

College of San Mateo

# Distance Education Plan

2017-2020



# TABLE OF CONTENTS

HISTORY OF DISTANCE EDUCATION AT CSM	1
Gender:	1
Age:	1
Ethnicity:	1
Current State	3
Gender:	4
Age:	4
Ethnicity:	4
Current Goals	5
Previous DE Goals	6
Current DE Goals	6
Definition of Distance Education at CSM	7
Definition of the Distance Education:	7
Online course:	7
Hybrid course:	8
Face-to-face course:	8
Strategic Scan: Supporting CSM's Strategic Goals through Distance Education	9
Distance Education Goals 2017-2020	10
Goal 1: Distance education is well integrated into CSM's institutional planning processes and cycles.	10
Goal 2: Current and accurate information is communicated to the college community about the courses and services available to distance learners.	10
Goal 3: Distance Education students have access to instructional, student services, learning resources and other support services which are equitable to those available for students enrolled in face-to-face mode courses.	11
Goal 4: Faculty, staff, administrators, and instructional and student services support staff receive effective institutional support for distance education training and learning.	12
Goal 5: Increase synergy between District Distance Education Advisory Committee and College DE teams to provide district-wide infrastructure, resources, and support for online learning.	13
Goal 6: Distance education courses have comparable rates of student success, completion, and satisfaction to on-campus courses.	14
Suggested Work Plan	15

# HISTORY OF DISTANCE EDUCATION AT CSM

College of San Mateo's distance learning program started in 1964 and evolved out of the telecourse offerings of San Mateo County Community College District's public television station, KCSM-TV. By the mid-1990's CSM offered approximately twenty-five telecourses each semester; by 2002, offerings grew to forty telecourses along with twenty-five sections of online classes. By 2010, a comprehensive program assessment found telecourses were losing enrollment, no longer relevant for students, and too costly to update.

In contrast, growth in the online program had been steady. In Fall 2005, online courses comprised 2.5% of all CSM sections; by Fall 2012, this figure had grown to 8%. From 2014 to 2017, online courses grew to 11% of all CSM sections. Online sections constitute 16% of all CSM enrollment; 17% of instructors regularly teach online sections.

In 2015, the college student demographic data (2015) revealed the following:

## Gender:

Online course-takers are majority female – 49.8% vs. 47.1%.

## Age:

As compared to the total CSM student population, online course-takers are somewhat older. Sixty-nine percent of all online course-takers are between 20 and 39 years of age.

## Ethnicity:

African American, Filipino, Native American, Pacific Islander, Multi Race, and White online students are represented in the same proportion (+/- 3 percentage points) as in the total CSM

population. Asian online students are the most over-represented +6.9 points (24.7% vs. 17.8%) and Hispanic online students are the most under-represented -4.7 points (14.0% vs. 18.7%).

Since the college started offering online courses, programming has grown organically with little comprehensive coordination. Resources for coordination and college-wide planning and scheduling have been limited. Since spring 2014, distance education has enjoyed the support of a dean and instructional technologist as a program in the Academic Support and Learning Technologies division.

During the 2015 academic year, 982 AA/AS degrees or certificate award earners had taken at least one online course. Expressed differently, more than three-quarters (80.2%) of all award earners utilized distance education. Award earners took an average of 4.5 online courses on the path to completing program requirements—approximately 25% of a 60 unit AA/AS Degree program. “Distance education” has become less about distance as students and faculty alike have become more familiar with the benefits of utilizing modes of course offerings.

# Current State

College of San Mateo continues to grow its wide variety of distance education courses which supplement or augment students' face-to-face degree and certificate coursework without program oversight. Online and hybrid course offerings are determined at the division level. Through the coordinated efforts of faculty, deans, the office of Planning, Research, Innovation and Effectiveness (PRIE), and the Integrated Planning Committee (IPC), the College is working on ensuring that distance education courses are integrated into CSM's institutional planning processes and cycle.

Support for distance education has expanded at the college with hiring of a full-time Instructional Technologist in Spring 2016 and a part-time Distance Education Coordinator in Fall 2017. In addition, an Accessibility Support Specialist was supposed to be hired to be shared at the three colleges, however the position was changed to focus on web accessibility issues at the district level that affect the colleges. Subsequently, distance education still lacks adequate resources to support faculty in creating courses that meet accessibility standards and requirements.

With the adoption of Canvas, learning management systems play a significant role in guiding student and faculty use of technology. Online education has become pervasive. Face-to-face courses utilize online tools resources to supplement instruction. Online technology now enhances the student experience of coursework to a greater degree than ever before.

