

COLLEGE OF SAN MATEO
DISTANCE EDUCATION PLAN: 2009/10-2011-12

DISTANCE EDUCATION COMMITTEE
Submitted Fall 2010 (Approved Spring 2011)

In 2009 the CSM Distance Education Committee (DE) began work with a charge to develop a framework to facilitate the development of a robust and well integrated distance education program in response to student and community needs for flexible and convenient instructional opportunities. The Distance Education Institutional Plan articulates specific goals, objectives, action steps, fiscal investments, responsible parties, and suggested implementation timelines as a viable framework through which this mission can be accomplished.

DESCRIPTION OF THE DISTANCE EDUCATION COMMITTEE'S PLANNING PROCESS

The original distance education committee began work on development of a strategic plan for distance education in the spring semester of 2009 and worked through the fall. Members of the original DE committee included the dean responsible for distance education (chair), three faculty (two ex-officio), three classified staff, a student, and an ex-officio representative from the District's Vice Chancellor of Education office.

As a result of administrative restructuring in 2009 distance education was repositioned under the direct supervision of the Vice President of Instruction. In spring semester of 2010 the distance education committee was re-constituted with changes in membership and structure. The new structure included two co-chairs (one administrator, one faculty), three other faculty: chair of the Committee on Instruction (ex-officio), a librarian (ex-officio), a representative to the District Distant Education Committee (ex-officio), two classified staff, a student (vacant), and an ex-officio representative from the Vice Chancellor of Education's office. The re-constituted committee began formal meetings in April, 2010.

The new committee co-chairs met with administrators from the offices of instruction and student services and representatives of the Office of Planning, Research and Institutional Effectiveness (PRIE) to clarify the committee's charge and, review key documents, and establish priorities for the committee's work. The primary goal of the reconstituted committee has been to develop a Distance Education Institutional Plan with a focused on addressing gaps noted in Quality Assurance Review of Distance Learning that was included in the colleges 2008 follow up report to the accrediting commission. Co-chairs organized key gaps into five themes or focus areas: Communication about CSM's distance education program, integration of DE courses into the college evaluation procedures, faculty support for developing and teaching DE courses, and student success and satisfaction.

The DE committee reviewed numerous documents and research materials to guide their work including the Western Association of Schools and Colleges(WASC)/Accrediting Commission for Community and Junior Colleges (AACJC) Accreditation Reference Handbook, AACJC Guide to Evaluating Distance Education and Correspondence Education , CSM Educational Master Plan, 2008, CSM Substantive Change Proposal: Instructional Mode of Delivery – Distance Education, CSM Accreditation Follow-Up Report : Additional Documentation Part 1: Distance Education (December 2008); data from the college’s program reviews, data provided by the college’s Office of Planning, Research, and Institutional Effectiveness and the District’s Structured Training for Online Teaching (STOT) program.

Committee members identified their area of interest and small work groups were established to address the identified focus areas. Under the coordination of a volunteer leader each group was charged with creating goals, objectives, action steps, cost projections, identifying responsible parties and a developing a suggested timeline. Workgroups shared their work with co-chairs and committee members for review, revision, and coordination via SharePoint, email, and face to face meetings. Co-chairs analyzed new data from PRIE regarding student success and satisfaction and shared it with committee members.

RATIONALE AND ANALYSIS OF DATA

Rationale for this plan is primarily based on the analysis of data related to distance education from a number of relevant institutional documents including: PRIE’s *Survey of Students Enrolled in Online Coursework* administered in Spring 2010, *Distance Education Delivery Mode Course Comparison* (Fall 2009-Spring 2010 Program Review Cycle), *Educational Master Plan, 2008, Follow-Up Report – Additional Documentation, Part I (Appendix: Delivery Mode Comparison Data)*, feedback from the CSM faculty who have participated in District’s (Structured Training for Online Teaching) program.

(a) Completeness of academic programs available through DE

CSM has been active in offering distance education for several years. For many years CSM distance education options relied primarily on telecourses which could be viewed on local television stations or viewed on tapes or disks available in the library. As technology and user preferences have changed CSM distance education options have included more courses taught online using computer based technology. As a result of declining enrollments and the cost of telecourse licensing, the college has elected to discontinue all telecourse offerings by the end of the Fall 2010 semester. Instructional administrators are working to fill gaps left by discontinued telecourses with online course options.

(b) Enrollment

Enrollment data indicate while DE remains a modest slice of CSM's overall course offerings, student enrollment and course offerings in DE are expanding. Between 2004/5 and 2008/9 the percentage of courses offered through DE grew from almost five percent (4.9%) of all CSM courses to almost seven percent (6.8%).

CSM offers twenty majors which meet the fifty percent threshold and twenty-nine certificate programs that are substantially available through DE.

Transfer courses: General education course offerings are sufficiently varied to permit students to satisfy many of the University of California Intersegmental General Education Transfer Curriculum (IGETC) and California State University (CSU) general education requirements through distance education. Currently neither science labs nor speech courses can be fully completed via distance education at CSM. On-line speech courses are not currently articulated and accepted by any college in the CSU system to satisfy their oral communication requirement.

Associate of Arts degree (AA/AS): Twenty-five of the twenty-six general education courses required for the AA degree are available in DE mode however only two college majors Computer Science and Social Science are entirely available through distance education.

Analysis:

The college is working to close gaps in the availability of transfer and AA degree courses via distance education. The key challenge is developing pedagogically sound online versions for courses that have traditionally relied heavily on face-to-face interaction and directly supervised work especially where traditional labs and clinical or workplace supervision are part of the curriculum.

Identifying and/ or developing sufficient numbers of faculty with appropriate subject and distance education expertise and implementing appropriate student support services are essential cornerstones in the development of a robust transfer curriculum and fully successful distance education experience for students.

The institution will also have to be cognizant and comply with the expectations of receiving institutions (i.e., pedagogical soundness, student authentication for enrollment identification, proctoring exams, etc.) in order to successfully articulate of online courses with CSU's and the University of California.

