Distance Education and Educational Technology Plan

Goals and Objectives	Sub-Objectives	Action Steps	Outcomes	Resources	Timeline/ Lead(s)
Goal #1: Distance education classes are well integrated into CSM's institutional quality assessment processes and cycles.					
Objective #1: Evaluation of teaching in DE courses will be included in faculty evaluation processes.	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.	DEETC will serve as a resource for the District Education Advisory Committee, Vice Chancellor of Educational Services, District Academic Senate President, and AFT Faculty Bargaining Unit.	Continue to revisit and reevaluate the evaluation process for faculty teaching distance education courses. Adopt or develop a rubric as a District standard for online teaching quality. The plan assures that all instructional materials in face-to-face and online courses meet Section 508 standards for accessibility (Universal Design).	@ONE Standards Online Education Initiative (OEI) Quality Matters DE Manual for CSM	2015-2016 Distance Education Deans Vice Presidents of Instruction District Academic Senate President Instructional Designers

Objective #2: Policies and procedures related to instructional administrative oversight of distance education courses including class visits will be developed and implemented.	1.2.1 Clarify through appropriate venues (Human Resources/collective bargaining units, etc.) policies related to administrative visits to distance education courses.	Work with VPIs and DE deans to create a timeline and plan for administrative/oversight of DE courses. Review policies on Accessibility, SLO's, and Syllabi. See standards via CCCCCO and @ONE and/or other agreed upon standards for online course delivery.	A review process for distance education classes to ensure compliance with standards.	DE Manual for CSM Distance Education Report, 2013	Spring 2015 – Fall 2015 ASLT Dean Instructional Deans AFT and District Academic Senate President DEETC
	1.2.2 Establish policies to provide guidelines for instructional administrators related to assigning faculty to teach distance education sections of courses.	Instructional Designer creates DE Toolkit and online modules DE deans continue to coordinate across the campuses and with the district ASLT Dean meet with instructional deans to gain support and oversight Set guidelines for online and hybrid courses	Online and hybrid courses which are compliant with standards. Opportunities for all faculty members to receive training. 100% of all online courses have completed or are scheduled to go through review process.	PD programs that support salary advancement and certification OEI Course Design Rubric iNACOL Teaching Standards	Spring 2015 – Fall 2015 DEETC VPI Instructional Deans
Objective #3: Course sections taught via distance education formats will be systematically assessed in the program reviews process so that assessment is comparable to that conducted of courses taught in a face-to-face mode.	1.3.1 Review current program review format to ensure information specifically related to sections taught in a distance education mode can be systematically used on program review forms and easily extractable.	Set up and discuss standards with PRIE Review the current DE section of program review	A process to collect information on DE courses to ensure that the courses meet standards.	PRIE	Spring 2015 DEETC Academic Senate President Program Review Committee

	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).	Set up and discuss standards with PRIE	A process to collect and administer DE mode-comparison data annually for deans and DE instructors.	Best Practices CCCCO Standards Distance Education Handbook	Fall 2015 PRIE ASLT Dean Instructional Designer DEETC
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.	1.4.1 Develop trainings for student services staff on providing effective support to distance education students.	Set up meeting with Student Services deans and staff Set up meeting with PD Coordinator and Instructional Designer to develop a DE training workshop.	A comprehensive DE training program for CSM staff and administrators.	OEI Best Practices @ONE Standards	Fall 2015 ASLT Dean Instructional Designer PD Coordinator Student Services Staff
	1.4.2. Develop trainings for administrators on online course delivery standards and distance education best practices.	Create an online training for deans	Instructional deans fully understanding DE standards.	OEI Best Practices @ONE Standards	Spring 2015 – Fall 2015 Instructional Deans Instructional Designer ASLT Dean
Goal #2: Comprehensive information is communicated to the college community about the range of programs and services available to distance learners.					

Objective #1: CSM's Commitment to Distance Education is broadly communicated to the community.	2.1.1 Ongoing support and commitment to distance education from CSM senior administrators is evident in CSM's internal and external messages.	Discuss with Cabinet and Vice Chancellor of Educational Services the direction of DE for the CSM and the District. Funding for DE Instructional Designer/DE Coordinator and PD Coordinator positions.	Survey about what information is known about CSM in the outside community.	DEETC Community Relations and Marketing Funding to support Adequate DE staffing	Fall 2015 ASLT Dean Vice Chancellor of Educational Services
Objective #2: Accurate, timely and comprehensive information is readily available about the Distance Education program.	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].	Make alterations to the website to make it easier for users to know what online courses are available. Audit all online course offerings to update what degrees and certificates are actually available.	Comprehensive website with current and updated information about distance education program, including information about instructional, student services, and other relevant support services.	Best Practices OEI DE programs across the state	Spring 2015-Fall 2015 ASLT Dean VPI PRIE Community Relations and Marketing
	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.	Meet with the counseling department and investigate what is happening now with DE ED plans and transfer courses. Work with the District on online information about DE classes/availability.	Gather data on what is working right now in terms of DE and what is not, identify student needs.	Dean of Counseling Counselors	Spring 2016 Dean of Counseling ASLT Dean Instructional Designer Counselors
	2.2.3 Information about degree and certificate options is available via relevant college web pages (esp. Distance Education and the Transfer Center), the	Develop a college-based page that lists online programs and contact information.	A comprehensive distance education	OEI Quality	Spring 2016 PRIE