To encourage and fortify the use of Canvas and innovative technology, the college is looking at different models and funding sources for ongoing professional development for online and hybrid instruction. During the 2016-2017 academic year, much of the professional development focused on helping faculty migrate content to Canvas and orient to the interface. Starting in 2018-2019, the Instructional Technologist and Distance Education Coordinator, began working

on professional development and resources that would promote quality online teaching and learning.

In Fall 2017, distance course offerings continued to grow as online and hybrid courses comprised 42.7% of all CSM sections. This percentage shows a marked increase from Fall 2015, where online and hybrid course offerings comprised 30.0 % of all CSM sections. The increase in online course offerings is also noteworthy as the campus migrated from Moodle to Canvas in Summer 2016.

The most recent college student demographic data (2017) reveals the following:

## Gender:

Online course-takers are majority female – 51.3% vs. 45.9%.

## Age:

As compared to the total CSM student population, online course-takers are somewhat older. Approximately, seventy and half percent of all online course-takers are between 20 and 39 years of age.

## Ethnicity:

All ethnic groups are represented in the same proportion (+/- 3 percentage points) as in the total traditional, face-to-face CSM population. Asian online students are the most over-represented +5.7 points (27.2% vs. 21.5%) and Hispanic online students are the most under-represented –8.0 points (24.6% vs. 32.6%).

# Current Goals

The current plan continues to build on the 2013-2016 Distance Education Plan in its goals to provide the infrastructure and access to quality online instruction and courses. The updated 2017-2020 Distance Education Plan focuses on five goals to create a more targeted work plan that can be achieved within the three-year timeframe with the current resources.

The 2017-2020 Distance Education plan had initially adopted the same goals from the 2013-2016 DE plan, but proved problematic as it did not capture all of the work and progress in distance education. The goals and tasks in the initial 2017-2020 plan were based on a model that treated distance education as a separate program in many ways rather than the integrated model that actually exists at College of San Mateo and its sister campuses. At CSM, distance education is supported using an integrated model whereby online and hybrid course offerings are determined at the division level and support for the development of online courses is provided by the Instructional Technologist, DE Coordinator, and ASLT Dean.

Below is a comparison that shows the previous DE goals with the current DE goals.

## Previous DE Goals

- Goal 1: Distance education is well integrated into CSM's institutional initiatives and goals.
- 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 services which are equitable 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.
- Goal 5: Faculty, staff, administrators, and instructional and student services support staff receive effective institutional support for distance education training and learning.
- Goal 6: Comprehensive administrative oversight and staffing for distance education allows students to accomplish their varied goals in a reasonable and predictable timeframe.

## Current DE Goals

- Goal 1: Distance education is well integrated into CSM's institutional initiatives and goals.
- Goal 2: Comprehensive information is communicated to the college community about the courses and services available to distance learners.
- Goal 3: Distance Education students have access to instructional, student services, learning resources and other support services which are equitable to those available for students enrolled in face-to-face mode courses.
- Goal 4: Faculty, staff, administrators, and instructional and student services support staff receive effective institutional support for distance education training and learning.
- Goal 5: Increase synergy between District Distance Education Advisory Committee and College DE teams to provide district-wide infrastructure, resources, and support for online learning.
- Goal 6: Distance education courses have comparable rates of student success, completion, and satisfaction to on-campus courses.



# Definition of Distance Education at CSM

## Definition of the Distance Education:

College of San Mateo has policies, processes and procedures for defining, creating and classifying distance education courses that align with the United States Department of Education (USDE) definitions and the *Policy on Distance Education and on Correspondence Education* from the Accrediting Commission for Community and Junior Colleges.

“Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD- ROMs, in conjunction with any of the other technologies. (From the “Guide to Evaluating Distance Education and Correspondence” Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges)

## 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. 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, via proctoring arrangements, or 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.

## **Hybrid course:**

A course that substitutes 51% to 99% of face-to-face instructional hours with online work. The course may have some regularly scheduled on-campus meetings without alternative distance education means of student participation.

