

# SMCCCD

San Mateo County Community College District

## Distance Education Status and Guidelines



Adopted by DEAC, April 2008  
Revised November 2012



## DE COURSE DEFINITIONS

	DISTANCE EDUCATION COURSES
Online course	A course where the instructor and student are separated by distance for the entire course and can interact exclusively (100%) through the assistance of communication technology.*
Hybrid course	A course that substitutes 51% to 99% of face-to-face instructional hours with online work. The course will have some regularly scheduled on-campus meetings without alternative distance education means of student participation.

	WEB-ASSISTED COURSES
Web-assisted course	A course that is designed to include a certain number of instructional contact hours (but fewer than 51%) through distance education, including TBA. This course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.

	FACE-TO-FACE COURSES
Face-to-face course	No face-to-face instructional time is replaced by the distance mode. However, course materials may be made available to students at least in part online, and the learning support and office hours may be provided at least in part online. This course does not require separate approval by the curriculum committee.

\*The course is conducted through a class website, which may include multimedia material and links to other online resources. Students interact with the instructor and other students through posted class discussions, direct individual communication and assignments (which may include group work). Testing may be done online or by other means. Instructors require no mandatory on-campus meetings. If an instructor wishes to incorporate on-campus meetings into the course, the instructor must also provide for alternative distance education means of student participation.

### 55206. Separate Course Approval

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.



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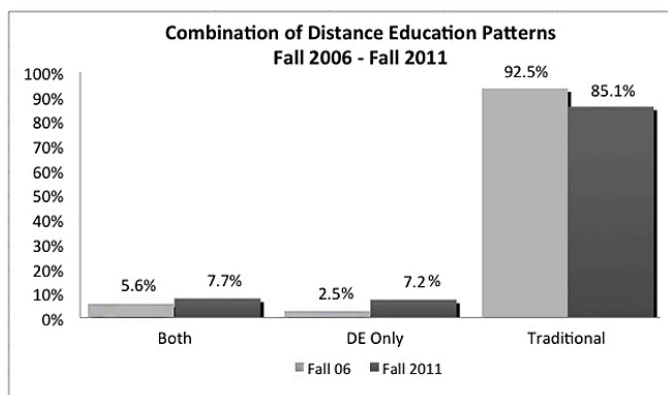


## 2011-2012 DEAC Membership

If technology and education strike your fancy, please feel free to sit in on our meetings. You are welcome at DEAC—the District's Distance Education Advisory Committee!

Alexis	Alexander	CSM	Instructional Designer P/T
Tania	Beliz	CSM	Faculty, <i>Co-chair</i>
Diana	Bennett	CSM	Faculty
Kathy	Blackwood	District Office	CFO
Lin	Bowie	CSM	Faculty
Peter	Bruni	District Office	District Coordinator, DE/ID
Don	Carlson	Skyline	Dean, Business
Susan	Estes	CSM	VPI
Carolyn	Fiori	CSM	Professor, DSPS
Bridget	Fischer	Skyline	Faculty, DE Coordinator P/T
Ricardo	Flores	Cañada	Instructional Designer P/T
Lorrita	Ford	CSM	Director, Library Services
Michele	Haggar	CSM	Prgm Svs. Coord. DE
Linda	Hayes	Cañada	Interim VPI
Ray	Hernandez	Skyline	Interim Dean, SMT
Nick	Kapp	Skyline	Faculty
Jing	Luan	District Office	VC, ESP, <i>Co-chair</i>
Jamie	Marron	CSM	Faculty
Cindy	Moss	Skyline	Faculty
Sita	Motipara	Skyline	Faculty
Eileen	O'Brien	CSM	Faculty
Lisa	Palmer	Cañada	Faculty
Sarah	Perkins	Cañada	VPI
Jim	Petromilli	Skyline	Staff
Eric	Raznick	District Office	Director, ITS
Sondra	Saterfield	Cañada	Faculty
Janet	Stringer	Cañada	Dean, Science/Technology
Lené	Whitley-Putz	Cañada	Faculty
Jing	Wu	CSM	Faculty





	Fall 2006	Fall 2011
Both	5.6%	7.7%
DE Only	2.5%	7.2%
Traditional	92.5%	85.1%

**Vision**

Through distance education, the District and its Colleges will create innovative educational opportunities, provide responsive support services, and strive for high success and retention rates. The District Colleges envision expanding distance education offerings to increase the availability of distance education based degrees and certificates.

**Purpose**

This SMCCCD Distance Education Strategic Plan supports the Colleges with their distance education programs through broad strategic recommendations, research, best practices and planning for growth in distance education courses and programs. The plan also articulates District-wide goals in the area of Distance Education. The District and its Colleges will collaborate in order to successfully implement both District and College distance education plans and strategies.

EXECUTIVE SUMMARY

**Districtwide Goals**

- 1) Increase the colleges’ student success rates in distance education to be comparable with the face-to-face courses of the college.
- 2) Increase enrollments of both resident and non-resident students in distance education courses.
- 3) Develop infrastructure and coordinate support for student success and enrollments, including IT, professional development, student support, library, marketing, and tutoring.

To accomplish the Districtwide goals, the following recommendations are provided for the District and Colleges to consider when developing and implementing strategies:

**Faculty and Course Offerings**

- Identify and promote guidelines and best practices for distance education teaching and learning.
- Identify programs, services, and the necessary additional technical support staff needed in order to assist faculty in the design, delivery, and ongoing maintenance of new and existing quality distance education curriculum.
- Expand distance education offerings that lead to the fulfillment of the general education requirements and additional distance education based degrees and certificates.
- Encourage faculty to participate in professional development programs, such as STOT Training – Structured Training for Online Teaching (STOT).

Vision, Purpose, Goals

Developing and implementing strategies.

