Distance Education Strategic Plan
2013-2015

October 2013

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Appendices

"To Empower and Transform a Global Community of Learners"

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*

San Mateo Community College District DISTANCE EDUCATION:

Working in collaboration with the San Mateo Community College District 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 Distance Education

Distance Education Vision: In support of Skyline's Mission, Vision and Values, the Distance Education program offers students access to quality instruction and support in online and hybrid environments to empower and transform a global community of learners.

Distance Education Mission: At Skyline College, Distance Education is part of a matrix of opportunities. Under the umbrella of the Center for Transformative Teaching and Learning, Skyline's Distance Education Programs provide a high-quality, integrated and sustainable, learning experience. Distance Education aligns with and supports Skyline's Technology, Professional Development, Educational Master and Strategic plans of the college.

Distance Education Values: Skyline enjoys an institutional culture that appreciates and respects the opportunities and solutions available through the use of technology. Distance Education offers an enhanced instructional experience with the use of Technology that can improve learning and increase student success.

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GOALS:

a) Increase student retention and success achieving parity with Face-to-Face classes over the next 3 years. (see current data from: http://www.skylinecollege.edu/prie/assets/distanceeducation/Appendix S - Skyline College Success and Retention for Online Courses 2009-10 through 2011-12.pdf)

b) Improve faculty participation in Webaccess and increase professional development offerings for faculty and staff with "new technology" training to enhance face-to-face class experience. See results of survey (Appendix B)

c) Continued development of infrastructure that supports Faculty professional development for Distance Education though the growth and expansion of the CTTL.

d) Create a method and means by which degrees and certificates can be earned by students in an entirely online environment and is transparent in process for students, faculty, staff and administration.

e) Increase awareness of Distance Education, the CTTL and Best Practices of Teaching and Learning in Distance Educational Environments.

f) Develop DE versions of courses for CSU General Ed transfer in Areas A through E. (See Appendix C)

ACTION ITEMS:

1: As a means to increase Webaccess use by faculty, create and implement an Orientation and "Boot-up" camp for new faculty, beginning Academic year 2013/14. In addition offer a compressed version to Adjunct faculty.

2: Upgrade Moodle to 2.4 (Webaccess) with training for Faculty 2013/2014

3: Increase usage by Faculty of Web Access to 80 percent through Professional Development trainings during Flex Days and through a series of ongoing workshop offered through out the academic year.

4: Introduce and inform campus of the Instructional Technologist / Designer & as need increases, hire a 2nd Instructional Designer to assist faculty with the improvement of design and implementation of best practices in Distance Ed courses.

5: Create and implement yearly "needs assessment " survey to Faculty to determine direction and types of workshop offerings.

6: Schedule and offer "Brown Bag Lunches": Discussions and/ or webinars with subjects that include: Pedagogical Scholarship, Teaching and Learning theories/ Transformative Teaching theories, Rules and Regulations, etc.

7: Activation of Distance Education Advisory Task Force to link Technology Advisory Committee with Distance Education pedagogy and best practices.

8: Create and implement a new Skyline Specific "Student Orientation and Skills/ Technology Assessment" components in the DE website, for Online and Hybrid courses. 2014 / 2015

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9:     Possible workshops may include but are not limited to the following:

Productivity Applications	Pedagogy	Classroom and General Technology	Multi media Application	Distance Education Application	Presentation Application
Outlook	Rules and Regulations	How to use a Smart classroom	i-movie Audacity Screen Capture- Quick time/ Screen flow Compression I-Books E-readers	Webaccesss I and II Webaccess- Gradebook Websmart STOT	Powerpoint Keynote Prezi
Notability	Curricunet	Clickers			
Word Excel Skype Fuzebox Dropbox	TracDat	Bright link			
	Assessment	Smartphone			
	SLO	I-pad			
	Future of DE:	Doc Cams			
	MOOCS	Free Stuff: Google docs YouTube freeware/			
	State funding				
		Voice-thread			
	Mobile US				

10.   Develop online certificate program for Early Childhood Education through curriculum process whereby 8 courses are offered in an online format by 2015.

