

Distance Education Work Plan: 2013/2014 – 2016/2017

Goal #1: Distance education classes are well integrated into CSM's institutional quality assessment processes and cycles.				
Objective	Outcomes	Action Steps	Leads	Timeline
<p><i>Objective #1: Evaluation of teaching in DE courses will be included in faculty evaluation processes.</i></p> <p>1.1.1 District Human Resources and District Collective Bargaining Representatives will work with District Distance Education Advisory Committee and AFT Faculty Bargaining Unit and the District Academic Senate to establish a process to include evaluation of faculty performance in distance education sections of courses.</p>	<p>1.1.1 Evaluation of teaching in distance education courses is included in the AFT faculty contract and will be advised and updated as needed. District Academic Senate recommends a process for continuous improvement, in particular, with regard to District policies and procedures.</p>	<p>1.1.1 Distance Education and Educational Technology Committee (DEETC) will serve as a resource for the District Education Advisory Committee (DEAC), Vice Chancellor of Educational Services and Planning, District Academic Senate President, and AFT Faculty Bargaining Unit.</p>	<p>DEETC, District Academic Senate President, and Instructional Technologist (IT)</p>	<p>Ongoing</p>
<p><i>Objective #2: Policies and procedures related to instructional administrative oversight of distance education courses including class visits will be developed and implemented.</i></p> <p>1.2.1 Clarify through appropriate venues (Human Resources/collective bargaining units, etc.) policies related to administrative visits to distance education courses.</p> <p>1.2.2 Establish policies to provide guidelines for instructional administrators related to assigning faculty to teach distance education sections of courses.</p>	<p>1.2.1 Ensure accessibility compliance across all courses—face-to-face, hybrid, and online—meet section 504 and 508 standards.</p> <p>Instructional Technologist will identify courses to be brought into compliance.</p> <p>1.2.2 Compliance with adopted OEI Rubric for SMCCCD.</p>	<p>1.2.1 Work with DEAC, VPIs, and instructional deans to create a timeline and plan for administrative/oversight of distance education courses.</p> <p>1.2.2 Instructional Technologist will create a distance education toolkit and online training modules.</p> <p>Set guidelines for oversight of online and hybrid courses, including mandatory online training.</p>	<p>DEETC, DEAC, Instructional Technologist, and Instructional Deans</p>	<p>Summer 2016 to Fall 2016</p>
<p><i>Objective #3: Course sections taught via distance education formats will be systematically assessed in the program review process so that assessment is comparable to that conducted of courses taught in a face-to-face mode.</i></p> <p>1.3.1 Review current program review format to ensure</p>	<p>1.3.1 Distance education data will properly be reviewed and evaluated through the faculty program review process.</p> <p>1.3.2 Institutional planning committees will review and assess relevance as appropriate along with DEETC, Instructional Administrators' Council, and PRIE.</p>	<p>1.3.1 Discuss and make recommendations to Academic Senate Program Review subcommittee and Institutional Planning Committee.</p> <p>1.3.2 DEETC will make recommendations to PRIE for improvement.</p>	<p>Academic Senate Governing Council, DEETC, PRIE, IPC</p>	<p>Fall 2015</p>

<p>information specifically related to sections taught in a distance education mode can be systematically used on program review forms and easily extractable.</p> <p>1.3.2 Review and assess the relevance and format of the Distance Education mode-comparison data provided annual for program review by the Office of Planning, Research, and Institutional Effectiveness (PRIE).</p>				
<p><i>Objective #4: Create training in online delivery and support for staff and administrators so that relevant personnel at the College are prepared to determine effectiveness and quality of online instruction.</i></p> <p>1.4.1 Develop trainings for student services staff on providing effective support to distance education students.</p> <p>1.4.2. Develop trainings for administrators on online course delivery standards and distance education best practices.</p>	<p>1.4.1, 1.4.2 Develop a comprehensive distance education training program for student services staff and administrators.</p>	<p>1.4.1, 1.4.2 Develop a training calendar including specialized onsite training, Canvas supported training, @One webinars and seminars, and offsite training opportunities.</p>	<p>Professional Development (PD) Coordinator and Instructional Technologist</p>	<p>Spring 2016 to Fall 2016</p>

Goal #2: Comprehensive information is communicated to the college community about the range of programs and services available to distance learners.