## BACKGROUND

Broadening access to quality postsecondary educational opportunities is one of our goals. For more than two decades, SMCCCD faculty have offered courses via television and hybrid modes. In the mid-1990s, Internet-based online courses were developed and offered to students. In 2006, to better coordinate distance education efforts, the District formed the Distance Education Advisory Committee (DEAC). Both the formation of the committee and the process of the committee sought input via shared governance. Co-chaired by a faculty member and the Vice Chancellor of Educational Services and Planning, the committee is charged to provide strategic Districtwide goals for distance education; evaluate the District's technology needs in assisting student learning; identify and disseminate best practices; and make Districtwide recommendations for enhancing and expanding distance education instructional modalities.

During the 2007 DEAC visioning process, the committee recommended developing a District-level distance education strategic plan based on research and best practices. The plan, updated as necessary, summarizes the vision, purpose, and specific goals for both the District and Colleges.

DEAC committee members, seeking to create a quality distance education program, researched the most successful online degree and certificate programs for inspiration and methodology. In 2008-9, members adopted two course management systems, welcomed their new District Distance Education Coordinator, and voted to offer a comprehensive professional development opportunity—STOT (Structured Training for Online Teaching). Developed in-house, STOT prepares faculty to teach effectively online using the latest technological and pedagogical best practices.

In 2010, DEAC reviewed and adopted CurricUNET, a web-based course creation/modification tool; voted for development of the DE Gateway website for students and faculty; and polled instructors to determine which single course management system (CMS) to standardize on within the SMCCCD.

In 2011, DEAC drafted and implemented Districtwide distance education course definitions, regular effective contact guidelines, and student authentication / privacy notifications. Currently, members are addressing matters related to the new State Authorization regulations and online course evaluation.

“Broadening  
access to quality  
postsecondary  
educational  
opportunities”

## REVIEW OF STATE AND SMCCCD TRENDS IN DISTANCE EDUCATION

### Statewide DE Course Growth

The State System Office in April 2010 issued its annual Distance Education Report in which it provided counts for both historical distance education enrollment data as well as sections/courses. In the 5-year period from 2005 to 2010, the total number of course sessions grew from 21,414 to 40,038.

DE continues to grow to include more academic programs being developed, more course sessions being taught, more students selecting this instructional delivery method, and more online student services being made available to students.

In addition, new issues related to student retention and success, student authentication, and academic integrity continue to grow. The passage of the Federal Higher Education Opportunity Act of 2008 places new responsibilities on regional accrediting commissions to assure that colleges are providing quality distance education instructional services for students.

### Statewide DE Internet Course Delivery Methods

Asynchronous internet-based instructional delivery (DED Code 72) and synchronous Internet-based instruction (DED Code 71) were the most popular course delivery methods. Of the 40,038 DE course sessions offered in 2009-10, 35,660 course sessions (33,529 asynchronous and 2,131 synchronous) were delivered using the Internet. This represents 89 percent of the total number of DE course sessions offered in that fiscal year.

### Statewide DE Degree and Program Offerings

In 2009-10, 40% of the 45 colleges in the system offered degrees and certificates completely through distance education. A total of 449 associate in arts and associate in science degrees and/or certificates of achievements were offered using distance education.

### Statewide DE Enrollment Growth

Distance education headcount, in credit and noncredit courses combined, grew from 328,372 in 2005-06 to 649,518 in 2009-10, which translates into an average annual percent change of 15.48%. Meanwhile, the average annual rate of growth in traditional courses (non-distance education) has been 1.10%. Clearly, the number of students taking distance education courses is increasing at a rate roughly that of 14 times of those taking traditional courses.

### Statewide Student Performance in Distance Education

The following chart shows that distance education success rates rose slightly from 53 percent in 2006-07 to 58 percent in 2010-11.

Figure 1, Success Rates in Credit Distance Education and Traditional Education 2005 – 2010 (Statewide)

Success Rates for Credit Distance Education and Traditional Education Course Sessions (Duplicated Headcount)					
<b>Credit Distance Education Sessions</b>					
<b>Student Outcome</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Completed	392,145	500,142	649,997	696,088	522,049
Not Completed	346,551	425,762	525,136	524,723	372,562
Total	738,696	925,904	1,175,133	1,220,811	894,611
Success Rate	53%	54%	55%	57%	58%
<b>Credit Traditional Education Sessions</b>					
<b>Student Outcome</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Completed	5,469,554	5,725,712	6,208,474	6,264,182	5,862,306
Not Completed	2,963,846	3,023,945	3,105,924	3,024,017	2,473,927
Total	8,433,400	8,749,657	9,314,398	9,208,199	8,338,233
Success Rate	65%	65%	67%	67%	70%

(Success rates are defined by grades of C or better.)

When success rates are viewed by age we see they remained constant from 2005-06 through 2007-08, but in 2008-09 and 2009-10 success rates improved significantly. The largest increase was in the 20-24 year-old group, which increased by five percentage points. The smallest growth was in the 40-49 year-old category of only 2 percentage points. The only

## REVIEW OF STATE AND SMCCCD TRENDS IN DISTANCE EDUCATION

area that had a decrease in the rate of student success in DE courses was the unknown area, dropping from 58 percent in 2005-06 to 54 percent in 2009-10. Success rate increases can be attributed to better instructional design and increased familiarity with distance education instruction by students. As students took more DE courses their ability to perform in the new delivery method improved.

Distance education courses are taken predominantly by young people. The largest number of students taking DE courses was in the 20-24 age group growing from 216,219 in 2005-06 to 428,234 in 2009-10. The age categories 18-19 and 25-29 were tied for the second largest areas with both representing 17 percent each of the total enrollment in 2009-10. These three categories represent 69 percent of all students taking DE courses in 2009-10, an indication that a significant number of DE students are under 30 years of age.

Table 1, Student Success Rate by Age in Distance Education Credit Course Sessions (Statewide)

AGE	2005-06	2010-11
< 18	59%	70%
18 - 19	48%	56%
20 - 24	49%	55%
25 - 29	52%	58%
30 - 34	56%	60%
35 - 39	59%	62%
40 - 49	62%	65%
50 +	60%	67%
UNKNOWN	58%	57%

When data is examined by ethnicity, in 1995-96, Asian, Filipino and White students had higher success rates than other ethnic students. Ten years later, success rates for students of all ethnic backgrounds had improved; however African American, Hispanic and Native American students are still behind in success rates by a few percentage points.