11.   Determine feasibility for offering 8 week or short courses in online format.
        A. Research other colleges that are already doing this.
        B. Determine the process for achieving this at Skyline
        C. Determine which online courses would be the best candidates.

12.   Work with programs to develop DE version so that students can transfer and full fill their G.E. requirements
        Area A: Communication Dept. to develop DE version of Oral Communication
        Area B: Science, DE version of Physical Science
        Area D: Social/Political science to Develop DE version of U.S Government/state and Local Government
        Area E: Lifelong Understanding and & Self Development E2

13.   Conduct a student satisfaction survey in 2015. Using questions from State Survey, confirm that the measures and training that are occurring through the CTTL has increased student satisfaction, especially in regards to courses meeting students "learning needs, that they are learning as much in DE courses as Face to Face courses" and that there is an increase in the likelihood that student would take online/hybrid courses again.

SKYLINE COLLEGE: History of Distance Education At Skyline College

The office of Distance Education was established in the summer of 2012. From the SEEED committee and a number of sub-committees of SEEED it was determined that to assure diversity and retain quality faculty that could keep current in Teaching and Learning, a robust framework needed to be developed. In an effort to effectively expand and integrate Distance Education and Professional Development, the Center for Transformation Teaching and Learning was established in the fall of 2012. "The Center" serves as a hub of innovation and professional development where faculty, staff, and administrators find resources and opportunities that help them strengthen student learning, engagement, support, and success. Through the integration of pedagogy, technology, and innovation, "The Center" provides an environment and tools that support the transformation of teaching and learning needed to empower and transform a global, diverse community of learners. Distance Ed is supported and sustained at The Center for Transformative Teaching and Learning at Skyline College, while working concurrently with district efforts to insure quality educational experience for students.

The websites for Distance Education (http://www.skylinecollege.edu/distanceeducation/index.php) and Professional Development (http://www.skylinecollege.edu/professionaldevelopment/) were created as information portals that would address the various needs for those areas on campus. The website for CTTL (http://skylinecttl.org) provides links to the school pages and is linked from Skyline college D.E page. The CTTL page has an active calendar of the various types of trainings, workshops and events to which visitors can register. The planned workshop and training schedule were determined from a survey that was conducted in September of 2012. (See brief analysis below and Appendix B on Page 20).   This survey then continues to help plan future workshops.

Another important survey was conducted in December of 2012 was an assessment of Technology needs for Faculty, Staff and Lab. This survey provided important data in the creation of the Technology plan that runs through 2015. This combination of surveys, resources (websites) and other plans and their integration with Distance Education is the foundation for this plan.

Skyline College began offering Hybrid and Online classes in the Fall of 2000. Skyline College Distance Education is defined as either 100 percent Online or Hybrid in which 51 to 99 percent of the course is met online. In The 2006 Master plan for Skyline College under Distance Education the following was written:

> *"More than 97 percent of the courses offered at Skyline are delivered face to face in the classroom although there are also a small number of hybrid, or mixed mode, classes offered in addition to online only classes. Throughout the Master Planning process considerable interest was expressed by faculty, staff, and students in expanding the number of non-traditional delivery course offerings to meet the needs of current and potential learners. This mix would include online and hybrid (blended) courses. Hybrid courses mix technological delivery with traditional face-to-face instruction. Although not limited to the hard sciences, they have been found to be particularly effective in classes requiring the development sequential skills and competencies. Their use in general education classes is also widespread in community colleges.*

Expansion of these learning opportunities will directly influence the future of enrollments at the College, providing it with much more flexibility than it currently has in scheduling classes and other learning options. This flexibility should influence plans for facility renovation and expansion.

Distance education is not a total solution to the early morning and evening capacity issues faced by the College. Increased movement toward distance education will determine the complexion of the institution's learning menu which, in turn, will impact the types of learning environments that are required to meet educational needs. Distance education also has transformative value as a platform from which the College can evaluate the effectiveness of its all curricula and to engage its faculty in new teaching paradigms. At the same time, competition for on-line community college students is sharp.

