



Substantive Change Report Distance Education

Submitted by
Skyline College
3300 College Drive
San Bruno, CA 94066

Submitted to
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
February 19, 2013

Reviewed by
SMCCD Board of Trustees
February 17, 2013



Skyline College
ACHIEVE

Prepared by
Dr. Sarah F. Perkins, Vice President of Instruction

APPROVAL OF SUBSTANTIVE CHANGE PROPOSAL: DISTANCE EDUCATION

SKYLINE COLLEGE

FEBRUARY 17, 2013

To: Accrediting Commission for Community and Junior Colleges, Western Association of
Schools and Colleges

From: Skyline College
3300 College Drive
San Bruno, California 94066

I certify that the Substantive Change Proposal: Distance Education for Skyline College
was approved by the San Mateo County Community College District Board of Trustees
on February 17, 2013.

A handwritten signature in blue ink that reads "Helen Hausman". The signature is written in a cursive style and is positioned above a solid black horizontal line.

Helen Hausman, President, Board of Trustees, San Mateo County Community College
District

Table of Contents

NARRATIVE

A. DESCRIPTION OF PROPOSED CHANGE AND RATIONALE	
A.1 Description of Proposed Change.....	1
A.2 Relationship to Institutional Mission	3
A.3 Rationale for Change	5
B. DESCRIPTION OF EDUCATIONAL PROGRAMS OFFERED	
B.1 Educational Purposes of the Change.....	6
B.2 Student Learning Programs: Eligibility Requirements, Accreditation Standards and Commission Policies met	7
B.3 Student Services and Resources: Eligibility Requirements, Accreditation Standards and Commission Policies met.....	13
C. DESCRIPTION OF PLANNING PROCESS	
C.1 Relationship to College’s Planning, Evaluation, and Mission.....	13
C.2 Assessment of Needs and Resources	15
C.3 Anticipated Impact.....	17
C.4 Intended Benefits	18
C.5 Preparation and Planning Processes.....	18
D. INSTITUTIONAL SUPPORT TO DEMONSTRATE QUALITY STANDARDS	
D.1 Sufficient, Qualified, and Accessible Student Support Services.....	20
D.2 Sufficient and Qualified Faculty, Management, and Support Staffing	24
D.3 Professional Development for Faculty & Staff	27
D.4 Appropriate Equipment and Facilities.....	27
D.5 Sustainable Fiscal Resources.....	28
D.6 Budget, Enrollment, and Resources	29
D.7 Desired Outcomes	31
D.8 Student Success, Retention, and Completion.....	31
E. EVIDENCE OF APPROVALS	
E.1 Faculty, Administrative, Governing Board, and Regulatory Agency Approvals.....	33
E.2 Legal Requirements.....	35
E.3 Governing Board	35
F. EVIDENCE THAT EACH ELIGIBILITY REQUIREMENT IS FULFILLED... 35	
G. EVIDENCE THAT PERTINENT ACCREDITATION STANDARDS ARE FULFILLED	
• Standard I: Institutional Mission and Effectiveness	42
• Standard II: Student Learning Programs and Services	43
• Standard III: Resources.....	46
• Standard IV: Leadership and Governance	50

APPENDICES

Appendix A: Degrees Substantially Available through Distance Learning	51
Appendix B: Certificates Substantially Available through Distance Learning	56
Appendix C: Associate in Arts/Science Degree Requirements, General Education and Other Requirements Available through Distance Learning	58
Appendix D: Majors Substantially Available through Distance Learning	62
Appendix E: California State University General Education Pattern (CSU-GE) Availability through Distance Learning	64
Appendix F: Trends--Enrollments and Distance Education Faculty	66
Table 1: Total Distance Education Enrollment Fall and Spring Semesters from 2009/10-2011/12	
Table 2: Total Online Enrollment Fall and Spring Semesters from 2009/10- 2011/12	
Table 3: Average Enrollment in a Distance Education Course	
Table 4: Percent of Enrollment that is Distance Education, Fall and Spring Semesters from 2009/10-2011/12	
Table 5: Number of Faculty Teaching Distance Education Per Year 2009/10-2011/12	
Appendix G: Distance Education Enrollment History-Fall 2007–Summer 2012	67
Table 6: Distance Education Course Enrollments-Fall and Spring Semesters	
Table 7: Distance Education Course Enrollments-Summer Semester	
Table 8: Online Course Enrollments-Fall and Spring Semesters	
Table 9: Online Course Enrollments-Summer Semester	
Appendix H: Skyline College Approved Distance Learning Courses.....	77
Appendix I: Curriculum Committee Distance Education Supplement.....	82
Appendix J: Sample DE Addendum: (BUS 120)	86
Appendix K: Skyline College Distance Education Handbook	88
Appendix L: SMCCCD Administrative Procedure No. 6.85: Distance Education ...	123
Appendix M: SMCCCD Definitions for Course Delivery Mode Distance Education Courses.....	125

Appendix N: Skyline College Strategic Plan (2012-2017).....	135
Appendix O: Skyline College Integrated Budgeting and Planning Calendar	144
Appendix P: Skyline College Technology Plan 2012-2015	145
Appendix Q: Skyline College Organization Chart	181
Appendix R: Distance Education Student Profile: 2009/10-2011/12	182
Appendix S: Skyline College Success and Retention for Online Courses 2009/10 through 2011/12	183
Appendix T: Distance Education College-wide Program Review Data: Comparative Analysis of Student Success in Online Modality vs. Face-to-Face Modality and Program	184
Table 10: Overall Enrollment Count, Success and Retention Data for 2009/10-2011/12	
Table 11: By program, Enrollment Count, Success and Retention Data for 2009/10-2011/12	

NARRATIVE

A. DESCRIPTION OF PROPOSED CHANGE AND RATIONALE

A.1 Description of Proposed Change

Central to the mission of Skyline College is our commitment to expanding access to quality higher education programs and providing learners with the resources and skills needed for successful completion of their degree and certificate programs. One mode of instruction that supports the College in meeting this goal is Distance Education (DE). **Since the College last addressed this issue in our 2008 Distance Education Substantive Change request (<http://www.skylinecollege.edu/accreditation/assets/documents/DE%20Sub%20Change%202008.pdf>) we have continued to identify student needs for distance education options, and develop additional online courses that meet those needs. The proposed substantive change in the instructional mode of delivery addresses all new and modified programs and certificates at Skyline College taught through distance education since the approval of our 2008 Distance Education Substantive Change request.**

All distance education courses and programs offered at Skyline College:

- include clearly stated student learning outcomes (SLO's);
- provide for the authentication of student identity;
- meet the same quality and standards as onsite courses;
- provide for regular, effective, and substantive interaction between instructor and students;
- protect the student's privacy; and,
- have been reviewed and approved by the Curriculum Committee, Academic Senate, and Vice President of Instruction, as detailed in Sections B.2 and C.5. Both online and onsite courses have received final approval through the Board of Trustees; and new degrees have received final approval through the California Community College State Chancellor's Office (or are currently in the State Chancellor's Office approval queue).

The College first targeted key general education areas then core required courses in the degree requirements in order to increase student access and opportunity through online learning. As a result of these focused efforts, 26 additional associate degrees (AA/AS), 15 associate degrees for transfer (AA/AS/T) (6 approved and 9 in the approval process at the State Chancellor's Office, see footnote 2), and 10 additional certificates have become more accessible to distance learners, providing the opportunity for them to now meet 50% or more of the requirements online for a total of 31 associate degrees (AA/AS), 15 associate degrees for transfer (AA/AS/T), and 21 certificate programs. The list of **new/modified¹ Distance Education programs at Skyline College since the approval of the 2008 Substantive Change** includes the following:

¹ For a comprehensive listing of degrees and certificates substantially available through distance learning, please see Appendix A and Appendix B. For degree requirements and majors, please see Appendix C and Appendix D. For a listing of California State University General Education Patterns (CSU-GE) Availability through Distance Learning, see Appendix E.

Associate Degrees (AA/AS)

Administration of Justice	International Logistics
Allied Health Science	International Studies
Art	Journalism
Asian Studies	Lawyer's Assistant (<i>formerly Legal Administrative Assistant</i>)
Biotechnology	Multimedia Technology (<i>formerly Web Developer</i>)
Business Management (<i>formerly Business Information Systems</i>)	Natural Science
Communication Studies	Mathematics
Dance	Music
Early Childhood Education	Office Management (<i>formerly Administrative Assistant</i>)
English	Physical Education
Family & Consumer Sciences	Psychology
Fashion Merchandising	Spanish
Interdisciplinary Studies, Option 1, Skyline College Pattern <ul style="list-style-type: none"> ▪ Arts & Humanities Emphasis ▪ Health & Physical Education Emphasis ▪ Letters & Science Emphasis ▪ Organizational Structures Emphasis ▪ Social & Behavioral Sciences Emphasis ▪ Social & Natural Sciences Emphasis 	Surgical Technology

Associate Degrees for Transfer (AA/AS/T)

Administration of Justice * ²	Journalism *
Art History *	Kinesiology
Business Administration	Mathematics
Communication Studies *	Music *
Early Childhood Education	Physics
English *	Psychology
Geology *	Studio Arts *
History *	

² * Indicates degrees that have been approved by the College Curriculum Committee and the Board of Trustees, and are now in the approval process at the State Chancellor's Office.

Certificates

Air Freight Forwarding	Medical Transcriptionist
Asian Business Practices (<i>formerly Global Business Practices</i>)	Multimedia Technology (<i>formerly Web Developer</i>)
Business Management (<i>formerly Business Information Systems</i>)	Ocean Freight Forwarding
Customs Broker	Office Management (<i>formerly Administrative Assistant</i>)
Entrepreneurship	Paralegal, Legal Assistant

Evidence:

Appendices A-E

Appendix A: *Degrees Substantially Available through Distance Learning*

Appendix B: *Certificates Substantially Available through Distance Learning*

Appendix C: *Associate in Arts/Science Degree Requirements, General Education and Other Requirements Available through Distance Learning*

Appendix D: *Majors Substantially Available through Distance Learning*

Appendix E: *California State University General Education Pattern (CSU-GE) Availability through Distance Learning*

Student Learning Outcomes Assessment Framework

<http://www.skylinecollege.edu/sloac/framework.php>

Skyline College Curriculum Committee

<http://www.skylinecollege.edu/curriculumcommittee/index.php>

Skyline College Academic Senate

<http://www.skylinecollege.edu/academicsenate/index.php>

A.2 Relationship to Institutional Mission

Skyline College is deeply committed to supporting student learning and degree completion. In June, 2012, the College concluded an extensive and inclusive re-visioning process that more clearly articulates our educational purposes and values, our commitment to the students that we serve, and our support for student achievement. The interrelationship between these components is best captured and expressed through a comprehensive Mission-Vision-Values Statement.

The continuing growth of quality distance education programs for increased student access and degree/ certificate completion is clearly related to our institutional mission-vision-values: by embracing and implementing Skyline College’s vision and mission to inspire, empower, and transform a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment; and through the College’s values of open access, student success, academic excellence, participatory governance, sustainability, and a (virtual and embodied) campus climate characterized by a “students first” philosophy.

The College clearly communicates its mission-vision-values to both internal and public audiences through a wide range of online and printed resources. The College utilizes analyses of quantitative and qualitative data throughout ongoing systematic cycles of evaluation, integrated planning, implementation, and re-evaluation. This process helps the institution to continuously verify and improve the effectiveness of the mechanisms through which the mission-vision-values are accomplished.

Expanding the distance education instructional mode of delivery is one component of Skyline College's ability to provide innovative instruction and services that support a rich tapestry of learners through excellent academic programs and services, offered in a variety of modalities to enhance access and completion.

As highlighted in the *Skyline College Education Master Plan 2013-2019* (<http://skylinecollege.edu/prie/educationmasterplan.php>), the College continues to engage in integrated planning that analyzes the characteristics and occupational needs of the surrounding communities and the ways in which our programs can most effectively prepare our students to address those needs through successful certificate and degree completion in areas of employment growth. Three areas of particular strength in developing business and industry partnerships are Skyline College's *Center for Workforce Development (CWD)*, *Center for International Trade Development (CITD)* and the College's growing number of career programs, such as our Career Advancement Academies (CAA). Employment projections compiled in partnership with the San Mateo Community College District, the San Mateo County Workforce Investment Board, and the San Mateo County Economic Development Association identified the top five occupation sectors being driven by new job growth as Business and financial operations; Computer and mathematical science; Life, physical, and social science; Arts, design, entertainment, sports and media; and Health care support. (*Skyline College Education Master Plan 2013-2019*, <http://skylinecollege.edu/prie/educationmasterplan.php>).

The expansion of distance learning opportunities in areas that meet general education requirements, the infusion of a strong cross-cultural and/or global emphasis throughout many of the distance education courses, and the expansion of degrees and certificates in areas that align with community job growth needs - such as Allied Health Science, Art, Business Administration, Business Management, Medical Transcriptionist, Surgical Technician, and Medical Office Assistant (to name a few), all advance Skyline College's institutional mission-vision-values in three key ways: by supporting the College's continuing viability as a community resource, by empowering and transforming a global and diverse community of learners, and by increasing educational access and promoting successful educational outcomes for students.

Evidence:

Skyline College Mission-Vision-Values

<http://skylinecollege.edu/aboutskyline/mission.php>

Skyline College Education Master Plan 2013-2019

<http://skylinecollege.edu/prie/educationmasterplan.php>

Center for Workforce Development (CWD)
<http://www.skylinecollege.edu/workforcedevelopment/index.php>

Center for International Trade Development (CITD)
<http://www.skylinecollege.edu/citd/>

Career Advancement Academies (CAA)
<http://www.skylinecollege.edu/caa/index.php>

A.3 Rationale for Change

Skyline College is committed to supporting effective student learning and student success in achieving their educational goals. **The primary rationale for this proposed change is that offering a variety of instructional delivery modalities supports the College's goal of expanded opportunities for students to access Skyline College's courses and programs. Coupled with enhanced online student support services and resources, this change supports improved opportunities and outcomes for the successful completion of degrees and certificates.** The number of students participating in online learning and the number of faculty interested in online teaching at Skyline College has grown steadily since the College's last substantive change approval in 2008.³ The faculty has continued to expand curriculum development to include online delivery methods, while students have embraced the expanded choice in the delivery method of courses. The changing needs of our students include a greater need for flexibility in scheduling in order to better balance their educational responsibilities with family, work, and other off-campus obligations. Expanding distance learning also reduces transportation time and costs, and enables students to tailor their educational schedules to their individual needs and learning styles. This flexibility supports students in completing their educational goals in a timely manner. The growth in opportunities for learning through distance education at Skyline College is consistent with our commitment to serving as a comprehensive, responsive, and student-centered community college.

Skyline College faculty and staff have been proactive in reviewing and implementing best practices in statewide distance education participation; and through both the Skyline College Technology Advisory Committee (TAC) and the San Mateo County Community College District Distance Education Advisory Committee (DEAC), have analyzed comparative performance data to inform these practices.

The Skyline College data demonstrate a pattern of increasing growth in students taking online offerings. The average enrollment in a distance education course rose from 28.45 during academic year 2007-2008 to 35.08 during academic year 2011-2012; with total enrollment in DE courses increasing from 3300 in 2007-2008 to 6770 in 2011-2012. Similarly, the percentage of distance education enrollment at Skyline College has continued to rise annually, increasing from 6.2% in Fall 2007 to 12% in Spring 2012.⁴ This growth in online course enrollment is also evident in the review of emerging trends in higher education conducted as part of the work in

³ Appendix G: *Distance Education Enrollment History - Fall 2007–Summer 2012*

⁴ Appendix G: *Distance Education Enrollment History - Fall 2007-Summer 2012*

developing the *Skyline College Education Master Plan 2013-2019*. Data and research regarding online education show a definite trend in increasing demand for these courses across the country. As this trend continues, the College is fully committed to providing faculty and staff with ongoing access to training and resources in effective online technologies and distance education pedagogies.

Evidence:

Appendices F-G, and N

Appendix F: *Trends--Enrollments and Distance Education Faculty*

Appendix G: *Distance Education Enrollment History - Fall 2007–Summer 2012*

Appendix N: *Skyline College Strategic Plan (2012-2017)*

Skyline College Technology Advisory Committee

<http://www.skylinecollege.edu/technologyadvisorycommittee/>

San Mateo County Community College District Distance Education Advisory Committee (DEAC)

<http://www.smccd.edu/edservplan/deac/default.shtml>

Skyline College Education Master Plan 2013-2019

<http://skylinecollege.edu/prie/educationmasterplan.php>

SMCCCD Strategic Plan

http://www.smccd.edu/edservplan/ssp/files/sp-SMCCCD_Strategic_full_web_09.pdf

Balanced Scorecard

<http://www.skylinecollege.edu/institutionalplanning/balancedscorecard.php>

B. DESCRIPTION OF EDUCATIONAL PROGRAMS OFFERED

B.1 Educational Purposes of the Change

The primary educational purpose of the proposed change in the instructional mode of delivery is to continue to grow the availability of programs, certificates, and degrees (including transfer degrees) that are available to distance learners, in order to increase access and support student success in the completion of their educational goals. Expanding choice for students in instructional modes of delivery also provides self-directed learners with more tailored pedagogical approaches and promotes wellness by creating better balance for students who hold significant work and/or family responsibilities while pursuing higher education.

Each new educational development or modification is guided by ongoing collegial dialogue focused on the improvement of student learning and institutional processes. Discussions are informed by indicators of student success, including data on student learning outcomes. These dialogues begin at the department or division level and continue through processes for annual program planning, participatory governance, six-year comprehensive program reviews, and

curriculum approval (discussed in more detail in **Sections B.2 and C.5**). Throughout each of these processes, multiple opportunities for input and evaluation are provided. The Skyline College Office of Planning, Research, and Institutional Effectiveness (PRIE) provides ongoing and expanded information on a variety of student data; including enrollment trends, student retention, persistence, and success rates, to better inform the decision-making process of the Instructional Leadership Team. The Skyline College Technology Advisory Committee regularly reviews the availability of the College's distance education programs and certificates. In considering online delivery, faculty carefully analyze whether this mode of delivery best meets student needs.

Evidence:

Student Learning Outcomes Assessment Cycle
<http://www.skylinecollege.edu/sloac/>

Planning, Research, and Institutional Effectiveness (PRIE)
<http://www.skylinecollege.edu/prie/>

Skyline College Curriculum Committee
<http://skylinecollege.edu/curriculumcommittee/>

Comprehensive Program Review
<http://www.skylinecollege.edu/programreview/>

Annual Program Planning
<http://www.skylinecollege.edu/annualprogramplanning/index.php>

Skyline College Technology Advisory Committee (TAC)
<http://www.skylinecollege.edu/technologyadvisorycommittee/>

B.2 Student Learning Programs: Eligibility Requirements, Accreditation Standards and Commission Policies Met.

The proposed change in the mode of delivery for the courses noted is in full alignment with the eligibility requirements and accreditation standards of the ACCJC, and fully incorporates Commission policies governing distance education. The courses and programs addressed in the proposal are part of existing programs that have undergone a rigorous review and approval process; and have been approved by the College and the Office of Academic Affairs of the California Community College Chancellor's Office. The College fully complies with state and federal regulations on distance learning.

Skyline College utilizes the Commission's recommended WCET *Best Practice Strategies to Promote Academic Integrity in Online Education*⁵ in order to ensure that the College's learning opportunities "have equivalent quality, accountability, and focus on student outcomes regardless of mode of delivery."⁶ The Skyline College Curriculum Committee

<http://www.skylinecollege.edu/curriculumcommittee/index.php> uses established procedures to ensure that the rigor, breadth, objectives, student learning outcomes, and academic quality of courses and programs offered in the distance education mode meet the same standards as those offered in the traditional onsite modes. The quality and ongoing improvement of curricula across modalities is ensured through collaboration among the faculty, deans, and the Curriculum Committee which consists of representatives from every division, the campus articulation officer, the Dean of Enrollment Services, the Dean of Counseling, and the Vice President of Instruction (VPI).

Course approval process:

The Curriculum Committee separately approves each course proposed for distance learning to ensure that the College meets all policy criteria. Some of these policy elements have already been addressed in **Section A**, and others will be addressed in **Sections C and D**. The curriculum review and approval process for courses in all modalities occurs in identifiable stages and is faculty driven. Faculty with subject matter expertise, develop curricula and work with their dean and Curriculum Committee representatives to prepare materials for committee review. The review process ensures that each new course reflects the College's mission-vision-values, as well as ensuring the quality, currency, and rigor of the course itself. A well-developed website contains resources supporting all aspects of curriculum development and review. Faculty enter new or modified curricula into the CurricUNET website for technical review by a subcommittee composed of representatives with expertise in Title 5 regulations, matriculation requirements, prerequisite policies, degree requirements, learning outcomes, library and distance education requirements.

Faculty proposing new or modified courses for distance education complete an additional Curriculum Committee Distance Education Supplement (Appendix I. For a sample completed form, see Appendix J). The technical review subcommittee reviews the curriculum, makes comments, and follows up with faculty members to assist them in preparation for Curriculum Committee discussion. Faculty developing the curriculum then presents it to the Curriculum Committee, where questions are addressed and the items are approved by a faculty vote. The proposed course outline is then posted in CurricUNET as part of the College's curriculum inventory. Using the established **Student Learning Outcomes and Assessment Cycle (SLOAC)**, specific and appropriate student learning outcomes are established at the course, program, and institutional levels and are regularly assessed. Multiple measures are used to achieve and assess student learning for both onsite and online students. Once courses have been approved by the Curriculum Committee, they are reviewed by the Vice President of

⁵ Version 2.0, June 2009, in ACCJC/WASC (August 2012) *Guide to Evaluating Distance Education and Correspondence Education* p.46. The Skyline College *Distance Education Handbook* (Appendix K) also contains as Appendices *Quality Matters Rubric Standards 2011-2013* (C), *Best Practices for Teaching and Learning Online* (D), and *Best Practices in WebAccess: a Handy Guide* (E).

⁶ ACCJC/WASC (August 2012) *Guide to Evaluating Distance Education and Correspondence Education* p.45.

Instruction. All actions on new, revised, banked, courses approved for distance education, and deleted courses are also approved by the Board of Trustees.

Skyline College administers and delivers its courses and programs by implementing several divisional processes as part of the participatory governance agreement. Sufficient and sustainable budgetary, physical and staffing resources are allocated, as discussed in **Section D**. The College utilizes a **comprehensive program review process**, using guidelines set by the Academic Senate of California in 2009, as a primary way for evaluating programs and courses. Comprehensive Program Review occurs on a 6-year cycle, with annual planning taking place during the intervening years. Faculty are central to this process as they revise and update course outlines, reflect on SLO assessments, analyze data provided by the Office of Planning, Research, and Institutional Effectiveness, and communicate their findings with the Curriculum Committee, the Institutional Planning Committee (IPC), and the College Governance Council (CGC).

Ongoing faculty support opportunities are provided through the *Center for Transformative Teaching and Learning* (CTTL) to develop and strengthen effective use of technology and pedagogies appropriate to the distance education mode, both through collaboration with more experienced colleagues and through workshops, resources, and support (<http://skylinectl.org/>). Ongoing professional development and collegial collaboration further ensure that the quality and rigor of instruction in distance education courses are equivalent to those of onsite courses. **Section D.3** provides additional information on the CTTL. The *Faculty Resources* page of the Distance Education website provides additional resources for developing and enhancing proficiency in DE technologies, methodologies, and pedagogies and provides extensive links for tools and models that enhance course design, instruction, and assessment. The *Skyline College Distance Education Handbook* (Appendix K) is an excellent resource for additional information, models, and resources.

Pursuant to Title 5 and the Distance Education Guidelines for the California Community Colleges, faculty teaching Skyline College distance education courses maintain “**regular effective contact**” between the instructor and students through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email, or other activities.”⁷ The *Skyline College Distance Education (DE) Handbook* (Appendix K) provides specific guidelines for course management, communication with students, and providing accessibility, in order to promote best practices and ensure compliance with this policy. **In keeping with Higher Education Opportunity Act (HEOA) regulations**, the *DE Handbook* also provides information about proctored exams, which may be taken at designated locations on campus (such as the Learning Center), or at pre-arranged approved locations off campus (such as an accredited institution of higher learning, public school, or academic or public library). Students are required to show identification prior to beginning proctored exams at any location and, if taking the exam off campus, they must complete and return the required form one week prior to taking the exam.

⁷ 55204 (formerly 55211). Under “Instructor Contact,” at http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

The course management system utilized by Skyline College requires that students enrolled in distance education courses **authenticate their identity** through a required secure log-in and password (described in more detail below). This step also serves to **protect the privacy of the student**. Both the *Skyline College Distance Education Handbook* (Appendix K) and *SMCCCD Administrative Procedure No. 6.85: Distance Education* (Appendix L) provide additional text and authorities to assist with effective implementation.

Guidelines for authentication of student identity:

SMCCCD offers a variety of processes in their Distance Education program that help to establish that the student who registers in a distance education course is the same student who participates in and completes the program and receives the academic credit.

- **Electronic Authentication** - All student access to electronic systems requires that student provide appropriate credentials for admittance. To gain access to either the web-based student information system, locally called WebSMART, or the College's learning management system, known as WebAccess, students must log in with their student ID and PIN. Initial communication about new WebSMART accounts is a two-step process: one email is sent to students with their new Student ID and a second email is sent with the PIN. Repeated invalid attempts to gain access result in accounts being suspended.
- **Student Email** - All communication from the college to students is to be done via a college provided email account.
- **Lost Password** - Students who lose their email password can reset it by authenticating via WebSMART and requesting to change their password via the web interface. Students who lose their WebAccess password can have a new password emailed to their college provided email account. Students who lose their WebSMART password can answer a series of security questions or go to Admissions and Records in-person with valid ID.
- **Test Banks and Timed Test Delivery** - Test questions can be set to be randomly drawn from banks of questions, so each student gets a different set of questions. Some tests are designed to be open-book, but once students begins a test, they have a limited amount of time to complete it, and usually only one attempt. The course management system, WebAccess also provides browser lock-down software so the student cannot open additional screens during a test.
- **Plagiarism detection software (Turnitin)** - Plagiarism detection software called Turnitin can be used for both written assignments and class discussion. Faculty members can simply cut and paste a discussion board post or any written work into the software. This approach is commonly used by instructors in face-to-face courses as well as for online courses.

Appropriate technology is used to achieve course objectives. In addition to resources and practices outlined above through the CTTL and the *DE Handbook*, the Skyline College *2012-2015 Technology Plan* (Appendix P) provides detailed information on each component of administrative and student support software and services (which are supported by the District ITS Office), that are available to enhance instruction and support services. The College works closely with the District to assess needs and effectiveness, and to strengthen the technological infrastructure that supports student learning and faculty/staff development. In an ongoing effort

to enhance the College’s ability to provide students with efficient and intuitive online student business services, Skyline College is in the process of expanding online support services for all students to provide access 24 hours per day, 7 days per week.

Distance Education faculty undergo the same performance evaluation process as onsite faculty. The Performance Evaluation Task Force is currently reviewing all evaluation processes for faculty, and developing new evaluation components that specifically address distance education courses. The work of the Task Force will be completed by the end of Spring 2013 semester. All three colleges within the San Mateo County Community College District (SMCCCD), including Skyline College, utilize shared definitions for online, distance education, hybrid, and web assisted courses. These definitions, provided below, are published in the 2012 *SMCCCD Distance Education Strategic Plan* (http://www.smccd.edu/edservplan/deac/deac-SMCCCD_DistanceEducationPlan2012.pdf); and are also available in a more student-friendly and accessible format through the WebSchedule website, at https://webschedule.smccd.edu/attribute_descriptions.php

DE - Distance Education. Fully Online or Hybrid courses taught asynchronously or synchronously. Asynchronous instruction, the current dominant form of distance education, does not require the simultaneous participation of all students and instructors. Rather, it utilizes tools such as threaded discussions, wikis, surveys, and journals.

DISTANCE EDUCATION COURSES	
Online Course	A course where the instructor and the students are separated by distance for the entire course and can interact exclusively (100%) through the assistance of communication technology.*
Hybrid Course	A course that substitutes 51% to 99% of face-to-face instructional hours with online work. The course will have some regularly scheduled on-campus meetings without alternative distance education means of student participation.

*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 communications and assignments (which may include group work). Testing may be done online, through proctored exams, or by 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 alternate distance education means of student participation.

WEB-ASSISTED COURSES	
Web-assisted course	A course that is designed to include a certain number of instructional contact hours (but fewer than 51%) through distance education, including TBA. This course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.

	FACE-TO-FACE COURSES
Face-to-face courses	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.

The definitions page in the *SMCCCD Distance Education Strategic Plan* also states the following:

55206. Separate Course Approval

“If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district’s adopted course approval procedures.” *Distance Education Guidelines*, 2008 Omnibus Version, Chancellor’s Office, California Community Colleges, Academic Affairs Division, Instructional Programs and Services, p.7.

Evidence:

Appendices K-M and P

Appendix K: *Skyline College Distance Education Handbook*

Appendix L: *SMCCCD Administrative Procedure No. 6.85: Distance Education*

Appendix M: *SMCCCD Definitions for Course Delivery Mode Distance Education Courses*

Appendix P: *Skyline College Technology Plan 2012-2015*

Curriculum Committee

<http://www.skylinecollege.edu/curriculumcommittee/index.php>

Student Learning Outcomes and Assessment Cycle

<http://www.skylinecollege.edu/sloac/index.php>

Office of the Vice President of Instruction

<http://www.skylinecollege.edu/instructionaloffice/index.php>

Institutional Planning Committee

<http://www.skylinecollege.edu/institutionalplanning/index.php>

College Governance Council

<http://www.skylinecollege.edu/collegecouncil/index.php>

Skyline College *Center for Transformative Teaching and Learning* (CTTL)

<http://www.skylinectl.org/>

Faculty Resources page of the Distance Education website
<http://www.skylinecollege.edu/distanceeducation/facultyresources.php>

B.3 Student Services and Resources: Eligibility Requirements, Accreditation Standards and Commission Policies Met

Skyline College's Division of Student Services is proactive in ensuring that all areas within the division deliver continuous and high quality support for distance learners. All students, including students who are part of the distance education program, may access services via email, internet, WebSMART web access and telephone. Many services are offered online or via email including, access to the class schedule, college catalogue, and student handbook. Students may also access online enrollment, counseling, assessment, orientation, and financial aid, place their book orders online through the campus bookstore, and utilize an online student complaint process.

Detailed information about each area of support and service is provided in **Section D.1** (Sufficient, Qualified, and Accessible Student Support Services). Discussion and examples demonstrating how specific instructional, student support services, and library and learning support services accreditation standards are met are provided in **Section G, Standard II**. These resources support both distance education learners and students attending courses on the Skyline College campus.

Evidence:

Division of Student Services

<http://www.skylinecollege.edu/studentservices/index.php>

Skyline College Distance Education

<http://www.skylinecollege.edu/distanceeducation/index.php>

C. DESCRIPTION OF PLANNING PROCESS

C.1 Relationship to College's Planning, Evaluation, and Mission

Skyline College's mission-vision-values are reflected throughout every aspect of the College's participatory governance and integrated planning processes. The expansion of access through extended opportunities for distance learning directly supports the College's mission-vision-values, as detailed in Section A.2. Skyline College engages in extensive and integrated mission-related planning processes to develop, sustain, and increase the number of online programs and services, including the Comprehensive Program Review Process (described in Section B.2), annual program planning, the planning process for updating the *Skyline College Education Master Plan*, and the process for developing the College's annual strategic priorities and long-term *Strategic Plan*. Campus constituents are provided with ongoing opportunities for input and feedback.

The integrated planning process at Skyline College is grounded in our mission-vision-values, institutional goals, and institutional student learning outcomes and results in the development of the College's annual strategic priorities. The College planning process is broad-based and inclusive, using an Integrated Budgeting and Planning Calendar (Appendix O) that cycles budget, planning, and evaluation information from across the College through the participatory governance process and key areas of the College to create an integrated College Plan. Areas include the College's units, programs, and divisions; the College Budget Committee; the College Governance Council; the Curriculum Committee; the Instructional Leadership Team; and the Institutional Planning Committee, in continuous dialogue with the Vice President of Instruction, the Vice President of Student Services, and the College President.

As is the case with all major campus decisions, discussions and decisions about distance learning needs are informed by five major components of the integrated planning/budgeting/ assessment cycle: Administrative Leadership Unit Reviews (ALUR), Annual Program Planning and Comprehensive Program Reviews, College Strategic Priorities, the Resource Allocation Process (Budget and Staffing), and Outcomes Assessment (Balanced Scorecard). Detailed information about the planning process is available to the campus and community through *Skyline College Planning and Governance Resources*, and the *Skyline College Human Resources Plan: Staffing for Student Success*. Both documents are available online at <http://www.skylinecollege.edu/prie/resources.php>.

Updates and opportunities for input are shared regularly through online resources, such as the weekly campus publication *Skyline Shines* (<http://www.skylinecollege.edu/presidentsoffice/skylineshines.php>); and through agendas and minutes, which can be accessed for each of the committees and councils through the participatory governance website (<http://www.skylinecollege.edu/participatorygovernance/index.php>).

Through annual program planning, departments within the instructional and student service areas review on-going programs and plans for the following year. In addition to these annual program plans, every 6 years departments and programs complete a comprehensive program review. These program plans evaluate the success of the current programs and address any identified need for development of alternative and innovative instruction and student services. For example, a department might see a growing demand for online offerings in its area and propose a plan to develop specific courses for distance learning. The program planning cycle also addresses assessment of student learning outcomes at the course and program level. The learning outcomes are evaluated for both face-to-face and distance learning courses and programs. Both the annual program plans and the six-year comprehensive program review ask for needed resources to be identified in each of the following five areas: research, equipment/ technology, facilities, professional development, and staffing. As programs continue to learn about opportunities for enhancing student success through distance learning and supports, this process strengthens their ability to grow programs and resources in a more holistic, intentional, and sustainable manner.

The Skyline College Technology Advisory Committee (TAC) further assists distance learning planning by providing leadership and support for ongoing technological innovation, and serving as a viable forum through which faculty, staff and administrators discuss, plan, investigate, and implement ideas and strategies that will best utilize advances in technology to enhance instruction, student support services and administrative services. The TAC is responsible for the development of the College's Technology Plan (Appendix P) and for setting priorities for campus technology. It also helps to provide data and feedback to departments and divisions in order to help balance the growth in distance education offerings and ensure that student services meet the needs of online students.

Evidence:

Appendices N-P

Appendix N: *Skyline College Strategic Plan (2012-2017)*

Appendix O: *Skyline College Integrated Budgeting and Planning Calendar*

Appendix P: *Skyline College Technology Plan 2012-2015*

Skyline College Mission-Vision-Values

<http://skylinecollege.edu/aboutskyline/mission.php>

Skyline College Education Master Plan 2013-2019

<http://www.skylinecollege.edu/prie/educationmasterplan.php>

Participatory Governance Website

<http://www.skylinecollege.edu/participatorygovernance/index.php>

Office of the Vice President of Instruction

<http://www.skylinecollege.edu/instructionaloffice/index.php>

Skyline College Technology Advisory Committee

<http://www.skylinecollege.edu/technologyadvisorycommittee/>

Balanced Scorecard

<http://www.skylinecollege.edu/institutionalplanning/balancedscorecard.php>

C.2 Assessment of Needs and Resources

As Skyline College expands distance education learning, the need for increased technological infrastructure and training for faculty and staff has also increased. Some of these needs are addressed by the College directly, such as the professional development provided through Skyline College's *Center for Transformative Teaching and Learning* (CTTL) while others are addressed in collaboration with the District, such as the STOT 1 and STOT 2 (Structured Training in Online Teaching) training. Within the last year alone (March 9, 2012, August 16, 2012, and January 10, 2013), Skyline College Flex Day workshops have included "Documenting Assessment Efforts with TracDat" (twice), "Getting Quick and Easy Feedback about Student Learning via CATS (Classroom Assessment Techniques)," "Using WebAccess to Administer Quizzes and Get Instant Assessment Data," "My Virtual Self: How does Social Media Define

You?,” and “How WebAccess Can Save You Time.” (Flex Day flyers with workshop descriptions are archived at <http://skylinectl.org/>). In addition to interactive workshops such as those listed above, CTTL coordinates and promotes a number of distance education activities throughout the academic year through on-campus Webinars (using iPad in the library and the classroom; MOOCs; Moodle; and archived presentations via iTunes U, among others). The District offers similar opportunities, such as support for creating ePortfolios. Assessment of student learning needs takes place both formally (through the Student Learning Outcomes Assessment Cycle (SLOAC); the College’s Office of Planning, Research, and Institutional Effectiveness (PRIE); the Skyline College Curriculum Committee; the Comprehensive Program Review process; and the Community College Survey of Student Engagement, among others) and through faculty and staff observation, experience, and collegial dialogue. The formal processes are described in more detail in **Sections B.1 and D.8**. The *Center for Transformative Teaching and Learning* (CTTL) provides a centralized space to promote collegial dialogue among faculty on direct observation/experience within the Skyline College context, providing an additional lens for evaluating the strengths and challenges of different tools, pedagogies and methodologies for effective distance learning. Similarly, staff may add lenses of direct observation and direct student feedback to the data-driven insights gleaned from the types of research noted above and engage in peer mentoring on most student learning and student services supports. Additional resources for faculty and staff for building greater capacity in distance education are provided through the Faculty Resources page of the Distance Education website.