Table 2, Student Success Rate by Ethnicity in Credit Course Sessions (Statewide)

ETHNICITY	2005-06	2010-11
African-American	61%	42%
Am./Alaskan Native	42%	52%
Asian	55%	67%
Hispanic	44%	52%
Multi-Ethnicity	41%	53%
Pacific Islander	46%	52%
Unknown	55%	61%
White Non-Hispanic	55%	64%



## REVIEW OF STATE AND SMCCCD TRENDS IN DISTANCE EDUCATION

### **The Chancellor's Office 2010 "W" Student Survey: Why Students Take and Drop DE Courses**

To determine why students take and withdraw from distance education courses, and why the average retention gap between DE and traditional instruction over the last five-years is 6.69%, in December 2010 the Chancellor's Office invited colleges to participate in a survey. Fifty-six colleges responded and in January of 2011 the Chancellor's Office sent a survey to over 50,000 unduplicated headcount students who withdrew from at least one distance education course between the 20% and 75% date stamps of the Fall 2010 term.

The reasons why students take DE courses can be summarized in one word: *convenience*.

When asked to rate 13 reasons as very important, somewhat important, or not important at all, students selected:

1. My work schedule is heavy and a distance education course is more convenient (57.6%)
2. Personal circumstances (family, health, etc) made a distance education class more convenient (55.5%)
3. I had a good experience with a distance education course before (44.1%)

When asked why they dropped DE courses and given a list of 20 reasons to rate as very important, somewhat important, and not important. The top three reasons given were:

1. I had personal problems (family, health, job, childcare, etc) (39.9%)
2. I could not handle the combined study plus work responsibilities (29.9%)
3. I got behind and it was hard to catch up (29.6%)

*There is a great deal of useful feedback from the student surveys. For additional information, please visit the System Office distance education website:*

<http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/DistanceEducation/tabid/499/Default.aspx>

## REVIEW OF STATE AND SMCCCD TRENDS IN DISTANCE EDUCATION

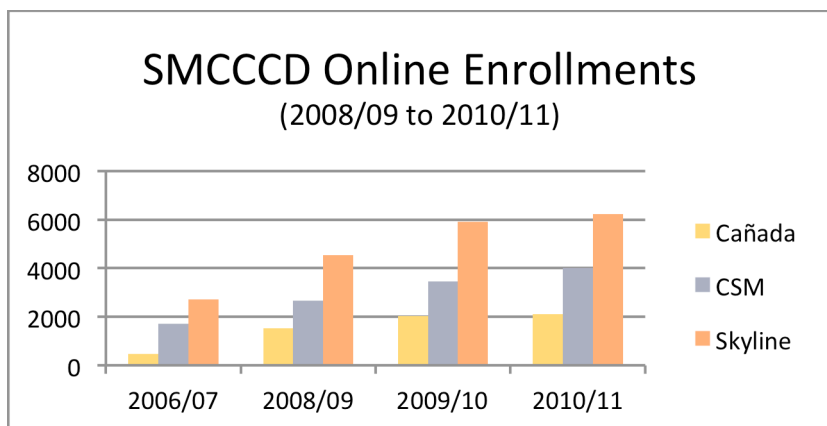
### SMCCCD Online Course Enrollments<sup>1</sup> (2009 – 2011)

Enrollments in online courses have been growing at a steady pace, increasing 256% since 2007.

	2006/07	2008/09	2009/10	2010/11
Cañada	479	1515	2035	2110
CSM	1701	2668	3462	4019
Skyline	2710	4531	5904	6229
<b>SMCCCD</b>	<b>4816</b>	<b>8714</b>	<b>11401</b>	<b>12358</b>

Note: includes hybrids

Table 5a Details		2008/09	2009/10	2010/11
Canada College	Hybrid	371	246	330
Canada College	Online	1144	1789	1780
<b>Canada College</b>	<b>Total</b>	<b>1515</b>	<b>2035</b>	<b>2110</b>
CSM	Hybrid		189	315
CSM	Online	2668	3273	3704
<b>CSM</b>	<b>Total</b>	<b>2668</b>	<b>3462</b>	<b>4019</b>
Skyline College	Hybrid			22
Skyline College	Online	4531	5904	6207
<b>Skyline College</b>	<b>Total</b>	<b>4531</b>	<b>5904</b>	<b>6229</b>



## REVIEW OF STATE AND SMCCCD TRENDS IN DISTANCE EDUCATION

### SMCCCD Online Section Counts (2009 – 2011)

Section count, a key indicator contributing to the enrollment growth, showed correlated increase.

Table 6 (SMCCCD Online Sections, 2008/09 to 2010/11)

	2006/07	2008/09	2009/10	2010/11
Cañada	19	35	41	38
CSM	48	58	97	66
Skyline	50	60	67	70
<b>SMCCCD</b>	<b>117</b>	<b>153</b>	<b>205</b>	<b>174</b>

Note: includes hybrids

Table 6a Details (SMCCCD Online Sections, 2008/09 to 2010/11)

Colleges	2008/09			2009/10			2010/11		
	Online	Hybrid	Total	Online	Hybrid	Total	Online	Hybrid	Total
Cañada Sections	23	12	<b>35</b>	31	10	<b>41</b>	28	10	<b>38</b>
CSM Sections	58		<b>58</b>	92	5	<b>97</b>	59	7	<b>66</b>
Skyline Sections	60		<b>60</b>	67		<b>67</b>	69	1	<b>70</b>
<b>SMCCCD</b>			<b>153</b>			<b>205</b>			<b>174</b>