As stated in the 2013-2019 Skyline College master plan, the number one recommendation is: *"Increase learning opportunities for Student and other potential learners"* (page 55). Between 2006 and 2012 course offerings and enrollments increased. Skyline "grew" Distance Education in a "decentralized" manner where by courses were initiated through the divisions and validated through the curriculum committee process. The substantial growth has highlighted the need for centralized training, support and assessment of Distance Education at Skyline College. While Skyline continues to increase learning opportunities in Distance Education, the need to do it in a planned and systematic manner has become evident as the data grows to illuminate the path.

CTTL STRUCTURE

The Center for Transformative Teaching and Learning provides services, facilities, and resources to faculty and staff to promote: innovation and the development of new ideas for Distance Education. Distance Education 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	INNOVATION LAB FOR THE EXPERIMENTING NEW TECHNIQUES FOR INNOVATIVE INSTRUCTIONAL DELIVERY.	BEST PRACTICES INFORMATION AND DISCUSSION FOR EXAMPLE: FAIR USE, CCC, COPYRIGHT, OER
WEBACCESS AND WEBSMART CLASSROOM TECHNOLOGY		
INSTRUCTIONAL: PUBLISHER MATERIALS, MERLOT AND OTHER OER	"COLLABORATION HUB" FOR SHARING AND INNOVATION	ONLINE CONFERENCE
		ONLINE CERTIFICATION SUCH AS SMCCD: STOT

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SKYLINE COLLEGE DISTANCE EDUCATION PRACTICES

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.

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

DEFINITION OF DISTANCE EDUCATION COURSES:

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.

POLICY for Curriculum Development of Online Courses (Per Skyline College Curriculum Committee website)

Curriculum Development

The following procedures apply to all curricular changes, including additions, deletions and modifications:

- All proposals regarding programs or courses should be initiated at the department level and reviewed by department faculty in cooperation with the Division Dean.
- Faculty and Deans are responsible for review of all materials and initial articulation, if necessary, with other divisions or colleges about proposed new courses or course modifications.
- All forms and pertinent material related to a request for action on programs or courses should be submitted to the Vice President of Instruction. Deadlines for submission of curricular changes for each academic year will be issued by the Instruction Office.
- The Vice President of Instruction will submit curriculum additions, deletions and modifications to the Curriculum Committee for review and recommendation.

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- The Curriculum Committee's recommendations are forwarded to the Vice President of Instruction and the Academic Senate President for concurrence and recommendation to the College President. New course recommendations are prepared by the Vice President of Instruction and Senate President and submitted to the Board of Trustees for approval.

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, 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 ed 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 student-centered learning.

It is strongly suggested that faculty members developing an online course work in tandem through the Center for Transformative Teaching and Learning (CTTL) with other faculty. 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* and that they use for further study, Cal State University at 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).

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2. Necessary technical requirements are available.
3. Accessibility is ensured as required by Section 508 guidelines.
4. Other suggestions:
   o All Title 5 mandates have been met and followed.
   o 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.
   o Courses have incorporated discipline SLO's
   o Articulation with CSU/UC

Instructors Teaching Online Guidelines

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 log-in 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 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.

Regular 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.

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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.
- ➢ 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.
- ➢ 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
(Skyline DE handbook)

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Campus and District Technology Resources:

Skyline

Center for Transformative Teaching and Learning: http://skylincttl.org
CALT & CABL Computer Labs: http://www.skylinecollege.edu/academics/technology.php
Distance Education website: http://www.skylinecollege.edu/distanceeducation/index.php
Technology Advisory Committee:
http://www.skylinecollege.edu/technologyadvisorycommittee/
Media Services: http://skylinecollege.edu/facultystaff/mediaservices.php

