Distance Education Plan: 2009/10 to 2012/13
Distance Education Planning Committee
Status Report

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.

Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
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.	Spring 2011-Fall 2011	Fall 2011-Spring 2012		X			The recommendation has been made in support of this action and negotiations are on-going. DEC is in the process of researching reviewing potential evaluation instruments. Once completed the DEC will compile and forward recommendations to DEAC, AFT, PERC and the District Academic Senate.

Goal #1: Distance education classes are well integrated into CSM's institutional quality assessment processes and cycles.

Objective #2: Policies and procedures related to instructional administrative oversight of distance education courses including class visits will be developed.

Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
1.2.1 Recommend that the District Human Resources and District Collective Bargaining Representatives work with the District Distance Education Advisory Committee, AFT Faculty Bargaining Unit and the District Academic Senate to establish processes and policies related to administrative visits to distance education courses.	Spring 2011-Fall 2011	Fall 2011-Spring 2012		X			The recommendation has been made in support of this action and negotiations are on-going.
1.2.2 Establish policies to provide guidelines for instructional administrators related to assigning faculty to teach distance education sections of courses.	Spring 2011-Fall 2011	Spring 2012		X			The Dean who is responsible for implementation of this step has met with the DEC and DEAC. The CSM DEC plan has been put on the DEAC agenda and the topic is under discussion by one of DEAC task forces. No definitive policies or guidelines have been approved as of yet.

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Goal #1: Distance education classes are well integrated into CSM's institutional quality assessment processes and cycles.

Objective #3: Course approval forms reflect standards based quality assurance expectations for DE courses including appropriateness of course materials and teaching strategies.

Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
1.3.1 Review Title 5, Distance Education Guidelines along with guidelines and best practices from the State Chancellor's office, AACJC, and the State academic senate to identify any gaps or additional information that should be included on the COI distance education supplement form.	Spring 2011	Spring 2012		X			Progress is impacted by implementation of Curricunet software package.
1.3.2 Revise the course approval process to include a formal review by the CSM DEC of new and revised courses that submit DE supplement forms.	Spring 2011	Spring 2012		X			Progress is impacted by implementation of Curricunet software package.
1.3.3 Improve ease of use and instructions on how to complete and submit the distance education supplement form.	Spring 2011	Spring 2012		X			Progress is impacted by implementation of Curricunet software package.

Goal #1: Distance education classes are well integrated into CSM's institutional quality assessment processes and cycles.

Objective #4: Course sections taught via distance education formats will be systematically included in annual and comprehensive program reviews

Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
1.4.1 Determine elements for formative reviews of courses/sections taught via distance education that should be included in annual and comprehensive program reviews(eg. information specifically related to sections taught in a distance education modes that should be systematically included on program review forms and easily extractable)	Spring 2011-Fall 2011			X			Course-level program review data separated by delivery mode (distance vs on-campus), has been collected by PRIE and is now available.

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

Objective #1: Transferability of CSM's distance education courses is widely communicated to the college community through a variety of venues.

Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
2.1.1 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.	Spring 2010			X			Web pages, Schedule of Classes and college catalog include appropriate language on transferability. DEC recommends a notation on transferability, similar to what is included in course descriptions in the catalog, be included in all class syllabi.

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Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
2.1.2 Provide training for academic counselors, transfer center staff, faculty advisors and other relevant personnel on the transferability of courses completed via distance education.	spring 2011		X				Training was provided in June, 2011 at Student Services retreat for relevant personnel.

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

Objective #2: Eligibility for financial aid for distance education classes is broadly communicated in the campus community.		

Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
2.2.1 Information that financial aid is available to support distance education students in all relevant print and online publications.	Spring 2011		X				Information was provided at a Student Services retreat in June, 2011, for relevant personnel
2.2.2. Provide training for counselors, financial aid staff, and faculty advisors about eligibility for financial aid for students taking distance education earning courses.	Spring 2011		X				Information was provided at a Student Services retreat in June, 2011, for relevant personnel

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

Objective #3: CSM's Commitment to Distance Education is broadly communicated to the community

Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
2.3.1 Statements of ongoing support and commitment to distance education from CSM senior administrators is evident in CSMs internal and external messages.	Spring 2011	Ongoing		X			The presence of a DE office, prominent inclusion in Schedule of Classes and web pages, agenda items at division and college level meetings all provide evidence of on-going support of DE.

