San José City College

Distance Education Plan

Provided by the Distance Education Committee

2015-2018
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Introduction of the San José City College Distance Education Plan

San José City College (SJCC) has come a long way since 2001, when our college offered our first three online courses: a transfer English composition course, a library course, and a history course. Since then, our faculty have increased their technology and online pedagogy skills, student interest has soared, the state has taken deep interest and created grants like the Online Education Initiative (OEI), and course platforms, such as Canvas and Moodle, continue to evolve.

The Online Education Initiative (OEI) is rapidly bringing change to our campus. For over a decade, SJCC campus has reviewed different leadership and staffing arrangements, different sets of standards and rubrics, different methods of evaluation and so forth. For many years, a number of our faculty, administration, and our Academic Senate were skeptical of online learning. The OEI, by bringing in our Academic Senate and by being faculty-driven, has brought that buy-in and confidence that was missed.

The OEI has provided us with direction, standards, and leadership. Our Distance Education Committee, a sub-committee of the Academic Senate, has been robust and created new policies that our Academic Senate has approved. The faculty on our campus are now in the driver’s seat regarding Distance Education leadership, methods, policies, values, and standards.

There are still areas we can improve, but it has never been more possible to be better. San José City College, located in the center of San José and just down the street from high-tech companies like EBay Headquarters, is striving to provide out students the best education, online, hybrid, web-enhanced, or bricks and mortar, that Silicon Valley has to offer.
Definition and Methods of Delivery for Online, Hybrid, and Web-enhanced Courses

- **Online classes** are taught completely online.
- **Hybrid classes** are taught partly in the classroom and partly online.

**Recommendation that DE Hybrid/Online be offered Only in District Approved and Supported Delivery System**

Whereas the June 2011 ACCJC “Guide to Evaluating Distance Education” provides institutional standards to be reviewed in assessing accreditation, and whereas these standards inquire as to the institutions selection, support, (including administrative support) training, and staffing in Distance Education programs and offerings, and whereas the ACCJC standards require that the Distance Education delivery system be selected, evaluated, and supported for students and staff, and whereas SJCC and the District presently support only one Distance Education Delivery system “Moodle” and whereas there are presently courses in distance education which do not utilize Moodle and may offer DE courses in alternative delivery systems, therefore be it resolved that:

Course offering in hybrid and online format shall utilize the Moodle delivery service (or other District and Institutionally approved and supported Delivery systems) as the base for all courses offered at SJCC in DE format. Alternative resources, links, activities, interactive exercises, examinations, and other learning and evaluative activities may be utilized in concert and coordination with the base Moodle (or other District and institutionally approved) delivery system.
Assumptions of Distance Education

A well-supported distance education program supports the college’s mission to support underserved students who are unable or find it difficult to attend on-campus classes, either because of family or job obligations, a disability, or issues finding reliable and affordable transportation. In addition to the services distance education provides our students, distance education also offers the college an eco-friendly means of maintaining, supporting, and increasing programs without increasing physical facilities and the college’s footprint.

Assumptions About Our Students:

1. Our students expect technology resources available during all course offering hours (which may include evenings and Saturdays, as well as possibly Sunday hours for online students).

2. Students ought to be encouraged to use laptops in class, but must adhere to common classroom etiquette and instructor preferences.

3. Many of our students attend part time (71%, according to http://www.collegescorecard.ed.gov) and hold jobs. Online courses have the possibility to improve retention (27%, according to http://www.collegescorecard.ed.gov) by allowing students opportunity to work and attend college simultaneously.

Assumptions About Our Faculty:

1. Our faculty is generally well-trained in technology, usually spending their personal time and financial resources to improve their expertise in order to serve students.

2. Our faculty expects to be part of technology decisions regarding students and teaching practices.

3. Our faculty expects that technology decisions be in the best interest of our college and our students, and that decisions be addressed to major stakeholders.
Assumptions Related to SJCC’s Culture:

1. We are an ethnically and racially diverse campus that is a "Hispanic-Serving Institution."

2. A large number of our students are low income.

3. San José City College strives to prepare our students to succeed in their careers or when they transfer. Up-to-date technology skills are an important part of preparing our students for success.

Assumptions About Our Budget and Resources Related to Technology:

1. Once technology is acquired, it must be supported (time, personnel, funding, and space) and continuously maintained. These costs should be calculated in the entire cost of the technology acquisition and made clear to campus leadership.

