Sacramento City College
Strategic Planning System
Cross-Divisional Program Plan

Planning years: 2023-24 through 2025-26
Plan Type: Program Plan

Planning Area: *Distance Education*
Primary Division: *Business, Computer Information Science, Distance Learning*
Plan Author(s):   *Kandace Knudson*
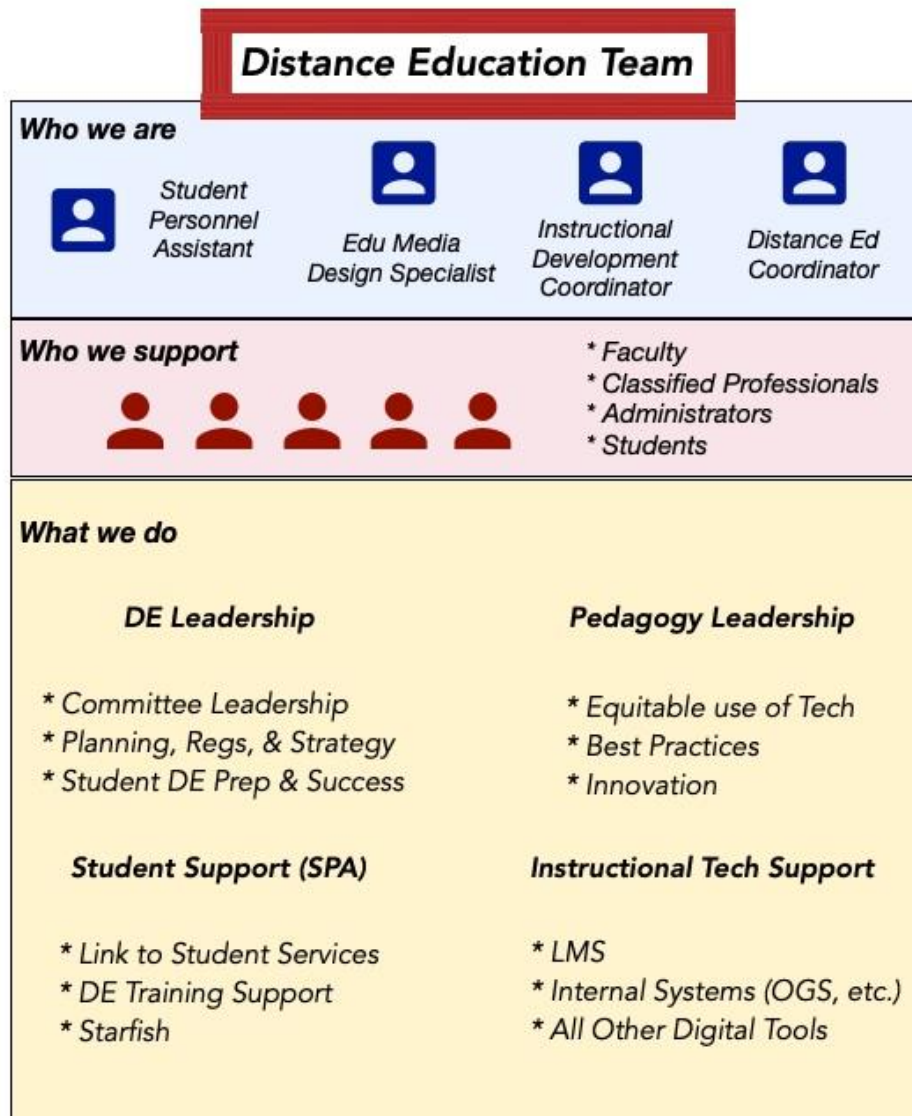*Date:*   *February-March, 2023*

