

# SMCCCD

San Mateo County Community College District

## Distance Education Strategic Plan



Adopted by DEAC, April 2008  
Revised/Approved October 2012

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



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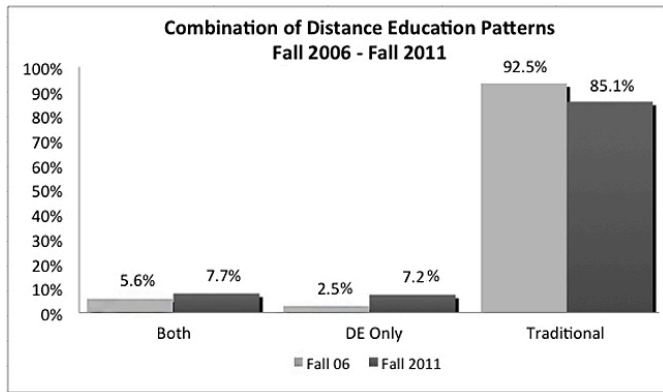
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## 2011-2012 DEAC Membership

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.



## TERMINOLOGIES

Throughout this document and the accompanying document “SMCCCD Distance Education Status and Guidelines,” these terms have consistent meaning as follows:

**DE – Distance Education.** Fully Online or Hybrid courses taught asynchronously or synchronously. Asynchronous instruction, the current dominant form of distance education, does not require the simultaneous participation of all students and instructors. Rather, it utilizes tools such as threaded discussions, wikis, surveys, journals.

**Success Rate** – Rate of students obtaining grades of C or better.

## 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.

*Distance Education Guidelines*, 2008 Omnibus Version, Chancellor’s Office, California Community Colleges, Academic Affairs Division, Instructional Programs and Services, p. 7.

## “Broadening access to quality postsecondary educational opportunities”

### 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 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.

## RESOURCES, ACCESS, SUCCESS, RETENTION

### Resources

- Assess and project resource needs for distance education among the Colleges in the next 10 years and develop strategies to address the needs.
- Seek additional funding sources and opportunities for professional development.
- Explore and pursue business partnerships to offer customized online course offerings for businesses or specific employee training.
- Develop and implement District and College Technology Plans, while regularly assessing the current and future technology demand for programs and services and make strategic adjustments where necessary.

### Access, Success, and Retention

- Enhance and further develop a variety of online student resources readily and easily accessible via the web to help students gain the technical skills and knowledge necessary to succeed in distance learning.
- Develop and implement student success and retention strategies by encouraging faculty, counselors and staff to better prepare and serve distance education students through communication, regular contact, use of online office hours, and other online student services.
- Continue assessing distance education needs of students and the community for the purpose of identifying and developing niche markets for distance education in the Colleges.
- Continue assessing academic support needs for distance education students; develop or assist in the development of a variety of comprehensive services in learning resources and student support.
- Develop District and College marketing plans to promote distance education programs and services to prospective students to further breakdown the geographical boundaries of our service areas.