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

Objective #4: Accurate, timely and comprehensive information is readily available about the Distance Education program

Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
2.4.1 Regular review and updating of relevant internal and external publications and web sites that publish information about the distance education program.	Ongoing		X	X			On-going activities include updating of CVC web site, review by Program Coordinator in DE office of external publications, WebSchedule includes "Distance Ed" tab for quick list of DE courses, updates of Distance Learners web pages
2.4.2 Produce a "Distance Education at CSM" publication in print and online formats.	Fall 2011			X			Draft of a tri-fold brochure has been submitted to the marketing office for review and editing before final draft is circulated.
2.4.3 Identify CSM courses taught in DE mode and their and AA/AS, IGETC, CSU GE category	Spring 2011		X	X			May want to make timeline "on-going" item. As new courses are approved for DE mode, VPI office informs Program Coordinator in DE office and information is updated.
2.4.4 Establish a predictable cycle of when distance education courses that satisfy AA/AS IGETC and CSU GE requirements will be offered.	Spring 2011			X			

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Goal #3: DE 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

Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
3.1.1 Establish acceptable targets for student success and completion rates in DE courses.	Spring 2011 – Fall 2011	Spring 2012			x		Discussions about targets have been suspended pending clarification and further discussion to determine whether establishing separate targets for DE classes is appropriate. The committee will continue to review information from the State Chancellor's office, VPI, division deans, and PRIE.
3.1.2 Identify causes for lower rates of student success and completion in DE courses.	Spring 2011 – Fall 2011	Ongoing		X			IPC has approved a survey to be administered to students who drop online courses. The survey tool will be sent to students when they drop an online class. PRIE is working with AR and ITS to administer the survey. Data from students who have dropped classes in Fall 2011 will be available in Spring 2012.
3.1.3 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 DE courses that is linked to registration processes for enrollment in DE courses.	Spring 2011-2013	Fall 2012		X			When data from survey of students when they drop a DE course is available appropriate analysis will be done so that informed strategies can be developed. The Instructional Designer will collaborate with the DEC, DEAC, DIAG, and the Learning Center to develop effective assessment and remediation strategies.

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Goal #3: DE courses have comparable rates of student success, completion and satisfaction to on-campus courses OR have satisfactory rates of success, completion and satisfaction.

Objective #2: Improve student satisfaction with Distance Education courses

Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
3.2.1 Establish acceptable targets for student satisfaction in DE courses.	Spring 2011	Spring 2012		X			Seeking clarification about what PRIE survey asks about specific student satisfaction in DE courses in their annual survey.
3.2.2 Identify causes of lower rates of student satisfaction in DE courses.	Spring 2011	Spring 2012		X			Seeking clarification about what PRIE survey asks about specific student satisfaction in DE courses in their annual survey. Survey of students who drop will also yield relevant data.
3.2.3 Develop and implement strategies to improve student satisfaction rates in DE courses.	Spring 2011-Fall 2012	Ongoing		X			Data on student satisfaction in DE course has been collected by PRIE. STOT is currently providing some training for instructors. An Instructional Designer position has been approved and a Distance Learning Resources Room for faculty has been identified next to the office of the Program Coordinator for Distance Education. The Director of the Learning Center has come on board and the Learning Center has opened. DEC will work with the Instructional Designer, Director of the Learning Center, DIAG and DEAC to develop and implement specific strategies.

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Goal #4: Faculty and instructional and student services support staff receive strong institutional support for DE 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

Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
4.1.1 Review and evaluate currently available campus and District based professional development options to support faculty teaching in distance education modes.	Spring 2011	Spring 2012		X			*The committee's recommendation to hire an Instructional Designer has been approved by the IPC and BPC. The VPI is in the process of establishing a hiring committee for the position. One of the first assignments of this position will be to complete a review of available professional development training.*
4.1.2 Determine the type of skills and education that faculty and support staff feel would be most beneficial in supporting their development and teaching in distance education modes.	Spring 2011	Spring 2012		X			*The committee identified some of the skills that distance education faculty would need and determined that the best strategy to address those needs would be to hire an Instructional Designer. The position has been approved by the IPC and BPC. The VPI is in the process of establishing a hiring committee for the position. One of the first assignments of this position will be to collaborate with DEC, DEAC, and the CSM Technology Committee, to develop training to address specific skill development and education needs.*