SECTION I: OVERVIEW & REVIEW OF PREVIOUS ACCOMPLISHMENTS

A. PROGRAM DESCRIPTION

DE Team Overview
The Distance Education Program Team consists of two full-time faculty coordinators, one full-time classified professional Education Media Design Specialist, and one full-time Student Personnel Assistant. We serve faculty, students, classified professionals, administrators, and the larger Los Rios distance education community. We provide leadership in distance education, online instruction, and instructional technology; and we support students' faculty, and all employees' use of the Learning Management System (Canvas) and ancillary systems such as the Online Grading System and Zoom. Figure 1 outlines the team and our scope.
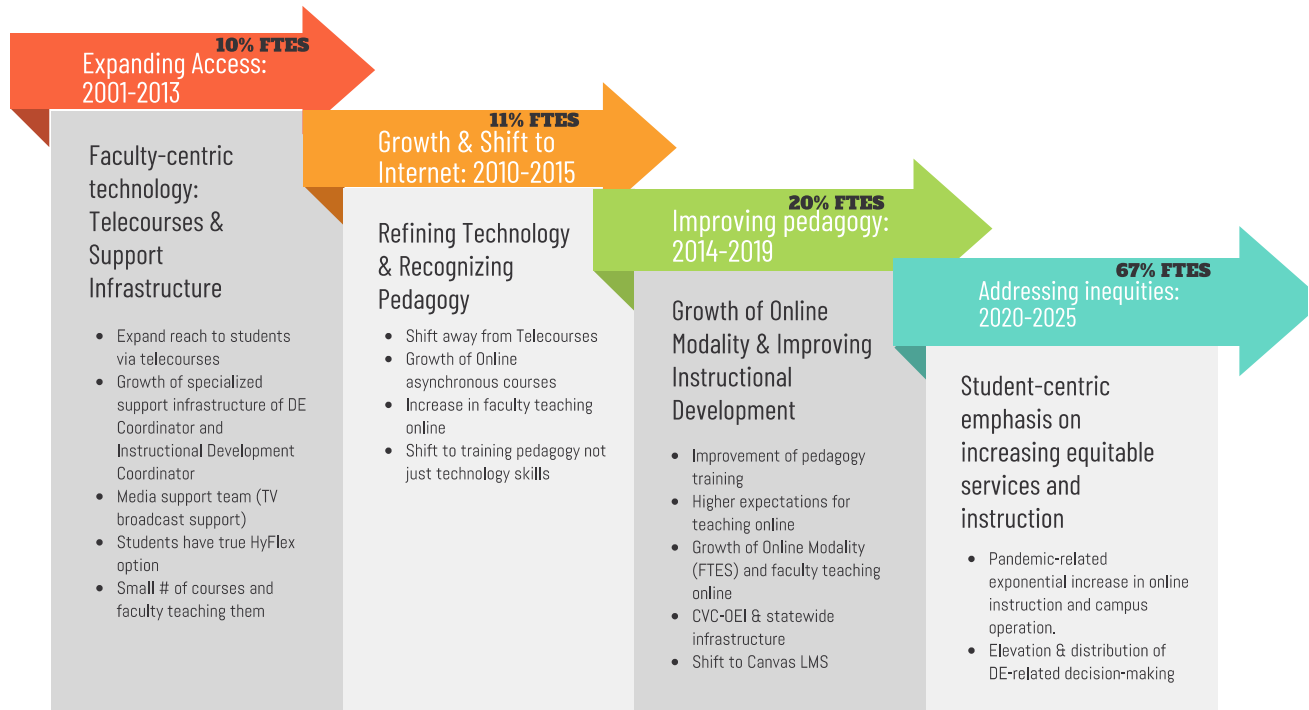
Figure 1: DE Team

Distance Education Team

Who we are
- Student Personnel Assistant
- Edu Media Design Specialist
- Instructional Development Coordinator
- Distance Ed Coordinator

Who we support
- * Faculty
- * Classified Professionals
- * Administrators
- * Students

What we do

DE Leadership
- * Committee Leadership
- * Planning, Regs, & Strategy
- * Student DE Prep & Success

