



Distance Education Plan

**Distance Education
Santa Ana College**

Submitted November 2013

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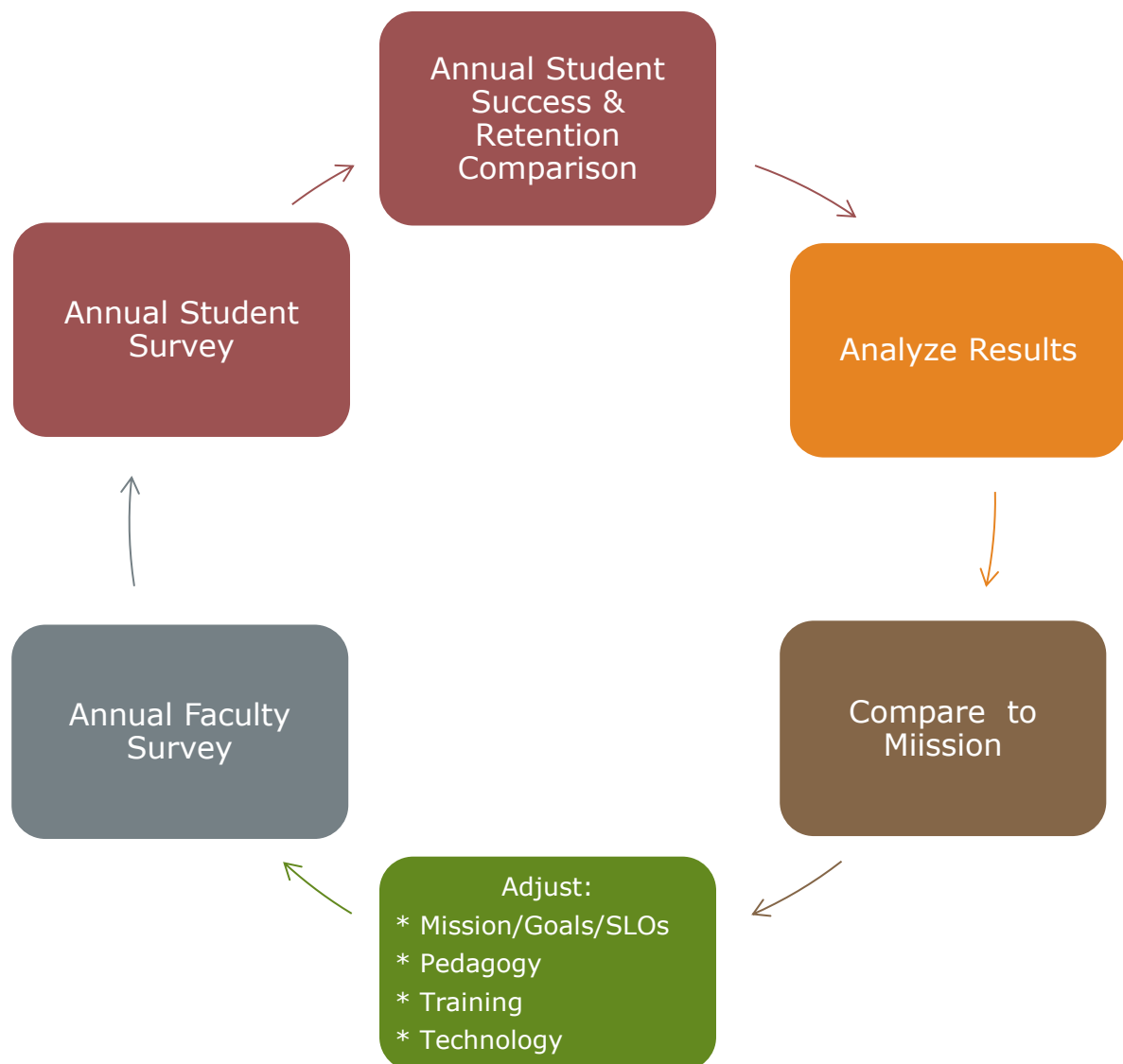
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The Distance Education department and Advisory Group respectfully submit this Distance Education Plan for review by Academic Senate. To that end, supporting documents are provided to assist in clarity of information. It is understood that this plan will be regularly reviewed and updated.

Distance Education Mission

Our mission in Distance Education at Santa Ana College is to provide our students and faculty with the highest quality distance education program. We accomplish this mission by assuring that coursework for our students provides the depth and breadth of a quality post-secondary degree education while insuring the use of leading edge technology and excellence in teaching.

Our plan is based on continuous improvement: After running our annual student and faculty surveys and pulling our student success and retention report comparisons, we analyze the results, go back to our mission and restructure our goals/objectives, SLO's, pedagogy approach, training for students and faculty and technology used. This simple method of data collection and analysis, while not so simple to collect, provides us with the necessary data to determine if we are meeting the needs of our students and faculty and to adjust accordingly.



Background:

Santa Ana College has seen many changes since our early beginnings with distance education in the form of telecourses in 1996. We have since moved on to hybrid and online course offerings and no longer offer telecourses/correspondence courses.

1978: Distance Learning started at Santa Ana College with Telecourses

1999: Online courses first offered.

2005: Blackboard was installed as the college Learning Management System (LMS)

2008: A [Substantive Change](#) was approved by the Accrediting Commission for Community and Junior Colleges (ACCJC) to offer 50% or more of our degree and certificates delivered through distance education.

2012: The Distance Education Advisory Group was formed, as an Academic Senate work group.

