



# Sacramento City College Strategic Planning System Cross-Divisional Program Plan

Planning years: 2020-21 through 2022-23

Plan Type: Program Plan

Title: Distance Education and Academic Technology / Student Technology Support

OPR: Learning Resources Division

Collaborative Group(s):

- Distance Education Subcommittee of the Academic Senate
- Distance Education Subcommittee of the Curriculum Committee
- Educational and Information Technology Committee
- Staff Resource Center

Reference documents: CVC-OEI Improving Online Pathways Grant, DE Strategic Plan (2016)

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Date: November 22, 2019

REVIEW CYCLE: Three year

***Growing our online footprint and helping all our students access and flourish in it***

## SECTION I: Overview & Strategic Information

### A. PROGRAM DESCRIPTION

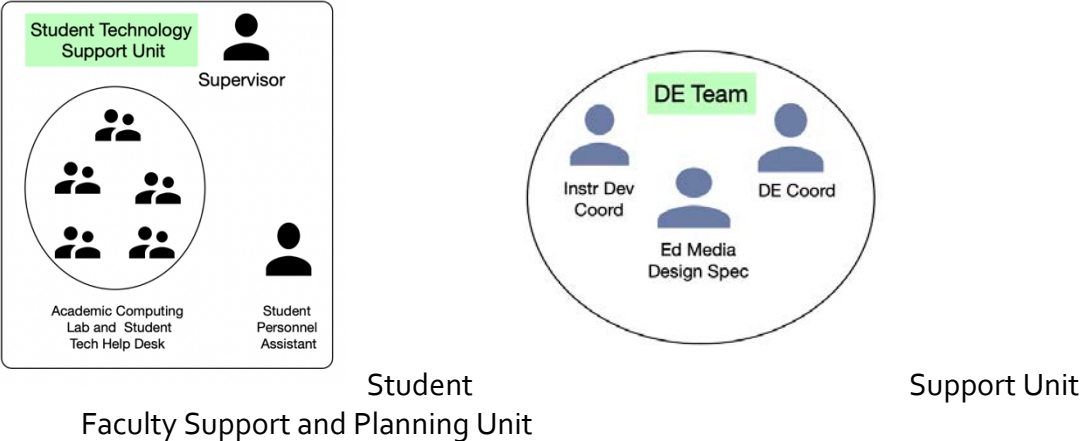
*The program and unit's mission is to support and facilitate academic excellence in online learning and in collegewide use of digital educational technology.*

The Distance Education Coordinator provides guidance for the Student Technology Help Desk (STHD) and new Student Personnel Assistant (SPA), transferred to the division as a result of the student services reorganization. The division also added a student services supervisor, who oversees the STHD, the SPA, and the Academic Computing Lab—all on the first floor of the LRC.

While this new Student Technology Support Unit supports student use of educational technology with a team of more than 10 permanent and part-time classified professionals and student workers, the

original Distance Education Team triad supports faculty as well as distance education policy and program planning (Figure 1). After the loss of a .5 FTE support position in 2015, the DE Team consists of the DE Coordinator, Instructional Development Coordinator, and Educational Media Design Specialist—now expanded to a 12-month position from a 10-month position.

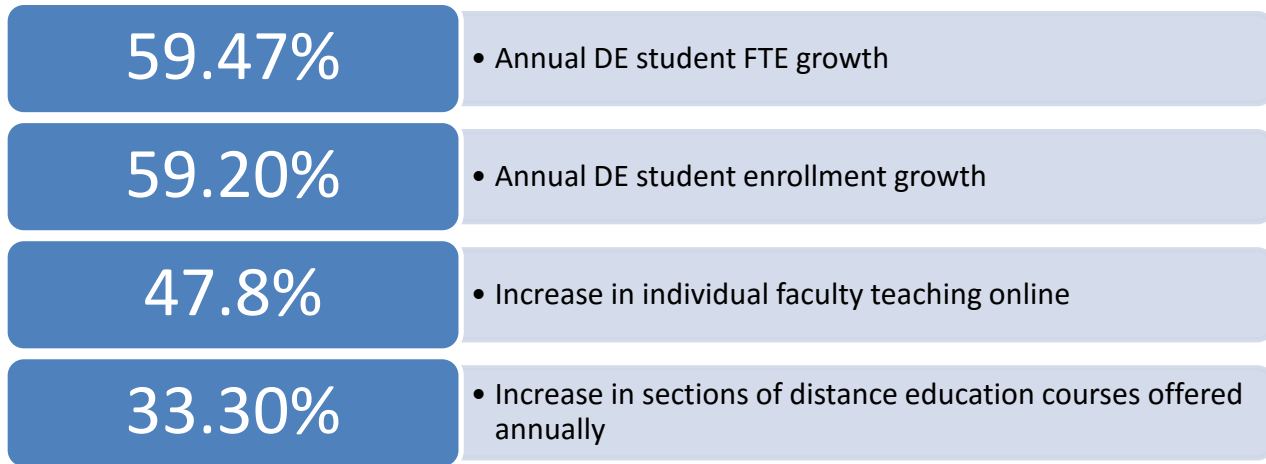
Figure 1: Student Technology Support Unit and DE Team