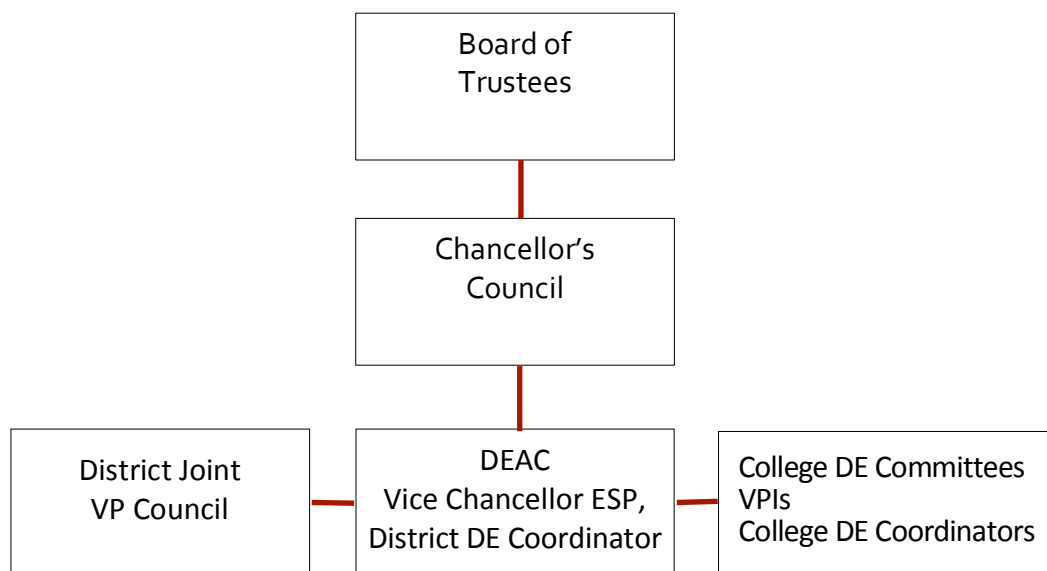
## PLAN IMPLEMENTATION



Successful implementation of the SMCCCD Distance Education Strategic Plan will rely upon well-coordinated and highly-collaborative efforts among faculty and staff at the District and Colleges. At the District level, DEAC will continue to review overall progress made in distance education, discuss key trends and issues, and make Districtwide recommendations to the Chancellor's Council. The approaches taken by the Colleges to establish annual goals and targets and develop actions to meet them will be determined by each College and shared with DEAC.

The evaluation of the SMCCCD Distance Education Strategic Plan will be conducted biannually by DEAC in consultation with the Colleges using best practices in research and evaluation. The results of the evaluation will be widely shared with various constituent groups and used for strengthening the overall distance education programs and services in the District.

### Communication Chart of DEAC





## DELINEATION OF KEY AREAS OF RESPONSIBILITIES

Every aspect of distance education must rely on the collaboration among all involved. Each entity identified below has primary responsibilities over certain areas and shared responsibilities in other areas.

	<b>District</b>	<b>Colleges</b>
Policy Recommendations	DEAC for Districtwide	Colleges for campus based
Procedures		Colleges
Establishing Goals	DEAC for Districtwide	Colleges for campus based
Establishing Annual Targets		Colleges
Monitoring Progress, Reporting, Evaluation of Goals	DEAC, DRC, DSSWAG	Colleges for campus based
Establish Standards & Guidelines	Jointly among District and Colleges	Jointly among District and Colleges
Resource Allocations	Jointly among District and Colleges	Jointly among District and Colleges
Compliance with Section 508 (Web Accessibility)	DEAC identified best practices and training for faculty/staff	Colleges in monitoring compliance

## 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](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>



## ADDENDUM

The Data Below Illustrates Districtwide DE Enrollments from Sp '11 to Sp '12 – SMCCCD had 148 Courses Online in Spring 2012.  
(Data provided by campus Administration Analysts)

H (Hybrid), O (Online), W (Web-assisted) as defined in [Definition of Distance Education Courses](#).

		Canada College		College of San Mateo		Skyline College		
		(Enrollments)	(Sections)	(Enrollments)	(Sections)	(Enrollments)	(Sections)	
Sp '11	H	299	10	179	6	22	1	
Sp '11	O	524	16	1745	55	2459	77	
Sp '11	W	2061	*82	24	1	347	17	
<b>Sp '11</b>	<b>Total</b>	<b>2884</b>	<b>108</b>	<b>1948</b>	<b>62</b>	<b>2828</b>	<b>94</b>	
Fa '11	H	346	15	451	16	396	12	
Fa '11	O	455	14	1611	51	1796	70	
Fa '11	W	2068	*87	249	8	325	12	
<b>Fa '11</b>	<b>Total</b>	<b>2869</b>	<b>116</b>	<b>2311</b>	<b>75</b>	<b>2517</b>	<b>94</b>	
Sp '12	H	176	5	377	11	478	12	
<b>Sp '12</b>	<b>O</b>	<b>830</b>	<b>26</b>	<b>1922</b>	<b>53</b>	<b>2506</b>	<b>69</b>	<b>148</b>
Sp '12	W	234	10	164	7	242	12	
<b>Sp '12</b>	<b>Total</b>	<b>1240</b>	<b>41</b>	<b>2469</b>	<b>71</b>	<b>3226</b>	<b>93</b>	

\*Larger number of Web-assisted courses because various courses have HBAs online.

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