(C) Distance Education Student Population

According to the Spring 2010 PRIE's Survey of Students Enrolled in Online Coursework the overall ethnic composition of DE students is roughly the same as that of the on-campus population. Female students outnumber men substantially in distance education enrollments with over sixty percent. DE students ones tend to be a little older. About one-half of DE students are twenty-five and over, compared to about thirty-four (34.9%) of on campus students.

A sound majority of sixty-two percent (62.6%) students declared they were not interested in taking a degree or study solely through distance education; sixty-seven percent of online students were also enrolled in on-campus classes.

Our DE students are primarily drawn from our local population. The largest group, over thirty percent (32.4%), lives within ten miles; only fourteen percent (14.5%) live more than twenty miles away from the campus.

Online students are primarily focused on transfer or AA/AS degree completion. Almost half (48.9%) of online students cited transfer as their educational goal; another eighteen percent planned on taking an AA/AS, fourteen percent (14.4%) planned to obtain a vocational degree or certificate, and only four percent (4.3%) were undecided while only fourteen percent took online courses for personal enrichment only.

Our students are drawn to DE primarily because of their schedules. Eighty-four percent (84.2%) cited "Personal Convenience" as a reason for enrolling in DE courses. Another eighty-one percent (81.7%) cited "Easier to fit with my work schedule" while seventy-one percent (71.4%) cited "Easier to fit with my class schedule." A significant proportion of nineteen percent (19.1%) chose DE because they were "physically unable to come to campus," and thirteen percent (13.7%) chose DE "because of [their] disability."

The spring 2010 survey asked students about where and how they connect to their online classrooms. Ninety-five percent (95.1%) reported themselves as having the "necessary system requirements for online courses. Thirty-two percent (32.4%) work from a home computer, while another thirty percent (30.3%) work from the office, and twenty-three percent (23%) of students report using a friend's computer. Twenty-eight percent (28.3%) reported using dial-up service to access the Web. Almost all students (91.7%), report using public wireless areas; almost thirty percent (28.3%) reported using hand-held devices (iPhones, etc.)."

Analysis:

First, we are currently serving a primarily local population. They are mostly within driving distance, and most come to campus; but they need to connect to a virtual campus with the scheduling flexibility that permits them to “come to class” and access support services as their schedule permits. Our students are most interested in enrolling in a specific DE course rather than in completing an entire program of study delivered exclusively via distance education.

Second, we need to think about our students’ working environment. Students are clearly accessing their course material a number of ways, locations and conditions. A surprising number still use dial-up. We need to find out more about their study environment to make sure that students are not undermining their chances of success for example, by trying to follow a complicated PowerPoint lecture on an iPhone in an environment that is distracting or not conducive to study.

Information from students who discontinued online classes before the survey was administered is not reflected in the spring 2010 survey data. The institution needs to acquire additional data about students who enroll in but discontinue distance education classes. :

(e) Distance Education Course Completion and Success Rates

Online students typically see themselves as well-prepared for distance education. Ninety-seven percent (97.2%) reported having the necessary computer skills to succeed in their first online course. A voluntary online self-assessment tool “Is Distance Learning for Me?” is available to students from the Distance Education Webpage. One third (32%) of respondents did not take the voluntary self-assessment. Of those who did, less than sixty-five percent (64.8%) found it “Useful” or “Very Useful.” In regard to general preparation (study skills, workload management etc.), forty-five percent reported being “very prepared,” and forty-one percent “adequately prepared;” only seven percent (7.6%) described themselves as “poorly prepared.

DE courses have much lower rates of retention and success than their on-campus counterparts. The 2008 *Educational Master Plan* noted that “there are marked differences in the successful course completion rates of distance education coursework compared to traditional, site-based coursework” (103) – specifically citing a differential rate of nineteen percent (19.1%) for telecourses, and twenty-three percent (23.2%) for online courses, when compared to on-campus courses.

The *Distance Education Delivery Mode Course Comparison* shows that the difference in retention and success is not spread evenly over the DE offerings. Data drawn from the Program

Review cycle for Fall 2009-Spring 2010, sixty percent (61.3%) of DE courses had lower rates of completion than their on-campus counterparts. Differences in retention and success rates occur most frequently in DE general education classes while courses in Computer Sciences, Business and Accounting tend to have equal or higher rates of retention and success online

Analysis: Available data is not definitive but provides some clues as to possible causes of higher attrition rates in distance education courses.

- Our data do show that DE students primarily require a flexible schedule. DE students may have schedule conflicts that prevent them sustaining an 18-week commitment.
- Some courses may not be well designed or implemented into a distance education mode.
- Faculty and students may benefit from more directed professional development, instructional support, and student services.
- DE Course success and completion rates might be improved by greater consistency in presentation, policies and expectations among DE course offerings.
- It may be that we can address our attrition rate by wider communication to existing students by ensuring that they are aware the range of services (counseling, financial aid etc.) The college would benefit from a focused effort to widely communicate comprehensive and accurate information about the DE program.
- The distance education program would benefit from an improved readiness assessment tool and effective remediation tools and support services for distance education students.

(f) Student Satisfaction

Information on student satisfaction comes from surveys administered to students in the program late in the spring 2010 semester. Online classes have high attrition rates; the reported responses may only reveal the profile of successful online students.

DE students tend to be strongly satisfied with their courses overall. Students reported satisfaction levels over ninety percent for accessibility, quality, and user-friendliness of course materials. Eighty-three percent (83.3%) reported being satisfied with how much they learned, and just under eighty percent (79.7%) with their ability to assess their progress in class.

Students were also largely satisfied(81%) with the ease of getting information from the CSM website.

DE students seem largely satisfied with their teaching. Quality of instruction received an approval rating of eighty-one percent (81.3%), and quality of discussion, engagement level, academic support, and accessibility and responsiveness and of instructor all scored at least in the high seventy-percent range. Eighty-one percent (81.3%) were satisfied that course materials spelled out learning outcomes, and that the course materials and assignments clearly addressed these outcomes. The lowest satisfaction rating, referred to the quality of interaction with other students – but even here, a majority of DE students (almost sixty-four percent) reported satisfaction.