Distance Education Goals

Goals and Values:

- collaboration and communication,
- quality,
- professional development and growth,
- assessment,
- being both faculty-driven
- and student-centered

Clearly, there are many campus groups with a stake in Distance Education. The San José City College Academic Senate is the place where information related to Distance Education is dissimilated and reported. The Distance Education Committee also regularly reports to the Senate on Distance Education matters.
<table>
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<tr>
<th>Goal I.</th>
<th>San José City College Distance Education is Engaged in Regular College, District, and State Collaboration and Communication</th>
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| **Communication and Collaboration with EVC** | The SJCC Distance Education (DE) Coordinator and the EVC Distance Education (DE) Coordinator will continue to meet several times a year to discuss the state of DE at each respective college.  
In February 2016, EVC hosted an OEI Course Design Rubric Workshop, which SJCC faculty were invited to attend. |
| **Communication and Collaboration with Academic Senate** | The DE Coordinator and/or DE Committee Chair will continue to regularly attend SJCC Academic Senate meetings and report to the Senate on matters related to Distance Education. |
| **Communication and Collaboration with Student Services** | The SJCC Academic Senate and DE Committee Chair will continue to keep current and share news and updates with Student Services involving Distance Education, such as online resources, assessment, and OEI Course Exchange complications.  
More direct involvement with Student Services and the DE Committee, such as having a counselor as a member of the DE Committee, is a goal. |
| **Communication and Collaboration with Students** | A Distance Education representative reports to the Associated Students regarding major changes that affect students (for example, moving the CMS from Moodle to Canvas), and there is Associated Student membership on the SJCC Academic Senate, where distance education matters are discussed.  
We have conducted one recent student survey (see supporting documents), but will strive to provide more current surveys regarding student attitudes and needs regarding DE in 2017-2018.  
The campus website "Current Student>Online Learning & Resources" [http://www.sjcc.edu/current-students/online-learning-resources](http://www.sjcc.edu/current-students/online-learning-resources) should continue to be regularly updated. |
| Communication and Collaboration with ITSS | The Distance Education Coordinator (or leadership) will continue meets regularly with ITSS, and ITSS will continue to keep the Distance Education Coordinator (or current leadership) up-to-date on Distance Education matters. For example, ITSS currently contacts the Distance Education Coordinator for feedback regarding timing of shut downs and updates when systems may be closed. In fall 2015, SJCC began earnest collaboration and discussion with ITSS and EVC to determine steps, processes, and time frames to take in adopting Canvas as our new learning platform. We used the OEI's recommended steps (see supporting documents). After SJCC Senate approved Canvas in December 2015, SJCC, EVC, and ITSS worked together in January 2016 to have our district (EVC and SJCC) join the OEI's Cohort Two and beginning Canvas Fall Semester 2016. The conversion to Canvas will require continued and frequent communication and collaboration with ITSS 2016-2017. After listening to SJCC faculty concerns about having ample time to transition, SJCC will host both Moodle and Canvas academic year 2016-2017. We will fully transition to Canvas starting Summer Session 2017. |
| Communication and Collaboration with OEI | The DE Committee, Staff Development Center, and SJCC Academic Senate receive regular newsletter updates and invitations for training and workshops. This information is shared via email campus wide, currently, by the Staff Development Chair. In May 2015, the OEI came to the SJCC campus and made a presentation regarding Canvas, OEI news, and the OEI Course Exchange which was well-attended by faculty from both EVC and SJCC and SJCC Academic Senate representatives. |
| Communication and Collaboration with Campus Administration | Currently, the VP of Student Affairs attends both Distance Education Committee meetings, Academic Senate meetings, and meets weekly with the Distance education Coordinator. In turn, the VP shares information with deans and the college president. Sustained frequent and collegial communication is |
Con’t imperative to continuing to create the positive changes in
distance education that our college has been recently making.

The week of April 4\textsuperscript{th}, 2016, ahead of the publishing of the
Summer Session and Fall Semester 2016 schedule, the VP of
Academic Affairs sent out a reminder to all SJCC deans
regarding the importance that all online and hybrid faculty use
Moodle or Canvas to teach their courses, and that "regular and
effective" contact must be present in those courses. A letter for
the deans to share with their distance education faculty was
included.

Although our distance education courses and faculty are
regularly evaluated by deans, students, and faculty peers on
the same cyclical cycle as on-campus courses, it has come to
our attention that some faculty may be using course
management systems, programs, websites, and so on outside
of Moodle or Canvas although the IPCC Distance Education
Supplement is specific on both using our approved Course
Management system and using our approved manner of
"regular and effective contact." The deans are responsible for
sharing this information with the faculty they have selected to
teach online.
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<th>Communication and Collaboration with Faculty</th>
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The campus websites Faculty & Staff> "Faculty Online Learning Resources," [http://www.sjcc.edu/AcademicAffairs/Pages/Faculty-Online-Learning-Resources.aspx](http://www.sjcc.edu/AcademicAffairs/Pages/Faculty-Online-Learning-Resources.aspx) and the Faculty & Staff >Committees> "Distance Education Committee" [http://www.sjcc.edu/AdministrativeServices/Pages/Distance-Education-Committee.aspx](http://www.sjcc.edu/AdministrativeServices/Pages/Distance-Education-Committee.aspx) should be regularly updated.

Three town halls were offered in fall 2015 regarding the course management platform change from Moodle to Canvas.

Additionally, an email announcing the possible change from Moodle to Canvas was sent in September 2015 to all campus, resulting in email discussion/debate.

There is a 15-member MS Office 365 "SJCC Online Faculty" Group and an 19-member "SJCC Distance Education" Group with discussions and shared documents related to Distance Education (see supporting documents).