**B. ENVIRONMENTAL SCAN**

Although this year’s growth in the unit’s capacity to serve students is needed, external factors are stretching beyond capacity the resources and boundaries of our program and unit’s work. Figure 2 outlines the recent growth of SCC’s online footprint.

Figure 2: The campus's distance education footprint growth 2015-2019<sup>1</sup>



### *Outside Influences*

Specifically, statewide policy and structural changes have placed increased pressure on the role of distance education as a method for students to finish their educational goals faster. These include policy and structural changes as well as the incentivizing of student outcomes:

- Title 5 updates
- Funding formula
- AB 705
- Accessibility audits
- CVC-OEI

This pressure to meet student needs by increasing online offerings has created a competitive environment where colleges are working to convert programs and courses to be taught in the online modality, creating fully online degree and certificate programs to keep regional students and to lure out-of-area students to enroll.

### *Local Adaptations*

In the last year at SCC, we have been informed by ARC that we offer at least 15 degrees and certificates that are attainable through the fully online modality. However, we have no coherent plan for marketing these online pathways, and we have no long-term method of identifying them when departments convert and offer individual courses in the fully online modality. Departments are also struggling with the increased emphasis on and growth in Distance Education; most of the faculty hiring presentations to the Academic Senate this Fall mentioned the need to hire faculty who are already highly trained to teach in DE, and faculty are routinely asking for our team's assistance in attempting to make their courses fully accessible and compliant with section 508 of the ADA. We lack the resources or expertise to help them as much as they need for full compliance with existing laws.

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<sup>1</sup> All data in this program plan were sourced from datamart.cccco or Los Rios Crystal reports

### *Growing Pains*

Our district is in the process of mobilizing multiple software solutions such as Starfish and High Point to increase our capacity to serve more students effectively in the DE modality, but our DE Team does not have the capacity to support all the new changes along with the rapid growth of the campus distance education footprint. Our unit sits at the center of the tension between competitively expanding the college's capacity to serve students in the online modality and developing the capacity to support our disproportionately impacted students who lack the skills or resources to benefit from those increasing online opportunities. In other words, our unit sits at the center of the tension between growing our online footprint and helping our DI students to access and flourish in it.

This program plan illuminates this rapid growth and proposes a strategic direction for expanding in order to meet the needs of our students, staff, and faculty.

### *C. MULTI-YEAR DIRECTIONS AND STRATEGIES: growing our online footprint and helping our DI students to access and flourish in it*

#### *Exponential Growth*

The exponential growth of distance education at SCC over the last five years has not been adequately supported by equivalent growth of the DE Team that supports the facilitation of distance education: Instructional Development Coordinator, Distance Education Coordinator, and Educational Media Design Specialist (EMDS). Although the LTAT department last year leveraged a retirement in the division to expand the EMDS position to 12 months from 10 in order to provide consistent summer support, the DE Team also lost a .5 FTE support position in 2015. The expansion of the Team to include temporary IA positions, a student services supervisor, and an SPA have been exclusively in service to the support of students—a critical gap that is now beginning to be addressed. However, that student support unit also requires leadership from the already stretched existing DE Team.

Thus, this DE and Student Technology Support Program Plan will outline expansion and development of our resources in order to support the college's growth in distance education and increasing use of educational technology in the distance education environment. Key among the recommendations is that the college hire a Director of Distance Education and Student Technology Support in order to lead the college's efforts at expanding our DE footprint and closing the achievement gap. A director whose attention is exclusively focused on these goals will be able to mobilize more of the college's resources and make a bigger difference than the current DE team is able to achieve.