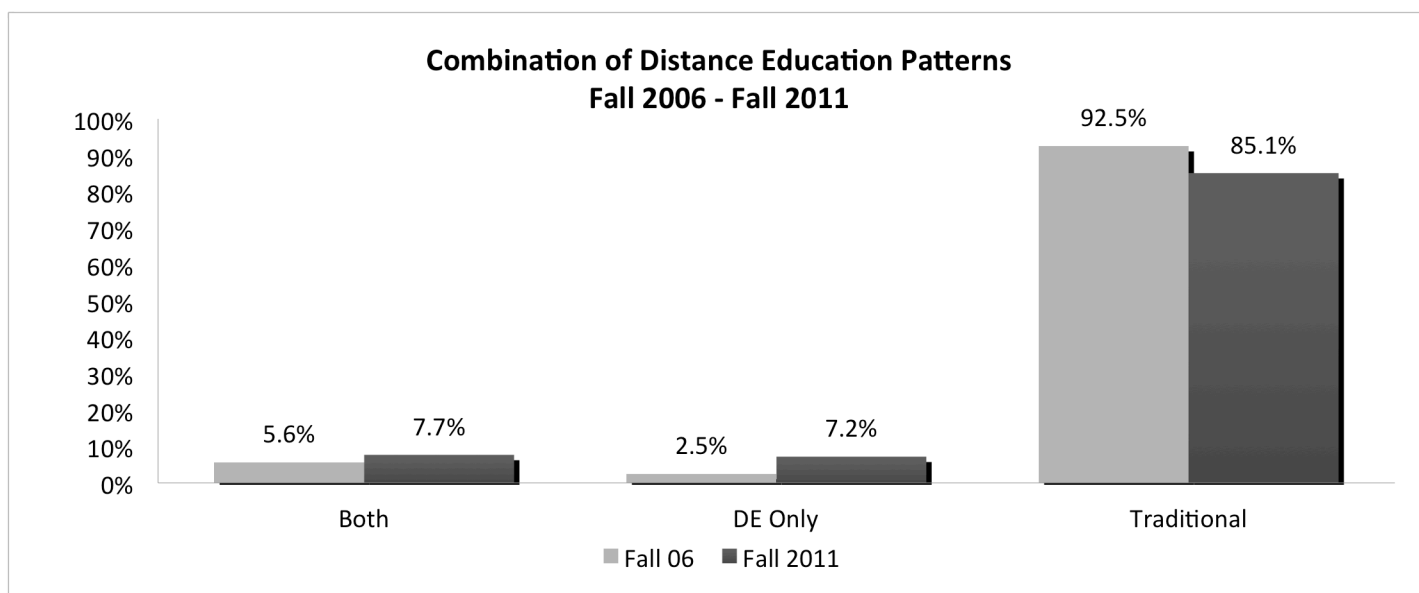
<sup>1</sup> Data using Hyperion query designed by ITS, modified by VC-ESP. DE courses are identified using Section code in Banner that begins with Ws, Os, etc. Documentation is on file. Method of Attendance Code in Banner, although ideal for identifying DE courses, missed a number of DE courses. None of the methods so far are the best, yet are sufficient for planning purposes. It is recommended that SMCCCD review DE coding in Banner in preparation for reporting purposes.

<sup>2</sup> In Spring 2011, new distance education course definitions were implemented in Banner, changing the way DE sections are calculated.

## REVIEW OF STATE AND SMCCCD TRENDS IN DISTANCE EDUCATION

### SMCCCD Distance Education Student Demographics (Fall 2006 – Fall 2011)

Tracking discreet headcounts in all distance education courses in fall 2006 through fall 2011, research indicated that in fall 2006 a total of 8.1% of headcounts in SMCCCD was in distance education, but that in fall 2011, the total increased to 14.9%. In other words, in fall 2006, 8 out of 100 students were taking at least one distance education course (shown as “Both” in the figure below) and in fall 2011, nearly 15 out 100 were taking at least one distance education course. The vast majority of students were taking traditional classroom based instruction (shown as “Traditional” in the figure below), but their proportion is in a steady decline.



## REVIEW OF STATE AND SMCCCD TRENDS IN DISTANCE EDUCATION

A closer examination of the students who were taking these three types of courses showed that the age distribution was slightly older and evenly distributed above the age of 20 for those who were taking solely distance education courses. Those who were taking both types of courses were most likely to be in their 20s. Those who took only traditional courses were similar to those who took only distance education, except that more of them were younger than 20. Interestingly, it can be said that those who took both distance education and traditional courses were somewhat similar to the traditional student body.

Table 9, Age Distribution of Fall 2011 Distance Education Subpopulations

Age	DE Only		Both		Traditional	
<18	42	2.3%	7	0.4%	610	2.8%
18 & 19	56	3.0%	161	8.1%	3,151	14.4%
20 - 24	388	20.9%	928	46.5%	7,939	36.2%
25 - 29	396	21.4%	351	17.6%	3,059	13.9%
30 - 34	245	13.2%	183	9.2%	1,724	7.9%
35 - 39	212	11.4%	116	5.8%	1,090	5.0%
40 - 49	291	15.7%	149	7.5%	1,855	8.5%
50 +	217	11.7%	84	4.2%	2,213	10.1%
Unknown	7	0.4%	17	0.9%	297	1.4%
Total	1,854		1,996		21,938	

When examined by ethnicity, data showed that 20.3% Asian/Pacific Islander and 28.9% Caucasian students took DE Only courses and 16.1% Asian/PI and 28.7% Caucasian students took traditional courses. Hispanic students made a noticeable jump, with 25.1% taking DE Only courses and 24.7% taking traditional courses.