Pedagogy Leadership
- * Equitable use of Tech
- * Best Practices
- * Innovation

Student Support (SPA)
- * Link to Student Services
- * DE Training Support
- * Starfish

Instructional Tech Support
- * LMS
- * Internal Systems (OGS, etc.)
- * All Other Digital Tools

Role at College

The DE Team's role on campus has shifted from coordinating campus distance education and instructing faculty how to operate distance education technology to be compliant with federal and state laws governing distance education, copyright, accessibility, and intellectual property to creating equitable (and compliant) online student learning environments. Throughout the last two decades, the DE Team has provided and continues to provide distance education and instructional development leadership to the campus and for the campus in the region. As the student enrollment in the DE modalities has increased over the last decade, however, the broad scope of the DE Team has necessarily narrowed because its growth and capacity has not increased to meet demand.

Figure 2 outlines this focal shift, which parallels the increase in student enrollments in the DE modalities.

Figure 2: DE Team Role Shift

SCC Distance Education in the 21st century

10% FTES

Expanding Access: 2001-2013

Faculty-centric technology: Telecourses & Support Infrastructure

- Expand reach to students via telecourses
- Growth of specialized support infrastructure of DE Coordinator and Instructional Development Coordinator
- Media support team (TV broadcast support)
- Students have true HyFlex option
- Small # of courses and faculty teaching them

11% FTES

Growth & Shift to Internet: 2010-2015

Refining Technology & Recognizing Pedagogy

- Shift away from Telecourses
- Growth of Online asynchronous courses
- Increase in faculty teaching online
- Shift to training pedagogy not just technology skills

20% FTES

Improving pedagogy: 2014-2019

Growth of Online Modality & Improving Instructional Development

- Improvement of pedagogy training
- Higher expectations for teaching online
- Growth of Online Modality (FTES) and faculty teaching online
- CVC-OEI & statewide infrastructure
- Shift to Canvas LMS

67% FTES

Addressing inequities: 2020-2025

Student-centric emphasis on increasing equitable services and instruction

- Pandemic-related exponential increase in online instruction and campus operation.
- Elevation & distribution of DE-related decision-making

Distance Education in this century has shifted from having a purely technological, faculty-centric support focus to a more student-centric, student-equity centric focus. A shift away from how-to technology workshops for faculty and toward pedagogy-improvement training has benefitted student success and retention rates but doesn't close equity gaps; more efforts aimed at student inequities are needed.

In the last calendar year as a result of the retirement of the Learning Resources division dean, the DE Team has moved to the Business and Computer Information Systems division, joined by the (Online) Student Personnel Assistant.

B: REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

2020-2023 AUO Assessment Results			
College & DE Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Assessment Measure/Target	Outcome
Increase retention to within 2 % points of non-DE retention	AUO #1a: Increase percentage of highly trained faculty teaching DE	58 faculty were trained via the OTLA in the prior planning cycle. The goal was to increase that number by 20% and train 70 faculty during the 2020-2023 planning cycle.	174 faculty were trained via the Online Teaching and Learning Academy from Spring 2020 through Fall 2021, **exceeding the outcome by 248%.**
	AUO #1b: Increase instructional design and accessibility compliance support for faculty teaching DE	Target: staffing Baseline year: Measure(s): Data Source(s):	Not prioritized in hiring process
	AUO 1c: Increase faculty access to high-quality tools for teaching DE	Target: maintain support of current tools including Screencast-o-matic and provision of hardware such as headsets and webcams	Purchased and dispensed 165 headsets, 62 webcams, and 12 document cameras
	AUO #1d: Improve success rates for Black and Latinx students in the DE modality. Incorporate regular paid positions for Black and Latinx student participation in DE shared governance	Target: Filled DE student adviser positions Baseline year: 2020 Measure(s): Number of filled student positions	1-2 DE student advisers worked from 2020-2022 (filled by 3 students)
Increase DE Team and its resources to support Fully Online Degree and Certificate Pathways	AUO #2a: Develop a new position for Director of Distance Education	Position would have received support from campus administration	No progress at campus level.
	AUO #2b: Revise DE strategic plan	A completed revision	Postponed because of pandemic
	AUO #2d Collaboratively design and implement data gathering and analysis plan	A completed plan	Postponed because of pandemic
	AUO #2e: Participate in statewide meetings and	Participation in CVC, CCCDECO, etc. Attend at	Partially postponed because of pandemic.

