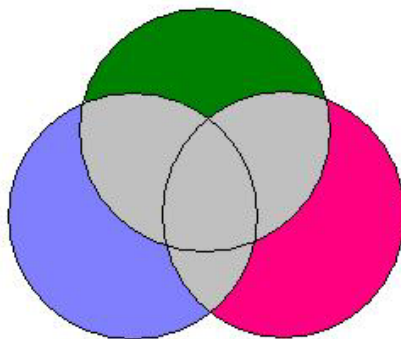


# San Mateo County Community College District

## Distance Education Strategic Plan Draft for DEAC Discussion

SMCCCD  
DEAC



**Characteristics of quality web-based teaching and learning:**

1. Fosters meaning-making, discourse
2. Moves from knowledge transmission to learner-controlled systems
3. Provides for reciprocal teaching
4. Is learner-centered
5. Encourages active participation, knowledge construction
6. Based on higher level thinking skills--analysis, synthesis, and evaluation
7. Promotes active learning
8. Allows group collaboration and cooperative learning
9. Provides multiple levels of interaction
10. Focuses on real-world, problem solving

Source: American Distance Education Consortium Guiding Principles for Distance Teaching and Learning  
[http://www.adec.edu/admin/papers/distance-teaching\\_principles.html](http://www.adec.edu/admin/papers/distance-teaching_principles.html)

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## 2007-2008 DEAC Membership

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# SMCCCD Distance Education Strategic Plan

(Draft)

## Executive Summary

The SMCCCD Distance Education Plan is a direct result of the SMCCCD Vision Planning. The plan is developed by the Distance Education Advisory Committee for the purpose of providing the District Colleges with guidelines for planning growth in distance education courses and programs, based on projections for enrollments and suggested demand for courses. These projections can be used to identify potential program and course development areas as well as the resources required to implement them.

The plan calls for specific Districtwide goals that are supported by the District Colleges. These goals are:

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

The plan includes recommendations for the District Colleges to consider and plan carefully the following aspects: developing distance education degree and certificate programs, offering more distance education courses, addressing the needs for student services, technology, human resources and marketing.

In order to ensure that data drives decision making, the plan is largely based on evidence obtained both at the Statewide level and within the District. In the implementation and evaluation stages of the plan, the District and Colleges will continue to collect and analyze data and use that data to engender program and service improvements.

### **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.

## SMCCCD Distance Education Course Definitions

Distance Education courses are academically equivalent to on-campus courses and are transferable to most four-year colleges and universities. Distance Education classes are offered through several different models in our District

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 some or no mandatory on-campus meetings.
Hybrid (Blended)	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. The number of online/face-to-face hours is set at the discretion of the discipline experts. At SMCCCD, a course is deemed hybrid if it does not substitute more than 70% of the in class time for students or faculty within the e-College system.
Web Assisted	Face-to-face courses in which students use internet resources as part of the course work.
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. Telecourses have been successfully offered in this District for a long period of time

# SMCCCD Distance Education Strategic Plan

(Draft)

## Vision

SMCCCD supports the offering of a combination of hybrid and fully online courses and will continue offering telecourses to meet the changing needs of our students. As the demand for distance education further develops, SMCCCD envisions the expansion of online course offerings to include complete programs for certificates and degrees. SMCCCD aims to raise the success of distance education courses to be the same as or higher than traditional courses and, in so doing, provides the environment and support for faculty and staff to develop and offer the best quality of distance education to our students.

## Philosophy

Distance education provides another opportunity for student access. It is an extension of traditional face-to-face classroom teaching. Through a mode made possible by technology, it will supplement, not supplant, the existing delivery of teaching and learning. We believe that education will remain in the hands of the faculty and distance education is subject to the very same standards of instruction as any other course on campuses. Development of online courses, as well as certificate and degree programs, will go through the review process by curriculum committees at all three Colleges. Faculty and staff concerns will be carefully heard and processed. Distance education planning activities will reflect a clear understanding of what constitutes quality teaching and learning. For faculty and staff, the distance education development process will be inclusive and for the students, the results will be seamless.

## Purpose

The plan is developed by the Distance Education Advisory Committee for the purpose of providing the District Colleges with guidelines for planning growth in distance education courses and programs, based on projections for enrollments and suggested demand for courses. These projections can be used to identify potential program and course development areas as well as the resources required to implement them. Further, the plan will list "best practices" for increasing distance education success and retention and will address processes and criteria for integrating distance education delivery into ongoing programs and services.

## Districtwide Goals

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

These two goals are based on data and trend information collected at the statewide level and from within the District. In the ensuing portions of this plan, the pertinent data that supported the setting of these goals will be discussed.

## Plan Implementation

The SMCCCD Distance Education Plan must rely upon the joint efforts made by faculty and staff at both the District and Colleges. The plan calls for specific goals and targets to be established by the Colleges. The approach taken by the Colleges to establish the goals and targets and to meet them will vary. Yet, common across all three Colleges, timelines and processes need to be developed and resources needs identified and allocated. In order to meet yearly growth goals, the Colleges should have individual distance education plans in place in fall 2008.

At the District level, DEAC will continue functioning by reviewing overall progress made in distance education, discussing key trends and issues, and making policy recommendations to the Chancellor and Board of Trustees. DEAC will be assisted by the District distance education coordinator; the committee will meet periodically, co-chaired by both a faculty member and the Office of Vice Chancellor for Educational Services & Planning.

