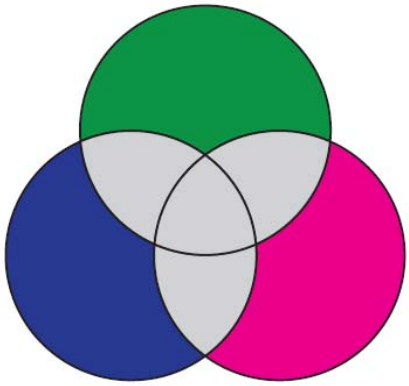
San Mateo County Community College District

Distance Education Status & Guidelines

DEAC
April 30, 2008



SMCCCD Distance Education Course Definitions

The distance education courses in our District are offered via the following modalities.

Descriptor	Definition
Fully Online	Courses are conducted through a class website, which may include multimedia material and links to other online resources. Students interact with the instructor and other students through posted class discussions, direct individual communication and assignments (which may include group work). Testing may be done online via proctoring arrangements or other means. Instructors require minimum or no mandatory on-campus meetings.
Hybrid	For state reporting purposes, courses that substitute 51% or more of face-to-face instructional hours with online work, and have some regularly scheduled class meetings are hybrid courses.
Telecourses	Courses which provide explanatory and illustrative subject material through a series of programs broadcast by KCSM TV or through DVDs or videotapes. On-campus meetings are held for introduction, review and testing. Telecourses are offered by CSM, through Cañada and most recently, one is offered through Skyline.

Additionally, many face-to-face courses in the colleges utilize a variety of technology services, including the internet resources.

Terminologies

Throughout this document, these terms have consistent meaning as follows:

DE – Distance Education.

Asynchronous Instruction – It is the current dominant form of distance education. Asynchronous instruction does not require the simultaneous participation of all students and instructors. It utilizes tools such as threaded discussion, listservs, and voiceboards.

DED – Data element dictionary.

Success Rate – Rate of students obtaining grades of C or better.

Table of Contents

2007-2008 DEAC Membership

First Name	*Last Name*	*Affiliation*	*Position*
Jeremy	Ball*	CSM	Faculty. CSM Senate President
Diana	Bennett	CSM	Faculty
Kathy	Blackwood	District Office	Chief Financial Officer
Eric	Brenner	Skyline	Faculty
Dani	Castillo	Cañada	Faculty, *Co-chair*
Alma	Cervantes*	Skyline	Faculty
Patty	Dilko	Cañada	Faculty, District Academic Senate President
Susan	Estes	CSM	Vice President, Instruction
Betty	Fleming	CSM	District DE Coordinator
Nick	Kapp	Skyline	Faculty
Judith	Lariviere	Skyline	Faculty
Marilyn	Lawrence	CSM	General Manager, KCSM
Jing	Luan	District Office	VC-Educational Services & Planning, *Co-chair*
Marilyn	McBride	Cañada	Vice President, Instruction
Margery	Meadows	Skyline	Dean, Business Division
Eileen	O'Brien	CSM	Faculty
Felix	Perez	Skyline	Tutor Coordinator./Basic Skills Specialist
Jim	Petromilli	District Office	Director, CTL
Eric	Raznick	District Office	Director, ITS
Soraya	Sohrabi*	Cañada	Program Supervisor, Enrollment Services
Regina	Stanback-Stroud*	Skyline	Vice President, Instruction
Martha	Tilmann	CSM	Dean, Coastside/Special Projects
Katie	Townsend-Merino*	Cañada	Dean, Humanities
Jonathan	Vasquez	Student	

*06-07 Members

SMCCCD Distance Education Status and Guidelines

Vision

Through the distance education program, the District will create innovative educational opportunities, provide responsive support services and strive for the high success and retention rates relative to (statewide or national) data. The District envisions the expansion of distance education offerings to increase distance education-based degrees and certificates.

Purpose

This document accompanies the SMCCCD Distance Education Strategic Plan. It provides research, best practices and guidelines for enhancing distance education courses and programs as needed.

Districtwide Goals

1) Increase student success rates in distance education to be the highest among the Bay Ten Districts.

2) Achieve and maintain 20% annual distance education enrollment growth (seat count) in the next 10 years:

    a) to increase distance education enrollment to be 10% of total enrollments, and
    b) to bring distance education FTES to at least the Statewide average.

Background

Broadening access to quality postsecondary educational opportunities for our county residents and beyond is one of our goals. For over two decades, faculty in our district have offered courses via television/cable and hybrid modes. In mid-1990s internet based online courses were developed and offered to students. To better coordinate distance education efforts, the District formed the Distance Education Advisory Committee (DEAC) in 2006. Both the formation of the committee and the process of the committee sought input via shared governance. The committee is co-chaired by a faculty member and the Vice Chancellor of Educational Services and Planning. The Committee is charged to: provide strategic Districtwide goals for distance education for the next decade; evaluate the District's technology needs in assisting student learning; identify and disseminate best practices; and make Districtwide recommendations for enhancing the efforts in the assessment and expansion of distance education instructional modalities.

During the DEAC visioning process in 2007, the committee recommended the development of a district-level distance education plan. The envisioned plan would be based on research and best practices and would provide specific goals for both the district and the colleges to meet.

The overall teaching and learning in our District is high quality and both faculty and staff are responsive to change in distance education. Research conducted for this plan showed unmet needs and gaps in distance education in our District in terms of enrollment (seat count), FTES generation, market saturation and student success.

These findings were presented and discussed at DEAC meetings in late 2007. In February 2008, a presentation was made to the Board of Trustees during their Annual Retreat. The Board reviewed the available information, supported the work of DEAC and directed that the plan be fully developed. Later, the Board of Trustees added the following to their 2008 goals: “Upon completion and adoption of the District’s distance education plan (scheduled for the spring), the District will begin implementation of the plan with annual review of goals and targets established by the Colleges in response to the plan.”

This document is developed through collaborative efforts across all three Colleges. Data reports are carefully chosen, reviewed and analyzed. The Office of Vice Chancellor, Educational Services & Planning, is solely responsible for any errors in this report.

Review of State and SMCCCD Trends in Distance Education

To develop the District's distance education plan, it is necessary to begin with the State System Office's distance education reports, which provide historical information and Statewide averages that may help our District in gauging our performance and developing our targets and goals.

Statewide DE Course Growth

The State System Office in July 2007 issued its annual Distance Education Report in which it provided counts for both historical distance education enrollment data as well as sections/courses. In the 10-year period from 1995-96 to 2005-06, the total number of course sessions grew from 2,710 to 21,906 (808%). The total number of distance education course sessions delivered entirely, or predominately (i.e., more than 51%) over the Internet rose from nine in the 1995-1996 academic year to 17,115 in 2005-06, which is astronomical growth. Meanwhile, televised instruction rose from 2,143 in 1995-96 to only 3,443 in 2005-06 (161%). It is important to take into consideration, of course, that most of the Colleges no longer have or never had televised instruction.

Statewide DE Internet Course Delivery Methods

Asynchronous internet-based instructional delivery (DED Code 72) now accounts for 14,715 course sessions being delivered via distance education, followed by one-way video instruction (DED Code 63) with 2,798. Synchronous Internet-based instruction (DED Code 71) is the third highest delivery mode for DE, with 1,541 course sessions reported in 2005-06. Of the 21,906 DE course sessions offered in 2005-06, 16,725 course sessions (14,715 asynchronous and 1,541 synchronous) were delivered using the Internet. This represents 76 percent of the total number of DE course sessions offered in that fiscal year.

Statewide DE Degree and Program Offerings

In 2005-06, 21 (35%) of the 59 colleges that responded to the System Office survey indicated that they had full degree and certificate programs offered via distance education.

Statewide DE Enrollment Growth

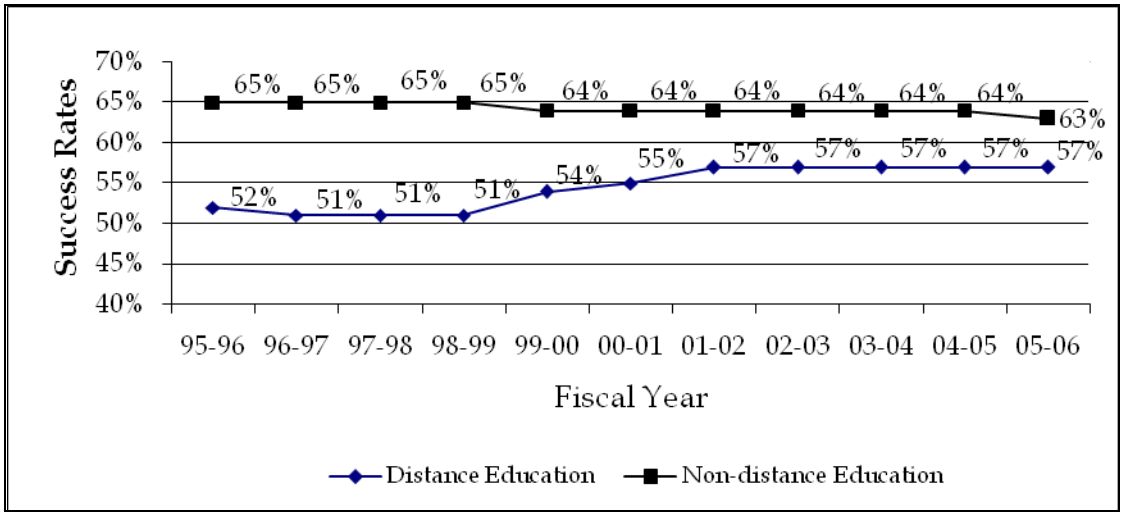
Distance education headcount, in credit and noncredit courses combined, grew from 54,524 in 1995-96 to 301,073 in 2005-06, which translates into an annual rate of 19%. Meanwhile, the annual rate of growth in traditional courses (non-distance education) has been less than 1%. Historically speaking, the percent of total headcounts of distance education in 1995-96 was 2.52% and it increased to 11.81% in 2005-06. No matter which way it is examined, the number of students taking distance education courses is increasing at a rate at or higher than 10 times of those taking traditional courses. Even during the years between 2002 and 2006, when headcounts in traditional courses were negative (decreasing), headcounts in distance education were positive (growing) in our State.