In 2015-2016, 59 faculty members and one student senator at SJCC asked the SJCC Distance Education Coordinator for a Canvas training shell to evaluate Canvas. The Distance Education Coordinator has administration access to the courses to assist faculty and students with questions regarding their shells.
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<th>Goal II.</th>
<th>Quality Courses for our Students</th>
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<td><strong>OEI Rubric</strong></td>
<td>On 3/1/2016, the SJCC Academic Senate approved the OEI (Online Education Initiative) Rubric for the SJCC Distance Education Handbook and as our course design guidelines. A copy of the guidelines are available at <a href="https://sites.google.com/site/coursedesignrubricoeifinal/home">https://sites.google.com/site/coursedesignrubricoeifinal/home</a> and at the SJCC Professional Development Center in GE118.</td>
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<td><strong>Minimum Qualification for Faculty Teaching Distance Education:</strong></td>
<td>On 5/19/2015, SJCC Academic Senate approved the following:</td>
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<td><strong>Starting Spring 2016 -</strong></td>
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<td><strong>Teacher Training Requirements for Distance Education:</strong> Participate in one professional development activity per regular academic semester (Fall and Spring) related to Distance Education (on-campus workshop on a specific feature of Moodle, an off-campus DE conference, a PDD session on online learning/features, Webinar session, and so on) and demonstrate prior successful experience in teaching online course(s) at SJCC or another similar institution for a minimum of 4 semesters/sessions in previous three years;</td>
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<td><strong>OR</strong> At least two courses in online teaching from @One Teaching Certification Program or equivalent online teaching programs from regionally accredited institutions.</td>
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<td><strong>Starting Spring 2018 –</strong></td>
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<td><strong>Instructor Requirements for Distance Education:</strong> Completed at least four courses in online teaching from @One Teaching Certification Program or equivalent online teaching programs from regionally accredited institutions AND</td>
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<td>Participate in at least one professional development activity per regular academic semester related to Distance Education (on-campus workshop on a specific feature of Moodle, an off-campus DE conference, a PDD session on online learning/features, Webinar session, and so on)</td>
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<td></td>
<td>The SJCC Academic Senate created an “Eligibility for Online Teaching Verification Form” Spring Semester 2016 (see supporting documents).</td>
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The SJCC Academic Senate has taken a very active role over the last two academic years (2014-2015 and 2015-2016) implementing standards and guidelines in distance education on our campus. One of the areas of concern is making sure faculty are actively engaged with their online students. On 12/16/2014, the Senate approved a recommendation specifically defining Regular Effective Contact, Types of Contact, and Instructor Absence Policy (see supporting documents).

<table>
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<th>Authentication</th>
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<td>1) College Course Management System: courses are offered on Moodle or Canvas (2016-2017) and thereafter, Canvas.</td>
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<tr>
<td>2) Proctored Assessment: SJCC will continue to explore methods and procedures</td>
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| 3) SJCC’s CMS log-in statement: (For Students Only)  
*Through the entry of my username and password I affirm that I am the student who enrolled in this course. Furthermore, I affirm that I understand and agree to follow the regulations regarding academic integrity and the use of student data as described in the Student Code of Conduct that governs student rights and responsibilities. Failure to abide by the regulations may result in disciplinary action up to expulsion from the college.* |
| 4) Plagiarism Detection Software: SJCC will continue to keep its license with Turnitin, a plagiarism tool that supports academic integrity by producing originality reports of student writing that is hosted on our course management system, during and after transition to Canvas. It is used in many courses in Humanities and Language Arts, yet use in other divisions should continue be promoted. |

Four departments, English, ESL, reading, and math, have developed policies regarding online offerings. These policies were discussed and approved in faculty department meetings or retreats. More departments are encouraged to have faculty-led discussions regarding appropriateness of
distance education offerings.

1) SJCC English Dept. Policies:

The English Department at SJCC has a policy that every faculty member who teaches an online course that semester is required to teach a face-to-face English 335, English 92, or English 1A course that semester.

The English Department also has an informal policy that English basic skills courses (English 335 and English 92) not be taught online, although they may be taught as hybrid.

2) SJCC Math Department Policy:

The SJCC Math Department has an informal policy that basic skills courses not be taught fully online, although they may be taught as hybrid. The math department requires on-campus examinations.

3) SJCC ESL Department Policy:

The SJCC ESL Department has an informal policy that ESL courses not be taught fully online, although they may be taught as hybrid.

4) SJCC Reading Department Policy:

The SJCC Reading Department has an informal policy that reading courses not be taught fully online, although they may be taught as hybrid.
Student-Centered Services

San José City College strives to put student need and interests first. We are working improving and adding to services for our online students.

**Classes offered:**

In Spring Semester 2016, 66 distance education courses were offered at SJCC (see supporting documents).

On area of current growth in distance education courses is the SJCC Math And Science Department, which will be adding new hybrid math courses Summer Session and Fall Semester 2016 as well as an online chemistry class fall 2016. This department is doing so with an internal process led by the Dean of Math and Science with input from Math and Science Department faculty. This department may provide future leadership in distance education at SJCC.