Overall eighty-seven percent (86.8%) of students who used support services (about half the total number of students) reported being satisfied although when asked about satisfaction with student support services, over fifty percent (50.7%) of respondents indicated that they “did not need any assistance”.

The survey results seemed to be somewhat contradictory because students indicated that they were generally dissatisfied when asked about specific DE support services. Apart from registration, which scored a satisfactory rating of almost eighty-six percent (86%), online student support services got poor reviews. Technical support, counseling, library services and financial aid all scored satisfaction rates of about one-third; both the help desk (24.6%) and tutorial services (23.1%) received less than twenty-five percent (25%) satisfaction ratings.

Services intended to support DE students on campus did not fare much better: registration’s approval ratings plummeted to fifty-three percent (53.2%), and technical support to twenty-five percent (25.2%). One-third of respondents declared themselves satisfied with the on-campus library services, financial aid, and tutorial services – about equal to the satisfaction rates for the same services provided online. Counseling services were rated slightly higher. Students reported a thirty-five percent (35.2%) satisfaction ratings for online counseling compared to forty-four percent (44.1%) satisfaction ratings for on-campus counseling.

Most online students (just over fifty-four percent) were required to meet on-campus, often more than once, with over ten percent meeting five or more times a semester. Over thirty-nine percent (39.4%) found the on campus meetings very helpful and another forty-four percent (44.5%) somewhat helpful – while twelve percent (12%) declared them a “Waste of time.”

Analysis:

While the data is encouraging it’s important to remember that the surveys drew responses from students who were still enrolled near the end of the semester when the

survey was administered. Consequently we do not have data from students who may have dropped because of dissatisfaction or lack of awareness of instructional, technical, and support services for distance education students. We are also not able to gauge whether students withdrew from courses because of lack of appropriate access to technology, or dissatisfaction with the quality of instruction.

(g) Student and Campus Awareness of DE offerings and support services

Students are somewhat disconnected with the wider student support systems and do not get much DE information from our usual publicity sources including the “Distance Education” website. Only twenty-nine percent (29.5%) of students had visited the website to obtain information, and thirty percent (30.2%) were not even aware that it existed.

The overwhelming majority of students almost eighty-two percent (81.9%) first found our DE offerings via the catalog or schedule. About six percent of students learned about course offerings from a friend or from the Distance Education website. Only five percent (5.6%) first heard of DE courses from a counselor.

The voluntary self-assessment tool on the website and in the printed schedule of classes does not seem to have much impact on students’ enrollment. Only forty-five percent (45.7%) of students were even aware of it. Only forty-nine percent (49.6%) of students were aware of online resources available at the CSM library.

Analysis:

While the catalog and schedule are effective tools for informing students about distance education courses, students are not aware of or connecting to existing services to support DE students. The college needs to improve communication about the existence of services to support distance education students.

(h) Faculty engagement with DE

Most of our online instructors are full-time, tenured faculty who teach on-campus as well as online and so are well Integrated into the academic and wider college culture.

A Spring 2009 survey of online instructors (five respondents) indicated that inadequate faculty compensation for development and teaching of on-line courses represented a “significant” barrier to online instruction. Three respondents (60%) indicated insufficient time for development to be a significant barrier.

The number of faculty teaching online has increased as has faculty interest in training for online teaching. In the survey, four respondents (80%) indicated “insufficient pedagogical training” as being a “significant barrier” (20%) or “somewhat of a barrier” (60%) to on-line instruction. The same percentages indicated “insufficient technical training” is also a “significant barrier” or “somewhat of a barrier”.

As of Spring 2010, twenty-eight instructors have participated in the Structured Training for Online Teaching (STOT), a program offered by the District with an emphasis on pedagogical and technology training. Approximately thirteen have gone on to teach online. It should be noted that prior to STOT, a large number of instructors received training and support from the now defunct Centers for Teaching and Learning (CTL).

The elimination of telecourses has created a gap in DE offerings yet at this time faculty teaching in a relatively small number of disciplines continue to offer the bulk of online courses. In Fall 2010, almost one quarter (eleven) of all online sections were Computer and Information Studies (CIS) courses, while Business, Business Applications for Windows and Accounting offered another seventeen sections. Twenty sections of general education classes were offered in twelve disciplines, most disciplines offered just one DE section.

Analysis:

There is instructor interest in pedagogical and technical training for online teaching although currently most online course offerings continue to be limited to a few disciplines. In order to ensure that we offer courses in a variety of disciplines through DE, we need to continue to attract additional faculty to close the gap in distance education offerings that was created when telecourses were discontinued by the college. Some means of improving faculty engagement in the development of courses for delivery through on-line instruction are:

- Expanded professional development options that are better publicized and organized;
- Incentive structures to recruit faculty from underrepresented disciplines and train them in online pedagogies
- Improved support systems for online teaching
- Review compensation for course development and teaching online

SWOT ANALYSIS

Strengths

- CSM instructors have a strong interest in exploring the pedagogical possibilities of teaching online. Our online offerings have expanded; instructors are signing up for STOT and other professional development options.
- Most of our online instructors are full-time, tenured faculty; virtually all teach on-campus as well as online. Our online courses, and online instructors, are well integrated into the academic and wider college culture.
- The college administration is strongly supportive of DE, and committed to offering DE courses in order to improve access and service to our student population.
- The data indicate that better-prepared, mature students do well in DE.