### Delineation of Key Areas of Responsibilities

Every aspect of distance education must rely on collaboration among all involved. The entities listed below are merely considered as having primary responsibilities.

	<b>District</b>	<b>Colleges</b>
Policies	DEAC	
Procedures		Colleges
Establishing Goals	DEAC	
Establishing Annual Targets		Colleges
Collecting Data, Monitoring Progress, Reporting, Evaluation	DEAC, DRC, DSSWAG	Colleges
Establish Standards & Guidelines	DEAC	
Resource Allocations	Joint among DEAC, CFO, and colleges	Joint among DEAC, CFO, and colleges
Contractual Issues	District, AFT	

## **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 mandatory and guidelines are recommended practices. At SMCCCD, distance education standards are defined as platform choice, 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.

DEAC recommends e-College 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.

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.

## **Cost and Resource Support for Distance Education at SMCCCD**

According to the survey research conducted by the System Office and separate research by Allan Hancock College, most colleges in our system treated compensatory expenses for offering distance education the same as offering classroom based instruction. Potentially, there are also savings in the reduction of classroom occupation, facilities maintenance, and employee and student travel.

Our District's goal of 20% annual growth in distance education enrollments translates into an additional 5 sections or 175 seat counts per College per primary term. They will be among the 2,800 sections (traditional or distance education) offered in any primary term in our District. The actual cost of the instruction for these sections will be part of the Colleges' existing budgets for instruction. These costs also include copyright materials, proctoring services and typical student services. DEAC recognizes that there are initial costs in training faculty to teach online, web course design, equipment, web services, and other administrative and student services. There are also ongoing costs to maintain and update/upgrade skills, equipment, web services, and other administrative and student services. What is also needed are resources for supporting and, in some cases, creating student services support on the web, as well as additional resources over time for Districtwide Distance Education Coordination and CTL to support the growth of web-based instruction and services. As these services are identified and quantified, requests will be presented to DCBF for an allocation as a special need.

# Strategic Plan

## Planning For Unmet Needs and Growth

Research conducted for the data section of this plan showed gaps in distance education in our District in terms of enrollment (seat count), FTES generation, market saturation and student success. Evidence is also strong that the overall quality of teaching in our District is superb and the responsiveness of both faculty and staff to change in distance education is growing. Further, the District Colleges have in operation well managed program review process, technology and student services.

Given the above, the District Colleges should consider and plan carefully the following aspects: developing distance education degree and certificate programs, offering more distance education courses, addressing the needs for student services, technology, human resources and marketing. Support for faculty and staff must be adequate and appropriate in order for distance education to continue to flourish in our District.

## Degree/Certificate Program Development

It is desirable to offer some completely distance education based degree and certificate programs in a variety of content areas. While faculty must guide the curriculum development process, emphasis may be placed on new programs that help to achieve distance education goals. By allowing degrees and certificates to be obtainable via distance education, students feel that taking distance education courses is meaningful and purposeful. A recent Statewide survey indicated that 59% of the colleges which responded offered distance education degrees and certificates. Currently, SMCCCD offers one online degree program, International Business. Table A-2 in the appendix shows distance education courses that currently fulfill requirements for an associate degree. Although units required for an AA and AS degree may be slightly different, our District is very close to offering a fair number of degree programs through distance education via either online or telecourses. As it stands, the District needs both distance education based oral communication and ethnic studies types of courses to satisfy an AA degree. The Colleges should examine the possibility of allowing students to complete general education requirements for both AA and AS degrees through distance education. In addition, the Colleges should examine course offerings to allow students to package them entirely using distance education courses to obtain a variety of certificate programs.

## Course Development

Table A-1 in the appendix shows, by academic year, courses offered in SMCCCD in either online or telecourses mode. Many of these online or telecourses are impacted. SMCCCD currently offers a wide variety of courses and many are well attended. In planning for distance education course offerings, the Colleges may need to consider:

- 1) High demand courses
- 2) Courses satisfying various degree/certificates
- 3) Access to people who are distance bound, including people with mobility issues

## Resource Allocation

The nature of distance education is such that course offerings will require a fair amount of rethinking and retooling. In addition, demands on resources will be unique and higher, particularly when students are expecting an always-on service delivery. Below, specific service areas are discussed.

### *Student Services*

It is clear that instructional modality is changed when offering courses and programs at a distance. It is less obvious that the service modality must also change. While students are not physically on campus, their service needs remain the same. To meet the service demand of distance education students and faculty, many aspects of student services must retool, relearn and drastically change to adapt. Colleges are encouraged to use the following grid to examine areas for supporting distance education delivery.

Due to the nature of the distance education modality, the traditional student services have been loosely represented by the following ten areas. In order for colleges to plan for the demands for student services, each of the ten areas has specific items and item descriptions underneath at the risk of making the student services section a bit longer than usual.