Table 10, Ethnic Distribution of Fall 2011 Distance Education Subpopulations

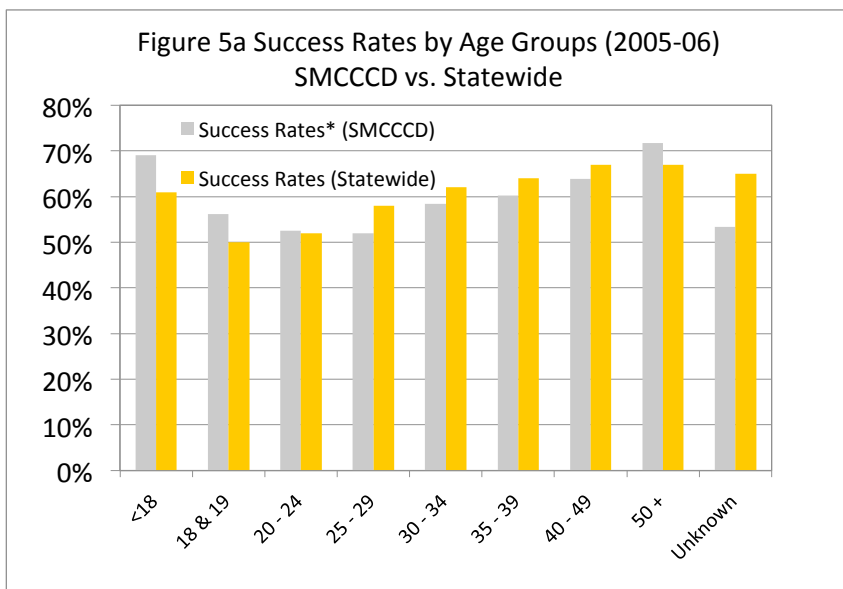
Ethnicity	DE Only		Both		Traditional	
African American	61	3.3%	87	4.4%	835	3.8%
Asian/Pacific Islander	377	20.3%	410	20.5%	3,535	16.1%
Filipino	147	7.9%	248	12.4%	2,091	9.5%
Hispanic	465	25.1%	371	18.6%	5,417	24.7%
Native American	5	0.3%	6	0.3%	59	0.3%
Declined to State	263	14.2%	347	17.4%	3,703	16.9%
Caucasian	536	28.9%	527	26.4%	6,298	28.7%
Total	1,854		1,996		21,938	



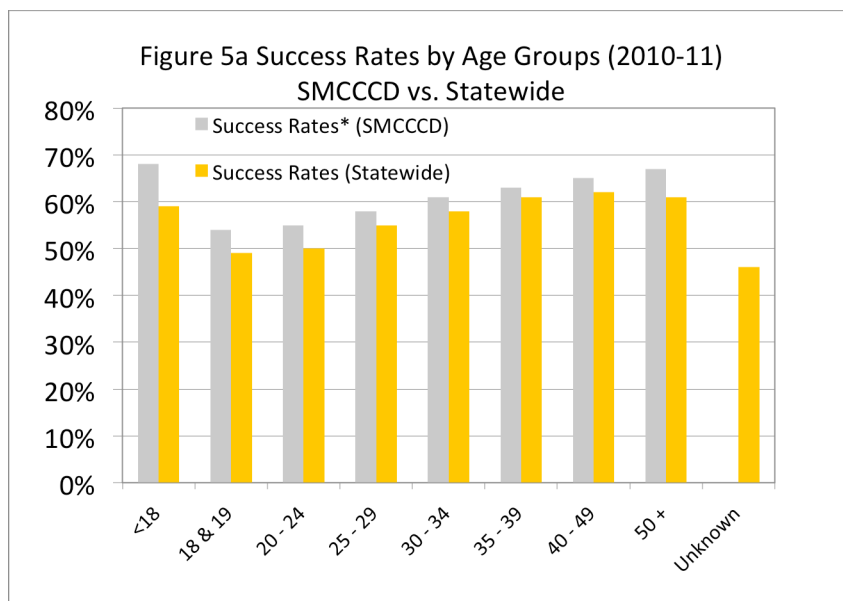
# REVIEW OF STATE AND SMCCCD TRENDS IN DISTANCE EDUCATION

## SMCCCD Distance Education Student Success Rates

Student Success data was extracted from the SMCCCD data system for the 2005-06 and 2010-11 academic years in order to measure against the Statewide average student success rates published by the System Office. In 2010-11 SMCCCD students in all age groups had higher success rates than the same age group Statewide.

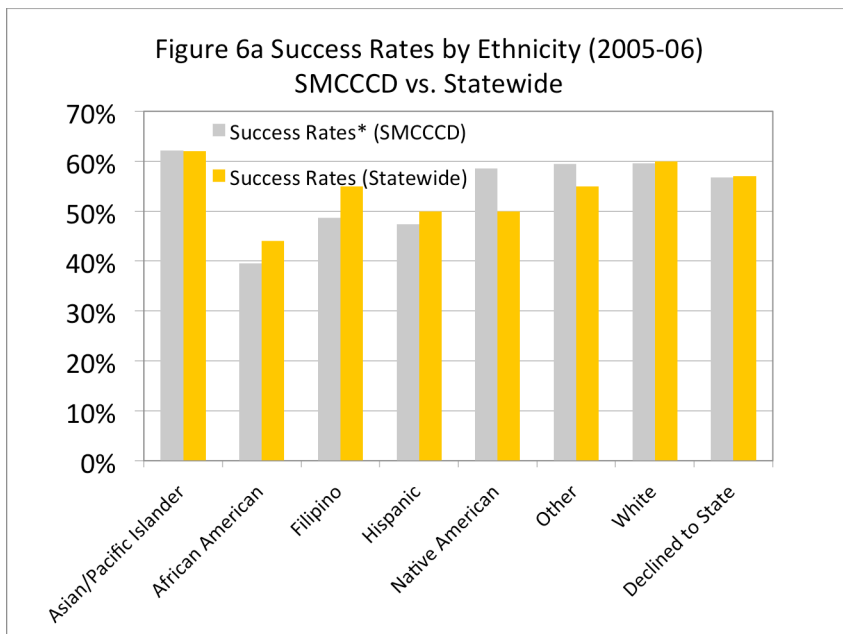


\* Data pertains to all DE courses.