Measuring enrollments (seat count) in distance education is a better way to gauge growth than headcounts because a student may take both distance education and non-distance education courses. Distance education enrollments (duplicated headcounts, credit only) grew from 102,607 in 1995-96 to 605,055 in 2005-06, which translates into an annual rate of around 21%. In 2005-06, that number represented 5.6% of all system enrollments. Meanwhile, the annual rate of enrollment growth in traditional courses (non-distance education) has been less than .5%.

Statewide Student Performance in Distance Education

In the following chart taken from the same System Office report, the gap of success rates between distance education and non-distance education has been closing. The gap shrank from 13 points in 1995-96 to 6 points in 2005-06.

Figure 1, Success Rates in Credit Distance Education and Traditional Education *1995 – 2006 (Statewide)*



(Success rates are as defined by grades of C or better.)

When examined by demographic factors such as age, data from System Office showed distinct differences in success rate between age groups. A decade ago, students younger than 30 had lower success rate, but they showed substantial improvement 10 years later. Even with that improvement, older students still have higher success rates in distance education than younger students.

Table 1, Student Success Rate by Age in Distance Education Credit Course Sessions (Statewide)

Age	**1995-96**	**2005-06**
<18	45%	61%
18 & 19	41%	50%
20 – 24	45%	52%
25 – 29	52%	58%
30 - 34	58%	62%
35 – 39	62%	64%
40 - 49	64%	67%
50 +	68%	67%
Unknown	62%	65%

When data is examined by ethnicity, in 1995-96, Asian, Filipino and White students had higher success rates than other ethnic students. Ten years later, success rates for students of all ethnic backgrounds had improved; however African American, Hispanic and Native American students are still behind in success rates by a few percentage points.

Table 2, Student Success Rate by Ethnicity in Credit Course Sessions (Statewide)

Ethnicity	1995-96	2005-06
Asian/ Pacific Islander	61%	62%
Black	42%	44%
Filipino	55%	55%
Hispanic	44%	50%
Native American	41%	50%
Other	46%	55%
White	55%	60%
Declined to State	55%	57%

Statewide DE Faculty and Student Surveys

The System Office also conducts surveys among distance education faculty and students in the California community colleges. In the spring 2005 Statewide distance education faculty survey, 85.5% of the respondents indicated that they taught in online/web based mode and 7.4% in telecourse mode.

Primary reasons cited for teaching a distance education course were “As a convenience to students” (26%), “To expand student learning opportunities” (21%), “The challenge or intrigue of new media or technology” (17%), “To increase class enrollment” (9%), and “To reduce travel time” (6%). The training received by faculty was spread among online/web training (17%), self-study (21%), informal training from coworker (16%), and on campus workshop/flex day (19%).

In response to the question “Do your distance education students have regular access to the following student services,” faculty identified a number of low access areas, as shown below.

Table 3, Statewide DE Faculty Survey Response on Students Access to Student Services

	Yes	No
On-campus library	95.4%	4.6%
Virtual library	81.9%	18.1%
Virtual Counseling services	54.5%	45.5%
On-campus Counseling services	97.2%	2.8%
Virtual Financial Aid	49.6%	50.4%
On-campus Financial Aid	99.0%	1.0%
Virtual Tutoring	42.8%	57.2%
On-campus Tutoring	95.6%	4.4%
Internet Registration	92.9%	7.1%
Virtual Bookstore	79.1%	20.9%
On-campus Bookstore	98.5%	1.5%
Help desk	77.6%	22.4%
Other	62.5%	37.5%

In response to the question “In your opinion, how did your students’ performance rate compared to students taking similar classes taught through classroom-based means,” the majority of the faculty respondents (60.7%) said it was about the same. Another 30% said it was better.

In the student survey, a little over half of the student respondents reported that they obtained distance education information via class schedules or catalogs. Additionally, other sources were brochures (18%) and friends/relatives (11%).

The table below shows the dichotomous separation of agreement among students regarding 18 statements included in the survey. They seemed to think distance education as a modality worked well for them (Statement #5), they seemed to say that community colleges should offer more distance education courses (Statement #12), and they wanted to take more distance educations courses (Statement #10).

Table 4, Students’ Level of Agreement to Statements in Statewide Student DE Survey

		Agree	Disagree
1.	The distance education course was more academically demanding than a typical on-campus class.	42.6%	57.4%
2.	The distance education course demanded more time for lessons, activities, and homework than a typical on-campus class.	40.3%	59.7%
3.	The method of instruction for my distance education course made the course more interesting.	50.8%	49.2%
4.	The method of instruction for my distance education course made the course material easier to understand.	48.1%	51.9%
5.	The method of instruction for my distance education course interfered with my learning.	21.7%	78.3%
6.	I did as well academically in this course as I would have in a typical on-campus class.	55.0%	45.0%
7.	My satisfaction or success was limited because of technical or equipment difficulties.	22.5%	77.5%
8.	I had more interaction with my distance education instructor than I normally would have with a classroom instructor.	35.3%	64.7%
9.	I had more course-related interaction with other students in my distance education class than I normally would have in a classroom-based course.	38.8%	61.2%
10.	I would take another distance education course.	74.4%	25.6%
11.	I would not take a distance education course if the same course were available on campus.	25.3%	74.7%
12.	Community colleges should offer more distance education courses.	73.2%	26.8%
13.	The course material was pertinent to the topic.	67.9%	32.1%
14.	The course material stimulated my interest in the subject.	60.8%	39.2%
15.	I possessed all the technical and time management skills necessary to succeed in a distance education course prior to enrolling in the course.	60.8%	39.2%
16.	I needed the instructor to keep me on track and help me manage my time to succeed in this course.	26.3%	73.7%
17.	It was difficult for me to turn in all assignments on time.	25.0%	75.0%
18.	Participating in online discussion was more of a joy than a chore.	48.5%	51.5%

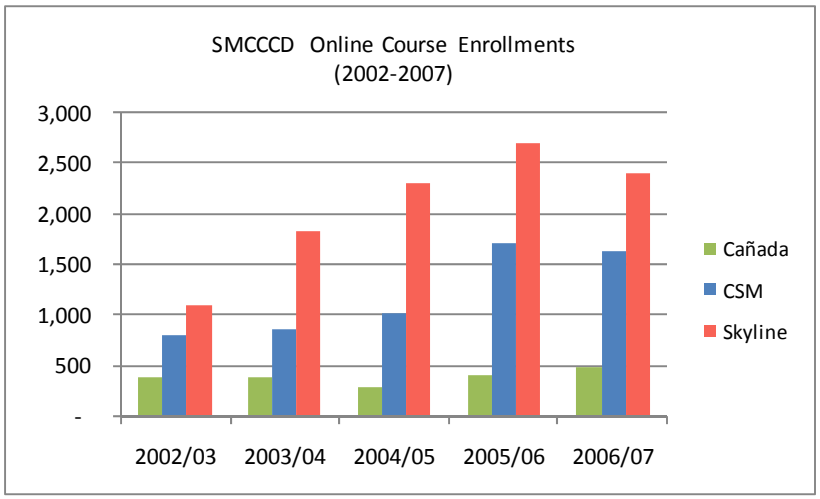
There is a great amount of additional useful feedback from the faculty and student surveys. For additional information, please visit the System Office distance education website:
http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/DistanceEducation/tabid/499/Default.aspx

SMCCCD Online Course Enrollments[1] (2002 – 2007)

Enrollments in online courses have been growing at a steady pace. In five academic years, the total number of enrollments has doubled in the District.

Table 5, SMCCCD Online Course Enrollments (2002-2007)

	2002/03	2003/04	2004/05	2005/06	2006/07
Cañada	377	379	281	405	479
CSM	797	845	1,022	1,701	1,631
Skyline	1,089	1,826	2,295	2,710	2,407
Total:	2,263	3,050	3,598	4,816	4,517



SMCCCD Online Section Counts (2002 – 2007)

Section count, a key indicator contributing to the enrollment growth, showed correlated increase.

Table 6, Section Counts of SMCCCD Online Courses (2002-2007)

	2002/03	2003/04	2004/05	2005/06	2006/07
Cañada	21	16	17	19	28
CSM	34	39	51	80	88
Skyline	37	56	73	87	96
Total	92	111	141	186	212

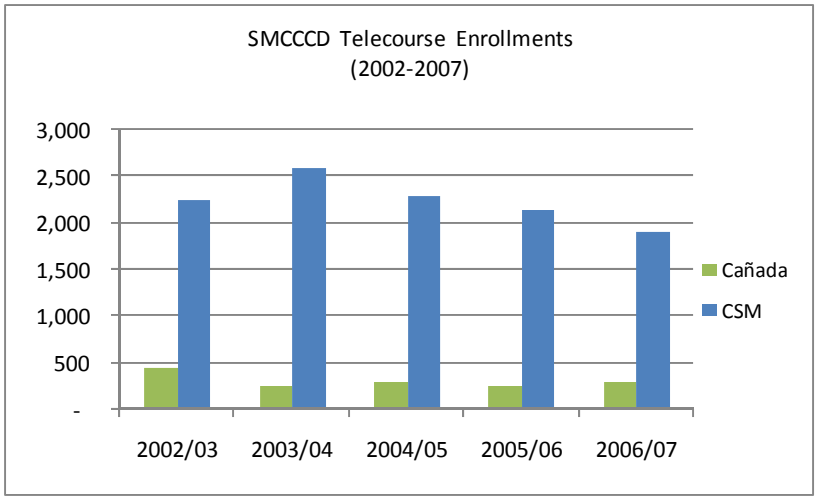
[1] Data using Hyperion query designed by ITS, modified by VC-ESP. DE courses are identified using Section code in Banner that begins with Ws, Os, etc. Documentation is on file. Method of Attendance Code in Banner, although ideal for identifying DE courses, missed a number of DE courses. None of the methods so far are the best, yet are sufficient for planning purposes. It is recommended that SMCCCD review DE coding in Banner in preparation for reporting purposes.

SMCCCD Telecourse Enrollments (2002 – 2007)

Enrollments in telecourses are trending down. In five academic years, the total number of enrollments has decreased by 20%.