	<b>Program Description (Service Population, Modality)</b>	<b>Targets (Outcomes, Evaluation, Timelines)</b>	<b>Resource Needs (Responsibilities, Costs)</b>
A & R Processes			
	Online checklist for how to apply & register for classes	After sheet is downloaded - ask for feedback online	Student services design Public Relations- posts on web/ feedback tool
	Instant messaging for student questions/Live chat	monitor response times, compare measured versus expected times, feedback on effectiveness	Internet capability, staff training, customer service training, set up of users
Accessibility			
	Provide online referrals for specific needs online	student/faculty surveys, response time between request and response	Training for faculty and staff
	Provide administrative accommodation with respect to timed assignments and exams	student/faculty surveys, response time between request and response	Training for faculty and staff

Distance Ed Gateway			
	Online list that identifies courses and specific information on website, faculty, tech requirements, contact info, syllabus, etc	After sheet is downloaded - ask for feedback online	Faculty data needed by ITS to add to a portal, all distance education faculty must have "homepage", Training for faculty and staff
	Online links to checklist for how to enroll & register	After sheet is downloaded - ask for feedback online	Student services design Public Relations- posts on web/ feedback tool
	Online list of technology requirements for each class	After sheet is downloaded - ask for feedback online	Student services design Public Relations- posts on web/ feedback tool
	Online list of services available to the online student (with response time and contact info)	After sheet is downloaded - ask for feedback online	Student services design Public Relations- posts on web/ feedback tool
Financial Aid			
	Online applications/ instructions/ and response time for getting financial aid	After site is visited - ask for feedback online	Student services design Public Relations- posts on web/ feedback tool
	Online list for how to qualify for financial aid	After sheet is downloaded - ask for feedback online	Student services design Public Relations- posts on web/ feedback tool
Learning Resources			
	A thorough online list of all learning resources offered at the colleges (must include contact information and expected response times)	After site is visited - ask for feedback online	Student services/ Instructional office design Public Relations- posts on web/ feedback tool
Online self-assessments			
	Develop an online self assessment for educational readiness	After site is visited and used to determine readiness - ask for feedback online	Faculty designed, Public Relations posts on web
	Develop an online self assessment for technological readiness	After site is visited and used to determine readiness - ask for feedback online	Faculty designed, Public Relations posts on web
Online Educational Counseling			
	Clearly identify and match online offerings to student interests	After site is visited and used to match offerings - ask for feedback online	Student Services designed, Public Relations posts on web
	Develop an online FAQ's about different program offerings	Count the number of times the FAQ's are used, ask for questions from the FAQ page that goes to IM or email a counselor to aid in improving the site	Student Services designed, Public Relations posts on web

	Develop an online way to interact with learners when intervention is needed		Faculty and student services designed, Public Relations posts on web
	Work with the online learner to identify local resources available to the students	Track referrals with outside agencies, student feedback	Student Services designed, Public Relations posts on web
Online Advising			
	Develop online tools to clearly identify transferrable courses	Student feedback	Faculty and Student Services designed, Public Relations posts on web
	Develop online tools to help students get transcripts	Student feedback	Student Services designed, Public Relations posts on web
	Develop online tools to clearly understand required course work for each program area	100% faculty homepages for distance education classes that have course information (website, faculty, tech requirements, contact info, syllabus)	Student Services designed, Public Relations posts on web
	Develop online tools to help students track their educational plans	Student feedback	Student Services designed, Public Relations posts on web
Online Tutoring			
	Clear definition of all tutoring services with contact information and expected response time	Student feedback, track requests, offerings and response time	Student Services designed, Public Relations posts on web
	Develop online resources to assist in reading comprehension, writing, math and critical thinking	Student feedback, track requests, offerings and response time	Student Services designed, Public Relations posts on web
	Develop online tools to help connect students to study buddies	Student feedback	Faculty and Student Services designed, Public Relations posts on web
Proctoring Services			
	Provide resources and FAQ's about how to take tests at a distance	Count the number of times the FAQ's are used, ask for questions from the FAQ page that emails the distance education coordinator to aid in improving the site	Faculty and Student Services designed, Public Relations posts on web

It is recommended that the Colleges continue to identify student services support for distance education and develop and evaluate strategies to support distance education.

### ***Technology***

An integral part of distance education is the quality and availability of technology services which are instrumental to successful delivery of distance education. In SMCCCD, these services are planned and

executed both locally at the College and centrally from the District Office. Traditional classroom instruction and day-to-day operations of the colleges are already putting an increasing demand on these services. Many of the services required for successful distance education are similar to those for traditional classroom instruction, but more demanding in both quantity and quality. These services include web support, the District network infrastructure and storage capacity, hardware and software maintenance, Banner, KCSM (in the sense of telecourse production and transmission), and even smart classrooms. The district ITS department needs to work with the instructional offices of the Colleges to examine the specific technological demand of the current and future distance education program and services. On a regular basis, ITS and the instructional offices translate these demands into actions and identify related costs and evaluate the effectiveness of these actions.

It is recommended that, at a minimum, acquisition of technology resources should be part of the overall cost and execution of distance education courses.

### ***Human Resources***

Human resources is broadly defined as training, support, coordination of services, and even employment skills requirements.

#### Training

Teaching online requires specific skills both in technology and faculty-student communication. Training is essential in achieving consistency and understanding of standards of distance education delivery, as well as an appreciation of the College's specific culture and student population. The District should work with the faculty union in setting aside resources for stipends to incentivize faculty to participate in training and teaching distance education courses.

It is recommended that the district continue the structured training program with well honed curriculum content and faculty-to-faculty peer support.

#### Course Designers

Distance education requires constant refreshing of technology and a fair amount of state-of-the-art media forms. Faculty are content experts, not technology experts who are able to design advanced media files and troubleshoot in multi-media intensive learning environment. Course designers may be an ideal consideration for supporting faculty with their needs for multi-media design and continuous updating and troubleshooting.