#### *Goals for the DE Team during 2020-2023:*

1. Increase DE student retention to within two percentage points of non-DE retention
  - a. increasing to 80% the percentage of highly trained faculty teaching DE
  - b. create a team to provide consistent instructional design and accessibility compliance support for DE faculty
  - c. Ensure that all DE faculty have access to high-quality tools for teaching DE
  - d. Incorporate regular student participation in DE shared governance

- e. Expand and systematize educational technology support for students that is available at least during all open hours of the LRC
- 2. Facilitate the development of a coherent college plan for the development of and support for fully online degree and certificate pathways
  - a. Hire a director of distance education
  - b. Revise DE strategic plan
  - c. Facilitate the generation of guidelines for development and support of fully online degree and certificate pathways
  - d. Design data gathering and analysis plan
  - e. Participate in statewide meetings and remain current with discipline

Both program goals for the planning cycle align with college goals A and D—increasing the quality of learning and teaching, and closing disproportionate gaps between student populations.

## SECTION II: Review and Plan

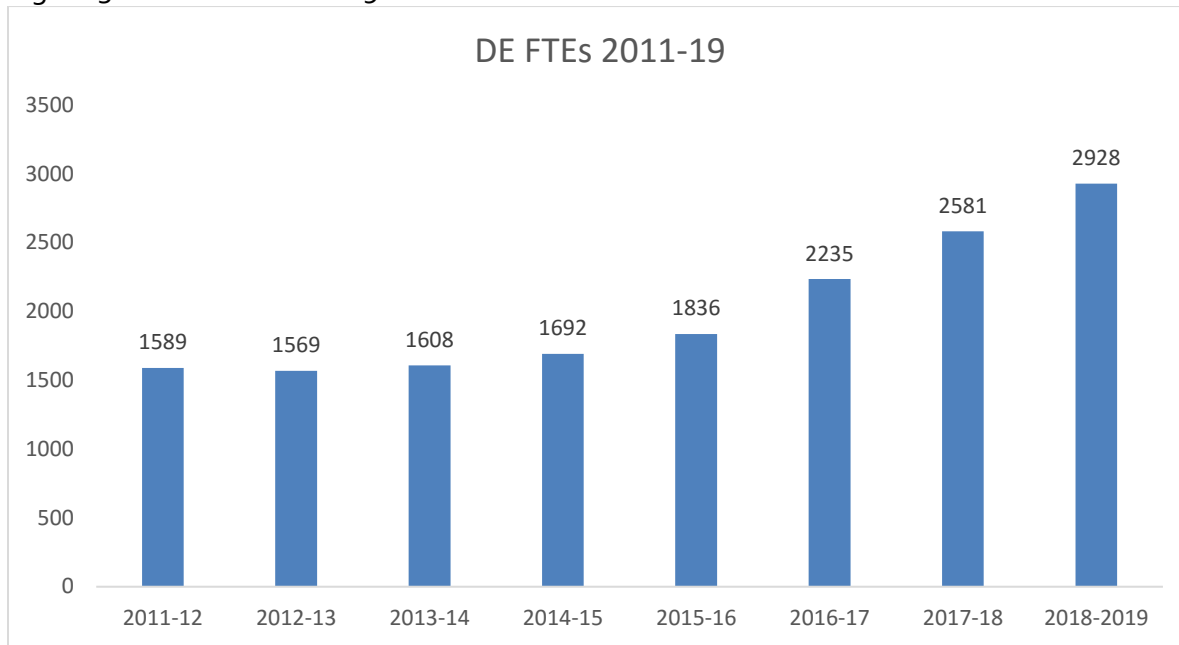
### A: REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

Objectives from 2017-2018 through 2019-2020:

*1. Increase student enrollment in distance education courses*

Enrollment in distance education courses has increased over the last three years from 15 % (19940 in 2016-2017 ) of the college’s total enrollment to 20% (26379 in 2018-2019) of total annual enrollment (Figure 3). This is due to the 18.8% increase in course sections over the same time period from 748 sections in 2016-2017 to 887 sections in 2018-2019.