District

ITS home: http://www.smccd.edu/accounts/smccd/departments/its/
ITS Help Center: https://helpcenter.smccd.edu
Distance Education Advisory Committee (DEAC)
https://sharepoint.smccd.edu/SiteDirectory/edserv/deac/_layouts/AccessDenied.aspx?Source=%2fSiteDirectory%2fedserv%2fdeac
District Supported Goods and Services: http://www.smccd.edu/dsgs/
Distance Education Gateway website: http://www.smccd.edu/degateway/
Web Email:
https://mail.smccd.edu/owa/auth/logon.aspx?url=https://mail.smccd.edu/owa/&reason=0
WebAccess: https://smccd.mrooms.net
iTunes University: http://www.smccd.edu/itunesu/
My.smccd.edu: https://my.smccd.edu

Status of Distance Education Courses at Skyline College

"Skyline College anticipates increased enrollment in online education opportunities and therefore, anticipates expanding access to college courses for our students through online course delivery. 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. We are also finding growing interest in faculty to expand their capacity to offer effective online education.

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 enough 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 a growing number of core disciplinary courses. The result is an increase in the number of degree and certificate programs offered in an online format. As a result of increasing the availability of online courses, we intend to offer greater access to, and completion of, courses, degrees and certificates." (From Substantive Change report 2013)

Analysis and recent data show the largest growth occurred in Hybrid courses during the period 2007-2012 going from 2 courses to 28 classes offered. Almost all departments have seen growth in numbers of online classes being offered. The number of courses categorized as 100 percent Online have increased, going from 57 to 76 in the same five-year period.

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Concurrent with increased in course offerings are the growth in the numbers of students taking these courses. Students taking only online and hybrid courses numbered 717 in 2007 and by 2012 the number had over doubled to 1546.   Students taking a mix of DE classes and Face-to-Face classes also dramatically increased during the same period, from 1706 to 3214. This seems to demonstrate a need for a diverse type of offerings for Skylines diverse population.

In 2011/2012 6 new online courses were finalized in Curriculum committee. The largest numbers of courses are offered through the Business division.

For 2012/2013, there were 225 Distance education classes offered at Skyline. This data supports continued growth in the Distance Education component of the Skyline College Experience.

For a deeper analysis and data, use this Link to DE substantive change Report (February 2013): http://www.skylinecollege.edu/accreditation/assets/documents/DE Sub Change Report Total_022613.pdf

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Research and Data from Surveys: 2012-2013

Fall 2012: Distance ED survey: (Appendix B pg 20)
This survey was conducted in September of 2012 to assess the usage of applications and other DE technologies by faculty.

Action Items:

- *Boot up Camp for New faculty which will include WEBACCESS training.*
- *Flex day workshops that target New users and basic workshops for Webaccess.*
- *One-on-One training with Instructional technologist to support, enhance and further expand faculty use of Webacces.*
- *Although the new DE website does a great job of orientation for new and continuing students more Skyline specific resources and links should be created and continued outreach to faculty and staff to remind them to steer students to the DE webpage for orientation purposes. (Goals and Action Items Pg. 3)*
- *Offer more Flex day and workshops through out the year on basic things faculty can do to comply with Section 508 requirements to help faculty become more aware of what section 508 is.*
- *Schedule Brown bag lunches for "critical conversations" around Best Practices for Distance Education courses.*

Student Satisfaction Survey Spring 2013 (conducted by the State Chancellor's office)

In the Spring of 2013 the Distance Education office of the State Chancellor's office conducted a survey in which Skyline College along with over 100 other Community Colleges in the state participated. Skyline had 379 students participate in this statewide survey, which amounted to about 2.5 percent of the total number of students who participated state-wide.

Skyline has a 6 percent full time student group who were taking online courses in Fall of 2012 as compared to the state average. Gender distribution as compared to the state was nearly identical with the number of males and females within a percentage point of the state. Age distribution is nearly identical also as compared to state averages. There is some variation in ethnic distribution numbers between Skyline and the State average. Most notable were the larger distribution of those who identified as Asian Pacific Islander. Skyline was more than double the state average and African American were half the rest of the state.