Leadership for the CTTL is provided by the Vice President of Instruction, and is currently supported by a Faculty Coordinator for Distance Education (.40 FTE); a full-time Instructional Technologist; an Instructional Technology Distance Education Coordinator; and the Dean of Science, Math, and Technology, who additionally Co-chairs the Skyline College Technology Advisory Committee. **To date, the College has sufficient resources to support a strong distance education program. Further assessment of needs and resources are conducted on an ongoing basis at both the College and the District levels through the District Distance Education Advisory Council and the Skyline College Technology Advisory Committee.**

Evidence:

Skyline College Center for Transformative Teaching and Learning (CTTL)

<http://skylinectl.org/>

Structured Training in Online Teaching, 1 and 2 (STOT)

<http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/files/STOT%20Program.pdf>

Student Learning Outcomes Assessment Cycle

<http://www.skylinecollege.edu/sloac/>

Planning, Research, and Institutional Effectiveness (PRIE)

<http://www.skylinecollege.edu/prie/>

Skyline College Curriculum Committee
<http://skylinecollege.edu/curriculumcommittee/>

Comprehensive Program Review
<http://www.skylinecollege.edu/programreview/>

Annual Program Planning
<http://www.skylinecollege.edu/annualprogramplanning/index.php>

SMCCCD Distance Education Advisory Committee (DEAC)
<http://www.smccd.edu/edservplan/deac/default.shtml>

Skyline College Technology Advisory Committee (TAC)
<http://www.skylinecollege.edu/technologyadvisorycommittee/index.php>

C.3 Anticipated Impact

The primary impact anticipated from the proposed change is increased student access to degree and certificate programs, and enhancing student success in achieving completion and transfer outcomes. Skyline College anticipates that a larger number of students; including adult learners who are updating their skills or embarking on a new career, students with disabilities, and “traditional” students seeking greater flexibility, will continue to enroll in online education opportunities. We are finding a growing demand from students in both transfer and CTE (career and technical education) pathways for online and hybrid format course offerings. In order to increase flexibility in scheduling for our students and to grow our distance education offerings, general education courses were specifically targeted to ensure that sufficient courses are available online in a particular content area or department. We have continued to grow the number of general education courses that could be available online, along with an increasing number of core disciplinary courses. The result is an increase in the number of degree and certificate programs that could be offered in an online format.

As faculty continue to expand their capacity to offer effective online education, the Skyline College Center for Transformative Teaching and Learning has developed a professional development component focused specifically on supporting online teaching and learning. **Section C.2** detailed some of the resources and workshops offered at the College and by the District, and **Section D.3** details professional development opportunities for faculty and staff. Additional resources and services are described in *Skyline College Professional Development Resources* (<http://www.skylinecollege.edu/prie/resources.php>), the CTTL website (<http://skylinectl.org/>) and the Faculty Resources page of the Distance Education website (<http://www.skylinecollege.edu/distanceeducation/facultyresources.php>). Skyline College continues to strengthen our online student support infrastructure. **We anticipate that as a result of the increased availability of online courses, expanded faculty capacity for online teaching, and enhanced student support infrastructure, enrollment in distance education courses will continue to grow; increasing student access and promoting greater opportunities for successful degree completion and transfer.**

C.4 Intended Benefits

The benefits of expanding the number of our online courses includes supporting student success by increasing access to higher education through increased flexibility in scheduling, enhancing degree and certificate completion, and increasing student engagement in post-secondary education opportunities. Students at Skyline College continue to want to include online courses in pursuing their educational goals as this format provides more flexibility in addressing family and work demands, transportation costs, time constraints, and economic pressures.

C.5 Preparation and Planning Process

Skyline College has continued to prepare and plan for increased availability of distance learning opportunities since the College last addressed this issue during our 2008 Distance Education Substantive Change process. Skyline College is one of three colleges in the San Mateo County Community College District (SMCCCD). The District provides support to all three colleges through strategic planning, infrastructure support, and shared opportunities for capacity building and professional development. The Skyline College Technology Advisory Committee (TAC) and the District Distance Education Advisory Committee (DEAC), collaborate closely to facilitate more integrated resource sharing and strategic planning. The Network Advisory Group, comprised of representatives from the three colleges and the District I.T. group, facilitates joint planning and discussion about infrastructure needs and support.

By coordinating resources with the District, Skyline College is able to both tailor Distance Education planning to the specific needs of Skyline College students and to maximize resources and opportunities by drawing on resources, support, and training opportunities offered by the District. As a result of the continued work from the 2008 substantive change process, the College has continued to build quality online education to support student success and completion, and to build capacity among faculty for effective incorporation of pedagogies and technologies appropriate to distance learning.

Background on the District Planning Process:

The San Mateo County Community College District (SMCCCD) established a district-wide Distance Education Advisory Committee (DEAC) in 2006, with representatives from the faculty union (the American Federation of Teachers (AFT), the District Academic Senate, faculty members teaching online, and district administration. Co-chaired by the SMCCCD Vice Chancellor of Educational Services and Planning and a faculty member, the District DEAC is charged with evaluating district-wide technology needs related to student learning, and making recommendations to the three district colleges (Skyline College, Cañada College, and College of San Mateo) on a wide range of distance learning and technology issues.

Following a two-year assessment period, the District DEAC developed an overall vision and strategic plan for distance education. Three Task Groups were formed, to address district-wide planning and recommendations for course offerings, resources, and technology. The Course Offerings group established the definitions for online versus hybrid instruction, reviewed curriculum approval processes to ensure that online instruction met the same high standards for curriculum approval as onsite instruction, and made recommendations regarding issues of

intellectual property rights on matters that are outside of the bargaining processes. The Resources group explored the availability of online student support resources (such as admissions, registration, faculty and staff development, tutorials, library resources, and learning center resources). The Technology group considered various platforms and service level agreements for district-wide support. The District currently supports Moodle and each semester generates Moodle shells for each section of every course offered by the College. The Moodle shells are maintained by Moodlerooms, a Moodle hosting site.

Evidence:

San Mateo County Community College District Distance Education Strategic Plan 2012
http://www.smccd.edu/edservplan/deac/deac-SMCCCD_DistanceEducationPlan2012.pdf

District Distance Education Vision 2006
http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/files/deac_VisionPlanningFinal.pdf

Minutes from District DEAC meeting 22 February 2008
<http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/files/DEAC%20Minutes%2020080222.pdf>

Background on the Skyline College Planning Process

Skyline College has been strategic and deliberate in each stage of planning for the expansion of distance learning opportunities. In the initial stages, the Dean of Planning, Research, and Institutional Effectiveness facilitated the planning process for the *Education Master Plan*, incorporating plans for the expansion of distance education programs and services in order to meet the growing demand for increased access and more diverse teaching and learning styles. *The Instructional Leadership Team* (ILT), chaired by the Vice President for Instruction and composed of the Academic Deans, Dean of Counseling, Dean of Enrollment Services, along with the Dean of Planning, Research, and Institutional Effectiveness, increasingly addressed distance learning opportunities and concerns throughout regularly scheduled meetings addressing instructional matters and related student services issues. A college-wide planning process for “*Expanding FTES*” throughout the institution included increasing access to distance education instruction and services; and was adopted by the ILT, Academic Senate, and Institutional Planning Committee. It was also presented for communication to the Management Council, the College Council, Cabinet, and the Curriculum Committee, (2008 Distance Education Substantive Change Proposal,
<http://www.skylinecollege.edu/accreditation/assets/documents/DE%20Sub%20Change%202008.pdf>).

Over the past several years, distance learning has continued to be a central component of assessment and planning across each of these groups, as well as the Skyline College TAC. For example, the **Skyline College Balanced Scorecard (BSC)**, a strategic management system that enhances the College-wide planning process through measurable core effectiveness indicators

across four stakeholder lenses, includes “innovation and growth”⁸ as one of these lenses. Asking “How well do we continuously improve and create value?” this lens explores questions of facilities and technology; of student access, success, and learning outcomes; of staff and faculty professional development; and of globalization of education in ways that benefit distance learners. (<http://skylinecollege.edu/institutionalplanning/balancedscorecard.php>). The *Skyline College Strategic Plan 2012-2017* includes a facilities and technology recommendation to “identify and scale technology-enabled approaches and upgraded facilities to improve teaching and learning;” noting that “This strategic priority will extend our reach and multiply the benefit of interactive digital research and learning support through expanding our technological capacity. We will have the ability to focus on digital and web services and support for students, faculty and staff (eBooks, eAudio, eMagazines, online services for tutoring and supporting learning) and shift our focus to web enhanced services across the College.” Among the examples included, the plan noted technology enhanced classrooms, and professional development. (http://skylinecollege.edu/prie/assets/strategic%20priorities_final_post.pdf) Finally, the *Skyline College Education Master Plan 2013-2019* (<http://www.skylinecollege.edu/prie/educationmasterplan.php>) reiterates the importance of distance education, and institutionalizes the College’s commitment to the CTTL and the role that it plays in Distance Education capacity building for faculty and staff. It also notes that despite increasing competition among institutions to attract distance learners Skyline College will be able to distinguish itself from other online providers because of the quality of its instruction and measurable outcomes of student learning.

D. INSTITUTIONAL SUPPORT TO DEMONSTRATE QUALITY STANDARDS

D.1 Sufficient, Qualified, and Accessible Student Support Services

Skyline College provides comprehensive student support services to all students across learning modalities, and continuously assesses the quality and effectiveness of these supports. Evaluation mechanisms include annual program plans, six-year comprehensive program reviews, the Student Equity Plan, the Community College Survey of Student Engagement, and the Student Services Council (among others).

The Skyline College Distance Education website (<http://www.skylinecollege.edu/distanceducation/students.php>) provides prospective and current distance learners with information about and resources for online education opportunities. The website links to a **self-assessment tool** that students can utilize to assess their **readiness for online learning**. After completing the questionnaire, students receive a numerical score, and depending upon the range in which they score, they are advised as to whether they would be good candidates for successful online learning. However, no student is prevented from enrolling in an online course based on the self-assessment. The DE website serves as a centralized hub for information and resources for distance learners, and links directly to both

⁸ The other three perspectives are External Stakeholders (how well do we respond to the needs of our students, the community, business, industry, the government, and accrediting agencies?); Internal Stakeholders (how well do we respond to the needs of our college leadership, management, staff, and faculty?); and Financial & Business Operations (How well do we manage our productivity, efficiency, and fiscal responsibilities?)

instructional and student support websites and tools. It also includes online tutorials that will help distance learners learn to navigate effectively in their new virtual environments.

Student grievances and feedback from students (including distance learners) are directed to the Division Dean. Remote options for communication include phone conversation, the [Ask “Skyline College”](#) program, email, or Facebook. If the issue is not directly related to instruction issues, the Dean of Enrollment Services will be communicated with regarding the situation.

Student support services and library and learning support services are readily available to our online students through a variety of means; both distance learners and onsite students are provided with extensive resources, supports, and information through remote access in each of the following areas:

Library Online Resources: <http://www.skylinecollege.edu/library/> Faculty Librarians provide expertise in the selection and maintenance of educational materials and equipment that enhance student learning, and provide both onsite and remote support to students in accessing and effectively utilizing these resources. The Library currently subscribes to a comprehensive array of online, academic databases, including: PsycARTICLES and the EBSCO Premier Package (which includes Academic Search Premier, eBook Academic Subscription Collection, America: History & Life, and the Psychology & Behavioral Sciences Collection); as well as resources such as ProQuest Biology Journals, Films On Demand’s streaming video collection, Academic Video Online (Alexander Street Press), CQ Researcher, ACS chemistry journals, Grove Music Online, JSTOR, Science Magazine Online, JAMA Online, McGraw Hill AccessScience, CountryWatch, Oxford English Dictionary, and Serials Solutions. All of these databases are accessible off-campus with a library card barcode and PIN, which also serve to **authenticate student identity**.

Another important online resource is the Article Delivery Service, enabling current Skyline College students, faculty, and staff to request up to five articles that are not available full-text online. The Library has a comprehensive web site which provides service to students both on campus and off campus, thus serving students in both traditional and distance education or alternative learning formats. Students may submit specific factual questions online via the “Ask a Librarian” link; or request support on the completion of bibliographic citations or the use of our online catalog, article databases and reference sources.

<http://www.skylinecollege.edu/library/askalibrarian.php>

Online Tutoring: <http://www.skylinecollege.edu/learningcenter/onlinetutoring.php>

The Learning Center at Skyline College offers online tutoring in Math/Science and English for students currently registered in LSKL 803 (Supervised Peer Tutoring), LSKL 800 (Supplemental Learning Assistance) and LSKL 853 (Writing and Reading Lab). Online tutoring is offered in the evenings to facilitate access for online learners and students with multiple daytime commitments. The Virtual Writing and Reading Lab provides online writing and grammar guides, advice on research and documentation, and valuable websites related to these areas.

DegreeWorks: <http://skylinecollege.edu/academics/degreeworks.php>

DegreeWorks is a new online academic advising and degree application system that provides distance education and onsite students with a way to track their degree progress and course work. It uses the student's academic history and the college degree audit data to enhance the advising process for students, counseling, and staff; while simultaneously building data structures that support future academic planning, provide course work demand analysis, and assist with educational planning. Students access DegreeWorks through the College's web access portal, and the system enables students to see what transfer requirements they are missing in the CSU General Education and IGETC patterns.

SparkPoint at Skyline College: www.skylinecollege.edu/sparkpoint

SparkPoint at Skyline College is a financial education and financial coaching service center based on the Annie E. Casey model for Centers for Working Families, serving students and community members in becoming financially stable in order to pursue educational opportunities. SparkPoint utilizes online media to support access to services and schedule appointments. SparkPoint features an extensive website at <http://www.skylinecollege.edu/sparkpoint> to provide rich content and interface with regionally based services, including the United Way of the Bay Area's 211 information hotline, the Earn It Keep It Save It Tax Assistance Program, the SparkPoint Regional Network, the Second Harvest Food Bank of San Mateo and Santa Clara Counties.

Academic Advising and Counseling: <http://www.skylinecollege.edu/counseling/index.php>

Both distance education and onsite students have access to individualized advising and counseling via the online "Electronic Counseling Services (ECS)," which may be accessed via the Counseling Website. While all counselors handle emails from students, the Counseling Division has a FT (1.0 FTE) counselor dedicated to responding to online counseling contacts. Online Counseling (ECS) provides students with the ability to access counseling services utilizing the Internet, email, fax, telephone, voice mail, and in-person appointments when necessary. Although any student may use electronic counseling services, ECS is particularly helpful to distance learners and to students who may find it difficult to make counseling appointments at times convenient for them.

ECS includes the full range of counseling services with the exception of psychological services. Examples of the services available include schedule planning, Student Education Planning (SEP) preparation, career planning, assistance with Associate Degree petitions, progress reviews, General Education status checks, transfer information, certificate completion checks, assistance with transcripts, and educational problem-solving.

Online Transfer Services: <http://www.skylinecollege.edu/transfercenter/index.php>

Skyline College offers a robust Transfer Services program, and provides a variety of online services and resources for students, including, virtual individual or small group counseling sessions/transfer information workshops, Facebook, email, and a transfer website.

Online Services for EOPS/CARE: <http://www.skylinecollege.edu/eops/index.php>

EOPS communicates with its students primarily through WebAccess and Facebook. On WebAccess, students can track their eligibility progress, manage email and event scheduling, and complete both the online orientation and the exit survey. The EOPS application is available online for new students to download and complete.

Disability Resource Center: <http://www.skylinecollege.edu/disabilityresources/index.php>

The Disability Resource Center (DRC) provides students with a copy of the district accommodation policy and links where they can contact members of the DRC staff through email. The DRC also works with campus departments to ensure that all online support services are accessible and meet the needs of students with disabilities. The Assistive Technology Program gives students with disabilities access to computers using adaptive software and hardware. Eligible students may enroll in an Assistive Computer Technology course to receive individualized training in the adaptive software that is unique to their learning and/or computer access needs.

Adaptive hardware and software available to students using Assistive Technology lab computers and selected computers across the campus includes:

- Scan and read programs (e.g., Kurzweil 3000/1000);
- Voice recognition programs (e.g., Dragon Naturally Speaking);
- Word prediction programs (e.g., WordQ);
- Brainstorming and organization software (e.g., Inspiration);
- Screen magnification (e.g., Zoom-Text); and,
- Screen readers (e.g., JAWS).

Through the Assistive Technology Program, students with learning or physical disabilities may request and receive their textbooks, tests, and classroom materials in alternate format (e.g., electronic text, Braille or large print) from the Alternate Media Specialist.

Student Life and Leadership Development:

<http://www.skylinecollege.edu/centerforstudentlife/index.php>

A [Welcome to Skyline College](#) webpage enables distance education students to link directly to College information from student services, international services, the bookstore, and tutoring resources, and includes information about commencement and online resources, such as the Student Handbook. Distance education students may also access information about events, student clubs and the Associated Students of Skyline College through College webpages and social media sites. Distance education prospective and current students can submit questions and feedback via the "Ask Skyline College" program on the College's website:

(<http://skylinecollege.edu/>). The program, run through the IntelliResponse system, maintains a knowledge base of over 1000 questions tailored to Skyline College and is accessible 24 hours per day, 7 days per week.

Admissions and Records: <http://www.skylinecollege.edu/admissions/index.php>

All students must apply online and may perform all aspects of registration online, including class registration, dropping or adding a course, withdrawing from classes, selecting variable unit levels of enrollment, and selecting a grade option for a course. Students may also access and manage their records, purchase a parking permit, pay their fees, and complete various academic standard petitions online (such as course repeat requests, dropping courses after deadline, or academic renewal) by accessing the Admissions and Records webpage.

Career Services: <http://www.skylinecollege.edu/careercenter/index.php>

The Career Center has solicited feedback from students via surveys and focus groups. As a result of both student and employer feedback, Career Services has built an extensive array of resources for students to access online, including instructional videos, interactive interviewing software, online career assessments, and an online job board.

Financial Aid: <http://www.skylinecollege.edu/financialaid/forms.php>

Students can check their financial aid application and awards status via the Internet using the WebSMART (<https://websmart.smccd.edu/>) portal. Students can track the completion of loan requirements on their own online account, and opt-in to receive financial aid information/notifications via email. Most information and forms for financial applications are available via the Internet from the financial aid webpages.

Assessment and Placement: <http://www.skylinecollege.edu/placement/index.php>

Distance education students (as do all general students) may take their English, English for Speakers of Other Languages (ESOL) or Math assessments at any community college (CC) assessment center near their location, provided that they have not completed courses in English/English for Speakers of Other Languages and/or math courses at another college.

Delivery of Course Material Bookstore:

<http://bookstore.skylinecollege.edu/SiteText.aspx?id=1648>

Books and related course materials are available for online purchase through the College book store. Additional course materials and access to course required testing are made available through the online instructors' websites.

Faculty and staff are afforded ongoing professional development opportunities through the Skyline College *Center for Transformative Teaching and Learning*, and District workshops, such as Structured Training for Online Teaching 1 and 2 (STOT) in order to enhance their understanding of distance learning needs and resources, and continuously improve all areas of student support and learning services. As each division looks at hiring and training new faculty and staff, priority will continue to be placed on distance learning professional development.

D.2 Sufficient and Qualified Faculty, Management, and Support Staffing Management

The Vice President of Instruction is responsible for the distance education program. An Instructional Dean has been assigned to oversee the distance education mission of the College. Under the VPI's leadership, members of the Skyline College TAC, staff of the Skyline College CTTL, and the CTTL faculty coordinator develop the strategic vision and plan for the College's distance education, plan and provide professional development, and work closely with the

Curriculum Committee and faculty to ensure ongoing course quality and technological capacity. Overall coordination of educational technology for the District is provided by the SMCCCD's Vice Chancellor for Educational Services and Planning. The Vice Chancellor also co-chairs the SMCCCD Distance Education Advisory Committee, and provides management support for distance education to the three district colleges.

Faculty

Faculty members teaching online courses are responsible for the same course administrative functions as those teaching in a traditional classroom, including choosing books and curriculum, verifying course rosters, adding and dropping students, and entering grades at the prescribed time. Additional guidelines have been in place district-wide since 2008 to ensure that faculty teaching online courses demonstrate or develop the experience necessary for effective online teaching.

Faculty planning to offer online instruction were encouraged to participate in the SMCCCD Structured Training for Online Teaching 1 and 2 (STOT) program (or its equivalent), use the official SMCCCD email as their primary email for student contact, and include their course description and details in the district-supported WebSMART page (of all distance learning courses in the District).

http://www.smccd.edu/edservplan/deac/deacSMCCCD_DistanceEducationPlan2012.pdf

Communication with distance learners often begins before the first class meeting. Faculty members are encouraged to develop a Student Prep Plan to send to enrolled students the week prior to the course start date that provides a welcome letter, the course syllabus, and course guidelines for communication. Accessibility information and procedures for securing necessary accommodations are also provided at this time, along with the link for the district-wide "Distance Education Gateway" (<http://www.smccd.edu/degateway/>). The *Skyline College Distance Education Handbook* (Appendix K) contains examples of DE syllabi and welcome letters that address the needs of online students.

Regular and Substantive Interaction between Students and Instructor

Faculty presence is an important factor in the success of online courses. Online instructors must meet the requirements for regular effective contact, using both synchronous and asynchronous channels, as appropriate. The faculty is aware that student retention and success rates are enhanced by active participation in classes that foster a sense of community. To this end, online instructors design multiple opportunities for learner-learner contact and instructor-learner contact, and provide frequent and timely feedback. (The *Skyline College Distance Education Handbook*, Appendix K).

In 2008, the California Community Colleges Chancellor's Office published updated guidelines for distance education courses, as outlined in Title 5 Section 55204 (formerly section 55211). This document was recently amended to clarify guidelines for regular effective contact in online, hybrid, and web-assisted courses. Skyline College also provides faculty with resources on best practices for distance education, with additional resources available through the District.

Examples of best practices for regular effective contact include, among others:

- Early, continuing, and consistent communication from the instructor of record, including instructions for accessing the course material and opportunities for faculty to assess whether or not students are accessing and understanding the course material;
- Regular contact hours established through published office hours (whether virtual or face-to-face); and availability for answering questions and providing feedback, in both synchronous and asynchronous modes;
- Timely feedback that replicates the contact of face-to-face courses and a recommended response time of 24 hours or less for responding to student questions. Instructors should clearly indicate when they will be available to students and when they will be unavailable (i.e., weekends or vacations); how often they will respond to student work, and in what manner they will respond to student work (i.e., email, text messages, phone, or online chat);
- Interaction between faculty and students using multiple channels, including (minimally) forum discussions, email, and weekly announcements. Faculty are strongly encouraged to use a variety of communication modes in their classes, including synchronous channels such as chat, Skype, and CCC Confer, or other collaborative tools such as Google docs, wikis, and Twitter, among others;
- Accessibility through both a Universal Design for Instruction (UDI) approach (including a wide range of “built in” access, such as closed captioning, descriptive narration, inclusive pedagogies, and interface design/content layout that is compatible with assistive technology) and student-specific accommodations coordinated through the Disability Resource Center.

Additional standards and guidelines are available at
<http://www.QMprogram.org>

Student Self-Assessment
http://www.smccd.edu/degateway/self_assessment.php

Faculty Evaluation

Distance Learning faculty historically have been evaluated according to the same guidelines governing the evaluation of faculty teaching traditional classes, subject to contractual agreements with the American Federation of Teachers (AFT). In 2008, SMCCCD and the AFT adopted a Memorandum of Understanding with provisions for faculty evaluation to be developed through the joint Trust Committee, composed of equal representation from the AFT, Academic Senate, and administration. See <http://www.aft1493.org/DistanceEdMOU-9-08.htm>. The Performance Evaluation Task Force (PETF) is currently in the process of writing faculty evaluation guidelines and instruments specific to distance education. PETF will have the revised evaluation process and instruments available by summer 2013.

Support Staffing

Since 2009, Skyline College has had an instructional technology consultant on site. Skyline College has also recently added an Instructional Technologist position and a faculty Distance Education Coordinator position to more effectively support faculty instructional needs for

distance learning. The College's Website Content Coordinator, Web Programmer Analyst, Distance Education Advisory Committee, and *Center for Transformative Teaching and Learning* all provide additional ongoing support; and part-time staff is also assigned as needed to provide logistical support, such as scheduling classes or proctoring exams. The Web Programmer Analyst maintains the distance learning websites for the College. Skyline College TAC also provides ongoing support.

D.3 Professional Development for Faculty & Staff

Both the College and the District are committed to providing extensive professional development opportunities for faculty and staff to ensure high quality distance education offerings and support. **The Skyline College Center for Transformative Teaching and Learning (CTTL) <http://www.skylinectl.org> provides leadership, expertise, mentoring, resources, technology, and facilities designed to support faculty and staff in developing and strengthening effective use of technology and pedagogies appropriate to the distance education model.** The CTTL's Learning Space serves as both a physical and a virtual space fostering collegial dialogue, peer mentoring, and information sharing. Faculty can convene and engage in ongoing dialogue and assessment of student learning needs, share promising practices and emerging theories on student learning, or strengthen skills in using teaching technologies. Student support staff can share similar dialogues on effective engagement and retention for online learners, and strategies for strengthening a "multiple points of entry" approach to student services and support. The CTTL serves as a hub for centralizing information and resources, and as a space for both structured and spontaneous dialogues about innovations in distance teaching and learning, pros and cons of emerging technology, and current scholarship. The Learning Space features a *Wall Talker*, incorporating the ability to diagram elements of the discussion, communicate remotely with multiple participants through *Fusebox*, and integrate distinct components into a cohesive, experiential, and innovative learning environment. The Learning Space also serves as an experiential learning lab, where both experienced and emerging distance educators can experiment with new technological tools in a non-threatening and low-risk environment prior to implementing them in the classroom. Faculty and staff have opportunities for individualized or group instruction, designed to significantly enhance professional capacity for providing quality instruction and support services to distance learners. As described in **Section C.2**, the CTTL hosts professional development workshops on an ongoing basis, hosts webinars on distance learning (and other areas of professional development), and provides information about local, regional, and national conferences.

The District also offers ongoing professional development opportunities; including a database of online tutorials through iTunesU (accessible at <http://www.smccd.net/accounts/ctl/WebAccess/index.html#tut>), guidance on the creation of ePortfolios, and a two-part distance education training through the District: Structured Training for Online Teaching 1 and 2 (STOT).

D.4 Appropriate Equipment and Facilities

Skyline College assures that any technology support that it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. The College utilizes a comprehensive set of administrative software services to assist with communication, budgeting, planning, and research, and a comprehensive set of student

enabling software services to assist with degree audit, scheduling, communications, on-line instruction, and fee payments.

The District provides extensive infrastructure and technology support for the operation of the distance education programs of each of the three colleges. A centralized district-level Information Technology Services (ITS) department provides information technology leadership and support staff training. ITS monitors and updates technology-related policies and procedures, supports local technology initiatives, and provides each of the Colleges with one-on-one or group support for both local technology initiatives or needs and shared district resources that support teaching and learning. The District has invested in two ADA compliant platforms for online course management, WebACCESS, and CurrucUNET (a web-based curriculum management application designed to automate and enhance the development and approval of new curriculum, including proposals for distance learning) and TracDat (a web-based application to strengthen the management and assessment of student learning outcomes by simplifying collection, review, management, and use of data). For additional detail on the Skyline College five-yr technology replacement plan, please see the Skyline College Technology Plan 2012-2015, (Appendix P).

Facilities

Skyline College utilizes technology resources throughout the College to support and increase the effectiveness of student learning outcomes, to enhance safety, and to ensure the quality of services provided to students. In cooperation with the District, Skyline College provides a robust technology infrastructure and technology resources that include 92 Smart classrooms and labs, comprising 93% of all campus classrooms and labs. (Smart classrooms include projectors, screens, sound systems, wireless internet, and video players. Most also include document cameras). The CCTL provides an online teaching lab and workshop space (The Learning Space), where the Instructional Technologist can provide individual or small group coaching on pedagogical and technological approaches for effective online learning. There are two library-based labs, 22 program-specific instructional computer and drop-in labs, and 7 Student Services, Career, and Transfer computer labs. The campus provides 100% wireless internet coverage, a campus-wide digital signage system, a campus-wide security camera network, and a campus-wide Event Announcement System (EAS).

D.5 Sustainable Fiscal Resources

Overall, both Skyline College and the San Mateo County Community College District as a whole are in sound fiscal shape thanks to a combination of exceptional financial stewardship, incredible vision, strong community and voter support of general obligation bonds, a parcel tax measure, and a series of state and federal grants. The institution made great strides in successfully increasing financial resources to provide short-term and long-term financial stability, especially in light of the District gaining basic aid status; thereby protecting the District from state budget cuts. Further stabilizing the sustainability of fiscal resources, the District will receive additional resources in the form of property tax revenues from the dissolution of redevelopment agencies which will generate an ongoing stable source of funding for a number of years that will benefit the colleges and district operations. Skyline College has allocated a portion of the funds from the parcel tax measure specifically to support distance education and has added an instructional technologist position, discussed in **Section D.6**.

Skyline College has a history of financial stability and supporting student learning programs and services. Overall, the College relies primarily on its share of the District's general unrestricted fund which is distributed among the three colleges, district office, and facilities and central services through the resource allocation model. The district has a five-year funding plan in place, providing for the maintenance and replacement of IT/equipment for the three colleges. These funds will be used to replace instructional labs and operational computers, and to support instructional equipment. The College also continues to develop partnerships and seek grant funding. The College aims to maintain a balanced budget with a 3% to 5% reserve to allow for fluctuations in state funding and be stable enough to allow for funding permanent positions and support programs and services. The district and the College both budget very conservatively to ensure that resources are adequate for permanent additions to the College general fund budget. Positions are permanent commitments, and salaries as well as benefits are considered when determining the cost of new positions.

Evidence:

Appendices R-T

Appendix R: *Distance Education Student Profile: 2009/10-2011/12*

Appendix S: *Skyline College Success and Retention for Online Courses 2009/10 through 2011/12*

Appendix T: *Distance Education College-wide Program Review Data: Comparative Analysis of Student Success in Online Modality vs. Face-to-Face Modality (2009/10-2011/12)*

SMCCCD 5-year funding plan, IT/equipment for the three District colleges

<http://www.smccd.edu/accounts/smccd/departments/educationservices/dac/files/Equipment%20Funds%20Jan%202013.pdf>

SMCCCD District Accreditation Coordination

<http://www.smccd.edu/edservplan/dac/default-1.shtml>

Skyline College Planning and Governance Resources

<http://www.skylinecollege.edu/prie/resources.php>

Skyline College Human Resources Plan: Staffing for Student Success.

<http://www.skylinecollege.edu/prie/resources.php>.

D.6 Budget, Enrollment, and Resources

Resources and expenditures are carefully assessed each year through a combined College and district process. The audited financial statements for fiscal year 2010-2011 show Skyline College expended \$26,880,909 from its general restricted fund and generated 8,253 FTES. \$21,797,099 or 82% went towards the cost of instruction and instructional services. \$2,919,213 or 10% was spent on student services and the remaining 8% or \$2,164,597 on institutional support. Skyline College continues to operate very efficiently in the sense that it spent the least amount per FTES in all three expenditure categories among the three colleges in the district. In

FY 2011-2012, the College general unrestricted fund was increased to \$27,399,018. Early district projections indicate that this allocation will go up to \$28,966,196 in FY 2013-2014.

The College general fund has and will continue to support Distance Education expenditures, including salaries, office hours, benefits and professional development for faculty teaching distance education courses. Providing administrative oversight are the Vice President of Instruction (.05 FTE) and the Dean of Science Math & Technology (.025 FTE) who additionally chairs the Technology Advisory Committee. The faculty coordinator for Distance Education holds a (.40 FTE) position, and also Co-Chairs the Center for Transformative Teaching and Learning (CTTL). The Instructional Technologist (1.0 FTE) works directly with the DE faculty coordinator, as well as faculty and staff, in layout, pedagogy and design for online teaching and learning. These positions totaling 1.475 FTE are paid out of the general fund. The general fund also provides for the program's supplies, software and licenses, and equipment needed for the Distance Education platform. Additionally, since 2009, the College has had an instructional technology consultant on campus. As part of Skyline College's broader campus commitment to innovative and transformative education, the CTTL provides ongoing faculty and staff development in online teaching and learning, and plays a vital role in strengthening academic success and degree completion for distance learners.

Distance education budgeting is supported through the College's integrated planning and budget processes. In the spring, TAC will submit its annual plan to the Vice President of Instruction who, in turn, will present the plan to the Instructional Planning Committee for consideration. The annual plan will include an analysis of the Distance Education budget, actual expenditures and program needs. The Vice President of Instruction will submit a budget request to the College Budget Committee.

The SMCCCD/Skyline College uses the Banner financial accounting system for journal entries, accounts payable, account receivables, revenues, payroll, student administration and purchase requisitions as well as budget information. The VPI and Business Officer track all budgets and expenditures for distance education in Banner. The Skyline College TAC provides ongoing recommendations about distance learning budgetary needs as part of the College's integrated planning and budget cycle.

Evidence

Appendix O: *Skyline College Integrated Budgeting and Planning Calendar*

Skyline College Planning and Governance Resources

<http://www.skylinecollege.edu/prie/resources.php>

Skyline College Human Resources Plan: Staffing for Student Success.

<http://www.skylinecollege.edu/prie/resources.php>

Skyline College Technology Advisory Committee

<http://www.skylinecollege.edu/technologyadvisorycommittee/>

D.7 Plan for Monitoring Desired Outcomes

Monitoring and assessment of desired outcomes is integrated throughout the planning process, coordinating several components. Annual Plans and Comprehensive Program Reviews are compiled and reviewed through Instruction and Student Services planning structures, and include review and discussion of student learning outcomes for all courses and programs, including distance education. The Skyline College Technology Advisory Committee (TAC) makes recommendations on distance education needs. The Office of Planning, Research and Institutional Effectiveness (PRIE) compiles and analyzes data, and monitors student success and retention in both online and onsite courses. Each of these planning stages is integrated into the overall planning for the College, as described in **Section C**. As part of this process, needs are assessed in each of five areas (budget, facilities, professional development, research, and equipment). This information is updated annually and reviewed by TAC. Utilizing Skyline College's participatory governance structure and Annual Budgeting and Planning Calendar, information is effectively shared across all of these groups.

Evidence:

Appendix O: *Skyline College Integrated Budgeting and Planning Calendar*

Comprehensive Program Review

<http://www.skylinecollege.edu/programreview/>

Annual Program Planning

<http://www.skylinecollege.edu/annualprogramplanning/index.php>

Skyline College Technology Advisory Committee

<http://www.skylinecollege.edu/technologyadvisorycommittee/>

Office of Planning, Research and Institutional Effectiveness (PRIE)

<http://www.skylinecollege.edu/prie/>

D.8 Student Success, Retention, and Completion

Data collection and analysis of student success, retention and completion for distance education courses and programs is handled in the same manner as for onsite courses and programs - through the Skyline College Office of Planning, Research, and Institutional Effectiveness (PRIE). Annually, PRIE reports online enrollment, fill rates, and retention and success rates by course and student characteristics. The Office also provides a comparative analysis of student success in online vs. face-to-face, and student success and retention for online courses. Data produced by PRIE are used in annual program planning and in the Six-Year Comprehensive Program Review process. Data acquired through course evaluations, the Student Learning Outcomes Assessment Cycle (SLOAC), and research conducted through the PRIE all contribute to the College's ability to measure effectiveness and inform modifications to methodologies and pedagogies in support of student learning and success.

As noted in Appendix T (*Comparative Analysis of Success and Retention in Online vs. Face-to-Face*), Table 10 (*Overall Enrollment Counts, Success and Retention Rates for 2009/10-2011/12*), between 2009/2010 and 2011/2012, enrollments in distance education rose from 4,538 to 5,468 or from 9% of total College enrollment to 11% of the total College enrollment. During the same time, retention in online courses remained constant at about 80%, while success rates dropped slightly from 59% to 57%. Appendix T, Table 11 (*By Program Comparative Analysis of Success and Retention in Online vs. Face-to-Face*) provides additional insight. When comparing retention rates by modality within the same program, retention rates in distance education courses are often comparable to those of face-to-face courses, and in some cases, such as Accounting and Psychology, the retention rates in distance education courses are currently higher. In one program, Physical Education (Kinesiology), the retention rate within the distance education mode has significantly increased each year despite minimal change within the face-to-face mode for the same program. Additional research into these particular programs may provide useful data to inform modified approaches as the College seeks to increase retention rates in all programs.

Student success across modalities is central to the planning processes, as reflected in Skyline College documents such as the *Education Master Plan 2013-2019* and the *Strategic Plan 2012-2017*. Through the Skyline College Balanced Scorecard, the College has established a benchmark of 84% for an overall retention rate and a benchmark for all course success rate of 70%. Comprehensive Program Reviews and Student Satisfaction Surveys will continue to provide additional lenses for ongoing strengthening of distance education pedagogies, methodologies, and tools that enhance effectiveness in student success. The College and the District also continually reinforce online learning support for students and faculty, as has been documented in this report, in order to continue to improve student learning outcomes and educational success across modalities.

Evidence:

Appendices S and T

Appendix S: *Skyline College Success and Retention for Online Courses 2009/10 through 2011/12*

Appendix T: *Distance Education College-wide Program Review Data: Comparative Analysis of Student Success in Online Modality vs. Face-to-Face Modality (2009/10-2011/12)*

Office of Planning, Research and Institutional Effectiveness (PRIE)

<http://www.skylinecollege.edu/prie/>

E. EVIDENCE OF APPROVALS

E.1 Faculty, Administrative, Governing Board, and Regulatory Agency Approvals

In accordance with ACCJC policy requirements, SMCCCD policy, and best practices in distance education; all distance education courses, certificates, and degrees at Skyline College:

- include clearly stated student learning outcomes (SLO's);
- meet the same quality, standards, and requirements as onsite courses;
- have been reviewed and approved through the same processes as onsite courses;
- have received separate approval of the *Curriculum Committee Distance Education Supplement* form (Appendix I);
- provide for the authentication of student identity;
- protect the privacy of the students; and,
- provide for regular, effective, and substantive interaction between instructor and students.

Skyline College practices and procedures for meeting each requirement listed above are described in more detail in **Sections B and C**, particularly in **B.2 and C.5**. All courses and programs at Skyline College have been approved by the Curriculum Committee, Academic Senate, and Vice President of Instruction. Both online and onsite courses have received final approval through the Board of Trustees; and new degrees have received final approval through the California Community College State Chancellor's Office.

