



SB CC

SANTA BARBARA
CITY COLLEGE

Distance Education Plan 2019-2022

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1. INTRODUCTION

Santa Barbara City College (SBCC) provides distance education that's defined for the purpose of accreditation review as a formal instructional delivery method that uses one or more technologies to deliver course content to students who are physically separated by distance from an instructor. SBCC historically has offered over 300 sections of online and hybrid classes each semester that support 12,657 students enrolled in partial or fully online programs. SBCC, as of 2019, has twenty programs and seven certificates that can be completed fully online.

The Distance Education Plan focuses on **teaching practices, professional development, and student success** as it relates to online instruction as one teaching modality. It links with the [Educational Master Plan](#), [Facilities Master Plan](#), [Equity Plan](#), and [District Technology Plan](#) and reflects the College's mission and core principles to establish the role of online instruction within the College's overall course offerings. The plan requires regular data analysis. Longer term processes--the three-year midterm report and six-year accreditation cycle--are a focal point for broad-based, deep evaluation of all of our planning processes.

Santa Barbara City College Mission

As a public community college dedicated to the success of each student . . .

Santa Barbara City College welcomes all students. The College provides a diverse learning environment and opportunities for students to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions.

The College is committed to fostering an equitable, inclusive, respectful, participatory, and supportive community dedicated to the success of every student.

Santa Barbara City College Core Principles

Santa Barbara City College's core principles guide all aspects of instruction, organization, and innovation:

- Student-centered policies, practices, and programs;
- Participatory governance;
- A psychologically and physically supportive environment;
- Free exchange of ideas across a diversity of learners; and
- The pursuit of excellence in all college endeavors.

2. GOVERNANCE, CURRICULUM DEVELOPMENT, TRAINING, AND STUDENT SUPPORT

Governance

Distance education at Santa Barbara City College is decentralized through departments of the college. Faculty and managers in those departments take primary ownership of the courses, programs and services offered. The departments are responsible for overseeing, evaluating, assessing, and improving their courses and services through the program review process.

Established in 2001 as an Educational Programs committee, the Committee on Online Education (COE) has a significant role for all constituents to engage in dialogue on distance education planning. Though committee membership averages twenty participants, all faculty who teach online, and all support staff associated with distance education, are invited to participate in the committee work. Supporting distance education is an administrative dean and a faculty member that serve as co-chairs of COE and are responsible for bringing institutional-wide planning needs through the Office of Educational Programs program review.

The program review process is a key element of integrated planning at SBCC and derives from the college's Mission and Core Principles, which undergird all aspects of the strategic planning process. The program review process is on a three-year cycle, with annual updates for resource requests and analysis of program goals. Program reviews are completed by departments and administrative units in order to reflect on performance and needs, analyze data relevant to performance, and propose changes as part of the ongoing cycle of assessment and improvement.

In addition to the formal program review process, the Distance Education Plan is another mechanism for institutional-wide planning. The Distance Education Plan is reviewed, discussed and updated as appropriate annually by the Committee on Online Education. It also serves other institution-wide committees that support instructional and technology needs including Instructional Technology Committee (ITC) and District Technology Committee (DTC). Through the Distance Education Plan, the college has supported the establishment and continued improvement of policies that support online learning. These board and administrative policies are codified under [BP/AP-4105](#) Distance Education and [BP/AP 3725](#) Information and Communications Technology Accessibility and Acceptable Use.

The Academic Senate reviews and approves all policies and procedures pertaining to distance education. The Instructional Technology Committee (ITC) and the Curriculum Advisory Committee (CAC) are the primary senate committees that refer policies and procedures to the Academic Senate. The Committee for Online Instruction (COI), an Educational Programs Committee, also reviews all policies and procedures that refer to distance education and makes recommendations to the Academic Senate.

Board Policy and Academic Procedure 3725 Information and Communications Technology Accessibility and Acceptable Use, as well as Academic Procedure 4105 Distance Education are regularly reviewed and updated in order to remain in compliance with State and Federal guidelines as well as campus practice.