The results of the survey show a general trend that Skyline is within 1 to 2 points of the state average in the various categories of student satisfaction. Students were asked to: rate Instructor participation and availability, difficulty level of the course, materials used that related to the course, the sense of community, critical thinking and the overall experience of online vs. face to face course experience. In some areas Skyline was above the State average in terms of satisfaction. This demonstrated we are on the right track in how our students are experiencing and what they feel they are getting from our online courses. Survey results available here:
http://www.skylinecollege.edu/distanceeducation/assets/documents/SkylineSummaryDEStudentSatisfaction.pdf

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Action Item:

- o Increase Student likelihood to take another online/hybrid course from strongly agree 56.1 to strongly agree 75 %
- o Increase Students feeling the course met their learning needs from strongly agree 48.1 to 70 %
- o Increase Student recommending this course from strongly agree 50.9 % to strongly agree 70%
- o Increase Student feeling they learned as much from a DE course as compared to a Face to face course from strongly agree 39.9 % to strongly agree 70%
- o Increase Student overall satisfaction from strongly agree 54.3 % to strongly agree 75 %

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Skyline College Distance Education Student Success

Another important component for DE planning is an analysis of Student Success. Retention and Successful completion of Online and Hybrid courses helps to determine strengths and weaknesses of the online courses and programs. Full results are available in the appendix or can be downloaded from the PRIE website. The data reveals the following:

- Retention rates for online courses as compared to Face to Face courses show a 4 to 5 percent difference. Online course show a rate of 79-80 percent retention rate while face to face classes show 83-84 percent rate.

Success rates show a wider gap. Evident is a nearly 12 percent gap between Face to Face and Online student success. Over the 3year period from 2009 to 2012, there was a drop in the number of students successfully completing Face to Face classes (-1753) and an increase in the number of students successfully completing online courses (+1000 students). This 12 percent gap parallels those of a 5 years study done in Washington state of 51,000 community college students. *("Online and Hybrid Course Enrollment and Performance in Washington State Community and Technical Colleges " Di Xu and Shanna Smith Jaggars March 2011)*

It's important to look at further analysis of other Community Colleges in California to see if this is a trend at other colleges in California or unique to Skyline. And it is important to plan a strategy that will decrease the gap between those two modes of learning. There are many factors that have been noted in the report that appear to influence a student's ability to succeed in Distance Education classes. There are also a number of strategies that Skyline has adopted and practices that are currently in place or being put into place. In many reports and studies, one consistent component of student success is determining readiness for an online environment.

In 2012/2013 Skyline college revamped it's web presence and has instituted a portal for students who are new and continuing, online students. In addition Skyline College websites that link to several sites that provide self testing for equipment, and best practices for online students, there is a San Mateo Community College Distance Education Gateway that helps the student assess for themselves if an online class is really the right type of experience for them. There are many outside resources that Skyline is able to link to and therefore the DE website and Student Services website have combined for a new and richer support for DE students. There is more to be done to address the entry level experience of first time online students to help them succeed with online courses. Additional training for faculty in the newest methodologies and pedagogies will also address the gap and increase student retention and success.

Online Degrees and Certificates:

Students can achieve a degree by taking all the required major courses in the following areas: (*See Planning Research and Institutional Effectiveness site: Appendices: A ,C, D, E* http://www.skylinecollege.edu/prie/deresources.php*)*

It is important to note in Appendix E from the site above, that there are several courses in the GE required courses offerings which have no DE version. Areas that need to be develop DE version so that students can transfer and full fill their G.E. requirements include the following:

- Area A: Communication Dept. to develop DE version of Oral Communication
- Area B: Science, DE version of Physical Science
- Area D: Social / Political science to Develop DE version of U.S Government/state and Local Government
- Area E: Lifelong Understanding and & Self Development E2

Student can achieve a certificate by taking all the requirements in their program in the following areas: (*See Planning Research and Institutional Effectiveness site: Appendix B: http://www.skylinecollege.edu/prie/deresources.php*)

In looking at programs and courses which can be converted to DE modes to achieve certificates or degrees, the best candidate to emerge is Early Childhood Education. The department has set a goal to move 8 of their courses to online format by fall of 2015. This would then make it possible for a student to attain a certificate in ECE.