**OEI Student Readiness Modules:**

Available for students online at [http://www.sjcc.edu/current-students/online-learning-resources](http://www.sjcc.edu/current-students/online-learning-resources)

**Student Readiness Quiz:**

A 19-question student readiness quiz *specific to San José City College* was created in March 2016 (see supporting documents) located on the SJCC “Current Students Online Learning Resources”.

Available online at [http://www.sjcc.edu/current-students/online-learning-resources](http://www.sjcc.edu/current-students/online-learning-resources)

The link to this quiz will be distributed to all SJCC online and hybrid faculty starting Summer Session 2016 to share with students prior to the start of the course.

**Canvas (Canvas APP and Student Support):**

After a nearly an eight month evaluation period where Canvas was examined, our SJCC Academic Senate adopted Canvas on 12/15/2015 as our online learning platform. One of the greatest arguments in favor of moving to Canvas was the advantage to our students. Many of our student transfer to our nearby California State University, San José State University, where Canvas is used. We felt it would be an advantage to our students to already be familiar with SJSU’s platform. In fall 2015, the Distance education Coordinator attended a SJCC Associated Students meeting to discuss Canvas. Although some students were concerned about future
pricing, students were overwhelmingly enthused about Canvas’ highly-rated mobile APP. Our students, like many of the poor struggling in Silicon Valley, often do not have internet connection at home, move regularly due to high rent increases, and have jobs in addition to being students. However, the majority do have smart phones. The students noted they could access class materials and do classes work anywhere: on break from work or class, on the bus, and so on.

Also, the OEI reported in their May 2015 visit to our campus that from their surveys, students overwhelmingly preferred Canvas to other learning platforms. Additionally, Canvas will provide support hours to supplement ITSS support hours, so that student will soon have 24-hour tech support regarding the course management system.

**Telephone Support:**

Student can receive Canvas support services evenings and weekends at 1-844-303-0353 when ITSS is not available.

**San José City College Library:** The SJCC library offers comprehensive and update online materials for both our on-campus and online students at Current Students>Library>"Distance Education." [http://www.sjcc.edu/current-students/library/distance-education](http://www.sjcc.edu/current-students/library/distance-education)

The page offers online catalogs, online help via email, databases, an e-book collection, online research guides, web evaluation, citation help, and library tutorials. The library continues to need funding and staffing to keep the database sources we have and keep them up to date as well as continue to offer support in person, on the phone, and online for our students.

The SJCC library has done a superlative job of providing online library and research resources for years. It is one of the solid areas of distance education at SJCC over the years. The three full-time library faculty members are short staffed for all the duties and hours in the library, but continue to provide for our online students.

**Counseling:**

Counseling provides an orientation for students on Moodle.

There is also a new link for students to email with questions or to request counseling appointments. This link can also be used for students, who wish to make a “phone appointment” with us, or the student may just email his/her question, and they will get a response within 48 hours. The new email address is: [sjcc.counselingappts@sjcc.edu](mailto:sjcc.counselingappts@sjcc.edu)
Tutoring (RWC and NetTutor):

SJCC will be offering NetTutor tutoring for online and hybrid students only beginning Summer Session 2016. NetTutor is endorsed and subsidized in small part by the OEI. NetTutor offers 24-hour tutoring in many subject areas, such as math and English. Our campus will assess NetTutor after the first 100 hour trial period ends.

The Reading and Writing Center at SJCC currently offers online tutoring for students.

ITSS Support: Currently, ITSS Helpdesk offers student support by phone and email: Monday - Friday 7:00 am - 5:30 pm.

Canvas Support:

Canvas will provide support for student hours when ITSS is not available starting summer session 2016 at 1-844-303-0353.
Professional Development and Growth

Regular Professional Development Workshops are held on campus at SJCC on current topics such as the OEl Rubric, Moodle, Turnitin, etc. Often the idea for a workshop comes from the SJCC Professional Development Committee, who surveys faculty regarding areas of interest. Generally, one to three workshops are held each month at the Professional Development Center. In addition, workshops are held at the SJCC Professional Development Day. In spring 2016, the topic SJCC DE Updates, Accreditation, and the OEl Course Rubric" will be presented by the current DE Coordinator in workshops at the Professional Development Center and the April 8, 2016 spring Professional Development Day.

A major area of training in 2016-2018 will be Moodle to Canvas training, as we change our course management system.

Moodle to Canvas Training Schedule: ITSS, EVC, and SJCC, with collaboration from campus administrative leadership, arranged a training schedule for faculty moving from Moodle to Canvas. ITSS agreed to pay for 3 hours of training for 30 faculty member at each campus. Faculty who complete the training at SJCC must create a course on Canvas to be used either summer 2016 or fall 2016.

EVC and SJCC agreed to invite online summer and fall online faculty first, followed by online fall 2016 faculty, followed by hybrid and web-enhanced faculty.