Weaknesses

- Many online courses are designed on the premise that students are working with limited distractions and a connection fast enough to support video or audio files, PowerPoint presentations, etc. However, this is often not the case.
- Distance education is not yet fully integrated into current quality assessment measures. For example, we don't have a faculty evaluation process that meaningfully evaluates faculty performance in distance education modes.
- There is a high attrition rate in distance education courses. The college does not yet have sufficient data to understand the neither causes nor mechanisms to address the problem.
- The college has not adopted a uniform instructional platform. Multiple platforms can be confusing for students and can make collaboration among faculty more challenging.
- Students in distance education courses are frequently not aware of available support services, such as the library, counseling, and financial aid. While there is a Distance Education site on the college website the survey of students suggests that they do not look there for much information.
- While the Vice President of Instruction has executive oversight of the Distance Education Program, Distance Education does not have a direct –line administrator. The Distance

Education Committee, which is composed of volunteer faculty and classified staff, cannot dedicate the kind of time and effort that may be required to provide leadership, development, evaluation and coordination of student and instructional services and maintain currency in the field.

- While online faculty can participate in District Distance Education programs and activities, CSM online instructors do not operate within a campus based ongoing organized administrative support structure. There is no campus based “online department” with discussion boards, listserv or regular meetings during which online instructors (especially those just starting) can share teaching strategies, classroom management solutions, and so on.
- There are no clear and accepted agreements between the District and the Union on contractual issues such as class sizes, compensation for preparing and teaching online courses, faculty evaluation, and intellectual property rights.
- There are no clear and consistent campus policies related to classroom management including such issues as regular effective contact with students.
- Underprepared students, who make up a large part of the college’s constituency, are not currently well-served by DE, therefore expansion of DE courses and the impact it might have on less well prepared students needs to be carefully monitored and assessed.
- There is a lack of “as needed” support in the development of online course materials to address multiple student learning styles.
- The college offers no developmental, pre-transfer courses online in English although we do offer some pre-transfer Math and Career classes, and a Reading class.

Opportunities

- We have the opportunity experiment with creating a better online “campus” – that is, to integrate library, counseling, financial aid and other services into the students’ “ virtual classroom” websites as well as online student support centers, such as bulletin boards or chat rooms.”
- We have the opportunity to work with the District Distance Education Committee and STOT to develop training and support that is relevant to our faculty’s professional development needs. The District’s distance education initiatives and may also provide support in

addressing selected faculty and student support services needs that are common to the three campuses.

- DIAG (Diversity in Action Group) is interested in working with the Distance Education Committee and others to explore ways that DE courses can better serve our underprepared and under-represented students.
- We have the opportunity to create a sustainable model for online instruction that seeks not only to serve students at a *physical* distance, but that attempts to restructure the educational experience for students, making it a more student-centered, flexible, and pedagogically innovative program.

Threats

- The state budget remains our greatest threat. Despite passage of Measure G, we can continue to expect severe cuts for the next few years.
- Due to high attrition rates and the need for improved support systems for faculty and for students to ensure student success, expanding online courses may be, at least in the short-term, a relatively expensive or cost prohibitive option.
- Other colleges in our area (notably Foothill-De Anza) have well-developed online programs. We risk losing students to colleges whose planning is more advanced than ours.

PLANNING ASSUMPTIONS

The following planning assumptions emerge from the analysis of the data.

Enrollment patterns & student profiles:

- The online program is expanding and online courses will become the DE backbone.
- Our DE population is local. DE gives our students flexibility and convenience, which is primarily what they value in online courses.
- Successful DE students are typically slightly older, strongly prepared, independent workers – though not necessarily equipped with their own computers.

- Our current DE students are mostly those who take a DE course here and there to meet their existing academic goals. They do want to take their entire course via distance education and most also take on-campus courses.

Student success, retention and satisfaction

- Course completion and success rates are generally much lower in DE courses, especially in general education courses. CSM needs to research the reasons for this, but it also needs to begin to tackle the gap by as many ways as possible: integrating DE courses into existing quality assessment processes (SLOs, program review, etc.); implementing programs to help students assess and improve their readiness; creating faculty training resources, improving support for DE faculty; ensuring that both DE policies and student support services are streamlined, improved and communicated widely across campus; ensuring that DE courses are part of our annual review processes.
- Successful students report fairly high levels of satisfaction with our DE courses. However due to high attrition rates, a total picture of students' satisfaction may not be adequately reflected here. CSM should continue to improve measures to gauge levels of student satisfaction in DE and use the information to improve our program.

Faculty training and support

- Currently, CSM has no policies in place about expectations for faculty training in teaching online, nor about expectations for the look-and-feel of online courses, protocols for administering online classrooms (for example, how to handle census), and other classroom issues. CSM needs a clear set of faculty training resources, guidelines for teachers and deans about online teaching, and policies to create an online program that is less of a patchwork and more streamlined and consistent.
- Faculty training should be a priority. Courses will only be offered online if an individual faculty member is willing to put in the work to teach the course online.
- Online courses need to have a strong diversity of offerings and of teachers. To ensure diversity of online offerings, and a diversity of faculty offering online courses, we will need to focus on recruiting and directing interested faculty to the appropriate resources and creating support systems and clear policies.

Administrative support

- Currently, we have no comprehensive organizational administrative structure that clearly defines personnel responsibilities in the oversight for the DE program. For this reason, it's

often easy to identify the person who should be responsible for carrying out the action steps laid out by this plan. While some work may be done by committees, some sort of structured coordination and direct line administrative oversight is needed.

Communication

- We need to communicate information about the DE program much more widely and consistently. Many students do not know what services, if any, are available to online students, nor what instruments exist to help them determine their readiness for online learning, or what support they can receive. Many do not even realize that there is a DE website.
- Instructional design and accommodation to enable accessibility of online classes (those that are instructor designed and those available from commercial and textbook publishers) for students with disabilities must be addressed.

Budget

- The college's fiscal support from the state is not expected to improve any time soon and we can continue to expect severe cuts for the next few years.
- Due to high attrition rates and the need for improved support systems for faculty and for students to ensure student success, expanding online courses may be, at least in the short-term, a relatively expensive or cost prohibitive option.

Linkages to other Plans

CSM Educational Master Plan:

- Goal 1: Programs and Services
- Goal 2: Enrollment Management
- Goal 4: Assessment

The College should increase the use of alternate instructional and student services delivery modes to serve an increasingly diverse student population (p. 17)

The College must develop a comprehensive professional development program for faculty, staff and administrators that includes ... pedagogical strategies, use of technology, and effective communication....