Objective	Outcomes	Action Steps	Leads	Timeline
<p><i>Objective #1: CSM's Commitment to Distance Education is broadly communicated to the community.</i></p> <p>2.1.1 Ongoing support and commitment to distance education from CSM senior administrators is evident in CSM's internal and external messages.</p>	<p>2.1.1 Campus community and college constituencies are regularly informed about distance education offerings, programs, and planning.</p>	<p>2.1.1 Cabinet and Vice Chancellor of Educational Services and Planning consider the direction of distance education at CSM and the District. Distance education activities and planning are included in Board Reports, campus notices, district Distance Education Gateway, college splash pages, as appropriate, and college marketing materials.</p>	<p>Academic Support and Learning Technologies (ASLT) Dean, Instructional Technologist, and Community Relations and Marketing</p>	<p>Fall 2016</p>
<p><i>Objective #2: Accurate, timely and comprehensive information is readily available about the Distance Education program.</i></p> <p>2.2.1 Regularly review and update appropriate internal and external publications and websites (e.g. class schedule, WebSmart, etc.) that publish information about the distance education program, including information about instructional, student services, and other support services relevant for distance education students [revised wording].</p> <p>2.2.2 Information about the transferability of DE courses to satisfy IGETC requirements and UC's policy statement about community college compliance with Title 5 will be included in relevant college web pages (esp. Distance Education and the Transfer Center), the college catalog, schedule of classes, distance education course syllabi, and other relevant print and online publications.</p> <p>2.2.3 Information about degree and certificate options is available via relevant college web pages (esp. Distance Education and the Transfer Center), the college catalog, schedule of classes, distance education course syllabi, and other relevant print and online publications.</p>	<p>2.2.1 Comprehensive website with current and updated information about distance education program, including information about instructional, student services, and other relevant support services.</p> <p>2.2.2 Disseminate information about distance education courses that meet transfer and IGETC requirements.</p> <p>2.2.3 Disseminate information about distance education degree and certificate options.</p>	<p>2.2.1, 2.2.2 Revise website to include relevant information and course availability.</p> <p>Determine and advertise available online degrees and certificates.</p> <p>Consult with counseling department to ensure proper advisement.</p> <p>Work with DEAC and DEETC to review and revise online distance education information.</p> <p>2.2.3 Review and update the district Distance Education Gateway website.</p>	<p>Academic Support and Learning Technologies Dean, DEAC, DEETC, and Instructional Technologist</p>	<p>Summer 2016 to Fall 2016</p>

Goal #3: Distance education students have access to instructional, student services, learning resources and other support services which are comparable to those available for students enrolled in face-to-face mode courses.