Table 7, SMCCCD Tele-course Enrollments (2002-2007)

.	2002/03	2003/04	2004/05	2005/06	2006/07
Cañada	460	254	301	256	292
CSM	2,257	2,584	2,292	2,149	1,899
Total	2,717	2,838	2,593	2,405	2,191



SMCCCD Telecourse Section Counts (2002 – 2007)

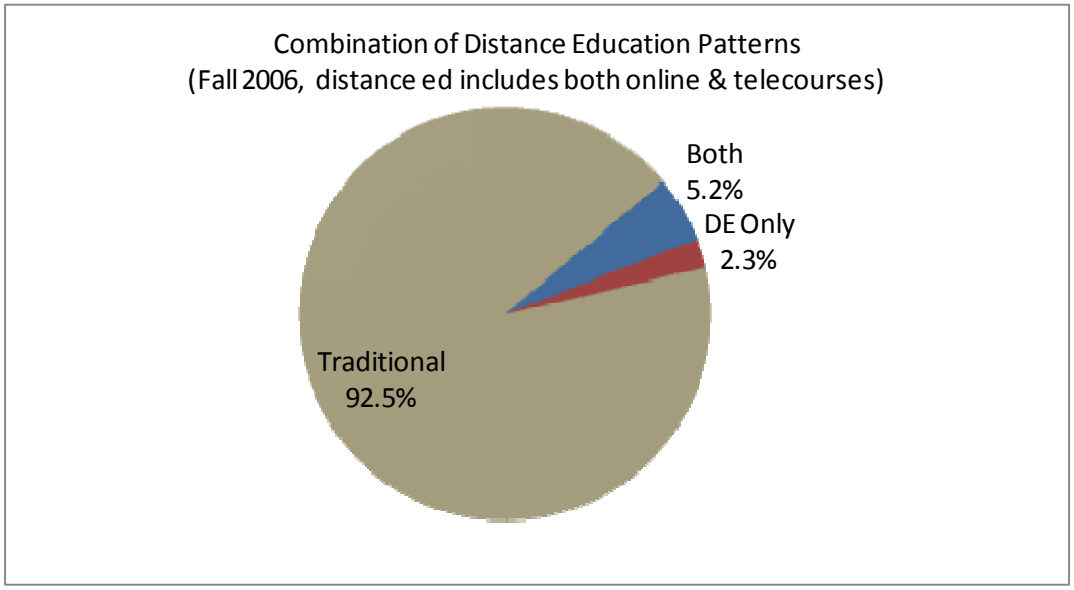
Section count, a key indicator contributing to the enrollment growth, showed correlated decrease as enrollments.

Table 8, Section Counts of Telecourses (2002-2007)

	2002/03	2003/04	2004/05	2005/06	2006/07
Cañada	42	23	33	33	33
CSM	87	72	82	83	76
Total	129	95	115	116	109

SMCCCD Distance Education Student Demographics (Fall 2006)

Using fall 2006, a primary term for which data was available at the time of plan development, research indicated that a total of 8% of headcounts in SMCCCD was in distance education. In other words, 8 out of 100 students were taking at least one distance education course (shown as "Both" in the figure below). A much smaller population, 2.3% of all headcounts, was taking only distance education courses (shown as "DE Only" in the figure below). The vast majority of students were taking traditional classroom based instruction (shown as "Traditional" in the figure below).



A closer examination of the students who were taking these three types of courses showed that the age distribution was slightly older and evenly distributed above the age of 20 for those who were taking solely distance education courses. Those who were taking both types of courses were mostly likely to be in their mid-20s. Those who took only traditional courses were similar to those who took only distance education, except that more of them were younger than 20. Interestingly, it can be said that those who took both distance education and traditional courses were least similar to the traditional student body.

Table 9, Age Distribution of Fall 2007 Distance Education Subpopulations

	DE Only		Both		Traditional	
<18	10	1.8%	5	0.4%	838	3.7%
18 & 19	18	3.2%	165	12.9%	3,484	15.3%
20 - 24	113	20.2%	525	41.1%	6,598	29.0%
25 - 29	119	21.3%	220	17.2%	3,015	13.2%
30 - 34	74	13.2%	115	9.0%	1,858	8.2%
35 - 39	58	10.4%	93	7.3%	1,466	6.4%
40 - 49	100	17.9%	81	6.3%	2,477	10.9%
50 +	67	12.0%	66	5.2%	2,773	12.2%
Unknown	1	0.2%	8	0.6%	257	1.1%
Total	560		1,278		22,766	

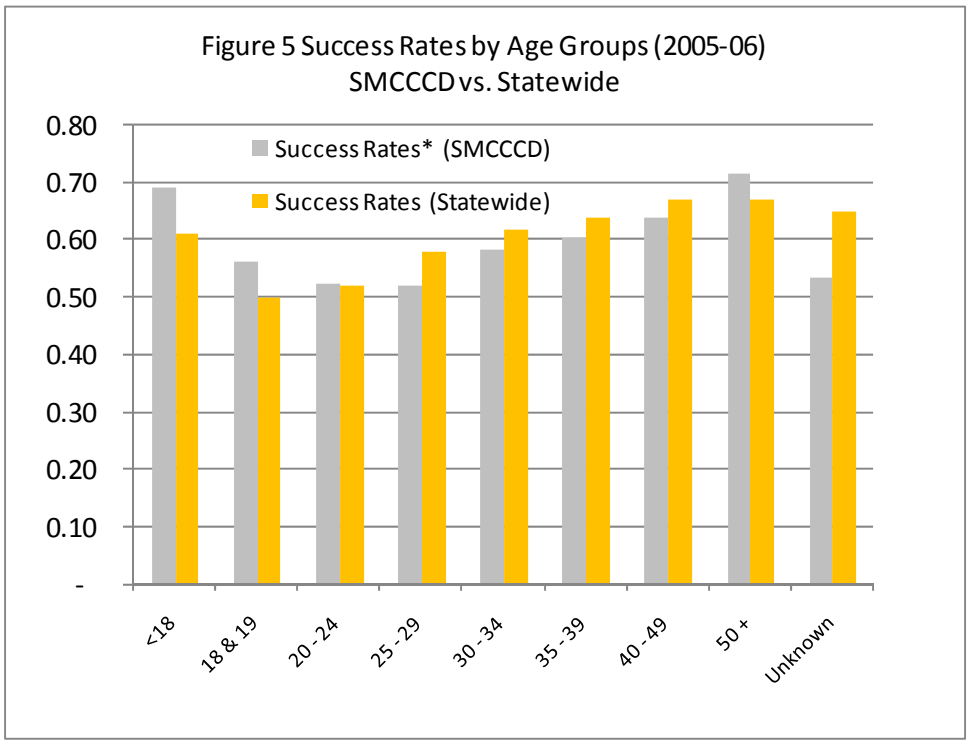
When examined by ethnicity, data showed smaller differences among the three groups. Slightly more Asian (23.8%) and White (35.5%) students took only distance education courses, compared to those who only took traditional courses: Asian (21.5%) and Whites (32.2%). Only 13.8% of the students in the DE Only group were Hispanic, while 22.7% in the Traditional group were Hispanic.

Table 10, Ethnic Distribution of Fall 2007 Distance Education Subpopulations

	DE Only		Both		Traditional	
African American	29	5.2%	39	3.1%	798	3.5%
Asian/Pacific Islander	133	23.8%	329	25.7%	4,891	21.5%
Filipino	49	8.8%	130	10.2%	2,179	9.6%
Hispanic	77	13.8%	197	15.4%	5,173	22.7%
Native American	2	0.4%	10	0.8%	112	0.5%
Other	14	2.5%	26	2.0%	496	2.2%
Declined to State	57	10.2%	100	7.8%	1,777	7.8%
White	199	35.5%	447	35.0%	7,340	32.2%
Total	560	2.5%	1,278		22,766	

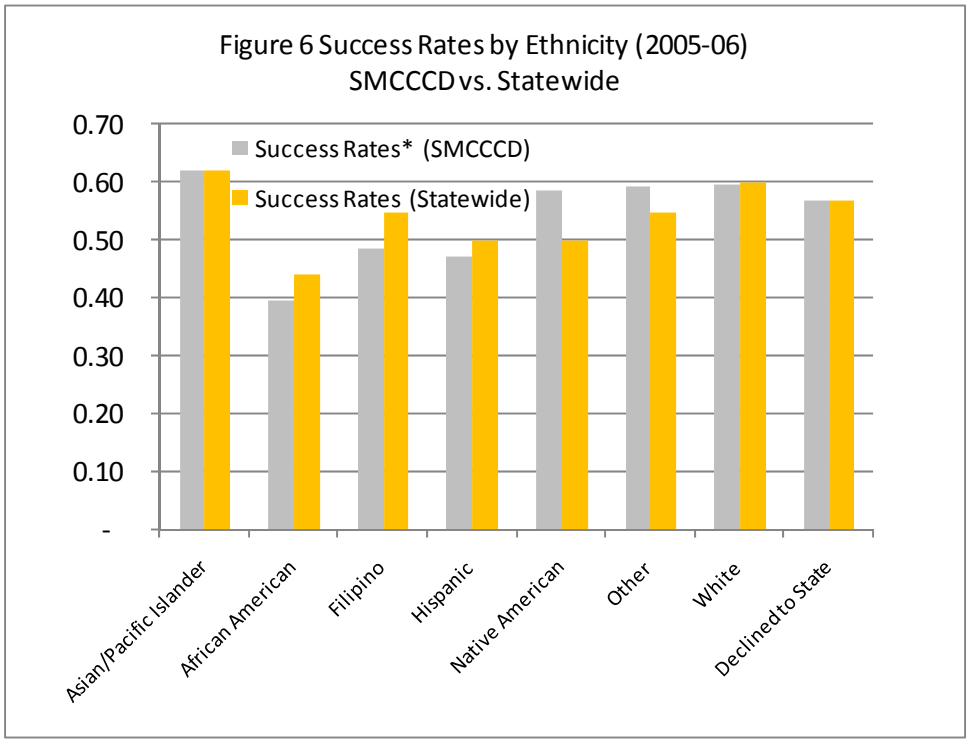
SMCCCD Distance Education Student Success Rates

Student Success data was extracted from the SMCCCD data system for the 2005-06 academic year in order to measure against the Statewide average student success rates published by the System Office. Younger students in SMCCCD had higher success rates than the same age group Statewide. The age group of 25-29 in SMCCCD, however, had lower success rate than Statewide average.



* data pertains to all distance education courses.

Success rates of Native American students in SMCCCD were higher than Native American students in the State. Asian and White students in SMCCCD had similar success rates as students with the same ethnic background. African American, Filipino and to a certain degree Hispanic students in SMCCCD had lower success rates compared to students with the same ethnic background in the State.