2012: DE Instructor Certification Modules began development

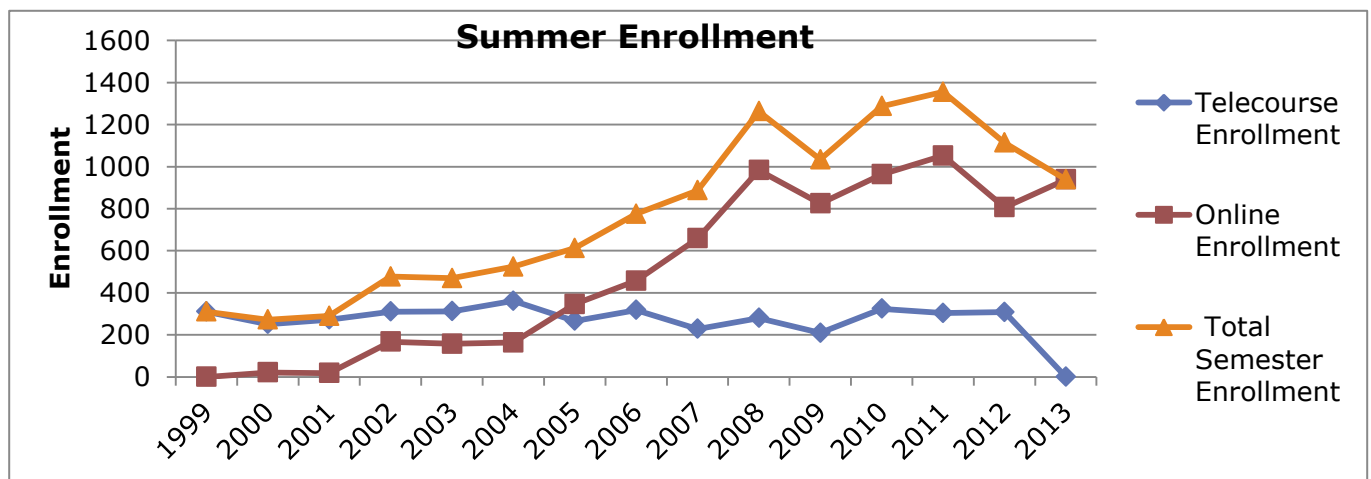
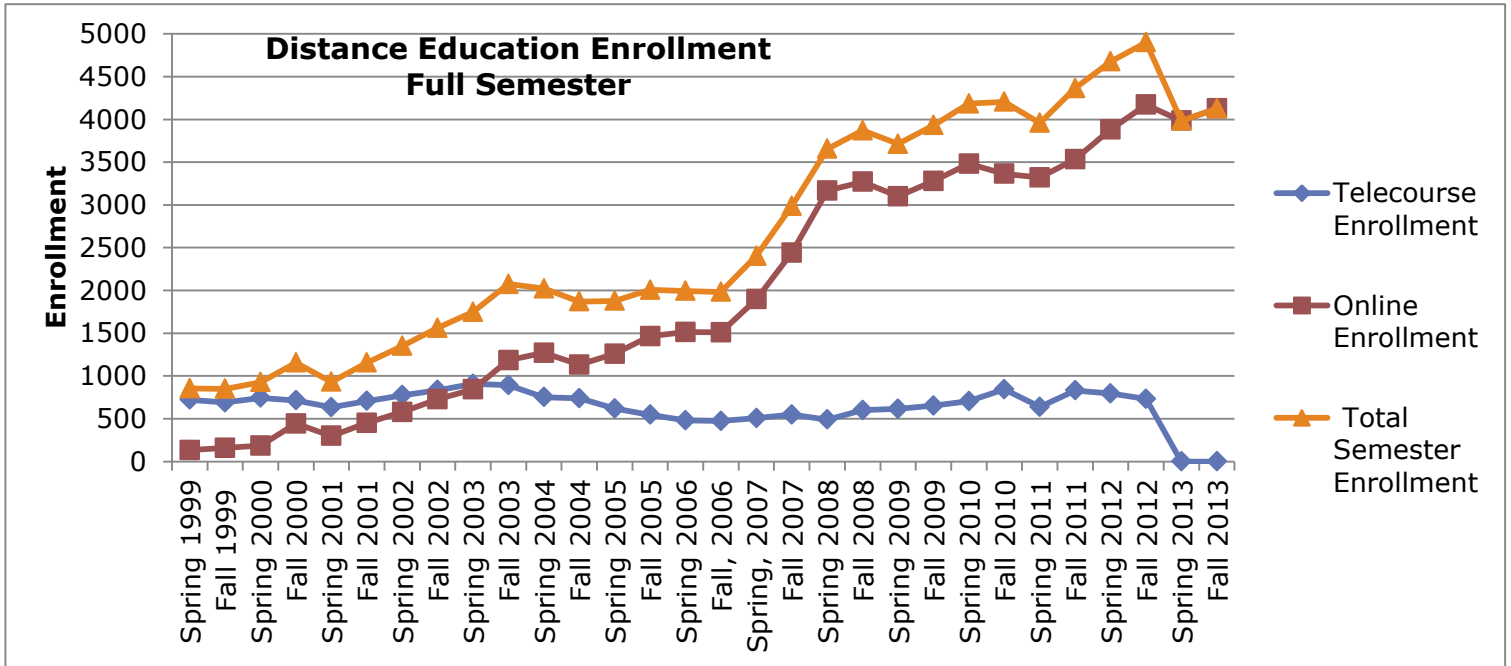
2013: Academic Senate resolution (S13-01) approval for "Santa Ana College Regular Effective Contact Policy" (update) and the "[Distance Education Instructor Certification Policy](#)"

2013: DE Instructor Certification modules offered - Summer 2013.

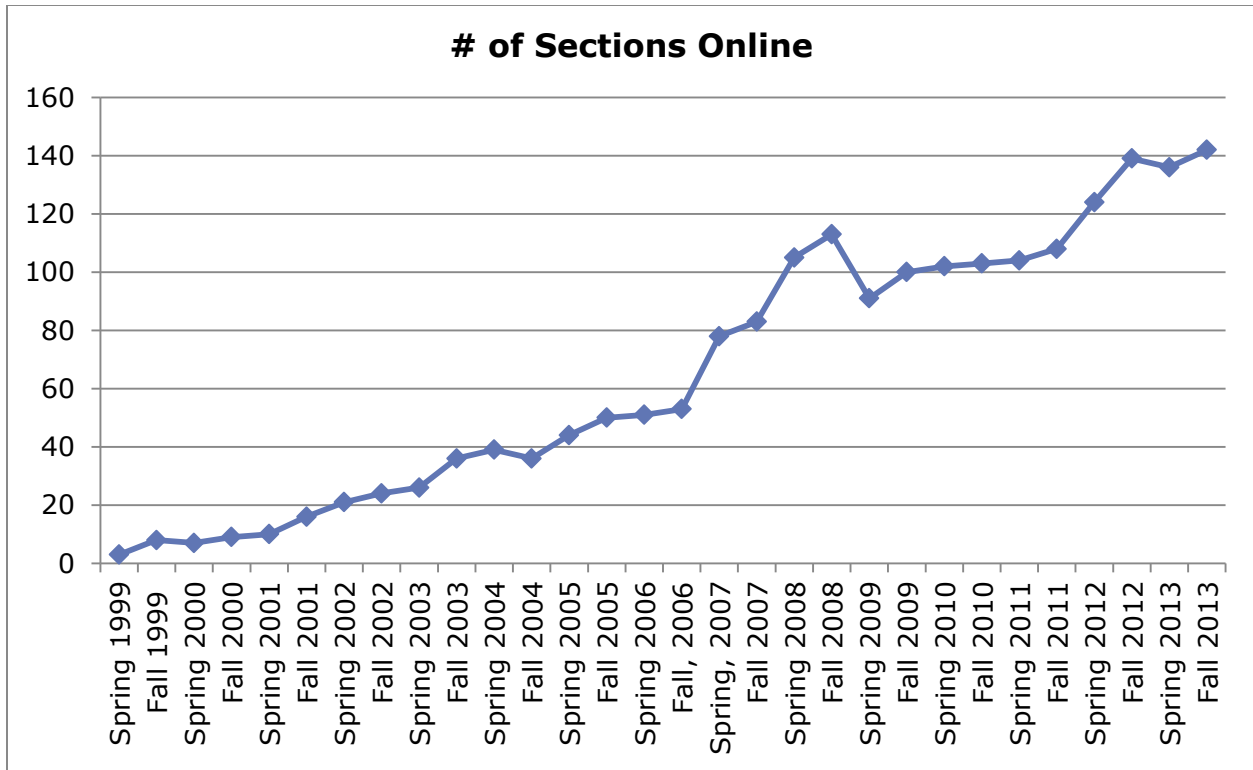
2013: [Student Online Orientation for DE student](#) preparation (pilot: Summer/Fall, fully implement: Spring 2014)

Historic data

Enrollment in DE has been steadily growing. However, our enrollment has been affected by the reduction in course offerings the last few years and most recently by the discontinuation of telecourses. Our expectation is that we will continue to see an increase in sections and enrollment with current state funding allocation improvements.