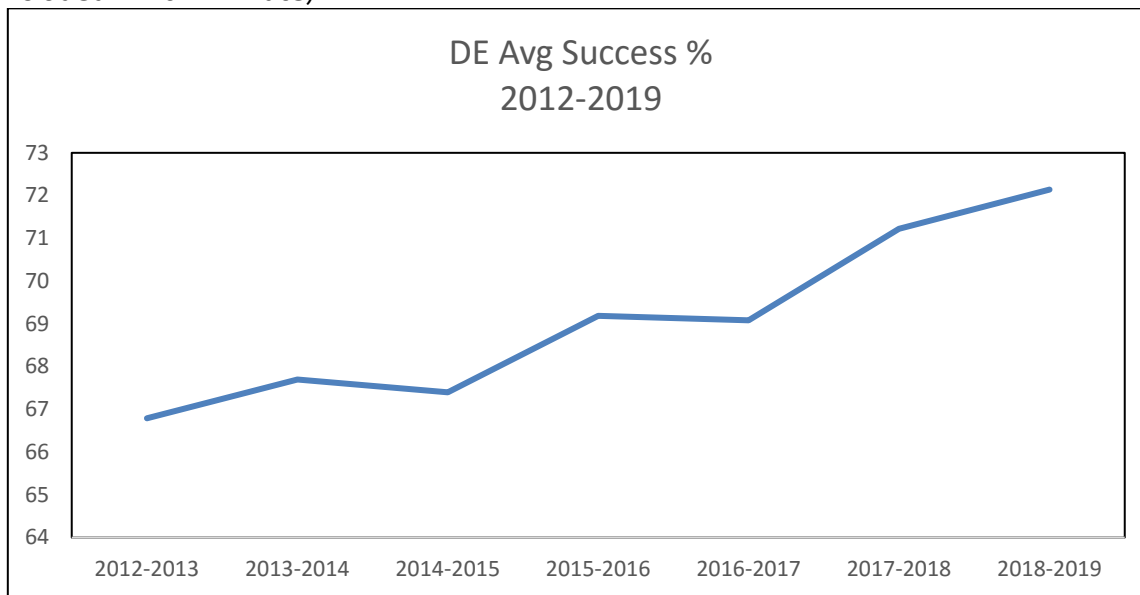
Figure 3: DE FTEs 2011-2019



## 2. Increase student completion of DE courses

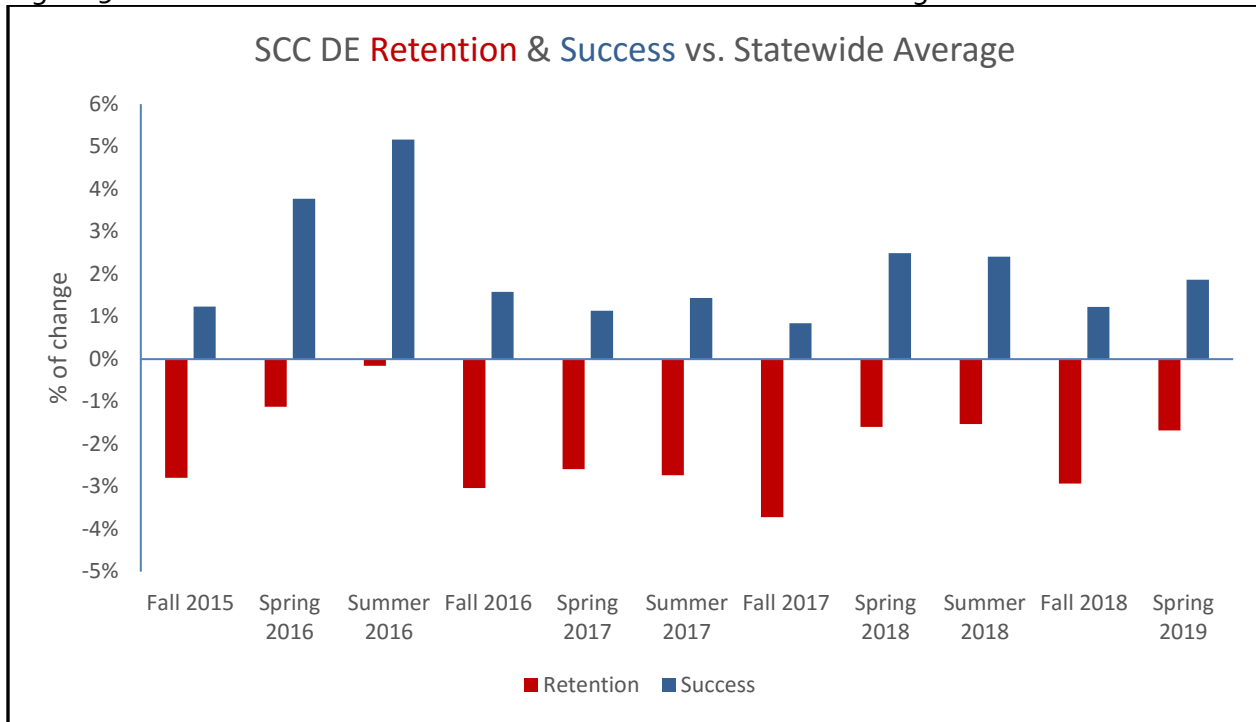
The overall number of successful DE completions has increased with the increase in enrollment, and the rate of success has also increased during the last three years (Figure 4). In 2016-2017, the average annual success rate for DE courses was 69.08 and increased to an average rate of 72.14 in 2018-2019—a gain of 3.06 percent.