* data pertains to all distance education courses.

The Bay Ten Districts, as a group, are customarily used for regional comparison purposes. The following shows the success rate of the Bay Ten Districts and their FTES as generated by distance education. Data was taken from the System Office data mart. For specific data definitions, please visit the System Office data mart at http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/tabid/264/Default.aspx

The table below indicates that SMCCCD had lower student success rate than most of the Bay Ten Districts that had asynchronous instruction in fall 2006.

Table 11, the Fall 2006 Bay Ten Districts Success Rates of Asynchronous Online Instruction*

District	Total Enrollment	Success	Success Rate (%)
Foothill CCD	6,241	4,181	67.0
San Francisco CCD	1,688	1,010	59.8
Ohlone CCD	2,155	1,274	59.1
Chabot-Las Positas CCD	2,292	1,319	57.6
Contra Costa CCD	5,534	3,093	55.9
San Mateo CCD	1,745	886	50.8
West Valley CCD	3,222	1,552	48.2
Marin CCD	72	34	47.2

*Not all districts had asynchronous online instruction in fall 2006, which is the predominant online instruction method of San Mateo CCD.

Note: System Office data mart provided for the Bay Ten Districts; due to unusual low numbers reported in data mart for San Mateo, SMCCCD Banner provided data for San Mateo CCD.

Table 12 below shows FTES generated by distance education courses in the 2006-07 academic year. Foothill/De Anza District had the highest. The State average was 6.8% and SMCCCD was less than 2%.

Table 12, Distance Education FTES in Bay Ten Districts and State (2006-07)

	FTES
Foothill CCD	15.3%
West Valley CCD	8.4%
Ohlone CCD	7.1%
Statewide Average	6.8%
Contra Costa CCD	6.1%
Chabot-Los Posidas CCD	5.3%
San Jose CCD	4.7%
SMCCCD (1.9%*)	1.9%
CCSF	1.7%
Marin CCD	0.4%
Peralta CCD	0.1%

*data for SMCCCD was based on System Office data mart, which may differ from data extracted directly from Banner for most recent terms.

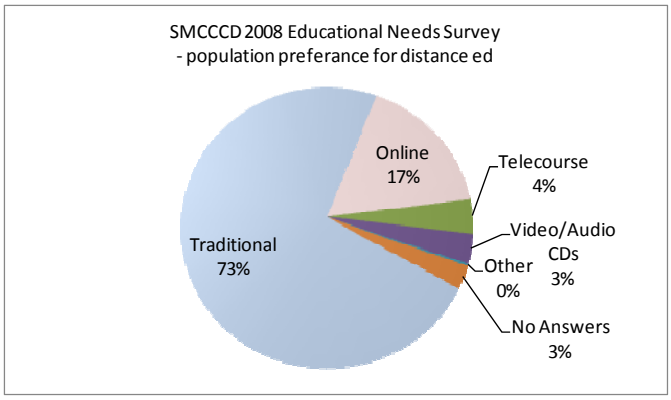
Meeting Enrollment Demand

Enrollment demand is defined by population not yet served by distance education in the immediate service area of the District and enrollment projections. For projected enrollments, this plan uses two scenarios. One is based on the current growth pattern (5-year trailing moving average) and the Statewide growth averages.

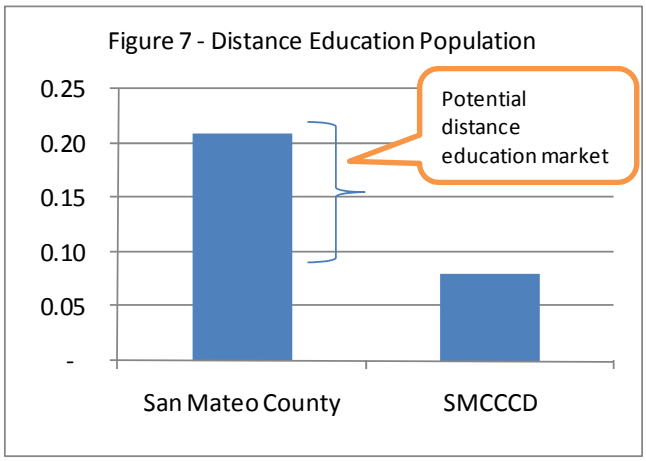
Unmet Needs - Size of Potential Distance Education Population

According to the community needs assessment conducted by the District in 2008, 17% of the respondents preferred to take their next class in the online mode. In addition, another 3.9% preferred tele-courses, making it a total of 20.9% of all respondents being potential distance education learners.

Table 13, SMCCCD 2008 Community Needs Survey – Course Modality Preference



In all 2006, 2.3% of the District students took only distance education courses, and another 5% took both distance education and traditional brick-mortar based classes. The rest (92.7%) did not take any distance education courses at all.



The current level of distance education offerings and enrollments of SMCCCD are below the State average. In 2005-06, the headcount percentage of distance education students was 10.7% of total headcount (11.8% statewide) and the percentage of enrollments, a more meaningful measure of distance education, was 4.4% of total enrollments (5.6% statewide).

Further, several special populations exist in our service area and beyond who may be less noticeable, but nonetheless are potential distance education students. They are individuals with disabilities, people with transportation difficulties, international students, inmates, and working adults in need of on-the-job learning opportunities.

Online Course Enrollment Projection Scenarios

The charts and tables in this section present enrollment (seat count) projections using two scenarios. The first scenario is the District's 5-year trailing moving averages, or the "natural" growth rate in the District. The first scenario projects the District online enrollments to be 7,222 in five years and 9,476 in 10 years. The second scenario is based on the 10-year Statewide growth rate, compounded, at 20% a year. The second scenario projects the District online enrollments to be 13,488, already surpassing the five year growth rate by the first scenario and more than 33,000 in 10 years' time.

Figure 8 – Online Enrollment Projection Scenario 1

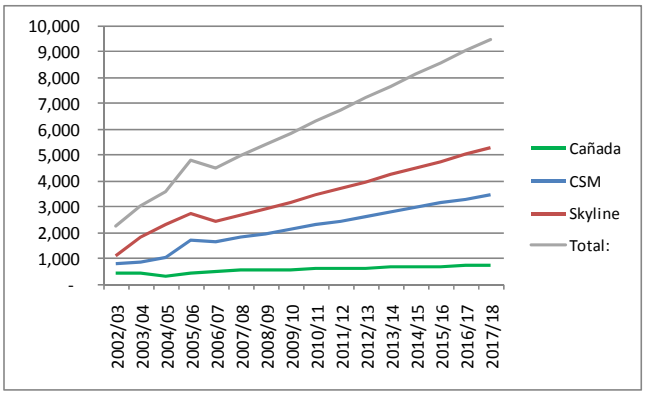


Figure 9 – Online Enrollment Projection Scenario 2

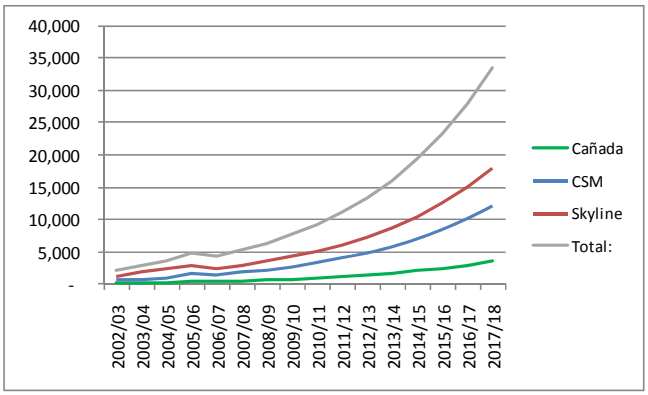


Table 14 a, b, c, Online Enrollment Projection Scenarios

Baseline data - online course enrollments by academic years

	2002/03	2003/04	2004/05	2005/06	2006/07
Cañada	377	379	281	405	479
CSM	797	845	1,022	1,701	1,631
Skyline	1,089	1,826	2,295	2,710	2,407
Total:	2,263	3,050	3,598	4,816	4,517

Scenario One - online course enrollments projections using average annual rate

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Cañada	499	520	540	561	581	601	622	642	663	683	703
CSM	1,798	1,965	2,131	2,298	2,465	2,632	2,799	2,965	3,132	3,299	3,466
Skyline	2,671	2,934	3,198	3,461	3,725	3,989	4,252	4,516	4,779	5,043	5,307
Total:	4,968	5,419	5,869	6,320	6,771	7,222	7,673	8,123	8,574	9,025	9,476

Scenario Two - online course enrollments projections using compounded 20% annual growth

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Cañada	575	690	828	993	1,192	1,430	1,716	2,060	2,472	2,966	3,559
CSM	1,957	2,349	2,818	3,382	4,058	4,870	5,844	7,013	8,416	10,099	12,118
Skyline	2,888	3,466	4,159	4,991	5,989	7,187	8,625	10,350	12,420	14,904	17,884
Total:	5,420	6,504	7,805	9,366	11,240	13,488	16,185	19,422	23,307	27,968	33,562

Telecourse Enrollment Projection Scenarios

The charts and tables in this section present enrollment (seat count) projections using two scenarios. The first scenario is the district's 5-year trailing moving averages, or the "natural" growth rate in the district. The first scenario projects the district telecourse enrollments to be 1,560 in five years and 1,034 in 10 years. The second scenario is based a conservative assumption that is to maintain the current level of offerings.