Curriculum development is a faculty-driven process. Faculty initiates new and modified curriculum proposals (including the addition of the distance education delivery mode) in the SMCCCD's version of the web-based program, CurricUNET. Once the faculty member submits a proposal, it begins a process of review and electronic approvals. The initial approval is made by the appropriate Division Dean, who either returns the proposal to the faculty member with a request for changes or forwards the proposal to the technical review process. When the proposal reaches the technical review process, it is reviewed by various faculty Curriculum Committee members and curriculum support staff for compliance with best practices in curriculum development and Title 5 regulations. Once all technical review comments have been made the proposal is returned to the developing faculty member(s) by the Technical Review Chair (Instruction Office administrative analyst) for appropriate corrections, after which the faculty member(s) take action to return the course to the approvals workflow.

Courses approved by the Curriculum Committee are then forwarded to the Vice President of Instruction. As noted above, once course proposals have advanced through the proper channels at each of the three district colleges, the Board of Trustees provides the final level of approval for all online and onsite courses for SMCCCD. For state approval of new degrees, the California Community College State Chancellor's Office provides the final approval.

The Skyline College *Distance Education Handbook* (Appendix K) outlines specific guidelines for faculty members who are teaching online courses, in order to ensure consistent communication with potential and enrolled distance education students. These guidelines are described in detail in Section B.2, and selected highlights are reiterated here. Faculty are advised to maintain all features of their WebAccess course website complete and up-to-date, **utilize their smccd.edu email accounts as their primary email contact**, and develop a Student Prep Plan to

send to enrolled students the week prior to the course start date. The Student Prep Plan should include a welcome letter, the syllabus, and course guidelines for communication. Syllabi should **clearly address course policies** (including academic integrity), assignment submission, testing and proctoring, and support services that may be affected by the distance learning modality. Processes and information for **requesting disability-related accommodations** should be clearly stated. In order to ensure **regular effective contact**, instructors are advised to initiate regular contact with enrolled students to verify their participation and performance status, and provide students with frequent opportunities to ask questions and receive answers from the instructor of record. In order to **authenticate student identity and protect student privacy**, faculty members should use the district provided Moodle (WebAccess) shell, which requires secure login with a password. If a faculty member wishes to utilize another course management system, s/he has to assure the Curriculum Committee that s/he can authenticate students who attend and complete their courses. **The Curriculum Committee thus confirms that distance education courses have clear policies for regular effective contact and student authentication.** Skyline College distance education courses have obtained each level of required approval: by the Curriculum Committee, by the San Mateo County Community College District's Board of Trustees, and by the Office of Academic Affairs of the California Community College Chancellor's Office.

Evidence:

Appendices I-M

Appendix I: *Curriculum Committee Distance Education Supplement*

Appendix J: *Sample DE Addendum: (BUS 120)*

Appendix K: *Skyline College Distance Education Handbook*

Appendix L: *SMCCCD Administrative Procedure No. 6.85: Distance Education*

Appendix M: *SMCCCD Definitions for Course Delivery Mode Distance Education Courses*

SMCCCD CurricUNET

<http://www.curricunet.com/smccd/>

California State Chancellor's Office Curriculum Inventory

<http://curriculum.cccco.edu/>

June 27, 2012 Agenda, SMCCCD Regular Meeting of the Board of Trustees (includes year-end curriculum report)

<http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Packet/2012-06-27.pdf>

June 27, 2012 Approved Minutes, SMCCCD Regular Meeting of the Board of Trustees

[http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Minutes%20\(Aproved\)/2012-06-27.pdf](http://sharepoint.smccd.edu/SiteDirectory/portal/District%20Information/Board%20Minutes%20(Aproved)/2012-06-27.pdf)

E.2 Legal Requirements

Skyline College complies with all Title 5 (§55200- §59402), federal, and accreditation requirements for distance education, including ensuring regular effective contact between instructors and students, authentication of student identity, and protection of student privacy. Skyline College also complies with accessibility requirements under Section 508 of the Rehabilitation Act. All legal requirements have been met.

Evidence:

Appendix K: *Skyline College Distance Education Handbook*

SMCCCD Administrative Procedure 6.85 on Distance Education
http://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/6_85.pdf

E.3 Governing Board

The Skyline College Substantive Change Proposal (3.73) Instructional Mode of Delivery: Distance Education was approved by the Board of Trustees of the San Mateo County Community College District on February 17, 2013.

Evidence

Minutes for Board of Trustees Retreat, February 17, 2013
<http://www.smccd.edu/accounts/smccd/boardoftrustees/minutes.shtml>

F. EVIDENCE THAT EACH ELIGIBILITY REQUIREMENT IS FULFILLED

Skyline College continues to fulfill each of the twenty-one eligibility requirements for accreditation set forth by the Western Association of Schools and Colleges:

1. Authority

Skyline College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. All programs offered at Skyline College, including distance education, are overseen by the ACCJC.

2. Mission

Skyline College's educational mission-vision-values are clearly defined and are reviewed on an ongoing basis by the Skyline College Governance Council (CGC) and the San Mateo County Community College District (SMCCCD) Board of Trustees, in accordance with Board policy. The mission-vision-values were most recently updated in June 2012, following a comprehensive and participatory process. Skyline College utilizes a combined Mission-Vision-Values Statement that clearly articulates the College's educational purposes, the students we serve, and our commitment to student learning. Skyline College mission-vision-values information is published in the current catalogue and on our website. Distance education opportunities further

advance the College's commitment to quality, inclusive, and transformative education by increasing access that can increase degree and certificate completion, enhancing students' educational success.

3. Governing Board

Skyline College is one of three colleges that comprise the San Mateo County Community College District (SMCCCD), along with the College of San Mateo (CSM) and Cañada College. A five-member Board of Trustees governs the district and its colleges. San Mateo County voters elect the five Trustees (at large) for four-year terms. Students elect a non-voting student Trustee each year for a one-year term. The Board's organization, which includes authority, membership, election, and terms of office is outlined in Board Policy 1.02. The duties and responsibilities of the Board are detailed in Board Policy 1.10.

Evidence:

Board of Trustees Web Site

<http://www.smccd.edu/accounts/smccd/default.shtml>

Board Policy 1.02

https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%201%20-%20Board%20of%20Trustees/1_02.pdf

Board Policy 1.10

https://sharepoint.smccd.edu/SiteDirectory/portal/Rules%20and%20Regulations/By%20Chapter/CHAPTER%201%20-%20Board%20of%20Trustees/1_10.pdf

4. Chief Executive Officer (CEO)

The SMCCCD Board of Governors appoints a Chancellor to act as CEO of all three colleges in the District, and the Chancellor oversees a President at each of the three district colleges. The Chancellor's duties are outlined under Board Policy 2.02. Each of the three Presidents administer his/her college, as outlined under Board Policy 2.03: "The Chancellor shall delegate to each College President the executive responsibility for leading and directing the College operations including Administrative Services, the Office of the President, the Office of the Vice President of Instruction, the Office of the Vice President of Student Services, Research, Marketing, and Public Relations."

5. Administrative Capacity

Skyline College has sufficient academic and support services administrative staff with appropriate preparation and experience to provide the administrative services necessary to support the College's mission and purpose. In addition to the President, Skyline College has Vice Presidents of Instruction and Student Services, Deans of Business; Counseling, Advising, and Matriculation; Enrollment Services; Kinesiology/Athletics/Dance; Language Arts and Learning Resources; Planning, Research, and Institutional Effectiveness; Science, Math, and Technology; and Social Science/Creative Arts; and Directors of Business Services; the Center for International Trade Development (CITD); the Learning Center/TRiO; Library Services; Marketing, Communications and Public Relations; and Workforce Development.

6. Operational Status

Skyline College has been in continuous operation since 1969. In the 2011/12 academic year, the College had a unique headcount of 17,850 (8,478 FTES) enrolled in 692 courses offered in 1,243 sections. Approximately 43 percent of these students listed transfer as their educational goal while 30 percent and 14 percent listed educational and career development, respectively, as their goal. Of these nearly 17,850 students in 2011/12, 2,752 took both online and face-to-face classes and 1,186 took only online classes. Approximately two percent of students who took an online course identified themselves as a non-California resident.⁹ Online and hybrid enrollment was 11 percent of the total enrollment in spring of 2012. The greatest growth in distance education occurred in summer session, with summer 2012 having 23 percent of the total enrollment in online and hybrid classes. More than one-third of the distance education enrollment is in classes offered by the Business and Automotive Technology programs.

7. Degrees

Skyline College offers over 43 Associate of Arts and Associate of Science degrees, 6 Associate Degrees for Transfer (with an additional 9 AA-Ts/AS-Ts in the approval queue at the State Chancellor's Office), and 55 Certificate Programs. The degrees and majors offered by Skyline College are listed in the catalogue and online at

<http://www.skylinecollege.edu/academics/degreescertificates.php>

8. Educational Programs

The degree programs offered at Skyline College are aligned with its mission and meet the California Education Code of Regulations, Title 5 curriculum requirements. When combined with the general education component, this represents two years of full-time academic work. All course outlines of record and degrees have been carefully reviewed, and include student learning outcomes that students can achieve through class content, assignments, and activities. All curricula, including courses offered through distance learning, undergo approval by the Board of Trustees. Training for faculty is designed to ensure that pedagogical techniques are appropriate to distance education and that the quality of education mirrors that of face-to-face sections of the same or equivalent courses. Student learning outcomes are utilized in all courses in order to assess effectiveness of the instruction and to improve the students' learning experience. Program and course descriptions are found in the catalogue, available both in print and on the web

<http://www.skylinecollege.edu/catalogschedule/>

9. Academic Credit

⁹ Skyline College is in full compliance with Federal Regulations on State Approval of Out-of-State Providers. During Spring Semester 2012, 1,868 students enrolled in DE courses offered by Skyline College (unduplicated head count). Of the 1,868 students, 1,098 were either California residents and/or participated in on-campus courses during the Spring 12 semester. It is assumed that if a student was taking courses on-campus that they were residing within the State of California. 770 students enrolled in DE courses offered by Skyline College during Spring 2012 were enrolled exclusively in DE and took no on-campus courses. Of this group, 753 were California residents. 17 were not California residents (or met residency requirements). Of these 17, 3 students were AB 540 students. This leaves 14 students potentially out of state that would require Skyline College to seek state authorization to continue to serve. The individual transcripts of each of the 14 students were reviewed. Of the 14, five were from countries other than the US. The countries were Romania, Canada, China, Hong Kong, and Germany. The remaining 9 students all had local addresses in San Mateo or San Francisco County.

Skyline College awards academic credit using the Carnegie standard unit, in accordance with the California Community Colleges Chancellor's Office requirements under California Code of Regulations and Title 5. Sections of courses offered through distance education courses earn the same credits as other sections of the same courses.

10. Student Learning and Achievement

Each course and program offered at Skyline College has defined and measurable student learning outcomes. These student learning outcomes are assessed by a variety of methods. Coordinated by department and discipline faculty, every course across all modes of delivery or locations, follows the course outline of record and the defined student learning outcomes. The College has also defined student learning outcomes for general education and for the institution. For a listing of Institutional Student Learning Outcomes, rubrics, and assessment information, please see <http://www.skylinecollege.edu/sloac/isloassessments.php>.

Program Student Learning Outcomes are listed in the annual skyline College Catalogue, in both print and electronic format. <http://www.skylinecollege.edu/catalogschedule/>

11. General Education

Skyline College requires a minimum of 18 units in general education towards degree attainment, with a minimum of 3 units each across natural sciences, humanities and social sciences, and a minimum of 2 courses in language and rationality (one each from group a and group b). General Education requirements introduce students to areas of study that develop breadth of outlook and contribute to balanced development. The purpose of the program in General Education is to assist students in moving toward the following goals:

- Develop critical and constructive thinking for problem solving and value discrimination;
- Understanding their relationship to their biological, physical, and cultural environment;
- Understanding the creative activity of others and participating to some extent in creative activity;
- Using basic mechanical, mathematic, and communication skills to solve everyday problems, understand ideas of others, and express ideas effectively;
- Developing a code for personal and civic life as a responsible citizen in a democracy; and,
- Maintaining good mental and physical health and social adjustment.

Since the approval of the College's 2008 Distance Education Substantive Change request, the College has intentionally increased the number of general education courses in each of these required areas that can be completed online, in order to increase access and opportunities that enhance degree completion and student success. Distance learners can now also complete a physical education course online (FITN 199 Interactive Cardiovascular Training), utilizing technology to verify performance. Detailed information about general education requirements is published annually in the Skyline College Catalogue, available in both print and electronic format. <http://www.skylinecollege.edu/catalogschedule/>. The Skyline College General Education Handbook is available at <http://www.skylinecollege.edu/curriculumcommittee/assets/General%20Education%20Fall%202013.pdf>.

12. Academic Freedom

The San Mateo County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions. Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth. The District's faculty has the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus or at college-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others. Employment by the district does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution. Protecting academic freedom is the responsibility of the College community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate. Academic freedom applies to all courses, including distance education. <http://skylinecollege.edu/generalinformation/academicfreedom.php>.

13. Faculty

Skyline College has 104 full-time faculty and approximately 206 part-time faculty (AY 2011-12). All faculty meet or exceed the minimum requirements for their disciplines based on regulations for the minimum qualifications for California Community College faculty. Clear statements of faculty roles and responsibilities can be found in the Skyline College Faculty Handbook, at <http://www.skylinecollege.edu/facultystaff/assets/documents/facultyhandbook20122013.pdf> and the American Federation of Teachers (AFT) contract (www.aft1493.org) Faculty carry out comprehensive program reviews every six years; develop, implement, and assess annual program plans; and develop, implement, and assess student learning outcomes. Faculty evaluation procedures are negotiated as part of the union contract. Faculty teaching online or hybrid courses are subject to the same evaluation schedule and procedures as faculty teaching face-to-face sections. In 2008, the district and the AFT adopted a *Memorandum of Understanding* with provisions for evaluation of faculty teaching distance education classes (<http://www.aft1493.org/DistanceEdMOU-9-08.htm>). More recently the faculty and district administration has begun work to update the faculty evaluation procedures. A Performance Evaluation Task Force, made up of AFT, Academic Senate, and administration representatives, is revising the evaluation process in the Spring 2013 semester. Development of evaluation tools appropriate for distance education is a priority.

14. Student Services

Skyline College offers a comprehensive array of student services for all of its students, including those enrolled in distance education courses. Unless exempted, each new student is required to participate in the matriculation process; which involves assessment for admissions, appropriate course placement, college orientation, academic career and personal counseling. All student support services programs promote the objective of serving the whole student and supporting student success. <http://www.skylinecollege.edu/officevpss/index.php>

15. Admissions

Skyline College adheres to admissions policies consistent with its mission as a public California community college and compliant with California Code of Regulations, Title 5. Information about admissions requirements is available in the catalogue, in the schedule of classes and on district and college websites. <http://skylinecollege.edu/admissions/>

16. Information and Learning Resources

Skyline College provides long-term and short-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of its students. The library is staffed to assist students, including both onsite and distance learners, in the use of College resources. Wireless internet is available throughout the campus and through computers in the library and learning center without charge to students. The institution is committed to enhancing its learning resources across all possible locations and delivery methods. <http://www.skylinecollege.edu/library/>.

17. Financial Resources

Skyline College, through the San Mateo County Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The distance education courses are integrated into the annual budget that is approved by the Board of Trustees.

18. Financial Accountability

The San Mateo County Community College District undergoes an annual external financial audit for the district and the 3 colleges. The audit is conducted by a contracted certified public accountant and in accordance with the standards contained in the Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. The District's audits for the last eight or more years show no financial audit adjustments and no major findings. The District audit is available through the following link (under Documents):

<http://sharepoint.smccd.edu/SiteDirectory/dcbf/default.aspx?RootFolder=%2fSiteDirectory%2fdcbf%2fDocuments%2fAudited%20Financial%20Reports&FolderCTID=&View=%7be9124D5E-A429-434C-956E-F9D14D56D915%7d>

19. Institutional Planning and Evaluation

Skyline College practices participatory governance within an established and integrated institutional planning process that is specifically linked to institutional mission-vision-values, goals, and strategic priorities. The College engages in ongoing and systematic cycles of planning, implementation, and evaluation, in order to maximize effectiveness in promoting

academic excellence and student success. A detailed overview of Skyline College's institutional planning and evaluation processes is provided in *Skyline College Planning and Governance Resources* (<http://www.skylinecollege.edu/prie/resources.php>).

20. Public Information

Regularly updated information about all aspects of a Skyline College education, including both onsite and distance education, are available to the public through the Skyline College website, annually published course catalogues, and class schedules published for each semester. Information includes, among others, the College mission-vision-values and goals, academic calendar, degrees and certificates offered, graduation requirements, costs and refund policies, available learning resources, grievance procedures, names and credentials of faculty and administrators, names of members of the Board of Trustees, and relations with Accrediting Commission.

The San Mateo County Community College District Board of Trustees provides assurance that Skyline College complies with all ACCJC/WASC requirements and accreditation standards and policies. The College maintains contact with the Commission through its Accreditation Liaison Officer.

21. Relations with the Accrediting Commission

The SMCCCD Board of Trustees provides assurance that Skyline College complies with all of the requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC)/ Western Association of Schools and Colleges (WASC); describes itself in the same manner to all of its accrediting agencies; communicates changes, if any, in its status; and discloses information required by the Commission.

Skyline College maintains contact with the Commission through its Accreditation Liaison Officer (ALO).

G. ACCREDITATION STANDARDS FULFILLED

Skyline College meets all accreditation standards of the ACCJC/WASC. The College is currently completing a comprehensive self-evaluation report for re-affirmation of its accreditation. The completed report will be forwarded to the Commission in advance of an accreditation site visit scheduled for fall 2013.

Distance education courses at Skyline College undergo the same rigorous curriculum proposal, review, and approval process as onsite courses, and the College ensures that distance learning students are aware of and have access to quality student support services and resources, which include online information and library resources and support. All student learning outcomes, assessment plans, program review processes and academic revision and renewal processes are applied to online instruction and services in the same way as onsite instruction. The proposed substantive change continues to build upon the growth in distance education opportunities for students that was approved by the ACCJC in the College's 2008 substantive change request. It enhances student access and opportunity, and reinforces the College's ability to meet each of the standards.

Standard I: Institutional Mission and Effectiveness

A. Mission

Skyline College's mission-vision-values demonstrate strong commitment to student learning and achievement; and the expansion of distance learning opportunities continues to enhance student access and promote successful completion/ transfer. The institution utilizes analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished, and ensure the continuing alignment of instructional and support programs with the institutional mission-vision-values.

B. Improving Institutional Effectiveness

Through the College's integrated participatory governance structure, all campus constituencies are involved in the strategic planning process and in self-reflective dialogue about student learning and institutional processes. All strategic planning is linked to data-informed program review. The program review process includes all areas of the College (instruction, student services and administration) for both onsite and distance learners. The overarching goals of the institutional planning and assessment processes are to meet the needs of our students across all instructional modalities, respond to the ever-changing educational needs of the community at large and to ensure that resources are aligned to achieve these goals. The ongoing improvement of student learning outcomes for both onsite and online learners is assessed through the Student Learning Outcomes Assessment Cycle (SLOAC), driven by a student learning philosophy and framework that is driven by the College's mission-vision-values. In 2011-2012, SLOAC helped departments create six-year Comprehensive Program Review assessment plans and write Program Student Learning Outcomes (PSLOs), which are published in the College Catalogue.

The effectiveness of the institution in meeting the benchmark-specific student learning goals that are grounded in the Mission-Vision-Values Statement is completed using the Balanced Scorecard system. An annual assessment of the institution's effectiveness is completed and posted for the College's reference, through the Institutional Planning Committee (IPC). Multiple mechanisms are provided for constituent participation in the dialogue and exchange of ideas relative to institutional programs and services addressing the needs of students; and the College actively promotes a "culture of inquiry" that draws on rich and broad qualitative and quantitative data to inform decisions. Institutional integrity and effectiveness are further enhanced by Skyline College's comprehensive diversity framework, guided by the Stewardship for Equity, Equal Employment, and Diversity (SEEED) Committee. SEEED is comprised of faculty, staff and students dedicated to assessing how the College can more effectively meet its goals.

Evidence:

Compendium of Committees

<http://www.skylinecollege.edu/collegecouncil/compendiumofcommittees.php>

Comprehensive Program Review

<http://www.skylinecollege.edu/programreview/>

Annual Program Planning

<http://www.skylinecollege.edu/annualprogramplanning/index.php>

Balanced Scorecard

<http://skylinecollege.edu/institutionalplanning/balancedscorecard.php>

SEED

<http://www.skylinecollege.edu/seed/>

SLOAC

<http://www.skylinecollege.edu/sloac/>

Skyline College Catalogue

<http://www.skylinecollege.edu/catalogschedule/>

Standard II: Student Learning Programs and Services

Skyline College offers high-quality instructional programs, student support services, and library and learning support services that promote the intellectual, aesthetic, and personal development of all of its distance learning and onsite students in a comparable manner. The College provides a strong learning environment that facilitates the achievement of our student learning outcomes, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility. The growth in distance education strengthens Skyline College's continuing ability to meet this Standard and extends access to additional learners in support of the institutional mission-vision-values of the College.

All online courses are held to the same academic rigor, review, and student learning outcomes assessment as onsite courses; and undergo the same approval process (with the addition of required approval of a Curriculum Committee Distance Education Supplement form, (Appendix I).

A. Instructional Programs

Skyline College actively builds a comprehensive curriculum that is formed by community input, faculty expertise and data analysis; and which effectively supports transformative teaching and learning across a wide range of learning styles and pedagogies. The delivery of degrees, certificates and courses via distance education methods is aligned with initiatives within instructional departments. Student Learning Outcomes (SLOs) are established and clearly listed for each course offered at Skyline College across modalities, in alignment with Program Student Learning Outcomes (PSLOs) and Institutional Student Learning Outcomes ISLOs). The College collaborates with the District and sister colleges through the **Network Advisory Group**, comprised of representatives from the three colleges and the District Information Technology Services Office, to more effectively coordinate joint planning about infrastructure and support needs across the Colleges and the District. The **Skyline College Technology Advisory Committee** (TAC) assists with tailoring evolving distance education practices to the needs for our students, and provides ongoing support for the College to continue to grow and sustain a more robust distance learning program. The Skyline College Distance Education Coordinator serves as a distance education advisor to the Curriculum Committee for technical review of courses being proposed for distance learning. All actions on new, revised, banked, or deleted courses are approved by the Board of Trustees. Student Learning Outcomes (SLOs) are developed for each course offered at Skyline College, in alignment with the Program Student

Learning Outcomes (PSLOs), the Institutional Student Learning Outcomes (ISLOs), and the College's mission-vision-values. More specific detail is provided in Section B.2.

Skyline College uses a participatory governance model to support campus-wide dialogue that informs strategic planning. Members of all campus constituency groups participate in this process through their representation on constituency-specific governance groups, outlined in *Skyline College Planning and Governance Resources* (<http://www.skylinecollege.edu/prie/resources.php>), and in the College's *Compendium of Committees*, (located on the *Participatory Governance* website, <http://www.skylinecollege.edu/participatorygovernance/index.php>).

We assess our planning through data analysis and continued evaluation of strategic plans. Feedback from the various constituency groups is taken forward by their representatives to these committees and councils to develop the annual *Skyline College Integrated Budgeting and Planning Calendar* (Appendix O), which establishes timelines for integration, review and assessment of college goals, strategic priorities, departmental program reviews, and budget planning.

Skyline College continues to meet the instructional programs component of this standard, ensuring that all instructional programs across modalities of delivery address and promote the mission-vision-values and the integrity of the institution; design, implement, and measure the effectiveness of student learning outcomes on an ongoing basis; and meet the varied educational needs of our diverse students. The institution assures the quality and improvement of instructional courses and programs across all modalities of delivery, conducts ongoing assessment, and ensures the centrality of faculty leadership in establishing and maintaining quality programs and instruction.

B. Student Support Services

Skyline College is proactive in ensuring that all areas within Student Support Services provide continued, high quality, and comparable support for distance learners in establishing and reaching their educational goals. The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission-vision-values. Student support services address the identified needs of students and enhance a supportive learning environment characterized by promotion of student access, progress, learning, and success while ensuring accountability, affordability, and transparency. Skyline College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Skyline College provides comprehensive student support services, **detailed in Section D.1**, that are available to all students across learning modalities. Students may access a growing number of resources, services, and supports directly online, and additional information about accessing each resource is available via email, internet, Web Smart, WebAccess and telephone.

All students must apply online, and may perform all aspects of registration and record management online, including class registration, dropping or adding a course, withdrawing from

classes, selecting variable unit levels of enrollment, selecting a grade option for a course, purchasing a parking permit, or paying their fees. Many aspects of the financial aid process may be completed and monitored online, and students may opt-in to receive financial aid information/notifications via email. Extensive links to external financial aid resources are also available online, through the Financial Aid webpage. Students may access the Skyline College bookstore and purchase their books and supplies online.

Skyline College also offers academic advising and counseling online, via Electronic Counseling Services (ECS). Although any student may use electronic counseling services, ECS is particularly helpful to distance learners and to students who may find it difficult to make counseling appointments at times convenient for them. ECS is available through internet, email, fax, telephone, voice mail, and in-person appointments when necessary and includes the full range of counseling services with the exception of psychological services.

Skyline College continues to meet the student support services component of this standard by ensuring access across modalities to quality programs and services, providing professional development to support staff for ongoing capacity building for meeting the constantly evolving needs of distance learning students, and utilizing current data (including the *Community College Survey of Student Engagement* and data compiled by the Office of Planning, Research, and Institutional Effectiveness, among others) for continuous improvement of support services across modalities.

Evidence

Skyline College Student Support Services

<http://www.skylinecollege.edu/student-services/index.php>

Office of Planning, Research, and Institutional Effectiveness

<http://www.skylinecollege.edu/prie/>

C. Library and Learning Support Services

Extensive online learning resources and the expertise of faculty librarians combine to augment the educational experience of both distance and onsite learners. Library and other support services for students are sufficient to support the institutions' instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Skyline College faculty librarians select and maintain a comprehensive array of online academic databases, and provide both onsite and remote support to students in accessing and effectively utilizing these learning resources. The databases are accessible off-campus with a library card barcode and PIN, which also serves to authenticate student identity. Librarians provide additional remote support via the “**Ask a Librarian**” link. **The Learning Center at Skyline College** offers online tutoring in the evenings to facilitate access for online learners and students with multiple daytime commitments, and a virtual Writing and Reading Lab that provides online writing and grammar guides, advice on research and documentation, and valuable website links.

Skyline College provides additional learning support through **DegreeWorks**, an online academic advising and degree application system that enables students to track their degree progress and course work, and to track what transfer requirements they still need to meet in the CSU General Education and IGETC patterns.

Skyline College continues to meet the library and learning support services component of this standard by providing both distance and onsite learners with extensive, varied, and high quality library and learning support resources, and providing faculty and student support expertise and educational equipment and materials that directly contribute to the achievement of student learning.

Evidence:

Appendix O: *Skyline College Integrated Budgeting and Planning Calendar*

Compendium of Committees

<http://www.skylinecollege.edu/collegecouncil/compendiumofcommittees.php>

SMCCCD Distance Education Advisory Committee (DEAC)

<http://www.smccd.edu/edservplan/deac/default.shtml>

Skyline College Technology Advisory Committee (TAC)

<http://www.skylinecollege.edu/technologyadvisorycommittee/>

Standard III: Resources

Skyline College has sufficient human, physical, technology, and financial resources to sustain quality and effective distance education programs. The institution employs qualified personnel to support student learning programs and services in all modalities, and provides faculty who have been approved to teach in the online instruction mode with appropriate pedagogical and technological training. Human, physical, technology, and financial resource planning are all integrated with institutional planning, and are regularly assessed in order to ensure the integrity and quality of Skyline College's programs and services.

A. Human Resources

In an effort to continuously enhance our human resources, Skyline College engages in an integrated planning process that is both participatory and transparent. Guided by the College's strategic priorities, mission-vision-values, and goals; each stage of this integrated process incorporates multiple voices, promotes equity and excellence, and utilizes promising practices that maximize institutional effectiveness and student success.

The institution employs qualified personnel to continuously improve institutional effectiveness and student learning outcomes, and continually strengthen student learning programs and services for all learners. Skyline College's recruitment, hiring, retention, and ongoing professional development principles and practices are designed to attract a diverse, talented, engaged faculty and staff who are committed to student success for all learners. The *Skyline College Human Resources Plan: Staffing for Student Success* provides additional detail

about our integrated planning for Human Resources, position allocation and prioritization, constituent participation in the process, equity and excellence in staffing, and the College's commitment to ensuring "sufficient" staffing at all levels while also striving for a standard of excellence/ideal staffing above that minimum standard. Personnel are treated equitably, evaluated regularly and systematically, and provided with opportunities for professional development.

Skyline College staffing and training practices are supplemented by technological and training support from the District to ensure proficiency and expertise in distance education that supports the learning needs of our students, the teaching excellence of our faculty, and the knowledgeable support of our staff. **Once faculty members have obtained the necessary approvals (described in Section B.2) for offering a new or modified course in the online mode of instruction; which includes demonstrated compliance with Title 5 and Higher Education Opportunity Act (HEOA) regulations (described in Sections B.2 and D.2); the College provides the following training to ensure a firm understanding of best practices in online pedagogy and technology:**

- Training/certification in *Structured Training for Online Teaching* (STOT), offered through the District as a two-part workshop series;
- Training in both Moodle/WebAccess, provided through the Skyline College CTTL;
- Training in online pedagogy/andragogy, provided through the Skyline College CTTL;
- Opportunities to experiment with and receive coaching/instruction in a wide range of technological tools for effective online teaching and learning, through the CTTL Learning Space;
- Ongoing peer mentoring opportunities and structured workshops through the CTTL, as described in **Section C.2**; and,
- A database of online tutorials through iTunesU, accessible at <http://www.smccd.net/accounts/ctl/WebAccess/index.html#tut>

This training supports Skyline College faculty teaching in the online mode to build/increase capacity to effectively implement the teaching theories and methodologies currently embraced by the online teaching community, and utilize the appropriate software and hardware that will aid in successful delivery of innovative online courses.

The District Office of Human Resources supports all hiring; including orientation for hiring committees; which, among other functions, helps ensure transparency and clarity in position descriptions and advertising of positions. **Section D. 2** of this document further details both Skyline College staffing and District support that is specific to ensuring that distance learning needs are thoroughly supported.

Evidence:

Appendix K: *Skyline College Distance Education Handbook*

Skyline College Human Resources Plan: Staffing for Student Success

<http://www.skylinecollege.edu/prie/resources.php>

District Office of Human Resources

<http://www.smccd.edu/accounts/smccd/departments/humanresources/default.shtml>

Center for Transformative Teaching and Learning (CTTL)

<http://www.skylinectl.org>

Student Learning Outcomes Assessment Cycle (SLOAC)

<http://www.skylinecollege.edu/sloac/>

Office of Planning, Research, and Institutional Effectiveness (PRIE)

<http://www.skylinecollege.edu/prie/>

B. Physical Resources

Physical resources which include facilities, equipment, land, and other assets, support student learning programs and services, and improve institutional effectiveness. Skyline College integrates physical resource planning with institutional planning. **The College provides safe and sufficient physical resources that support and assure the integrity and quality of programs and services for both distance and onsite learners.** In order to ensure the ongoing effectiveness and quality of these resources, the College uses multiple measures, including Program Review, the Educational and Facilities Master Planning Project (EFMPP), the District Facilities Master Plan, and the College Technology Plan.

Through the individual Program Review Process, divisions and programs identify facility and equipment needs based on their mission and consistent with achieving student and program learning outcomes. Equipment requests are forwarded to the appropriate Vice President, and facility needs are forwarded to the President's Cabinet, where projects are prioritized. Based on cost, priority, and/or need, certain projects are completed immediately while others are placed in a capital project category. Funding of capital projects utilizes the Educational and Facilities Master Planning Project, through a process which ensures that new facilities and building modernization projects are consistent with institutional mission-vision-values and goals. After being vetted by the EFMPP, capital projects are forwarded to the District and placed on the District Facilities Master Plan.

Evidence:

Appendix P: *Skyline College Technology Plan 2012-2015*

Comprehensive Program Review

<http://www.skylinecollege.edu/programreview/>

Annual Program Planning

<http://www.skylinecollege.edu/annualprogramplanning/index.php>

Educational and Facilities Master Planning Project (EFMPP)

<http://www.skylinecollege.edu/prie/educationfacilities.php>

District Facilities Master Plan

<http://www.smccd.edu/accounts/smccd/departments/facilities/masterplan.shtml>

C. Technology Resources

Skyline College utilizes appropriate technology resources to improve institutional effectiveness and to support student learning programs and services for both onsite and online learners. Technology planning is integrated with institutional planning, and is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In collaboration with the district, the College provides a robust technology infrastructure and technology resources that includes: smart classrooms; 100% campus wireless Internet access coverage; program-specific instructional computer labs; Student Services, Career, and Transfer computer labs; and a comprehensive set of both administrative software services and student-enabling software services that support both online and onsite learners.

The *Skyline College Education Master Plan 2013-2019*

(<http://skylinecollege.edu/prie/educationmasterplan.php>) and *Skyline College Technology Plan* (Appendix P) provide the overarching doctrines for all decisions about technology. The identification of instructional and administrative technology needs and priorities is a collaborative process and is addressed throughout various stages of the integrated planning and budget cycle. District ITS also plays a critical role in identifying campus instructional and administrative needs and trends. The College provides ongoing capacity building and professional development opportunities for faculty and staff.

Evidence:

Appendices K & P

Appendix K: *Skyline College Distance Education Handbook*

Appendix P: *Skyline College Technology Plan 2012-2015*

Skyline College Education Master Plan 2013-2019

<http://www.skylinecollege.edu/prie/index.php>

District Information Technology Services (ITS)

<http://www.smccd.edu/accounts/smccd/departments/its/>

D. Financial Resources

Skyline College has sufficient financial resources to support its student learning programs and services and to improve institutional effectiveness. Through sound fiscal management and strong leadership, the College has maximized resources and continues to demonstrate a reasonable expectation of both short-term and long-term solvency and stability. The San Mateo County Community College District is also in sound fiscal shape, and the distance learning resources provided by both the College and the district remain stable and sufficient. Further detail has been provided in sections D.5 and D.6 of this document.

Financial planning at the College is conducted through an integrated, well-documented, and participatory process that involves all constituencies and is grounded in Skyline College's mission-vision-values. Independent external audits are conducted annually. The results of the audits are reported to the Board of Trustees and audit reports are posted on the District website. The District utilizes the California Community College Sound Fiscal Management Self-Assessment Checklist as a barometer for the fiscal health of the institution and as a guide to maintain long-term and short-term financial stability.

Standard IV: Leadership and Governance

A. Decision-making Roles and Processes

Skyline College is fundamentally committed to education as an ideal, and to the empowerment and fulfillment of all learners. The College enacts a level of participatory governance that reflects the College's "students first" philosophy and engage in this process with mutual respect between constituencies and appreciation for the diversity of perspectives and ideas, histories and experiences, cultures and abilities. Because we believe that students' success is inextricably linked to our success in governance and planning, the College strives to make the best decisions at optimal times in order to best serve the students at every stage of their educational journey.

Participatory governance and planning are guided by the College's mission-vision-values and goals and, when successful, result in the accomplishment of the institutional learning outcomes and strategic priorities. Participatory governance and planning are designed to facilitate broad-based engagement that fosters innovation and collaboration. The result is outstanding programs and services for the Skyline College community.

B. Board and Administrative Organization

As discussed in section B.2, the Board of Trustees provides the final level of approval for all onsite and online courses once they have advanced through the proper channels at each of the three colleges. All degrees and certificates included in this proposal have been approved by the Board of Trustees and comply with state and federal regulations for distance education.

**Appendix A:
Skyline College
Degrees Substantially Available through Distance Learning**

Associate degrees with 50% or more of required units available through courses approved for distance learning (DL) mode. Degree requirements are from the 2012-13 Catalog.

A: Associate in Arts/Associate in Science Degrees (AA/AS)

DL availability = $100 * (\text{DL Units}) / (\text{Required Degree Units})$

Notes:

1. All associate degree specific area and general education requirements, including one of two required physical education courses, are available in DL mode.
2. DL availability is calculated assuming minimum units for Associate Degree areas (27 plus two Physical Education activity courses); the total number of Associate Degree requirement units is 27 plus two Physical Education courses, out of which 27 units and one Physical Education activity course are available in DL. Because the total units for two Physical Education activity courses can range from 1.0 to 3.0 and the available DL activity course (FITN 199) is 2.0 units, the units for the Physical Education requirement are not included in either the Associate Degree Requirements unit total or the Available DL Associate Degree Units so as not to inflate either unit value.
3. Elective units are assumed to be available through DL. Electives are calculated as follows: 60 required units – (major units required + Associated Degree units required).
4. Degree Units is the greater of 60 and (major units +27 general education units). Where this results in Degree Units > 60, the total is adjusted to allow excess major units to apply toward general education where appropriate.
5. DL availability is calculated as $100 * (\text{Available DL degree units} / \text{Degree Units})$. Available DL degree units are the sum of available DL major units + available DL Associate Degree requirement units (27) + electives.

AA/AS Degrees substantially available through DL: 31 (of 37 degrees in the 2012-2013 Catalog).

The only majors that do not meet the 50% threshold for substantial availability through DL are those requiring 31 or more major units that are not available through DL.