Curriculum Development

Distance learning programs provide a wide variety of classes in a format that differs from the usual face-to-face classroom experience. The format for distance learning will be in compliance with the new Distance Education Guidelines provided by the Chancellor's Office for online courses. Each proposed or existing course outline record and required addenda offered by distance learning shall be reviewed and approved separately from other delivery modalities. The review and approval of new and existing distance learning courses shall follow the curriculum approval processes and curriculum development. Distance learning courses shall be approved using the same criteria as all other courses including adding an accessibility review based on accessibility standards and equity guidelines. All faculty who teach distance learning courses must have regular and effective contact, as defined in [AP 4105](#) Distance Education and the DE Addendum, with students and use the same standards of course quality and rigor as applied to traditional classrooms.

Training Program: First Time Teaching Distance Education at SBCC and Creating New Course Content

Faculty members interested in learning to teach or develop a distance education (DE) course at SBCC for the first time must adhere to [AP 4105](#) Distance Education prior to teaching the course.

DE training and course development are provided by the Faculty Resource Center (FRC) staff. The training is provided in a series of small group workshops and individual meetings with faculty over the period of a semester. The Curriculum Advisory Committee (CAC) distance learning summary record, [@ONE 10 Standards for Quality Online Teaching](#), and the [OEI/CVC online course rubric principles](#) are used as frameworks for guiding faculty as they develop their courses. Faculty members are also expected to update their CAC form submission data as required for course approval during course development.

The FRC provides training sessions on:

- Best practices in online teaching and course development
- Infusing equity, accessibility and social, emotional pedagogy in all distance education materials
- Completing and submitting CAC required documents.

Prior Distance Education Teaching Experience Exemption

Faculty members who have prior distance education teaching experience at other colleges but who have not completed the FRC's training may ask their department chairs to request an exemption from the training program. Those recommendations will be reviewed by the FRC and the dean responsible for distance education.

Mentoring Program: First Time Teaching Distance Education at SBCC and Using Existing Content

Faculty members who will be teaching a distance education course for the first time can participate in the mentoring program under the following conditions:

- Course materials used for the DE course must have been developed by another faculty member who has already received CAC approval for the course and completed the FRC's DE training.
- The faculty member who developed the course materials will act as a mentor during the first semester in which the materials are used by the mentee.
- The mentor/mentee arrangement must be approved by the department chair and the dean for distance education prior to beginning any mentorship program.

Online Student Services & Academic Support for Students

- Academic Counseling
- Career Center
- Disability Services and Programs for Students
- Library Services
- Test Proctoring
- Tutoring Services & Learning Support
- Student Health and Wellness
- Student Technical Support
- [Additional Student Support](#)

Student learning support is provided by the college Library faculty (information literacy), Learning Support Services faculty, staff, tutors, and external tutors (NetTutor), and Academic Counseling Services faculty (limited support for students in fully DE programs or those who are taking professional development courses). Students are authenticated into their online course by a secure login and password through the campus portal.

Academic Counseling

Academic Counseling provides an online alternative for most of the academic counseling services it provides in person. For example, students can schedule meetings with counselors using Starfish, an early alert and student tracking system. Meetings may take place either in Zoom or Cranium Cafe's web conferencing system. The types and numbers of meetings with students are tracked. Meeting notes are recorded in Starfish. Workshops for academic counseling such as four-year transfer are also provided online using Zoom. Finally, the college has expanded the use of Starfish flags to remind students about the value of logging into an online class regularly as well as notify the faculty and counselors about recent individual student login access to their courses.

Career Center

The Career Center provides students with direct access to the college's comprehensive business, occupational and career development programs and services.

Disability Services and Programs for Students (DSPS)

Regardless of service location or delivery method, DSPS ensures educational access by providing reasonable accommodations to students with disabilities. The process for obtaining reasonable accommodations begins with the student's self-disclosure and verification of his disability. Accommodations are determined individually for each student through an interactive process and based on functional limitations. A common accommodation for students with disabilities is extended time on exams.

Library Services

Many library resources are online, and most services as well. In particular, the library faculty offer a monitored online text chat service to answer users' questions as well as the option to send books and resources to students unable to go to campus. The library faculty has also developed online guides that offer resources for specific coursework, to support programs and activities at the college, and describe how to conduct effective searches for online resources. They offer multiple sections of a one unit, 8 week online class in information literacy during all semesters throughout the academic year. They have also developed information literacy and course materials which are available for SBCC faculty to import into their Canvas course shells.