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Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
4.1.3 Review current professional literature and other sources to identify examples of implementation of best practices for online instructional design and teaching.	Fall 2011	Ongoing		X			The committee reviewed professional literature and practices at other institutions and discovered that several institutions have an on-site instructional designer as part of their Distance Education team. A part-time faculty position funded by Measure G. has been approved by IPC and the BPC. The VPI is in the process of requesting approval of members for the hiring committee. It is expected that person hired will be on campus no later than February 2012.
4.1.4 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.	Spring 2011	Spring 2012		X			The Chair of the Academic Senate is meeting with the Chair of the Professional Development committee to discuss multiple options for providing funding to support faculty professional development needs. However specific guidelines for training related to DE have not been established. Discussions about guidelines for professional development funds for classified support staff have not taken place yet.
4.1.5 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.	Spring 2011 – Spring 2013	Ongoing		X			The Chair of the Academic Senate is meeting with the Chair of the Professional Development committee to discuss multiple options for providing funding to support faculty professional development needs. However specific guidelines for training related to DE have not been established. Discussions about guidelines for professional development funds for classified support staff have not taken place yet.

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Goal #4: Faculty and instructional and student services support staff receive strong institutional support for DE teaching

Objective #2: Create policies that define standards, protocols, expectations and support services to guide faculty and instructional administrators in assigning, offering and teaching DE courses.

Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
4.2.1 Develop policies for instructors on classroom management issues related to distance education teaching such as census, platform choice etc.	Spring 2011	Spring 2012				X	DEC plans to work with the Instructional Designer, Instructional Administrators, the Academic Senate, DEAC and PERC to develop policy recommendations,
4.2.2 Develop policies for instructional administrators related to assigning DE sections to instructors that include expectations for relevant training, administrator classroom visitation etc.	Spring 2011	Fall 2012				X	DEC plans to work with the Instructional Designer, Instructional Administrators, , the Academic Senate, DEAC and PERC to develop policy recommendations,
4.2.3 Develop policies for faculty and students related to expectations related to distance education courses (workload, participation, communication, platform options, ancillary services, etc.)	Fall 2011	Fall 2012				X	DEC plans to work with the Instructional Designer, Instructional Administrators, , the Academic Senate, DEAC and PERC to develop policy recommendations,

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Goal #5: Provide comprehensive administrative oversight of the college's Distance Education Program and develop and maintain a comprehensive, flexible program in a distance education mode that allows students to accomplish their varied educational goals in a reasonable and predictable timeframe.

Objective #1: Responsibility for administrative oversight of the college's Distance Education Program is clear, comprehensive and transparent.

Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
5.1.1 Identify gaps in CSM's organizational capacity to support a comprehensive Distance Education Program.	Spring 2011	Spring 2012		X			The Instructional Designer and Director of the Learning Center positions will address key gaps. Additional gaps will be identified once the Instructional Designer has come on board.
5.1.2 Develop organization chart for administration of Distance Education Programs and support services outlining personnel and related responsibilities.	Spring 2011		X				VPI created organization chart.
5.1.3 Assign personnel to appropriate roles to provide leadership, direct-line management, and support for CSM's Distance Education Program.	Spring 2011		X				VPI identified personnel responsible for leadership, management, and support of DE program.

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Goal #5: Provide comprehensive administrative oversight of the college's Distance Education Program and develop and maintain a comprehensive, flexible program in a distance education mode that allows students to accomplish their varied educational goals in a reasonable and predictable timeframe.

Objective #2: 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.

Action Steps	Proposed Timeline	Actual Timeline	Completed	In Progress	Suspended	No Action	Comments
5.2.1 Regularly review and monitor course offerings to identify gaps, trends, and opportunities for growth.	Spring 2011	Ongoing	X	X			Program coordinator in DE reviews course offerings when they are approved for teaching in distance mode.
5.2.2 Coordinate instructional administrators to fill DE gaps in programs and develop effective sequencing of courses.	Fall 2011	Ongoing		X			Program coordinator in DE periodically gives updates at instructional administrators meetings.

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