Figure 10 – Telecourse Enrollment Projection Scenario 1

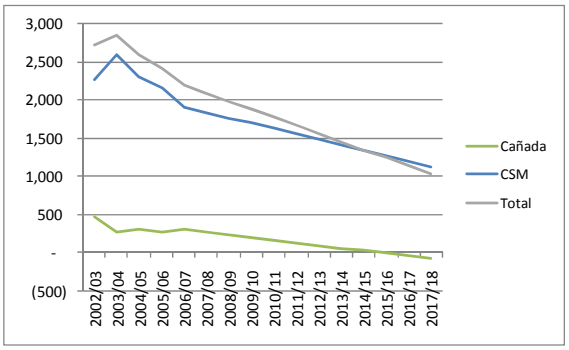


Figure 11 –Telecourse Enrollments Projection Scenario 2

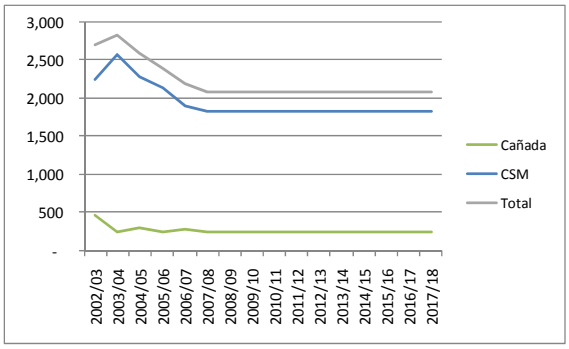


Table 15 a, b, c, Telecourse Enrollment Projection Scenarios

Baseline data - telecourse enrollments by academic years

.	2002/03	2003/04	2004/05	2005/06	2006/07
Cañada	460	254	301	256	292
CSM	2,257	2,584	2,292	2,149	1,899
Total	2,717	2,838	2,593	2,405	2,191

Scenario One - telecourse enrollments projections using average annual rate

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Cañada	258	225	191	158	124	90	57	23	(10)	(44)	(78)
CSM	1,827	1,756	1,684	1,613	1,541	1,469	1,398	1,326	1,255	1,183	1,111
Total	2,086	1,981	1,875	1,770	1,665	1,560	1,455	1,349	1,244	1,139	1,034

Scenario Two - telecourse enrollments projections assuming no changes (maintain status quo)

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Cañada	258	258	258	258	258	258	258	258	258	258	258
CSM	1,827	1,827	1,827	1,827	1,827	1,827	1,827	1,827	1,827	1,827	1,827
Total	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086	2,086

Standards and Guidelines for Distance Education at SMCCCD

DEAC will make Districtwide recommendations for standards and guidelines. According to the generally accepted understanding in the medical, engineering and sociology professions, standards are regarded as policy recommendations and guidelines are recommended practices. At SMCCCD, distance education standards are defined as platform choices, accessibilities, training, data definition and reporting, certain required elements in course materials both online and offline, such as plagiarism and copyright policies.

Guidelines are defined as recommended practices and/or templates for faculty, staff and students. They include matters as interaction and conduct between distance education faculty and students, look-&-feel of course shells, criteria for course approval and requirements for teaching online at SMCCCD.

Course Management System (CSM) Platforms

DEAC recommends eCollege and WebACCESS as standard platform choice. SMCCCD faculty who plan to offer online courses will be directed to the eCollege platform. Faculty who have been using other platforms, publishers' content or web technologies, such as html or Dreamweaver, may continue with these platforms and technologies, however, they are encouraged to convert their courses to eCollege. Faculty who intend to enhance their regular courses with web technologies such as discussion board, email, webpage, etc. will be directed to WebAccess/Moodle or eCollege.

DEAC also recommends a set of guidelines for faculty to teach online. These guidelines are in the Appendix Section under the title "SMCCCD Requirements for Teaching Online".

Additional standards and guidelines will be developed and referenced on the DEAC public website (http://www.smccd.edu/edservplan/deac/default.shtml) and SMCCCD Distance Education Gateway (http://smccd.edu/degateway) as well as college based distance education websites. An example set of standards is listed in the Appendix section of this plan.

Teaching and Learning Standards

Note: this section was adopted by the District Academic Senate in 2006-2007 using information from Mt. San Jacinto College.

General Standards

- Distance education students will be given advance information about course requirements, expectations regarding course work standards, equipment needs and techniques for succeeding in a distance learning environment, as well as technical training and support throughout the course.

- Students will be required to be active learners in presenting, organizing, applying and constructing information, ideas and knowledge.
- All course objectives/outcomes and requirements will be clearly presented.
- Courses will maximize the opportunities for regularized and ongoing interaction between teacher and students, among students, and between students and the learning environment. Students will be held accountable for the communication activities within courses.
- The course will provide opportunities for active learning that allow students to engage and participate in activities and tasks that enhance comprehension, understanding, and knowledge.
- All student assignments and their due dates, as well as tests and test dates, will be explained and posted at the beginning of the course, or in a way to give reasonable preparation time for the student.
- Any special testing (i.e., proctoring) situation and arrangements will be clearly described to the student prior to the start of the course.
- A variety of content appropriate presentation methods will be used that address student multiple learning styles.
- Evaluation methods will be relevant to the activities, reading assignments and other learning materials presented in the course.
- Feedback to student assignments and questions will be constructive and provided in a timely manner. Instructor will commit him/herself to a clearly expressed turnaround time.
- The course documents will describe the functions of the course website to the student (e.g., how to post assignments, communicate with the instructor, etc.).
- The instructor will make frequent announcements regarding the progress and processing of the course.
- A policy for due date leniency due to institution-inflicted technical difficulties will be communicated in the syllabus or overview of the course.

Course Media and Materials Standards

- All external links and internal functionality of current course modules should be available and fully operational.
- The course content will be kept current term by term and will open by, and remain open at least until, the beginning and ending dates of the courses.
- Technology will be appropriate to the course andragogy.

Web Accessibility Standards

- To ensure that students with disabilities have the same opportunity, DE courses are strongly recommended to be designed to provide "built-in" accommodation (i.e. closed captioning, descriptive narration) and/or interface design/content layout, which is accessible to "industry standard" assistive computer technology commonly used by students with disabilities. Specific guidelines are available at the System Office Regulations and Guidelines for Distance Education: http://www.cccco.edu/Portals/4/AA/Distance%20Education/DEGuidelinesMar2004.pdf

Additional Accessibility Standards

- Courses will provide ample written instructions for every task the student has to perform: taking tests or quizzes, posting contributions to the on-line discussion, downloading files/software, finding supplementary reading, returning to the website, etc.
- DE students will have access to sufficient library resources that may include a "virtual library" accessible through the World Wide Web.
- Academic counseling and advising will be available to distance learning students at the same level as it is for students in on-campus environments through phone or web chats.

Privacy and Protection Standards

- To protect the integrity of the teaching/learning process in courses that do not feature a proctored test environment, the student must be required to formally acknowledge and pledge adherence to SMCCCD's Student Conduct Policy and Acceptable Use Policy (Board Rules & Regulations 7.69, 7.71, 7.72, and 7.73).
- Procedures will be in place to help ensure security of student work.
- Students will receive clear instructions to save and retain copies of all work submitted electronically.

Program Review Standards

- An approved evaluation instrument will be provided with the course to ensure student feedback on the organization and content of the course as well as the instructors' performance.
- Review of student learning outcomes will include assessment of student products and exams.
- Data on enrollment, costs, and successful/innovative uses of technology will be used when reviewing program effectiveness.
- Intended learning outcomes will be reviewed regularly to ensure clarity, utility, and appropriateness.
- Course will meet or exceed each college's academic standards.

- Course will be reviewed on a regular basis and revisions documented by discipline faculty through the curriculum revision process required by Program Review. Instructional materials will be reviewed periodically to ensure they continue to meet program standards. Course evaluation will include: technical design, curriculum alignment, rigor, depth, breadth, student performance, and student participation and interaction.
- Peer Evaluation of the Instructor will be accomplished in alignment with current faculty evaluation process.

Departmental or Discipline-Specific Standards

- The course adheres to the Official Course Outline of Record.
- The course is offered with rigor, depth and breadth consistent with its FTF (face to face) counterpart.
- It is the responsibility of the discipline/department to maintain the quality of delivery of all classes offered regardless of modality.
- Student learning meets the standards set within the discipline, especially in regard to sequenced and/or transfer courses.

Source: Mt. San Jacinto Community College

Determination and Approval of DE Course Offerings at SMCCCD

The Curriculum Committees of the Colleges may consider using the following criteria when determining whether a course will be approved for online delivery:

- Students will benefit from having access to the course via distance education.
- The Course Outline of Record has been approved or revised within the three years of DE addendum request for approval.
- A DE addendum has been submitted to the Curriculum Committee adequately designating the following:

    1. Sufficient consideration has been given to adaptations of methods of instruction and methods of evaluation to ensure regular and effective contact as required in Title 5
    2. Necessary technical requirements are available.
    3. Accessibility is ensured as required by Section 508 guidelines.

- All Title 5 mandates have been met and followed.
- Courses have incorporated discipline SLO's.

SMCCCD Recommended Requirements for Teaching Online

To ensure that our course delivery is more consistent, student-friendly and integrated, deans and faculty may consider reviewing items of the following checklist before a faculty member designs, adopts or teaches an online course. (Note: Courses with less than 51% contact hours offered via a distance are considered hybrid courses, not fully online courses, and these guidelines do not all apply.)

Recommended requirements for teaching online for use by faculty:

- The course has gone through appropriate curriculum committee approval.
- The faculty member seeking to teach online has had experience in teaching online or has obtained training, or plan to get such experience (through the SMCCCD Structured Training for Online Teaching) or equivalent programs.
- The faculty member agrees to use the official SMCCCD email as his/her primary student contact email.
- The faculty member populates the District's "Distance Education Gateway" page with a web page for his/her online courses. This can be the log-in page for the course, or (preferably) a District-hosted web page describing the course and giving general pre-semester information (time and place of orientation, contact information for the faculty, book lists, etc.)
- The faculty member is recommended to use eCollege as the primary course management system, if the course is a fully online course (see definitions in SMCCCD Distance Education Plan). (The faculty member can of course use any publishers' content or link to any external websites from within eCollege.) If the faculty member chooses to use WebACCESS as the primary course management system, such request will be reviewed by his/her discipline dean and the approved request will be accommodated. If the course is web assisted course, you may use either WebACCESS or eCollege.

