

Distance Education Plan: 2013/2014-2016/17

Background: Initial development of the *Distance Education Plan: 2013/2014* began by the Distance Education and Educational Technology Committee (DEETC) in academic year 2012-2013. The Fall 2013-Spring 2013 writing team was comprised of the DEETC co-chairs Instructional Designer Alexis Alexander and DSPS Program Service Coordinator Laura Skaff along with the Coordinator of Planning Milla McConnell-Tuite from the Office of Planning, Research and Institutional Effectiveness. In Spring 2014 Vice President of Student Services and co-chair of the Institutional Planning Committee (IPC) Jennifer Hughes and Interim Dean of Academic Support and Learning Technologies Jennifer Taylor Mendoza joined the group and participated in feedback and editing sessions.

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

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

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

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.

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

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

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.

- 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.

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.
- 1.2.2 Establish policies to provide guidelines for instructional administrators related to assigning faculty to teach distance education sections of courses.

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.

- 1.4.1 Review current program review format to ensure information specifically related to sections taught in a distance education modes can be systematically used on program review forms and easily extractable
- 1.4.2 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).

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.
- 1.4.2. Develop trainings for administrators on online course delivery standards and distance education best practices.

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. Ongoing support and commitment to distance education from CSM senior administrators is evident in CSM's internal and external messages.

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].
- 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.
- 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.

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 [New goal]

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.

- 3.1.2 Coordinate instructional administrators to fill DE gaps in programs and develop effective sequencing of courses.

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.
- 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.
- 3.2.3 Establish a predictable cycle of when distance education courses that satisfy AA/AS IGETC and CSU GE requirements will be offered.

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.
- 3.3.2 Develop plan to meet gaps in services identify in the inventory.
- 3.3.3 Expand and develop online tutoring to be comparable to those offered on campus.
- 3.3.4 Expand and develop learning resources available for distance education students which are comparable to those offered on campus.
- 3.3.5 Develop online help desk for students.
- 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 CCCCCO as available.

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.
- 4.1.2 Identify causes for lower rates of student success and completion in distance education courses.
- 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.

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.
- 4.2.2 Establish acceptable targets for student satisfaction in distance education courses.
- 4.2.3 Identify causes of lower rates of student satisfaction in distance education courses and develop a plan to address problem areas.
- 4.2.4 Implement strategies to improve student satisfaction rates in distance education courses.

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

Objective #2: Implement a professional development program for faculty and instructional and student services support staff based on pedagogies and best practices to foster student success

- 6.2.1 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.

- 6.2.2 Provide support via professional development grants to faculty and instructional and student services support staff to improve their skills in delivering and supporting distance education.

Objective #3: 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.

- 6.3.1 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 contact and drop policies,
 - Online teaching pedagogy
 - Best practices in online teaching
 - How to develop a hybrid or online class
- 6.3.2 Train Instructors to develop and use consistent orientation materials for their online classes.
- 6.3.3 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

Objective #4: Create policies that define standards, protocols, expectations and support services to guide faculty and instructional administrators in assigning, offering and teaching DE courses.

- 6.4.1 Develop policies for instructors on classroom management issues related to distance education teaching such as census, platform choice etc.
- 6.4.2 Develop policies for instructional administrators related to assigning DE sections to instructors that include expectations for relevant training, administrator classroom visitation etc.
- 6.4.3 Develop policies for faculty and students related to expectations related to distance education courses (workload, participation, communication, platform options, ancillary services, etc.)

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.

- 7.1.1 Identify gaps in CSM's organizational capacity to support a comprehensive distance education program.
- 7.1.2 Develop organization chart for administration of Distance Education Programs and support services outlining personnel and related responsibilities.
- 7.1.3 Assign personnel to appropriate roles to provide leadership, direct-line management, and support for CSM's Distance Education Program.

Objective #2: Develop and implement a staffing plan that supports the professional development and technical support needs of faculty teaching online courses

Objective #3: Develop appropriate staffing plan to support the needs of students enrolled in distance education courses