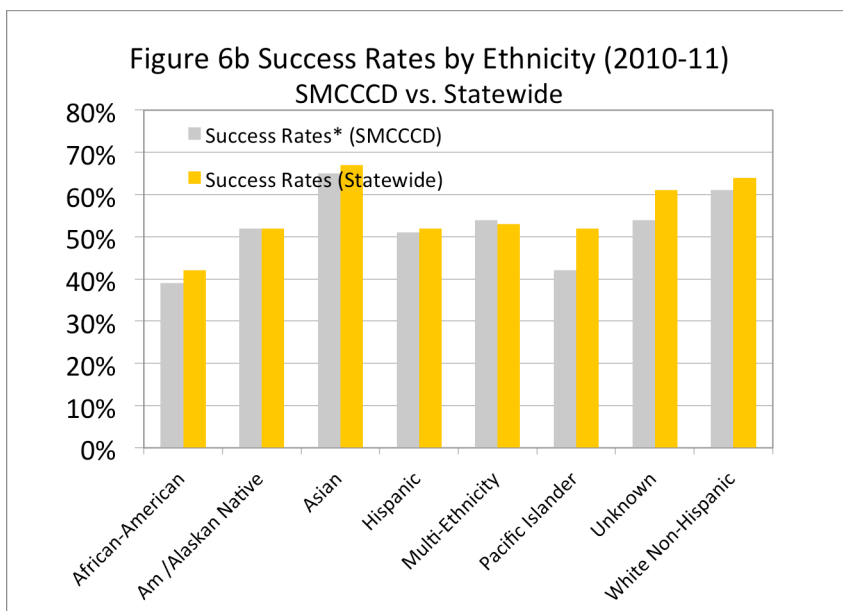


## REVIEW OF STATE AND SMCCCD TRENDS IN DISTANCE EDUCATION

Student Success data was extracted from the SMCCCD data system for the 2005-06 academic year and 2010-11 academic year in order to measure against the Statewide average student success rates published by the System Office. In 2010-11, using State modified ethnicity categories, only the success rates of Multi-Ethnicity students in SMCCCD were higher than those in the State. Native American/Alaskan students in SMCCCD had similar success rates as those in the State. However, all other student ethnic groups in SMCCCD had slightly lower success rates compared to students with the same ethnic background in the State.



\* Data pertains to all DE courses. Note new categories in 2010-11.



## SMCCCD DISTANCE EDUCATION STANDARDS AND GUIDELINES

DEAC will make Districtwide recommendations for standards and guidelines. According to the generally accepted understanding in the medical, engineering and sociology professions, standards are regarded as policy recommendations and guidelines are recommended practices. At SMCCCD, distance education standards are defined as platform choices, accessibilities, training, data definition and reporting, certain required elements in course materials both online and offline, such as plagiarism and copyright policies.

Guidelines are defined as recommended practices and/or templates for faculty, staff and students. They include matters such as interaction and conduct between distance education faculty and students, the look-and-feel of course shells, criteria for course approval and requirements for teaching online at SMCCCD.

### **Course Management System (CMS) Platforms**

DEAC recommends WebACCESS as the standard platform choice. SMCCCD faculty who plan to offer online courses will be directed to the WebAccess platform. Faculty who have been using other platforms, publishers' content or web technologies, such as html or Dreamweaver, may continue with these platforms and technologies; however, they are encouraged to convert their courses to WebAccess. Faculty who intend to enhance their regular courses with web technologies such as discussion board, email, webpage, etc. will also be directed to WebAccess.

DEAC also recommends a set of guidelines for faculty to teach online. These guidelines are in the Appendix Section under the title "SMCCCD Requirements for Teaching Online".

Additional standards and guidelines will be developed and referenced on the DEAC public website (<http://www.smccd.edu/edservplan/deac/default.shtml>) and SMCCCD Distance Education Gateway (<http://smccd.edu/degateway>) as well as college based distance education websites. An example set of standards is listed in the Appendix section of this plan.

### **Teaching and Learning Standards**

Note: this section was adopted by the District Academic Senate in 2006-2007 using information from Mt. San Jacinto College.

#### General Standards

- Distance education students will be given advance information about course requirements, expectations regarding course work standards, equipment needs and techniques for succeeding in a distance learning environment, as well as technical training and support throughout the course.
- Students will be required to be active learners in presenting, organizing, applying and constructing information, ideas and knowledge.
- All course objectives/outcomes and requirements will be clearly presented.
- Courses will maximize the opportunities for regularized and ongoing interaction between teacher and students,

## SMCCCD DISTANCE EDUCATION STANDARDS AND GUIDELINES

among students, and between students and the learning environment. Students will be held accountable for the communication activities within courses.

- The course will provide opportunities for active learning that allow students to engage and participate in activities and tasks that enhance comprehension, understanding, and knowledge.
- All student assignments and their due dates, as well as tests and test dates, will be explained and posted at the beginning of the course, or in a way to give reasonable preparation time for the student.
- Any special testing (i.e., proctoring) situation and arrangements will be clearly described to the student prior to the start of the course.
- A variety of content appropriate presentation methods will be used that address student multiple learning styles.
- Evaluation methods will be relevant to the activities, reading assignments and other learning materials presented in the course.
- Feedback to student assignments and questions will be constructive and provided in a timely manner. Instructor will commit him/herself to a clearly expressed turnaround time.
- The course documents will describe the functions of the course website to the student (e.g., how to post assignments, communicate with the instructor, etc.).
- The instructor will make frequent announcements regarding the progress and processing of the course.
- A policy for due date leniency due to institution-inflicted technical difficulties will be communicated in the syllabus or overview of the course.

### Course Media and Materials Standards

- All external links and internal functionality of current course modules should be available and fully operational.
- The course content will be kept current term by term and will open by, and remain open at least until, the beginning and ending dates of the courses.
- Technology will be appropriate to the course andragogy.

### Web Accessibility Standards

- To ensure that students with disabilities have the same opportunity, DE courses are strongly recommended to be designed to provide “built-in” accommodation (i.e. closed captioning, descriptive narration) and/or interface design/content layout, which is accessible to “industry standard” assistive computer technology commonly used by students with disabilities. Specific guidelines are available at the System Office Regulations and Guidelines for Distance Education: <http://www.cccco.edu/Portals/4/AA/Distance%20Education/DEGuidelinesMar2004.pdf>

### Additional Accessibility Standards

- Courses will provide ample written instructions for every task the student has to perform: taking tests or quizzes, posting contributions to the on-line discussion, downloading files/software, finding supplementary reading, returning to the website, etc.
- DE students will have access to sufficient library resources that may include a “virtual library” accessible through

## SMCCCD DISTANCE EDUCATION STANDARDS AND GUIDELINES

the World Wide Web.