Appendixes

Table A-1 - Five-year Distance Education Section Enrollment & Impacted Courses

					Academic Year	2002/03	2003/04	2004/05	2005/06	2006/07
						Census Enroll	Census Enroll	Census Enroll	Census Enroll	Census Enroll
Department Desc	College Desc	Mode	Department Code	Course Number	Section Title	Count Section	Count Section	Count Section	Count Section	Count Section
Accounting	Skyline	Online	ACTG	100	Accounting Procedures				67	66
Accounting	Skyline	Online	ACTG	194	Intro. Quickbooks/Quickbks Pro	109	126	98	46	68
Accounting	Skyline	Online	ACTG	194	Introduction to Quickbks Pro			40	52	46
Accounting	Skyline	Online	ACTG	196	Inter Quickbooks/Quickbks.-Pro	64	72	63	61	68
Accounting	Skyline	Online	ACTG	196	Inter. Quickbook/Quickbook PRO	20				
Anthropology	Cañada	Telecourse	ANTH	350	Introduction to Archaeology		7	9	5	4
Anthropology	CSM	Telecourse	ANTH	350	Introduction to Archaeology	26	16	14	14	8
Art	Cañada	Telecourse	ART	100	Art of the Western World	38	17	23	31	27
Art	CSM	Telecourse	ART	100	Art of the Western World	106	133	95	78	84
Art	Skyline	Online	ART	101	History of Art I	38		47		
Astronomy	CSM	Telecourse	ASTR	100	Introduction to Astronomy	61	52	100	75	60
Astronomy	CSM	Telecourse	ASTR	100	Introduction To Astronomy	39	62	50	41	20
Astronomy	CSM	Telecourse	ASTR	100	Project Universe	38	39			
Automotive Mechanic Technolo	Skyline	Online	AUTO	665	Smog Check Exam Prep.	7				
Automotive Mechanic Technolo	Skyline	Online	AUTO	665	Smog Check Exam Preparation	13				
Biology	CSM	Online	BIOL	100	Intro To Life Sciences				55	102
Biology	CSM	Online	BIOL	100	Intro to the Life Sciences				48	61
Biology	CSM	Online	BIOL	145	Plants, People & Environment					23
Business	Cañada	Online	BUS.	110	Business Arithmetic	4		4	1	7
Business	Cañada	Online	BUS.	115	Business Mathematics	8		3	15	15
Business	Cañada	Telecourse	BUS.	100	Survey of Business	13	11	13	4	19
Business	Cañada	Telecourse	BUS.	100	Suvey of Business	22		10	9	6
Business	Cañada	Telecourse	BUS.	150	Small Business Management	15	7	9	13	16
Business	Cañada	Telecourse	BUS.	170	Salesmanship Fundamentals	3			1	
Business	Cañada	Telecourse	BUS.	180	Marketing	10	6			
Business	CSM	Online	BUS.	180	Marketing		15	36	28	17
Business	CSM	Online	BUS.	401	Business Communications		50	43	55	58
Business	CSM	Telecourse	BUS.	100	Contemporary American Busines	84	107	64	70	43
Business	CSM	Telecourse	BUS.	131	Money Management		24	44	42	27
Business	CSM	Telecourse	BUS.	150	Small Business Management	60	56	60	53	48
Business	CSM	Telecourse	BUS.	170	Salesmanship Fundamentals	20		17	5	
Business	CSM	Telecourse	BUS.	180	Marketing	56	17			
Business	CSM	Telecourse	BUS.	201	Business Law I	83	99	79	70	82
Business	Skyline	Online	BUS.	100	Introduction to Business		42	61	39	36
Business	Skyline	Online	BUS.	100	Introduction To Business		34	62	62	33
Business	Skyline	Online	BUS.	103	Intro Bus. Information Sys.				40	28
Business	Skyline	Online	BUS.	103	Intro to Bus. Info Systems				38	
Business	Skyline	Online	BUS.	103	Intro. Bus. Information Sys.			38	37	36
Business	Skyline	Online	BUS.	103	Intro. to Bus. Info Systems			30	35	39
Business	Skyline	Online	BUS.	103	Intro. to Bus.Info Systems					23
Business	Skyline	Online	BUS.	123	Statistics	63	73	72	65	77
Business	Skyline	Online	BUS.	200	Intro International Business	26	63	24	55	26
Business	Skyline	Online	BUS.	210	International Finance		26	32	24	
Business	Skyline	Online	BUS.	221	Intercultural Bus. Com.		38	42	27	
Business	Skyline	Online	BUS.	225	Global E-Commerce				27	
Business	Skyline	Online	BUS.	226	Global Business Negotiation		42	35	20	30
Business	Skyline	Online	BUS.	230	Intro to Intn'l Marketing		31	34	25	30
Business	Skyline	Online	BUS.	240	Int'l Transportation/Logistics					24
Business	Skyline	Online	BUS.	241	Doing Business in Asia				30	15
Business	Skyline	Online	BUS.	243	Legal Environment of Int'l Bus		39	35	26	34
Business	Skyline	Online	BUS.	279	Import/Export Management			40	41	
Business Windows Applications	CSM	Online	BUSW	214	WP I Using WORD for Windows			56	86	65
Business Windows Applications	CSM	Online	BUSW	215	WP II Using WORD for Windows				37	35
Business Windows Applications	CSM	Online	BUSW	383	Bus. Presentations Using Power			29	38	26
Business Windows Applications	CSM	Online	BUSW	415	Spreadsheet I EXCEL/Windows			68	86	89
Business Windows Applications	CSM	Online	BUSW	416	Spreadsheet II EXCEL/Windows				55	49
Business Windows Applications	CSM	Online	BUSW	534	HTML (Hypertext Markup Lang.)	33		21	31	13
Business Windows Applications	CSM	Online	BUSW	535	HTML (Hypertxt Markup Lang) II			5	11	
Business Windows Applications	CSM	Online	BUSW	535	HTML II (Adv. Hypertext Markup	14		5	13	12
Business Windows Applications	CSM	Online	BUSW	681	Business Presentations II				10	4
Business Windows Applications	CSM	Online	BUSW	681	E-Commerce	37	14			
Business Windows Applications	CSM	Online	BUSW	682	E-Comm: Webstore Developmen	17				

Department Desc	College Desc	Mode	Department Code	Course Number	Section Title	Academic Year 2002/03 Census Enroll Count Section	2003/04 Census Enroll Count Section	2004/05 Census Enroll Count Section	2005/06 Census Enroll Count Section	2006/07 Census Enroll Count Section
Business Windows Applications	CSM	Online	BUSW	683	E-Comm: Web Strategy/Marketin	7				
Career and Personal Develop	Cañada	Online	CRER	401	College Success					9
Career and Personal Develop	CSM	Telecourse	CRER	112	Career Advantage	29				
Chemistry	Cañada	Telecourse	CHEM	100	Survey Of Chemistry	9	2	6	2	4
Chemistry	CSM	Telecourse	CHEM	100	Survey Of Chemistry	29	19	16	16	12
Chinese	CSM	Online	CHIN	111	Elementary Chinese I					37
Chinese	CSM	Online	CHIN	134	Basic Chinese Writing Skills	11				
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	100	Beginning Computer Keyboarding			58	89	102
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	101	Cmputr Keyboarding Skill Build					13
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	101	Computer Keyboarding				14	15
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	200	Intro - Microsoft Office Suite					18
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	201	Integration of MS Office Apps					20
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	214	Word Processing I: Word	71	102	106	105	85
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	215	Word Processing II: Word	46	59	62	66	52
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	221	Desktop Publishing:MSPublisher					19
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	222	Bus Presentations I-PowerPoint			34	53	29
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	222	Bus Presentations I:PowerPoint					29
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	222	Power Point I On-Line		33	35	36	
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	223	Bus. Present II: PowerPoint					17
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	223	Bus. Present. II: PowerPoint			17	16	21
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	223	Power Point II - On-Line		27	30	28	
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	225	Spreadsheets I	89	122	108	88	
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	225	Spreadsheets I: Excel				42	85
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	226	Spreadsheets II: Excel	86	111	60	64	50
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	230	Database Applications I	64	78	83	64	
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	230	Database Applications I Access		40	28	29	35
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	230	Database Applications I Acess	38				
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	230	Database Apps I: Access					35
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	230	Database Apps. I: Access					29
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	231	Database Application II Access	34	30	28	23	26
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	231	Database Applications II	51	43	54		
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	231	Database Apps II: Access				17	18
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	231	Database Apps. I: Access					19
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	301	Maximize Employment Potential		15	68	56	60
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	403	HTML & Web Authoring Apps I		36	23	55	61
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	403	HTML Apps & Web Authoring		27	41	40	
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	403	HTML Apps & Web Authoring I					21
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	403	HTML Apps I Dreamweaver	37				
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	404	HTML & Web Authoring Apps II		26	14	23	37
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	404	HTML Aps. II: Dreamerweaver	13	22			
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	404	HTML Aps. II: Dreamweaver			24	26	
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	410	Photoshop					34
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	410	Photoshop Basics			30	65	57
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	410	Web Graphic I: Adobe Photoshop			33		
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	411	Photoshop for the Web			20	44	38
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	411	Web Graphic II Adobe Photoshop			31		
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	412	Flash I			29	27	27
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	413	Flash II			13	11	16
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	420	Javascript			9	11	
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	420	JavaScript			5	13	10
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	420	Web Scripting I		18			
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	421	Web Scripting II		7		5	
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	421	XML			6	7	
Computer Information Science	Cañada	Online	CIS	119	Open Computer Lab					12
Computer Information Science	Cañada	Online	CIS	119	Open Computer Lab I					16
Computer Information Science	Cañada	Online	CIS	251	Open Computer Lab I: C++					10
Computer Information Science	CSM	Online	CIS	110	Introduction to CIS	103	98	100	78	98
Computer Information Science	CSM	Online	CIS	150	Networks & Data Communication	21	57	43	36	28
Computer Information Science	CSM	Online	CIS	152	Prin of Network Design & Mgmt		10	22		
Computer Information Science	CSM	Online	CIS	152	Prin. Network Design & Mgmt	15	8		17	11
Computer Information Science	CSM	Online	CIS	250	Programming Methods I: C++	38				
Computer Information Science	CSM	Online	CIS	252	Programming Methods II: C++	21				
Computer Information Science	CSM	Online	CIS	255	(CS1) Programming Methods:Java		12	16	13	10
Computer Information Science	CSM	Online	CIS	255	(CS1)Programming Methods: Java		18	15	19	14
Computer Information Science	CSM	Online	CIS	256	(CS2) Data Structures: Java		15	22	16	5
Computer Information Science	CSM	Online	CIS	278	(CS1) Prgm Methods: C++				8	10
Computer Information Science	CSM	Online	CIS	278	(CS1) Programming Methods: C++		9	10	12	16
Computer Information Science	CSM	Online	CIS	278	(CS1)Programming Methods:C++		15			
Computer Information Science	CSM	Online	CIS	279	(CS2) Data Structures: C++		4	6	6	6
Computer Information Science	CSM	Online	CIS	279	(CS2) Data Structures:C++		9		4	9
Computer Information Science	CSM	Online	CIS	284	Programming Methods I: Java	72				
Computer Information Science	CSM	Online	CIS	285	Open Computer Lab	39				