CSM Strategic Plan:

Increase the use of alternative instructional and delivery modes to serve diverse student needs (p. 11)

SMCCCD Distance Education Strategic Plan:

Priority 2.2: 20% DE enrollment growth by 2018

“Identify and promote guidelines and best practices for distance education teaching and learning” (8)

“Encourage faculty to participate in professional development programs, such as Structured Training for Online Teaching (STOT)” (9)

Goal 1: Programs and Services: CSM will match its programs and services – and the manner in which they are delivered – to the evolving needs and expectations of the community.

Goal 2: Enrollment management: CSM will develop and implement a comprehensive research-based enrollment management initiative that addresses all the stages of enrollment management, including marketing, outreach, recruitment and retention.

Goal 4: CSM will ensure continuous quality improvement by integrating and promoting evidence-based assessment throughout the institution

CSM Distance Education Follow Up Report:

Priority 2: Increase Enrollment

Assessment

By Fall 2011 student and faculty satisfaction surveys should indicate increased levels of satisfaction and awareness of distance education programs and services available as well as the accessibility of information critical for the success of distance education students. Improved means of communicating information about available programs and services specific to distance education students will be indicated by increased student satisfaction with their ability to complete distance education courses. Additional quantitative indicators will be improved course completion and retention rates for all distance mode courses as well as increased enrollments in distance mode courses.

CSM Distance Education Plan 2009/10 to 2012/13
Goal # 1 Distance education classes are well integrated into CSM's institutional quality assessment processes and cycles.
Institutional Priorities Addressed by Goal Priority 1: Student Success, Priority 2: Academic Excellence, Priority 3: Relevant, High-Quality Programs and Services
Evaluation or Assessment of Goal: IPC will develop an instrument to determine measurement of progress in integrating distance education classes into quality assessment processes and cycles.
College Indicators Influenced by Goals: <u>1. Student success</u> 1.1 Retention Rates 1.2 Term Persistence Rate 1.3 Successful Course Completion Rates 1.16 Course Completion for all Distance Education 1.17 Retention for all Distance Education 1.18 Course Completion for Distance Education / at-risk students 1.19 Retention for all Distance Education / at-risk students 1.21 Faculty and Student Satisfaction with Distance Education in the areas of services available to students, readiness assessments, readiness remediation <u>2. Academic Excellence:</u> 2.10 Program and Service Quality: Percentage of Annual Program Reviews Completed 2.11: Program & Service Quality: Percentage of Annual Program Reviews Completed 2.12: SLO's: Percentage of Courses Completed (Full Cycle) 2.13: SLO's: Percentage of Programs Completed (Full Cycle) <u>3. Relevant, High Quality Programs and Services</u> 3.17 Student satisfaction with Distance Education program: e.g. Ability to complete distance education degree, enrollment choices, overall academic programs, accessibility of pertinent information, quality of technical assistance available to them 3.20 Number of distance education enrollments 3.22 Faculty satisfaction with the learning opportunities available to students 3.23 Faculty awareness of programs and services offered to distance education students and faculty

3.24 Student awareness of programs and services offered to distance education students 4. <u>Promote integrated Planning, Fiscal Stability, and Efficient Use of Resources</u> 4.4 Productivity/ Efficiency: FTES- All Distance Ed Courses 4.5 Productivity/ Efficiency: FTES- Online Courses	
Relationship to Other Key Planning Documents or Mandates:	
Ed Master Plan Goal 1: Programs and Services Goal 2: Enrollment Management Goal 4: Assessment	SMCCCD Strategic Plan <u>Goal 1: Programs and Services:</u> CSM will match its programs and services – and the manner in which they are delivered – to the evolving needs and expectations of the community. <u>Goal 2: Enrollment management:</u> CSM will develop and implement a comprehensive research-based enrollment management initiative that addresses all the stages of enrollment management, including marketing, outreach, recruitment and retention. Priority 2.2: 20% DE enrollment growth by 2018 <u>Goal 4:</u> CSM will ensure continuous quality improvement by integrating and promoting evidence-based assessment throughout the institution.

Goal 1 - Objective 1: Evaluation of teaching in DE courses will be included in faculty evaluation processes.				
Action Steps	(Resources Estimated) (Human, Fiscal, and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline
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.	1.1.1 Current Staff	1.1.1 Process to evaluate faculty when teaching online sections will be integrated into faculty tenure and peer review practices.	1.1.1 VPI/District HR/AFT/DEAC /District Academic Senate	1.1.1 Spring 2011- Fall 2011

Goal 1 - Objective 2: Policies and procedures related to instructional administrative oversight of distance education courses including class visits will be developed.				
Action Steps	(Resources Estimated) (Human, Fiscal, and Capital: For NEW resources only)	Outcomes/Deliverables	Proposed Leads	Timeline
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.	1.2.1 Current Staff	1.2.1 Policies and procedures related to administrative visits to distance education courses that parallel policies and procedures for on-campus classes.	1.2.1 VPI/District HR/AFT/DEAC /District Academic Senate	1.2.1 Spring 2011- Fall 2011
1.2.2 Establish policies to provide guidelines for instructional administrators related to assigning faculty to teach distance education sections of courses.	1.2.2 Current Staff	1.2.2 Publication of an instructional administrator's policy handbook with guidelines for assigning faculty to teach course sections offered via distance education.	1.2.2 VPI/ Instructional administrators /CSM DEC/CSM Academic Senate	1.2.2 Spring 2011- Fall 2011

Goal 1 - Objective 3: Course approval forms reflect standards based quality assurance expectations for DE courses including appropriateness of course materials and teaching strategies.				
Action Steps	Resources Estimated	Outcomes/Deliverables	Proposed Leads	Timeline
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.	1.3.1 Current Staff	1.3.1 Revised distance education supplement form.	1.3.1 COI /CSM Academic Senate	1.3.1 Spring 2011
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.	1.3.2 Current Staff	1.3.2 Established process by which DE supplemental forms are reviewed by the DEC committee.	1.3.2 COI / DEC	1.3.2 Spring 2011
1.3.3 Improve ease of use and instructions on how to complete and submit the distance education supplement form.	1.3.3 Current Staff	1.3.3 Distance education supplement forms will be user friendly.	1.3.3 COI /DEC	1.3.3 Spring 2011

Goal 1 - Objective 4: Course sections taught via distance education formats will be systematically included in annual and comprehensive program reviews				
Action Steps	(Resources Estimated)	Outcomes/Deliverables	Proposed Leads	Timeline
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)	1. 4.1 Current Staff	1.4.1 Annual and Comprehensive program reviews will systematically include courses/sections taught via distance education.	1.4.1 Academic Senate/PRIE/D EC	1.4.1 Spring 2011-Fall 2011

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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.