	remain current with DE discipline	least one conference per faculty per year.	3 conferences total attended. Multiple meetings attended virtually.

The COVID-19 pandemic affected the DE Team dramatically during the 2020-2022 calendar years, exponentially straining the team well beyond its capacity and requiring an additional 11 faculty and 9 classified professionals to assist.

The DE Team—with the help of 11 faculty and 9 classified professionals—led and facilitated the effort to pivot nearly all courses and supporting faculty to remote operations. As the table indicates, the temporarily expanded team graduated 174 faculty through the Online Teaching Academy and individually helped hundreds of faculty and classified professionals transition to remote operations using technology.

The team also facilitated more than 30 Flex workshops, hired and supervised 3 student DE advisers, and supported the use of Canvas across campus.
The DE Coordinator provided DE leadership and advocated for SCC and LRCCD in a multitude of contexts:

Chaired or co-chaired
Distance Education Academic Senate Subcommittee (DEC)
Educational Information Technology Committee (EITC)
Instructional Accessibility Committee (District Accessibility Plan Implementation Committee)
CCC DE Coordinators' Organization (president)

Statewide DE-related Committee Memberships
ASCCC Online Education Committee
CCCCO Distance Education Educational Technology Advisory Committee
CVC Common Course Management System Advisory Committee
CVC Consortium Advisory Committee

The DE and Instructional Development Coordinators provide ongoing subject matter expertise and participated locally and at LRCCD in these committees:
EITC
DEC
District Educational Technology
Learning Management System Coordinators
Student Learning Outcomes Advisory Committee

Strategic objectives of the prior planning period were designed to address the incremental growth of the distance education modality and seek ways of increasing capacity for continued incremental growth. The pandemic's crisis necessitated a postponement of those objectives, and they are addressed in the current plan for the 2023-2026 planning cycle.

Prior Year Resource Use
The DE Team's last three years have been consumed almost entirely by supporting the college's pivot to online instruction during the pandemic. Overall, resources were used as allocated and intended. Specifically, we provided hardware and software to hundreds of faculty and classified professionals, facilitated OTLA training and individualized support for hundreds of faculty, and delivered dozens of professional development workshops. We also managed to engage in our own professional development
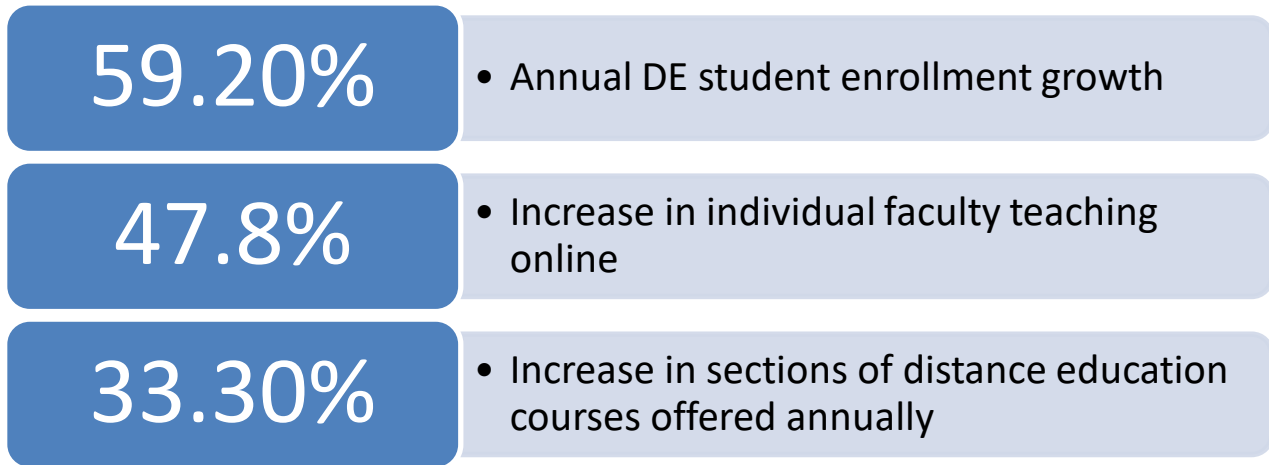
at least minimally and remained current in our field. Minimal expenditures of allotted funding from SEAP were caused by student DE adviser attrition and DE Team capacity to facilitate the position.