* In the above charts "Online" includes both online and hybrid courses.



* In the above chart "Online" includes both online and hybrid courses.

Future Growth Expectations

At the present time, we are transitioning from our original verification of Online Readiness to our new DE Instructor Certification. It is expected that all current DE faculty will have completed the new Certification by the end of Fall 2014.

In the Fall 2103 semester, we currently have:

- All 107 active instructors are "certified" to teach online (either original or new certification)
- 142 sections offered through DE: 52 hybrid and 90 online sections.

Advisory Group

Our Distance Education Advisory Group was formed, as an Academic Senate work group. Our Inaugural meeting was August 20, 2012. The purpose of our advisory group is to assist our Distance Education program in meeting the needs of our faculty teaching in Distance Education by developing procedures and training that support our mission in Distance Education.

The DE Advisory Group is an active, working group, providing training for faculty in the form of flexweek and mid-semester training. Distance Education Advisory Committee members are represented from all academic divisions and is chaired by the Distance Education Coordinator.

Addressing Regulations

There are many regulations and policies that affect Distance Learning related to the [Higher Education Opportunity Act of 2008 \(HEOA\)](#) and Title V. We are addressing the following heightened areas of concern.

Authentication

Public Law 110-315: [Higher Education Opportunity Act \(2008\)](#), Section 495

"(ii) the agency or association requires an institution that offers distance education or correspondence education to have processes through which the institution establishes that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit;"

This regulation reminds institutions that they have the responsibility to validate that the registered student in a distance education or correspondence education course is indeed the same person receiving course credit.

Santa Ana College complies with the authentication regulation through:

- **Secure Login:** Students logging into our Course Management System, Blackboard, are verified through the district LDAP server which authenticates the student and allows Bb access if the credentials are successful. A secured verification through a unique, secure login with the student's current WebAdvisor ID/password is used for Blackboard course access.
- **In course verification techniques** such as:
 - Assessment proctoring (instructor or test center led with photo-ID verification ([Online Test Proctoring Form](#) – Supporting Documents))
 - Best practices that utilize:
 - Integrated Turnitin or SafeAssign for originality checks
 - Multiple measures of assessing student achievement
 - Assessments developed using techniques discouraging plagiarism and encouraging originality
 - Monitoring by faculty of the student-voice in their active engagement contact, via course tools, such as: discussion board, blogs, and wikis

Actions:

- Remain involved at the state level to achieve a web-based proctor agreement whereby students can have the option to pay for web proctoring, with full authentication measures.

Last Date of Attendance

Financial aid is tied to student course activity. When students are no longer attending a course their financial aid must stop. Any unearned financial aid shall be returned to the federal government by the institution. Distance education courses determine student attendance through "regular and effective contact". The Department of Education now requires that there be "academically related activity", not just attendance via log-in for the last date of attendance.

All distance education courses must include "regular and effective contact" and use it to determine if a student is active in the course. Distance education courses must track which students are still active in the course and drop them when they are no longer active. Instructors must have evidence of the last date of attendance and this evidence and drop policies must be clear on the course syllabus.

Action:

- Identify additional methods of CMS system attendance that can be utilized. (e.g. Blackboard Analytics for coursework)

Correspondence and Distance Education

The rapid changes in technology have more clearly delineated the differences between Correspondence Education (CE) and Distance Education (DE). CE is not eligible for financial aid and the college no longer offers CE. ACCJC determines whether instruction offered is the electronic equivalent of paperwork and reading (CE) or if there is required and regular substantive interaction with the instructor, initiated by the instructor, and online activities are included in the grade (DE).

The college is addressing the adherence to regular effective contact and instructor interaction with the DE Instructor Certification. However we recognize that an accountability process is needed.

Actions:

- Planned mentor review of courses
- Update to the curriculum process
- Added item to the review process

State Authorization

Federal Regulation Chapter 34, § 600.9(c)

"if an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request."

Process:

- Reports are run by Admissions and the DE office on a regular basis identifying students that are not residing in California.

- If an out of state DE student resides in a state requiring state authorization with a required fee payment, the Distance Education Office will notify the student and provide information on state authority and contact information for complaint filing, and drop the student from the course.
- Online faculty are notified at the start of each semester that they must notify the Distance Education Office regarding any known out of state students (for report verification purposes) and that a known out-of-state student should not be reinstated without notifying Admissions or the Distance Education Office first.
- A webpage with information regarding the regulation and complaint resolution by state is available on the Distance Education website.
- A statement regarding Out of State regulations is stated at the beginning of the Santa Ana College application.
 - Refer to: "Out of State Student Requirements and Procedures" in Supporting Documents

Actions:

- Continue to run out-of-state identification reports
- Continue to monitor the advancement of this issue at the Federal government level

Title 5 Regulations

55204. 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) Any portion of a course conducted through distance education includes 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. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

...

Thus, districts and/or colleges will need to define "effective contact" including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved.

Title 5 requires regular effective contact between the instructor and the student and requires a separate curriculum approval process, both of which help to ensure that the DE course is equivalent to the traditional classroom course.

The SAC Regular Effective Contact Policy was updated with Academic Senate Approval on 5-14-13 and adheres to Title 5 regulations. Our curriculum process also includes a Technologically Mediated Instruction portion of the curriculum process.

Actions:

- A revision to the curriculum process is currently underway. It is an update for technology and requirements that adhere to the updated Regular Effective Contact Policy.

ADA Compliance

DE faculty is aware of ADA requirements through an ADA compliance review in the DE Instructor Certification program, monitoring of the media server, and flexweek activity training. Faculty is aware of ADA compliance requirements and the need to provide accessibility to their students.