Institutional Priorities Addressed by Goal

Priority 1: Improve student success

Priority 3: Relevant, High-Quality Programs and Services

Evaluation or Assessment of Goal: Student surveys report greater satisfaction and knowledge of distance education programs and services.

College Indicators Influenced by Goals:

1. Student success

1.16 Course Completion for all Distance Education

1.17 Retention for all Distance Education

1.21 Faculty and Student satisfaction with Distance Education in the areas of services available to students, readiness assessments, readiness remediation

3. Relevant, High Quality Programs and Services

3.17 Student satisfaction with Distance Education program: e.g. Ability to complete distance education degree, enrollment choices, overall academic programs, accessibility of pertinent information, quality of technical assistance available to them

3.20 Number of distance education enrollments

3.22 Faculty satisfaction with the learning opportunities available to students

3.23 Faculty awareness of programs and services offered to distance education students and faculty

3.24 Student awareness of programs and services offered to distance education students

Relationship to Other Key Planning Documents or Mandates:		
SMCCD DE Strategic Plan <ul style="list-style-type: none"> • Priority 2.a: 20% DE enrollment growth by 2018 	CSM Master Plan <ul style="list-style-type: none"> • Goal 1 Programs and Services • Goal 9 Communication 	Distance Learning Follow Up Report 2008 <ul style="list-style-type: none"> • Priority 2 Increase enrollment

Goal 2 - Objective 1: Transferability of CSM's distance education courses is widely communicated to the college community through a variety of venues.				
Action Steps	Resources Estimated	Outcomes/Deliverables	Proposed Leads	Timeline
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.	2.1.1 Current staff	2.1.1 Distance education students, counselors and advisors will have access to up to date information about the transferability of distance education courses in a variety of publications and formats.	2.1.1 DE Program Support Specialist/VPI/VPSS/PIO	2.1.1 Spring 2010
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.	2.1.2 Current Staff	2.1.2 A variety of training opportunities for students, faculty and staff to learn about the transferability of distance education courses is available.	2.1.2VPI/VPSS/AR//Transfer Center Coordinator	2.1.2 Spring 2011

Goal 2 - Objective 2: Eligibility for financial aid for distance education classes is broadly communicated in the campus community.				
Action Steps	Resources Estimated	Outcomes/Deliverables	Proposed Leads	Timeline
2.2.1 Information that financial aid is available to support distance education students in all relevant print and online publications.	2.2.1 Current staff	2.2.1 Information about financial aid options to support distance education is included in all relevant print and online publications	2.2.1 VPSS/VPI/PIO	2.2.1 Spring 2011
	2.2.2 Current staff		2.2.2 VPSS/Director of Financial Aid	2.2.2. Spring

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.		2.2.2 Opportunities for students, counselors, faculty and staff to learn about and share information about financial aid support for distance education are available.		2011
Goal 2 - Objective 3: CSM's Commitment to Distance Education is broadly communicated to the community				
Action Steps	Resources Estimated	Outcomes/Deliverables	Proposed Leads	Timeline
2.3.1 Statements of ongoing support and commitment to distance education from CSM senior administrators is evident in CSMs internal and external messages.	2.3.1. Current staff	2.3.1 Ongoing commitment and support for distance education by senior administration is evident in internal and external messages.	2.3.1 Cabinet/ PIO	2.3.1 Spring 2011
Goal 2 - Objective 4: Accurate, timely and comprehensive information is readily available about the Distance Education program				
Action Steps	Resources Estimated	Outcomes/Deliverables	Proposed Leads	Timeline
2.4.1 Regular review and updating of relevant internal and external publications and web sites that publish information about the distance education program.	2.4.1. Current staff 2.4.2 \$2,000 for initial	2.4.1 Information about CSM's distance education program is accurate and consistent in internal and external outlets. 2.4.2 A "Distance Education at CSM" publication s that can be	2.4.1 VPI/PIO 2.4.2 VPI/VPSS/ /PIO	2.4.1 on going 2.4.2 Fall

2.4.2 Produce a "Distance Education at CSM" publication in print and online formats.	print publication costs. Possible additional dollars if print document is mailed.	used as an informational tool for current and prospective students and reference tool for faculty, counselors, advisors and outreach purposes.		2011
2.4.3 Identify CSM courses taught in DE mode and their AA/AS, IGETC, CSU GE category	2.4.3 Current staff	2.4.3 Complete listing of distance education courses and the AA/AS , IGETC and CSU GE categories they satisfy is readily available.	2.4.3 VPI	2.4.3 Spring 2011
2.4.4 Establish a predictable cycle of when distance education courses that satisfy AA/AS IGETC and CSU GE requirements will be offered.	2.4.4 Current staff	2.4.4 Students, counselors, and faculty will be able to reasonably predict when distance education courses that satisfy IGETC, AA/AS and CSU GE requirements will be offered.	2.4.4. VPI/VPSS	2.4.4 Spring 2011

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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.

Institutional Priorities Addressed by Goal: Priority 1: Improve Student Success. Priority 2: Promote Academic Excellence and Priority 3: Promote Relevant, High-Quality Programs and Services.

Evaluation or Assessment of Goal: Analysis of data collected by PRIE on success, completion, and satisfaction.

