

Distance Education Plan



SANTA BARBARA CITY COLLEGE

The Distance Education Plan focuses on **teaching practices, professional development, and student success** as it relates to the delivery of online instruction as one teaching modality. It links with the Educational Master Plan, Facilities Master Plan, and District Technology Plan to establish the role of online instruction within the College's overall course offerings. The plan requires regular, consistent forms of measurement. Longer term processes, the three-year midterm report and six-year accreditation cycle, are a focal point for broad-based, deep evaluation of all of our planning processes.

Introduction

Distance learning programs provide a wide variety of classes in a format that differs from the usual traditional classroom experience. Typically, the format for distance learning is online courses, both hybrid and fully online. Each proposed or existing course offered by distance learning shall be reviewed and approved separately from other delivery modalities. The review and approval of new and existing distance learning courses shall follow the curriculum approval processes and curriculum development. Distance learning courses shall be approved using the same criteria as all other courses. All faculty who teach distance learning courses must have regular and effective contact with students and use the same standards of course quality and rigor as applied to traditional classrooms.

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. (Source: <http://bit.ly/1j8qOby>)

Overarching Goals for Distance Education

- A. As needed, increase the number of fully-online/hybrid programs and courses.
- B. Support student success in online classes.
- C. Support faculty, staff, and administrators providing distance learning.
- D. Ensure an effective budgetary policy, long range plan, and compliance with regulatory controls for distance education.

The Distance Education Plan will reflect the mission, core principles, charter, strategic directions of the College.

Santa Barbara City College Mission

As a public community college dedicated to the success of each student . . .

Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.

Santa Barbara City College Core Principles

Santa Barbara City College’s core principles guide all aspects of instruction, organization, and innovation:

- Student-centered policies, practices, and programs;
- Participatory governance;
- A psychologically and physically supportive environment;
- Free exchange of ideas across a diversity of learners; and
- The pursuit of excellence in all college endeavors.

Santa Barbara City College Charter

Santa Barbara City College’s mission and core principles honor our commitment to the spirit and intent of the foundational framework of the California Community Colleges, as described in California Education Code §66010.4:

- **Primary Mission:** Academic and vocational instruction at the lower division level; advancement of California’s economic growth and global competitiveness through education, training, and services.
- **Essential and Important Functions:** Remedial instruction, ESL, adult noncredit instruction (in areas defined as being in the state’s interest), and student support services.
- **Authorized Function:** Community services courses.

Educational Master Plan Strategic Directions

1. Foster student success through exceptional programs and services.
2. Provide facilities and institute practices that optimally serve College needs.
3. Use technology to improve college processes.
4. Involve the College community in effective planning and governing

Strategic Directions and Objectives

A. Increase the number of fully-online/hybrid programs and courses.

1. Annually, determine what percent each of the college's associate degree programs and certificates can be completed online.
2. Annually, with departmental consultation and consent, determine which programs and certificates can be completed 90% or more online, and identify courses that would bring it to 100%. Annually, determine the college's associate degree programs and certificates that can be completed 50% (units) or more online.
3. Strategically increase the number of fully-online and hybrid courses offered each semester, targeting high-demand courses and those with many classroom-based sections that offer no online or hybrid option.
4. By June 2016, increase the number of fully online certificate and degree programs that will be offered to meet the needs of students and the community.

B. Support student success in online classes.

1. By spring 2015, fully transition to Moodle 2.
2. Implement, integrate, support and make accessible a Distance Education Orientation for students enrolled in distance education both as a stand-alone and included in the College orientation.
3. Augment student success in online classes using peer-reviewed distance education pedagogical techniques.
4. Augment student success in fully-online classes by contacting each distance education student, preferably automated, with timely information concerning online course preparation one week prior to the beginning of each semester and assure that all course shells are open by the beginning of the first day of class and include a course syllabus.
5. Utilize and incorporate services and programs provided by the state through the Online Education Initiative (OEI).
6. Augment student success in online courses by fully implementing accessibility guidelines and standards.
7. Identify and incorporate proctoring options, including online, for students who require these services.
8. Provide a method for students to identify online courses that may require face-to-face proctoring (not location specific).
9. Provide DE students with core student support services, as mandated by SB 1456 Title 5 to include, but not limited to, assessment, orientation, counseling, advising and other educational planning services and evaluation of student academic progress.
10. Augment student success in online courses by fully implementing online tutoring.

C. Support faculty, staff, and administrators providing distance learning.

1. Provide faculty ongoing professional development on the features of the supported learning management system.
2. Identify methods to ensure that all first-time online faculty are prepared to teach online.
3. Ensure participation from appropriate faculty and staff in developing the annual program review for the distance education.
4. Provide on-demand training and workshops to increase universally-designed course materials.
5. Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.
6. Work with the Academic Senate to establish a process to conduct quality assurance of distance education courses.

D. Ensure an effective budgetary policy, long range plan, and compliance with regulatory controls for distance education.

1. Create a shared report through Simpler Finance that analyzes revenue and expenses from all cost and funding centers associated with distance education, including revenues from all state, national, and international fully-online and hybrid courses.
2. Collaborate with the Office of Institutional Research and Planning to develop an online, real-time, composite report of data for all fully-online and hybrid courses that aggregates and analyses demographics, student learning outcomes, completion and success rates.
3. Provide training stipends to faculty who intend to create new online or hybrid courses that would increase the number of certificate and degree programs that can be completed fully online.
4. Ensure that the college complies with federal and state regulations for distance education in all the states and U.S. Territories in which the college offers distance education, as required by law.

Conclusion

Review of the progress toward the goals of the Distance Education Plan will be performed on an ongoing basis, and no less than once a year, by the Dean responsible for distance education in consultation with the Committee on Online Instruction, Institutional Research, and Information Technology.

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