We will offer both online training and on-campus training in three stages:

April-May 2016: Online and hybrid faculty (paid)
June-August 2016: Online and faculty (paid)
September 2016 to May 2017: Web-Enhanced Faculty (working on getting pay)

Net Tutor Training:

SJCC will be adopting NetTutor on a small trial basis for online and hybrid students only beginning Summer Session 2016 on Canvas. Net Tutor will provide 24-hour online tutoring in math and English, and more limited tutoring in ALL other academic areas. Net Tutor is the recommended online tutoring system by the OEl. Training will be provided by the SJCC Distance Education Coordinator at the Professional Development Center.
**Sonocent Audio Notetaker:**

DSP&S, in April 2016, acquired an innovative assistive technology software called Sonocent Audio Notetaker. This audio recording software allows the user to record classroom notes on their laptop computer or iOS device on the go. It also permits taking pictures, uploading PDF files and PowerPoint slides that can be synchronized with the recordings. Either during recording or after the notes have already been recorded, students can easily edit their notes using the software's visual interface: color-coding for relevance, removing random sounds or sections of lesser value, typing additional information in the textbox or adding other relevant graphics. Once they reviewed and edited the notes to their own needs, they can save them in a file for later use. In this way, the software not only allows them to take notes but also helps them develop and strengthen their study skills.

With the guidance of our new Learning Disability Specialist, DSP&S has already started to use the software with a small group students, most of whom struggle with short term memory and/or long-term information retrieval skills. At the end of the Spring Semester 2016, DSP&S will assess the feedback from this pilot group, and plans to systematically utilize it from Fall, 2016 as an accommodation to more students with disabilities who may benefit from this tool.
Faculty Driven Guidelines

**Faculty Distance Education Coordinator:**
San José City College has a Distance Education Coordinator, although the position is a year-by-year release time position of varying percentages of release time. The person in the position reports to the SJCC Academic Senate, the VP of Academic Affairs, and chairs the SJCC DE Committee.

**SJCC Academic Senate Is Actively Involved in Making Distance Education Policy:**
The SJCC Academic Senate has made four new policies/recommendations related to Distance Education since 2014: An Online Faculty Evaluation Form, Regular Effective Contact Standards (12/16/2014), Minimum Qualifications for Online Faculty (5/15/2015), and Adoption of the OEI Course Design Rubric (3/1/2016).

**SJCC DE Committee:** The SJCC DE Committee is a robust committee that meets the second and fourth Monday from 3:30-4:30 PM and reports directly to the Academic Senate. It is comprised of Distance Education faculty; IPCC member, the VP of Academic Affairs, and the Dean of Humanities (see Chapter IV. DE Committee).
Assessment, Research, and Data

SJCC is improving in this area, but is still falls short, especially in using research for decision making in Distance Education and with successfully implementing the Online Student Evaluation (getting all divisions to use it and getting better numbers/results in regards to student feedback).

**SJCC Online Faculty Evaluation:**
Form approved as part of the contract (see supporting documents).

**SJCC Online Student Evaluation:**
Form approved as part of the contract: (see supporting documents).

SJCC needs improvement in this area getting more student feedback and including more divisions. Math and Science and Business and Workforce Development (which have fewer online courses) are still in the process of implementing the Online Student Evaluation.

**Research:**
Online Faculty Survey on Methods of Regular and Effective Communication (see supporting documents) which was used to help word the Distance Education Committee recommendation to the Senate (approved 12/16/2014) regarding types of acceptable "regular and effective contact" types.

SJCC Online Student Research Results (see supporting documents).

**SJCC IPCC:** Requires Distance Education Supplemental form, reviews Distance Education form under the SJCC Academic Senate, and collaborates with SJCC Academic Senate and the SJCC DE Committee. An IPCC member is part of the SJCC DE committee charge. Also, the SJCC Distance Education Coordinator attended IPCC meetings 2015-2016 regarding acceptance of Distance Education course supplements. After discussion, the SJCC IPCC decided to use a ADA Compliance document to discuss and review with DE supplement proposers. This ought to continue, and the SJCC IPCC and SJCC DE Committee should work closely on Distance Education course approval, especially in regards to the manner of "regular and effective communication."

**SJCC Program Review:**
There is SLO-Assessment in all distance education courses offered at SJCC (identical to and included with SLO Assessment of on-campus courses).
Vision, Mission and Values

Draft of Mission, Vision and Values Statement (as presented to CAC 11/16/15)

The mission of San José City College is to serve our students and community by offering high quality, relevant and innovative instruction through courses for basic skills, career pathways, university transfer and life-long learning by awarding certificates and associates degrees to eligible students taught in a multicultural environment where student achievement and successful learning are highly valued, supported and continually assessed.

The Vision of San José City College is to be an educational institution of excellence through:

- **The guiding principles** of opportunity, equity, social justice and open, equitable access for student success and achievement.
- **An exceptional learning environment** that challenges and empowers students through teaching excellence, robust student support programs, innovation, and state-of-the-art technologies that prepare students with the knowledge, relevant transferable skills, creativity, ethics and values to succeed in and contribute to a dynamic, healthy global environment.
- **A culture of inquiry and evidence** that is characterized by the commitment of faculty, staff, and students to be accountable for learning excellence through the assessment of measurable and meaningful learning outcomes that lead to improved learning, and to inform data-driven decisions that foster adaptability in programs and services.