Test Proctoring

Distance Education proctoring services are available for quizzes or exams that are administered in Canvas for classes that require such assessment. The proctoring system, Proctorio, has varying levels of proctoring (screen lock/no printing, to video recording of students' computer environment) available. These levels are determined and set by the faculty member. Students who run into technical difficulties using Proctorio during an exam can access Proctorio online help in the quiz while taking an exam. State funding for the continued use of Proctorio is uncertain at this time but our hope is that it will be continued.

Tutoring Services & Learning Support

The goal of tutoring services and learning support is to provide an online student centered learning environment that extends the classroom, creating an ecosystem of support that includes online tutoring, and various learning support services and workshops in a virtual environment.

Online tutoring is administered by the Cartwright Learning Resources department. NetTutor, a CVC-OEI Ecosystem tool for tutoring, is provided at a reduced fee to the college for online student tutoring. The college has made NetTutor available on all Canvas course shells, and accessible to all students at SBCC, distance education students and students who are seeking tutoring and learning support after hours in various disciplines. NetTutor services are available 24/7, year round. Students can choose audio, texting, and/or virtual whiteboard interface where they can upload papers or view problems being solved. They can choose from one of the following modalities: one on one tutoring, ask a question, or drop off a paper for tutoring feedback.

Sessions are recorded and viewable by administrators and by the students themselves in a virtual location called the Locker. Data about student usage by course can be accessed and shared. In addition, the college is planning to train SBCC tutors in Pisces, the online tutoring interface, so that SBCC tutors can support the learning needs of SBCC tutors online.

In addition to online tutoring support, the Cartwright Learning Support Department will develop online learning support resources and workshops so that online students may access materials such as: video discussions of handouts on various academic success skills, workshops on academic success skills in various disciplines, and on learning in a specific discipline in the online environment. Creating an online environment for students will support retention and persistence, and allow for real time and asynchronous interaction about the learning in a particular course and in specific courses and disciplines offered online. Collecting data on usage and seeking student feedback on learning support materials will enhance the access and value of these services.

Student Health & Wellness

Student Health and Wellness offers online resources for students on our website and through email educational materials. Resources include Wellness Central an online health and wellness platform available to students 24/7; Kognito training for at-risk students; Student Health 101 a website and email resource that offers a monthly health and wellness magazine with weekly updates; a substance abuse assessment test; and Ask a Nurse a platform where students can ask Health and Wellness staff any questions they want about our services or about any health issue.

Student Technical Support

The college's User Support Department provides technical support for students who have questions about Canvas, the learning management system (LMS) used by the college, or and any other enterprise-level computing system that may be used at the college such as Google tools. Students can call the User Support Helpdesk during the workday or complete an online help form. After hours technical support for Canvas is provided by the Canvas parent company, Instructure, as part of our OEI/CVC Consortium agreement via telephone. The telephone contact information is listed inside the Canvas help system which also includes detailed step-by-step instructions for using Canvas tools.

3. ANALYSIS OF DISTANCE EDUCATION DATA AND GAPS

Data from “Percent Success by Modality” over a five-term period (i.e., fall, spring, and two summer sessions) indicates a difference in success between “In-Person”, “Online”, and “Hybrid” modalities.

The gap difference in success by modalities indicates a higher variance between standard semesters (i.e., fall and spring, 16 weeks) versus the two short summer sessions (SU I and SU II, 6 weeks). Fall and spring semesters indicate that “In-Person” students complete a class (i.e., grades “C” or better) by over 10% higher to students that take an online class and over 5% higher when compared to students that take a hybrid class.

Summer classes indicate that success by modality holds a similar gap variance of success to standard semesters but are approximately 6% to 10% higher to fall or spring semesters.

Noted in the data is a positive improvement indicator when the 5-term average in a semester population (e.g., FA’14 - FA’18, SP’15 - SP’19, etc.) is compared to the beginning term within each group. In fall, as an example, “Online” success has increased by 1.2% while noting that improvements are further seen in % Unsuccess (e.g., -0.8%) and % Withdraw (e.g., -3.4%).