Figure 4: DE success rates 2012-2019 (hybrid courses with less than 50% of instruction online are included in non-DE rate)



SCC's DE success rate is increasing, and it continues to be greater than the statewide average. Retention rates are, however, consistently lower than the statewide average (Figure 5).

Figure 5: SCC DE retention and success vs. California statewide average at CCCs



### 3. Increase institutional knowledge and application of DE best practices

#### Faculty Pedagogy

The number of faculty teaching online sections has also increased 47.8% over the last four years, expanding from 110 faculty teaching online sections in Fall of 2015 to 170 faculty teaching online sections in the Fall of 2019.

The 9-week Online Teaching and Learning Academy, led by Instructional Development Coordinator Brian Pogue, graduated 54 faculty during four sessions that ran from Fall 2018 through Fall 2019. In Spring of 2019, the OTLA was converted from hybrid to fully online, and interest in completing the training course remains high enough to expect similar completion statistics through the next calendar year.

In 2018-2019, Pogue led a team of faculty through the @One process for becoming Peer Online Course Review campus certified—one of only 2 of the 114 campuses in the state that are endorsed by @One to perform first-level online course reviews for OEI rubric alignment.

#### CVC-OEI Grant

The campus also was awarded a CVC-OEI Improving Online CTE Pathways grant that will provide resources for improving the campus services available for online students. DE Coordinator Knudson is

the principal investigator for this grant, which will achieve four outcomes by the end of the 2019-2020 year:

1. Development of an online case management protocol for fully online CTE students
2. Building of a robust Online Hotline! (OH!), 'one-stop' student support mechanism for LRCCD online CTE students
3. Understanding and addressing equity gaps in the populations least well-served by the online modality at LRCCD
4. Developing and documenting sharable successful practices

Successful practices developed during the 2019-2020 year will help the campus serve DE students more effectively and increase retention and success rates of our disproportionately impacted students.

#### *Other Achievements*

Other achievements for the unit during the last year include the conversion of the Educational Media Design Specialist position from a 10-month to a 12-month position, starting in 2020. The unit's new Student Personnel Assistant has increased our ability to support students who are taking DE courses, and he has already reached out to thousands of students taking classes only in the fully online modality. Students rate overall their STHD experience as 4.9/5 over the last 12 months, and more than a third of students surveyed report that their academic performance would be detrimentally impacted if the STHD were not available to help them with their educational technology needs..

We are gaining momentum as a cohesive unit with a clear mission—to support student success in online learning—both by helping faculty improve their pedagogy in the online modality or helping students navigate their academic work as mediated through educational technology.



**UNIT OUTCOMES: ADMINISTRATIVE UNIT OUTCOMES (AUOs) FOR THE PLANNING CURRENT CYCLE**

<b>Outcome</b>	<b>Expected results</b>	<b>Progress to date</b>
Increase DE enrollment	15% increase in Enrollment	<b>32.24% increase</b> from Fall 2016-Spring 2019
Increase student completion in DE sections	2% increase in DE success	<b>3.06% increase</b> in DE success (annual average) from 2016-2017 to 2018-2019
Increase institutional knowledge and application of best practices	Train 60 faculty via certificated program (@One or local OTLA)	74 completions ( <b>109% of goal</b> ): 19 @One certifications paid for 2016-2019 54 Online Teaching and Learning Academy completions since Fall 2018

**SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR:**

*Last year’s program plan funding*

Last year’s funding supported the provision of high-quality teaching technology to faculty, including software for screencasting and video editing and hardware for videoconferencing. The program plan also provided support for the DE Team to maintain currency, and it supported the Student Technology Help Desk, which serves a majority of students from disproportionately impacted populations.

