another school. In particular, the students transferred to the nearby state university that started admitting students after the enrollment period at the local polytechnic college.

Meanwhile, 18 students cited work or financial problems as their reason for dropping out of college. Although their deans and professors are aware of their precarious situation on or below the poverty line, the students are still highly encouraged to come back and reenroll the following semester.

Academic difficulty was used as a catch-all term for the reasons students gave that bore direct relation to the mode of content delivery and assessment that they availed of. Examples of these reasons include a lack of Internet connectivity at home, lack of gadgets to participate in synchronous classes or complete their activities in asynchronous classes, the distance of their house from the school (particularly for modular students), and inability to cope with the lessons on their own. In the case of the latter, the students were encouraged to avail of the short TESDA courses offered by the local polytechnic college, so that they may still be equipped with marketable skills and credentials despite deciding not to pursue their college degree.

Although academic difficulty cannot be avoided in terms of the lack of Internet connectivity and/or gadgets, faculty members from the institutes that selected to offer asynchronous and/or synchronous classes are empowered to provide modules for their students who would not otherwise be able to participate. However, this 'internal arrangement' may not be as conducive for some whose situation is compounded by other factors, such as the need to participate in the labor force to supplement their family's income, or the need to practice responsible parenthood in the case of young mothers.

The dropouts categorized as having “Other” reasons for leaving the academe reflect those who did not provide a reason on their dropping form, or verbally informed their deans and/or program directors instead.

Summary, Conclusions and Recommendations

The present paper chronicles the preparations done by a local polytechnic college to roll out modified distance learning for the first time in the first semester of AY 2020-2021, its implementation, and the student outcomes associated with its implementation in order to address the question of whether modified distance learning is effective in content delivery and assessment.

The student population of the local polytechnic college rose drastically from the second semester of AY 2019-2020, thus requiring more faculty, and more *equipped* faculty, to implement the modified distance learning that would still allow students to receive educational services despite physical limitations. Aside from training the faculty, the instructors, in turn, had to orient their students on their new mode of content delivery and instruction before they could fully administer their respective syllabi. Doing so helps meet the need for increased efficiency in academic mobility, as Davidovich & Belinchenko (2016) identified.

Bandalaria (2007) noted that organizational structures are among the considerations to be factored in when shifting to distance learning. It is true that modified distance learning also posed new challenges to deans and program directors in monitoring and evaluating the performance of the faculty members under their respective institutes. It also brought to light curricular changes that can be made to utilize best the faculty members, especially those handling general education courses.

As for the outcomes of the students, out of 5,685 enrollees, 783 achieved a GWA of 1.5 or higher, most of whom received asynchronous or offline but digital instruction. Students enrolled in modular classes, primarily from the Institute of Education, were less likely to excel academically than those enrolled in purely online or offline but digital classes. On the other hand, 111 students dropped out of the local polytechnic college in the first semester of AY 2020-2021. However, it was more often to transfer to another school than because of academic difficulty. Negative emotions, manifested in personal problems, were less of a common reason for dropping out than Youssef et al. (2019) predicted that it would be.

The effectiveness of modified distance learning hinges on how well-equipped, well-prepared, and well-monitored the educational institution is to provide purely online or synchronous, offline but digital or asynchronous, and purely offline or modular content delivery and assessment.

The local polytechnic college which the present paper is based on presents a source of good practices that can be adopted by other educational institutions as well. For instance, the separation of classes into Set A and Set B ensured that students were not swamped with academic requirements, allowing for more flexible schedules on the part of working students and young parents who would not

otherwise be able to continue their education. The use of a school-issued email address such as the one hosted on Google Suite, supplemented by the use of popular instant messaging applications such as Facebook Messenger, can help instructors maintain constant and open communication with the students, clearly monitor their progress, call them out on their lack thereof, and consult when needed.

Furthermore, the local polytechnic college demonstrates how the hands-on approach of deans and program directors can lead to breakthroughs in decision-making and well-informed management, as seen in their methods of monitoring the faculty across each mode of content delivery and assessment and in their weekly faculty and staff meetings where clarifications and troubleshooting can be done.

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