Online and Distance Learning Meets our Mission Statement Goals

1. “Equitable access” can be put into practice by offering online and distance learning courses (which our college does provide), allowing students with full-time job and family responsibilities access to college.
2. By learning and using “state of the art” technology, such as Canvas, at San José City College, students will be prepared with the technology skills needed for future college education responsibilities and the work force.
3. Online courses and distance learning link our SJCC students to other students and resources on a national and global level. Students have access to "NBC Learn" on Moodle with current national and worldwide events.
4. Students in online and hybrid courses share the same learning outcomes as students in face-to-face courses. SJCC has made large strides in offering services and improving quality education for our online students. SJCC could certainly improve our campus offerings of online and hybrid courses based on data-driven evidence holistically for our entire college. Currently, online offerings are determined primarily by individual departments and divisions.

**Distance Education and SJCC Strategic Goals**

SJCC Strategic Goals approved by SPC on 4/12/2012

The Distance Education Plan concentrates on two of SJCC’s Strategic Goals:

- Goal One. Promote Student Success
- Goal Three. Enhance Employee Development

The SJCC Strategic Goal One: “Promote Student Success” and Goal Two: “Enhance Employee Development” align with the Distance Education Plan’s Goal Two: “Quality Courses for our Students.” All the tools and policies used to “promote student success” require faculty training, development, and communication within the college to implement.

Canvas, Turnitin, the OEI Rubric, the Minimum Qualification for Faculty Teaching Distance Education form, policies for “Regular and Effective Contact” for online courses approved by Academic Senate are intended to promote student success in distance education courses at SJCC and monitor quality of the online and hybrid courses our students take.

Faculty have taken the initiative at SJCC and continue to make strides in creating policy and standards through the faculty-driven Distance Education Committee and the SJCC Academic Senate. The Academic Senate was the body that decided to choose Canvas as our course management system, for example. Faculty on the Academic Senate communicate and share with colleagues from their divisions and share with their deans.

San Jose City College’s philosophy of faculty-inclusion of promotion of student success and employee development (and our current administration’s support of this) see that the strategic and distance education goals actually make it to department meetings, student services, and most importantly our (virtual) classroom.

Naturally, and by definition, “promoting student success” and “enhancing employee development” are ever on-going goals, and not goals that can be concluded and finalized.
Distance Education Committee

Mission:

To develop policies and promote practices that contribute to the quality and growth of distance education at San José City College.

A. The committee will support student success in Distance Education by making recommendations to the A.S., College Advisory Council, and College President regarding:
   • Curriculum and instruction, evaluation and assessment, course design, accessibility, technology, infrastructure, and academic support services that affect all modes of distance education course delivery
   • Accreditation compliance
   • Ongoing faculty development and training in the areas of pedagogy and technology
   • Online student support and training

B. Make recommendations to the IPCC:
   • Regarding the D.E. supplement Form
   • Upon request, about Distance Education as an appropriate mode of learning. The consensus model shall be used for making recommendations.

Membership:

The membership consists of at least six (6) faculty, the VPAA, and up to two (2) other administrators, one (1) classified member, one (1) student, all with interest or background in Distance Education. Per the senate constitution there may be no more than ½ as many administrators as faculty. The Chair of IPCC or designee shall be an ex officio member (voting).

Committee Composition Academic Year 2015-2016

Faculty Representatives
Mary Conroy, Global Studies & Psychology
Celia Cruz-Johnson, Reading
Phil Crawford, Sociology
Suzanne Gutierrez, Psychology
Charles Heimler, English
Heidi Kozlowski, DE Coordinator and Chair
Padma Manian, History
Margarita Mitevska, ESL
Dorothy Pucay, ESL
Sydney Sukuta, Laser & Physics

MSC Representatives
Sean Abel, Dean
Duncan Graham, Vice-President of Academic Affairs
Distance Education Committee Goals 2015-2016
The committee was very productive in 2015-2016 and met its goals, proposed at the beginning of the academic year.

1. **Evaluate Canvas**
   a. The committee did evaluate Canvas and recommended Canvas as our online learning platform to Academic Senate. Academic Senate voted in favor of Canvas in 12/12/2015.

2. **Evaluate OEI**
   a. The committee voted to recommend the OEI Course Design Rubric to Academic Senate. Academic Senate voted in favor of the rubric for as a "guideline and to be used in the Distance Education Handbook for Faculty" in February 2016.
   b. The DE committee will continue to discuss the possibility of joining the OEI Course Exchange.

3. **Improve and Increase Faculty Training, Professional Development**
   a. The Professional Development Center at SJCC hosted three town halls on adoption of Canvas as our CMS, six Moodle training sessions, three information sessions on accreditation, SJCC policies, and the OEI course rubric, and a Professional Development Day (4/8/2016) workshop on accreditations, SJCC policies, and the OEI course rubric. Drop-in hours and appointments on distance education were held throughout the 2015-2016 academic year and should continue the 2016-2017 academic year.
   b. Canvas training on-campus and online began in April 2016 and will be offered in August 2016 as well. Canvas training will need to continue the 2016-2017 academic year.
   c. We still need to increase the number of faculty, particularly online faculty, who attend DE training and professional development activities.