Percent Success by Modality									
Modality	Outcome	5-Term FA Avg	FA14 Chng to 5-Term FA Avg	5-Term SP Avg	SP15 Chng to 5-Term SP Avg	5-Term SU I Avg	SU I 15 Chng to 5-Term SU I Avg	5-Term SU II Avg	SU II 15 Chng to 5-Term SU II Avg
In Person	% Success	76.3%	0.9%	76.7%	0.7%	82.6%	1.1%	86.2%	0.9%
Online	% Success	64.4%	1.2%	65.3%	2.7%	73.5%	1.5%	72.9%	1.7%
Hybrid	% Success	69.6%	4.0%	71.4%	5.7%	75.0%	0.0%	87.0%	-2.5%
In Person	% Unsuccess	15.6%	-0.3%	15.6%	0.1%	10.0%	-1.3%	8.9%	0.0%
Online	% Unsuccess	20.0%	-0.8%	19.7%	-0.4%	14.5%	-2.0%	14.6%	-0.7%
Hybrid	% Unsuccess	19.5%	-0.6%	18.1%	-2.8%	13.9%	2.1%	5.8%	0.5%
In Person	% Withdraw	8.1%	-0.6%	7.7%	-0.8%	7.4%	0.2%	4.9%	-0.9%
Online	% Withdraw	15.6%	-0.4%	15.0%	-2.3%	12.1%	0.5%	12.5%	-1.0%
Hybrid	% Withdraw	10.9%	-3.4%	10.5%	-2.9%	11.0%	-2.1%	7.3%	2.0%
Data:		FA 14-FA 18		SP 15-SP 19		SU I 15-19		SU II 15-19	

Data from “Count of Sections by Modality” indicates that the number of “In-Person” sections have dropped in all semesters over a five year period (e.g., 20 to 40%) while the number of “online” or “hybrid” sections have remained flat or shown a slight increase over the same period.

Count of Sections by Modality													
Modality	Outcome	5-Term Avg	Chng FA 14 to FA18	%Chng	5-Term Avg	Chng SP15 to SP19	%Chng	5-Term Avg	Chng SU I 15 to SU I 19	%Chng	5-Term Avg	Chng SU II 15 to SU II 19	%Chng
In Person	N Sections:	1686	-385	-20.5%	1636	-409	-21.9%	131	-77	-41.0%	197	-81	-33.5%
Online	N Sections:	311	11	3.7%	319	5	1.6%	115	3	2.6%	120	11	9.9%
Hybrid	N Sections:	57	-4	-6.3%	57	-1	-1.7%	15	-5	-26.3%	9	12	1200.0%
DATA:		FA 14-FA 18			SP 15-SP 19			SU I 15-19			SU II 15-19		

Five-year average data (FA '14 to SU II '19) from “Success by Ethnicity” indicates that a success gap exists between ethnic groups. Depending on instructional modality, the success shows variance and the data strongly indicates that Asian and White students outperform other ethnic groups by 10-20%, dependent upon modality.

Specific to the two largest ethnic groups at SBCC, White and Hispanic, and Black/African American populations, the five-year average data indicates an approximate 10% difference between White and Hispanic (e.g., In-Person: 81.1% vs. 71.4%, Online: 72.5% vs. 61.2%, and Hybrid: 76.0% vs. 66.3%). Black/African American students indicate the widest success gap between White and Hispanic students (e.g., In-Person: 66.4%, Online: 45.2%, and Hybrid: 56.3%).