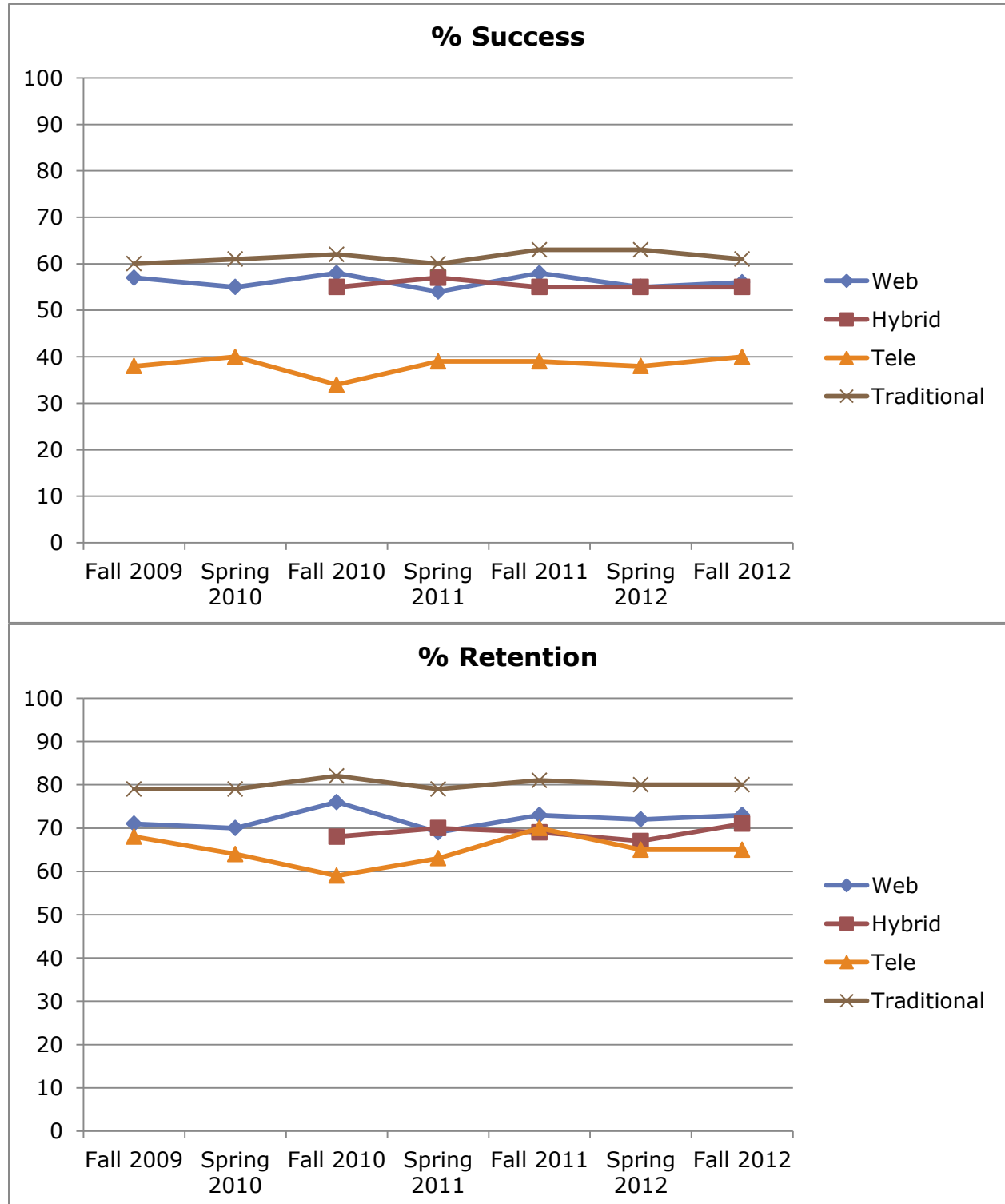
Actions:

- Continue to provide a CMS that is ADA compliant
- Continue to provide tools that allow for easy captioning of videos
- An educational media specialist that can assist faculty with their media for compliance is necessary as DE and traditional classroom instructors move to include increased engagement in their student learning activities. This position is requested in our plan.

Program Research

Student Success and Retention

Reports are run annually for review of overall and individual course success and retention in Distance Education. ([SAC DE Report \(Research Department\)](#) - Supporting Documents)



From this **annual comparison report** for Distance Education, we can see a few challenges:

- Overall **Student Success** is 56.1% (Web), 55.4% (Hybrid), 38.3% (Tele) as compared to 61.4% for Traditional delivery.
 - On average many colleges in DE are within 10% of their traditional delivery, however, we strive to be equivalent or better in our online program.
 - **Action #1: We are no longer offering telecourses as they do not provide our students with satisfactory student success.**
 - **Action #2: We are improving our student expectations and preparation for online learning ([Student Online Orientation](#))**
 - **Action #3: We are improving our faculty training with active, engaging techniques learned in the [DE Instructor Certification](#).**

- Overall **Student Retention** is 72% (Web), 69% (Hybrid), 64.9% (Tele) as compared to 80% for Traditional delivery.
 - We need to improve our overall DE retention.
 - **Action #1: It is stressed that online faculty develop strict and clear no-show policies. ([Beginning of Semester Checklist](#) & [DE Instructor Certification](#))**
 - **Action #2: We are improving our faculty training with active, engaging techniques learned in the DE Instructor Certification.**
 - **Action #3: We are improving our student online course expectations ([SAC Student Online Orientation](#))**

- **DE Enrollment is growing.** In addition to our annual retention/success report, online courses always have a large latent demand, as seen by early and large waitlists (52% of DE courses, "Enrollment Report" - Supporting document)
 - **Staff:** We are understaffed in DE to support faculty and student requirements for DE. With the growth of DE and Bb usage of faculty/students in traditional classrooms, it is imperative that we plan for departmental support. Time for oversight, coordination and planning for distance education is unavailable as we are only able to address necessary day-to-day servicing of our faculty and students.
 - **Tools:** It is difficult for us to know exactly which tools online courses are using. To what extent are they utilizing interactive tools? Which faculty are providing/not providing this for their students? Faculty do not have an easy tool to see which students are at risk. An integrated analytic tool is a necessary tool to assist our department and for faculty to better help their students.
 - **Actions taken: We are requesting through SACTAC and TLC (via PA/PR) for additional support:**
 - **Instructional designer position**
 - **Instructional media position**
 - **Training assistance for student Bb workshops and questions**
 - **Supervisory DE position**
 - **Blackboard Analytic tools**