4. **Develop Distance Education Plan**
   a. The plan was developed through the 2015-2016 academic year and was an agenda item on the DE committee throughout the year.
   b. The plan and its updates were shared with the DE committee throughout spring 2016 both in committee meetings and "live" shared via OneDrive on Office 365. All members had access to make comments and edit the document.
   c. The working plan was brought to the SJCC Academic Senate, the SJCC Strategic Planning Committee, and the College Advisory Committee in spring 2016.

5. **Clarify Distance Education Leadership and Responsibilities**
a. A dean whose job title and responsibilities include distance education was hired in January 2016 and is scheduled to being July 2016.

b. The need for a faculty distance education coordinator continues in 2016-2017.

c. A discussion of merging the Campus Technology Committee was discussed at the DE committee and the Academic Senate. The idea was met with some skepticism since the DE committee is a sub-committee of the Academic Senate while the Campus Technology Committee is comprised of administrators, students, faculty, and classified and reports to the College Advisory Committee and the District Technology Committee.

1. **No Student Readiness Quiz** on "Online Learning and Resources" page, also there is need for more information for student online support

   a. The student readiness quiz was created in spring 2016 and is located on the "Online Learning and Resources" page under "current students." The quiz needs to be hosted through college website and also needs to be regularly updated to reflect changes in technology.

   b. The "Online Learning and Resources" page was updated by adding the OELI-approved "Online Student Readiness Tutorials" as well as the 10-question student readiness quiz reviewed by the DE Committee 3/14/2016.
Summary and Recommendations

SJCC is proud of its recent accomplishments and improvements in distance education. With OEI, our college has some of the direction that we have long needed, such as clearly articulated course design standards and a student-friendly course management system (Canvas) that has widespread use, including use at our #1 transfer institution, San Jose State University.

There is a renewed interest and enthusiasm for distance education and in creating and implementing quality standards led by the SJCC Distance Education Committee and SJCC Academic Senate. We are considering becoming part of the OEI course exchange. We are in communication and sharing information with statewide distance education stakeholders at state Academic Senate conferences and at the Distance Education Coordinators online meetings, as well as well as with Canvas and NetTutor representatives. EVC, ITSS, and SJCC are working together in a collegial and supportive environment. SJCC hired a Dean of Library, Learning Resources, and Distance Education who is starting summer 2016.

In some ways, our college has seemed or felt behind in the past, lacking leadership or planning or support compared to other local colleges in regards to distance education. However, we are learning new things every day and robustly sharing information to better ourselves. Our campus has always been passionate about teaching and learning and doing everything we can to do to help our students succeed, often against great odds. We see and we have fought for distance education as a convenience for our students, not our faculty. Online and hybrid faculty are held to the same rigors as on-campus faculty, and, often, held to higher standards. We, as faculty, regularly create new distance education policy to improve ourselves and do better for our students.

One area SJCC could improve is gathering more research about our online students in order to learn more about what courses our students need and resources to help them succeed, as well as to examine distance education at SJCC in a more holistic manner. We hope our institution makes this a priority in 2017-2018.
Not every course and every instructor may embody our distance education vision or follow every guideline perfectly. These struggles may parallel our on-campus classrooms as we push (or shove) for change and improvement. Our students need online and hybrid classes, and we want to be the college our students choose for those courses. We hope to grow our online program and further develop the talents of our already very talented online faculty.

Appendices
Appendix A:
SJCC Faculty Training

Faculty Training Recommendations (Academic Senate Approved 5/5/2015)
Participate in one professional development activity per academic year related to Distance Education (on-campus workshop on a specific feature of Moodle, an off-campus DE conference, a PDD session on online learning/features, Webinar session, and so on) and demonstrate prior successful experience in teaching online course(s) at SJCC or another similar institution for a minimum of 4 semesters/sessions in previous three years; OR At least two courses in online teaching from @One Teaching Certification Program or equivalent online teaching programs from accredited institutions; 1-course completed with the second course to be completed within 18 months of the assignment (for those already teaching)

In 2015, the SJCC/EVC District approved paid training for SJCC online faculty learning Canvas that will be dispersed through the SJCC Professional Development Committee.

Appendix B:
Curriculum IPCC Separate SJCC Distance Education Supplemental Form (see Appendix F supporting documents)

Appendix C:
San José City College Teaching Online Guidelines

Academic Senate Approved 12/16/14

All Distance Education (DE) courses at San José City College, whether hybrid or fully online, include regular effective contact as outlined in Ed Code, Title 5, and Accreditation Standards, and described below:

Instructor Contact:

Each section of a DE course includes regular effective contact between instructor and students. All DE courses, whether hybrid or fully online, include regular effective

Initiated Interaction:

Instructors regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating
regularly in the activities in the course. Providing students with an open ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.