Degree	Major Units	DL Major units	DL Degree Units	Degree Units	% of DL Availability
Accounting, AS	37.0	35.0	27.0	60	100.0%
Administration of Justice, AA	27.0	0.0	27.0	60	55.0%
Allied Health Science, AS	20.0	7.0	27.0	60	78.3%
Art, AA	18.0	15.0	27.0	60	95.0%
Asian Studies, AA	27.0	9.0	27.0	60	70.0%
Biotechnology, AS	24.0	0.0	27.0	60	60.0%
Business Administration, AS	32.0	29.0	27.0	60	95.0%
Business Management, AS	41.0	35.0	27.0	60	100.0%
Communication Studies, AA	18.0	3.0	27.0	60	75.0%
Dance, AA	21.5	6.0	27.0	60	74.2%
Early Childhood Education, AS	24.0	3.0	27.0	60	65.0%
English, AA	18.0	18.0	27.0	60	100.0%
Family and Consumer Sciences, AS	27.0	6.0	27.0	60	65.0%
Fashion Merchandising, AS	30.0	5.0	27.0	60	58.3%
International Logistics, AS	39.0	39.0	27.0	60	100.0%
International Studies, AA	27.0	12.0	27.0	60	75.0%
International Trade, AS	35.5	35.5	27.0	60	100.0%
Journalism, AA	24.0	6.0	27.0	60	70.00%

Degree	Major Units	DL Major units	DL Degree Units	Degree Units	% of DL Availability
Lawyer's Assistant, AS	38.0	22.0	27.0	60	81.7%
Medical Transcriptionist, AS	24.0	15.0	27.0	60	85.0%
Multimedia Technology, AS	37.0	35.5	27.0	60	100.0%
Natural Science, AS	18.0	0.0	27.0	60	70.0
Office Management, AS	40.0	26.5	27.0	60	89.2%
Interdisciplinary Studies, Option 1, Skyline College Pattern, AA:					
- Arts & Humanities Emphasis	18.0	18.0	27.0	60	100.0%
- Health & Physical Education Emphasis	18.0	9.0	27.0	60	85.0%
- Letters & Science Emphasis	18.0	12.0	27.0	60	90.0%
- Organizational Structures Emphasis	18.0	15.0	27.0	60	95.0%
- Social & Behavioral Sciences Emphasis	18.0	18.0	27.0	60	100.0%
- Social & Natural Sciences Emphasis	18.0	9.0	27.0	60	85.0%
Mathematics, AA	24.0	3.0	27.0	60	65.0%
Music, AA	28.0	9.0	27.0	60	68.3%
Paralegal, Legal Assistant, AA	27.0	15.0	27.0	60	80.0%
Physical Education, AA	18.0	6.0	27.0	60	80.0%

Degree	Major Units	DL Major units	DL Degree Units	Degree Units	% of DL Availability
Psychology, AA	21.0	18.0	27.0	60	95.0%
Spanish, AA	22.0	0.0	27.0	60	63.3%
Surgical Technology, AA	30.0	0.0	27.0	60	50.0%

B: Associate in Arts for Transfer/Associate of Science for Transfer Degrees (AA-T/AS-T)

DL availability = $100 * (\text{DL Units}) / (\text{Required Degree Units})$

Notes:

1. All Associate Degrees for Transfer require a minimum of 60 CSU-transferable semester units.
2. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major. Students must complete the major coursework specified for the AA-T/AS-T. In some cases these courses will also fulfill GE requirements ("double-counting").
3. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth), 39 units.
4. DL availability is calculated assuming minimum units for general education areas (39 units); the total number of general education units is taken as 39 out of which 33 are available in DL.
3. Elective units are assumed to be available through DL. Electives are calculated as follows: 60 required units – (major units required + GE units required).
5. DL availability is calculated as $100 * (\text{Available DL degree units} / \text{Degree Units})$. Available DL degree units are the sum of available DL major units + available DL GE units (33) + electives.

AA-T/AS-T Degrees substantially available through DL: 15 (of 15 degrees, 6 approved and 9 pending State Chancellor's Office approval).

Degree	CSU-GE Units	DL CSU-GE Units	Major Units	DL Major Units	Available DL Degree Units	Degree Units	% of DL Availability
Administration of Justice, AS-T *	39.0	33.0	18.0	6.0	42.0	60	70.0%
Art History, AA-T *	39.0	33.0	18.0	12.0	48.0	60	80.0%
Business Administration, AS-T	39.0	33.0	26.0	26.0	59.0	60	98.3%
Communication Studies, AA-T *	39.0	33.0	18.0	3.0	39.0	60	65.0%
Early Childhood Education, AS-T	39.0	33.0	24.0	3.0	36.0	60	60.0%
English, AA-T*	39.0	33.0	18.0	12.0	48.0	60	80.0%
Geology, AS-T *	39.0	33.0	28.0	0.0	33.0	60	55.0%
History, AA-T*	39.0	33.0	18.0	12.0	48.0	60	80.0%
Journalism, AA-T *	39.0	33.0	18.0	6.0	42.0	60	70.0%
Kinesiology, AS-T	39.0	33.0	22.0	7.0	40.0	60	66.7%
Mathematics, AS-T	39.0	33.0	21.0	4.0	37.0	60	61.7%
Music, AA-T *	39.0	33.0	24.0	0.0	33.0	60	55.0%
Physics, AS-T	39.0	33.0	27.0	0.0	33.0	60	55.0%
Psychology, AA-T	39.0	33.0	18.0	15.0	51.0	60	85.0%
Studio Arts, AA-T *	39.0	33.0	24.0	6.0	39.0	60	65.0%

* Pending State Chancellor's Office approval.

Appendix B:
Skyline College
Certificates Substantially Available through Distance Learning

Certificates with 50% or more of required units available through courses approved for distance learning (DL) mode. Certificate requirements are from the 2012-2013 Catalog.

DL availability = $100 * (\text{DL Units}) / (\text{Required Units})$

Certificates of Achievement (CA), Certificates of Specialization (CS), and Career Certificates (CC) substantially available through DL: 21 (of 55 certificates in the 2012-2013 Catalog).

Certificate	Major Units	DL Major Units	% of DL Availability
Accounting, CA	21.5	21.5	100.0%
Accounting Computer Specialist, CC	10.5	9.0	85.7%
Asian Business Practices, CS	12.0	12.0	100.0%
Business Administration, CA	29.0	26.0	89.7%
Business Management, CA	31.0	28.0	90.3%
Computer Information Specialist, CA	24.0	22.5	93.8%
Entrepreneurship, CC	9.0	6.0	66.7%
General Supervision, CA	22.5	21.0	93.3%
Import and Export, CA	12.0	12.0	100.0%
International Business, CA	12.0	12.0	100.0%
International Logistics: Customs Broker, CC	9.0	9.0	100.0%
International Logistics: Air Freight Forwarding, CA	12.0	12.0	100.0%
International Logistics: Ocean Freight Forwarding, CA	12.0	12.0	100.0%
International Trade, CA	18.0	18.0	100.0%
Legal Aspects of International Business, CA	12.0	12.0	100.0%

Certificate	Major Units	DL Major Units	% of DL Availability
Medical Office Assistant, CA	15.0	8.0	53.3%
Medical Transcriptionist, CA	24.0	15.0	62.5%
Multimedia Technology, CA	20.0	18.5	92.5%
Office Assistant, CA	18.0	11.5	63.9%
Office Management, CA	24.0	19.5	81.3%
Paralegal: Legal Assistant, CA	27.0	15.0	55.6%

**Appendix C:
Skyline College
Associate in Arts/Science Degree Requirements
General Education and other Requirements
Available through Distance Learning**

Graduation from Skyline College with the Associate in Arts (AA) Degree or the Associate in Science (AS) Degree is based on completion of 60 units including the requirements "A" through "F" listed below:

A. RESIDENCE REQUIREMENT

Either 12 units or 50% of the units applied to the major, whichever is fewer, must be completed at Skyline College.

DL Options: [More than 12 units are available.](#)

B. SCHOLARSHIP REQUIREMENT

A minimum 2.00 grade point average is required in all degree-applicable coursework.

DL Options: [Independent of delivery mode.](#)

C. MAJOR REQUIREMENT

A minimum of 18 units must be completed in a major. Some majors require the completion of more than 18 semester units. In addition to completing the course and unit requirements for the major, a student must:

- Complete with a grade of "C" or better (or Pass) all courses used to satisfy both core and elective requirements for the major.
- Complete 12 units or 50% of the units required for the major, whichever is fewer, at Skyline College.

DL Options: [See Appendix D.](#)

D. BASIC COMPETENCY REQUIREMENTS

1. Writing/Reading

Satisfactory completion of English 100 or English 105, or equivalent, or higher.

DL Options: [ENGL 100, 110, 165](#)

2. Mathematics/Quantitative Reasoning:

- a. Eligibility for Math 130, 150, 200, 201 or 241 or higher as determined by a Skyline College approved placement test; or
- b. Satisfactory completion of Math 120 or equivalent, or higher; or

- c. Satisfactory completion of any course having at least Math 120 (Intermediate Algebra) as a prerequisite.

DL Options: MATH 120, 200, 201

3. Information Literacy

- a. Satisfactory completion of a Skyline College English 100 course or Skyline College English 105 course taken Fall 2011 or thereafter; or
- b. Satisfactory completion of the Skyline College online "Information Literacy Tutorial" (Consult the Skyline Library website at <http://www.skylinecollege.edu/library> for details on completing the online tutorial.); or
- c. Satisfactory completion of an equivalent college-level information literacy or information competency course or requirement.

DL Options: ENGL 100

E. SPECIFIC AREA REQUIREMENTS

1. American History and Institutions

One course of 3 units from Group A and either Group B1 or Group B2 for a total of 6 units. One course may be applied to the General Education requirement in Social Sciences.

a. U.S. History & U.S. Government

DL Options: HIST 201, 202

b1. State & Local Government

DL Options: HIST 240

b2. U.S. Government/State & Local Government

DL Options: None available

2. English

Two courses (minimum of 6 units). One of these courses may be the English course which fulfills the General Education "Language and Rationality" requirement.

DL Options: ENGL 100, 110, 165; LIT. 101, 113, 251, 265, 373, 432

3. Physical Education (Kinesiology)

Two activity courses in Physical Education (Kinesiology) are required; however, this requirement may be waived or modified for students in the following categories:

- a. Graduates of accredited community colleges, other colleges, or universities.

- b. Veterans with one or more years of service who have submitted a DD214.
- c. Persons who successfully petition the Dean of Kinesiology, Dance and Athletics for a medical waiver or modification based on being restricted or unable to successfully complete any of the curricular offerings as certified by a licensed physician due to a medical condition.

DL Options: FITN 199

4. **Ethnic and Cultural Diversity**

Students must complete a total of 3 units from either group listed below. The course may be applied to General Education requirements.

Group a. General

DL Options: BUS. 221; HIST 240

Group b. Area Studies

DL Options: ART 105, 120; BUS. 226; LIT. 116, 251, 265, 373

F. **GENERAL EDUCATION REQUIREMENTS**

Requirement: A minimum of 18 units with a minimum of 3 units each in Sections 1, 2, 3, 4a, and 4b. Balance of course work may be taken from any section (1 through 5).

1. **Natural Sciences**

Students fulfilling Associate degree requirements only may select Natural Science course(s) from Group a or b. Students fulfilling GE requirements for transfer must select two courses from the list, at least one of which must be selected from Group b.

Group a.

DL Options: BIOL 130, 140, 150

Group b. (Laboratory Courses)

DL Options: BIOL 110 [hybrid: DL lecture, on campus lab]

2. **Humanities**

DL Options: ART 101, 102, 105, 107, 115, 120, 130; DANC 100; ENGL 110, 161, 162; LIT. 101, 113, 116, 251, 265, 373, 416, 432; MUS. 100, 115, 202, 204, 275

3. **Social Sciences**

DL Options: BUS. 100, 101, 200, 201, 210; ECE. 201; ECON 100, 102; HIST 201, 202, 240, 310; PSYC 100, 110, 200, 201, 410; SOCI 110

4. Language and Rationality

A minimum of 2 courses, one from Group a. and one from Group b.

Group a. English Composition

DL Options: ENGL 100, 110, 165

Group b. Communication and Analytical Thinking

DL Options: ACTG 100, 121, 131; BUS. 103, 123; MATH 120, 200, 201;
PHIL 103; PSYC 171

5. Personal Development

Up to 3 units of course work in Section 5 may be applied towards completion of General Education Requirements, or students may select an additional 3 units of General Education from areas 1-4 above.

DL Options: CRER 650; FITN 199; P.E. 152, 301

**Appendix D:
Skyline College
Majors Substantially Available through Distance Learning**

Majors with 50% or more of required major units available through courses approved for distance learning (DL) mode. Major requirements are from the 2012-2013 Catalog. Where a major has a range of units, the minimum units required are indicated.

DL availability = $100 * (\text{DL Units}) / (\text{Required Units})$

Majors substantially available through DL: 24 (of 48 majors in the 2012-2013 Catalog) and 3 proposed Associate Degrees for Transfer (of 9 AA/AS-T's pending approval at the State Chancellor's Office).

Majors	Major Units	DL Major Units	% of DL Availability
Accounting, AS	37.0	35.0	94.6%
Art, AA	18.0	15.0	83.3%
Art History, AA-T *	18.0	12.0	66.7%
Business Administration, AS	32.0	29.0	90.6%
Business Administration, AS-T	26.0	26.0	100.0%
Business Management, AS	41.0	35.0	85.4%
English, AA	18.0	18.0	100.0%
English, AA-T *	18.0	12.0	66.7%
History, AA-T *	18.0	12.0	66.7%
Interdisciplinary Studies, Option 1, Skyline College Pattern, with an Emphasis in Arts & Humanities, AA	18.0	18.0	100.0%
Interdisciplinary Studies, Option 1, Skyline College Pattern, with an Emphasis in Health & Physical Education, AA	18.0	9.0	50.0%
Interdisciplinary Studies, Option 1, Skyline College Pattern, with an Emphasis in Letters & Science, AA	18.0	12.0	66.7%
Interdisciplinary Studies, Option 1, Skyline College Pattern, with an Emphasis in Organizational Structures, AA	18.0	15.0	83.3%
Interdisciplinary Studies, Option 1, Skyline College Pattern, with an Emphasis in Social & Behavioral Sciences, AA	18.0	18.0	100.0%
Interdisciplinary Studies, Option 1, Skyline College Pattern, with an Emphasis in Social & Natural Sciences, AA	18.0	9.0	50.0%
International Logistics, AS	39.0	39.0	100.0%

Majors	Major Units	DL Major Units	% of DL Availability
International Trade, AS	35.5	35.5	100.0%
Lawyer's Assistant, AS	38.0	22.0	57.9%
Medical Transcriptionist, AS	24.0	15.0	62.5%
Multimedia Technology, AS	37.0	35.5	95.9%
Office Management, AS	40.0	26.5	66.3%
Paralegal, Legal Assistant, AA	27.0	15.0	55.6%
Psychology, AA	21.0	18.0	85.7%
Psychology, AA-T	18.0	15.0	83.3%

* Pending State Chancellor's Office approval.

Appendix E:
Skyline College
California State University General Education Pattern (CSU-GE)
Availability through Distance Learning

A student may complete 85% of the CSU-GE pattern through the distance learning mode.

Area A – Communication Skills & Critical Thinking **9 units required**
One course required from each area: A1, A2 and A3.

A1 – Oral Communication: None available
A2 – Written Communication: ENGL 100, 110
A3 – Critical Thinking: ENGL 100, 110, 165; PHIL 103

Area B – Natural Science & Mathematics **9 units required**
One course required from Physical Science B1, Life Science B2, and Quantitative Reasoning B4. Must include one lab course from Area B1, B2 or B3 (indicated by asterisk*).

B1 – Physical Science: None available
B2 – Life Science: BIOL 110*, 130, 140, 150
B3* – Lab course: BIOL 110* (lecture online, lab on campus)
B4 – Quantitative Reasoning: BUS. 123; MATH 200, 201

Area C – Arts, Literature, Philosophy & Languages **9 units required**
Three courses required, to include at least one course from Arts and one from Humanities.

C1 – Arts: ART 101, 102, 105, 107, 115, 120, 130; DANC 100; MUS. 100, 115, 202, 204, 275
C2 – Humanities: ENGL 110, 161; LIT. 101, 113, 116, 251, 265, 373, 416, 432

Area D – Social, Political & Economic Institutions **9 units required**
Must include one course from D1 and one course from either D2a or D2b to satisfy U.S. History, Constitution & American Ideals requirement. **Note:** Group D2b completes the U.S. History, Constitution & American Ideals requirement for students who have satisfied **only** the U.S. History part of the requirement at another institution.

D1 – U.S. History & U.S. Government: HIST 201, 202
D2a – State & Local Government: HIST 240, 310
D2b – U.S. Government/State & Local Government: None available

D3 – Social Institutions: BUS. 100, 101, 200, 210; ECE. 201; ECON 100, 102; PSYC 100, 110, 200, 201, 410; SOCI 110

Area E – Lifelong Understanding & Self Development **3 units required**

Maximum one unit applicable from Area E2. Must complete minimum of two units in Area E1 for a total of three units.

E1: ECE. 201; PSYC 200, 201

E2: None available

Appendix F: Trends--Enrollments and Distance Education Faculty

**Table 1 - Total Distance Education Enrollment
 Fall and Spring semesters from 2009/10 - 2011/12**

Year	# of DE enrollments
2009/10	5,077
2010/11	5,333
2011/12	6,691
Total	17,101

Increase of 132 percent over the three years.

Projections	
2012/13	7,314
2013/14	8,121

Projected increase of 160 percent over five years.

**Table 2 - Total Online Enrollment
 Fall and Spring semesters from 2009/10 - 2011/12**

Year	# of online enrollments
2009/10	5,077
2010/11	5,333
2011/12	6,113
Total	16,523

Increase of 120 percent over the three years.

Projections	
2012/13	6,544
2013/14	7,062

Projected increase of 140 percent over five years.

**Table 3 - Average enrollment in a distance education course
 Fall and Spring semesters from 2009/10 - 2011/12**

Year	Average course enrollment
2009/10	35.22
2010/11	36.36
2011/12	35.08
Total	33.59

**Table 4 - Percent of enrollment that is distance education,
 Fall and Spring semesters from 2009/10 - 2011/12**

Term	Non Distance Education Enrollment	Distance Education Enrollment
Fall 2009	91.3%	8.7%
Fall 2010	90.6%	9.4%
Fall 2011	88.3%	11.7%
Spring 2010	90.7%	9.3%
Spring 2011	90.3%	9.7%
Spring 2012	88.0%	12.0%

**Table 5 - Number of faculty teaching distance education per year
 2009/10 - 2011/12**

Year	# of faculty
2009/10	36
2010/11	38
2011/12	53

Appendix G: Distance Education Enrollment History (Fall and Spring Semesters)

**Table 6 - Distance Education Enrollment History, 2009/10 - 2011/12
 (Fall and Spring semesters only)**

Course	Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012	Total
ACTG 100	33	27	27	31	23	38	179
ACTG 103	0	0	32	0	0	25	57
ACTG 121	41	51	43	35	67	45	282
ACTG 131	0	0	34	0	0	46	80
ACTG 194	71	41	38	36	45	33	264
ACTG 196	33	34	14	38	32	16	167
ARBC 111	0	0	27	0	0	36	63
ART 101	44	42	41	0	46	48	221
ART 102	0	0	36	42	0	53	131
ART 105	0	39	36	0	0	0	75
ART 107	0	0	38	0	0	0	38
ART 130	0	0	41	0	0	0	41
BIOL 110	0	0	54	0	0	0	54
BIOL 140	46	45	0	37	50	50	228
BIOL 150	0	45	75	0	67	91	278
BUS. 100	79	83	37	69	39	34	341
BUS. 103	80	45	89	0	0	86	300
BUS. 123	40	33	31	33	38	36	211
BUS. 200	29	37	22	35	0	0	123
BUS. 210	0	0	0	29	35	29	93
BUS. 221	0	0	0	27	27	32	86
BUS. 226	31	34	0	0	0	0	65
BUS. 230	29	30	0	0	0	0	59
BUS. 241	0	0	0	27	29	28	84
BUS. 243	0	0	0	29	28	39	96
BUS. 245	0	0	0	0	0	0	0
BUS. 246	31	0	33	0	0	0	64
BUS. 248	0	0	0	28	28	25	81
BUS. 249	25	26	13	27	17	0	108

Appendix G: Distance Education Enrollment History (Fall and Spring Semesters)

Table 6 - Distance Education Enrollment History, 2009/10 - 2011/12 (Continued)
 (Fall and Spring semesters only)

Course	Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012	Total
BUS. 258	30	21	0	8	0	30	89
BUS. 261	17	0	5	12	10	32	76
BUS. 262	21	11	0	0	0	16	48
BUS. 263	0	0	7	13	12	23	55
BUS. 267	0	0	17	7	15	0	39
BUS. 268	0	8	9	0	11	0	28
BUS. 279	0	0	16	25	25	36	102
BUS. 476	0	0	0	43	71	47	161
BUS. 485	26	28	33	38	47	37	209
CAOT 100	57	51	57	53	56	61	335
CAOT 101	23	23	16	37	32	59	190
CAOT 200	30	70	38	32	40	35	245
CAOT 201	33	33	19	31	27	34	177
CAOT 214	28	32	25	33	32	33	183
CAOT 215	34	40	24	32	30	20	180
CAOT 222	31	38	38	41	28	31	207
CAOT 223	29	37	25	30	24	37	182
CAOT 225	49	45	44	46	47	48	279
CAOT 226	46	53	48	44	36	51	278
CAOT 230	41	44	40	42	36	45	248
CAOT 231	33	22	26	27	20	19	147
CAOT 301	39	33	39	32	34	34	211
CAOT 403	40	38	23	27	32	39	199
CAOT 404	34	34	18	30	27	26	169
CAOT 410	37	42	32	35	26	37	209
CAOT 411	37	36	23	26	28	0	150
CAOT 412	16	28	0	21	26	9	100
CAOT 413	11	12	0	22	14	7	66
CAOT 416	16	26	25	0	0	0	67

Appendix G: Distance Education Enrollment History (Fall and Spring Semesters)

Table 6 - Distance Education Enrollment History, 2009/10 - 2011/12 (Continued)
 (Fall and Spring semesters only)

Course	Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012	Total
CHIN 111	0	0	69	0	0	0	69
CHIN 112	0	0	0	0	0	20	20
COMP 412	12	10	0	17	12	1	52
COMP 413	8	12	0	8	11	1	40
COOP 670	11	5	0	7	0	35	58
CRER 100	0	0	0	0	0	0	0
CRER 410	0	0	0	0	0	0	0
ECE. 201	0	22	19	29	40	22	132
ECON 100	37	38	35	37	37	33	217
ECON 102	39	40	37	40	47	40	243
ENGL 100	51	48	110	100	85	81	475
ENGL 110	89	86	97	72	89	88	521
ENGL 161	0	0	0	0	0	0	0
ENGL 165	27	0	29	20	23	27	126
ENGL 875	0	0	39	0	38	34	111
FILI 110	0	0	41	0	0	0	41
FILI 111	0	0	39	0	0	0	39
FILI 112	0	0	0	0	0	16	16
FITN 110	0	0	0	0	0	0	0
FITN 199	0	0	98	0	0	114	212
HIST 201	44	37	81	65	75	77	379
HIST 202	0	0	34	0	0	52	86
HIST 310	75	67	64	58	88	0	352
HSCI 484	39	53	53	42	81	71	339
LEGL 671	0	22	2	0	15	20	59
LIT. 101	0	0	0	0	30	0	30
LIT. 251	0	0	0	33	0	0	33
LIT. 265	0	28	0	0	0	0	28
LIT. 373	0	0	0	0	0	19	19

Appendix G: Distance Education Enrollment History (Fall and Spring Semesters)

Table 6 - Distance Education Enrollment History, 2009/10 - 2011/12 (Continued)
 (Fall and Spring semesters only)

Course	Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012	Total
LIT. 432	24	0	26	0	0	0	50
LSKL 853	0	0	33	0	0	0	33
MATH 120	84	64	77	93	85	88	491
MATH 200	77	97	87	148	146	89	644
MATH 201	0	0	22	0	0	27	49
MUS. 100	62	58	59	53	60	57	349
MUS. 202	43	49	50	44	47	47	280
MUS. 204	41	38	38	0	0	0	117
MUS. 275	39	39	26	40	38	0	182
P.E. 152	0	0	0	36	39	46	121
PHIL 103	46	44	42	0	0	35	167
PSYC 100	40	37	94	43	42	83	339
PSYC 110	66	61	70	75	65	82	419
PSYC 200	149	99	139	105	121	141	754
PSYC 201	0	23	15	24	48	24	134
PSYC 410	0	0	40	0	0	0	40
R.E. 100	0	0	0	0	0	0	0
R.E. 110	0	0	0	0	0	0	0
RPTH 448	0	0	0	0	0	0	0
SOCI 110	54	59	71	51	61	72	368
SPAN 110	0	0	87	0	0	97	184
SPAN 111	0	0	39	0	0	0	39
SPAN 112	0	0	0	0	0	22	22
SPAN 120	0	0	28	0	0	33	61
SPAN 130	0	0	0	0	0	24	24
WELL 760	0	0	0	0	0	39	39
Total	2,527	2,553	3,298	2,550	2,780	3,393	17,101

Appendix G:
Distance Education Enrollment History (Summer Semesters)

**Table 7 - Distance Education Enrollment History, 2009/10 - 2011/12
 (summers only)**

Course	Summer 2009	Summer 2010	Summer 2011	Total
ACTG 194	34	33	32	99
ACTG 196	0	21	26	47
ART 101	91	72	73	236
BIOL 140	0	53	66	119
BUS. 100	61	35	57	153
BUS. 103	0	49	44	93
BUS. 123	59	0	0	59
BUS. 245	0	0	19	19
BUS. 249	25	0	0	25
BUS. 258	0	22	12	34
BUS. 262	0	0	10	10
BUS. 268	0	1	0	1
BUS. 279	28	0	0	28
BUS. 485	24	15	27	66
CAOT 100	0	23	13	36
CAOT 101	0	10	9	19
CAOT 200	27	35	29	91
CAOT 214	26	37	29	92
CAOT 222	16	29	21	66
CAOT 225	46	36	37	119
CAOT 226	42	0	0	42
CAOT 230	35	0	28	63
CAOT 403	35	31	32	98
CAOT 410	32	26	32	90
CAOT 411	27	0	0	27
CRER 100	15	18	16	49
CRER 410	15	18	16	49
ECON 100	40	38	45	123
ECON 102	37	37	37	111
ENGL 100	38	39	62	139
ENGL 110	65	83	67	215
ENGL 161	0	0	28	28
ENGL 165	44	0	35	79
ENGL 875	37	0	0	37
FITN 110	19	20	0	39
HIST 201	130	63	56	249
HIST 202	0	0	69	69
HIST 310	92	71	82	245
HSCI 484	40	41	45	126
LIT. 101	0	0	28	28
LIT. 251	36	36	0	72
MATH 120	67	87	127	281
MATH 200	67	104	78	249
MUS. 100	62	51	58	171
MUS. 202	53	50	39	142
P.E. 152	0	74	37	111
PHIL 103	0	0	39	39
PSYC 100	0	66	83	149
PSYC 110	111	55	59	225
PSYC 200	190	119	112	421
PSYC 410	0	0	41	41
R.E. 100	56	100	82	238
R.E. 110	36	53	47	136
RPTH 448	9	0	0	9
SOCI 110	64	43	51	158
Total	1,931	1,794	2,035	5,760

**Appendix G:
 Online Enrollment History (Fall and Spring Semesters)**

**Table 8 - Online Courses Enrollment History, 2009/10 - 2011/12
 (Fall and Spring semesters only)**

Course	Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012	Total
ACTG 100	33	27	27	31	23	38	179
ACTG 103	0	0	32	0	0	25	57
ACTG 121	41	51	43	35	67	45	282
ACTG 131	0	0	34	0	0	46	80
ACTG 194	71	41	38	36	45	33	264
ACTG 196	33	34	14	38	32	16	167
ART 101	44	42	41	0	46	48	221
ART 102	0	0	36	42	0	53	131
ART 105	0	39	36	0	0	0	75
ART 107	0	0	38	0	0	0	38
ART 130	0	0	41	0	0	0	41
BIOL 110	0	0	54	0	0	0	54
BIOL 140	46	45	0	37	50	50	228
BIOL 150	0	45	75	0	67	91	278
BUS. 100	79	83	37	69	39	34	341
BUS. 103	80	45	89	0	0	86	300
BUS. 123	40	33	31	33	38	36	211
BUS. 200	29	37	22	35	0	0	123
BUS. 210	0	0	0	29	35	29	93
BUS. 221	0	0	0	27	27	32	86
BUS. 226	31	34	0	0	0	0	65
BUS. 230	29	30	0	0	0	0	59
BUS. 241	0	0	0	27	29	28	84
BUS. 243	0	0	0	29	28	39	96
BUS. 246	31	0	33	0	0	0	64
BUS. 248	0	0	0	28	28	25	81
BUS. 249	25	26	13	27	17	0	108
BUS. 258	30	21	0	8	0	30	89
BUS. 261	17	0	5	12	10	32	76

**Appendix G:
 Online Enrollment History (Fall and Spring Semesters)**

Table 8 - Online Courses Enrollment History, 2009/10 - 2011/12 (Conitnued)
 (Fall and Spring semesters only)

Course	Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012	Total
BUS. 262	21	11	0	0	0	16	48
BUS. 263	0	0	7	13	12	23	55
BUS. 267	0	0	17	7	15	0	39
BUS. 268	0	8	9	0	11	0	28
BUS. 279	0	0	16	25	25	36	102
BUS. 476	0	0	0	43	71	47	161
BUS. 485	26	28	33	38	47	37	209
CAOT 100	57	51	57	53	56	61	335
CAOT 101	23	23	16	37	32	59	190
CAOT 200	30	70	38	32	40	35	245
CAOT 201	33	33	19	31	27	34	177
CAOT 214	28	32	25	33	32	33	183
CAOT 215	34	40	24	32	30	20	180
CAOT 222	31	38	38	41	28	31	207
CAOT 223	29	37	25	30	24	37	182
CAOT 225	49	45	44	46	47	48	279
CAOT 226	46	53	48	44	36	51	278
CAOT 230	41	44	40	42	36	45	248
CAOT 231	33	22	26	27	20	19	147
CAOT 301	39	33	39	32	34	34	211
CAOT 403	40	38	23	27	32	39	199
CAOT 404	34	34	18	30	27	26	169
CAOT 410	37	42	32	35	26	37	209
CAOT 411	37	36	23	26	28	0	150
CAOT 412	16	28	0	21	26	9	100
CAOT 413	11	12	0	22	14	7	66
CAOT 416	16	26	25	0	0	0	67
COMP 412	12	10	0	17	12	1	52
COMP 413	8	12	0	8	11	1	40
COOP 670	11	5	0	7	0	35	58

Appendix G:
Online Enrollment History (Fall and Spring Semesters)

Table 8 - Online Courses Enrollment History, 2009/10 - 2011/12 (Conitnued)
(Fall and Spring semesters only)

Course	Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012	Total
ECON 100	37	38	35	37	37	33	217
ECON 102	39	40	37	40	47	40	243
ENGL 100	51	48	110	100	85	81	475
ENGL 110	89	86	97	72	89	88	521
ENGL 165	27	0	29	20	23	27	126
ENGL 875	0	0	39	0	38	34	111
FITN 199	0	0	98	0	0	114	212
HIST 201	44	37	81	65	75	77	379
HIST 202	0	0	34	0	0	52	86
HIST 310	75	67	64	58	88	0	352
HSCI 484	39	53	53	42	81	71	339
LEGL 671	0	22	2	0	15	20	59
LIT. 101	0	0	0	0	30	0	30
LIT. 251	0	0	0	33	0	0	33
LIT. 265	0	28	0	0	0	0	28
LIT. 373	0	0	0	0	0	19	19
LIT. 432	24	0	26	0	0	0	50
LSKL 853	0	0	33	0	0	0	33
MATH 120	84	64	77	93	85	88	491
MATH 200	77	97	87	148	146	89	644
MATH 201	0	0	22	0	0	27	49
MUS. 100	62	58	59	53	60	57	349
MUS. 202	43	49	50	44	47	47	280
MUS. 204	41	38	38	0	0	0	117
MUS. 275	39	39	26	40	38	0	182
P.E. 152	0	0	0	36	39	46	121
PHIL 103	46	44	42	0	0	35	167
PSYC 100	40	37	94	43	42	83	339
PSYC 110	66	61	70	75	65	82	419
PSYC 200	149	99	139	105	121	141	754
PSYC 201	0	23	15	24	48	24	134
PSYC 410	0	0	40	0	0	0	40
SOCI 110	54	59	71	51	61	72	368
WELL 760	0	0	0	0	0	39	39
Total	2,527	2,553	2,968	2,550	2,780	3,145	16,523

Appendix G: Online Enrollment History (Summer Semesters)

**Table 9 - Online Courses Enrollment History, 2009/10 - 2011/12
 (summers only)**

Course	Summer 2009	Summer 2010	Summer 2011	Total
ACTG 194	34	33	32	99
ACTG 196	0	21	26	47
ART 101	91	72	73	236
BIOL 140	0	53	66	119
BUS. 100	61	35	57	153
BUS. 103	0	49	44	93
BUS. 123	59	0	0	59
BUS. 245	0	0	19	19
BUS. 249	25	0	0	25
BUS. 258	0	22	12	34
BUS. 262	0	0	10	10
BUS. 268	0	1	0	1
BUS. 279	28	0	0	28
BUS. 485	24	15	27	66
CAOT 100	0	23	13	36
CAOT 101	0	10	9	19
CAOT 200	27	35	29	91
CAOT 214	26	37	29	92
CAOT 222	16	29	21	66
CAOT 225	46	36	37	119
CAOT 226	42	0	0	42
CAOT 230	35	0	28	63
CAOT 403	35	31	32	98
CAOT 410	32	26	32	90
CAOT 411	27	0	0	27
CRER 100	15	18	16	49
CRER 410	15	18	16	49
ECON 100	40	38	45	123
ECON 102	37	37	37	111
ENGL 100	38	39	62	139
ENGL 110	65	83	67	215
ENGL 161	0	0	28	28
ENGL 165	44	0	35	79
ENGL 875	37	0	0	37
FITN 110	19	20	0	39
HIST 201	130	63	56	249
HIST 202	0	0	69	69
HIST 310	92	71	82	245
HSCI 484	40	41	45	126
LIT. 101	0	0	28	28
LIT. 251	36	36	0	72

Appendix G: Online Enrollment History (Summer Semesters)

**Table 9 - Online Courses Enrollment History, 2009/10 - 2011/12 (Continued)
 (summers only)**

Course	Summer 2009	Summer 2010	Summer 2011	Total
MATH 120	67	87	127	281
MATH 200	67	104	78	249
MUS. 100	62	51	58	171
MUS. 202	53	50	39	142
P.E. 152	0	74	37	111
PHIL 103	0	0	39	39
PSYC 100	0	66	83	149
PSYC 110	111	55	59	225
PSYC 200	190	119	112	421
PSYC 410	0	0	41	41
R.E. 100	56	100	82	238
R.E. 110	36	53	47	136
RPTH 448	9	0	0	9
SOCI 110	64	43	51	158
Total	1,931	1,794	2,035	5,760

Appendix H: Skyline College Approved Distance Learning Courses

This table lists all active courses for which the distance learning mode has been approved by the Curriculum Committee. Most recent offering includes Spring 2013 distance learning courses active as of January 23, 2013.