					Academic Year	2002/03	2003/04	2004/05	2005/06	2006/07
						Census	Census	Census	Census	Census
			Depart			Enroll	Enroll	Enroll	Enroll	Enroll
	College		ment	Course		Count	Count	Count	Count	Count
Department Desc	Desc	Mode	Code	Number	Section Title	Section	Section	Section	Section	Section
Computer Information Science	CSM	Online	CIS	286	Programming Methods II: Java	15				
Computer Information Science	CSM	Online	CIS	360	Intro To Database Mgmt					24
Computer Information Science	CSM	Online	CIS	361	Open Computer Lab					22
Computer Information Science	CSM	Online	CIS	376	Internet Prgm JavaScript/HTML		30	32		
Computer Information Science	CSM	Online	CIS	377	Internet Prog: JavaScript/HTML				23	38
Computer Information Science	CSM	Online	CIS	379	Internet Programming: XML		49	51	34	22
Computer Information Science	CSM	Online	CIS	380	Internet Programming: PHP			22	24	14
Computer Information Science	CSM	Online	CIS	381	Java Programming Language I		3	16	7	7
Computer Information Science	CSM	Online	CIS	382	Java Programming Language II			9	5	5
Computer Information Science	CSM	Online	CIS	383	Adv. Java Topic:Database Tech.		8		10	
Computer Information Science	CSM	Online	CIS	384	Adv. Java Top:Interoperability		5		12	
Computer Information Science	CSM	Online	CIS	384	Adv. Java Top:JavaServletsJSP					7
Computer Information Science	CSM	Online	CIS	385	Enterprise Java Beans (J2EE)					6
Computer Information Science	CSM	Online	CIS	386	Distributed Java Programming					5
Computer Information Science	CSM	Online	CIS	390	Internet Programming: Perl				12	9
Computer Information Science	CSM	Online	CIS	680	Internet Programming: Ajax					16
Computer Information Science	CSM	Online	CIS	680	Internet Programming: XML		22			
Computer Information Science	CSM	Online	CIS	681	Internet Prog.: Web Services					9
Computer Science	Skyline	Online	COMP	378	Programming in PERL		26	10		
Computer Science	Skyline	Online	COMP	412	Flash I				4	7
Computer Science	Skyline	Online	COMP	413	Flash II				6	9
Computer Science	Skyline	Online	COMP	423	JavaScript				3	1
Consumer Arts and Science	CSM	Telecourse	CA&S	310	Nutrition	148	278	263	210	183
Economics	Skyline	Online	ECON	100	Principles of Macro Economics	88	81	99	103	112
Economics	Skyline	Online	ECON	102	Principles of Micro Economics	44	51	100	109	136
Engineering	Cañada	Online	ENGR	230	Engineering Statics					6
Engineering	Cañada	Online	ENGR	240	Engineering Dynamics					4
Engineering	Cañada	Online	ENGR	260	Circuits And Devices					3
English	CSM	Online	ENGL	100	Composition				35	23
English	CSM	Online	ENGL	100	Composition and Reading				23	23
English	CSM	Online	ENGL	110	Comp and Literature	17				
English	CSM	Online	ENGL	110	Compos., Lit. & Crit. Thinking				40	
English	CSM	Online	ENGL	110	Composition and Literature	14			23	
English	CSM	Online	ENGL	165	Advanced Composition	39	22	23	98	47
English	Skyline	Online	ENGL	100	Composition (Online)					64
English Second Language	Cañada	Online	ESL	880	GRAMMAR MASTERY: VERB TE	12				
Film	Cañada	Telecourse	FILM	110	American Cinema	79	59	31	48	56
Film	CSM	Online	FILM	100	Introduction to Film				110	142
Film	CSM	Telecourse	FILM	110	American Cinema	130	162	63	66	68
French	CSM	Telecourse	FREN	115	Beginning French I	43	13	42	31	28
French	CSM	Telecourse	FREN	116	Beginning French II	12	6	8	8	9
French	CSM	Telecourse	FREN	117	Advanced Beginning French I	6	2	1	2	3
French	CSM	Telecourse	FREN	118	Advanced Beginning French II	4			3	1
Geology	Cañada	Telecourse	GEOL	100	Survey of Geology	21		9	4	9
Geology	Cañada	Telecourse	GEOL	100	Survey Of Geology	16	16	14	5	8
Geology	CSM	Telecourse	GEOL	100	Survey of Geology	123	137	108	70	70
Health Science	Cañada	Telecourse	HSCI	100	General Health Science	54	44	60	47	33
Health Science	CSM	Online	HSCI	680	Health & Fitn, The Alt Life			5	10	
Health Science	CSM	Online	HSCI	684	Health and Fitness		20	11		
Health Science	CSM	Telecourse	HSCI	100	General Health Science	161	185	183	170	166
History	Cañada	Online	HIST	100	History of Western Civ I	32	25			
History	Cañada	Online	HIST	100	History Western Civ I	50	44			
History	Cañada	Online	HIST	101	History Western Civ II	15	15			
History	Cañada	Telecourse	HIST	425	Modern Latin America/Caribbean	26				
History	CSM	Telecourse	HIST	201	United States History I			64	69	74
History	CSM	Telecourse	HIST	202	United States History II				78	60
History	CSM	Telecourse	HIST	425	Modern Latin America/Caribbean	23				
Horticulture	CSM	Online	HORT	311	Plant Materials I: Trees				19	11
Italian	CSM	Telecourse	ITAL	115	Beginning Italian I	33	43	35	26	8
Italian	CSM	Telecourse	ITAL	116	Beginning Italian II	8	6	9	2	3
Italian	CSM	Telecourse	ITAL	117	Advanced Beginning Italian I	2	9	2		
Italian	CSM	Telecourse	ITAL	118	Advanced Beginning Italian II	4	1	1	2	
Library	Skyline	Online	LSCI	100	Intro to Information Research				14	44
Library	Skyline	Online	LSCI	106	Online Research I: Intro to On		46	22	9	
Library Science	CSM	Online	LIBR	101	Information Research Skills				12	12
Library Science	CSM	Online	LIBR	105	Online Research Skills			8	41	39
Management	Cañada	Telecourse	MGMT	100	Intro to Business Management	8	17	10	13	10
Management	CSM	Telecourse	MGMT	100	Intro Bus. Management	20	22	14	9	12
Management	CSM	Telecourse	MGMT	100	Intro to Business Management	25	37	35	27	25

Department Desc	College Desc	Mode	Department Code	Course Number	Section Title	Academic Year 2002/03 Census Enroll Count Section	2003/04 Census Enroll Count Section	2004/05 Census Enroll Count Section	2005/06 Census Enroll Count Section	2006/07 Census Enroll Count Section
Mathematics	Cañada	Online	MATH	110	Elementary Algebra	41	40	49	70	47
Mathematics	Cañada	Online	MATH	111	Elementary Algebra I	69	76	55	78	78
Mathematics	Cañada	Online	MATH	112	Elementary Algebra II	34	53	49	41	40
Mathematics	Cañada	Online	MATH	120	Intermediate Algebra	40	66	56	40	67
Mathematics	Cañada	Online	MATH	122	Intermediate Algebra I	35	28	24	22	25
Mathematics	Cañada	Online	MATH	123	Intermediate Algebra II	36	32	18	21	17
Mathematics	Cañada	Online	MATH	200	Elem Probability & Statistics			23	117	82
Mathematics	Cañada	Online	MATH	200	Elem. Probability & Statistics					39
Mathematics	CSM	Online	MATH	120	Intermediate Algebra	55	38	76	81	82
Mathematics	Skyline	Online	MATH	200	Elem Probability & Statistics					23
Multimedia	CSM	Online	MULT	101	WebReady				31	33
Multimedia	CSM	Online	MULT	686	WebReady	27	29	12	11	
Multimedia	CSM	Online	MULT	688	WebReady	13	19	12		
Music	CSM	Online	MUS.	100	Fundamentals of Music					57
Music	CSM	Telecourse	MUS.	250	World Music				22	24
Music	CSM	Telecourse	MUS.	301	Piano I			24		
Music	CSM	Telecourse	MUS.	302	Piano II			2		
Music	Skyline	Online	MUS.	100	Fundamentals of Music		9	35	168	113
Music	Skyline	Online	MUS.	100	Fundamentals Of Music		48	45	75	53
Music	Skyline	Online	MUS.	202	Music Appreciation	54	183	151	149	136
Music	Skyline	Online	MUS.	204	Music History					39
Philosophy	Cañada	Telecourse	PHIL	246	Ethics In America	21				
Philosophy	CSM	Telecourse	PHIL	100	Introduction to Philosophy		93	104	91	92
Philosophy	CSM	Telecourse	PHIL	246	Ethics In America	49				
Phys Ed - Fitness	CSM	Telecourse	FITN	135	Aerobic Exercise				70	32
Phys Ed - Fitness	CSM	Telecourse	FITN	136	Low Impact Aerobics				55	75
Phys Ed - Fitness	CSM	Telecourse	FITN	680	Classical Stretch					30
Phys Ed - Fitness	CSM	Telecourse	FITN	680	Stretch Conditioning					27
Phys Ed - Fitness	CSM	Telecourse	FITN	687	Chair Exercises	31				
Phys Ed - Fitness	CSM	Telecourse	FITN	687	Low Impact Aerobics		40	78	41	
Phys Ed - Fitness	CSM	Telecourse	FITN	688	Aerobic Exercise	29	38	62	31	
Phys Ed - Fitness	CSM	Telecourse	FITN	689	Aerobic Exercise	33	37	34		
Phys Ed - Team Sport	Cañada	Online	TEAM	141	Beginning Soccer			35	33	21
Phys Ed - Team Sport	Cañada	Online	TEAM	143	Advanced Soccer			41	34	25
Physical Education - Theory	CSM	Online	P.E.	680	Health and Fitn, Alt Lifestyle			19	20	
Physical Education - Theory	CSM	Online	P.E.	684	Health and Fitn, Alt Lifestyle		13	14		
Political Science	CSM	Online	PLSC	210	American Politics	119	119	123	132	120
Political Science	CSM	Online	PLSC	310	CA State & Local Gov Internet	30	33		29	41
Political Science	CSM	Online	PLSC	310	Calif State & Local Govt	40	58	54	50	42
Political Science	CSM	Online	PLSC	310	Calif State & Local Govt I Net		43	38	48	50
Psychology	Cañada	Telecourse	PSYC	100	General Psychology	36	20	32	32	40
Psychology	Cañada	Telecourse	PSYC	110	Courtship, Marriage & Family	22	11	9	8	8
Psychology	Cañada	Telecourse	PSYC	110	Marriage & Relationship Choice			4	6	10
Psychology	Cañada	Telecourse	PSYC	410	Abnormal Psychology	25	14	25	6	23
Psychology	CSM	Telecourse	PSYC	100	General Psychology	170	230	143	146	133
Psychology	CSM	Telecourse	PSYC	110	Courtship, Marriage & Family	58	63	32	24	18
Psychology	CSM	Telecourse	PSYC	201	Child Development			38	86	69
Psychology	CSM	Telecourse	PSYC	410	Abnormal Psychology	80	71	60	57	57
Psychology	CSM	Telecourse	PSYC	680	Child Psychology	25				
Psychology	CSM	Telecourse	PSYC	680	Child Psychology-Telecourse	15	43			
Psychology	CSM	Telecourse	PSYC	680	Child Psychology: Time to Grow	22				
Psychology	Skyline	Online	PSYC	100	General Psychology					45
Real Estate	Skyline	Online	R.E.	100	Real Estate Principles				139	106
Real Estate	Skyline	Online	R.E.	110	Real Estate Practice					53
Sociology	Cañada	Telecourse	SOCI	100	Introduction to Sociology	30	9	37	22	23
Sociology	Cañada	Telecourse	SOCI	100	Introduction To Sociology	12	14			
Sociology	CSM	Telecourse	SOCI	100	Introduction to Sociology	59	70	49	60	50
Sociology	CSM	Telecourse	SOCI	100	Introduction To Sociology	74	173	133	96	96
Sociology	CSM	Telecourse	SOCI	110	Courtship/Marriage/Family		24	27	15	14
Spanish	CSM	Telecourse	SPAN	115	Beginning Spanish I	151	107	76	68	73
Spanish	CSM	Telecourse	SPAN	116	Beginning Spanish II	37	22	13	20	7
Spanish	CSM	Telecourse	SPAN	117	Advanced Beginning Spanish I	13	8	12	12	1
Spanish	CSM	Telecourse	SPAN	118	Advanced Beginning Spanish II	8	6	6	9	2
Speech Communication	CSM	Telecourse	SPCH	180	Family Communication	30	34	32	9	6
					Total includes telecourses (shade	4,945	5,888	6,236	7,292	7,121