College Indicators Influenced by Goals:

1. Student success
- 1.1 - Retention Rates

1.3 - Successful Course Completion Rates 1.16 – Course Completion for all Distance Education 1.17 – Retention for all Distance Education 1.18 – Course Completion for Distance Education/at-risk students 1.19 – Retention for Distance Education/at-risk student 1.20 – Readiness Assessment for Distance Education 1.21 – Faculty and student satisfaction with Distance Education in areas of services available to students, readiness assessments, readiness remediation <u>3. Relevant, High Quality Programs and Services</u> 3.17 – Student satisfaction with Distance Education program: e.g. Ability to complete distance education degree, enrollment choices overall academic programs, accessibility of pertinent information, quality of technical assistance available to them 3.18 - Student satisfaction with telecourses 3.19 – Student satisfaction with online courses 3.24 – Student awareness of programs and services offered to distance education students				
Relationship to Other Key Planning Documents or Mandates:				
Ed Master Plan	SMCCCD Strategic Plan			
Goal 1: Programs and Services	<u>Goal 1: Programs and Services:</u> CSM will match its programs and services – and the manner in which they are delivered – to the evolving needs and expectations of the community.			
Goal 2: Enrollment Management	<u>Goal 2: Enrollment management:</u> CSM will develop and implement a comprehensive research-based enrollment management initiative that addresses all the stages of enrollment management, including marketing, outreach, recruitment and retention. Priority 2.2: 20% DE enrollment growth by 2018			
Goal 4: Assessment	<u>Goal 4:</u> CSM will ensure continuous quality improvement by integrating and promoting evidence-based assessment throughout the institution.			
Goal 3 - Objective 1 Improve rates of student retention and success in distance education courses				
Action Steps	Resources Estimated	Outcomes/Deliverables	Proposed Leads	Timeline
3.1.1 Establish acceptable targets for student success and completion	3.1.1 Current staff	3.1.1.Targets for student success & completion	3.1.1 PRIE/DEC/VPI	3.1.1 Spring 2011

<p>rates in DE courses.</p> <p>3.1.2 Identify causes for lower rates of student success and completion in DE courses.</p> <p>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.</p>	<p>3.1.2 Current Staff</p> <p>3.1.3 \$100,000</p>	<p>rates in DE courses are defined</p> <p>3.1.2 Report describing causes for lower rates of student success and completion in DE course.</p> <p>3.1.3 3 Readiness assessment included as part of DE registration that is directly linked to context based remediation strategies and support services.</p>	<p>3.1.2 PRIE/DEC/VPI</p> <p>3.1.3 /VPI/ PRIE VPSS/ITS/DEC/DEAC/DIAG</p>	<p>-Fall 2011</p> <p>3.1.2 Spring 2011-Fall 2011</p> <p>3.1.3 Spring 2011-2013</p>
<p>Goal 3 -Objective 2: Improve student satisfaction with Distance Education courses</p>				

Action Steps	Resources Estimated	Outcomes/Deliverables	Proposed Leads	Timeline
3.2.1 Establish acceptable targets for student satisfaction in DE courses.	3.2.1 Current staff	3.2.1 Targets for student satisfaction in DE courses.	3.2.1 PRIE/DEC/VPI	3.2.1 Spring 2011
3.2.2 Identify causes of lower rates of student satisfaction in DE courses.	3.2.2 Current staff	3.2.2 Report identifying causes of lower rates of student satisfaction in DE courses is produces.	3.2.2.PRIE/DEC	3.2.2. Spring 2011
3.2.3 Develop and implement strategies to improve student satisfaction rates in DE courses.	3.2.3 Current staff	3.2.3 Implementation of strategies to improve student satisfaction rates in DE courses	3.2.3 VPI/VPSS/DEC	3.2.3 Spring 2011-Fall 2012

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

Institutional Priorities Addressed by Goal

1. Improve Student Success

Relevant objectives:

- Improve the academic success of all students (includes course completion, retention, and persistence)

2. Promote Academic Excellence

Relevant objective:

- Improve effectiveness of distance learning program

3. Promote Relevant, High-Quality Programs and Services

Relevant objective:

- Further diversity delivery modes (distance, off-site, short courses, etc.)
- Foster academic excellence throughout the curriculum

Evaluation or Assessment of Goal:

A. Surveys of faculty, students and deans indicating awareness of, and satisfaction with:

- available professional development options and support;
- clear institutional policies for students, faculty and deans.
- Evidence that faculty teaching in distance education formats all have appropriate preparation as evidenced by completion of professional development training, experience or satisfaction of other criteria.

College Indicators Influenced by Goals:

- Increase in enrollment
- Measure of student, faculty and dean satisfaction through focus groups and survey
- Number of faculty appropriately trained for online teaching

Relationship to Other Key Planning Documents or Mandates:

Ed Master Plan

The College should increase the use of alternate instructional and student services delivery modes to serve an increasingly diverse

CSM Strategic Plan

- Increase the use of alternative

SMCCCD Distance Education Plan

Reflects the following District-wide goals:
 "Identify and promote guidelines and best practices for distance education

<p>student population (p. 17)</p> <p>The College must develop a comprehensive professional development program for faculty, staff and administrators that includes ... pedagogical strategies, use of technology, and effective communication....</p>	<p>instructional and delivery modes to serve diverse student needs (p. 11)</p>	<p>teaching and learning" (8)</p> <p>"Encourage faculty to participate in professional development programs, such as Structured Training for Online Teaching (STOT)" (9)</p>		
<p>Goal 4 - 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</p>				
Action Steps	Resources Estimated	Outcomes/Deliverables	Proposed Leads	Timeline
<p>4.1.1 Review and evaluate currently available campus and District based professional development options to support faculty teaching in distance education modes.</p>	<p>4.1.1 Current Staff</p>	<p>4.1.1 Assessment of effectiveness of current options to support current and prospective faculty teaching in distance education formats.</p>	<p>4.1.1 VPI/ ASGC/ DEC</p>	<p>4.1.1 Spring 2011</p>
<p>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.</p>	<p>4.1.2 Current Staff</p>	<p>4.1.2 Gap analysis of current and desirable proficiency of skills related to distance education teaching</p>	<p>4.1.2 DEC/VPI/PRIE</p>	<p>4.1.2 Spring 2011</p>
<p>4.1.3 Review current professional literature and other sources to identify examples of implementation of best practices for online instructional design and teaching.</p>	<p>4.1.3 Current Staff</p>	<p>4.1.3 Resource guide to evidence based examples of best practices in distance education teaching and learning.</p>	<p>4.1.3 VPI/ DEC/</p>	<p>4.1.3 Fall 2011</p>