Dept.	Course #	Units	Most Recent DL Offering		Comments
			Term	Year	
ACTG	100	3.0	SP	2013	
ACTG	103	0.5	SP	2013	
ACTG	121	4.0	SP	2013	
ACTG	131	4.0	SP	2013	
ACTG	194	1.0	SP	2013	
ACTG	196	1.0	SP	2013	
ART	101	3.0	SP	2013	
ART	102	3.0	SP	2013	
ART	105	3.0	FA	2011	
ART	107	3.0	FA	2012	
ART	115	3.0			not yet offered DL
ART	120	3.0			not yet offered DL
ART	130	3.0	FA	2012	
BIOL	110	4.0	SP	2013	lecture online; lab on campus
BIOL	130	3.0	SP	2001	
BIOL	140	3.0	SP	2013	
BIOL	150	3.0	SP	2013	
BUS.	100	3.0	SP	2013	
BUS.	101	3.0	SP	2013	
BUS.	103	3.0	SP	2013	
BUS.	123	3.0	SP	2013	

Dept.	Course #	Units	Most Recent DL Offering		Comments
			Term	Year	
BUS.	200	3.0	FA	2012	
BUS.	201	3.0	SP	2013	
BUS.	210	1.5	SP	2013	
BUS.	221	1.5	SP	2013	
BUS.	225	1.5	FA	2005	
BUS.	226	1.5	FA	2010	
BUS.	230	3.0	FA	2012	
BUS.	240	1.5	FA	2008	
BUS.	241	1.5	SP	2013	
BUS.	243	1.5	SP	2013	
BUS.	245	1.5	SU	2012	
BUS.	246	3.0	FA	2012	
BUS.	248	3.0	SP	2013	
BUS.	249	3.0	SP	2013	
BUS.	258	3.0	SP	2013	
BUS.	261	3.0	SP	2013	
BUS.	262	3.0	FA	2012	
BUS.	263	3.0	FA	2012	
BUS.	267	3.0	FA	2012	
BUS.	268	3.0	FA	2012	
BUS.	279	1.5	SP	2013	
BUS.	401	3.0	SP	2013	
BUS.	476	3.0	SP	2013	
BUS.	485	3.0	SP	2013	
BCM.	100	1.5	SP	2013	
BCM.	101	1.5-3.0	SP	2013	

BCM.	200	2.0	SP	2013	
			Most Recent DL Offering		
Dept.	Course #	Units	Term	Year	Comments
BCM.	201	1.0	SP	2013	
BCM.	214	1.0	SP	2013	
BCM.	215	2.0	SP	2013	
BCM.	222	1.0	SP	2013	
BCM.	223	1.0	SP	2013	
BCM.	225	1.0	SP	2013	
BCM.	226	2.0	SP	2013	
BCM.	230	1.0	SP	2013	
BCM.	231	2.0	SP	2013	
BCM.	301	1.5	SP	2013	
BCM.	403	1.5	SP	2013	
BCM.	404	1.5	SP	2013	
BCM.	408	3.0	SP	2013	
BCM.	410	1.5	SP	2013	
BCM.	411	1.5	SP	2013	
BCM.	412	1.5	SP	2013	
BCM.	413	1.5	SP	2013	
BCM.	416	3.0	FA	2012	
COMP	412	1.5	SP	2012	
COMP	413	1.5	SP	2012	
CRER	650	0.5-2.0	SP	2013	
DANC	100	3.0	FA	2012	
ECE.	201	3.0	SP	2013	
ECE.	244	3.0	FA	2012	
ECON	100	3.0	SP	2013	

ECON	102	3.0	SP	2013	
ENGL	100	3.0	SP	2013	
			Most Recent DL Offering		
Dept.	Course #	Units	Term	Year	Comments
ENGL	110	3.0	SP	2013	
ENGL	161	3.0	SU	2012	
ENGL	162	3.0	SU	2012	
ENGL	165	3.0	SP	2013	
ENGL	875	3.0	SU	2012	
FITN	199	2.0	SP	2013	
HIST	201	3.0	SP	2013	
HIST	202	3.0	SP	2013	
HIST	240	3.0	SP	2013	
HIST	310	3.0	FA	2012	
HSCI	484	3.0	SP	2013	
JOUR	680SA	1.0			not yet offered DL
LEGL	671	4.0			[lecture online + field experience]
LIT.	101	3.0	SP	2013	
LIT.	113	3.0	SP	2012	
LIT.	116	3.0	SP	2009	
LIT.	251	3.0	SU	2010	
LIT.	265	3.0	FA	2010	
LIT.	373	3.0	SP	2012	
LIT.	416	3.0	FA	2012	
LIT.	432	3.0	SU	2012	
MATH	120	5.0	SP	2013	
MATH	200	4.0	SP	2013	
MATH	201	3.0	SP	2013	

MUS.	100	3.0	SP	2013	
MUS.	115	3.0			not yet offered DL
MUS.	202	3.0	SP	2013	
			Most Recent DL Offering		
Dept.	Course #	Units	Term	Year	Comments
MUS.	204	3.0	FA	2012	
MUS.	275	3.0	SP	2011	
P.E.	152	3.0	SP	2013	
P.E.	301	3.0			not yet offered DL
PHIL	103	3.0	SP	2013	
PSYC	100	3.0	SP	2013	
PSYC	110	3.0	SP	2013	
PSYC	171	3.0	SP	2013	
PSYC	200	3.0	SP	2013	
PSYC	201	3.0	SP	2013	[
PSYC	410	3.0	SP	2013	
R.E.	100	3.0	SU	2012	
R.E.	110	3.0	SU	2012	
R.E.	680SA	3.0	SU	2012	
SOCI	110	3.0	SP	2013	
WELL	760	3.0	SP	2013	
WELL	680SA	3.0	SP	2013	
WELL	880SC	3.0	SP	2013	

**APPENDIX I:
Skyline College
Curriculum Committee Distance Education Supplement**

Course Distance Education	
Distance Ed Supplement	<input type="checkbox"/> New distance education supplement <input type="checkbox"/> Revision to existing distance education supplement
Distance Education	<input type="checkbox"/> Distance education component was developed by an instructor with training in online pedagogy.
Method of Distance Education	<input type="checkbox"/> Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below) <input type="checkbox"/> Other of Modes of Delivery (describe below)
Online Method Limitations	<div style="border: 1px solid #ccc; height: 100px; width: 100%;"></div>
Other Methods	<div style="border: 1px solid #ccc; height: 100px; width: 100%;"></div>

<p>Course Content and Methodology</p>	<p>Department faculty have reviewed the course in the distance education mode for the following (you must certify all of the statements that are true with checkmarks):</p> <ul style="list-style-type: none"> <input type="checkbox"/> The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials. <input type="checkbox"/> If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode. <input type="checkbox"/> The instructional equipment and materials are sufficient. <input type="checkbox"/> The preparation and training of faculty are sufficient. <input type="checkbox"/> Regular personal contact between students and instructor is sufficient. <input type="checkbox"/> Methods of student evaluation are designed to maintain examination security. <input type="checkbox"/> Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.
<p>Instructional Methodologies (How will you deliver the course content?):</p>	<p>Announcements/Bulletin Boards Chat Rooms E-mail Electronic Forum Fax One-Way Video Conferencing (One-way interactive video and two-way)</p>
<p>Representative Courseware/Textbooks Materials:</p>	<p>Add any additional representative courseware/textbooks/materials that would apply only to a distance education offering of this course.</p> <p>Possible textbooks include: Price, Haddock, and Brock. . College Accounting and Working Papers, 12th ed.McGraw-Hill, 2010</p>

<p>Methods of Evaluation of Student Performance:</p>	<p>Please explain any additional methods of evaluation pertaining to DE offering. (Example: online quizzes, weekly homework submitted electronically)</p> <div data-bbox="732 342 1365 632" style="border: 1px solid #ccc; height: 138px;"></div> <p style="text-align: right;"> </p>
<p>How are you ensuring that students with disabilities can access your course in accordance with Section 508?</p>	<p>Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Students should have maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance.</p> <div data-bbox="693 888 1326 1178" style="border: 1px solid #ccc; height: 138px;"></div> <p style="text-align: right;"> </p>

[Distance Education Printable Form](#) [Save](#) [Finish](#) [Cancel](#)

Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."

You have no defined contact types.

Contact Type	Announcements/Bulletin Boards  
Frequency/Explanation	<div data-bbox="560 514 1193 798" style="border: 1px solid #ccc; height: 135px;"></div>  
	
	

APPENDIX J:
Skyline College
Sample DE Addendum: (BUS 120)

Mathematical Analysis for Business Distance Education

BUS 120 Mathematical Analysis for Business

Delivery Methods

Lecture Online Hybrid

Method of Distance Education

Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)

Other of Modes of Delivery (describe below)

**Instructional
Methodology**

Frequency/Explanation

Announcements/Bulletin Boards:

Announcements/Bulletin Boards - Announcements pertaining to the class will be posted on the course website on a weekly basis.

Discussion Boards:

Discussion Board - Twice a month online discussion board assignments where students read and respond to other students questions.

Email Communication:

Email Communication- Instructor will respond to emails within 24 hours. Instructor will not respond to class emails on Saturday and Sunday or on holidays. If instructor does not respond within 24 hours, please contact the Business Division Dean at carlsond@smccd.edu or telephone at 650-738-4362.

Resource Links:

Resource Links - Class Resource links will be posted on the class website.

Office hours:

Office hours - Tuesday and Thursday. 2:00-4:00 pm

Scheduled Face-to-Face Meetings:

Scheduled Face-to-Face Meetings - Monday through Friday. Students should contact instructor for an appointment.

Telephone:

Telephone - Instructor will be available Monday through Friday. If not available, leave a message and instructor will return the call.

Study and/or Review Sessions:

Study and/or Review Sessions - Review Sessions will be available during face-to-face meetings.

Representative Courseware/Textbooks Materials:

Possible textbooks include: Hungerford Lial and Holcomb. Math with Applications, 9th ed., Addison/Wesley Longman, 2007

Methods of Evaluation of Student Performance:

Online quizzes Weekly homework submitted Students participate in forum discussions

How are you ensuring that students with disabilities can access your course in accordance with Section 508?

The website is developed using the 508 Website Accessibility standards. The WebAccess (Moodle) template is designed for Web accessibility standards.

Course Content and Methodology:

The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials.

If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode.

The instructional equipment and materials are sufficient.

The preparation and training of faculty are sufficient.

Regular personal contact between students and instructor is sufficient.

Methods of student evaluation are designed to maintain examination security.

Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.



SKYLINE COLLEGE



DISTANCE EDUCATION HANDBOOK

January 2013

Table of Contents

About this Handbook	2
SMCCCD DEAC Mission and Goals	3
SKYLINE COLLEGE DISTANCE EDUCATION	3
Preparing to Teach an Online Course	5
Teaching Online	6
Accessibility	8
Evaluation and Assessment	9
Support Services	10
Online Resources and Links	12
Glossary	13
DEFINITION OF DISTANCE EDUCATION COURSES	14
Appendix A: The Effective Contact Policy as dictated by TITLE V 55211	15
Appendix B: Sample Syllabi	16
Appendix C: Quality Matters Rubric for Evaluating Online Instruction	19
Appendix D: Best Practices for Teaching and Learning Online Checklist	20
Appendix E: Best Practices in Web Access: A Handy Guide	23
Appendix F: Responsibilities for Online Students	26
Appendix G: Proctoring Exams form	28
Appendix H: Online Orientation/Welcome Letter Example	30
Appendix I: Example: Rubric for Peer-Evaluation of Online and Hybrid Teaching	32

About this Handbook

This handbook is intended to serve as a resource for faculty, staff and administration by providing information regarding Distance Education resources and support available through the Skyline College **Center for Transformative Teaching and Learning**.

It is important to note that Distance Education courses and instructors are subject to the standard practices, procedures and criteria which have been established for traditional face to face courses at Skyline college including but not limited to, faculty involvement in course development and approval, instructor compensation, selection of online instructors, and oversight of online courses to ensure conformity with existing institutional practices and procedures.

Definition of Distance Education

“Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. 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

SMCCCD Distance Education

Through the distance education program, the District will create innovative educational opportunities, provide responsive support services and strive for the high success and retention rates relative to (statewide or national) data. The District envisions the expansion of distance education offerings to increase distance education-based degrees and certificates.

SKYLINE COLLEGE

THE CENTER FOR TRANSFORMATIVE TEACHING AND LEARNING

VISION STATEMENT

By enhancing the experience of teaching and learning through innovation, technology and pedagogy, the Center for Transformative Teaching and Learning supports the Skyline College vision of inspiring a global and diverse community of learners to achieve intellectual, cultural, social, economic, and personal fulfillment.

MISSION STATEMENT

The Center for Transformative Teaching and Learning (CTTL) is the foremost provider of educational and instructional resources for faculty, staff and administrators at Skyline College. In short, the Center is a "hub" of innovation where the transformation of teaching and learning occurs. Through the integration of pedagogical and technological instruction, as well as the promotion of best practices, collaboration, research, inquiry and reflection, the Skyline College community enables student success to empower and transform a global community of learners.

STRUCTURE:

Provide services, facilities, and resources to faculty and staff, which promote innovation, development of new ideas for Distance Education and may include: Online, Hybrid, Flipped Classes and F2F (face to face) instructional environments.

Resources include the following but are not limited to:

Services	Facilities	Resources
Support personnel	Instructional state of the art Training for faculty and staff	CTTL online
Accessibility	Hardware & software workshop for faculty and staff	Repository/ Library
Workshops and support: Work / Life Balance Webaccess and Websmart Classroom technology	Innovation Lab for The Experimenting new techniques for innovative instructional delivery.	Best practices information and discussion for example: Fair use, CCC, copyright, OER
Instructional: Publisher materials, Merlot and other OER	"Collaboration Hub" for sharing and innovation	Online conference
		Online Certification such as SMCCD: STOT

Preparing to Teach an Online Course

Successful online teaching involves a fruitful marriage between technology and content, and a firm understanding of the teaching theories currently embraced by the online teaching community. Developing a successful online course involves understanding the particular strengths and weaknesses of this mode of delivery, the specific student population being served, and the technology—both hardware and software—that will aid faculty members in developing innovative online courses. The following sections outline technology recommendations, faculty training and certification, and course development guidelines.

Technology

Faculty members should have access to technology sufficient for managing their online courses. The technology recommendations, as of March 2011, are:

- Fairly recent Mac or PC (not more than three years old) with a current operating system
- Current browser (Firefox 3.6, or Internet Explorer 8.x are recommended or higher)
- Internet connection, preferably broadband (DSL speeds of 1.5 mbs/786Kbs)
- WebAccess

Training and Certification

Faculty electing to teach online classes should have training in both Moodle/WebAccess, and online pedagogy/andragogy. To teach a course in the Distance Education program or design a new course, the faculty member should receive training/certification in online teaching, either through the District (STOT), or through another approved or accredited program (such as @ONE Online Teaching Certification), or be able to demonstrate equivalent experience such as prior success at teaching online courses, then seek approval from the division Dean to teach an online course.

Course Development and Approval (existing traditional courses)

To ensure that our course delivery is consistent, student-friendly, and integrated, the following criteria should be met before a faculty member designs, adopts or teaches an online course. (Note: Courses with less than 51% contact hours offered via distance education are considered web-assisted courses, not fully online or hybrid courses, and these guidelines do not necessarily all apply.)

Recommended requirements for teaching online:

- The faculty member seeking to teach online has completed the distance education certification, or has approval from the distance education review committee.
- The course has been approved for online and the faculty member works in collaboration with other faculty and administration.

New distance education courses must also go through a course approval process before developing the course, and a peer assessment of the course before the first time it is taught. Since moving from the traditional classroom to a virtual classroom is not as simple as merely putting existing course notes and readings online, faculty should critically evaluate their online course to ensure opportunities for good pedagogical/anagogical practices that

provide a student-centered learning experience.

It is strongly suggested that faculty members developing an online course work in tandem through the Center for Transformative Teaching and Learning (CTTL) and with other faculty who have successfully taught online. Throughout the development process, faculty collaboration should be used to ensure best practices and to share insights into both the technology and the andragogy. Several checklists or rubrics exist for assisting faculty in this critical endeavor. It is strongly suggested that faculty members developing a new course use [Quality Matters Rubric for Online Instruction](#) (see Appendix C). For further study, See Chico's rubric is available here: <http://www.csuchico.edu/celt/roi/>

Faculty wishing to adapt an existing class (a course with a current Course Outline of Record) to an online class must have approval from their department chair and dean. SMCCCD suggests the following guidelines for approving the development of an online course:

- Students will benefit from having access to the course via a distance offering;
- The Course Outline of Record is current and has been approved with a DE addendum request for approval;
- A DE addendum has been submitted to the Curriculum Committee adequately designating the following:
 1. Sufficient consideration has been given to adaptations of methods of Instruction and methods of evaluation to ensure regular and effective contact as required in Title 5 and the proposed SMCCCD Regular Effective Contact Policy (See Appendix 1: Regular Effective Contact Policy).
 2. Necessary technical requirements are available.
 3. Accessibility is ensured as required by Section 508 guidelines.
 4. Other suggestions:
 - All Title 5 mandates have been met and followed.
 - Class size as approved by each college's Curriculum Committee and documented on the Official Course Outline of Record. It is suggested that the first time a course is offered by a particular instructor, that the instructor be given the option to set the maximum at 30 students.
 - Courses have incorporated discipline SLO's
 - Articulation with CSU/UC

Teaching Online

Faculty members teaching an online course should follow these guidelines for course management, communication with students, and providing accessibility:

Course Management

Faculty teaching online courses are responsible for the same course administrative functions as those teaching in a traditional classroom, including choosing books and curriculum, verifying course rosters, adding and dropping students, and entering grades at the prescribed times. In addition, online faculty are responsible for creating and loading syllabi, assignments, and calendars to the Webaccess course website, assuring that all features of the site are up-to-date and currently working, and facilitating interaction among their students.

Communication

To ensure consistent communication with potential distance education students, faculty members teaching online courses should use their **smccd.edu** email accounts as their primary email contact. In addition, the faculty member should populate the District's "Distance Education Gateway" page with a web page for his/her online courses. This can be the login page for the course, or (preferably) a District- hosted web page describing the course and giving general pre-semester information (time and place of orientation, contact information for the faculty, book lists, etc.)

Communication with distance learners often begins before the first class meeting.

Faculty members are encouraged to develop a Student Prep Plan (see appendix F for example letter) to send to enrolled students the week prior to the course start date. The Student Prep Plan should include a welcome letter, the syllabus, and course guidelines for communication. The syllabus is a critical channel for communicating expectations to distance learners. Faculty members should consider modifying their syllabus to clearly address course policies, assignment submission, testing and proctoring, and support services that may be affected by the distance learning modality. Syllabi for DE courses should include a specific section that outlines how the course will be managed, how communication will be managed, and how special needs will be met. Appendix A contains examples of DE syllabi and welcome letters that address the needs of online students.

Regular and Effective Contact

Faculty presence is an important factor in the success of online courses. Online-instructors must meet the requirements for regular effective contact, using both synchronous and asynchronous channels, where appropriate, to connect with the students in their online courses. Moreover, student retention and success rates are improved when there is active participation in the class that fosters a sense of community. Faculty should be prepared to encourage student interaction, build opportunities for learner-learner contact and instructor-learner contact, and give response and feedback in a timely manner, as specified in the course syllabus.

In 2008, the California Community Colleges Chancellor's Office published updated guidelines for distance education courses as outlined in Title V. Section 55204 (formerly section 55211) was amended to clarify guidelines for regular effective contact in online, hybrid, and web-assisted courses, including subsection (a), the responsibility of the instructor for initiating and maintaining contact, and subsection (b), a discussion of acceptable modes for maintaining contact. According to the Chancellor's office, it is the responsibility of each district to provide best practices guidelines for regular effective contact.

Studies have shown that student success in distance courses, including retention and persistence, is enhanced by contact between the instructor and the student (see, for instance, Lehmann and Chamberlain's discussion of effective practices in *Making the Move to ELearning*, 2009). Accordingly, all distance education courses should include frequent and ample opportunities for students to ask questions and receive comments and feedback from instructors. Moreover, feedback should be timely and interactive, and use a variety of channels. Best practices include, but are not limited to:

- Early, continuing, and consistent communication from the instructor of record, including instructions for accessing the course material and opportunities for

assessing whether students are accessing and understanding the course material.

- Regular contact hours established through published office hours (whether virtual or face-to-face) and availability for answering questions and giving feedback that includes both synchronous and asynchronous modes.
- Timely feedback that replicates the contact of face-to-face courses, with communication between faculty and students occurring no less frequently than in a comparable face-to-face course. SMCCCD best practice guidelines suggest instructors should answer student questions as soon as possible, the outside being 24 hours. Instructors should clearly indicate when they will be available to students, and when they will not be available (i.e., weekends, vacations, holidays, if appropriate), how often they will respond to student work, and in what manner they will respond to student work (i.e., email, text message, phone, online chat).
- Interaction between faculty and students using multiple channels, including forum discussions, email, and weekly announcements, at a minimum. Faculty are strongly encouraged to use a variety of communication modes in their classes, including synchronous channels, such as chat, Skype, and CCC Confer, or other collaborative tools, such as Google docs, wikis, and Twitter, to name just a few.

Office Hour/ Virtual Office Hours for Distance Faculty

All full-time professors shall schedule at least 5 office hours per week during which time they are available to students for individual conferences. Such office hours become part of the professor's schedule and shall be appear on the faculty door card. Faculty assigned online courses may hold virtual office hours in place of regular "in-office" office hours each week of classes during Fall and Spring semesters. Virtual office hours means the professor will be personally available to students via live Internet communication methods or by phone at a predetermined time. The times, web links, and/or phone numbers will be published in course syllabi

Accessibility

To ensure that students with disabilities have the same opportunity, DE courses should be designed to provide "built-in" accommodation (i.e. closed captioning, descriptive narration) and/or interface design/content layout, which is accessible to "industry standard" assistive computer technology commonly used by students with disabilities. Specific guidelines are available at the System Office Regulations and Guidelines for Distance Education:

<http://www.cccco.edu/Portals/4/AA/Distance%20Education/DEGuidelinesMar2004.pdf>

In addition, the SMCCCD website for the Center for Teaching and Learning (a now defunct group) is still maintained and available. To access tutorials on designing ADA compliant instructional websites, visit <http://ctlonline.net/websavvy/access.html>

Evaluation and Assessment

District policy for evaluating faculty performance for distance education is under review. All new DE **courses** should be evaluated by a Distance Education Committee consisting of: the Distance Education Coordinator, 3 other online course instructors and a member of the Disability Resource Center for accessibility, before being taught.

Course Self-Evaluation by Instructor: It is suggested to Faculty that they use the following resources as **guides** to self assess online course. It is also suggested that in addition to the rubrics below, that instructors use a **Student feedback survey assessment tool**. This set of resources was developed at CSU Chico. *Rubric for Online Instruction by California State University, Chico is licensed under a [Creative Commons Attribution 3.0 United States License](https://creativecommons.org/licenses/by/3.0/).*

Located here for download are: Rubrics for the following

Learner Support and Resources:

<http://www.csuchico.edu/celt/roi/rubric/lsr.shtml>

Online Organization and Design:

<http://www.csuchico.edu/celt/roi/rubric/ood.shtml>

Instructional Design and Delivery

<http://www.csuchico.edu/celt/roi/rubric/ood.shtml>

Assessment and Evaluation of Student Learning:

<http://www.csuchico.edu/celt/roi/rubric/aesl.shtml>

Appropriate and Effective Use of Technology:

<http://www.csuchico.edu/celt/roi/rubric/itt.shtml>

Faculty Use of Student Feedback:

<http://www.csuchico.edu/celt/roi/rubric/fsf.shtml>

Check list for Instruction Design Tips:

<http://www.csuchico.edu/tlp/resources/rubric/instructionalDesignTips.pdf>

Another important and valuable resource is the “Quality Matters” rubric and it is available online or in Appendix C.

Course Feedback from Students

Two suggested possible options for Instructors to obtain student feedback in online courses. One option is to use the “Feedback” drop down menu in Webaces and create their own survey. A second option is for instructors to use a 3rd party site such as “Student Assessment of their Learning Gains” <http://www.salgsite.org>.

Support Services

Student Support Services

Library

Our library supports remote access for both faculty and students, including remote access to search tools, library catalogs, and a remote helpline via email. Additionally, library faculty are available for designing custom library resource pages for distance courses. For more on the library's services, visit Skyline Library:

<http://smccd.edu/accounts/skylib/>

Counseling and Student Services

In addition to our regular on-campus advising and counseling, distance learners can use Skyline's Electronic Counseling Service to receive limited counseling on schedule planning, transferring, and GE and Certificate questions. Students can access the Electronic Counseling Service at Skyline Counseling:

<http://www.skylinecollege.edu/counseling/index.php>

District

Technical Support

San Mateo Community College District supports WebAccess. Information Technology Services (ITS) contracts with Moodlerooms to maintain WebAccess, which includes a suite of integrated online tools such as assignment posting, grade book, quizzes, forums, chat rooms, white boards and much more. ITS hosts a site that offers an overview of the features of WebAccess and includes links to tutorials on how to use the individual features.

All technical questions about WebAccess will be handled by the WebAccess support center: <https://smccd.mrooms.net/mod/resource/view.php?inpopup=true&id=8949>

In the event the call center cannot answer your question, the call center will escalate your issue to the appropriate ITS personnel for further follow-up.

Distance Education Advisory Council

SMCCCD has identified distance education as an area for development. Accordingly, the Distance Education Advisory Committee (DEAC) was formed, and is currently working on developing district-wide training via Structured Training for Online Teaching (STOT), identifying district-wide needs and technology support, and sponsoring guest speakers. Information about DEAC, committee members and contact information, and resources available through DEAC are available on the SMCCCD website at

<http://www.smccd.edu/edservplan/deac/default.shtml>

Structured Training for Online Teaching

SMCCCD instructors may apply to take the two-part distance education training through the district, Structured Training for Online Teaching (STOT). In addition to these workshops, a database of online tutorials is available through iTunesU.

To access and download these tutorials, visit

<http://www.smccd.net/accounts/ctl/WebAccess/index.html#tut>

ONLINE RESOURCES

Faculty Support links:

- Webaccess Faculty Tutorials: <https://smccd.mrooms.net/course/view.php?id=6271>
- Webaccess Student Tutorials: <https://smccd.mrooms.net/course/view.php?id=6270>
- Webaccess handbook (Developed by CSM):
<http://collegeofsanmateo.edu/distanceeducation/WebAccess%20Handbook.pdf>
- Webaccess: Support page:
<https://smccd.mrooms.net/mod/resource/view.php?inpopup=true&id=8949>
- Websmart: Support page: https://websmart.smccd.edu/login_help.html
- My.smccd e-mail Support page: <http://my.smccd.edu/support.php>
- Skyline Distance Education: <http://www.skylinecollege.edu/distanceeducation/index.php>
- DEAC website: <http://www.smccd.edu/edservplan/deac/default.shtml>

Outside Links:

- State Guidelines
<http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/DistanceEducation/tabid/499/Default.aspx>
- Moodle Resources www.moodle.org
- Bloom's taxonomy for the digital age
<http://www.google.com/search?client=safari&rls=en&q=Bloom's+taxonomy+digital&ie=UTF-8&oe=UTF-8>
- A deeper look at this revised taxonomy
<http://www.scribd.com/doc/8000050/Blooms-Digital-Taxonomy-v212>
- Faculty resources on the California Virtual Campus
<http://www.cvc.edu/faculty/>
- A portal to DE resource
<http://www.web-miner.com/deindex.htm>
- The American Distance Education Consortium (ADEC)
<http://www.adec.edu/online-resources.html>
- Instructor Links <http://www.distance-educator.com/>
- Teaching Without Walls: Best Practices for Teaching with Emerging Technologies by Michelle Pacansky-Brock <http://www.teachingwithoutwalls.com>
- Edcudemic: <http://edudemic.com>
- New Jersey Institute of Technology: Moodle tutorials:
<http://moodle.njit.edu/tutorials/faculty/index.php>

Glossary

Asynchronous Learning—teaching and learning that is delivered in a manner that allows the student (within the framework of the course) to work at his/her own pace, and at hours appropriate to his/her schedule.

CMS—Course Management Software. The software used to create and house online courses. SMCCCD currently uses Moodle/WebAccess.

Distance Education—instruction in which the instructor and students are separated by distance and interact through the assistance of communication technology. Distance education may include two-way interactive, online courses, or telecourses.

Flipped Classroom—A course in which the lecture format is online, while the face to face meetings are used for discussion and other interactive learning activities

Hybrid Course—A course that substitutes 51% to 99% of face-to-face instructional hours with online work, and has some regularly scheduled on-campus meetings without alternative distance education means of student participation

Moodle—(Modular Object-Oriented Dynamic Learning Environment) open-source course management software used by SMCCCD to host our distance learning courses. We call our Moodle, WebAccess.

Online Course—a course in which the instructor and the student are separated by distance for the entire course and can interact exclusively 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 the 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.

Online Learning Community—a computer-mediated space that supports constructivist pedagogy and collaboration in teaching and learning.

Synchronous Learning—teaching and learning in which instructor and student or student and student communication is occurring in 'real-time' with simultaneous participation.

Telecourse—a course that provides explanatory and illustrative subject material through a series of programs broadcast by TV or through DVDs or videotapes. On campus meetings are held for introduction, review, and testing.

Traditional Classroom Learning—face-to-face teaching and learning that takes place in a designated campus facility.

Web-Assisted Course—A course that is designed to include a certain number of instructional contact hours (but fewer than 51%) through distance education, including TBA. Currently, this course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.

DEFINITION OF DISTANCE EDUCATION COURSES

Skyline College Definitions of Distance Education as defined by Curriculum Committee 2010:

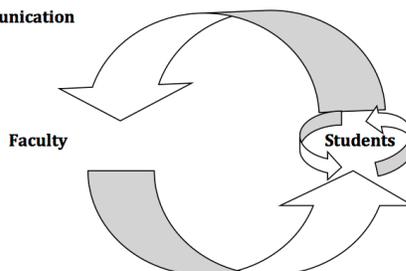
- I. **Online course:** A course where the instructor and student are separated by distance for the entire course and can interact exclusively (100%) through the assistance of communication technology. The course is conducted through a class website, which may include multimedia material and links to 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.
- II. **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.
- III. **Web-assisted course:** A course that is designed to include a certain number of instructional contact hours (but less than 51%) through distance education, including TBA. This course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.
- IV. **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.

Appendix A

Regular and Effective Contact

Regular Effective Contact

Mutual Communication



Title 5 and the Distance Education Guidelines for the California Community Colleges state:

<http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/DistanceEducation/RegulationsandGuidelines/tabid/767/Default.aspx>

55211 (just changed to 55224). Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include **regular effective contact** between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. (b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. **Regular effective contact** is an academic and professional matter pursuant to title 5, section 53200. **Note:** Authority cited: Sections 70901 and 66700, Education Code. Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55211

This section defines what contact must be maintained between instructor and student:

Subsection (a) stresses **the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status.** The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

Subsection (b) honors the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts will need to define “effective contact,” **including how often, and in what manner instructor-student interaction is achieved.** It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. As indicated in the *Guideline to Section 55219*, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor’s Office.

Appendix B: Example of Class Syllabi

The following excerpts from DE syllabi are included to give you models for including specific information that may be key to the success of your online students. The first sample, a link to an online FAQ page from a math class, illustrates the need to anticipate student questions and create a supportive environment to assuage anxiety. The second sample, from a communication course, illustrates the importance of outlining course policies, contact information, and student responsibilities. The final sample illustrates the need for clear instructions for accessing not only your WebAccess course, but any course material or curriculum that is hosted outside of WebAccess.

Sample #1, FAQ and Informational Webpage:

Math 110 FAQ

<http://smccd.edu/accounts/humd/fall2010/math110/>

Sample #2, Welcome Letter:

Welcome to Speech 120 I will be your instructor for the course, and couldn't wait to send you an official welcome to Cañada's first hybrid speech course. In the coming weeks, we'll be studying the relationship between communication and our identities, our relationships, and our approaches to conflict--we have a lot of interesting things to study! This section of Interpersonal Communication is a *hybrid* class--we'll be doing some of our work in class, and some online via WebAccess. Our first meeting is Thursday, August 18th, but for those of you eager to get started, here's a brief overview of the class!

What's a Hybrid Class?

While we'll meet several times over the semester, most of our work will be done online. We'll use our face-2-face meeting times to present projects, introduce new units, and answer questions; however, the majority of our class discussions and homework will be completed on our course website. Hybrid classes offer us the best of both worlds--we get face-2-face interaction, and all the wonderful resources technology has to offer.

Still not sure what a hybrid class looks like? Want to take a peek? Though class doesn't officially begin until our first face-2-face meeting on the 18th, you can access our virtual classroom starting on the 15th. Feel free to poke around, look at the resources available, and get a feel for our virtual classroom! To check out the course site:

- Be sure you are officially registered in the class
- Go to the [WebAccess Login](#) and enter your G-number and password
- Choose Speech 120 - 42721 from the list of courses in the left-hand column

How much work is a hybrid class?

Students take online and hybrid courses for a variety of important and compelling reasons. If you are interested in a hybrid class, though, because you think it will be less work than a face-2-face class, this is probably not the right class for you. Like any other class, you should expect to spend between 8-10 hours *per week* on this one. We'll spend our time reading, engaging in forum discussions, building a glossary of important communication key terms, journaling, and working on special projects. Some students also expect all online

courses to be self-paced. While this is true for some, our success in this class relies on collaboration--we have to work together, so we have to follow some semblance of a schedule. Each week, we'll do assigned reading and 'discuss' the reading with one another online. Though this is more restrictive than a self-paced class--you have to stay current with the chapter we're reading/discussing!--you have the freedom to choose the best time for working for you.

In addition to the 'weekly' rhythm of the class, we have projects, too. The class is divided into 5 units--each is 3-4 weeks in length. A project is due at the end of each unit. To be successful in the class, be sure you set aside time each week to engage our virtual classroom, do reading and homework, and work on your projects.

Did you say online? Do I need my own computer?

While owning a computer would certainly give you the greatest flexibility, if you don't have a home computer, there are many resources on campus that you can use. You can find out more about these resources at Skyline's [Learning Center/Computer Lab](#). Still not sure a hybrid class is right for you? Take the survey on the following link to see if you have the recommended technology and skills: [Online Readiness Self-Assessment](#)

How do I use WebAccess?

We'll use San Mateo Community College District's course management system, WebAccess, for all our online interaction. If you are new to WebAccess, a great place to start is the [student tutorial](#). If you are having trouble logging on to WebAccess, you can get help from [WebAccess Support](#).

At our orientation on August 18th, we'll review the features of WebAccess we'll be using for our class, including forum discussions, the glossary, journals, and uploading assignments. WebAccess is easy to use, but feel free to ask for help if you need it!

When do we meet?

We'll have 6 face-2-face class meetings in our on-campus classroom, Building 5, Room 100. Here's our calendar:

DATE	ACTIVITY
8/18	Orientation
9/1	Intro: Unit 2
9/22	Intro: Unit 3
10/13	Media Project Presentations
12/8	Research Presentations
12/15	Final Projects

We'll have asynchronous weekly 'meetings' in our virtual classroom, so be sure to look at your own calendar, and find the best time for you to work!

If I need your help, how can I find you?

Only seeing your instructor 6 times over the semester might sound exciting for some, but disconcerting for others. Don't worry! There are many ways to contact me. First, make sure your @smccd.edu email account is up and running, and check it on a regular basis. Our campus email is an essential avenue of communication.

Here are the 3 best ways to contact me:

1. Email! If you have a critical and burning question that needs prompt attention, email is the best channel. I check my email several times a day, and will respond to your email within 24 hours, except on Sundays. I use my campus email, whitleyputzl@smccd.edu
2. Office hours. I have weekly office hours. If you would like to meet me in my virtual office (located in my virtual classroom ) , join the weekly chat at 9 a.m. every Monday. If you would prefer a face-2-face meeting, come to my office (Bldg 13, Room 243) Thursdays from 5-6 p.m.
3. Send me quickmail. Our virtual class has a quickmail feature that allows you to send me email without leaving the course site--just click on "compose", choose my name, and send me a message.

Appendix C

QUALITY MATTERS
PROGRAM



For more information visit www.QMprogram.org or email info@qualitymatters.org

Quality Matters™ Rubric Standards 2011 - 2013 edition with Assigned Point Values



Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components. 3
	1.2 Students are introduced to the purpose and structure of the course. 3
	1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly. 2
	1.4 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided. 2
	1.5 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. 1
	1.6 Minimum technical skills expected of the student are clearly stated. 1
	1.7 The self-introduction by the instructor is appropriate and available online. 1
	1.8 Students are asked to introduce themselves to the class. 1
Learning Objectives (Competencies)	2.1 The course learning objectives describe outcomes that are measurable. 3
	2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives. 3
	2.3 All learning objectives are stated clearly and written from the students’ perspective. 3
	2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly. 3
	2.5 The learning objectives are appropriately designed for the level of the course. 3
Assessment and Measurement	3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. 3
	3.2 The course grading policy is stated clearly. 3
	3.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation and are tied to the course grading policy. 3
	3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed. 2
	3.5 Students have multiple opportunities to measure their own learning progress. 2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives. 3
	4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. 3
	4.3 All resources and materials used in the course are appropriately cited. 2
	4.4 The instructional materials are current. 2
	4.5 The instructional materials present a variety of perspectives on the course content. 1
	4.6 The distinction between required and optional materials is clearly explained. 1
Learner Interaction and Engagement	5.1 The learning activities promote the achievement of the stated learning objectives. 3
	5.2 Learning activities provide opportunities for interaction that support active learning. 3
	5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated. 3
	5.4 The requirements for student interaction are clearly articulated. 2
Course Technology	6.1 The tools and media support the course learning objectives. 3
	6.2 Course tools and media support student engagement and guide the student to become an active learner. 3
	6.3 Navigation throughout the online components of the course is logical, consistent, and efficient. 3
	6.4 Students can readily access the technologies required in the course. 2
	6.5 The course technologies are current. 1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it. 3
	7.2 Course instructions articulate or link to the institution’s accessibility policies and services. 3
	7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help students succeed in the course and how students can access the services. 2
	7.4 Course instructions articulate or link to an explanation of how the institution’s student support services can help students succeed and how students can access the services. 1
Accessibility	8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation. 3
	8.2 The course contains equivalent alternatives to auditory and visual content. 2
	8.3 The course design facilitates readability and minimizes distractions. 2
	8.4 The course design accommodates the use of assistive technologies. 2

Use of this 2011 Quality Matters™ Rubric document is restricted to institutions that subscribe to the Quality Matters™ Program and may not be copied or duplicated without written permission of MarylandOnline. ©2011 MarylandOnline, Inc. www.qmprogram.org

Appendix D

San Mateo Community College District [ASCCC Guidelines](#)

Best Practices for Teaching and Learning Online

Instructor		Course	
Semester	Year	Date	
<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer			

The Academic Senate for California Community Colleges recommends that you use guidelines for good practices. Below is a checklist of good practices to help guide you in the instructional design and delivery of your course.