Ideally, one course designer should be paired with each College, but for planning purposes, it is recommended that the one course designer be hired whose job is to evaluate the design needs and provide design support for the courses jointly determined by the three Colleges.

## Job Skills

It is recommended that as a desirable skill, the ability and/or experience in teaching online/web based courses, be added to faculty job announcements.

## Center for Teaching & Learning (CTL)

The Center for Teaching & Learning has provided faculty training and technical assistance. The function of CTL is currently undergoing reassessment led by ITS. One of the desired functions for CTL is to provide pedagogical support in the form of best practices and training.

## Coordination

Lastly, to continue with Districtwide planning, data collection, reporting, information exchange, training, and other functions, District level coordination will remain in demand.

It is recommended that an evaluation of the function of the current half-time distance education coordinator be carried out in 2008.

## ***Marketing***

Distance education breaks down the geographical boundaries within which the traditional instruction modality draws its students. Although most of current distance education students live within driving distance to the Colleges, increasingly more students opt for courses that require little or no mandatory “face time” on campus and are beyond typical driving distances. As distance education, particularly online instruction, makes it easier than ever for students to pick and choose on a state, national and even global level, competition escalades and colleges need to consider how to convince prospective students that their distance education courses are superior to others. Marketing of our District distance education program and services is crucial to its enrollment and success.

It is recommended that the District and Colleges develop a marketing plan for promoting the distance education program and services to prospective student populations.

## Background

The first accomplishment of DEAC (Distance Education Advisory Committee), upon its inception, was the publication of the SMCCCD Distance Education Vision Planning document. Additionally, the committee recommended and the Board of Trustees approved a dual platform strategy to offer distance education courses. In fall 2007, DEAC also developed, in collaboration with CTL and Districtwide Academic Senate, a set of training courses aimed at preparing faculty for teaching online. The training was called “structured training for online teaching (TOT)”. With these key elements in place, DEAC members devoted time and energy toward developing the Distance Education Plan for the District. It is generally agreed that with the plan, the Colleges in the District will be able to more efficiently develop and offer distance education courses. Services, programs, and courses will be better coordinated and students and faculty well supported.

It became apparent that this plan cannot be completed without first resolving the issue of lack of planning data for the SMCCCD distance education program and services. The planning data therefore is essential to the development of such a plan. Data elements such as operational data and student success data as well as necessary projections will be the building block for the plan. Data is also the key factor in successfully executing and monitoring strategies and activities. Data collected helps answer the questions, “what is the status of distance education in the district and comparable entities?”, “what are the cost and resource needs for enhancing the distance education program and services?” and “how can we identify prospective students and market distance education to these populations?” A plan that is not built on data would be built on shifting opinions and changing viewpoints.

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

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***

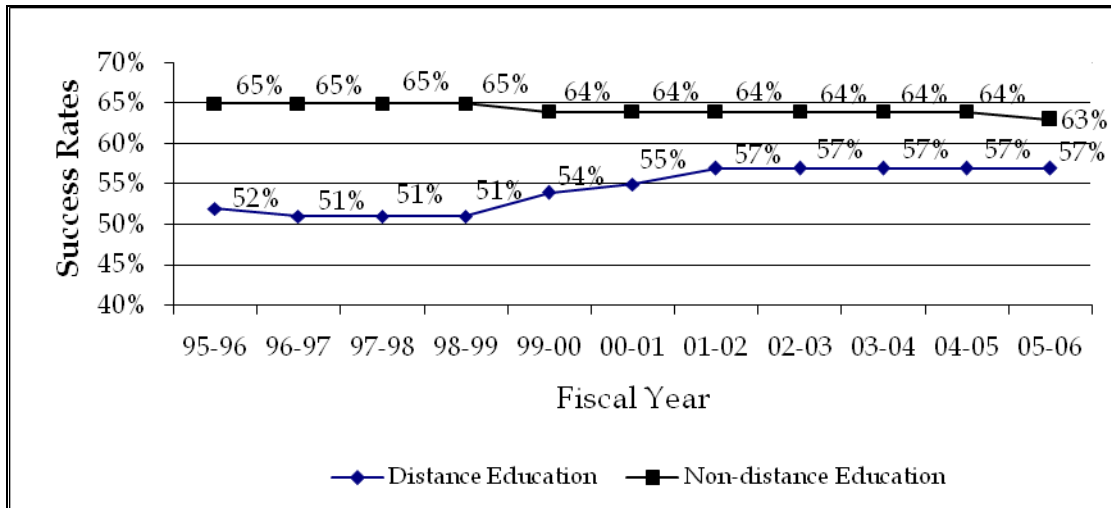
Distance education headcount, in credit and noncredit courses combined, grew from 54,524 in 1995-96 to 301,073 in 2005-06, which translates into an annual rate of 19%. Meanwhile, the annual rate of growth in traditional courses (non-distance education) has been less than 1%. Historically speaking, the 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)

<b>Ethnicity</b>	<b>1995-96</b>	<b>2005-06</b>
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

	<b>Yes</b>	<b>No</b>
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 education 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:

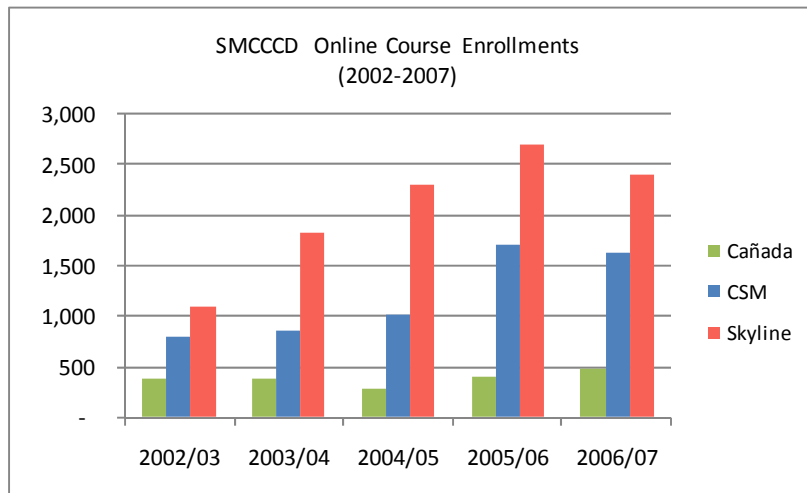
<http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/DistanceEducation/tabid/499/Default.aspx>

**SMCCCD Online Course Enrollments<sup>1</sup> (2002 – 2007)**

Enrollments in online courses have been growing at a steady pace. In five academic years, the total number of enrollments has doubled. The growth is more pronounced at Skyline and CSM. However, Cañada College has shown continued growth in the most recent academic year (2006-07).

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

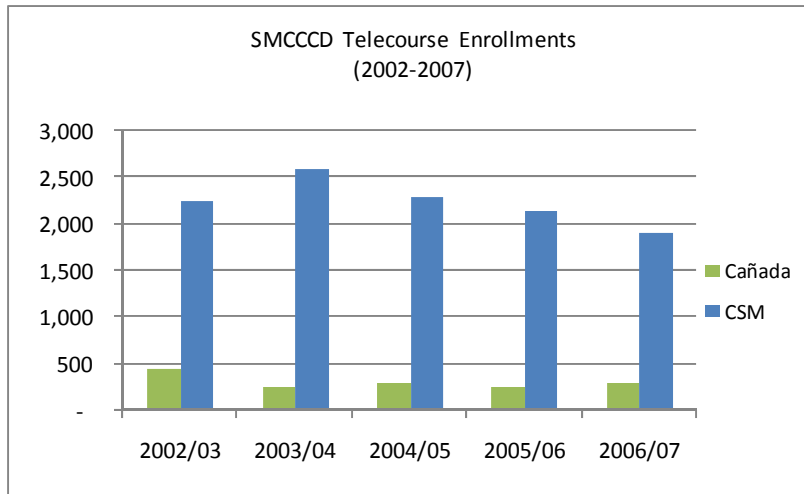
<sup>1</sup> Data using Hyperion query designed by ITS, modified by VC-ESP. DE courses are identified using Section code in Banner that begins with Ws, Os, etc. Documentation is on file. Method of Attendance Code in Banner, although ideal for identifying DE courses, missed a number of DE courses. None 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%. The decrease when measured in rate is more pronounced at Cañada College.

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)**

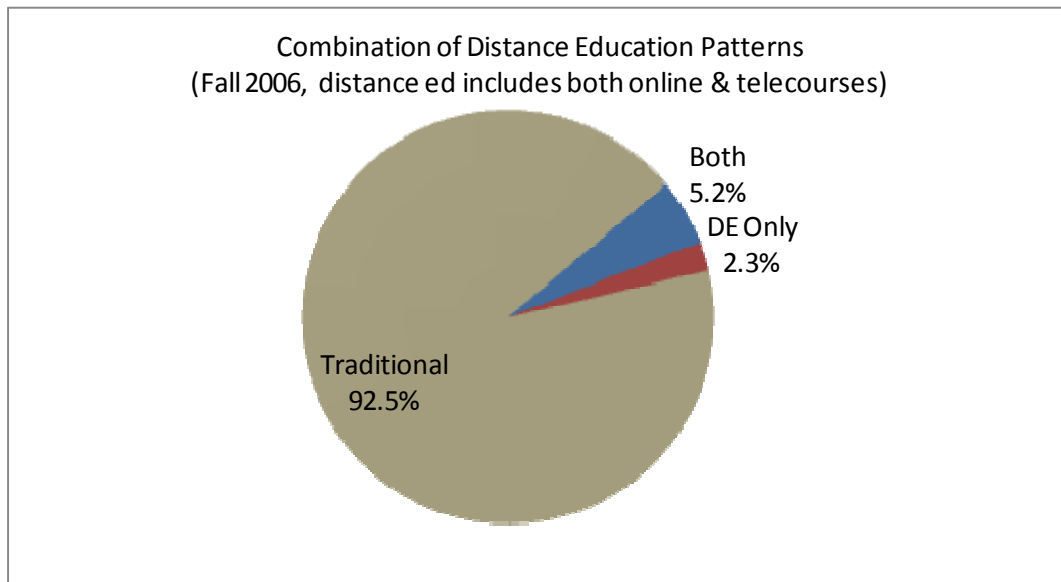
Section count, a key indicator contributing to the enrollment growth, showed correlated decrease as enrollments.