2012 - 2013 Surveys

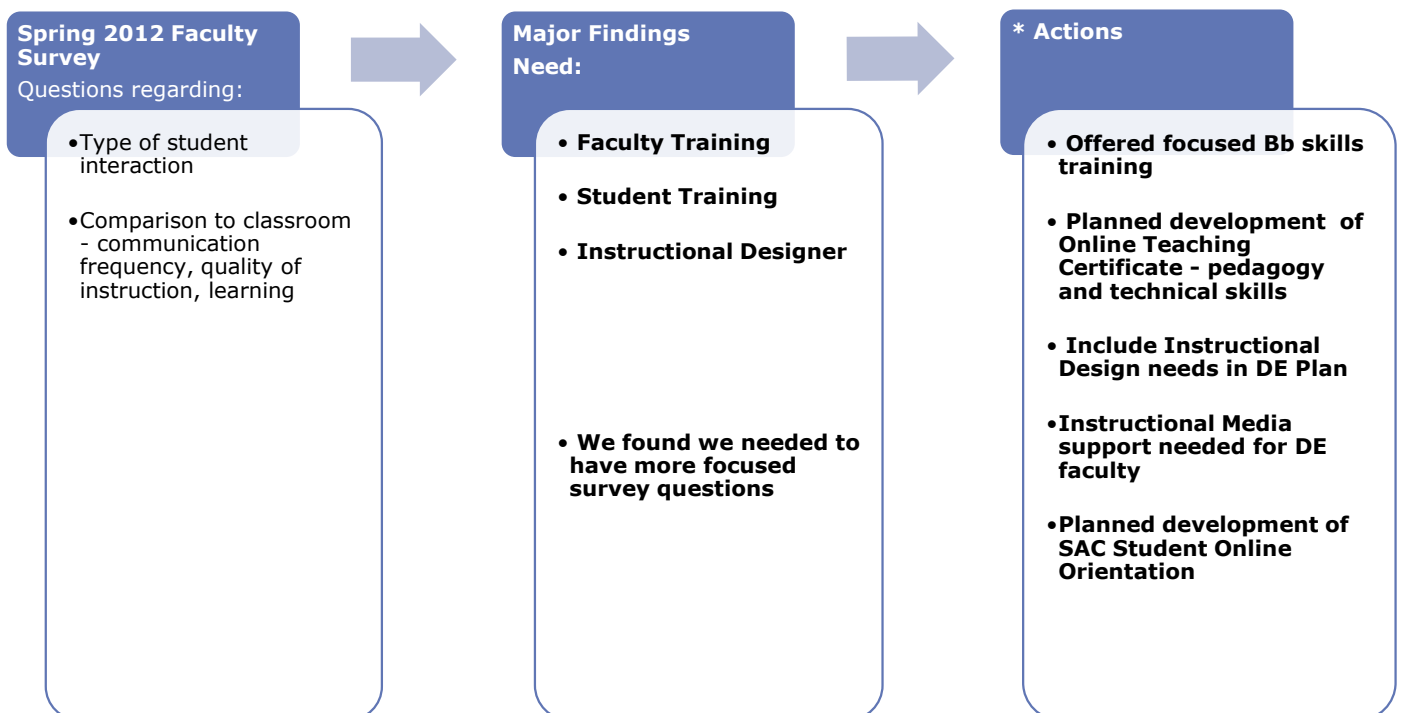
Purpose: To gain an understanding of our students and faculty based on data and to obtain their teaching and learning requirements

- Ran Faculty Survey in Spring 2012
- Ran Faculty Survey in Spring 2013
- Ran Student Survey in Spring 2013

DE Faculty Survey Spring 2012

Results told us that DE Faculty feels:

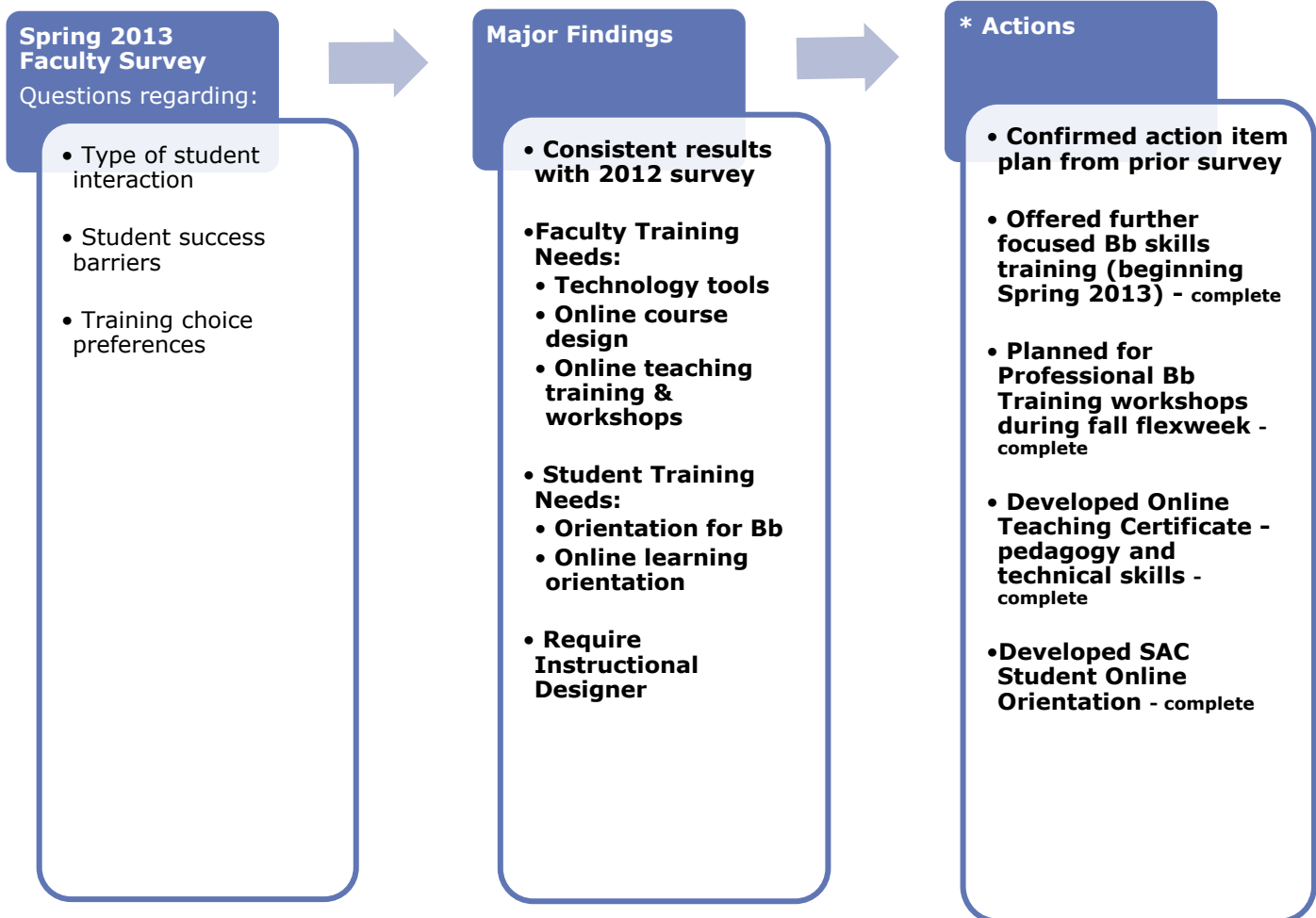
- They have a greater workload teaching DE courses
- They have insufficient time to develop courses
- Students do not have sufficient language skills for their DE courses
- Students lack self-motivation for their DE courses
- Students lack time-management skills for their DE courses
- Sample comments:
 - *We need an Instructional Designer that understands learning theory to help create curriculum /courses / lesson plans and someone who really knows how to produce quality digital media for presentations online and in the classroom*
 - *I believe that more funding is needed for Distance Education that then would be helpful for training of faculty and software that is needed to improve the teaching for retention and success of the students.*
 - *Training & support is essential for both students & faculty:*
 - *Students - How to training*
 - *Faculty - How to as well as course development*



DE Faculty Survey Spring 2013

Results told us:

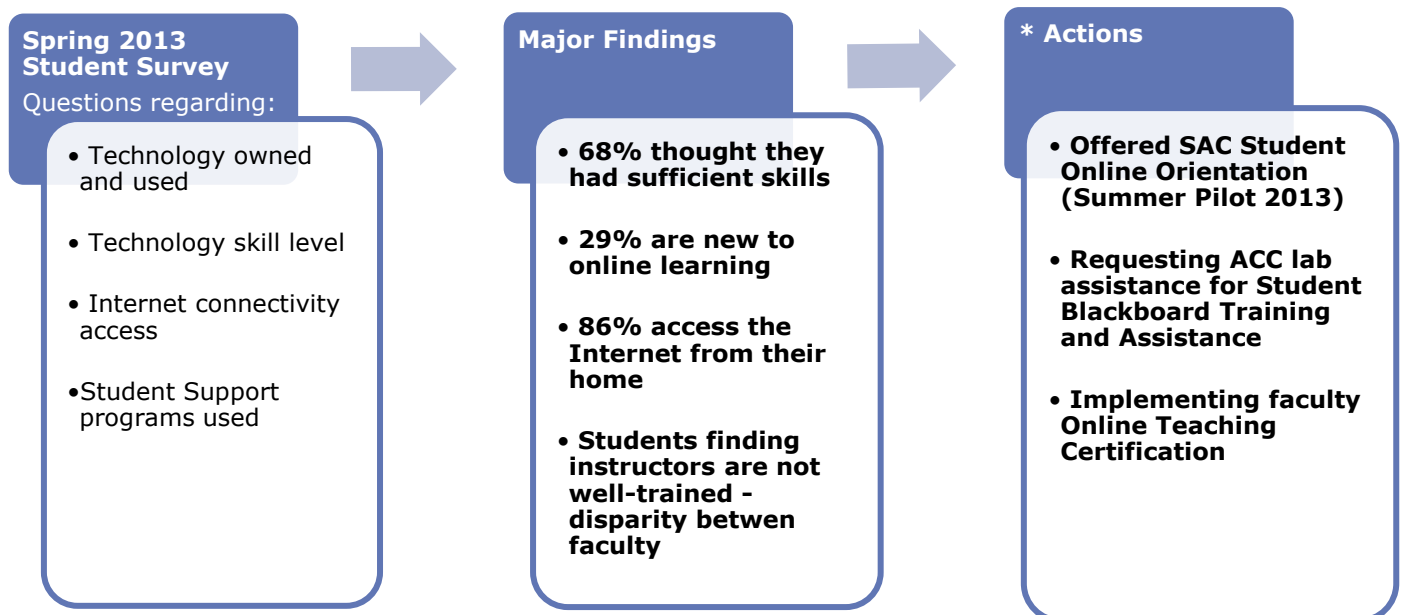
- The greatest factors affecting faculty ability to offer a DE course with high student success and retention are: **Insufficient time to develop courses, Inadequate faculty compensation for development, Greater workload, Insufficient training, Insufficient support**
- Factors faculty feel are a barrier to student success in DE are: **Lack of student time-management, Lack of student self-motivation, Incorrect expectations of online courses, Insufficient language skills**
- Improvements to the following areas would assist to improving student success and retention: **SAC Student Orientation for Bb and Online Learning, Training of technology tools for course development, Instructional design advice/assistance, Best practices guidebook, Advanced training, Online teaching workshops offered online**
- Training that faculty are likely to participate in: **Technology Tools, Online course Design one-on-one with an instructional designer/technologist, Online teaching training, Online course design (group training), Bb Advanced topics**



DE Student Survey Spring 2013

Results told us:

- Students are finding a discrepancy in the faculty Blackboard skill level, responsiveness, and methods of online teaching.
- Need to assist students with on-site Blackboard orientations and structured assistance in the lab.
- 86% access the Internet for their course at home.
- Multiple Student Comments of:
 - What additional student support services would you like to see available online?
 - Chat for online counseling
 - Tutorial learning online – addressed with Learning Center
 - Testing Center (Proctored Testing)
 - Transfer Center
 - Help Desk
 - Drawbacks of taking an online class?
 - Some instructors do not know how to use Blackboard
 - Technical issues with Blackboard
 - Instructor not responsive enough
- Sample comments:
 - *"This was my first time taking online classes. At first I felt lost because I wasn't sure I understood the expectations. Also, I was new to the discussion board and it was a bit challenging at first because I did not know what to do..."*
 - *"I have found that instructors and classes provided online from SAC are better than those at SCC... I think the organization is better from SAC online classes."*
 - *"I have taken many online classes but this class was by far the worst"*



DE Office Student Support

Students are able to call, email or walk into the Distance Education Office where they receive one-on-one assistance in adding a course, resetting their WebAdvisor password, enrolling in Bb, and assuring that their computer/software gives them access to Bb.

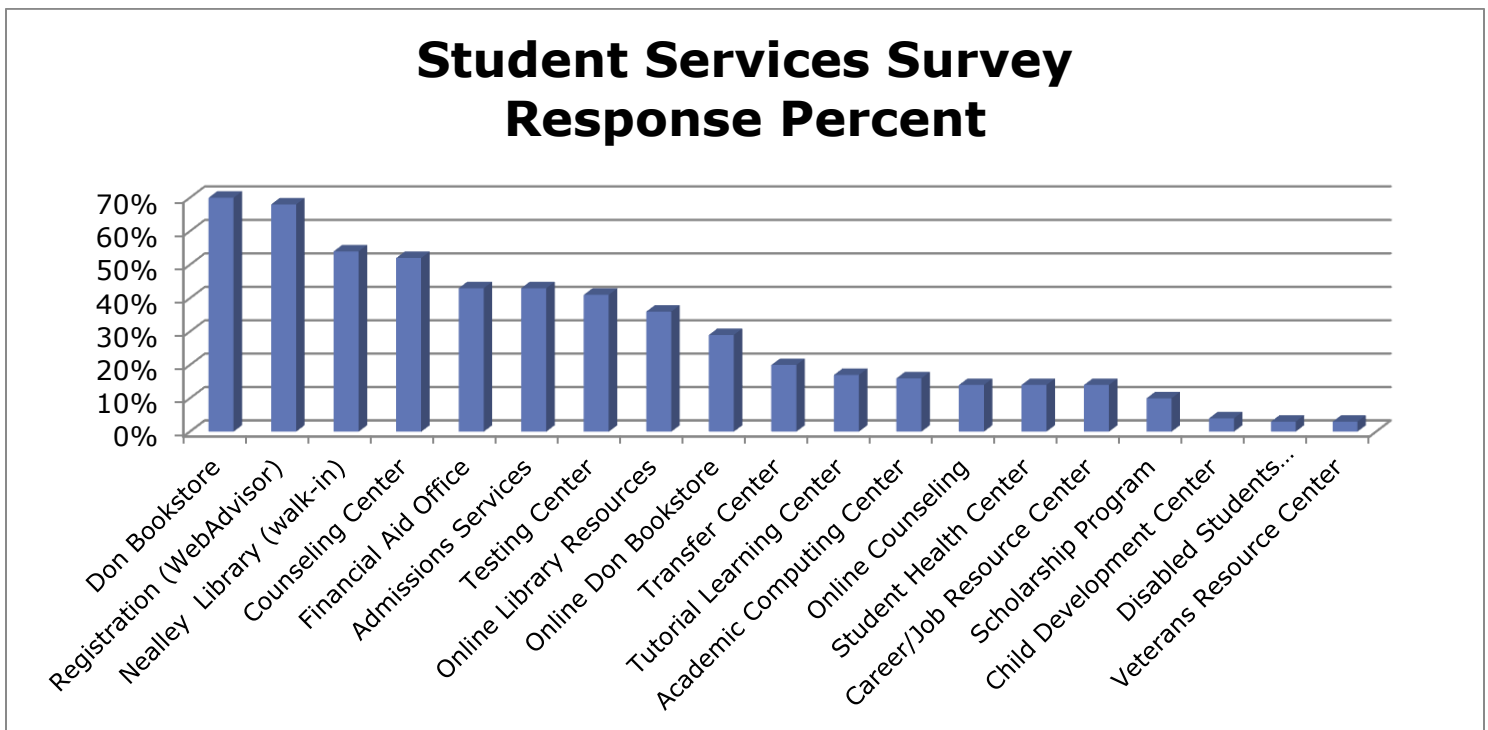
At [our website](#) we offer students:

- Instructions and instructional videos on the use of Bb
- Online course access information
- Online counseling and library services link
- DE methods of using the Learning Center and Math Center
- Online degree information
- FAQs about online/telecourses
- Online registration link
- Online course information for the current and upcoming semester

SAC Student Services

Continual work with our student support service areas helps to assure that our DE students are provided an enhanced support for their learning. This is a most challenging task. At present our “heavy hitters” of support provide the same level of support for our DE Students.

Our annual Student Survey shows that the online student service used by most students is Online Registration. Online library resources and online bookstore services are also utilized.



- Student write-in comments showed students thought the following services should be available online:
 - Online Counseling services
 - Bookstore
 - Digital Library
 - Online Math tutoring
 - Writing assistance
 - Financial Aid
 - Transfer Center
 - Career Center
 - Disabled Student Programs & Services
 - Testing Center

- Learning Center
 - DLAs: DE student work is done with a learning center instructor via email
 - Tutoring: DE students request an appointment time with a subject tutor via email
 - Writing: A paper review is submitted and responded to via email
- Math Center
 - The Math Center is working with DE students this semester to offer similar math support.
 - DE students can call in. If the question cannot be answered via phone, the student is directed to login to a special Bb coursesite, "Math Center Whiteboard" where the math assistant uses a DE provided graphics tablet to give assistance to the DE math student.

- **DE Tasks**
 - Student Services that are available online are linked from the DE website, but **all students are still not aware of offered online services. Need to highlight student services in the SAC Student Online Orientation and face-to-face Learning Orientation.**
 - Online Counseling and Bookstore are already provided online
 - We have a new digital library. Need to inform students.
 - Online Math tutoring is now available at the Math Center
 - Writing Assistance is available at the Learning Center
 - Include new Learning Center and Math Center in student survey.
 - **Work with Financial Aid, Transfer Center and Career Center to assure DE student support.**
 - The Math Center and its provisions require continual follow-up to provide like services.
 - Need to keep apprised of state stature on web proctoring possibilities.
 - **Continual review of student services offered at SAC is necessary** to assure DE student support. Need to work closely with the Student Support side of the house to assure this support.

Goals

- *Provide engaging and dynamic online instruction for all students.*
- *Provide students with effective online learning tools to assist them in the completion of their coursework.*
- *Integration of effective online learning technology strategies with traditional learning modalities.*

Distance Education Plan

Goal/Objective	Activity	Responsibility	Timeline	Outcome	Resources Needed	Cross-Reference
<p>A. Provide engaging and dynamic online instruction for all students.</p> <p>Rationale: Provide online faculty a support vehicle to: instruct students with engaging instruction, understand regular effective contact, deliver best practice techniques and discussion, and promote a high quality standard throughout the DE curriculum offering.</p>	<p>A1: Develop and offer an Online Teaching Program at SAC</p>	<p>Instr. Deans DE Coord DE Serv. Spec.</p>	<p>Begin Sum 2013</p>	<p>A1a. Faculty acceptance of certification training A1b. No cost to faculty for certification A1c. Testing of module A1d. Reach 100% training DE faculty by end of fall 2014. A1e. Improve in-class teaching and student success with technology using active learning techniques and best practices A1f. Provide conference reimbursement for "Online Teaching" conferences A1g, h. Improve online teaching modules as needed</p>	<p>Instructional Designer or Faculty compensation Conference reimbursement</p>	<p>SAC Strategic Plan Theme I, D4</p>
	<p>a. Update Regular Effective Contact Guidelines b. Develop Online Teaching Certificate coursework in-house c. Pilot online training modules d. Teach modules every semester through completion of training e. Offer modules for flipped classroom instruction f. Provide future activities for continued faculty education g. Upon completion, assess student retention/success on a continual basis h. Survey faculty on changes implemented</p>	<p>Instr Designer or Faculty</p>	<p>Complete current online faculty training by 12/2014</p>			

Goal/Objective	Activity	Responsibility	Timeline	Outcome	Resources Needed	Cross-Reference
<p>A. Provide engaging and dynamic online instruction for all students.</p> <p>Rationale: Implementation of best practices to engage the active learner requires use of technology and additional tools/training</p> <p>* Faculty surveys tell us that faculty need f2f training as well as time flexible (online) training for full-time & adjunct faculty</p>	<p>A2: Provide appropriate technology and training for faculty</p> <p>a. Create a f2f and online means for regularly offered training on:</p> <ul style="list-style-type: none"> • Camtasia Studio • Camtasia Relay • CCC Confer • Mobile Learning/ Teaching techniques • Best practices on Bb • Bb – Beginning • Bb – Interactive tool • Bb – Assessment /Verification • Bb – Grade Center <p>b. Provide necessary tools for learning: webcams, headsets, software access and assure that faculty add to their departmental plan to purchase for on-going use</p> <p>c. Identify students that are at-risk, not responding to techniques used</p>	<p>DE Coord DE Serv. Spec. Instr Designer Ed. Multi. Spec.</p>	<p>Begin Spring 2014</p> <p>Offer f2f training Spring 2014</p> <p>Complete online training 12/2014</p>	<p>A2a. Engaging tool usage by faculty → Improvement in student retention success</p> <p>A2b. Continued use of advanced tools, such as video creation</p> <p>A2c. Increased student retention with instructor intervention</p>	<p>Instructional Designer or Faculty compensation</p> <p>Monies for tools: devices and software</p> <p>Refresh of training computers needed in 2015.</p> <p>Data Analytics</p>	<p>SAC Strategic Plan Theme I, D4</p>