1. Encourages Effective Contact Between Students and Faculty

Does the instructor:

- offer students multiple ways of contacting instructor? (e.g. web site includes email address, office hours or phone numbers in course materials)
- assure that all learners are "on board" at the beginning of the course? (e.g. inclusion of some form of initial contact, a meeting, a phone call, a welcome-email)
- encourage the development of an online learning community making newcomers feel welcome and contributors valued? (e.g. web site shows evidence of "community" such as student introductions, profiles, discussion board exchanges)
- give prompt and supportive feedback? (e.g. web site includes instructor-set response-timelines; responses in "sent mail" are within the response-timeline; responses include positive and constructive comments)
- refer students with questions or problems to appropriate campus resources or services? (e.g. email or instructor indicates referral are used)

2. Develops Reciprocity (Collaboration) & Cooperation Among Students

Does the instructor:

- design activities that encourage and require students to work together, exchange ideas, and learn? (e.g. assignments or discussion board shows evidence of group projects requiring discussion, negotiation, debate)
- moderate discussions, contribute insights and resources when appropriate without taking over? (e.g. discussion board messages reflect student participation; instructor intervenes if students post inaccuracies or go off-task; messages include resource links for enrichment when appropriate)
- set or facilitate the setting of communication rules and group decision-making norms, mediate disputes, halt inappropriate participation? (e.g. web site clearly states rules (netiquette) and collaboration techniques; instructor admonitions appear, when necessary, on web site or email)
- provide acknowledgement of and feedback on learner contributions? (e.g. evidence of offering points and praise for participation is on course web site, "sent messages" and/or grade book)
- encourage multiple viewpoints and equal participation regardless of ethnicity, cultural background, age, gender or lifestyle? (e.g. encouragement is evident in the setting of assignments; reminders about netiquette and collaboration techniques are evident on web site or "sent mail")

3. Uses Active Learning Techniques

Does the instructor:

- plan activities that allow learners to relate course material to previous student knowledge? (e.g. evidence in assignments)
- relate new material to real-world application? (e.g. evidence in assignments)
- provide opportunities for hands-on practice? (e.g. evidence in assignments)
- design activities that involve critical thinking? (e.g. evidence in assignments)

4. Gives Prompt Feedback

Does the Instructor:

- return students' calls/emails according to an instructor-set response timeline? (e.g. responses are made within a set timeline)
- acknowledge the receipt of assignments quickly? (e.g. reply even if assignment is to be reviewed at a future date)
- provide feedback on assignments and help with remediation, as needed? (e.g. follow-up by email, post or call)
- anticipate areas of questions and supply appropriate replies? (e.g. web site contains FAQs, examples and/or models)
- allow learners to track assignment completion and impact on final grade? (e.g. post or email grades)
- contact learners who have not participated or completed assignments and help them to get back onto the course timeline? (e.g. send "nag" notices, post progress report, call or refer to advisor)

5. Emphasizes Time on Task

Does the Instructor:

- break down course work into manageable units commensurate with student ability and objectives of the course? (e.g. syllabus indicates assignments are appropriate to course objectives and student learning outcomes)
- balance design of units to help learners manage load? (e.g. assignment load appears evenly distributed in the timeline of the course)
- post a schedule of estimated learner time on task for course activities? (e.g. direction timeline for assignments in the unit includes suggested time for completion in hours, weeks or days)

6. Communicates High Expectations (and Plans Course Carefully)

Does the Instructor:

- provide learners with clear lesson and course objectives/ goals/ expected outcomes at the start of each unit or week? (e.g. inclusion of objectives /goals /outcomes at beginning of each unit)
- provide challenging and creative assignments and assessments? (e.g. inclusion of thought-provoking and engaging assignments in the unit)
- provide self-quizzes to encourage students to reinforce learning (e.g. inclusion of practice quizzes with feedback and resource references/links)
- provide learners with clear grading criteria for assignments? (e.g. inclusion of rubrics, grading criteria or examples of previous student work or models)
- demonstrate knowledge of the course subject matter and awareness of general developments /research in the field? (e.g. both instructor and publisher materials contain accurate and up-to-date information, current in the subject field.)
- demonstrate knowledge of course tools or course management system to best communicate or model high expectations? (e.g. web site makes use of tools appropriate to the delivery (facilitation) of the course objectives / goals / outcomes)
- update, check for accuracy, and maintain the course web site at regular intervals so that student expectation and anticipation is raised? (e.g. web page content, grade points, schedules, etc. are proof-read for accuracy and are updated on a regular basis, as indicated in timeline)

7. Respects Diverse Talents and Ways of Learning

- Does the Instructor:**
- include course materials that appeal to diverse talents and learning styles? (e.g. inclusion of media rich content, page interactions)
 - vary methods of course instruction to reach students with different learning styles? (e.g. inclusion of activities such as Q & A sessions, discussions, collaboration, hands-on projects)
 - encourage and foster a course climate conducive to promoting respect, confidence and inclusion of multiple viewpoints regardless of ethnicity, cultural background, age, gender or lifestyle? (e.g. inclusion of rapport building activities on discussion board, blogs, wikis, etc.; evidence that instructor's email messages, discussion board posts and assignments encourage and praise each and every student's participation)
 - follow Section 508 Standard practices in creating course materials online. (e.g. web pages include text equivalents for media (observer may consult with DSPS representative on campus), labels for data tables and web forms, etc.)

Appendix E

Best Practices in WebAccess: a Handy Guide

What are some of the ways that you can make sure that your online presence is the best it can be for your students? This quick guide will help you with some of the foundations for a Good Moodle.

Course Access

Students who are new to online classes may need extra support to get started. How can you help these students?

- Create an online Orientation or provide a “how-to” section in each course that gives a basic explanation of the elements in the course and how to use them
- Be available to your students, either through the phone, email, office hours or virtual office hours
- Check in with students who seem to be falling through the cracks, sometimes a timely email from the teacher can give them the boost and support they need to hang in there
- Email all students as a group at the beginning of the semester, with contact and other types of info
- Include information in your syllabus for students with disabilities about services and resources they can access
- If you are using materials from a text book publisher, be sure to check that the materials are accessible for students with disabilities, the publisher should have that information

Instructional Techniques

Here are some things to think about as you put together your Moodle:

- How can you create a “student centered” learning environment in your class?
- What sorts of activities and resources can you provide to students that will engage all types of learning styles?
- How will you encourage and support online discussion?
- How will you promote critical thinking and problem solving skills in your course?

Accessibility

Every element of your class must be accessible to every student. This means:

- All multimedia must be captioned or accompanied by transcripts
- All images must have alt text
- Avoid things like odd fonts or fonts in strange colors
- Layout should be consistent for each area of your course, to avoid confusion
- All of your hyperlinks should be appropriately named and formatted
- Consider using accessible PDF files, or using Google docs, for handouts or PowerPoint's, remember, all students may not have Office or be able to download large files.

Copyright Compliance

You may not be aware of the fact that what is considered "fair use" in the brick and mortar classroom may change when you are putting materials or media online. The following information will help ensure that your educational materials and multimedia adhere to copyright laws:

- Copyright laws protect the authors of "original works of authorship, including literary, dramatic, musical, artistic, and certain other intellectual works."
- Section 107 of the Copyright Act lists four factors to help you determine types of content usage that may be considered Fair Use:
 - The purpose and character of the use, including whether it is for commercial use or for nonprofit, educational purposes.
 - The nature of the copyrighted work.
 - The amount and substantiality of the portion used in relation to the copyright-protected work as a whole.
 - The effect of the use on the potential market for or value of the copyright-protected work.

Technology

To help students better utilize technology in your course:

- Provide information on hardware, Web browser, and software requirements of the course (can be included in syllabus)
- Provide resources to assist students in navigating and accessing course materials (these can be included in your online orientation)
- Ensure that students can move logically and easily between areas of the course

- Utilize a consistent look and feel throughout the course (consistent text, colors, bullets, and heading styles)
- Incorporate a variety of multimedia to enrich student learning

Schedule

Calendars, due-dates, and time-lines can help students schedule course assignments and improve their time-management. Consider the following:

- Course Announcements are clear and accessible for students (Consider using the news forum for this)
- Confirm that all assignments and due dates are clear and consistent
- Ensure that modules are dated accurately if using Weekly Format
- Provide a checklist for each week so that students have a way to ensure that they have completed all of the required work for that week

Appendix F



Responsibilities for Online Students

Online courses are challenging because students are responsible to organizing and budgeting their own time. Below are steps that will support your successful completion of an online course. Review them carefully.

Before Class Begins:

Watch your MY.SMCCCD E-MAIL for instructions from your instructor.

1. Prepare the environment in which you will be working:
 - a. Identify the time of day that you are most comfortable doing intellectual work and create a weekly schedule.
 - b. Schedule uninterrupted blocks of time on a calendar.
 - c. Make sure this schedule does not conflict with your family, kids, employer, friends, and pets!
 - d. Download the current version of [Flash Player, Adobe Reader AND Quicktime](#) to your computer.
 - e. Bookmark my.smccd.edu for quick reference.
 - f. Bookmark the class URL (Webaccess) for quick reference
2. Read the syllabus. (available from the instructor and/or course website: check webaccess and websmart) If you have questions, contact your instructor.
3. View the course schedule and put due dates into the calendar.
4. Order your books. If they will be late, contact your instructor.
5. Print out the current Academic Calendar for important dates.
6. Learn how to use Library resources and identify the ones you like best right away.

After Class Begins

1. Be “present” in the course. Check in at least two times per week.
2. Post to discussion boards in a timely manner. (*instructor may have specific due dates*)
3. Follow discussion etiquette as provided by the instructor.
4. Engage in professional dialogue with the instructor and peers. **Do not air disagreements with**

an instructor in the discussion board.

5. Check your grade on a regular basis and contact the instructor promptly if a disparity exists.
6. Contact your instructor through e-mail or the instructor's other channels for clarification of anything you don't understand.

Appendix G



Online Proctored Exam Request Form

It is the student's responsibility to find a suitable proctor and make arrangements with the proctor. This form **must be received one week prior** to the exam test date. A testing center can be any of the following examples:

- Accredited institution of higher learning (i.e. university, college, community college)
- Public school
- Academic or public library

Please fill the form out completely. Fill out all fields clearly. Include area codes when necessary. Please print; complete the form, sign, Scan and e-mail or fax directly to instructor.

Student Information

Today's Date: _____

Student's Name: _____

Course: _____

(Course number, title, and section number and name of professor)

Student's Address: _____

City: _____ State: _____ Zip: _____ Student's

Phone Number : (____) _____ Student's

Email: _____

Student's Signature For Compliance: _____

Proctor information Proctor's

Name: _____ Proctor's Official

Title: _____ Proctor's Institution

_____ Institution Street

Address: _____

City: _____ State: _____ Zip: _____ Proctor's

Email: _____ Proctor's Phone

Number : (____) _____ Proctor's Fax Number

:(____) _____

Proctor's Signature For Compliance: _____

Appendix H



HOW CAN I PREPARE TO SUCCEED IN ONE OR MORE OF PROFESSOR CERVANTES' ONLINE COURSES?



Hello,

You have received this letter because you are enrolled in, are curious or thinking about taking an Online Course with Alma E. Cervantes - Professor.

GENERAL INFORMATION FOR ALL ONLINE STUDENTS:

Although most tasks in Online courses are intended to provide simple to follow steps, there will be times when students need to defy confusion by troubleshooting for the correct answers or required information.

Troubleshooting can include but is not limited to:

1. *Carefully reading the course Syllabus, Assignments, Orientation, and possible lecture documents provided by Professor Cervantes*
2. *Dedicating time to explore the course learning management system (LMS) such as WebAccess, SNAP and APLIA. The more time you spend in the LMS the more confident you will become with finding the required tasks and information.*
3. *Posting questions in class forums or chat sessions.*
4. *Conducting Web research*
5. *Sending Professor Cervantes an email to request help or clarification of course related material.*

Video Tutorials and Feedback

Professor Cervantes occasionally uses [JING](#) to provide quick tutorials or feedback to course related questions. JING creates flash animated movies, to hear and see the Flash movie files students must have the latest [FLASH](#) Player installed in their computer.

BCM. 214/215 – Computer Skills and Software Requirements

1. *Own or have access to a computer /laptop or be willing to utilize the Bldg. 8 8119/8121 Lab computers to complete course work.*
2. *Use my.smccd.edu student email account when corresponding with Professor Cervantes at cervantes@smccd.edu*
3. *Own **WORD 2010** or have access to or be willing to use the business labs to complete software related work.*
4. *Download free or buy a compression program such as WinZip or WinRAR – the program allows students to save and send multiple or large files such as photos in one folder.*



5. *If students wish to meet with Professor Cervantes, be certain to have or be willing to set up a free SKYPE account.*
 - A. **SKYPE** allows students to make a free call with or without video. (SKYPE replaces office phone calls and face-to-face meetings).
 - B. *To set up a SKYPE meeting with Professor Cervantes students must:*
 1. *Send **aecervantes** a SKYPE invitation with:*
 1. *Student first and last name **Example:** Maximo Melrose*
 2. *Name of course **Example:** BCM. 214*
 2. *Participate in class chat sessions*
 3. *Participate in class forums*
 4. *Sign into **SNAP** tutorial and assessment site (sign in information is found in the newly purchased text book).*

BCM. 410/411- Computer Skills and Software Requirements

1. *Own or have access to a computer /laptop or be willing to utilize the Bldg. 8 8119/8121 Lab computers to complete course work.*
2. *Sign into the WebAccess course Learning Management System.*
3. *Use my.smccd.edu student email account when corresponding with Professor Cervantes at cervantes@smccd.edu*
4. *Own **Photoshop CS5 or CS6** or have access to or be willing to use the business labs to complete software related work.*
5. *Download free or buy a compression program such as WinZip or WinRAR – the program allows students to save and send multiple or large files such as photos in one folder*
6. *If student wishes to meet with Professor Cervantes, be certain to have or set up a free SKYPE account for possible video and or audio meeting.*
 - A. **SKYPE** allows students to make a free call with or without video (SKYPE replaces office phone calls and face-to-face meetings).
 - B. *To set up a SKYPE meeting students must:*
 1. *Send **aecervantes** a SKYPE invitation with:*
 1. *Student first and last name **Example:** Maximo Melrose*
 2. *Name of course **Example:** BCM. 301*
7. *Participate in class chat sessions*
8. *Participate in class forums*

BCM. 301 - Computer Skills and Software Requirements

1. *Own or have access to a computer /laptop or be willing to utilize the Bldg. 8 8119/8121 Lab computers to complete course work.*
2. *Sign into the WebAccess course Learning Management System.*
3. *There is no specific course software for BCM. 301. Students are encouraged to use Free Google docs or WORD to complete written assignments.*
4. *Students will be required to create or update a [LinkedIn](#) account*
5. *Use my.smccd.edu student email account when corresponding with Professor Cervantes at cervantes@smccd.edu*
6. *Conduct Web research as required by assignments*



use

7. View [YouTube](#) tutorials or lectures
8. Download free or buy a compression program such as WinZip or WinRAR – the program allows students to save and send multiple or large files such as photos in one folder
9. If student wishes to meet with Professor Cervantes, be certain to have or set up a free SKYPE account for possible video and or audio meeting.
 - A. **SKYPE** allows students to make a free call with or without video. (SKYPE replaces office phone calls and face-to-face meetings).
 - B. To set up a SKYPE meeting students must:
 1. Send **aecervantes** a SKYPE invitation with:
 1. Student first and last name **Example:** Maximo Melrose
 2. Name of course **Example:** BCM. 301
10. Participate in class chat sessions
11. Participate in class forums



BUS 401. BUSINESS COMMUNICATION - Computer Skills and Software Requirements

1. Own or have access to a computer /laptop or be willing to utilize the Bldg. 8 8119/8121 Lab computers to complete course work.
2. Students are required to sign into WebAccess to download the Syllabus and BUS 401 Orientation Letter. Students in BUS 401 will primarily work in [APLIA](#) where course work and assignments are located. (Sign in information comes with the required textbook)
3. BUS. 401. Students are encouraged to use Free Google docs or WORD to complete written assignments. In addition to editing software BUS 401 students will be required to work with Power Point and Google Docs to complete team writing project(s).
4. Conduct intensive Web research
5. Use my.smccd.edu student email accounts when corresponding or submitting course work to Professor Cervantes at cervantes@smccd.edu
6. If student wishes to meet with Professor Cervantes, be certain to have or set up a free SKYPE account for possible video and or audio meetings.
 - A. **SKYPE** allows students to make a free call with or without video (SKYPE replaces office phone calls and face-to-face meetings).
 - B. To set up a SKYPE meeting students must:
 1. Send **aecervantes** a SKYPE invitation with:
 1. Student first and last name **Example:** Maximo Melrose
 2. Name of course **Example:** BUS. 401
7. Participate in class chat sessions
8. Participate in class forums

Professor Alma E. Cervantes - Contact Information

Email: cervantes@smccd.edu

Faculty Website: <http://www.smccd.edu/accounts/cervantes/index.html>

For further course related information including required textbook and software please visit my above Faculty site.

APPENDIX I: (Rubric Example of Peer Evaluation from University of Wisconsin
Stony Point)

Rubric for Peer-Evaluation of Online and Hybrid Teaching

Introduction

The attached document was developed by a subcommittee of UWSP Faculty Affairs Committee and was approved by the Faculty Senate to serve as a guide for peer evaluation of instructors offering hybrid or online courses. Although they were developed for potential use as a complete template (when necessary) for faculty to evaluate their peers, these rubrics are best used as a supplement to any academic unit's well-considered approaches to peer evaluation of instruction. Academic units are encouraged to develop their own variations of these rubrics as they deem appropriate and necessary.

Where peer reviewers are evaluating a hybrid course (in which online learning is combined with face-to-face class meetings), it is recommended that peer evaluators attend at least one face-to-face class meeting in addition to evaluating the effectiveness of online teaching strategies.

Important note: Peer reviewers of online and hybrid courses must obtain the permission of the instructor being reviewed in order to be given access to their online teaching environment.

Syllabus

1. Course content and course objectives are clearly set forth.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

2. Grading system and policies (including attendance and participation) are clearly set forth.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

3. Course schedule outlines a logical sequence of content and a manageable timeline.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

Content/Supplemental Materials

1. All content provided on the site is accurate, current and appropriate for the course/discipline.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

2. Instructional materials have sufficient scope, depth, breadth, and currency for students to learn the subject.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

3. Supplemental resources, if used, support the content of the course.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

4. All course materials meet fair use and copyright guidelines.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

Comments:

Instructional/Learning Outcomes

1. Learning outcomes are measurable and appropriate.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

2. Assessment strategy is clearly tied to learner outcomes.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

3. Course expectations are consistent with departmental and UWSP guidelines.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

Comments:

Assessment of Online Interactions

1. Where online interaction counts as part of the course grade, assessment rubrics or descriptive criteria are presented and applied.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

2. Evidence of instructor online presence & interactions (e.g., discussion forums, chat rooms, drop box comments, course news, question & answer forum, online office hours, e-mail, etc.) are appropriate for the needs and goals of the course

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

Comments:

Activities/Course Requirements

1. Learning activities help achieve overall course objectives.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

2. Learning outcomes stated for each activity.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

3. Course requires an appropriate variety of learning activities.

Excellent	Good	Satisfactory	Needs Improvement	Not Applicable

Comments:

Additional general comments:

**CHAPTER 6: Educational Program
ADMINISTRATIVE PROCEDURE NO. 6.85 (AP 4105)**

Appendix L:
ADMINISTRATIVE PROCEDURE
San Mateo County Community College District

Subject: 6.85 Distance Education

Revision Date: 4/12

References: Title 5 Sections 55200 et seq.; U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Section 602.17

-
1. Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology
 2. Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.
 3. The review and approval of new and existing distance education courses shall follow the curriculum approval procedures. Distance education courses shall be approved under the same conditions as all other courses.
 4. When approving distance education courses, the Curriculum Committee will certify the following:
 - a. Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
 - b. Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee's approval procedures.
 5. Each section of a distance education course will include regular effective contact between instructor and students.
 6. All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.
 7. Consistent with federal regulations pertaining to federal financial aid eligibility, the District must verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.
 8. The Vice President of Instruction shall utilize one or more of these methods to authenticate or verify the student's identity:

6.85 Distance Education (continued)

- a. secure credentialing/login and password
 - b. proctored examinations
 - c. new or other technologies and practices that are effective in verifying student identification
9. The Colleges help protect students' privacy and authenticate students' identity by requiring secure login and password whenever a student registers for classes, reviews his/her enrollment information, or logs in to any other secure SMCCCD site. The District will not share any SMCCCD student login and password information with anyone, and students are advised not to share any SMCCCD login and password information. A statement to this effect is posted prominently for students each time they log in to WebSmart, the San Mateo Community College District's electronic registration system.

SMCCCD

San Mateo County Community College District

Distance Education Strategic Plan



Adopted by DEAC, April 2008
Revised/Approved October 2012

<http://www.smccd.edu/edservplan/deac>



TABLE OF CONTENTS

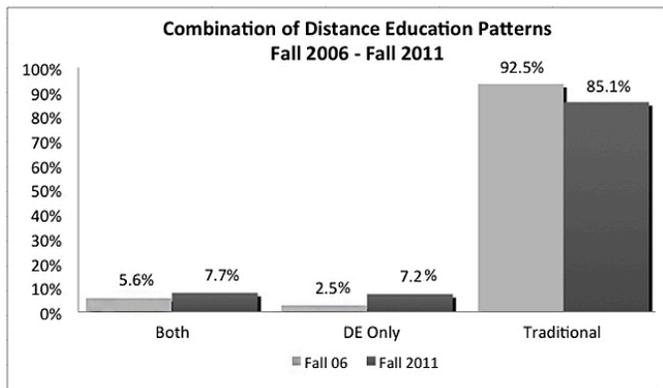
2011-2012 DEAC Membership	3
Executive Summary	4
Vision	4
Purpose	4
Districtwide Goals	4
Faculty and Course Offerings	4
Terminologies	5
Background	6
Resources	7
Access, Success, and Retention	7
Plan Implementation	8
Communication Chart of DEAC	8
Delineation of Key Areas of Responsibilities	9
Additional Resources	9
Addendum	10



2011-2012 DEAC Membership

If technology and education strike your fancy, please feel free to sit in on our meetings. You are welcome at DEAC—the District's Distance Education Advisory Committee!

Alexis	Alexander	CSM	Instructional Designer P/T
Tania	Beliz	CSM	Faculty, <i>Co-chair</i>
Diana	Bennett	CSM	Faculty
Kathy	Blackwood	District Office	CFO
Lin	Bowie	CSM	Faculty
Peter	Bruni	District Office	District Coordinator, DE/ID
Don	Carlson	Skyline	Dean, Business
Susan	Estes	CSM	VPI
Carolyn	Fiori	CSM	Professor, DSPS
Bridget	Fischer	Skyline	Faculty, DE Coordinator P/T
Ricardo	Flores	Cañada	Instructional Designer P/T
Lorrita	Ford	CSM	Director, Library Services
Michele	Haggar	CSM	Prgm Svs. Coord. DE
Linda	Hayes	Cañada	Interim VPI
Ray	Hernandez	Skyline	Interim Dean, SMT
Nick	Kapp	Skyline	Faculty
Jing	Luan	District Office	VC, ESP, <i>Co-chair</i>
Jamie	Marron	CSM	Faculty
Cindy	Moss	Skyline	Faculty
Sita	Motipara	Skyline	Faculty
Eileen	O'Brien	CSM	Faculty
Lisa	Palmer	Cañada	Faculty
Sarah	Perkins	Cañada	VPI
Jim	Petromilli	Skyline	Staff
Eric	Raznick	District Office	Director, ITS
Sondra	Saterfield	Cañada	Faculty
Janet	Stringer	Cañada	Dean, Science/Technology
Lené	Whitley-Putz	Cañada	Faculty
Jing	Wu	CSM	Faculty



	Fall 2006	Fall 2011
Both	5.6%	7.7%
DE Only	2.5%	7.2%
Traditional	92.5%	85.1%

EXECUTIVE SUMMARY

Districtwide Goals

- 1) Increase the colleges' student success rates in distance education to be comparable with the face-to-face courses of the college.
- 2) Increase enrollments of both resident and non-resident students in distance education courses.
- 3) Develop infrastructure and coordinate support for student success and enrollments, including IT, professional development, student support, library, marketing, and tutoring.

To accomplish the Districtwide goals, the following recommendations are provided for the District and Colleges to consider when developing and implementing strategies:

Faculty and Course Offerings

- Identify and promote guidelines and best practices for distance education teaching and learning.
- Identify programs, services, and the necessary additional technical support staff needed in order to assist faculty in the design, delivery, and ongoing maintenance of new and existing quality distance education curriculum.
- Expand distance education offerings that lead to the fulfillment of the general education requirements and additional distance education based degrees and certificates.
- Encourage faculty to participate in professional development programs, such as STOT Training – Structured Training for Online Teaching (STOT).

Vision

Through distance education, the District and its Colleges will create innovative educational opportunities, provide responsive support services, and strive for high success and retention rates. The District Colleges envision expanding distance education offerings to increase the availability of distance education based degrees and certificates.

Purpose

This SMCCCD Distance Education Strategic Plan supports the Colleges with their distance education programs through broad strategic recommendations, research, best practices and planning for growth in distance education courses and programs. The plan also articulates District-wide goals in the area of Distance Education. The District and its Colleges will collaborate in order to successfully implement both District and College distance education plans and strategies.

Vision, Purpose, Goals

Developing and implementing strategies.

TERMINOLOGIES

Throughout this document and the accompanying document “SMCCCD Distance Education Status and Guidelines,” these terms have consistent meaning as follows:

DE – Distance Education. Fully Online or Hybrid courses taught asynchronously or synchronously. Asynchronous instruction, the current dominant form of distance education, does not require the simultaneous participation of all students and instructors. Rather, it utilizes tools such as threaded discussions, wikis, surveys, journals.

Success Rate – Rate of students obtaining grades of C or better.

DEFINITIONS

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

	WEB-ASSISTED COURSES
Web-assisted course	A course that is designed to include a certain number of instructional contact hours (but fewer than 51%) through distance education, including TBA. This course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.

	FACE-TO-FACE COURSES
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.

*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 or by 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.

55206. Separate Course Approval

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district’s adopted course approval procedures.

Distance Education Guidelines, 2008 Omnibus Version, Chancellor’s Office, California Community Colleges, Academic Affairs Division, Instructional Programs and Services, p. 7.

11/18/10

“Broadening access to quality postsecondary educational opportunities”

BACKGROUND

Broadening access to quality postsecondary educational opportunities is one of our goals. For more than two decades, SMCCCD faculty have offered courses via television and hybrid modes. In the mid-1990s, Internet-based online courses were developed and offered to students. In 2006, to better coordinate distance education efforts, the District formed the Distance Education Advisory Committee (DEAC). Both the formation of the committee and the process of the committee sought input via shared governance. Co-chaired by a faculty member and the Vice Chancellor of Educational Services and Planning, the committee is charged to provide strategic Districtwide goals for distance education; evaluate the District's technology needs in assisting student learning; identify and disseminate best practices; and make Districtwide recommendations for enhancing and expanding distance education instructional modalities.

During the 2007 DEAC visioning process, the committee recommended developing a District-level distance education strategic plan based on research and best practices. The plan, updated as necessary, summarizes the vision, purpose, and specific goals for both the District and Colleges.

DEAC committee members, seeking to create a quality distance education program, researched the most successful online degree and certificate programs for inspiration and methodology. In 2008-9, members adopted two course management systems, welcomed their new District Distance Education Coordinator, and voted to offer a comprehensive professional development opportunity—STOT (Structured Training for Online Teaching). Developed in-house, STOT prepares faculty to teach effectively online using the latest technological and pedagogical best practices.

In 2010, DEAC reviewed and adopted CurricUNET, a web-based course creation/modification tool; voted for development of the DE Gateway website for students and faculty; and polled instructors to determine which single CMS to standardize on within the SMCCCD.

In 2011, DEAC drafted and implemented Districtwide distance education course definitions, regular effective contact guidelines, and student authentication / privacy notifications. Currently, members are addressing matters related to the new State Authorization regulations and online course evaluation.

RESOURCES, ACCESS, SUCCESS, RETENTION

Resources

- Assess and project resource needs for distance education among the Colleges in the next 10 years and develop strategies to address the needs.
- Seek additional funding sources and opportunities for professional development.
- Explore and pursue business partnerships to offer customized online course offerings for businesses or specific employee training.
- Develop and implement District and College Technology Plans, while regularly assessing the current and future technology demand for programs and services and make strategic adjustments where necessary.

Access, Success, and Retention

- Enhance and further develop a variety of online student resources readily and easily accessible via the web to help students gain the technical skills and knowledge necessary to succeed in distance learning.
- Develop and implement student success and retention strategies by encouraging faculty, counselors and staff to better prepare and serve distance education students through communication, regular contact, use of online office hours, and other online student services.
- Continue assessing distance education needs of students and the community for the purpose of identifying and developing niche markets for distance education in the Colleges.
- Continue assessing academic support needs for distance education students; develop or assist in the development of a variety of comprehensive services in learning resources and student support.
- Develop District and College marketing plans to promote distance education programs and services to prospective students to further breakdown the geographical boundaries of our service areas.

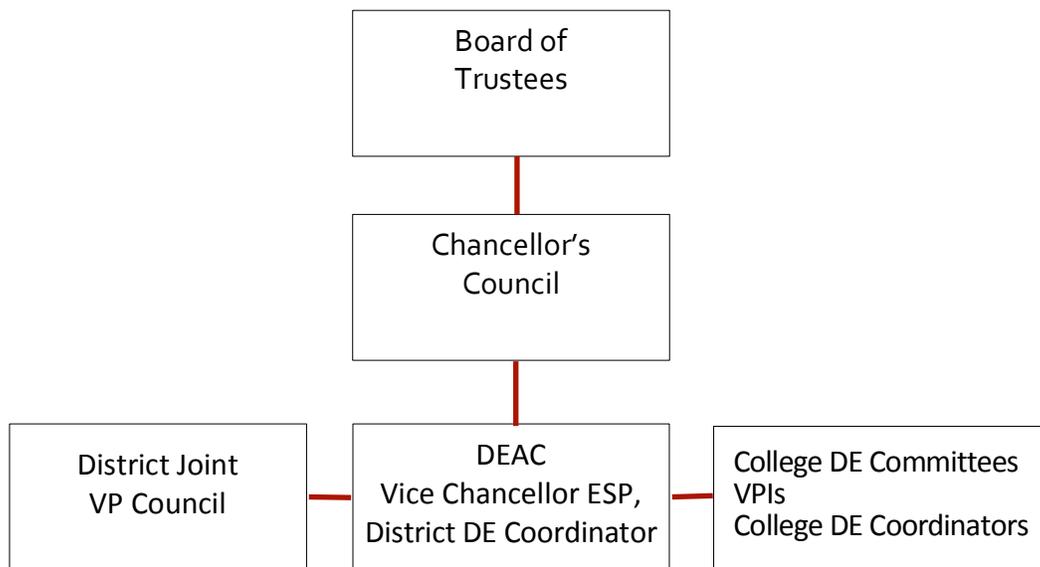
PLAN IMPLEMENTATION



Successful implementation of the SMCCCD Distance Education Strategic Plan will rely upon well-coordinated and highly-collaborative efforts among faculty and staff at the District and Colleges. At the District level, DEAC will continue to review overall progress made in distance education, discuss key trends and issues, and make Districtwide recommendations to the Chancellor’s Council. The approaches taken by the Colleges to establish annual goals and targets and develop actions to meet them will be determined by each College and shared with DEAC.

The evaluation of the SMCCCD Distance Education Strategic Plan will be conducted biannually by DEAC in consultation with the Colleges using best practices in research and evaluation. The results of the evaluation will be widely shared with various constituent groups and used for strengthening the overall distance education programs and services in the District.

Communication Chart of DEAC



DELINEATION OF KEY AREAS OF RESPONSIBILITIES

Every aspect of distance education must rely on the collaboration among all involved. Each entity identified below has primary responsibilities over certain areas and shared responsibilities in other areas.

	District	Colleges
Policy Recommendations	DEAC for Districtwide	Colleges for campus based
Procedures		Colleges
Establishing Goals	DEAC for Districtwide	Colleges for campus based
Establishing Annual Targets		Colleges
Monitoring Progress, Reporting, Evaluation of Goals	DEAC, DRC, DSSWAG	Colleges for campus based
Establish Standards & Guidelines	Jointly among District and Colleges	Jointly among District and Colleges
Resource Allocations	Jointly among District and Colleges	Jointly among District and Colleges
Compliance with Section 508 (Web Accessibility)	DEAC identified best practices and training for faculty/staff	Colleges in monitoring compliance

ADDITIONAL RESOURCES

System Office Regulations and Guidelines for Distance Education

http://www.cccco.edu/Portals/4/de_guidelines_081408.doc

System Office Distance Education Access Guidelines for Students with Disabilities

http://www.cccco.edu/Portals/4/AA/2011_Distance_Education_Accessibility_Guidelines_FINAL.pdf

DEAC Website

<http://www.smccd.edu/edservplan/deac/>

SMCCCD DE Gateway

<http://www.smccd.edu/degateway>

ADDENDUM

The Data Below Illustrates Districtwide DE Enrollments from Sp '11 to Sp '12 – SMCCCD had 148 Courses Online in Spring 2012.
(Data provided by campus Administration Analysts)

H (Hybrid), O (Online), W (Web-assisted) as defined in [Definition of Distance Education Courses](#).

		Canada College		College of San Mateo		Skyline College		
		(Enrollments)	(Sections)	(Enrollments)	(Sections)	(Enrollments)	(Sections)	
Sp '11	H	299	10	179	6	22	1	
Sp '11	O	524	16	1745	55	2459	77	
Sp '11	W	2061	*82	24	1	347	17	
Sp '11	Total	2884	108	1948	62	2828	94	
Fa '11	H	346	15	451	16	396	12	
Fa '11	O	455	14	1611	51	1796	70	
Fa '11	W	2068	*87	249	8	325	12	
Fa '11	Total	2869	116	2311	75	2517	94	
Sp '12	H	176	5	377	11	478	12	
Sp '12	O	830	26	1922	53	2506	69	148
Sp '12	W	234	10	164	7	242	12	
Sp '12	Total	1240	41	2469	71	3226	93	

*Larger number of Web-assisted courses because various courses have HBAs online.

Skyline College Strategic Priorities 2012-2017

The Skyline College Strategic Priorities represent key initiatives of the college that are central to supporting the college's Mission, Vision, and Values as well as the Goals and Strategies outlined in the Balanced Scorecard. They outline specific programs, resources, infrastructure improvements, and more that will help support the college in meeting its goals.

1. **FACILITIES & TECHNOLOGY:** Skyline College will identify and scale technology-enabled approaches and upgraded facilities to improve teaching and learning. This strategic priority will extend our reach and multiply the benefit of interactive digital research and learning support through expanding our technological capacity. We will have the ability to focus on digital and web services and support for students, faculty and staff (eBooks, eAudio, eMagazines, online services for tutoring and supporting learning) shift our focus to web enhanced services across the college. Examples include:
 - Online Learning Center (BG-3, BG-4, DSP-2.3c, SCG-4)
 - Library/Learning Resource Center
 - Technology Enhanced Classrooms
 - Electronic Signboard
 - Building 2
 - Building 1
 - Building 5

2. **STUDENT SERVICES:** Skyline College will expand and enhance Student Services programs through innovation and the seamless delivery of services. This strategic priority includes intentional and systematic approaches that build strong collaborations with K-12 and four-year partners using the cohort model, non-traditional strategies to support veterans, military personnel and their families, and seamless linkages between instructional programs, job placement services and, business and industry. Examples include:
 - Job Placement and Follow up (SCG-6)
 - Transfer (SCG-1)
 - The Skyline College Promise (BG-3, SCG-1)
 - Veterans Resource Center (pathway for vets) (BG-3, SCG-1)
 - Student Success Initiatives (BG-4, SCG-1)

3. **EQUITY & EXCELLENCE:** Skyline College will develop and strengthen relationships both domestic and international to ensure excellence in practice for an increasingly diverse student population. This strategic priority will increase the number of international students through innovative outreach and increased capacity initiatives (e.g. residential agreements). Additionally, there will be a strong focus on improving student outcomes through a dedicated professional development center inquiry center, where research will serve as the foundation for improving institutional practice. Examples include:
 - International Students/Study Abroad (BG-8, DSP-3.1f, SCG-8)
 - Center for Transformative Teaching and Learning (Professional Development) (BG-7, DSP-4.5a, DSP-4.5b)

- Center for Transformative Inquiry (research) (BG-7, DSP-5.1c, SCG-2)
 - Sustainability Initiative (BG-6, SCG-6)
4. **COMPREHENSIVE COMMUNITY CONNECTION:** Skyline College will engage in a comprehensive initiative to strengthen the community connections. This initiative will include an overarching outreach strategy that includes the development of a middle college and expanding concurrent enrollment. Finally, we will begin the discussions on the feasibility and benefits of a Vista Creative Arts Complex. Examples include:
- a. Community on Campus (BG-1, SCG-3)
 - b. Comprehensive Outreach (BG-3, DSP-2.1b, SCG-1, SCG-3)
 - c. Concurrent Enrollment (BG-3, DSP-5.2a, SCG-1, SCG-3)
 - d. The Skyline College Promise
 - e. Middle College (DSP-2.2b, DSP-2.2c, SCG-1, SCG-3)
 - f. Workforce/Business & Industry Connections (BG-1, SCG-4, SCG-4)
 - g. Vista Creative Arts Complex (initial conversations) (DSP-12.a, SCG-3)
5. **INSTRUCTION:** Skyline College will build on the strong educational foundations and college goals by enhancing accessibility, leading in workforce programs supporting the region, and providing learning opportunities that prepare students for their future. Skyline College faculty and staff keep abreast of emerging fields of study and engage in connecting academic programming with the needs of our students and community. Examples include:
- College for Working Adults (BG-3, SCG-6)
 - Service Learning (BG-3, SCG-3)
 - Acceleration Project (BG-3, SCG-1, SCG-3)
 - New Programs (BG-1, SCG-1, SCG-3, SCG-4)
 - a. ASL Interpreter Training
 - b. Urban Music Academy
 - c. Anesthesiology Certificate
 - d. Journalism
 - e. Art/Digital Imagery
 - f. Digital Photography
 - g. Teacher Prep Institute
6. **FISCAL STABILITY / RESOURCE DEVELOPMENT:** Skyline College will maintain fiscal stability through strategic integrated planning and resource allocation and development. This strategic priority strives to maintain the sound fiscal health of the institution through a balanced general fund budget with a built-in reserve, ongoing resource development and revenue generation. The college aims to provide stable funding to be able to create permanent classified and administrator positions as well as develop initiatives to meet student and community needs. Examples include:
- Reserve for Contingency (BG-1, SCG-5, SCG-7)
 - Alternative Revenue Streams
 - a. Grants Infrastructure (BG-1, DSP-4.1c, SCG-4)
 - b. Facilities Rental (BG-1, DSP-4.1c, SCG-5)
 - c. International Students Program (BG-1, BG-8, DSP-3.1f, SCG-8)

SMCCD STRATEGIC PLAN

AREAS OF STRATEGIC FOCUS AND RECOMMENDATIONS

1. Demography

Address shifting demographics while taking into consideration the unique characteristics of each College.

1.1 Population Changes

1.1a Develop and implement an enrollment management plan at each College to address the need for systematic outreach and retention strategies.

1.1b Continue to strengthen the College Connection program (concurrent high school student initiatives) as a way to encourage high school students to attend college.

1.1c Provide a comprehensive and cohesive set of course and program offerings that respond to the needs of the senior population/lifelong learners.

1.2 Different Student Profiles at Each College

1.2a Continue examining the specific needs of the student body and College service areas in order to develop and maintain appropriate programs and services.

1.2b Develop a holistic diversity framework that supports the access and success of diverse student populations, promotes institutional vitality and viability, and serves all students equitably.

2. Education

Provide educational opportunities that simultaneously increase access, success, equity, choice, and convenience.

2.1 Enrollment and Access

2.1a Focus enrollment planning efforts on the key populations needing to be served as determined by research.

2.1b Conduct the necessary research to understand the reason for the outward migration of County residents and declining population participation rate and develop mitigating strategies.

2.1c Continue carefully designed marketing and outreach.

2.2 Student Success and Retention

2.2a Identify gaps in student educational achievement. Develop holistic approaches designed to retain students, including approaches in teaching, intervention, learning styles, financial aid and counseling.

2.2b Build more partnerships and bridges with Pre-K through 16 educational leaders and strengthen the College Connection program as a way to encourage high school students to attend college.