## **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.

# Strategic Scan: Supporting CSM's Strategic Goals through Distance Education

The following table illustrates how the Distance Education plan aligns with the college and district priorities:

CSM Distance Education Goals	CSM Strategic Goals	EMP Strategic Intention	District Strategic Goals
<b>Goal 1: Distance education is well integrated into CSM's institutional initiatives and goals.</b>	Priority #4: Building on a Culture of Participation and Communication	4.1: Broaden participation of faculty, staff, and students who are aware of and involved in college governance	—
<b>Goal 2: Current and accurate information is communicated to the college community about the courses and services available to distance learners.</b>	Priority #4: Building on a Culture of Participation and Communication	4.2: Create processes and resources to enhance effective communication	—
<b>Goal 3: Distance Education students have access to instructional, student services, learning resources and other support services which are equitable to those available for students enrolled in face-to-face mode courses.</b>	Priority #1: Supporting our Student's Aspirations	1.3: Improve access to classes, services, and support	Strategic Goal 3: Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success
<b>Goal 4: Faculty, staff, administrators, and instructional and student services support staff receive effective institutional support for distance education training and learning.</b>	Priority #3: Committing to Progressive and Innovative Teaching and Learning	3.1: Support innovations in teaching and learning necessary to respond to changing student demographics, learning styles, and technology.	Strategic Goal 3: Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success
<b>Goal 5: Increase synergy between District Distance Education Advisory Committee and College DE teams to provide district-wide infrastructure, resources, and support for online learning.</b>	Priority #3: Committing to Progressive and Innovative Teaching and Learning	3.1: Support innovations in teaching and learning necessary to respond to changing student demographics, learning styles, and technology.	Strategic Goal 3: Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success
<b>Goal 6: Distance education courses have comparable rates of student success, completion, and satisfaction to on-campus courses.</b>	Priority #1: Supporting our Student's Aspirations	1.3: Improve access to classes, services, and support	Strategic Goal 3: Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

# Distance Education Goals 2017-2020

## **Goal 1: Distance education is well integrated into CSM's institutional planning processes and cycles.**

- Objective 1: Align Distance Education work plan and goals into the CSM Planning Goals and Educational Master Plan
- Objective 2: Support for Distance Education staffing, professional development, and technology will be established through the resource request process..

## **Goal 2: Current and accurate information is communicated to the college community about the courses and services available to distance learners.**

- Objective 1: Campus community and college constituencies are regularly informed about Distance Education current course offerings and support services.
- Objective 2: CSM website remains current with accurate information about the Distance Education support, professional development, and current course offerings.

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

- Objective 1: Provide integrated online academic support services for Distance Education students that are comparable to those available to students on campus.
- Objective 2: Develop and revise online content to meet 508 and WCAG 2.0 accessibility requirements.
- Objective 3: Provide integrated online student support services for Distance Education students that are comparable to those available to students on campus.
- Objective 4: Provide integrated online technical support services for Distance Education students that are comparable to those available to students on campus.

## **Goal 4: Faculty, staff, administrators, and instructional and student services support staff receive effective institutional support for distance education training and learning.**

- Objective 1: Provide on-going professional development on Instructional Technology and best practices for online instruction and pedagogy for faculty at CSM.
- Objective 2: Utilize and integrate OEI rubric as part of course design process to create high-quality online learning.
- Objective 3: Provide on-going professional development on Canvas LMS to student support staff.
- Objective 4: Integrate Approved Third Party LTI into Canvas LMS

## **Goal 5: Increase synergy between District Distance Education Advisory Committee and College DE teams to provide district-wide infrastructure, resources, and support for online learning.**

- Objective 1: Advocate for District Education policies to support quality teaching and learning in online courses.
- Objective 2: Work with DEAC to adopt districtwide principles of excellence and online pedagogy training requirements.
- Objective 3: Advocate for a standard suite of technology tools to support both faculty and students in their online courses
- Objective 4: Establish guidelines and policies around use of 3rd-Party vendors.
- Objective 5: Create policies (procedures) that define standards, protocols, and expectations to guide faculty and instructional administrators in assigning and teaching Distance Education courses.
- Objective 6: Update Criteria for the Course Outline of Record Distance Education Supplement to meet Federal, State, and ACCJC requirements.
- Objective 7: Explore three-year course review and retrofitting process to allow instructors to incorporate new online practices, instructional technology and/or meet compliance requirements.
- Objective 8: Develop new or revise current surveys for students to assess needs for services and satisfaction with the online and hybrid courses.
- Objective 9: Identify and recommend resources to support faculty in meeting 508 and WCAG 2.0 accessibility requirements

## **Goal 6: Distance education courses have comparable rates of student success, completion, and satisfaction to on-campus courses.**

- Objective 1: Instructional programs can compare student achievement data by mode of delivery (distance education vs. face-to-face) as part of the program review process.
- Objective 2: Develop new or revise current surveys for students to assess needs for services and satisfaction with the online and hybrid courses.



# Suggested Work Plan

The [Distance Education Working Plan](#) exists as a living document tracking the ongoing progress and management of tasks as we work towards reaching our 2017-2020 goals and is monitored by the ASLT Dean, DE Coordinator, and Instructional Technologist.