Goal/Objective	Activity	Responsibility	Timeline	Outcome	Resources Needed	Cross-Reference
<p>B. Provide students with effective online learning tools to assist them in the completion of their coursework.</p> <p>Rationale: Students will be prepared for success in the DE courses without Bb as an additional hurdle.</p> <p>* Faculty surveys show student training as a requirement</p>	<p>B1: Provide Bb training for students, both f2f and online</p> <p>a. Design training workshops for Bb, including advanced use of Bb tools for DE students to be taught both f2f and online</p> <p>b. Pilot test with students and update workshop/courses</p> <p>c. Survey students and follow DE coursework success/ retention</p>	<p>DE Coord DE Serv. Spec. Instr Designer Ed. Multi. Spec.</p>	<p>Begin Spring 2014</p> <p>F2F offering Fall 2014</p> <p>Online offering Fall 2014</p>	<p>B1a. Improved student success and retention in online courses</p> <p>B1b. After pilot offering, use an iterative approach for training to assure best possible student training</p> <p>B1c. Improved workshop → improved DE student success retention</p>	<p>Instructional Designer or Faculty compensation</p> <p>Researcher - survey assistance</p> <p>Training area for workshops</p> <p>Data Analytics</p>	<p>SAC Strategic Plan Theme II, A4, A6, A7, B6, B7</p>

Goal/Objective	Activity	Responsibility	Timeline	Outcome	Resources Needed	Cross-Reference
<p>B. Provide students with effective online learning tools to assist them in the completion of their coursework.</p> <p>Rationale: Students will be prepared for success in their DE coursework and will learn how to be self-sufficient.</p> <p>* Faculty surveys show student training as a requirement</p>	<p>B2: Provide on-going Bb assistance</p> <p>a. Identify areas of student computer usage b. Discuss with Dean/Dept to have IAs trained c. Train IAs in common Bb questions and using DE website FAQs and Bb Help for Students.</p>	<p>DE Coord DE Serv. Spec.</p>	<p>Spring 2014- Fall 2014</p>	<p>B2: Students will have questions answered immediately → student retention/success. Students will learn how to be self-sufficient online learners in use of the DE website FAQs and Bb Student Help areas.</p>		<p>SAC Strategic Plan Theme II, A6, B7 & Theme III, C3</p>

Goal/Objective	Activity	Responsibility	Timeline	Outcome	Resources Needed	Cross-Reference
<p>B. Provide students with effective online learning tools to assist them in the completion of their coursework.</p> <p>Rationale: Students need online learning preparedness skills and help determining if online learning is the best learning method for them.</p> <p>* Student surveys show 29% of DE students were new to online learning.</p>	<p>B3: Provide online learning skills for students</p> <p>a. Design and offer an online learning skills module</p> <p>b. Offer module online and face-to-face</p> <p>c. Educate faculty to require the online learning skills module, especially for at-risk students.</p> <p>d. Utilize website for student observations on skills needed to learn online</p> <p>e. Survey students in DE courses</p> <p>f. Include question re: online learning skills module in Spring DE student survey</p> <p>g. Identify students that are at-risk, not responding to techniques used</p>	<p>DE Coord</p> <p>DE Serv. Spec.</p> <p>Instr Designer</p> <p>Ed. Multi. Spec.</p>	<p>Developed</p> <p>Online</p> <p>Module</p> <p>Spring 2013</p> <p>Piloted</p> <p>Sum/Fall 2013</p> <p>Online for all -Spring 2014</p> <p>Pilot f2f</p> <p>Summer 2014</p>	<p>B3a. Improved online student retention and student success</p> <p>B3b. Assure availability of module for all learning styles</p> <p>B3c. Students can get help immediately → Improved student retention and success</p> <p>B3d. Student self-selection of appropriate course delivery method</p> <p>B3e/f. Module updates/changes for improvement</p> <p>B3g. DE program intervention → student retention</p>	<p>Instructional Designer or Faculty compensation</p> <p>Researcher - survey assistance</p> <p>Training area for workshops</p> <p>Data Analytics</p>	<p>SAC Strategic Plan Theme II, A6</p>

Goal/Objective	Activity	Responsibility	Timeline	Outcome	Resources Needed	Cross-Reference
<p>B. Provide students with effective online learning tools to assist them in the completion of their coursework.</p> <p>Rationale: Students need at least equivalent access to student services for equivalency, student success and completion of their coursework.</p> <p>* Student surveys show many students are not aware of current offerings and brought up areas for improved focus.</p>	<p>B4: Assure all student services available to DE students</p> <p>a. Assure clarity of online services on DE website b. Have other departments include DE alternatives on their website c. Include Student Services on SAC Bb homepage d. Include Student Services available on Bb course template with copy/paste of services for faculty to include e. Focus on student requests from student survey f. Follow-up annually with each student service area on any changes/updates for DE students</p>	<p>DE Coord DE Serv. Spec.</p>	<p>Fall 2014 On-going</p>	<p>C2a-d. Student awareness of online student services C2e. Necessary student requirements are met C2f. Compliance with student service needs and assurance of DE student services</p>	<p>Researcher Data Analytics</p>	<p>SAC Strategic Plan Theme III, C3</p>

Goal/Objective	Activity	Responsibility	Timeline	Outcome	Resources Needed	Cross-Reference
<p>C. Integration of effective online learning technology strategies with traditional learning modalities.</p> <p>Rationale: Classroom faculty require training on the college LMS and best practice strategies.</p>	<p>C1: Develop training module for faculty who are not teaching online</p> <p>a. Create a f2f and online means for regularly offered training on:</p> <ul style="list-style-type: none"> • Best practices on Bb for the classroom • Effective learning techniquet • Flipping the classroom • Mobile Learning/ Teaching techniques <p>b. Upon completion, assess student retention/success on a continual basis</p>	<p>DE Coord DE Serv. Spec.</p>	<p>Fall 2014 On-going</p>	<p>C1a. Engaging tool usage by faculty → Improvement in student retention success C1b. Improvement to training methods and faculty usage of Bb</p>	<p>Researcher Data Analytics</p>	<p>SAC Strategic Plan Theme III, C3</p>

* Timeline Matrix format from Mt. San Antonio College

Supporting References:

ACCJC Guide to Evaluating Distance Education and Correspondence Education:

[http://www.accjc.org/wp-content/uploads/2013/08/Guide to Evaluating DE and CE 2013.pdf](http://www.accjc.org/wp-content/uploads/2013/08/Guide_to_Evaluating_DE_and_CE_2013.pdf)

ACCJC Accreditation Reference Handbook:

[http://www.accjc.org/wp-content/uploads/2013/07/Accreditation Reference Handbook.pdf](http://www.accjc.org/wp-content/uploads/2013/07/Accreditation_Reference_Handbook.pdf)

Distance Education Guidelines:

http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

Distance Education Access Guidelines for Students with Disabilities

<http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines%20FINAL.pdf>

Higher Education Opportunity Act – 2008

<http://www.gpo.gov/fdsys/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf>

Santa Ana College Distance Education Program Assessment / Program Review

http://teams.rscgd.edu/sac/Program_Review/DistanceEd/Annual%20Department%20Planning%20Portfolio/PAPR-DistanceEducation2013.pdf

Santa Ana College Distance Education Website

<http://sac.edu/disted>

WCET State and Federal Regulations on 'State Authorization' of Distance Education

<http://wcet.wiche.edu/wcet/docs/state-approval/StateAuthorizationWCETtwo-pager09-17-13.pdf>