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%
<b>Total</b>	<b>560</b>		<b>1,278</b>		<b>22,766</b>	

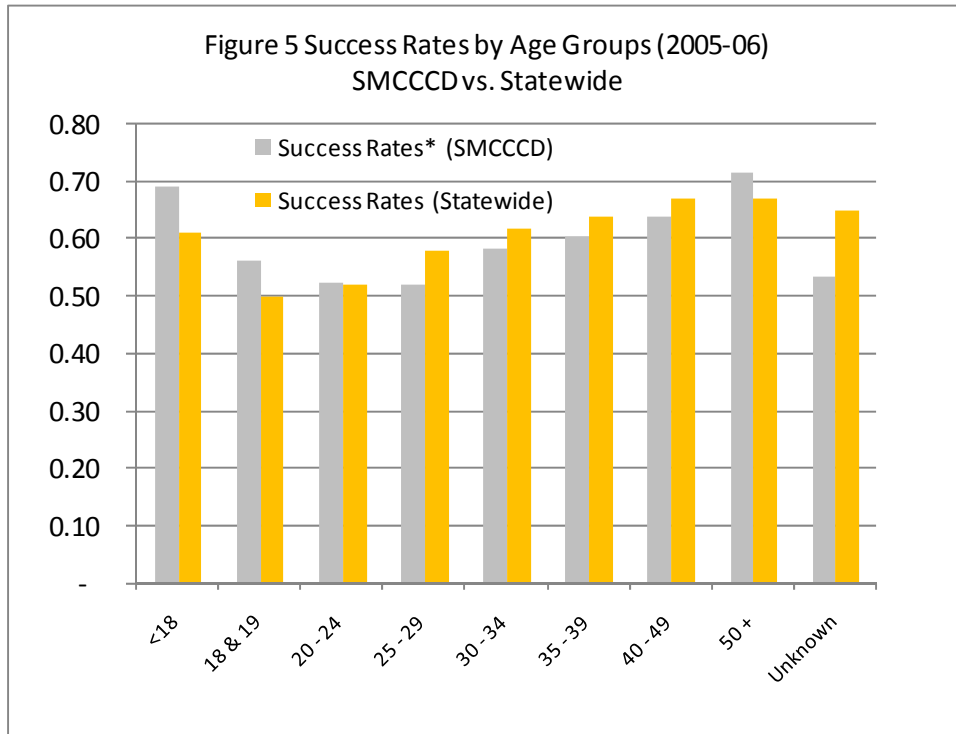
When examined by ethnicity, data showed smaller differences among the three groups. Slightly more Asian (23.8%) and White (35.5%) students took only distance education courses, compared to those who only took traditional courses: Asian (21.5%) and Whites (32.2%). Only 13.8% of the students in the DE 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%
<b>Total</b>	<b>560</b>	<b>2.5%</b>	<b>1,278</b>		<b>22,766</b>	

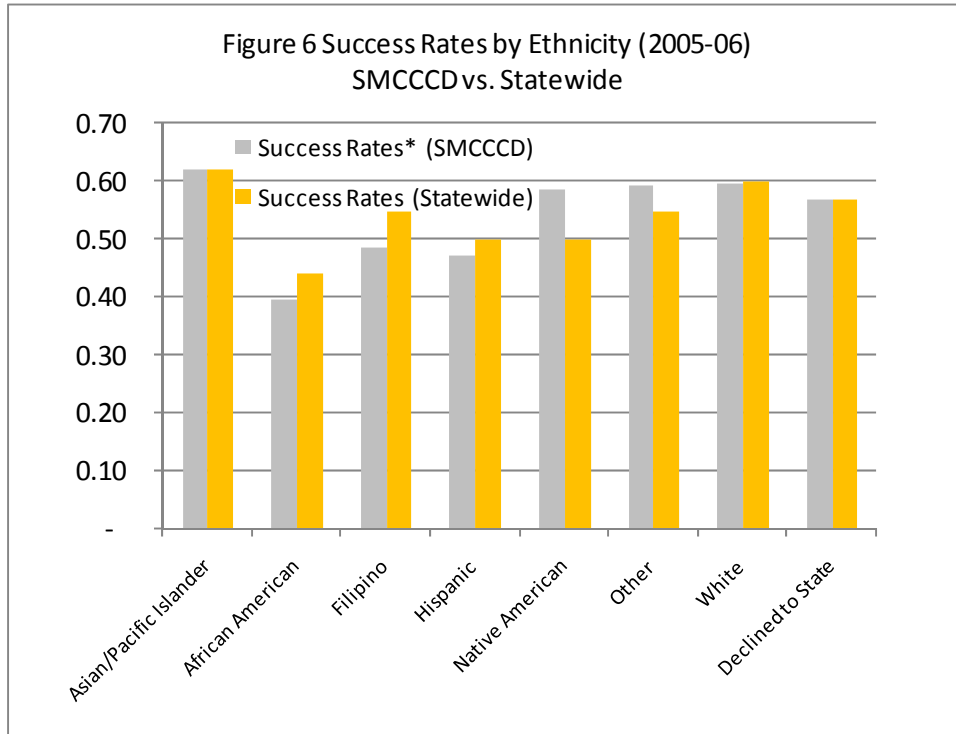
### SMCCCD Distance Education Student Success Rates

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.

Bay Ten Schools, as a group, are customarily used for regional comparison purposes. The following shows the success rate of the Bay Ten Schools 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 Schools that had asynchronous instruction in fall 2006.