	college catalog, schedule of classes, distance education course syllabi, and other relevant print and online publications.	Provide training for faculty on syllabus preparation for online classes.	enrollment management plan for DE certificates and degrees.	Matters	ASLT Dean DEETC
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 #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.	3.1.1 Regularly review and monitor course offerings to identify gaps, trends, and opportunities for growth.	ASLT Dean meets with PRIE to review DE data Notify instructional deans, departments and counseling faculty of updates on gaps in offerings on a semester basis. ASLT meets with DEETC to determine process.	A review process to monitor course offerings to identify gaps, trends, and opportunities for growth.	PRIE Data	Fall 2015 ASLT Dean DEETC Instructional Designer Instructional Deans
	3.1.2 Coordinate instructional administrators to fill DE gaps in programs and develop effective sequencing of courses.	Meet with instructional deans to formulate a comprehensive plan for program expansion. ASLT Dean meets with counterparts at sister colleges, as well as DEAC to determine a DE pathway for certificate and degree completion.	Cycles of DE programs that can be completed in a reasonable time frame	PRIE Data Substantive Change Report (2013	Spring 2016-Spring 2017 Instructional Deans VC of Educational Services DE Deans DEAC

Objective #2 Insure students have access to classes necessary to complete degree and transfer requirements.	3.2.1 Using the Substantive Change Report (2013) and other resources, develop a current, accurate inventory of CSM courses taught in DE mode.	ASLT Dean meets with PRIE to verify CSM courses taught in DE mode. Put on as an agenda item at DEETC meeting	An accurate inventory on all course taught in DE mode. This to include hybrid courses as well.	PRIE Data	Fall 2015 DEETC ASLT Dean PRIE
	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.	Meet with Dean of Counseling and Articulation Officer to determine which DE courses meet AA/AS, IGETC, CSU GE requirements.	An active inventory tool maybe the DE tool revised or a new tool.	PRIE Data COI Data	Fall 2016 Dean of Counseling ASLT Dean Instructional Designer/DE Coordinator
	3.2.3 Establish a predictable cycle of when distance education courses that satisfy AA/AS, IGETC, and CSU GE requirements will be offered.	ASLT meets with deans from sister college, VC of Educational Services, and DEAC.	A District wide cycle of when distance education courses that satisfy AA/AS, IGETC, and CSU GE requirements will be offered.	Course Schedule PRIE Data	Fall 2016 VPI ASLT Dean Instructional Deans Instructional Designer/DE Coordinator
Objective #3: Create more integrated and accessible online support services for distance learning students which are comparable to those available students on campus.	3.3.1 Update inventory of student services and learning support programs availability for distance learning students and identify gaps.	Find out the support services that are now available for distance learning students at all three colleges. District discussion, all of these resources need funding. Meet with student support program staff to identify needs in DE support services and assist in developing a plan to fill gaps.	A plan that includes assessment of academic support tools (ex. student readiness modules, online tutoring, eCounseling) linked to course success and retention.	OEI Resources Canvas NetTutor Student Readiness Module @One eCounseling Need funding for adequate DE staff	Fall 2015-Fall 2017 DE Deans VPIs VC of Educational Services DEAC DEETC

	3.3.2 Develop plan to meet gaps in services identify in the inventory.	Meet with DEETC to establish preliminary work plan and timeline.	A plan to meet gaps in services that were identified in the inventory.	OEI Need funding for adequate DE staff	Fall 2015-Fall 2017 DE Deans VPIs VC of Educational Services DEAC DEETC
	3.3.3 Expand and develop online tutoring to be comparable to those offered on campus.	Meet with Learning Center Directors/Managers across all three campuses to determine the best platform for online tutoring.	Identify subjects and courses for online tutoring Begin implementation ITS works on integration with Moodle and plans for integration with Canvas (ITS)	OEI Need funding for NetTutor	Fall 2015-Spring 2015 DE Deans LC Directors/ Managers
	3.3.4 Expand and develop learning resources available for distance education students which are comparable to those offered on campus.	Find out the support services that are now available for distance learning students at all three colleges. District discussion on which learning resources we should adopt. Meet with student support program staff to identify needs in DE support services and assist in developing a plan to fill gaps.	CSM will leverage OEI resources.	OEI	Fall 2015-Fall 2016 ASLT Dean Instructional Designer/DE Coordinator
	3.3.5 Develop online help desk for students.	Meet with Dean of Counseling and counselors to determine what services are currently being offered.	A comprehensive online help desk for distance learners.	Distance Education Report, 2013	Spring 2016 Dean of Counseling ASLT Dean Instructional Designer/DE Coordinator