Success by Ethnicity					
Ethnicity (Ranked High to Low)	Modality	% Success	N	N Tot	Gap
Asian	In Person	83.8%	31801	37940	6.8%
White	In Person	81.1%	164862	203346	4.0%
Unknown	In Person	79.9%	5262	6584	2.9%
Filipino	In Person	79.4%	3028	3816	2.3%
Other Non-White	In Person	79.4%	997	1255	2.4%
Two or More	In Person	75.4%	17589	23316	-1.6%
Pacific Island	In Person	73.1%	623	852	-3.9%
Amer Indian/Alaskan	In Person	71.5%	1366	1911	-5.6%
Hispanic	In Person	71.4%	117743	164827	-5.6%
Black/African American	In Person	66.4%	7969	12008	-10.7%
White Non-Hispanic	In Person	NA	NA	NA	NA
Ethnicity (Ranked High to Low)	Modality	% Success	N	N Tot	Gap
Asian	Online	80.2%	8121	10122	13.2%
Filipino	Online	72.7%	2292	3153	5.7%
White	Online	72.5%	38284	52775	5.5%
Other Non-White	Online	67.5%	224	332	0.4%
Unknown	Online	66.3%	1860	2806	-0.7%
Two or More	Online	64.7%	4371	6751	-2.3%
Amer Indian/Alaskan	Online	63.2%	357	565	-3.8%
Hispanic	Online	61.2%	23580	38552	-5.9%
Pacific Island	Online	52.0%	197	379	-15.1%
Black/African American	Online	45.2%	3964	8765	-21.8%
White Non-Hispanic	Online	NA	NA	NA	NA
Ethnicity (Ranked High to Low)	Modality	% Success	N	N Tot	Gap
Asian	Hybrid	79.4%	1316	1658	7.6%
Other Non-White	Hybrid	79.5%	31	39	7.8%
Filipino	Hybrid	76.8%	149	194	5.1%
White	Hybrid	76.0%	6149	8095	4.2%
Unknown	Hybrid	75.4%	205	272	3.6%
Two or More	Hybrid	71.8%	683	951	0.1%
Amer Indian/Alaskan	Hybrid	66.2%	51	77	-5.5%
Hispanic	Hybrid	66.3%	4816	7269	-5.5%
Pacific Island	Hybrid	60.6%	20	33	-11.1%
Black/African American	Hybrid	56.3%	315	560	-15.5%
White Non-Hispanic	Hybrid	NA	NA	NA	NA

Five-year average data (FA '14 to SU II '19) for “Success by Gender” indicates that female students have greater success across all instructional modalities than male students (e.g., In-Person: 79.7% vs. 74.6%, Online: 68.2% vs. 64.8%, and Hybrid: 74.7% vs. 69.2%).

Success by Gender					
Gender	Modality	% Success	N	N Tot	Gap
Female	In Person	79.7%	174035	218339	2.7%
	Online	68.2%	53701	78686	1.2%
	Hybrid	74.7%	7620	10203	3.0%
Male	In Person	74.6%	170918	229253	-2.5%
	Online	64.8%	27899	43021	-2.2%
	Hybrid	68.3%	5902	8637	-3.4%
Unknown/Unreport	In Person	66.2%	1650	2493	-0.8%
	Online	76.1%	6292	8269	-1.0%
	Hybrid	69.2%	213	308	-2.6%

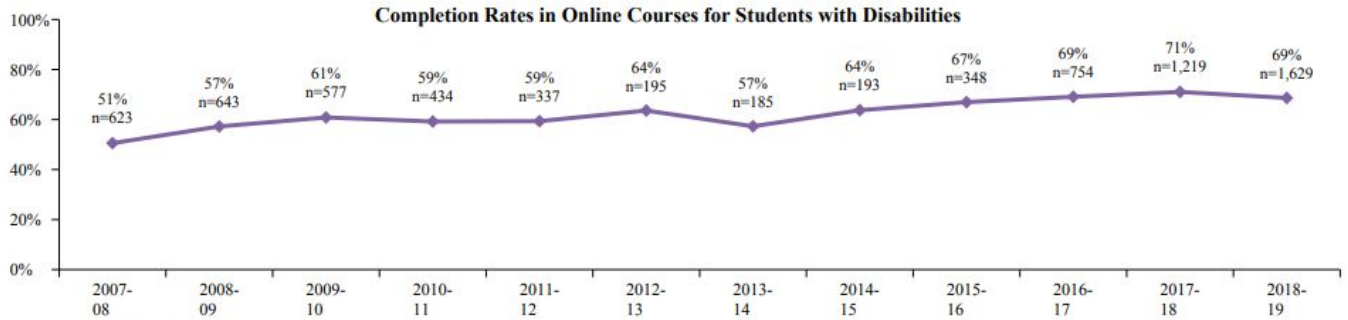
Five-year average data (FA '14 to SU II '19) for “Success by Age” indicates a relatively similar success outcome across all age groups for In-Person modality but a possible indicator that 25-49 groups showing a slightly lower success over students Under 20 in all three instructional modalities.