In Addition to offering courses online, a feasibility study should be done to find a way to offer classes in shortened versions so that students could take an 8-week version and therefore could take 2 courses instead of one per semester.

FINAL SUMMARY AND RECOMMENDATIONS:

It has been demonstrated that technology has become a driving force in education. Technology and Distance Education are the means by which Skyline can achieve its vision of "Empowering and transforming a GLOBAL community of Learners" by preparing our students to use the tools of the 21st century and to give access to learning that is conducted in a variety of modes, styles, and time frames. The way and means by which Skyline College incorporates the multitude and ever changing variety of technologies available to increase student success will depend on the resources and training that The Center for Transformative Teaching and Learning can provide to Faculty, Staff and Administration. The CTTL is the umbrella under which distance and digital education at Skyline College reside and it is because of: the resources, intent and energy provided by Administration and the CTTL staff, Skyline will achieve an institution that fully and intentionally integrates pedagogy/andragogy with distance/digital technologies.

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CHAPTER 6*:* **Educational Program**
ADMINISTRATIVE PROCEDURE NO. 6.85.1 (AP 4105)
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ADMINISTRATIVE PROCEDURE
San Mateo County Community College District

Subject:	AP 6.85.1 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:

AP 6.85.1 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.

Distance Education Survey

Q1. How often do you currently use WebAccess?

Answer Options	Response Percent	Response Count
Every Day	36.2%	21
A few times a week	19.0%	11
Once a week	1.7%	1
Once or twice a semester	5.2%	3
Not at all	32.8%	19
Other, please explain	5.2%	3
	answered question	58
	skipped question	2

Q2. How do you use WebAccess?(Check all that apply)

Answer Options	Response Percent	Response Count
Online: I teach an online class with mostly materials created by myself or materials gathered by me and accessible through WebAcess	23.7%	14
Online: I teach an online class using an e-publisher's textbook and materials accessible through WebAccess	5.1%	3
Hybrid: I am teaching a hybrid class with e-publisher materials with the materials being accesses from WebAccess	0.0%	0
Hybrid: I teach a hybrid class with mostly my own materials or materials gathered by me	8.5%	5
Web assisted: I use WebAccess to post my syllabus and some other materials	33.9%	20
I am teaching an online or hybrid class but I do not use WebAccess	5.1%	3
I do not use WebAccess at this time	39.0%	23
Other, please explain	13.6%	8
	answered question	59
	skipped question	1

20

Q3. What type of orientation do you do for your students to prepare them for your online or hybrid course?(Check all that apply)

Answer Options	Response Percent	Response Count
Face to face	35.7%	20
Online	25.0%	14
I don't use the online tools	33.9%	19
Other, please explain	21.4%	12
	answered question	56
	skipped question	4

Q4. Do you feel like you are aware of and understand Section 508 guidelines for online materials?

Answer Options	Response Percent	Response Count
Yes	3.4%	2
No	23.7%	14
What is Section 508?	57.6%	34
I have heard of Section 508 but I would like to know more	13.6%	8
Other, please explain	1.7%	1
	answered question	59
	skipped question	1

Q5. How do you assess and evaluate your course in terms of organization and clarity of directions?(Please check all that apply)

Answer Options	Response Percent	Response Count
Student Feedback Form in the course	70.4%	38
I ask colleagues to review my course	14.8%	8
I go to a SME (Subject matter expert) to review my course	5.6%	3
I use an external tool to survey students	24.1%	13
Other methods, please explain	24.1%	13
	answered question	54
	skipped question	6

APPENDIX C:

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

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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

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Appendix D

DE advisory Task force

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Bridget Fischer
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Ricardo Flores
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