	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.	Meet with Dean of Counseling and Dean of Enrollment Services to determine what online placement testing for distance education students are currently being offered.	Development of an online placement test for DE students.	Distance Education Report, 2013	Spring 2016 Dean of Counseling Dean of Enrollment Services ASLT Dean Instructional Designer/DE Coordinator
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 #1: Improve rates of student retention and success in distance education courses where there are achievement gaps.	4.1.1 Establish acceptable targets for student success and completion rates in distance education courses.	Have members of PRIE attend DEETC meeting to establish student success metrics for DE courses.	Develop acceptable targets for student success and completion rates in distance education courses.	OEI PRIE Data Best Practices CCCCO Standards Statewide DE Data	2015-2016 ASLT Dean PRIE DEETC Instructional Designer
	4.1.2 Identify causes for lower rates of student success and completion in distance education courses.	Have members of PRIE attend DEETC meeting to discuss and identify gaps in DE course success rates across all disciplines.	Identify gaps in DE courses that have lower rates of student success and completion.	CCCCO Standards Statewide DE Data	2015-2016 ASLT Dean PRIE DEETC Instructional

			Develop a plan to build capacity for support services in all DE courses.		Designer
	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.	Have members of PRIE attend DEETC meeting to identify support services to increase student success rates across all disciplines.	Develop plan to implement readiness modules and support services for students enrolled in distance education courses	OEI Best Practices CCCCO Standards	AY 2015-2016 ASLT Dean PRIE DEETC Instructional Designer
Objective #2: Improve student satisfaction with distance education courses.	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.	ASLT Dean meet with PRIE	Develop a new survey that goes out to all online and hybrid students, not just to students who drop an online class	PRIE CCCCO Standards	2015-2016 ASLT Dean PRIE DEETC Instructional Designer
	4.2.2 Establish acceptable targets for student satisfaction in distance education courses.	Have members of PRIE attend DEETC meeting to develop a rubric for student satisfaction in DE course.	Develop a rubric to establish acceptable targets for student satisfaction in distance education courses.	OEI PRIE Best Practices	2015-2016 ASLT Dean PRIE DEETC Instructional Designer
	4.2.3 Identify causes of lower rates of student satisfaction in distance education courses and develop a plan to address problem areas.	Have members of PRIE attend DEETC meeting to discuss and identify gaps in students satisfaction across all disciplines..	Identify causes of lower rates of student satisfaction and develop a course of action to address problem areas.	OEI PRIE Best Practices	2015-2016 ASLT Dean PRIE DEETC Instructional Designer

	4.2.4 Implement strategies to improve student satisfaction rates in distance education courses.	Have members of PRIE attend DEETC meeting to identify best practices to increase student satisfaction in distance education courses across all disciplines.	Develop a plan and implement strategies to improve student satisfaction rates in distance education courses.	OEI PRIE Best Practices	2015-2016 ASLT Dean PRIE DEETC Instructional Designer
Goal #5: Faculty, staff, and administrators and instructional and student services support staff receive strong institutional support for distance education teaching.					
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.	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.	Create a list of PD activities and begin the process of adding incentives, such as salary advancement credit for attendance.	Increase in faculty seeking and completing local training.	Faculty input Best Practices Funding needed	Spring 2016 PD Coordinator Instructional Designer ASLT Dean
	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.	Need funding to hire a full-time PD Coordinator and Instructional Designer Need to obtain funding to offer incentives.	A work plan to provide support via professional development for distance education.	N/A	Spring 2016 PD Coordinator Instructional Designer ASLT Dean
Objective #2: Provide on-going training on Educational Technology and best practices for	5.2.1 Develop online and face-to-face mode workshops to inform faculty about: • Ongoing Title V and State Title 5 regulations for online teaching, including regular and effective	Develop online modules on orientation, syllabus Put in place faculty incentives, such as	Development of training modules and dedicated staff to support	@ONE Standards Online	Fall 2015-Spring 2016 ITS

online instruction and online pedagogy for faculty at CSM who are interested in teaching online or hybrid classes.	contact and drop policies, • Online teaching pedagogy • Best practices in online teaching • How to develop a hybrid or online class	professional development credit or salary advancement Provide incentives for faculty to participate in SD activities	the nearly four hundred faculty teaching online and face-to-face district-wide.	Education Initiative (OEI) Quality Matters DE Manual for CSM	Instructional Designer/DE Coordinator
	5.2.2 Train Instructors to develop and use consistent orientation materials for their online classes.	Review current DE Manual for CSM Meet with Instructional Designer and PD Coordinator to develop a calendar for DE workshops/trainings.	Development of a semester training program for DE faculty.	@ONE Standards Online Education Initiative (OEI) Quality Matters DE Manual for CSM	Fall 2015-Fall 2017 Instructional Designer/DE Coordinator PD Coordinator
	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 resources for student success	Meet with Instructional Designer and PD Coordinator to develop a plan to recruit more faculty members to use WebAccess.	Increase the number of faculty using WebAccess	N/A	Fall 2015-Fall 2017 ITS Instructional Designer/DE Coordinator PD Coordinator