Table 11, 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 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.

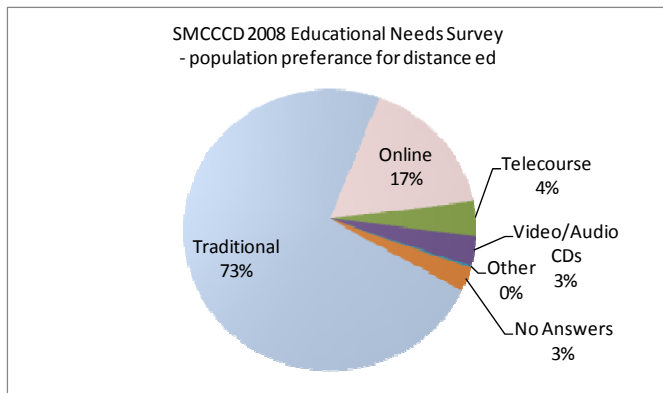
## Meeting Enrollment Demand

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.

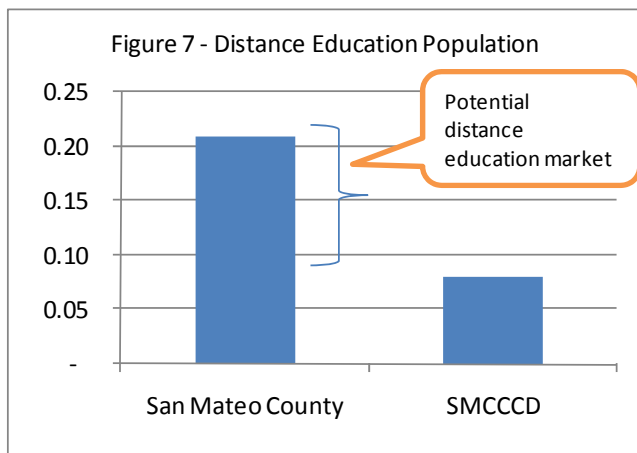
### Unmet Needs - Size of Potential Distance Education Population

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 telecourses, 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

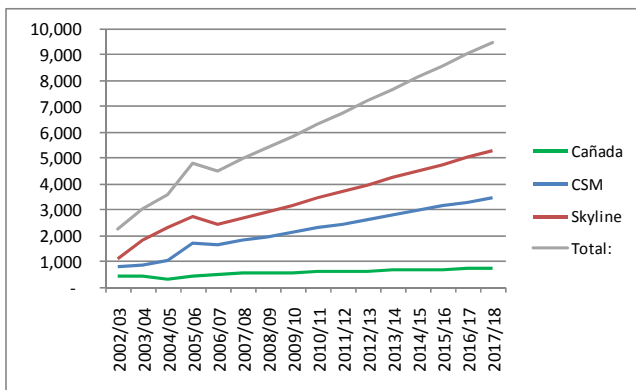


Figure 9 – Online Enrollment Projection Scenario 2

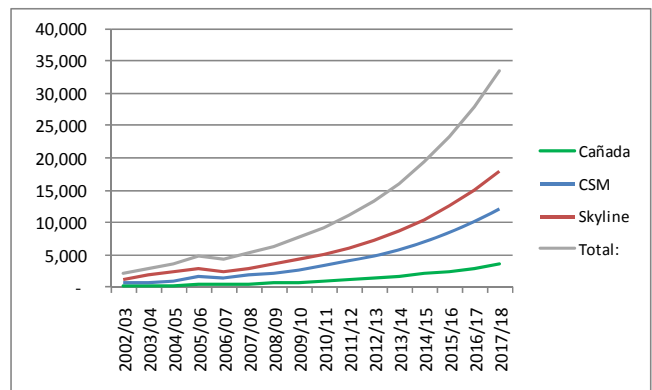


Table 14 a, b, c, Online Enrollment Projection Scenarios

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 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

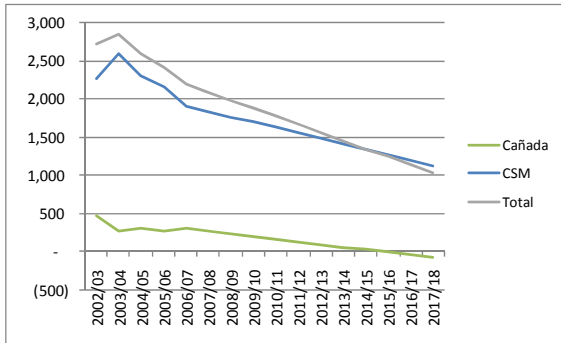


Figure 11 –Telecourse Enrollments Projection Scenario 2



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

# Appendixes

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

Department Desc	College Desc	Mode	Department Code	Course Number	Section Title	Academic Year				
						2002/03	2003/04	2004/05	2005/06	2006/07
						Census Enroll Count	Census Enroll Count	Census Enroll Count	Census Enroll Count	Census Enroll Count
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 Technology	Skyline	Online	AUTO	665	Smog Check Exam Prep.	7				
Automotive Mechanic Technology	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 Business:	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			
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				30	15
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				