**Frequency:**

The number of instructor contact hours per week that would be available for face to face students, are also available, in asynchronous and/or synchronous mode, with students in the DE format. Contact is distributed in a manner that ensures that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course requirements, objectives and content.

**Types of Contact:**

- For DE courses, instructors select as appropriate from the following resources:
- Threaded discussion forums with appropriate instructor participation
- General email (which should be archived)
- Weekly announcements in the Course Management System
- Timely feedback for student work
- Instructor prepared materials and/or any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the "virtual equivalent" of the face to face class in the particular discipline
- Instructors should also consider using other forms of communication, as mentioned in section 55211 of Title 5. ("…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") and/or CCCConfer, video conference, pod cast, or other synchronous technologies may also be included.
- It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely question and answer sessions available to students. This may also be accomplished through virtual office hours.

**Instructor Absence:**

Frequency and timeliness of instructor initiated contact and instructor feedback are posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students is made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the
Appendix D: 
Assessment, Research, and Data

SJCC Online Student Fall 2012-Spring 2015 Demographics as attached supporting document.

Some highlights of the report shared at the SJCC DE Committee meeting:
- The number of sections have grown, enrollment (headcount and seat count) has decreased.
- Students under 18 to 20, have dramatic increases in taking distance education courses.
- When all ethnic groups have decreased in distance education enrollment, Hispanic student populations have not experience a decrease.
- Further, students of two or more races have increased distance education.

SJCC English Department:
The SJCC English Department has an on-going agenda items at every meeting regarding distance education practices, updates, and pedagogy.

The SJCC Humanities and Language Arts Department is conducting/piloting online student evaluations of its courses. Report from the Humanities Dean (2/15/2016): "The respondents are typically positive, however the response rate is less than 15%. We may need to incentivize response."

The SJCC Academic Senate has an on-going Distance Education agenda item at every SJCC Academic Senate meeting 2015-2016 where updates and data are shared by the DE Coordinator, helping Senate make recommendations regarding distance education.

SJCC Online and Hybrid Teacher Survey:
Quick Survey: Online and hybrid instructors in Fall 2015 were asked three questions. Thirty-two (32) instructors were surveyed and 15 responded. Responses are as follows:
1) How would you define “regular, effective contact?” (Attachment has some sample definitions)

This is the procedure the DE Committee used in 2014-2015 to help create the Online Faculty Observation Form (attached as supporting documents)
1. Discussed questions at DE Meeting (12/1/2014)
2. Sent out online survey
3. Shared with EVC DE Coordinator and AFT Representative
4. Shared with DO
5. Brought to SJCC Academic Senate for Approval (date)

Appendix F:
Supporting Documents (all supporting documents are posted on the SJCC website under “Faculty and Staff”> “Faculty Online Learning Resources”)

Student Survey

OEI Recommended Steps

SJCC Online Faculty group (Office 365)

SJCC Distance Education group (Office 365)

Eligibility for Teaching Online Verification Form

Spring Semester 2016 Online and Hybrid Courses

Online Student Readiness Quiz

SJCC Online Faculty Evaluation

SJCC Online Student Evaluation

SJCC Online Student Research Results

Curriculum IPCC Separate SJCC Distance Education Supplemental Form

SJCC Distance Education Faculty Handbook
Glossary

@One: @One is used for DE faculty training in addition to on-campus DE training at SJCC. @ONE’s programs provide training and online resources for free - or at a very low cost - thanks to funding from the California Community College Chancellor's Office Telecommunication and Technology Infrastructure Program (TTIP).

**ADA:** Americans with Disabilities Act

**Academic Senate:** A governing committee of faculty

**Associated Students:** A governing committee of students

**Blackboard:** Online learning platform that was discontinued Fall 2010.

**Canvas:** Online learning platform funded by OEI that will be adopted Summer 2016. Moodle and Canvas will both be available until Summer 2017, when Canvas will be used exclusively.

**CPC:** College Planning Council: A planning committee of administrators, students, faculty and classified

**CTC:** Campus Technology Committee: A technology committee of administrators, students, faculty, and classified

**CCMS:** Common Course Management System

**CTSS:** Campus Technology Support and Services, a San José City College service

**DE:** Distance Education

**Distance Education Committee:** A faculty sub-committee of the Academic Senate

**Distance Education Coordinator:** A faculty position that support DE pedagogy

**Finance Committee:** A finance committee of administrators, students, faculty, and classified

**Hybrid:** Taught partly on campus and partly online

**Instructional Technologist:** A classified staff position that supports DE pedagogy

**IPCC:** Instructional Policies and Curriculum Committee

**ITSS:** Information Technology Services and Support: an Evergreen/San José City College District service
Moodle: Online learning platform. Adopted Fall 2008 and used exclusively Summer 2010 and beyond.

NetTutor: A 24-hour tutoring service in multiple academic areas that SJCC will begin offering Spring Semester 2016 exclusively for hybrid and online students

OEI: Online Education Initiative

Online: Online classes are taught completely online

OEI Course Design Rubric: A rubric used for self-assessment and peer-assessment of DE courses that is segmented into four categories: design, interaction and collaboration, assessment, and learner support

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