Success by Age					
Age	Modality	% Success	N	N Tot	Gap
Under 20	In Person	77.9%	140604	180474	0.9%
50+	In Person	76.9%	7868	10228	-0.1%
25-49	In Person	76.6%	53577	69910	-0.4%
20-24	In Person	76.4%	149195	195248	-0.6%
Age	Modality	% Success	N	N Tot	Gap
Under 20	Online	69.6%	17071	24534	2.6%
50+	Online	69.1%	5756	8332	2.1%
20-24	Online	66.7%	30583	45857	-0.3%
25-49	Online	65.6%	29840	45477	-1.4%
Age	Modality	% Success	N	N Tot	Gap
20-24	Hybrid	73.1%	6140	8396	1.4%
Under 20	Hybrid	71.3%	5151	7222	-0.4%
25-49	Hybrid	69.8%	2228	3194	-2.0%
50+	Hybrid	64.3%	216	336	-7.4%

Completion Rates in Online courses for Students with Disabilities

Completion Rates in Online Courses by Disability 2007/08 – 2018/19

Enrollments in online courses for students with disabilities decreased between 2011-12 and 2015-16. The course completion rate¹ fluctuated slightly from year to year, but increased overall from 51% in 2007-08 to a high of 71% in 2017-18, with an average of 64% over the 12 year period.



¹Course completion rate includes grades of D or better.

Disability	Student Outcome	Academic Year											
		(Rates are Cumulating Summer, Fall and Spring for Each Academic Year)											
		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
All Disabilities	Completed	315	368	351	257	200	124	106	123	233	521	866	1118
	Not Completed	308	275	226	177	137	71	79	70	115	233	353	511
	Total	623	643	577	434	337	195	185	193	348	754	1219	1629
	Completion Rate	51%	57%	61%	59%	59%	64%	57%	64%	67%	69%	71%	69%

4. STRATEGIC GOALS AND DIRECTIONS

CCC Vision for Success Goals

The success of California's broader system of higher education and workforce development stands or falls with the CCCs. To meet California's needs, the CCC system should strive to achieve the following goals by 2022:

- Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

CVC-OEI Consortium Membership and Participation

Santa Barbara City College became a member of the California Virtual Campus-Online Education Initiative (CVC) Consortium in the Summer 2018. ([See SBCC Academic Senate Resolution to join Consortium](#)) Upon joining the Consortium, the college was provided free licensing and hosting for the Canvas learning management system, server security, academic, instructor and student support, as well as free/near free licensing for associated ecosystem tools that work with Canvas such as Proctorio, Cranium Cafe, NameCoach, and NetTutor.

In order to remain in good standing with the CVC-OEI, SBCC must continue to meet the provisions of its agreement which include:

- continuing to participate as both a home and teaching college in CVC Exchange
- continuing to develop, test, and expand the functionality and content in the Exchange
- committing to working towards an initial target of aligning at least 20% of the College's existing annual inventory to the OEI Course design rubric using the CVC-OEI Peer Online Course Review process within two academic years of joining the Consortium

The first two bullet points above refer to SBCC's participation in a cross-enrollment, course exchange where students at any California community college will be able to register for fully online classes at California community colleges through the Exchange system provided they meet certain criteria such as having a minimum 2.0 GPA, have no financial holds at their home college, are registered for at least one course at their home college, etc. They also refer to the college's participation in testing and using ecosystem tools like Proctorio, NetTutor, and NameCoach. Based on use and feedback from consortium members, the CVC-OEI determines which tools it should continue to fund.

Beginning in 2020, SBCC will work with the CVC-OEI to begin to set up the cross-enrollment feature with the CVC-OEI. The setup will require ongoing planning between the CVC staff and SBCC IT, Financial Aid, Admissions and Records, and Fiscal Services department staff. The two-phase timeframe for complete cross-enrollment setup is generally about 18 months but could be less depending on the workload of college personnel.

The third bullet point above refers to aligning SBCC's fully online courses to the OEI online course design rubric. This rubric has been used by the CVC-OEI staff to review over 200 online courses at colleges that are part of consortium. The CVC-OEI data analysts report improvements of five to six percent for the success rates of courses that are designed and taught based on the rubric.