					Academic Year				
					2002/03	2003/04	2004/05	2005/06	2006/07
					Census	Census	Census	Census	Census
					Enroll	Enroll	Enroll	Enroll	Enroll
					Count	Count	Count	Count	Count
					Section	Section	Section	Section	Section
Department Desc	College Desc	Mode	Department Code	Course Number	Section Title				
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	4
Chemistry	CSM	Telecourse	CHEM	100	Survey Of Chemistry	29	19	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	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
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	215	Word Processing II: Word	46	59	62	66
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
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
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	223	Power Point II - On-Line			27	30
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
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	226	Spreadsheets II: Excel	86	111	60	64
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
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	230	Database Applications I Access	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
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
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
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	403	HTML & Web Authoring Apps I		36	23	55
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
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	404	HTML Aps. II: Dreamweaver	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
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
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
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	413	Flash II			13	11
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	420	Javascript			9	11
Comp. Appl. and Office Tech.	Skyline	Online	CAOT	420	JavaScript			5	13
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
Computer Information Science	CSM	Online	CIS	150	Networks & Data Communication	21	57	43	36
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
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
Computer Information Science	CSM	Online	CIS	255	(CS1)Programming Methods: Java		18	15	19
Computer Information Science	CSM	Online	CIS	256	(CS2) Data Structures: Java		15	22	16
Computer Information Science	CSM	Online	CIS	278	(CS1) Prgm Methods: C++				8
Computer Information Science	CSM	Online	CIS	278	(CS1) Programming Methods: C++		9	10	12
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
Computer Information Science	CSM	Online	CIS	279	(CS2) Data Structures:C++		9		4
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
						Enroll	Enroll	Enroll	Enroll	Enroll
						Count	Count	Count	Count	Count
						Section	Section	Section	Section	Section
Department Desc	College Desc	Mode	Department Code	Course Number	Section Title					
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 T	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			22	9	
Library Science	CSM	Online	LIBR	101	Information Research Skills		46		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

					Academic Year					
					2002/03	2003/04	2004/05	2005/06	2006/07	
					Census	Census	Census	Census	Census	
					Enroll	Enroll	Enroll	Enroll	Enroll	
					Count	Count	Count	Count	Count	
					Section	Section	Section	Section	Section	
Department Desc	College Desc	Mode	Department Code	Course Number	Section Title					
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
<b>COMPETENCY REQUIREMENTS</b>			
Math	MATH 110 OL MATH 111+112 OL	MATH 120 WW	MATH 200 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	
<b>MAJOR REQUIREMENTS</b>			
	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
<b>RESIDENCY REQUIREMENTS</b>			
	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
<b>GENERAL ED. REQUIREMENTS</b>			
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	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)	No DE offered
Lab Component		No DE offered; [BIOL, CHEM & GEOL Labs are available for DE]	
Social Science	ANTH 350 TV; BUS. 100 TV; ECON 100 OL;	ANTH 350 TV; BUS. 100 TV; HIST 201 TV;	BUS. 100 OL; BUS. 200 OL; ECON 100 OL;
	PSYC 100 HY; PSYC 200 HY; SOC 100 TV	HIST 202 TV; PLSC 210 WW; PLSC 310 WW; PSYC 100 TV; PSYC 110 TV; PSYC 201 TV; PSYC 410 TV; SOCI 100 TV; SOCI 110 TV	ECON 102 OL
Humanities	ART 100 TV; FILM 110 TV	ART 100 TV; CHIN 111 WW; CHIN 112 WW; FILM 100 WW; FILM 110 TV; 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;	MUS. 100 OL; MUS 202 OL; MUS 204 OL; MUS. 275 OL
Ethnic Studies & Cultural Diversity	No DE offered	(Not required at this college) No DE offered	No DE offered
Career/Self-Development		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

## ***Teaching and Learning Standards***

### 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.

### Accessibility Standards

- DE courses will provide accessibility with screen readers. Images and links contained in the course website must show alternate text upon cursor contact.
- 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***

The Curriculum Committee will use the following criteria when determining whether a course will be approved for online delivery:

- Students will benefit from having access to the course via a distance offering.
- 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 Requirements for Teaching Online

The District seeks to coordinate and improve our distance education programs. To ensure that our course delivery is more consistent, student-friendly and integrated, deans and faculty should review the following checklist before a faculty member designs, adopts or teaches an online course.

Requirements for teaching online for use by Deans:

- The course must have gone through appropriate curriculum committee approval.
- The faculty member seeking to teach online must have training or experience teaching online, or must plan to get such experience (through the SMCCCD Structured Training for Online Teaching) or equivalent programs.
- The faculty member should have a copy of "Teaching Online At SMCCCD," outlining best practices as defined by the three Colleges' curriculum committees.
- The faculty member should submit a copy of the course syllabus to the Dean's office.

Requirements for teaching online for use by faculty:

- You must have some training or experience in teaching online, or be prepared to get training, either through the SMCCCD Structured Training for Online Teaching or equivalent programs.
- You must use your official District email as your primary student contact email.
- You must populate the District's "Distance Education Gateway" page with a web page for your online courses. This can be the log-in page for your course, or (preferably) a District-hosted web page describing your course and giving general pre-semester information (time and place of orientation, contact information for you, book lists, etc.)
- You must use eCollege as your primary course management system, if your course is a fully online course (see definitions in SMCCCD Distance Education Plan). (You can of course use any publishers' content or link to any external websites from within eCollege. However, the District has adopted eCollege as the official SMCCCD course management system, so your course must have an eCollege shell.) If your course is web assisted course, you may use WebACCESS as your platform.

## **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](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>