Table A-2 - An Examination of SMCCCD AA Degree Requirements Possibly Fulfilled by DE Courses

	CAÑADA	CSM	SKYLINE
		COMPETENCY REQUIREMENTS	
Math	MATH 110 OL	MATH 120 WW	MATH 200 OL
	MATH 111+112 OL		
English	No DE offered	ENGL 100 WW	ENGL 100 OL
Computer Literacy	CIS 119 OL; CIS 285 OL		
Physical Education	No DE offered	FITN 136 TV; FITN 680 TV	
		MAJOR REQUIREMENTS	
	50% of total units required for the major completed at Canada College	Minimum of 12 units required for the major completed at College of San Mateo	50% of total units required for the major completed at Skyline College
		RESIDENCY REQUIREMENTS	
	Minimum of 12 units must be completed at Cañada College	Minimum of 12 units must be completed at CSM	Minimum of 12 units must be completed at Skyline College
		GENERAL ED. REQUIREMENTS	
American History & Institutions	No DE offered	PLSC 210 WW or HIST 201+202TV and PLSC 310 WW	No DE offered
Language & Rationality (English Composition)	No DE offered	ENGL 100 WW, ENGL 165WW	ENGL 100 OL, ENGL 165 OL
Commun. & Analytical Thinking:			
Oral Communication	No DE	No DE Speech Dept is considering the development of a DE course.	No DE
Analytical Thinking	MATH 110, 111, 112, 120, 122, 123, 200 OL	ENGL 100 WW, 165 WW; BUS. 401 WW, CIS 110, 255, 278 WW	ACTG 100 OL, MATH 200 OL; PHIL 103 OL
Life Science	ANTH 350 TV; BIOL 110 HY, 130 HY, 260 HY, HSCI 100 TV		
Health Science		HSCI 100 TV; CA&S 310 TV	(Not required at this college)
Natural Science	CHEM 100 TV;	GEOL 100 TV,	No DE offered
	GEOL 100 TV	ASTR 100 TV; BIOL 100 WW;	
		BIOL 130 WW; BIOL 145 WW;	
		CA&S 310 TV; CHEM 100 TV;	
		HORT 311 WW (GEOL 100 TV	
		should be qualified)	
Lab Component		No DE offered;	
		[BIOL , CHEM & GEOL Labs	
		are available for DE]	
Social Science	ANTH 350 TV;	ANTH 350 TV;	BUS. 100 OL;
	BUS. 100 TV; ECON 100 OL;	BUS. 100 TV; HIST 201 TV;	BUS. 200 OL; ECON 100 OL;
	PSYC 100 HY; PSYC 200 HY;	HIST 202 TV; PLSC 210 WW;	ECON 102 OL
	SOCI 100 TV	PLSC 310 WW; PSYC 100 TV;	
		PSYC 110 TV; PSYC 201 TV;	
		PSYC 410 TV; SOCI 100 TV;	
		SOCI 110 TV	
Humanities	ART 100 TV;	ART 100 TV;	MUS. 100 OL;
	FILM 110 TV	CHIN 111 WW; CHIN 112 WW;	MUS 202 OL; MUS 204 OL;
		FILM 100 WW; FILM 110 TV;	MUS. 275 OL
		FREN 115, 116, 117 TV;	
		(FREN 118 TV sb qualified);	
		MUS. 100 WW; MUS 202 WW;	
		MUS 250 TV; PHIL 100 TV;	
		SPAN 115, 116, 117, 118 TV;	
Ethnic Studies &	No DE offered	(Not required at this college)	No DE offered
Cultural Diversity		No DE offered	
Career/Self-Develoopment		BUS. 201 TV; CRER 112 YV*;	
		CIS 110 WW; LIBR 101 WW	
Personal Development			LSCI 100 OL

The matrix above contains distance education courses that fulfill requirements for an associate degree. Although units required for an AA and AS degree may be slightly different, this matrix can be used for helping the colleges evaluate progress toward offering an Associate in Arts or Associate in Science degree through the Distance Education course offerings in our district.

If none of the three colleges has a distance education course for a particular degree requirement, it is highlighted in red and called “distance education unfulfilled degree requirements”.

Legend:

TV (Telecourse)
OL (Online)
HY (Hybrid)
WW (Online)

Note: The CSU & UC requirements in American History and Institutions can be fulfilled by HIST 201/202 TV, PLSC 210 & 310 WW

Table A-3 - Load and Productivity (2002 – 2007)

Online Course Productivity (Planning data, not for reporting purposes)

		Census Enroll Count Section	Enroll Count Section	Total FTEF Asgn	Total FTES	Total Wsch	Load	Section
Cañada	2002/03	377	188	2.87	42.43	1273	444	21
	2003/04	379	227	2.53	44.97	1349	533	16
	2004/05	281	149	2	35.87	1076	538	17
	2005/06	405	233	2.73	51.73	1552	568	19
	2006/07	479	314	2.93	78.16	2345	799	28
CSM	2002/03	797	501	5.84	67.92	2038	349	34
	2003/04	845	531	5.99	78.17	2345	392	39
	2004/05	1,022	721	5.17	95.4	2862	553	51
	2005/06	1,701	1,112	9.3	151.75	4552	490	80
	2006/07	1,631	1,213	9.98	188.94	5668	568	88
Skyline	2002/03	1,089	842	4.2	90.58	2717	647	37
	2003/04	1,826	1,328	6.78	124.92	3747	552	56
	2004/05	2,295	1,660	8.83	154.21	4626	524	73
	2005/06	2,710	1,881	10.32	180.9	5427	526	87
	2006/07	2,407	1,985	11.27	170.07	5102	453	96

Telecourse Productivity (Planning data, not for reporting purposes)

		Census Enroll Count Section	Enroll Count Section	Total FTEF Asgn	Total FTES	Total Wsch	Load	Section
Cañada	2002/03	460	329	0	44	1320	#INF	42
	2003/04	254	183	0	23.83	715	#INF	23
	2004/05	301	232	0	27.8	834	#INF	33
	2005/06	256	199	0	23.93	718	#INF	33
	2006/07	292	230	0	28.1	843	#INF	33
CSM	2002/03	2,257	1,591	6.73	211.5	6345	943	87
	2003/04	2,584	1,914	5.86	244.57	7337	1251	72
	2004/05	2,292	1,637	6.9	209.27	6278	910	82
	2005/06	2,149	1,705	6.97	195.67	5870	842	83
	2006/07	1,899	1,509	6.77	172.37	5171	764	76

Focus on Programs

Probably the most significant finding was that institutions that focused on putting full programs online were about four times as likely to perceive that they had achieved "overwhelming success" as institutions that focused their efforts at the individual course level. Putting a full program online, when done correctly and focused on student learning, involves teamwork within the academic department and among several units of the institution. For the online program to succeed, it must be thought through carefully and perhaps reengineered to serve students differently and, hopefully, better.

The most common success factors of those institutions implementing the "programmatic approach" include:

Support resources dedicated to the selected program(s) (93 percent)

Development of a project plan, including schedule and milestones (87 percent)

Prioritization from institutional leadership to choose programs having the most impact (86 percent)

Program redesign sessions to help faculty leaders create a better program (74 percent)

Pedagogy defined to reflect the uniqueness of the program(s) (73 percent)

Involvement of enrollment management in the program planning (67 percent)

Development of success measures, such as enrollment targets (67 percent)

http://connect.educause.edu/Library/EDUCAUSE+Quarterly/ImplementingBestPractices/39928

Additional Resources

System Office Regulations and Guidelines for Distance Education
http://www.cccco.edu/Portals/4/AA/Distance%20Education/DEGuidelinesMar2004.pdf

System Office Distance Education Access Guidelines for Students with Disabilities
http://www.cccco.edu/Portals/4/AA/Distance%20Education/Distance_Education_Access_Guidelines.doc

DEAC Website
http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/default.shtml

SMCCCD Distance Education Strategic Plan