One of the recommendations of the CVC-OEI staff development group is to develop a certified local Peer Online Course Review (POCR) process which should expedite the training of faculty aligning courses to the rubric and review of online courses submitted to the CVC. The SBCC Faculty Resource Center is in the process of working towards becoming a certified local Peer Online Course Rubric group. This will allow our local POCR reviewers (FRC staff and college faculty) to review SBCC online courses prior to being submitted to the CVC-OEI course reviewers for final review and approval. Upon approval, the courses will be submitted to the [CVC Online course catalog](#) and listed as "Quality-Reviewed" courses. Quality-reviewed courses contribute to the minimum 20% initial target addressed in the CVC-OEI Consortium agreement.

Strategic Goals for Distance Education

1. Develop and refine programs and services for students in alignment with state-wide initiatives
 - a. Review all Distance Education courses and programs so that they are in compliance with new state and federal laws and guidelines pertaining to Distance Education.
 - b. Regularly review and update Policies and Procedures
2. Align distance education with the California Virtual Campus-Online Educational Initiative partnership
 - a. Work with relevant stakeholders to identify the resources and training needed in order to meet the CVC-OEI standards.
 - b. Create procedures for online courses to align with the CVC OEI Course Rubric
3. Review, develop, and offer programs and services that address equity and student achievement gaps.
 - a. Identify and address disparities and challenges associated with online student equity.
 - b. Conduct an in-depth data analysis of disproportionate impact
 - i. Compare dual enrollment with non high school students
 - ii. GE vs Major courses
 - iii. Part time vs Full time (faculty and students)
 - iv. Post AB 705 performance data
 - v. Underperforming Students (where are they)
 - vi. Who are the students withdrawing from classes
4. Adopt Chancellor's Office CCC Information and Communication Technology and Instructional Material Accessibility Standard
 - a. Develop a process for review and evaluation of educational technologies used and materials developed for online instruction.
5. Provide effective management of the District's human, fiscal, physical and technological resources to increase organizational effectiveness and environmental sustainability. Ensure an effective budgetary policy that provides appropriate financial and staff support in order to meet the strategic goals of this plan.

Equity

As outlined in the [Chancellor's Office Vision for Student Success](#) and the [SBCC 2019-2022 Student Equity Plan](#), one of the major goals of this plan is to reduce equity gaps across disproportionately impacted groups.

SBCC is engaged in ongoing efforts to reduce challenges, eliminate barriers, and close the online equity gap among our diverse student population. This includes examining the institutional, systemic and learning barriers that result in inequitable outcomes and disparate impact in course and degree completion rates in online education.

The college will identify disparities and challenges associated with online student equity, and identify success strategies to address these inequities as it relates to course and degree completion.

Planning for Distance Education and Educational Support During Emergency Conditions

In the event of an emergency that requires that classes and/or educational support cannot be provided in a face-to-face format, [the college has a Continuity of Instruction Plan](#) in place that complies with SBCC policies as well as state and federal guidelines.

Assessment and Review of DE Plan

The Distance Education Plan covers a three-year period, and in order to maintain currency and effectiveness, it will be reviewed and the activities updated annually as needed.

This annual evaluation of the plan will involve several components. The Committee for Online Instruction (COI) and the Instructional Technology Committee (ITC) will conduct assessments in alignment with the Institutional Effectiveness Committee.

This evaluation will assess the progress the College has made toward each of the Strategic Goals for Distance Education since the last review. In addition, the evaluation will assess significant changes resulting from regulatory, technical, or environmental that would impact Distance Education at the College.

COI and ITC will evaluate the Distance Education Plan in its entirety towards the end of the three-year cycle. Using student success data and survey data, the committees will evaluate progress and currency of all planning elements and make recommendations for plan revisions if need be.

5. REFERENCES AND SOURCES OF AUTHORITY

Government Code Sections 7405, 11135, and 11546.7;

Section 504, Rehabilitation Act of 1973 (29 U.S. Code Section 701);

Section 508, Rehabilitation Act of 1973 (Federal Electronic and Information Technology) (29 U.S. Code Section 794d);

36 Code of Federal Regulations Parts 1194.1 et seq.

Chancellor's Office Distance Education Guidelines

Chancellor's Office Accessibility Standards and Guidelines

[SBCC's Curriculum Distance Education Resources](#)

[Title 5 Distance Education Regulations](#)

Reviewed by Committee on Online Instruction on August, 2019

Reviewed by Committee on Online Instruction on April 24, 2020

Reviewed by Instructional Technology Committee on April 24, 2020