Objective	Outcomes	Action Steps	Leads	Timeline
<p><i>Objective #1: Develop and maintain a comprehensive, flexible program in distance education mode that allows students to accomplish their varied educational goals in a reasonable and predictable timeframe.</i></p> <p>3.1.1 Regularly review and monitor course offerings to identify gaps, trends, and opportunities for growth.</p> <p>3.1.2 Coordinate instructional administrators to fill distance education gaps in programs and develop effective sequencing of courses.</p>	<p>3.1.1 Monitor course offerings to identify gaps, trends, and opportunities for growth.</p> <p>3.1.2 Audit distance education programs to ensure degree and certificate viability.</p>	<p>3.1.1 DEETC, Instructional Administrators' Council, Academic Senate Governing Council, and IPC review course offerings to consider recommendations for improvement.</p> <p>3.1.2 ASLT Dean consults with counterparts at district colleges and DEAC to determine DE certificate and degree pathways.</p>	<p>Academic Senate President, ASLT Dean, DEETC, and Instructional Deans</p>	<p>Ongoing</p>
<p><i>Objective #2 Insure students have access to classes necessary to complete degree and transfer requirements.</i></p> <p>3.2.1 Using the Substantive Change Report (2013) and other resources, develop a current, accurate inventory of CSM courses taught in DE mode.</p> <p>3.2.2 Develop a current inventory of courses which meet AA/AS, IGETC, CSU GE requirements and disseminate the information in appropriate venues accessible to students.</p> <p>3.2.3 Establish a predictable cycle of when distance education courses that satisfy AA/AS, IGETC, and CSU GE requirements will be offered.</p>	<p>3.2.1 Inventory courses taught in DE mode, including hybrid courses.</p> <p>3.2.2 Inventory courses meeting AA/AS, IGETC, CSU GE requirements</p> <p>3.2.3 Distance education courses that satisfy AA/AS, IGETC, and CSU GE requirements will be offered in a predictable cycle.</p>	<p>3.2.1 ASLT Dean meets with PRIE to verify CSM courses taught in DE mode.</p> <p>3.2.2 Meet with Dean of Counseling and Articulation Officer to determine which DE courses meet AA/AS, IGETC, CSU GE requirements.</p> <p>3.2.3 ASLT Dean and Instructional Technologist advises instructional deans and programs in scheduling to ensure predictable cycles.</p>	<p>ASLT Dean and Instructional Technologist</p>	<p>Fall 2016 to Spring 2017</p>
<p><i>Objective #3: Create more integrated and accessible online support services for distance learning students which are comparable to those available students on campus.</i></p>	<p>3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6 Provide academic support resources and leverage OEI resources to include student readiness modules via Canvas, NetTutor, Cranium Café (eCounseling), online</p>	<p>3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6 Identify district-wide support services for distance education.</p> <p>LSCCC will review, identify, and</p>	<p>ASLT Dean, Instructional Technologist, Learning Center Manger, VP of Student Services</p>	<p>Summer 2016 to Spring 2017</p>

<p>3.3.1 Update inventory of student services and learning support programs availability for distance learning students and identify gaps.</p> <p>3.3.2 Develop plan to meet gaps in services identify in the inventory.</p> <p>3.3.3 Expand and develop online tutoring to be comparable to those offered on campus.</p> <p>3.3.4 Expand and develop learning resources available for distance education students which are comparable to those offered on campus.</p> <p>3.3.5 Develop online help desk for students.</p> <p>3.3.6 Develop online placement testing for distance education students and possibly for campus-based students; review online student orientation and assessment tools to be developed by the CCCCO as available.</p>	<p>placement exams, and proctoring.</p>	<p>recommend, disciplines for online tutoring (NetTutor).</p> <p>Meet with Dean of Counseling and VP of Student Services to determine effective eCounseling (Cranium Café), and online placement testing for distance education students.</p>		
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Goal #4: Distance Education courses have comparable rates of student success, completion, and satisfaction to on-campus courses OR have satisfactory rates of success, completion and satisfaction.