2.2c Offer a third Middle College high school in the District.

2.2d Implement plans to utilize CalPASS (California Partnership for Achieving Student Success) to support inter-segmental faculty dialogue.

2.2e Develop and maintain vibrant student life programs.

2.3 Choice and Convenience

- 2.3a Streamline processes and practices to allow students seamless access to educational opportunities across the District.
- 2.3b Examine and coordinate program offerings across the District.
- 2.3c Develop and implement the SMCCCD Distance Education Strategic Plan and the corresponding College plans to respond to the community demand.
- 2.3d Expand the upper division higher education opportunities provided by the University Center.
- 2.3e Based on student needs, investigate the feasibility of an alternative academic calendar, block scheduling, weekend programs, and short courses.
- 2.3f Support all three Colleges in their ability to provide a comprehensive program of instruction.

2.4 Student Achievement

- 2.4a Review the current articulation agreements with 4-year institutions to identify opportunities for increasing the number of transfer students.
- 2.4b Identify ways to further encourage and facilitate degree attainment.
- 2.4c Identify strategies for understanding and addressing the decreasing trend in transfers to CSUs.

3. Employment, Housing, and Income

Work collaboratively with educational and business partners.

3.1 Jobs, Careers, and Global Education

- 3.1a Periodically convene leaders of the business and industry communities, government agencies, and community-based organizations to assess workforce development needs and to support the endeavors of the Colleges to address them.
- 3.1b Identify emerging workforce development opportunities for each of the Colleges and respond to changing job training needs through the Colleges' Career and Technical Education programs and services.
- 3.1c Strengthen course offerings, services and workplace opportunities that prepare students for the demands of the contemporary workforce.
- 3.1d Assess community and contract education needs.
- 3.1e Examine, enhance and expand green course and program offerings.
- 3.1f Expand international education and incorporate successful international student and study abroad programs into campus climate and curriculum.

3.2 Socio-Economic Divide

- 3.2a Create additional partnerships between the Colleges and with business and industry to create and strengthen programs that adequately prepare students for the modern economy.
- 3.2b Increase financial aid awareness through the student outreach and enrollment processes.

4. Fiscal, Human, Physical, and Technology

Provide a professional work environment for our employees while using wisely our limited resources.

4.1 Fiscal Environment

- 4.1a Continue and expand initiatives and services that optimize enrollment.
- 4.1b Implement the SMCCCD Foundation business plan to increase its net asset value and to distribute more scholarships and grants.
- 4.1c Pursue additional state, federal, philanthropic, and corporate funding.

4.2 Faculty and Staff 4.2a Continue to provide competitive salary schedules and benefits that attract and retain employees.

- 4.2b Continue the District's role as a leader in taking effective measures to mitigate the high cost of housing.
- 4.2c Examine recruitment strategies and develop means to attract more applicants from diverse backgrounds for faculty and staff positions.
- 4.2d Develop staffing plans that recognize existing staffing resources in all employee categories and project future resource needs.

4.3 New, Modernized, and Sustainable Facilities

- 4.3a Allocate capital improvement funds in accord with College educational and facilities master plans, which respond to the teaching and learning needs of each College.
- 4.3b Continue to leverage capital improvement with state and local resources.
- 4.3c Incorporate consideration for the environment and health and safety in construction and building maintenance plans and strategies.
- 4.3d Work with regional public transit authorities to improve access to our campuses.

4.4 Changing Technology

- 4.4a Implement College and District technology plans that support teaching and learning, and streamline the operational and governance processes of the District and the Colleges.
- 4.4b Review various College and District business processes to make the registration, scheduling, information sharing and other operational activities more efficient.
- 4.4c Plan for replacement of obsolete equipment.

4.5 Professional Development

- 4.5a Strengthen professional and academic development opportunities for faculty and staff.
- 4.5b Strengthen faculty and staff development that supports activities to meet accreditation standards.
- 4.5c Continue to raise cultural awareness and to provide diversity training.

4.6 Safe Campus

- 4.6a Demonstrate leadership in every aspect of student, faculty and staff protection through providing a professionally trained security force, developing and

maintaining emergency response systems, and complying with all laws and regulations.

5. Policy, Public Opinions, and Community Needs

Respond to community needs while being accountable for our responsibilities as educational institutions.

5.1 Accountability

- 5.1a Establish policies and planning activities that are coherent, transparent, and available to all stakeholders.
- 5.1b Include in all plans definitions and demonstration of student success to ensure that communication strategies at the District and College levels prominently showcase student success.
- 5.1c Provide extensive, integrated and coordinated research and planning efforts and resource allocation framework to support the improvement of teaching and learning.

5.2 Community Needs

- 5.2a Expand and strengthen partnerships with high schools, 4-year institutions, community agencies, and business and industry.
- 5.2b Develop and implement systematic processes for soliciting and evaluating the needs of community residents, current students and partners in relation to College programs and services. Communicate feedback to faculty and staff, and develop strategies for improving programs and services.

SKYLINE COLLEGE GOALS

1. Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services to lead the San Francisco Bay region in transferring students, awarding degrees and certificates and reflecting social and educational equity.
2. Enhance institutional effectiveness in planning and decision-making processes through cooperative leadership, effective communication, and shared governance.
3. Fulfill the college's role as a leading academic and cultural center for the community.
4. Provide human, physical, technological and financial resources to assure excellent educational programs and student services in order to support students in attaining their educational goals and improve institutional effectiveness.
5. Recruit, retain and support a world-class faculty, staff and administration that is committed ongoing improvement through access to opportunities for professional growth and advancement.
6. Play a central role in the preparation of the regions workforce and expand networks and partnerships with business, the community, and non-profit organizations.
7. Establish and maintain fiscal stability and alignment of programs and services to the core mission, vision and values of the college. Currently listed as #6 – change to #7)
8. Internationalize the educational experience by enriching the college with a diverse community of learners representing the collective resources of humanity and engaging in a vibrant dialogue that engenders an understanding of others.

SMCCD BOARD OF TRUSTEES GOALS

1. Maintain fiscal stability; continue to scrutinize programs and services to assure that they are most relevant to and aligned with the District's core mission of transfer, career-technical education and basic skills; develop strategies and actions to manage the effects of the State's budget deficit on our District. Reduce operational costs to the greatest extent possible; continue efforts to build energy efficient infrastructure and facilities; and adopt green/clean and sustainable practices. Expand efforts to create programs and services that provide additional unrestricted income for the District to be used to enhance student instruction and support services.
2. Aggressively protect local control and retention of property taxes by maintaining a presence in Sacramento; good communication with our local legislators; participation in the Oversight Committees overseeing the wind-down of Redevelopment Agencies; and monitoring the District's progression towards becoming a self-supported District.
3. Continue work on managing enrollments and on the consolidation, retooling or reduction of programs to maximize the number of students served even in a time of declining funding. Seek out, implement and expand cost-effective means to improve access and higher education opportunities for our community and students. Use the Board's adopted "Core Values" statement (adopted in December, 2009) as a guide for all program/budget modifications and adjustments. Use Measure G funds to expand instructional opportunities and related student services for students.
4. Evaluate the impact of the State's adoption of the "Student Success" Task Force recommendations on District programs and student services. Define Student Success for our District and Colleges.
5. Conduct a Community Needs Assessment to identify residents' needs for educational programs. Conduct an environmental scan of county employers to determine emerging job opportunities that require postsecondary training programs.
6. Through the SMCCCD Accreditation Coordinating Council (ACC), support the accreditation process by providing District-wide coordination and District level support for the College accreditation teams. Keep apprised of accreditation progress by way of periodic briefings and presentations from the ACC. Through the state chancellor's office, advocate for accreditation policy that ensures due process for all institutions.
7. Develop efficient, financially feasible and collaborative strategies to ensure that faculty and staff are kept current with the pedagogy, technology and other activities that are critical to student success and organizational excellence.

8. Broaden global perspective and enrich our cultural and educational diversity by fostering institutional relationships abroad; attracting international students to our campuses; and offering teach/study abroad opportunities for faculty and students. Concentrate outreach and recruitment activities in countries and regions sending the largest number of international students to the U.S. Use revenue from international tuition to provide additional classes and services for students. As international education is defined and continues to grow at the Colleges, leverage the experiences of our international students to globalize our curriculum. Determine other implications of a larger international student population on District programs and services.
9. Explore options to complete the District's Facilities Master Plan. Continue to pursue all available options to replace funds lost by the State's abandonment of approved capital projects due to non-authorization of State education bonds for the past six years.
10. Explore timing and options regarding the possible extension of the District's parcel tax.
11. Support the Foundation's efforts in cultivating alumni to increase the donor base and support.
12. Pursue relief from regulations that unnecessarily impose high costs or inefficiencies for College and District operations, and that don't further our educational mission and values.
13. Increase communication with the community regarding the District's goals, needs and accomplishments.

'Ukyline College Integrated Budgeting Planning Calendar for FY 2012- 2013

#	Planning Activity	Link	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Announce current year Annual Strategic Priorities on Opening Day	President		■										
2	Develop current year Annual ALUR	Units			■									
3	Submit 2012-13 ALUR to IPC	Units			■									
4	Review BSC to determine outcomes during previous year & report to College Council	IPC				■								
5	Review collegewide plans for integration into strategic priorities proces:	IPC				■								
6	Prioritize Strategic Priorities for next year (Initial draft)	IPC				■								
7	Submit next year FTEF Priority Recommendation:	FTEFAC to AS				■								
8	Develop Initial Budget Estimates for next year	CBC					■							
9	Review next year FTEF Priority Recs in consultation with ILT and recommend to VPI	AS & ILT					■							
10	Review next year FTEF Priority Recommendations fromAS & submit final rec to Presiden	VPI & VPSS					■							
11	Submit next year Classified & Administrative Hiring Priorities to Cabine	Units					■							
12	Begin Annual and Comprehensive Instruction and Student Service Program Planning Proces:	Units					■							
13	Submit next year Tentative Budget Recommendation to College Council then to Presiden	CBC						■						
14	Reassess next year Budget Estimates after Governor's Proposal is announcec	CBC							■	■	■			
15	Prioritize Strategic Priorities for next year (2nd draft)	IPC							■					
16	Perform Program Assessment Analysis	VP's/Units								■				
17	Continue Annual and Comprehensive Instruction and Student Svc Program Planning Proces:	Units									■			
18	Submit next year Annual Budget Requests to CBC	Units									■			
19	Recommend next year Strategic Priorities to College Council	IPC										■		
20	Review and Distribute Program Review Reports and next year Annual Budget Requests	CC/CBC										■		
21	Recommend next year balanced budget to CGC --final recommendation to Presiden	CBC											■	
22	Submit next yeat Annual Budget to District	President											■	
23	Submit list of suggested Annual Priorities for next year to Presiden	CGC											■	
24	Complete Outcomes Assessment Section of ALUR	Units												■

Legend		
Budget	BSC: Balanced Scorecard	ILT: Instructional Leadership Team
Planning	CBC: College Budget Committee	IPC: Institutional Planning Committee
Evaluation/Assessment	CGC - College Governance Council	Units - Programs and Divisions
ALUR: Administrative Leadership Unit Review	CC: Curriculum Committee	VPI: Vice President, Instruction
AS: Academic Senate	FTEFAC: FTE Allocation Committee	VPSS: Vice President of Sudents

13:40 99%

Skyline College

Technology Plan 2012 - 2015



DRAFT

"To empower and transform a global community of learners." -- Skyline College Mission



Table of Contents

Topic	Page
Vision	3
Philosophy	3
Goals	4
Campus Technology Environment	5
Administrative Technology Work Plan	9
General Technology Work Plan	9
Campus Network Work Plan	11
Instructional Technology Work Plan	12
Training and Development Work Plan	13
Accessibility Work Plan	13
Budget	14
<i>Appendices:</i> <i>A. Outcomes of 2009 – 2012 Technology Plan Activities</i> <i>B. 2012 -2015 Staff & Faculty Technology Replacement Schedule</i> <i>C. 2012 – 2016 Instructional Lab Replacement Schedule</i> <i>D. Outcomes of Faculty Survey on Online Instruction</i> <i>E. Technology Advisory Committee Membership</i>	



Vision:

Skyline College has an integrated state-of-the-art information technology environment that:

- A. supports the College's mission "To empower and transform a global community of learners"
- B. creates an environment where accessible technology is used to enhance teaching and learning.
- C. streamlines administrative processes.
- D. provides timely and accurate information.
- E. improves communications.
- F. maintains a safe and secure environment for students and staff.
- G. is not limited by the campus borders or time.
- H. is a leader in innovative uses of technology to support learning and student services.
- I. technology supports educational access to non-traditional students



Philosophy:

Skyline College enjoys an institutional culture that appreciates and respects the opportunities and solutions available in technology and online instruction. In doing so, Skyline College believes:

- technological resources should facilitate and enhance effective, as well as efficient work, teaching and learning.
- students, faculty and staff should have access to the technological tools that allow them to fully express the best they have to offer in their respective roles in the institution.
- technology serves a supporting role in facilitating the educational processes led by the faculty to connect to human history and broad areas of human knowledge and expressions of creativity.
- there should be an appropriate and planned, cost effective acquisition and allocation of resources that supports the infrastructure, hardware, software and development of faculty, staff and students in order to maximize the potential benefit of our technological resources.
- that effective and cost efficient institutional technology should complement and build on the pervasive technology that our students, faculty and staff possess.



Goals: (Correlated with College vision)

- 1) Utilize technology to enhance teaching and learning, provide accessibility, improve communications, and deliver instruction in a variety of modalities. (A), (B), (E), (F)
- 2) Provide universal access to technology across the campus environment by ensuring that assistive technology hardware and software for individuals with disabilities is integrated into the planning and delivery of all instruction and services including online instruction and services. (B), (D), (G)
- 3) Provide faculty and staff with training, support and access to technology resources to enhance teaching and learning activities and student support services. (A), (B) (E)
- 4) Provide secure, reliable, timely data in a format that can easily be accessed and analyzed by administrators and staff. (C), (D), (G)
- 5) Provide students with efficient and intuitive online student business services. These services will be available to students 24/7 from anywhere. Emphasis will be placed on student self-service. (C), (D), (G)
- 6) Work with the district ITS to develop a technological infrastructure to support faculty and staff development and increased access to learning and support opportunities using emergent and existent technologies for distance learning and other technology dependent innovations in teaching and learning. (A), (C), (H)
- 7) Develop a stable, long-term plan and funding source to meet the ongoing need for renewing and upgrading technology resources in campus computer laboratories and for faculty, staff and administrative functions. (A - H)
- 8) Continually assess effectiveness of technology programming and planning in meeting institutional needs. (A-H)
- 9) Utilize technology to ensure that the campus is a safe and secure environment. (F)
- 10) Facilitate communications with students, faculty, staff, alumni and the general public.(G), (E)
- 11) Include campus technology needs as an integral part of the campus planning and budgeting process. (A-H)
- 12) Provide the network infrastructure to support and enhance instruction and the College's administrative services. (A-H)
- 13) Maintain a vital Technology Advisory Committee (TAC) as defined in the College's Shared Governance Structure. (A-H)
- 14) Monitor educational trends and related research, evaluate emerging hardware and software tools, continue to assess faculty needs, and track student technology trends. (A-H)
- 15) Develop and support instructional and student services delivery system that provides all students with technological skills necessary to be successful in an increasingly technological society, and will provide equal and easy access to technology for all students in pursuit of their educational goals. (A-H)



Campus Technology Environment

Technology resources are used throughout the College to support and increase the effectiveness of student learning outcomes, safety, and the quality of services provided to students. Skyline College in cooperation with the District provides a robust technology infrastructure and technology resources that include:

- 92 Smart classrooms and labs. 93% of all campus classrooms and labs are Smart. (Smart classrooms include: projectors, screens, sound systems, wireless internet, video players, and in most rooms document cameras)
- 100% of the campus has wireless Internet access
- 22 program specific instructional computer and drop-in labs
- 7 Student Services, Career and Transfer computer labs
- 2 Library based labs
- 20 Smart conference /meeting rooms
- An experimental Learning Space room equipment with the a variety of technologies for faculty to experiment with.
- 1388 campus computers
- 478 campus printers
- Campus-wide digital signage system
- Campus-wide security camera network
- Campus-wide Event Announcement System (EAS)
- Laptop computers for all full-time faculty and limited number of check-out laptop computers for part-time faculty
- Convenient faculty and staff access to printing
- A streaming internet radio system that is used to primarily broadcast College athletic events.
- A streaming internet video system that is used to broadcast College activities that have included guest speakers and graduation.
- A comprehensive set of administrative software services to assist with communication, budgeting, planning, and research.
- A comprehensive set of student enabling software services to assist with degree audit, scheduling, communications, on-line instruction, and paying of fees



Administrative and Student Support Software and Services

Administrative technology is provided and supported by District ITS. Examples of the administrative services provided to the College by District ITS include:

- **Banner®** - The ERP system utilized at San Mateo CCD is SunGard Banner®. It was initially installed in 1991-92 and has undergone significant major upgrades over the years. Banner® is extensively used by all faculty, staff, and students and includes major modules for: student registration, faculty grading, transcript production, student accounts payable, financial accounting, budget development, purchasing, student financial aid, and payroll and human resources. The Banner® web interface, locally called WebSMART, is accessed by students and staff to conduct a variety of self-service tasks such as registration, payment of fees, faculty grading, etc. Mandated state and federal reporting is largely based on information residing in the Banner® database.
- Faculty and Staff **eMail** - ITS maintains a comprehensive unified messaging service for the staff of the colleges and District Office which includes voicemail and email. The system is based on Microsoft Exchange Server 2007 and Siemens Xpressions products. There are more than 3000 email accounts currently supported by the system. To reduce and control email spam, ITS is using Pure Message Spam filter.
- **Argos®** -The web based reporting tool used to provide users with a variety of reports and data extracts from the Banner® transactional and data warehouse Oracle databases is Argos®. It is a product licensed from Evolutions, Inc. a company based in southern California. The application is also intended to provide end-users with the ability to more easily create ad-hoc reports.
- **Hyperion®** - Extensive enrollment statistics are available from the web-based Hyperion® dashboards. These academic term-based dashboards compare enrollment statistics against the same period in the semester to the previous year's registration cycle. The historical dashboard takes a snapshot of the enrollment statistics at various key points in time throughout the term. Decision makers throughout the institution access these reports for timely and accurate information throughout the term. The dashboards are built from the local data warehouse using the Hyperion® Developer Tool.
- **CCCApply®** - Students use CCCApply® to apply for admission and enrollment at any of the three colleges. The system is hosted by the vendor, XAP Corporation, and applications are downloaded automatically into Banner® throughout each day.
- **Banner® Document Management System** - BDMS is a comprehensive document imaging system that is tightly integrated with Banner®. It allows users to scan, index and retrieve documents in an efficient manner. Documents can be retrieved directly from Banner® or through Xtender's user interface. Student Services, the Financial Aid offices, Purchasing and Finance offices are all heavy users of document imaging to greatly reduce document storage and filing costs. As of January 2012, the system stores almost 1.4 million documents and 3.8 million images.
- **Degree Works** - Degree Works is a web-based academic advising and degree audit tool that the district implemented in 2011. Students and advisors are able to check academic



progress and receive advice on courses needed to satisfy requirements towards achieving academic goals. The system also provides an electronic education plan that is currently being implemented.

- **Tracdat** - is a web-based software that automates the assessment process by providing a structured framework for continuous quality improvement for both our instructional and non-instructional programs. The software uses multi-layered structure to handle various hierarchical levels of an organization.
- **SARS** - At all three colleges SARS Software Products are used for counseling appointments and record keeping to enhance student services. Currently supported products include: SARS-GRID, SARS-CALL, SARS-TRAK and eSARS. The SARS servers utilize an MS SQL Server database and are maintained and backed up in the data center. Interfaces between SARS and Banner® are supported by ITS.
- **GWAMAIL** - This is a locally developed application that is integrated into Banner® and was launched in the summer of 2007. GWAMAIL allows selected users to send email messages to targeted student populations.
- **Text Messaging** - Students are able to subscribe to receive important campus-wide emergency announcements via text message. Alert-U was contracted to provide this service.

In addition to administrative services, District ITS also provides several technology services in direct support for students. Examples of the technology services to students:

- **WebSMART** - is the web interface to Banner® that enables students to register for classes, view grades, pay fees, request transcripts and apply for financial aid. WebSMART is supported by the Admissions and Records departments at the individual colleges.
- **WebAccess** - is a Course Management System that is the District's implementation of Moodle. WebAccess® is hosted offsite by Moodlerooms. Every faculty member that has a class assignment in Banner® automatically has a WebAccess® course(s) shell created for them. Faculty use of WebAccess® ranges from supplemental course information to providing a course completely online. WebAccess support is outsourced to a call center, AELearn, who have been a vital resource for us providing expertise and coverage we could not provide in-house without significant investment in additional staff. Issues that cannot be resolved by the support center are escalated to our Web Services Support Team.



- **MySmccd** - provides all students a @mysmccd.edu Google email account, calendaring and docs as part of the Google Apps for Education suite of products.
- **eSARS** - provides a self-service interface to the SARS-GRID appointment system. Students can make appointments for a variety of services, including: placement
- **Early Alert** – As part of a district initiative to increase student retention and success, a locally created software package was designed and implemented to enhance the ability for faculty to send students an “alert” message indicating the student needed additional support.
- **Electronic transcript interchange** - eTranscript California is the statewide internet-based system for requesting, transmitting, tracking, downloading, and viewing academic transcripts among authorized educational institutions and their trading partners. By implementing etranscripts we were able to save time, save money, reduce paper consumption, improve customer service to our students and reduce workload demands on our staff.
- **WebSchedule** – Provides students with a publically available web interface of the schedule of classes that is dynamic and searchable. Easily identifies courses that have open seats or waitlisted. In addition students can opt in to be notified when the next semester schedule is posted via email.

DRAFT



Technology Work Plan 2012 - 2014

Administrative Technology						
Goal	Activity	Responsible	Budget \$	\$ Source	Due	Priority
1	Integration of Curricunet & TracDat	District, Skyline Academic Groups	?	?	SP 2014	1

General Technology						
Goal	Activity	Responsible	Budget \$	\$ Source	Due	Priority
1	Continue to maintain & fund Faculty/Staff Technology Replacement Schedule. For details see appendix B	Skyline CTTL, Deans, VPI, VPSS, & District ITS	\$120k Annually	Skyline College	Annual	1
2	Continue to maintain and fund Lab Replacement Schedule for details see appendix C	Skyline CTTL, Deans, VPI, VPSS, and District ITS	\$250,00 Annually	District	Annual	1
3	Continue to maintain and fund Smart Classroom & Conference Room Update Schedule	Skyline CTTL, Deans, VPI, VPSS, and District ITS	\$20k Annually	Skyline College	Annual	1
4	Expand cart based Smart Classroom capability to 11 classrooms at Pac Heights	Skyline CTTL, Deans, VPI, VPSS, and District ITS	\$75k	Skyline College	Sp 2013	1
5	Establish recommendation for minimum specifications for technology	Skyline TAC, Skyline ITS, District ITS	\$0	-	Sp 2013	1
6	Fully restore the Loan-to-Own program to include Mac, and tablets	Skyline Bookstore, Skyline TAC, and District ITS	?		Su 2013	2



General Technology (Continued)

Goal	Activity	Responsible	Budget \$	\$ Source	Due	Priority
7	Continue to expand the College use of streaming video and radio technology to support College activities including athletics.	Skyline College at large	\$2,800 Annually	Skyline College	Annual	3
8	Maintain San Bruno Cable availability at key locations on campus. Maintain relationship with SB Cable by working cooperatively on community related projects .	Skyline CTTL, Skyline PIO, District ITS Contingency	\$2,000 Annually	Skyline College	Annual	1
9	Research and propose to District ITS an open data Backup system for all College owned faculty and staff computer	Skyline TAC, Skyline ITS, District ITS	\$3,000 initial investment -ico allocation	Skyline Technol-Contingency Fund	Su 2013	1
10	Improve identity security by not having G numbers retained in WebAccess webpage after log-off.	District ITS	?		Su 2013	1
11	District ITS to support Mac OS upgrades in manner similar to Windows support for OS upgrades.	District ITS and Chancellors Council	\$30,000	District ITS	Su 2013	1
12	Upgrade digital signage servers to OS 10.8 and latest version of DS software.	Skyline ITS, Skyline Media	\$4200	Skyline Media Budget	Su 2013	1
13	Increase by 2 the numbers of digital signs on campus	Skyline ITS, Skyline Media	\$7000	Skyline Media Budget	Su 2013	3



General Technology (Continued)						
Goal	Activity	Responsible	Budget \$	\$ Source	Due	Priority
14	Replace projector in gym. Projector is 6-years old. It is used for special events in gym.	Skyline ITS, Skyline media	\$12,000	Skyline Technology Contingency Fund	F2103	3
15	Convert Loma Chica CDC classroom to a smart classroom. The projector has been purchased. Still pending is installation, document camera, and audio	Skyline ITS	\$7000 . Projector already purchased	Skyline		1

Campus Network Technology						
Goal	Activity	Responsible	Budget \$	\$ Source	Due	Priority
1	Expand Wireless Access in Mac Heights. Upgrade and increase the number of WAPs	District ITS	\$ 0,000	District	Sp2013	1
2	Improve strength and reliability of wireless access throughout campus especially gathering areas	District ITS	?		Ongoing	3
3	Improve cell phone coverage for the major cell phone providers in 80% of the College's indoor spaces	District ITS, Skyline ITS	TBD	TBD	S2013	1
4	Establish performance baselines for wired, wireless, and cell phone networks	District ITS, Skyline ITS, Skyline	\$0	-	Su2013	1



Campus Network Technology (Continued)

5	Increase wired network performance to Gigabit at least 30% of campus wired Admin Connections. This can be a phased in program over multiple years	District ITS	?	?	Su2014	3
6	Improve wireless performance in building 7A labs 1 st and 2 nd floor	District ITS	\$15,000	District ITS	Sp2013	1
7	Analyze and address reported problems with wireless in Bldg. 7	District ITS Skyline ITS	?	?	Su2013	1

DRAFT

Technology Training						
Goal	Activity	Responsible	Budget	\$ Source	Due	Priority
1	Technology training is the responsibility of the Skyline College Center for Transformative Teaching & Learning . For a complete list of the workshops available refer to the CTTL website http://skylinecttl.org	Skyline College Center for Transformative Teaching Learning	?	?	SP 2014	1



Online Activities non Distance Ed						
Goal	Activity	Responsible	Budget \$	\$ Source	Due	Priority
1	Increase Skyline faculty use of WebAccess from 40% in fall 2012 to 60%.	Skyline CTTL	\$0	-	F 2013	1
2	Participate with the District to consider and select options for upgrading WebAccess to Moodle 2.X.	Skyline CTTL District ITS	This upgrade can have significant budget implications	?	F 2013	1
3	Create a common faculty homepage for Skyline faculty. A task force needs to be assembled to determine how best to have a high level web page for faculty and what information needs to be included.	Skyline CTTL, District ITS Web Services	?	?	Su 2013	2
4	Determine a strategy for Skyline's uses of iTunes U for the future.	Skyline CTTL	\$0	-	F 2013	3
5	Develop 1 iBook/course as a pilot and share results with campus community	Skyline CTTL	\$4000	Skyline CTTL	F 2013	3

Accessibility						
Goal	Activity	Responsible	Budget \$	\$ Source	Due	Priority
1	Create a more global approach to accessibility on campus.	Skyline College Disabilities Resource Center	?	?	SP 2014	1



2012 - 2013

Proposed Annual Technology Budget

It is the responsibility of the Technology Advisory Committee to develop and put forward a realistic budget to support campus technology and complete the activities listed in the Technology Work Plan. It is the responsibility of the Vice-President of Instruction to bring the proposed budget allocation to the various College councils and committees for approval.

Item	Description	Requested Amount	Funding Source		Approved
			Skyline	District	
Faculty & Staff Computers	Computers for faculty, staff, & administrators based on 4-year replacement cycle.	\$120,000	\$120,000	\$0	
Faculty & Staff Printers	Office printer replacement as needed. Toner is not included.	\$20,000	\$20,000	\$0	
Smart Classrooms	Replace dated/defective projectors, amplifiers, screens, bulb replacement and Doc cameras	\$20,000	\$20,000	\$0	
Instructional Lab Replacement	Replacement of instructional lab computers, printers, projectors	\$250,000	\$0	\$250,000	
Pacific Heights Upgrade	Addition of 13 Roomer cases with projectors, sound, and document cameras. One Time Only	\$70,000	\$70,000	\$0	
Bldg. 1 Rm. 319 Upgrade	New monitor and Apple TV. One Time Only	\$8,200	\$8,200	\$0	
Unforeseen new hires technology	Computer, phone, and printer for office	\$15,000	\$15,000	\$0	
CTTL Technology	Various items	\$30,000	\$30,000	\$0	
Veterans Center	Computers, Phone, Color network printer, BW printer, Blu-ray Player, One Time Only	\$6,500	\$6,500	\$0	
Campus Cable TV	Annual Subscription fee for 25 San Bruno Cable outlets	\$2,000	\$2,000	\$0	
Internet Radio	Internet radio streaming service. FastServ.com	\$800	\$800	\$0	
Streaming Internet TV	Annual Subscription to Ustream for streaming video broadcasts	\$2,000	\$2,000	\$0	
Contingency fund	Fund for emergency replacements, unexpected repairs, unplanned program addition, experimentation, and theft.	\$40,000	\$40,000	\$0	
Media	Lamps, supplies, Digital Signage, & equipment	\$12,000	12,000		
TOTALS		\$606,500.	\$356,500.	\$250,000.	

Appendices

DRAFT



Appendix A

Outcomes of 2009 – 2012 Technology Plan Activities

Administrative Technology Activities	Timeline	Outcome
<p>Banner 8 Upgrade Move Sungard is scheduled to release version 8 of Banner in the 4th quarter of 2008. This update to Banner will be implemented by the District Office. Skyline College representatives will work with District ITS staff to ensure that the new features are appropriate and that the upgrade occurs with minimum disruption to campus business.</p>	<p>Completion – mid-2009</p>	<p>A successful upgrade to Banner 8 was completed by District ITS October 2011. Banner continues to be upgraded and modified to meet SMCCD needs by ITS</p>
<p>CCC Trans District has agreed to proceed with the State Chancellor’s Office initiative for the CCCTRANS project (electronic transcript interchange). Skyline College Student Services representatives will work with District to ensure that this project is consistent with Skyline College needs.</p>	<p>Completion Spring 2009</p>	<p>CCCTRANS now named eTranscript California was successfully implemented November 2009. Since that date Skyline has sent over 15,000 transcripts.</p>
<p>Enrollment Management Enrollment Management continues to be a critical element for Skyline College. Enrolling, retaining students, and growing enrollment is one of the key functions that are supported through a number of technologies and services such as WebSMART, GWAMAIL, Emergency Text Messaging, Waitlists, electronic Schedule Bills, Early Alert, Hyperion dashboards, etc. Skyline representatives will continue to direct the District in their ongoing support and enhancements of these technologies and services.</p>	<p>Ongoing</p>	<p>District ITS Continues to work with the College to improve enrollment management technology tools</p>
<p>Online Degree Audit System An online, self-service web-based degree audit system will assist Skyline students in making informed decisions about course selection. As part of the Online Degree Audit System, District ITS is also developing a Class Schedule development module. Skyline College will work with the District to ensure that the system is consistent with Skyline student needs.</p>	<p>Completion Fall 2009</p>	<p>In June 2010, the District successfully implemented Degree Works. Degree Works is a web based program for students and counselors to check academic progress, receive advice on courses needed to satisfy requirements towards achieving academic goals, and provide an electronic education plan.</p>



Administrative Technology Activities	Timeline	Outcome
<p>Curriculum Development and Course Approval Need An electronic system with the ability to track where courses approval process would greatly enhance the process of creating new courses. Skyline, along with the District Office, CSM and Cañada, will evaluate third party products for curriculum management.</p>	Completed 2011	After investigation and consultation the District along with the Colleges implemented Curricunet and TracDat. As of fall 2012 both programs are being incorporated in the curriculum process.
<p>Identity Protection District ITS continuously assess the District strategies for insuring the privacy of information and protection of the identity of students, faculty, staff, and administrators.</p>		Several improvements have been made to District software to insure privacy of information.

General Technology Activities	Timeline	Outcomes
<p>Create multiple technology access points for students in pursuit of their educational goals and for staff/faculty/administrators to enhance their effectiveness.</p> <ul style="list-style-type: none"> • Continue to deploy wireless access throughout the campus with the goal of providing ubiquitous 802.11n access for students and staff. (See Campus Network Activities) • Continue to provide students with efficient and intuitive online student self-service business services. These services will be available 24/7. (See Administrative Technology Activities) • Continue to expand the number of computers available to students in nonproprietary areas such as the <i>Internet Café</i>. • Continue to utilize web technologies to place as much instruction online as practical. 	<p>Completed 2011</p> <p>Ongoing</p> <p>No longer valid</p> <p>Ongoing</p>	The District has successfully completed wireless deployment that provides coverage to 100% of the campus.
Develop a centralized library of campus software licenses and installed base.	Ongoing	Completed 2010. District maintains a database of general software.
Develop a plan for the updating of software across the campus. The plan will include a schedule and budget This plan will take into account the compatibility of software, equipment, operating systems, and instructional schedule. The plan must also include the regular review of the relevance of software before license renewal.	Sept. 2009	Completed fall 2012



General Technology Activities	Timeline	Outcomes
Work with District ITS to develop an equipment replacement plan that will ensure that faculty, students, and staff have access to technology that meets or exceeds District minimum standards. The plan will include a predictable schedule of when equipment needs to be replaced, the projected cost of equipment replacement, and identification of potential budget sources to be determined.	Ongoing <i>Annual report each January beginning January 2010</i>	Completed fall 2012
The Skyline Technology Advisory Committee, in coordination with District ITS, will determine and publish minimum standards for supported technology. These standards will be reviewed annually. These standards will be the basis for determining the equipment replacement schedule.	<i>Annually each May</i>	Ongoing
Work with District ITS computer support to implement an online inventory of technology on the Skyline campus.	September 2008	Completed 2010. District ITS maintains a database of all campus technology
Work with District ITS to implement a student email system.	Fall 2009	Completed 2009. MySMCCD
Develop a "green" perspective in the planning, implementing and disposing of technology.	Ongoing	
Continue to seek opportunities for partnerships and agreements to assist faculty, staff, and administrators to obtain technology at the best possible prices. Examples of this would be the Loan-to-Own program and the Community College Foundation's Microsoft agreement for the purchase of software.	Ongoing	Loan-to-Own program was discontinued in 2008. It has been partially restored 2012
Work with the District Human Resources Department to periodically assess the ergonomic safety of technology and associated furniture. Include ergonomic consideration in planning of new and remodeled facilities.	Ongoing	



Campus Network Activities	Timeline	Outcomes
<p>Completed Move to the 2009 – 2012 Activity Report Work with the District to develop a plan for the continued deployment of wireless access throughout the campus and nearby facilities. The goal is to provide at a minimum ubiquitous 802.11n access for students and staff.</p>	Completion 2010	Completed 2011
Work with District ITS to benchmark expected network performance as it relates to Banner services, local network performance, and Internet.	Completion Sp. 2010	No action taken
Work with District ITS to develop a College capability to originate real-time and asynchronous streaming video and audio. These services will be used to support instruction, provide information to the public and expand the audience for campus activities such as athletics.		College began implementation of an internet radio stream in 2011. College has begun single camera live streams of campus events spring 2012
Engage District ITS to develop a secure data backup system that will allow faculty and staff to backup documents to a secure server. Document backup will be voluntary. The backup system should be incremental and seamless to users.	Fall 2009	No action taken

DRAFT

Instructional Technology Activities	Timeline	Outcomes
Require that all courses have an up-to-date instructional support website. The minimum course website will include course outline and grading criteria.	Fall 2010	No action
Encourage and support faculty to use technology as a means to provide alternate delivery of instruction and enhance instruction.	Ongoing	
Increase Skyline's presence in the SMCCD iTunes U site. http://smccd.edu/itunesu/	Ongoing	Very little increase
Through TAC, develop a set of recommended minimum technology qualifications for new full-time faculty hires. These minimum technology qualifications will be recommended for inclusion in all job announcements.	June 2009	No action
Through TAC, annually review the technology used in Skyline's smart classrooms and make recommendations for maintaining or changing technology.	Annually	On-going
Through TAC, perform annual assessments of campus lab utilization.	Annually	No action



Instructional Technology Activities	Timeline	Outcomes
Determine the feasibility the implementation of more flexible computer labs that can accommodate multiple disciplines. Consideration will be given to both technology and furniture.	Sept. 2009	No action
Work with the District planning /construction processes to ensure that the present and future instructional technology needs of the faculty, staff, and students are addressed in any new construction or facility remodeling projects.	Ongoing	Addressed in District Construction standards that are continually being updated.