- Academic counseling and advising will be available to distance learning students at the same level as it is for students in on-campus environments through phone or web chats.

### Privacy and Protection Standards

- To protect the integrity of the teaching/learning process in courses that do not feature a proctored test environment, the student must be required to formally acknowledge and pledge adherence to SMCCCD's Student Conduct Policy and Acceptable Use Policy (Board Rules & Regulations 7.69, 7.71, 7.72, and 7.73).
- Procedures will be in place to help ensure security of student work.
- Students will receive clear instructions to save and retain copies of all work submitted electronically.

### Program Review Standards


- An approved evaluation instrument will be provided with the course to ensure student feedback on the organization and content of the course as well as the instructors' performance.
- Review of student learning outcomes will include assessment of student products and exams.
- Data on enrollment, costs, and successful/innovative uses of technology will be used when reviewing program effectiveness.
- Intended learning outcomes will be reviewed regularly to ensure clarity, utility, and appropriateness.
- Course will meet or exceed each college's academic standards.
- Course will be reviewed on a regular basis and revisions documented by discipline faculty through the curriculum revision process required by Program Review. Instructional materials will be reviewed periodically to ensure they continue to meet program standards. Course evaluation will include: technical design, curriculum alignment, rigor, depth, breadth, student performance, and student participation and interaction.
- Peer Evaluation of the Instructor will be accomplished in alignment with current faculty evaluation process.

### Departmental or Discipline-Specific Standards

- The course adheres to the Official Course Outline of Record.
- The course is offered with rigor, depth and breadth consistent with its FTF (face to face) counterpart.
- It is the responsibility of the discipline/department to maintain the quality of delivery of all classes offered regardless of modality.
- Student learning meets the standards set within the discipline, especially in regard to sequenced and/or transfer courses.

Source: Mt. San Jacinto Community College






## SMCCCD DISTANCE EDUCATION STANDARDS AND GUIDELINES

### Determination and Approval of DE Course Offerings at SMCCCD

The Curriculum Committees of the Colleges may consider using the following criteria when determining whether a course will be approved for online delivery:

- Students will benefit from having access to the course via distance education.
- The Course Outline of Record has been approved or revised within the three years of DE addendum request for approval.
- A DE addendum has been submitted to the Curriculum Committee adequately designating the following:
  1. Sufficient consideration has been given to adaptations of methods of instruction and methods of evaluation to ensure regular and effective contact as required in Title V.
  2. Necessary technical requirements are available.
  3. Accessibility is ensured as required by Section 508 guidelines.
- All Title V mandates have been met and followed.
- Courses have incorporated discipline student learning outcomes (SLO's).



## SMCCCD DISTANCE EDUCATION STANDARDS AND GUIDELINES

### **SMCCCD Recommended Requirements for Teaching Online**

To ensure that our course delivery is more consistent, student-friendly and integrated, deans and faculty may consider reviewing items on the following checklist before a faculty member designs, adopts or teaches an online course. (Note: Courses with less than 51% contact hours offered via a distance are considered Web-assisted courses requiring special approval. See your dean.)

Recommended requirements for teaching online for use by faculty:

- The course has gone through appropriate curriculum committee approval.
- The faculty member seeking to teach online has had experience teaching online, has obtained training, or plans to get such experience through the SMCCCD Structured Training for Online Teaching (or equivalent) programs.
- The faculty member agrees to use the official SMCCCD email as his/her primary student contact email.
- The faculty member posts the URL to his/her course website on WebSmart at least one week prior to the beginning of class instruction. Optionally, but highly recommended, the faculty member provides students with a Student Prep Plan describing the course and giving general pre-semester information (time and place of orientation, contact information, book lists, online requirements, etc.)
- The faculty member is recommended to use WebAccess as the primary course management system for all fully online, hybrid, and Web-Assisted courses. (The faculty member can of course use any publishers' content or link to any external websites from within WebAccess.)

## APPENDICES

**Table A-1 - An Examination of SMCCCD AA Degree Requirements Possibly Fulfilled by DE Courses**

The matrix below contains distance education courses that fulfill requirements for an associate degree. Although units required for an AA and AS degree may be slightly different, this matrix can help colleges evaluate progress toward offering an Associate in Arts or Associate in Science degree through the Distance Education course offerings in our district.