<p>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.</p> <p>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.</p>	<p>4.1.4 Current Staff</p> <p>4.1.5 \$50,000</p>	<p>4.1.4 Guidelines for awarding professional development funds related to improvement of distance education teaching, learning, and support systems.</p> <p>4.1.5 Professional Development funds to support professional education in evidenced based best practices in delivery and support of distance education and are awarded to faculty and student services support staff.</p>	<p>4.1.4 Professional Development Committees/DEC/VPI/VPSS</p> <p>4.1.5 DEC/Prof. Dev. Committee</p>	<p>4.1.4 Spring 2011</p> <p>4.1.5 Spring 2011 –Spring 2013</p>
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Goal 4 -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	Resources Estimated	Outcomes/Deliverables	Proposed Leads	Timeline
4.2.1 Develop policies for instructors on classroom management issues related to distance education teaching such as census, platform choice etc.	4.2.1 Current Staff	4.2.1 Policies related to delivery and classroom management of education courses.	4.2.1 VPI, ASGC/A&R/D EC	4.2.1 Spring 2011
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.	4.2.2 Current Staff	4.2.2 Policies and expectations related to administrators assigning and visiting distance education courses are established.	4.2.2 VPI/DE C	4.2.2 Spring 2011
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.)	4.2.3 Current Staff	4.2.3 Standard policies and expectations of students and staff related to teaching and learning in distance education courses are established.	4.2.3 ASGC/VPI, DEC	4.2.3 Fall 2011

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<p>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.</p>	
<p>Institutional Priorities Addressed by Goal <u>Priority 2: Promote Academic Excellence</u> <u>Priority 3: Promote Relevant, High-Quality Programs and Services</u></p>	
<p>Evaluation or Assessment of Goal: IPC will establish criteria for reviewing, evaluating and assessing the administrative oversight of the college's Distance Education program</p>	
<p>College Indicators Influenced by Goals:</p> <p><u>2. Academic Excellence:</u> 2.9 Program & Service Quality: Percentage of Comprehensive Program Reviews Completed 2.11 Program & Service Quality: Percentage of Annual Program Reviews Completed</p> <p><u>3. Relevant, High Quality Programs and Services</u> 3.10 Program & Service Enhancements: Percent of Distance Education Courses offered 3.11 Program & Service Enhancements: Percent of Online Courses offered 3.13 Program & Service Enhancements: Number of Distance Education Courses offered 3.14 Program & Service Enhancements: Number of Online Courses offered 3.18 Student satisfaction with Distance Education program: e.g. Ability to complete distance education degree, enrollment choices, overall academic programs, accessibility of pertinent information, quality of technical assistance available to them 3.20 Student satisfaction with online courses 3.21 Number of distance education enrollments 3.22 Number of new distance online courses</p>	
<p>Relationship to Other Key Planning Documents or Mandates:</p>	
<p>Ed Master Plan Goal 1: Programs and Services Goal 2: Enrollment Management</p>	<p>SMCCCD Strategic Plan <u>Goal 1: Programs and Services:</u> CSM will match its programs and services – and the manner in which they are delivered – to the evolving needs and expectations of the community. <u>Goal 2: Enrollment management:</u> CSM will develop and implement a comprehensive research-based enrollment management initiative that addresses all the stages of</p>

Goal 4: Assessment	enrollment management, including marketing, outreach, recruitment and retention. Priority 2.2: 20% DE enrollment growth by 2018 <u>Goal 4:</u> CSM will ensure continuous quality improvement by integrating and promoting evidence-based assessment throughout the institution.			
Goal 5 -Objective 1: Responsibility for administrative oversight of the college's Distance Education Program is clear, comprehensive and transparent.				
Action Steps	Resources Estimated	Outcomes/Deliverables	Proposed Leads	Timeline
5.1.1 Identify gaps in CSM's organizational capacity to support a comprehensive Distance Education Program.	5.1.1 Current staff	5.1.1 Gap analysis of CSM's capacity to support a comprehensive Distance Education Program.	5.1.1 VPI/VPSS/ITS/ DEC	5.1.1 Spring 2011
5.1.2 Develop organization chart for administration of Distance Education Programs and support services outlining personnel and related responsibilities.	5.1.2 Current staff	5.1.2 Organization Chart that identifies positions and responsibilities of personnel supporting Distance Education.	5.1.2 Cabinet	5.1.2 Spring 2011
5.1.3 Assign personnel to appropriate roles to provide leadership, direct-line management, and support for CSM's Distance Education Program.	5.1.3 Faculty or Management Coordinator(% TBD)	5.1.3 Appropriate personnel are in place to support CSM's Distance Education Program.	5.1.3 Cabinet	5.1.3 Spring 2011

Goal 5- 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	Resources Estimated	Outcomes/Deliverables	Proposed Leads	Timeline
5.2.1 Regularly review and monitor course offerings to identify gaps, trends, and opportunities for growth.	5.2.1 Current staff	5.2.1 Regular comprehensive reports about the overall status of the DE in the college which identify gaps, trends, and opportunities for growth are produced. 5.2.2 Gaps in DE programs are filled and effective sequencing of courses is developed.	5.2.1 VPI /PRIE/	5.2.1 Spring 2011
5.2.2 Coordinate instructional administrators to fill DE gaps in programs and develop effective sequencing of courses.	5.2.2 Current staff		5.2.2 VPI	5.2.2 Fall 2011