Objective	Outcomes	Action Steps	Leads	Timeline
<p><i>Objective #1: Improve rates of student retention and success in distance education courses where there are achievement gaps.</i></p> <p>4.1.1 Establish acceptable targets for student success and completion rates in distance education courses.</p> <p>4.1.2 Identify causes for lower rates of student success and completion in distance education courses.</p> <p>4.1.3 Identify or develop and implement a program of effective readiness assessment and remediation strategies and support services for students who are not adequately prepared to succeed in distance education courses that is linked to registration processes for enrollment in distance education courses.</p>	<p>4.1.1 Develop acceptable targets for student success and completion rates in distance education courses.</p> <p>4.1.2 Identify gaps (disaggregated by gender, age, and ethnicity) in distance education courses that have lower rates of student success and completion.</p> <p>4.1.3 Develop a plan to implement readiness modules and support services for students enrolled in distance education courses.</p>	<p>4.1.1 PRIE will attend DEETC meeting to establish student success metrics for distance education courses.</p> <p>4.1.2 PRIE will attend DEETC meeting and Instructional Administrators' Council to establish student success metrics for distance education courses.</p> <p>4.1.3 DEETC will work with Instructional Technologist to identify support services to increase student success rates across all disciplines.</p>	<p>ASLT Dean, DEETC, IT, and PRIE</p>	<p>Fall 2016 to Spring 2017</p>
<p><i>Objective #2: Improve student satisfaction with distance education courses.</i></p> <p>4.2.1 Assess and revise, as needed, the student satisfaction survey administered to distance education students by the Office of Planning, Research, and Institutional Effectiveness.</p> <p>4.2.2 Establish acceptable targets for student satisfaction in distance education courses.</p> <p>4.2.3 Identify causes of lower rates of student satisfaction in distance education courses and develop a plan to address problem areas.</p> <p>4.2.4 Implement strategies to improve student satisfaction rates in distance education courses.</p>	<p>4.2.1 Develop a new survey that goes out to all online and hybrid students.</p> <p>4.2.2 Develop a rubric to establish acceptable targets for student satisfaction in distance education courses.</p> <p>4.2.3 Identify causes of lower rates of student satisfaction and develop a course of action to address problem areas.</p> <p>4.2.4 Develop a plan and implement strategies to improve student satisfaction rates in distance education courses.</p>	<p>4.2.1 ASLT Dean will work with PRIE to develop a new online and hybrid survey.</p> <p>4.2.2 PRIE will work with DEETC to develop a rubric for student satisfaction in distance education courses.</p> <p>4.2.3 4.2.4 PRIE will work with DEETC to discuss and identify gaps in students satisfaction across all disciplines and identify best practices to increase student satisfaction in distance education courses across all disciplines.</p>	<p>ASLT Dean, DEETC, IT, and PRIE</p>	<p>Fall 2015 to Spring 2017</p>

Goal #5: Faculty, staff, and administrators and instructional and student services support staff receive strong institutional support for distance education teaching.

Objective	Outcomes	Action Steps	Leads	Timeline
<p><i>Objective #1: Implement a professional development program for faculty and instructional and student services support staff based on pedagogies and best practices to foster student success.</i></p> <p>5.1.1 Develop institutional guidelines for awarding professional development funds to support faculty and staff who want to improve their skills in developing, delivering, and supporting courses taught via distance education.</p> <p>5.1.2 Provide support via professional develop grants to faculty and instructional and student services support staff to improve their skills in delivering and supporting distance education.</p>	<p>5.1.1 5.1.2 A comprehensive professional development program for distance education instructors and staff through the Center for Academic Excellence.</p>	<p>5.1.1 5.1.2 Create work plan and timeline to offer PD activities and consider the process of adding incentives, such as salary advancement or credit for attendance.</p>	<p>PD Coordinator, Instructional Technologist , and ASLT Dean</p>	<p>Spring 2016 to Fall 2016</p>
<p><i>Objective #2: Provide on-going training on Educational Technology and best practices for online instruction and online pedagogy for faculty at CSM who are interested in teaching online or hybrid classes.</i></p> <p>5.2.1 Develop online and face-to-face mode workshops to inform faculty about:</p> <ul style="list-style-type: none"> • Ongoing Title V and State Title 5 regulations for online teaching, including regular and effective contact and drop policies, • Online teaching pedagogy • Best practices in online teaching • How to develop a hybrid or online class <p>5.2.2 Train Instructors to develop and use consistent orientation materials for their online classes.</p> <p>5.2.3 Increase number of faculty using WebAccess to provide resources for students to increase students' access to course materials and additional help and</p>	<p>5.2.1 Develop training modules and identify key staff to support the nearly four hundred faculty teaching online and face-to-face.</p> <p>5.2.2 Develop a semester training program for distance education faculty.</p> <p>5.2.3 Increase the number of faculty using WebAccess.</p>	<p>5.2.1 5.2.2 5.2.3 Review current Distance Education Manual.</p> <p>Meet with Instructional Technologist and PD Coordinator to develop a calendar for DE workshops/trainings.</p> <p>Meet with Instructional Technologist and PD Coordinator to develop a plan to recruit more faculty members to use WebAccess.</p>	<p>PD Coordinator, Instructional Technologist , and ASLT Dean</p>	<p>Summer 2016 to Fall 2016</p>