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.	5.3.1 Develop policies for instructors on classroom management issues related to distance education teaching such as census, platform choice etc.	Begin to develop policies, standards (DE instructors use Moodle) and issues related to DE course offerings, class management, based off OEI. Provide a training workshop to deans related to expectations related to DE courses.	A classroom management plan for DE instructors.	OEI Standards	Fall 2015-Fall 2017 VPI PRIE ASLT Dean Instructional Designer
	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.	Meet with VC of Educational Services and DEAC to determine policies and standards for instructional administrators related to assigning DE sections to instructors.	Establish a rubric for creating high quality online courses. The framework embeds opportunity for peer feedback. Peer feedback is a collegial process designed to ensure that courses meet federal and accreditation requirements related to Regular and Effective Contact.	OEI Standards Skyline's Peer Review Process	Fall 2015-Fall 2017 VPI ASLT Dean Instructional Deans
	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.)	Meet with VC of Educational Services and DEAC to develop policies for Deans, faculty and students related to expectations related to distance	Establish District wide standards for Deans, faculty and students	OEI Standards Skyline's Peer Review	Fall 2015-Fall 2017 VPI ASLT Dean

		education courses.	related to DE expectations.	Process	Instructional Deans AFT District Academic Senate President DEAC
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 #1: Ensure responsibility for administrative oversight of the college's distance education program is clearly defined, comprehensive, and transparent.	6.1.1 Identify gaps in CSM's organizational capacity to support a comprehensive distance education program.	DEETC works with ASLT Dean to identify gaps in CSM's organizational capacity to support a comprehensive distance education program. ASLT Dean meets with Cabinet to discuss gaps in CSM's organizational capacity to support a comprehensive distance education program. ASLT Dean works with DE deans from Skyline and Canada to identify gaps in the District organizational capacity to support a comprehensive distance education program. DE deans across all three campuses meet with VC of Educational Services to discuss gaps.	Cabinet and VC of Educational Services understand the gaps in CSM's organizational capacity to support a comprehensive distance education program. Funds to hire the appropriate number of staff members needed to support CSM's Distance Education Program.	Best Practices OEI CCCCO Standards and Policies	Fall 2015 VPI ASLT Dean DEETC
	6.1.2 Develop organization chart for administration of Distance Education Programs and support services	ASLT meets with VPI to determine an organization chart for administration of	A comprehensive organization chart	Best Practices	Spring 2015

	outlining personnel and related responsibilities.	Distance Education Programs and support services outlining personnel and related responsibilities.	for administration of Distance Education. Funds to hire the appropriate number of staff members needed to support CSM's Distance Education Program.	OEI CCCCO Standards and Policies	VPI ASLT Dean DEETC
	6.1.3 Assign personnel to appropriate roles to provide leadership, direct-line management, and support for CSM's Distance Education Program.	No staff to assign Currently the only funds identified is for a .48 Instructional Designer Cannot assign appropriate staff until staff is hired.	Funds to hire the appropriate number of staff members needed to support CSM's Distance Education Program.	Best Practices OEI CCCCO Standards and Policies	Fall 2015 VPI ASLT Dean DEETC
Objective #2: Develop and implement a staffing plan that supports the professional development and technical support needs of faculty teaching online courses.		ASLT Dean meets with Instructional Designer and PD Coordinator regularly to implement a professional development and technical support plan to support faculty teaching online.	A comprehensive staffing plan that supports the professional development and technical support needs of faculty teaching online courses. Funds to hire the appropriate number of staff members needed to support CSM's Distance Education Program.	Best Practices OEI CCCCO Standards and Policies	Spring 2015 VPI ASLT Dean DEETC

Objective #3: Develop appropriate staffing plan to support the needs of students enrolled in distance education courses.		ASLT Dean meets with VPI and DEETC to implement a staffing plan to support the needs of students enrolled in distance education courses.	A comprehensive staffing plan to support the needs of students enrolled in distance education courses. Funds to hire the appropriate number of staff members needed to support CSM's Distance Education Program.	Best Practices OEI CCCCO Standards and Policies	Spring 2015 VPI ASLT Dean DEETC