Training and Development Activities	Timeline	Outcomes
<p>Skyline College is committed to the revitalization of the Center for Teaching and Learning as a comprehensive and integrated resource for faculty and staff.</p> <p>This new revitalized center will -</p> <ul style="list-style-type: none"> • provide professional development services and flex activities. • make available links (more than just web) to expert resources in teaching and learning. • host regular presentations on current issues in teaching and learning. • encourage and support the use of technology to enhance instruction • reinstitute comprehensive orientation programs for new faculty. • perform regular faculty and staff interest surveys. • coordinate the delivery of customized workshops upon request. • perform regular evaluations of the effectiveness of this center. • serve as the hub for support of the Skyline Distance Education program 		In Fall 2012 Skyline began implementation of CTTL



Training and Development Activities	Timeline	Outcomes
<p>Skyline College is committed to the revitalization of the Center for Teaching and Learning as a comprehensive and integrated resource for faculty and staff.</p> <p>This new revitalized center will -</p> <ul style="list-style-type: none"> • provide professional development services and flex activities. • make available links (more than just web) to expert resources in teaching and learning. • host regular presentations on current issues in teaching and learning. • encourage and support the use of technology to enhance instruction • reinstitute comprehensive orientation programs for new faculty. • perform regular faculty and staff interest surveys. • coordinate the delivery of customized workshops upon request. • perform regular evaluations of the effectiveness of this center. • serve as the hub for support of the Skyline Distance Education program 		<p>In Fall 2012 Skyline began implementation of CCTL</p>

Campus Security Technology Activities	Timeline	Outcomes
<p>The District will install an Event Announcement System (EAS) in Skyline buildings 3, 6, 8, & 7A. The EAS system control center will be located in the College Security Office. This system is intended for making emergency announcements inside campus buildings.</p>	<p>Jan. 2009</p>	<p>Completed 2011. 90% campus coverage inside and out.</p>
<p>The College in cooperation with the District will determine the feasibility of further expansion of the EAS to other campus buildings.</p>	<p>Jan. 2010</p>	<p>Completed 2011. Additional building and outside locations were activated</p>
<p>The District will complete the installation of a campus wide video surveillance system. The system monitoring will be in the College Security Office</p>	<p>Jan. 2010</p>	<p>Completed. Continually being evaluated.</p>



Appendix B

Faculty Staff 4-Year Computer Replacement Schedule

Guiding Principles

- The use of technology by all Skyline faculty and staff is critical to realizing the vision of Skyline College.
- All full-time faculty and staff will have **one** state-of-the-art computer and **one** task appropriate monitor that will allow them to complete their tasks in an efficient manner.
- All full-time faculty and staff will have convenient access to black and white printing.
- Part-time faculty and staff will have access to quality computers and black and white printers in offices conveniently located around campus.

Schedule Placement Criteria. (In priority)

1. Faculty or staff unable to efficiently perform tasks as a result of an outdated computer.
2. Computer is **four** or more years old.
3. Computer has a history of more than usual number of work orders.
4. Staff or faculty member wants a new computer.



Faculty and Staff Computer Replacement Schedule F2012/SP2013

Division	Last Name	First Name	Replacement Date
Student Services	Acidera	Jeffrey	12/01/2012
SMT	Araica	Daisy	12/01/2012
Business	Auto Teacher Station	Skyline	12/01/2012
SMT	Bates	Alec	12/01/2012
Soc. Sci/CA	Bell	Rosemary	12/01/2012
LA/LR	Bell	Rachel	12/01/2012
Soc. Sci/CA	Bestock	Donna	12/01/2012
Student Services	Biederman	Donald	12/01/2012
Soc. Sci/CA	Brenner	Eric	12/01/2012
Business	Bus. Division General Use PC Laptop 1	Skyline College	12/01/2012
Student Services	Campillo	Carla	12/01/2012
Student Services	Carroll	Sheldon	12/01/2012
SMT	Carter	Pat	12/01/2012
SMT	Case	Christine	12/01/2012
LA/LR	Castro	Luciano	12/01/2012
Business	Cervantes	Alma	12/01/2012
PE/Athletics/Dance	Chandler	Chip	12/01/2012
Business	Classroom 202	Skyline	12/01/2012
Business	Comp Coordinators	Skyline	12/01/2012
Soc. Sci/CA	Combetti	Carlo	12/01/2012
SMT	Crawford	Judith	12/01/2012
Soc. Sci/CA	Daley	Barbara	12/01/2012
Business	del Castillo-Brown	Teresita	12/01/2012
Soc. Sci/CA	Driscoll	Carol	12/01/2012
Student Services	Elliott	Donna	12/01/2012
SMT	Erskine	Alice	12/01/2012
Business	Escalambre	Richard	12/01/2012
LA/LR	Feinbulum	Kathleen	12/01/2012
Student Services	Financial Aide		12/01/2012
Soc. Sci/CA	Fitzpatrick	Kathy	12/01/2012
PE/Athletics/Dance	Fosberg	Jan	12/01/2012
LA/LR	Floro	Nina	01/01/2012
SMT	Freedman	Jon	12/01/2012
SMT	Ghanma	Mousa	12/01/2012
PE/Athletics/Dance	Fitzgerald	Mike	01/01/2015
Student Services	Gonzalez	Pablo	12/01/2012
Student Services	Heimberg	Roseangela	12/01/2012
Student Services	Hermosillo	Imelda	12/01/2012
Student Services	horseshoe	skyline college	12/01/2012
LA/LR	Kaplan-Biegel	Nancy	12/01/2012



Faculty and Staff Computer Replacement Schedule F2012/SP2013

Soc. Sci/CA	Kirkpatrick	Sandra	12/01/2012
Student Services	Kisich	Linda	12/01/2012
SMT	Leach	Evan	12/01/2012
Soc. Sci/CA	Masare	Johannes	12/01/2012
Student Services	Mendoza	Patricia (Patty)	12/01/2012
Soc. Sci/CA	Merrill	Jennifer	12/01/2012
SMT	Michelitsch	Melissa	12/01/2012
Business	Ming	Dan	12/01/2012
SMT	Moss	Cindy	12/01/2012
Business	Muller-Moseley	Claire	12/01/2012
LA/LR	Nicol	Garrett	12/01/2012
PE/Athletics/Dance	Nomicos	Dino	12/01/2012
LA/LR	Peix	Manny	12/01/2012
Business	Phelps	Graciela	12/01/2012
SMT	Rivera-Contreras	Joaquin	12/01/2012
Business	Rizzo	Clydie	12/01/2012
Business	Robinson	Calvin	12/01/2012
Business	Roumbanis	Christine	12/01/2012
LA/LR	Ruiz	Kennva	12/01/2012
Student Services	Santanilla	Kathryn	12/01/2012
Student Services	Shrivaya	Crysil	12/01/2012
Business	Spokowski	Paul	12/01/2012
Soc. Sci/CA	Suzuki	Masao	12/01/2012
Soc. Sci/CA	Takayama	Arthur	12/01/2012
LA/LR	Taylor	Phyllis	12/01/2012
SMT	Tsuchida	Tadashi	12/01/2012
Student Services	Valdelomar	Dina	12/01/2012
Student Services	Wallace	Richard	12/01/2012
Business	Whitten	Linda	12/01/2012
Soc. Sci/CA	Wolbers	Dennis	12/01/2012
SMT	Zamani	Soodi	12/01/2012



Faculty and Staff Computer Replacement Schedule F2013/SP2014

Division	Last Name	First Name	Replacement Date
Operations	Argarin	Nancy	01/01/2013
Business	Automotive	Skyline	01/01/2013
Business	Automotive Office	Skyline College	12/01/2013
Soc. Sci./CA	Bell	Rosemary	12/01/2013
Soc. Sci./CA	Bestock	Donna	01/01/2013
Soc. Sci./CA	Book Checkout Desk PC2	Skyline	12/01/2013
SMT	Bookstaff	Shari	12/01/2013
LA/LR	Bowsher	Jim	01/01/2013
Soc. Sci./CA	Brenner	Eric	01/01/2013
Business	Broxholm	Thomas	12/01/2013
SMT	Case	Christine	12/01/2013
LA/LR	Chavez	John	01/01/2013
Student Services	Christian	Catherine	01/01/2013
Business	Ciraolo	Jerry	12/01/2013
Soc. Sci./CA	Classroom 1108	Skyline	12/01/2013
Student Services	Connigo	Aileen	01/01/2013
Student Services	Counseling	Skyline	01/01/2013
Student Services	Davis	Lorena	01/01/2013
SMT	De Prado	Norman	12/01/2013
Operations	Esobar Mena	Marcella	01/01/2013
Student Services	Financial Aide		12/01/2013
Soc. Sci./CA	Fischer	Bridget	01/01/2013
Student Services	Fraunfelder	Greg	01/01/2013
SMT	Fredricks	Stephen	01/01/2013
SMT	Ghanma	Mousa	12/01/2013
Student Services	Gorostiza	Angelica	01/01/2013
LA/LR	Harer	Katherine	01/01/2013
Student Services	Herda	Melinda	01/01/2013
Student Services	Hermanos Group	Skyline	01/01/2013
Soc. Sci./CA	Hewitt	Tom	12/01/2013
Business	Jean	Marilyn	12/01/2013
Business	Johnson	Julia	01/01/2013
Business	Jones	Chester	01/01/2013
SMT	Koskelo	Ilkka	01/01/2013
Student Services	Lariviere	Judith	01/01/2013
Student Services	Larson	Eric	01/01/2013
Student Services	Lee	Joyce	01/01/2013
Soc. Sci./CA	Lim	Poh Kim	12/01/2013
Student Services	Lorenzo	Susan	01/01/2013



Faculty and Staff Computer Replacement Schedule F2013/SP2014

Student Services	Mendez	Karla	01/01/2013
Student Services	Morrison	Regina	01/01/2013
Student Services	Mosby	John	01/01/2013
Business	Motipara	Sita	01/01/2013
Student Services	Murillo	Jorge	01/01/2013
Student Services	Muse	Beverly	01/01/2013
Student Services	Nevado	Nate	01/01/2013
Soc. Sci./CA	Office 1308		12/01/2013
Business	Pfaeffle	Alex	01/01/2013
SMT	Pharm Prep	Skyline	01/01/2013
SMT	Richards	Anjana	01/01/2013
Business	Robinson	Calvin	12/01/2013
LA/LR	Saenz	john	01/01/2013
Student Services	Shein	Ma	01/01/2013
Student Services	SKYL NURSE JAN GERSONDE	SKYLINE	12/01/2013
Student Services	Stats	Terry	01/01/2013
Business	Sullivan	Kevin	12/01/2013
Operations	Tablan	Emmanuel	12/01/2013
SMT	Thompson	Ome	01/01/2013
Student Services	Trish	Anni	01/01/2013
SMT	Ty	Pat	01/01/2013
Student Services	Urna	Svie	01/01/2013
Business	Watts	Tina (Jacinda)	12/01/2013



Faculty and Staff Computer Replacement Schedule F2014/SP2015			
Division	Last Name	First Name	Replacement Date
Student Services	Armas	Adriana	01/01/2014
Student Services	Beiers	Beth	01/01/2014
VP Instruction	Benavides	Glenda	01/01/2014
Student Services	Biederman	Don	01/01/2014
VP Student Services	Blake	Joi	01/01/2014
VP Student Services	Blake	Joi (Laptop)	01/01/2014
Operations	Briones	Eloisa	01/01/2014
Operations	Briones	Eloisa (Laptop)	01/01/2014
Student Services	Cubicle next door to Jocelyn Vila		01/01/2014
Student Services	De Souza	Jose'	01/01/2014
Business	Faculty adjunct	Skyline	12/01/2013
Student Services	FINANCIAL AID - CENTER COMPUTER	SKYLINE	01/01/2014
Student Services	Financial Aide	Skyline	01/01/2014
VP Student Services	Gacutan	Golda	01/01/2014
VP Student Services	Gacutan	Golda (Laptop)	01/01/2014
VP Instruction	Gonzalez	Ken	01/01/2014
SMT	Green	Bruce	01/01/2014
Student Services	Hermanos Group	Skyline	01/01/2013
Student Services	In front of EOPS/ EOPS counter	Skyline	12/01/2013
LA/LR	Irigoyen	Fermin	01/01/2014
Soc. Sci./CA	Jackson	Tony	01/01/2014
SMT	Kapp	Nick	01/01/2014
Operations	Lamson	Barbara	01/01/2014
Operations	Lamson	Barbara (Laptop)	01/01/2014
Student Services	Lariviere	Judy	01/01/2014
Operations	Lee	Ellen	01/01/2014
VP Instruction	Leiva	Adolfo	01/01/2014
Soc. Sci./CA	Library Circul. Area		12/01/2013
Soc. Sci./CA	Lowenstein	Ellen	12/01/2013
Student Services	Mariano	Elnore	01/01/2014
Student Services	Martinez	Sylvia	01/01/2014
Student Services	Matthews	Melissa	01/01/2014
Student Services	Mendoza	Patricia	01/01/2014
SMT	Mesa Staff	Skyline	01/01/2013
Student Services	Mosby	John	01/01/2014
Soc. Sci./CA	Moynihan	Michael	01/01/2014
President's Office	Napier	Cherie	01/01/2014



Faculty and Staff Computer Replacement Schedule F2014/SP2015

Student Services	Osaie	Elizabeth	01/01/2014
VP Instruction	Pasad	Sherrie	01/01/2014
VP Instruction	Pasad	Sherrie (Laptop)	01/01/2014
Business	Pate	Hui	12/01/2013
Operations	Paw	Vivian	01/01/2014
VP Instruction	Perkins	Sarah	01/01/2014
VP Instruction	Perkins	Sarah (Laptop)	01/01/2014
PE/Athletics/Dance	Piergrossi	Justin	01/01/2014
Business	Rebele	Cecelia	01/01/2014
Student Services	Rojas	Michael	01/01/2014
Business	Ross	Don	12/01/2014
PE/Athletics/Dance	Salahuddin	Rayannah	01/01/2014
Student Services	Security Office	Skyline	01/01/2014
VP Instruction	Sippel	Leigh Anne	01/01/2014
President's Office	Stroud	Regina	01/01/2014
President's Office	Stroud	Regina (Laptop)	01/01/2014
Student Services	Tariq	Nadia	01/01/2014
President's Office	Tentes	Theresa	01/01/2014
President's Office	Tentes	Theresa (Laptop)	01/01/2014
President's Office	Ullie	David	01/01/2014
Student Services	Velasquez	Mineva	01/01/2014
SMT	Venez	Carmen	01/01/2014
Student Services	Vil	Jocelyn	01/01/2014
VP Instruction	Watson	William	01/01/2014
Student Services	Weidman	Christopher	01/01/2014
SMT	Wilcher	Aaron	01/01/2014



Faculty and Staff Computer Replacement Schedule F2015/SP2016

Division	Last Name	First Name	Replacement Date
Business	Adjunct	COSMO	01/01/2015
Business	Adjunct	COSMO	01/01/2015
Business	Adjunct	COSMO	01/01/2015
Soc. Sci./CA	Aurilio	Steve	01/01/2015
Soc. Sci./CA	Amin Justice	Adjunct	01/01/2015
Business	Biagi	Laurie	01/01/2015
Soc. Sci./CA	Bridenbaugh	Paul	01/01/2015
Business	Browne	kathryn	01/01/2015
Soc. Sci./CA	Buckingham	George	01/01/2015
President's Office	Bensyi	Bryan	01/01/2015
Student Services	Cashiers 1 Front Counter	Skyline	01/01/2015
SMT	Castro	Ana	01/01/2015
Soc. Sci./CA	Ceccarelli	Alan	01/01/2015
PE/Athletics/Dance	Corsiglia	Kevin	01/01/2015
PE/Athletics/Dance	Cushway	Diana	01/01/2015
SMT	Daniel	Brian	01/01/2015
Business	Dinh	Cam Hoan	01/01/2015
Student Services	Drop in Counseling		01/01/2015
Student Services	Duro	Timothy	01/01/2015
LA/LR	Errelo	Liza	01/01/2015
Business	Evangelista	Jeffery	01/01/2015
Business	Francisco	Elaine	01/01/2015
Business	Gaeta	Rachel	01/01/2015
LA/LR	Gibson	Christopher	01/01/2015
Business	Gleyzer	Filipp	01/01/2015
Business	Godwins	Cleary	01/01/2015
SMT	Gulli	Rita	01/01/2015
LA/LR	Gutierrez	Mary	01/01/2015
PE/Athletics/Dance	Haddon	James	01/01/2015
LA/LR	Harer	Katherine	01/01/2015
SMT	Hasson	David	01/01/2015
Soc. Sci./CA	Hearne	Stephen	01/01/2015
SMT	Hsu	Sandra	01/01/2015
Business	Isaacs	Lygia	01/01/2015
President's Office	Johnstone	Rob	01/01/2015
Student Services	Komadina	Melissa	01/01/2015
LA/LR	Lachmayr	Lucia	01/01/2015
Business	Lam	Nancy	01/01/2015
Business	Lam	Nancy (Laptop)	01/01/2015
Business	Leary	Mary Anne	01/01/2015
VP Instruction	Leiva	Adolfo	01/01/2015



Faculty and Staff Computer Replacement Schedule F2015/SP2016

Soc. Sci./CA	Lim	Pho Kim	01/01/2015
PE/Athletics/Dance	Lindhe	Brittany	01/01/2015
PE/Athletics/Dance	Link	Daniel	01/01/2015
VP Instruction	Mendez	Karla	01/01/2015
Student Services	Morrison	Regina	01/01/2015
President's Office	Napier	Cherie	01/01/2015
President's Office	Napier	Cherie (laptop)	01/01/2015
Soc. Sci./CA	Navari	Jude	01/01/2015
SMT	Nguyen	Vanson	01/01/2015
Business	Nielsen	Karen	01/01/2015
Business	Nolan	Inger	01/01/2015
Business	Ortiz	Guillermo	01/01/2015
Business	Pate	Hui (Office PC)	01/01/2015
Business	Pelayo	Regina	01/01/2015
Business	Saenz	Cinthia	01/01/2015
Soc. Sci./CA	Schmierer	Tiffany	01/01/2015
Student Services	Shetaya	Crystal	01/01/2015
Operations	4-329A		01/01/2015
Business	Child Dev. Center		01/01/2015
Business	Smith	Evelyn	01/01/2015
PE/Athletics/Dance	Steele	Ambler	01/01/2015
Operations	Taitan	Emmanuel	01/01/2015
Student Services	Wagner	Jane	01/01/2015
LA/LR	Westfall	Jeffrey	01/01/2015
LA/LR	Wong	Karen	01/01/2015
Soc. Sci./CA	Wong	James	01/01/2015
Business	Child Dev. Center		01/01/2015

DRAFT



Appendix C

Five-Year Lab Replacement Schedule

Lab Identification Criteria (In priority)

1. What is the relevance of the program to the College's vision and strategic plan?
2. Does the current equipment and/or software prevent the program from reaching student learning outcomes?
3. Does the current equipment and/or software restrict effective instruction?
4. Are program enrollment demands exceeding the current lab capabilities?
5. Has there been an excessive number of service calls associated with the lab?
6. Are any of the above conditions likely to occur in the next 18 months?

Note => Years 2014 – 2016 are not complete. It is expected that College instructional priorities and technology changes will impact this schedule in future years. Therefore, years 2011-2016 are minimal projections. The actual amounts will be more. The details for each year will be reviewed and updated annually.

DRAFT

Lab Replacement Schedule F2012/Sp2013

Bldg	Room	Program	Qty.	End of Life	Replace Yr.	Estimated Total	Priority
2	117B	CALT	33	2012	2012	\$49,500.	4.0
5		Library Total	30	2011	2012	\$45,000.	5.0
5	110	ESL	5	2011	2012	\$7,500.	6.5
7	241	Biology Lab Total	36	2011	2012	\$52,400.	1.0
7	339	Chemistry Lab Total	36	2011	2012	\$47,600.	2.0
8	202	Auto	19	2010	2012	\$28,500.	3.0
8	110	Journalism Total	14	2011	2012	\$23,100.	6.0

\$253,600.00

Lab Replacement Schedule F2013/Sp2014

Bldg	Room	Program	Qty.	End of Life	Replace Yr.	Estimated Total	Priority
1	218	ELI	4	2011	2013	\$6,000.00	7
2	232	Testing	12	2011	2013	\$18,000.00	8
5	100	Learning Center Total	25	Varied	2013	\$37,500.00	1
5	132B	DSPS Testing Total	11	Varied	2013	\$16,500.00	2
7	309	Mesa	5	2013	2013	\$7,500.00	3
8	121	Business	39	2011	2013	\$58,500.00	4
8	119	Business	37	2012	2013	\$55,500.00	5
8	119	Business	14	2012	2013	\$25,200.00	6

\$224,700.00

Lab Replacement Schedule F2014/Sp2015

Bldg	Room	Program	Qty.	End of Life	Replace Yr.	Estimated Total	Priority
2	227	Transfer Center	12	2014	2014	\$12,000.00	1
5	100C	Language Lab	36	2014	2014	\$54,000.00	4
5	131	DSPS Classroom	13	2014	2014	\$23,400.00	5
7	211	Allied Health Learning Center	7	2013	2014	\$10,500.00	3
8	101	AUTO	5	2013	2014	\$9,000.00	2

\$114,900.00

Lab Replacement Schedule F2015/Sp2016

Bldg	Room	Program	Qty.	End of Life	Replace Yr.	Estimated Total	Priority
1	201	Midi	8	2015	2015	\$17,600.00	4
1	311F	CTTL	15	2015	2015	\$27,750.00	1
2	117A	CALT Total	43	Varied	2015	\$64,500.00	3
11	107	Auto	12	2014	2015	\$21,600.00	2

\$131,450.00

Lab Replacement Schedule F2016/Sp2017

Bldg	Room	Program	Qty.	End of Life	Replace Yr.	Estimated Total	Priority
5	200N	Library Classroom	38	2014	2016	\$57,000.00	5
8	103	Auto	4	2016	2016	\$6,000.00	1
2	116	C ALT	24	2014	2016	\$36,000.00	2
2	225	Student Services	13	2015	2016	\$15,600.00	3
1	219B	Career Total	25	Varied	2016	\$33,500.00	3

\$148,100.00

DRAFT



Appendix D

Outcomes Faculty Survey on Online Instruction Fall 2012

Survey for Online Teaching:

- 10 questions
- 62 respondents
- Not all questions answered by all 62.

Questions:

1. How often do you currently use WebAccess?
2. How do you use WebAccess?
3. What type of orientation do you do for your students to prepare them for your online or hybrid course?
4. Do you feel like you are aware of and understand Section 508 guidelines for online materials?
5. How do you assess and evaluate your course content and clarity of directions?
6. What tools are you currently using to create course materials?
7. What sort of training would you like to attend for WebAccess?
8. What types of operating systems are you familiar with?
9. What sort of assistance with your WebAccess use would be helpful to you?
10. What types of workshops for applications/software for desktop/laptop would be helpful?

Noteworthy:

- WEBACCESS usage: Of those surveyed: 39.3 % of those surveyed do NOT use WebAccess at all. (why and what more can be done to raise that number)
- How is WEBACCESS being used: Online: 24.6 %; Web assisted 32.8%
- Orientation to Online/Hybrid class F2F: 34.5 %; Online: 25.9 % (a need for more training on how to do that for those offering online classes/or means for a general online class orientation for students)
- Section 508 which refers to accessibility issues and online courses: 57.4 % do not know what 508 is. This demonstrates a need for more training by Disabled Resources Center and integration of all courses.
- Course Evaluation: Data shows a variety of means, some in combination with others. Suggests a need for a standardization which would assist in Accreditation Data and DE planning.

Tools and future Training:

- Most often used 'tool' is Power Point and or Keynote
- Most requested training at the very basic level which would agree with the data above and demonstrate more could be using if more training were offered. Additionally there is a need for advanced trainings which would increase the depth of usage and provide a basis of users who could assist those still at the beginning stages of usage.
- Operating System question demonstrates a fairly equal use of PC and Apple
- Other trainings/workshops: the responses show that there is an interest in training for other applications that can enhance learning for our student. Using technologies that are more than text based, such as audio and video would address various learning styles and methods of our students.
- There is also a great desire for information and training on Best Practices with the various technologies, so the Pedagogy/Andragogy part of Teaching and learning both for online and in the F2F classroom is also desired by the respondents at 46 percent rate in the data.

Final Summary: There is much work to do and the need for the CTTL is evident.

Goal 1: Get the CTTL open and available as a PLACE for Faculty and Staff.

Goal 2: Increase usage of Web Access to 80 percent by end of 2013.

and this can be achieved through workshops offered through the spring and Fall semesters in addition to Flexibility activity.

Goal 3: Get a calendar of trainings for web Access, other apps especially audio and video and Best Practices as top priorities.

Appendix E

Technology Advisory Committee 2012-2013

Bridget Fischer, Social Science/Creative Arts Faculty Division Faculty –Co-Chair

Raymond Hernandez, Dean SMT Division—Co-Chair

Sarah Perkins, Vice-President Instruction

John Mosby, Dean Enrollment Services

Tom Broxholm, Business Division Faculty

Liz Gaudet, District Web Programmer Analysts

Amanda Cervantez, Business Division Faculty

Don Carlson, Dean-Business Division

Cindy Moss, Faculty Science Math Technology

Kevin Chak, Skyline Bookstore Manager

Judith Lariviere, Counseling Division Faculty

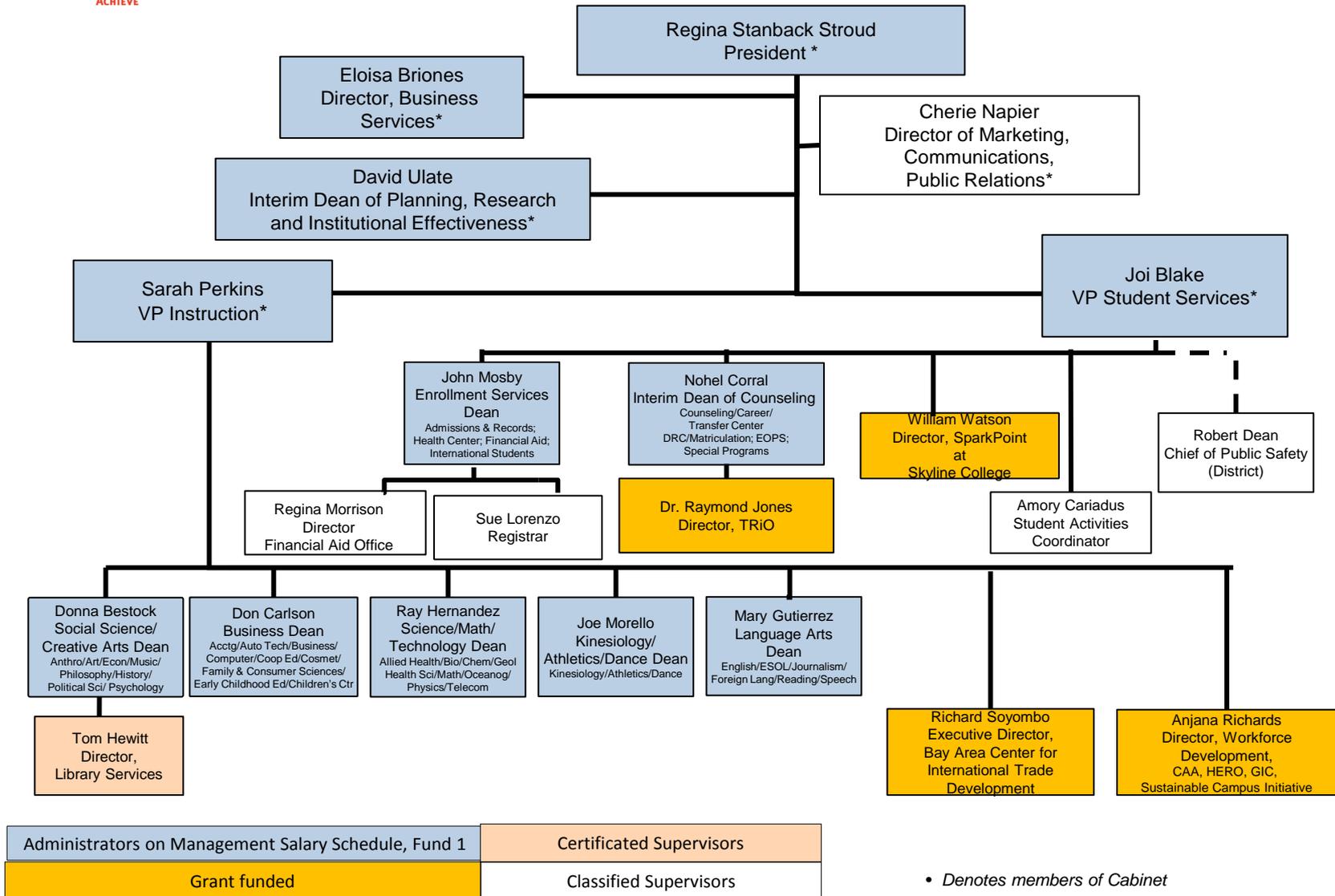
Jim Petromilli – Skyline College Consultant

Christopher Weidman, Classified Representative

Jude Navari, Social Science/Creative Arts Division Faculty

Gary Nicols, Language Arts Division Faculty

Appendix Q: Organizational Chart



**Appendix R:
Distance Education Student Profile**

Unique Headcount by Term

Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012
1,776	1,788	2,145	1,783	1,998	2,219

Unique Headcount by Gender

	2009/10	2010/11	2011/12
Female	1,873	1,989	2,301
Male	1,102	1,179	1,327
Unreported	79	68	69

Unique Headcount by Ethnicity

	2009/10	2010/11	2011/12
African American	118	134	157
American Indian/Alas	13	12	10
Asian	830	885	909
Filipino	491	524	575
Hispanic	450	463	554
White	750	696	843
Unknown	402	522	649

Unique Headcount by Age

	2009/10	2010/11	2011/12
Under 18	7	15	11
18-22	884	1,116	1,225
23-28	1,098	1,037	1,213
29-39	623	638	767
40-49	236	257	276
50-59	160	123	141
60+	33	37	47

Unique Headcount by Status

	2009/10	2010/11	2011/12
Continuing	2,216	2,489	2,806
Currently K-12	21	40	42
First-Time	54	44	78
First-Time Transfer	295	253	303
Returning	253	236	279
Returning Transfer	215	174	189

Unique Headcount by Educational Goal

	2009/10	2010/11	2011/12
Earn AA/AS & Transfer to 4 yr.	976	1,133	1,408
Transfer to 4yr w/out AA/AS	483	510	598
Earn AA/AS w/out Transfer	168	191	240
Earn 2yr Certif w/out Transfer	28	29	34
Earn Voc Certif w/out Transfer	54	67	85
4yr stu taking class for 4yr college	494	417	380
Acquire Job Skills/New Career	191	197	207
Update Job Skills/Job Advance	135	134	167
Complete Credits for HS Diploma	13	24	23
Educational Development	157	166	149
Formulate Career Plans/Goals	50	43	50
Improve Basic Skills	45	43	25
Maintain Certificate/License	31	50	50
Undecided/Unreported	228	232	279

Percent Headcount by Gender

	2009/10	2010/11	2011/12
Female	30%	32%	37%
Male	31%	33%	37%
Unreported	37%	31%	32%

Percent Headcount by Ethnicity

	2009/10	2010/11	2011/12
African American	29%	33%	38%
American Indian/Alas	37%	34%	29%
Asian	32%	34%	35%
Filipino	31%	33%	36%
Hispanic	31%	32%	38%
White	33%	30%	37%
Unknown	26%	33%	41%

Percent Headcount by Age

	2009/10	2010/11	2011/12
Under 18	21%	45%	33%
18-22	27%	35%	38%
23-28	33%	31%	36%
29-39	31%	31%	38%
40-49	31%	33%	36%
50-59	38%	29%	33%
60+	28%	32%	40%

Percent Headcount by Status

	2009/10	2010/11	2011/12
Continuing	30%	33%	37%
Currently K-12	20%	39%	41%
First-Time	31%	25%	44%
First-Time Transfer	35%	30%	36%
Returning	33%	31%	36%
Returning Transfer	37%	30%	33%

Percent Headcount by Educational Goal

	2009/10	2010/11	2011/12
Earn AA/AS & Transfer to 4 yr.	28%	32%	40%
Transfer to 4yr w/out AA/AS	30%	32%	38%
Earn AA/AS w/out Transfer	28%	32%	40%
Earn 2yr Certif w/out Transfer	31%	32%	37%
Earn Voc Certif w/out Transfer	26%	33%	41%
4yr stu taking class for 4yr college	38%	32%	29%
Acquire Job Skills/New Career	32%	33%	35%
Update Job Skills/Job Advance	31%	31%	38%
Complete Credits for HS Diploma	22%	40%	38%
Educational Development	33%	35%	32%
Formulate Career Plans/Goals	35%	30%	35%
Improve Basic Skills	40%	38%	22%
Maintain Certificate/License	24%	38%	38%
Undecided/Unreported	31%	31%	38%

Appendix S: Skyline College Success and Retention for Online Courses

		Enrollments	Success Count	Success Rate	Retention Count	Retention Rate
Online Courses	2009/10	4,538	2,689	59%	3,630	80%
	2010/11	4,734	2,695	57%	3,714	79%
	2011/12	5,468	3,116	57%	4,344	79%

Appendix T:

Comparative Analysis of Success and Retention in Online vs. Face-to-Face

Table 10 - Overall Enrollment Counts, Success and Retention Rates for 2009/10-2011/12

		Enrollments	Success Count	Success Rate	Retention Count	Retention Rate
Online Courses	2009/10	4,538	2,689	59%	3,630	80%
	2010/11	4,734	2,695	57%	3,714	79%
	2011/12	5,468	3,116	57%	4,344	79%
Face to Face Courses	2009/10	48,652	34,233	70%	41,048	84%
	2010/11	47,611	32,678	69%	39,434	83%
	2011/12	46,999	32,935	70%	39,369	84%

Appendix T:
Comparative Analysis of Success and Retention in Online vs. Face-to-Face

Table 11 - By Program - Enrollment Counts, Success and Retention Rates 2009/10-2011/12 (fall and spring semesters)*

Program	Year	Enrollment Count		Success Rates		Retention Rates	
		Distance Education Courses	Non-Distance Education Courses	Distance Education Courses	Non-Distance Education Courses	Distance Education Courses	Non-Distance Education Courses
Accounting*	2009/10	266	962	65%	67%	81%	82%
	2010/11	281	902	62%	58%	76%	76%
	2011/12	351	812	62%	61%	78%	75%
Art*	2009/10	81	1,512	67%	79%	89%	88%
	2010/11	122	1,561	62%	79%	85%	87%
	2011/12	282	1,451	51%	78%	78%	86%
Biological Sciences*	2009/10	74	2,394	57%	72%	77%	84%
	2010/11	177	2,407	57%	68%	71%	82%
	2011/12	229	2,414	68%	68%	82%	82%
Business*	2009/10	803	1,103	65%	67%	87%	83%
	2010/11	708	1,139	59%	67%	85%	81%
	2011/12	732	1,188	54%	68%	74%	83%
CAOT*	2009/10	674	1,008	60%	76%	84%	93%
	2010/11	623	966	57%	72%	82%	88%
	2011/12	568	901	58%	73%	87%	88%
Computer Science	2009/10	36	115	44%	72%	50%	77%
	2010/11	34	104	38%	78%	47%	83%
	2011/12	2	77	50%	69%	50%	75%
Counseling	2009/10	N/A	2,050	N/A	85%	N/A	94%
	2010/11	N/A	1,296	N/A	75%	N/A	89%
	2011/12	N/A	1,331	N/A	75%	N/A	90%
Dance*	2009/10	N/A	798	N/A	77%	N/A	85%
	2010/11	N/A	709	N/A	77%	N/A	82%
	2011/12	34	717	53%	79%	79%	87%
DSP&S	2009/10	13	258	62%	69%	77%	93%
	2010/11	N/A	86	N/A	78%	N/A	90%
	2011/12	N/A	91	N/A	79%	N/A	86%
Early Childhood Education*	2009/10	23	1,699	57%	73%	91%	87%
	2010/11	60	1,553	48%	74%	80%	88%
	2011/12	40	1,494	40%	74%	78%	84%
Economics	2009/10	147	718	65%	69%	82%	83%
	2010/11	152	797	57%	69%	80%	86%
	2011/12	142	765	48%	66%	77%	81%
English*	2009/10	321	3,923	62%	67%	72%	82%
	2010/11	333	3,914	61%	64%	69%	78%
	2011/12	431	4,043	56%	65%	71%	80%

* Indicates a program offering a degree and/or certificate where 50 percent or more of required units are available through courses approved for distance learning mode.

Appendix T:
Comparative Analysis of Success and Retention in Online vs. Face-to-Face

Table 11 - Enrollment Counts and Success and Retention Rates, by Program, for Distance Education and Non-Distance Education Courses (*Continued*), 2009/10-2011/12 (fall and spring semesters)*

Program	Year	Enrollment Count		Success Rates		Retention Rates	
		Distance Education Courses	Non-Distance Education Courses	Distance Education Courses	Non-Distance Education Courses	Distance Education Courses	Non-Distance Education Courses
Foreign Languages*	2009/10	N/A	915	N/A	77%	N/A	85%
	2010/11	N/A	970	N/A	76%	N/A	85%
	2011/12	551	191	75%	77%	83%	87%
History*	2009/10	222	2,629	58%	63%	81%	80%
	2010/11	252	2,721	53%	60%	76%	78%
	2011/12	270	2,636	53%	64%	77%	80%
Health Sciences	2009/10	78	604	72%	79%	91%	90%
	2010/11	128	357	78%	79%	92%	88%
	2011/12	120	537	68%	82%	83%	92%
Paralegal*	2009/10	N/A	290	N/A	76%	N/A	85%
	2010/11	35	204	51%	66%	74%	83%
	2011/12	21	213	43%	70%	43%	80%
Library Science	2009/10	N/A	33	N/A	91%	N/A	97%
	2010/11	N/A	48	N/A	75%	N/A	79%
	2011/12	N/A	65	N/A	75%	N/A	75%
Mathematics*	2009/10	344	4,378	41%	61%	60%	79%
	2010/11	324	4,480	43%	58%	60%	78%
	2011/12	347	4,455	41%	63%	66%	81%
Music*	2009/10	296	1,458	49%	74%	81%	82%
	2010/11	306	1,493	52%	73%	79%	81%
	2011/12	262	1,438	47%	75%	80%	83%
Philosophy*	2009/10	44	669	55%	66%	86%	83%
	2010/11	43	687	47%	69%	70%	85%
	2011/12	72	577	44%	65%	69%	81%
Physical Education (Kinesiology)*	2009/10	33	4,166	49%	81%	58%	89%
	2010/11	134	4,107	58%	79%	79%	87%
	2011/12	247	3,938	70%	82%	84%	89%
Psychology*	2009/10	471	2,050	68%	66%	87%	87%
	2010/11	468	2,135	68%	64%	90%	85%
	2011/12	658	2,094	68%	61%	88%	82%
Sociology	2009/10	98	546	60%	57%	88%	82%
	2010/11	110	569	61%	52%	88%	74%
	2011/12	137	468	60%	55%	89%	78%

* Indicates a program offering a degree and/or certificate where 50 percent or more of required units are available through courses approved for distance learning mode.