*Goals for the DE Team during 2020-2023:*

1. Increase DE student retention to within two percentage points of non-DE retention
2. Facilitate a coherent college plan for the development of and support for fully online degree and certificate pathways

In order to accommodate the growth in online course offerings, student enrollment, and online faculty while addressing achievement gaps, the unit must expand its capacity.

*Proposed changes to the existing unit:*

- a new director position to provide dedicated leadership for the expanding unit scope
- a new team of student workers and an instructional designer to provide instructional support for accessibility compliance and high-quality course materials
- an operational merging of the Student Technology Help Desk and adjacent Academic Computing Lab and conversion of Tutors to Student Workers, removing them from the Tutoring Program Plan and expanding their hours slightly to compensate for a past over-reliance on Federal Work Study students.

All of these changes are in alignment with and support of the above goals and will enable the campus to accommodate the rapid growth in Distance Education and the new-and-essential support for student educational technology.

Distance Education and Student Technology Support Program Plan 2020-2021

Procedure	Timeline	Responsible persons	Resource Requirements	Funding Source(s)
<b>Goal 1: Increase student retention to within 2 percentage points of non-DE retention</b>				
1a. Increase percentage of highly trained faculty teaching DE	2020 and ongoing	DE Team	2 summer OTLA sections \$5,900 per session (teaching 20 faculty per session) \$10,800  Captioning for faculty training videos \$3,000  <b>\$11,300</b>	GENFD
1b. Increase instructional design and accessibility compliance support for faculty teaching DE	2020 and ongoing	DE Team and VPI	Temp Educational Media Design Specialist (EMDS) 20 hours/week @ \$16/hr @ 45 weeks  \$14,400 + benefits \$864 = \$15,264  Student workers 3 @ 20 hours/week @ \$13.50/hour @ 42 weeks  \$34,020 Total: \$48,420  Use of professional services for complex situations (Equidox): \$1,200  <b>\$49,620</b>	SEAP/SWP
1c. Increase faculty access to high quality tools for teaching DE	2020-ongoing	DE Team	Software licensing (Screencasting software, etc): \$3,400  Hardware supplies (headsets, webcams, etc.): \$5,500	GENFD

Procedure	Timeline	Responsible persons	Resource Requirements	Funding Source(s)
			<b>\$8,900</b>	
1d. Incorporate paid positions for regular student participation in DE shared governance	2020 and ongoing	DE Team	3 students @ \$13.50/hour x 5 hours/week x 38 weeks  <b>\$7,695</b>	SEAP
1d. Expand and systematize educational technology support for students	2020-2023	DE Coordinator and Student Support Supervisor	Student Technology Help Desk and Academic Computing Lab support for students  Student Technology Help 2,070 hours @ \$17/hr (including benefits): <b>\$35,220</b>  Academic Computing Lab student workers: 961 hours @ \$13.50 (from last year's Tutoring Program Plan): <b>\$12,900</b>  * Student workers were formally funded as Academic Computing Lab Tutors at \$12,900 in the Tutoring Program Plan, relying primarily on Federal Work Study. IAs at the STHD were funded through the DE PP last year at \$35,200 (2070 hours)  Printing of promotional materials and other miscellaneous support supplies: \$1,000  <b>\$49,120</b>	SEAP/SWP
<b><i>Goal 2: Facilitate a coherent college plan for the development and support of fully online degree and certificate pathways</i></b>				
2a. Hire a Director of Distance Education	2020-2022	VPI		

Procedure	Timeline	Responsible persons	Resource Requirements	Funding Source(s)
2b. Revise DE strategic plan	2020-2021	DE Team and DE committee		
2c. Facilitate generation of guidelines for development and support of fully online degree and certificate pathways	2020-2023	DE Coordinator, DE committee, Academic Senate, VPI		
2d. Collaboratively design and implement data gathering and analysis plan	2020-2023	DE Team, VPI, PRIE		
2e. Participate in statewide meetings and remaining current with discipline	2020-2023	DE Team	Meeting and conference attendance \$8,000  Books and other materials \$300  <b>\$8,300</b>	GNFD
			<b>Total Cost: \$134,935</b>	