resources for student success				
<p><i>Objective #3: Create policies that define standards, protocols, expectations and support services to guide faculty and instructional administrators in assigning, offering and teaching DE courses.</i></p> <p>5.3.1 Develop policies for instructors on classroom management issues related to distance education teaching such as census, platform choice etc.</p> <p>5.3.2 Develop policies for instructional administrators related to assigning DE sections to instructors that include expectations for relevant training, administrator classroom visitation etc.</p> <p>5.3.3 Develop policies for Deans, faculty and students related to expectations related to distance education courses (workload, participation, communication, platform options, ancillary services, etc.)</p>	<p>5.3.1 5.3.2 Regulate and monitor Regular and Effective Contact and compliance to adopted OEI SMCCCD Rubric to establish high quality online courses, with opportunity for peer feedback.</p> <p>5.3.3 Establish District wide standards for Deans, faculty and students related to distance education expectations.</p>	<p>5.3.1 Begin to develop policies, standards and issues related to DE course offerings, class management, based off OEI.</p> <p>5.3.2 Provide training workshops to deans related to course offering expectations for DE courses.</p> <p>Meet with VC of Educational Services and Planning, and DEAC to determine policies and standards for instructional administrators related to assigning DE sections to instructors.</p> <p>5.3.3 Meet with VC of Educational Services and Planning, and DEAC to develop policies for Deans, faculty and students related to expectations related to distance education courses.</p>	DEETC, DEAC, District Academic Senate, VPI, and instructional deans	Fall 2015 to Fall 2016

Goal #6: Comprehensive administrative oversight and staffing for distance education allows students to accomplish their varied educational goals in a reasonable and predictable timeframe.

Objective	Outcomes	Action Steps	Leads	Timeline
<p><i>Objective #1: Ensure responsibility for administrative oversight of the college's distance education program is clearly defined, comprehensive, and transparent.</i></p> <p>6.1.1 Identify gaps in CSM's organizational capacity to support a comprehensive distance education program.</p> <p>6.1.2 Develop organization chart for administration of Distance Education Programs and support services outlining personnel and related responsibilities.</p> <p>6.1.3 Assign personnel to appropriate roles to provide leadership, direct-line management, and support for CSM's Distance Education Program.</p>	<p>6.1.1 ASLT Dean and Cabinet address gaps in CSM's organizational capacity and budget to support a comprehensive distance education program.</p> <p>6.1.2 The comprehensive organization chart clearly delineates personnel and related responsibilities in the administration of distance education.</p> <p>6.1.3 Assign and hire appropriate personnel to support CSM's Distance Education program.</p>	<p>6.1.1 DEETC will work with ASLT Dean to identify gaps in CSM's organizational capacity to support a comprehensive distance education program.</p> <p>DE deans across district colleges consult with VC of Educational Services and Planning to identify staffing needs.</p> <p>6.1.2 ASLT meets with VPI to determine an organization chart for administration of distance education program and support services outlining personnel and related responsibilities.</p> <p>6.1.3 Determine staffing needs, for example, DE Coordinator, Instructional Technologist, Office Assistance, and Student Employees.</p>	<p>ASLT Dean, DEETC, and Cabinet</p>	<p>Fall 2016</p>
<p><i>Objective #2: Develop and implement a staffing plan that supports the professional development and technical support needs of faculty teaching online courses.</i></p>	<p>A complete staffing plan includes appropriate personnel and resources to support professional development and technical support in the Center for Academic Excellence.</p>	<p>ASLT Dean meets with Instructional Technologist and PD Coordinator regularly to implement a professional development and technical support plan to support faculty teaching online.</p>	<p>ASLT Dean, Instructional Technologist, and Professional Development Coordinator</p>	<p>Spring 2016 to Fall 2016</p>
<p><i>Objective #3: Develop appropriate staffing plan to support the needs of students enrolled in distance education courses.</i></p>	<p>Coordinated services across instruction and student services to provide students the necessary staff support comparable to face-to-face classes.</p>	<p>ASLT Dean consults with PRIE, instructional deans, and student services deans to identify student needs and appropriate staffing.</p>	<p>ASLT Dean and Instructional Technologist</p>	<p>Spring 2016 to Fall 2016</p>