	CAÑADA	CSM	SKYLINE
<b>RESIDENCY REQUIREMENTS</b>			
	Minimum of 12 units must be completed at Cañada College	Minimum of 12 units must be completed at College of San Mateo	Minimum of 12 units must be completed at Skyline College
<b>SCHOLARSHIP</b>			
	Minimum 2.0 GPA is required in all degree-applicable coursework.	Minimum 2.0 GPA is required in all degree-applicable coursework.	Minimum 2.0 GPA is required in all degree-applicable coursework.
<b>COMPETENCY REQUIREMENTS</b>			
Math	MATH 120, 122, 123, 200	MATH 120	MATH 120, 200, 201
English	ENGL 100	ENGL 100	ENGL 100, 110, 165
Physical Education	No DE offered, but soon!	FITN 134	FITN 199
<b>MAJOR REQUIREMENTS</b>			
	50% of total units required for the major completed at Canada College	Minimum of 12 units required for the major completed at College of San Mateo	50% of total units required for the major completed at Skyline College
<b>GENERAL ED. REQUIREMENTS</b>			
American History & Institutions	PLSC 210, PLSC 310	PLSC 200, 210, 310; HIST 201, 202, 302,	HIST 201, 202,240
Language & Rationality (Eng Comp)	ENGL 100	ENGL 100, 110, 165	ENGL 100, ENGL 165
Communication & Analytical Thinking	COMM 110, 130; MATH 120, 122, 123, 200, 222, 251; BUS. 115; ENGL 110, 165	BUS 115, 401; CIS 110, 125, 254, 255, 278; COMM 110; DGME 102; ENGL 100, 110, 165; Math 120, 123, 125, 130, 200, 222, 241	ACTG 100, 121, 131; BUS. 103, 123; MATH 120, 200, 201; PHIL 103; PSYC 171
Natural Science - Physical	ANTH 125 ASTR 100 HY CHEM 410 HY OCEN 100 METE 100	ASTR 100	No DE
Natural Science - Life	ANTH 125, 126; BIOL 110 HY, 130, 260 HY	BIOL 100, 102, 130, 145, 210, 220, 260	BIOL 130, 140, 150
Lab Component	ASTR 101 HY, ANTH 126	[ BIOL, CHEM & GEOL DE Labs available ]	BIOL 110 (HY: DE Lecture, on-campus lab)
Humanities	HIST 100, 101, 104, 106, 243, 245, 246, 247, 455 SPAN 110, 111, 112, 120, 121, 122, 130, 131, 132, 140 - all HY ENGL 110, 161, 162; COMM 150 ANTH 200, 351	ART 101 CHIN 111, 112, 121, 122, 211, 212 ENGL 110 FILM 100, 200 MUS. 100, 202, 250 PHIL 100	ART 101, 102, 105, 107, 115, 120, 130 DANC 100 ENGL 110, 161, 162 LIT 101, 113, 116, 251, 265, 373, 416, 432 MUS. 100, 115, 202, 204, 275
Social and Behavioral Sciences	ANTH 110, 200 COMM 150 ECE 201 ECON 100, 102 HIST 104, 106, 201, 202, 242, 243, 245, 246, 247, 422,455 PLSC 130 HY, 170, 210, 310 PSYC 100, 200	DGME 100 HIST 201, 202 PLSC 200, 210, 310 PSYC 100, 410 SOC! 100	BUS. 100, 101, 200, 201, 210 ECE 201 ECON 100, 102 HIST 201, 202, 240, 310 PSYC 100, 110, 200, 201, 410 SOCl 110
Ethnic Studies & Cultural Diversity	ANTH 200; HIST 242, 245, 246, 247, 422, 452; PLSC 310	No DE	ART 105, 120; BUS 221, 226; HIST 240; LIT 116, 251, 265, 373
Career/Personal Development	BIOL 310	BUS 315, 316, 317; BUSW 114, 115, 214, 215, 383, 384, 415, 416, 450, 451, 464, 530, 534, 535; CRER 120, 127; CIS 110; COMM 110; DGM 101, 104; HSCI 100; KINE 101; LIBR 100, 105	CRER 650; FITN 199; P.E. 152, 301
General Electives	Various DE options	Various DE options	Various DE options

Legend: HY = Hybrid Class

## APPENDICES

Table A-2 - Load and Productivity (2011 – 2012)

Online Course Productivity (Planning data, not for reporting purposes)

			Census Enroll Count Section	Enroll Count Section	Total FTE Assgn	Total FTES	Total Wsch	Load	Section
O	Cañada	2006/07	488	321	3	80	2,406	820	29
O	CSM	2006/07	1,631	1,213	10	189	5,668	568	88
O	Skyline	2006/07	2,407	1,985	11	170	5,102	453	96
H	Cañada	2011/12	931	700	5.98	123.51	3705	620	33
O	Cañada		1,438	1,044	6.84	149.78	4494	657	44
W	Cañada		2,831	2,330	24.38	456.17	13685	561	114
N	Cañada		32,248	26,702	221.75	3876.94	116308	524	1269
H	CSM	2011/12	920	671	6.19	128.97	3869	625	30
O	CSM		4,350	3,389	23.54	478.33	14350	610	128
W	CSM		445	373	6.09	111.28	3338	548	17
N	CSM		53,387	45,080	403.27	7131.73	213952	531	1999
H	Skyline	2011/12	299	202	1.92	35.15	1055	549	10
O	Skyline		6,698	5,057	27.96	655.95	19678	704	183
W	Skyline		1,140	919	7.35	161.6	4848	660	39
N	Skyline		56,795	47,764	385.16	7549.31	226479	588	2083

**H** = Hybrid (51% – 99% online) **O** = Online **W** = WebAssisted (1% – 50% online) **N** = Not Online At All

**WSCH** (Weekly Student Contact Hours) represents a total number of hours faculty contacted students weekly in a department, division, or an institution.

**LOAD** represents a standardized measure of faculty workload at an institution. To calculate load, a faculty member's actual workload is standardized against the basic workload. A load of 1.0 for a faculty member means that the faculty member is equivalent to a full-time instructor, while a load of 0.5 for a faculty member means that the faculty member is a half-time instructor. Two faculty members at 0.5 load equals 1.0 full-time load for a department or school etc.



## FOCUS ON PROGRAMS

Probably the most significant finding was that institutions that focused on putting full programs online were about four times as likely to perceive that they had achieved "overwhelming success" as institutions that focused their efforts at the individual course level. Putting a full program online, when done correctly and focused on student learning, involves teamwork within the academic department and among several units of the institution. For the online program to succeed, it must be thought through carefully and perhaps reengineered to serve students differently and, hopefully, better.

The most common success factors of those institutions implementing the "programmatic approach" include:

- Support resources dedicated to the selected program(s) (93 percent)
- Development of a project plan, including schedule and milestones (87 percent)
- Prioritization from institutional leadership to choose programs having the most impact (86 percent)
- Program redesign sessions to help faculty leaders create a better program (74 percent)
- Pedagogy defined to reflect the uniqueness of the program(s) (73 percent)
- Involvement of enrollment management in the program planning (67 percent)
- Development of success measures, such as enrollment targets (67 percent)

Source of Information: EDUCAUSE QUARTERLY

<http://connect.educause.edu/Library/EDUCAUSE+Quarterly/ImplementingBestPractices/39928>



## ADDITIONAL RESOURCES

System Office Regulations and Guidelines for Distance Education

[http://www.cccco.edu/Portals/4/de\\_guidelines\\_081408.doc](http://www.cccco.edu/Portals/4/de_guidelines_081408.doc)

System Office Distance Education Access Guidelines for Students with Disabilities

<http://www.cccco.edu/Portals/4/AA/2011 Distance Education Accessibility Guidelines FINAL.pdf>

DEAC Website

<http://www.smccd.edu/edservplan/deac/>

SMCCCD DE Gateway

<http://www.smccd.edu/degateway>