Factors Affecting the DE Program 2020-2022
Pre-Pandemic
As explained in the DE Program Plan for 2020-2023, incremental growth of Distance Education across campus out-paced the capacity of the DE Team from 2015-2019. This growth was due to the Online Education Initiative (California Virtual Campus) and a subsequent increase in SCC's fully online degree and certificate pathways along with the efforts facilitated by the Los Rios Colleges Online initiative. In 2019, the DE Program Plan outlined the growth in Figure 3:

Figure 3: The campus's distance education footprint growth 2015-2019

59.20%	• Annual DE student enrollment growth
47.8%	• Increase in individual faculty teaching online
33.30%	• Increase in sections of distance education courses offered annually

Although the population of faculty served by the DE Team grew by more than 47% and the number of course sections served grew by a third, the DE Team permanently lost its .5 FTE classified professional administrative support in 2015. This shifted administrative tasks to the two faculty coordinators, leaving us with even less capacity.

However, efforts to increase online faculty equity-centered pedagogical expertise and to increasingly support students' technological capacity resulted in the increase of student success rates overall to virtually equivalent to the DE success rates. Figure 4 summarizes the success and retention rates of DE vs non-DE courses in Fall of 2019.

Figure 4: DE vs non-DE Success and Retention

Fall 2019 Datamart #s		
January 2020 Status: Closing Gaps	non-DE vs	DE
SUCCESS	69.54 %	69.24 %
* SOME DI POPULATIONS STILL HAD DOUBLE-DIGIT GAPS IN SUCCESS IN SOME DISCIPLINES		
RETENTION	84.14 %	81.20 %

Pandemic and Post-Pandemic

The COVID-19 pandemic's immediate shift to remote operations and campus-wide online necessitated wide recruitment of others to assist. We received assistance from 11 faculty (4 Part Time, 7 Full Time) and 12 classified professionals (7 Full Time, 5 Part Time). With 23 additional colleagues, we were able to support if not facilitate the campus shift of all constituencies: students, faculty, classified professionals, administrators.

As the COVID-19 emergency waned and many operations slowly returned back to campus, the additional 20 colleagues returned to their primary responsibilities, paralleling a return of on-ground courses. However, by Fall of 2022, the percentage of DE student enrollments remained elevated and increased from 11,330 enrollments or 22% in Fall of 2019 to 30,659 enrollments or 75%. That is a 170% increase in the institution's DE footprint from Fall 2019 to Fall 2022. From Fall of 2016, enrollment increased 43% in 2019 and 288% from 2016 to 2022. Figure 5 illustrates the enrollment increases, and Figure 6 shows the percentages of those increases during those time periods. Figure 8 (in Appendix A) illustrates the increase in sections of DE from 2012 to the 2019 and shows a doubling of the number of sections from 2014-2015—the first year of the CVC—to 2019-2020.

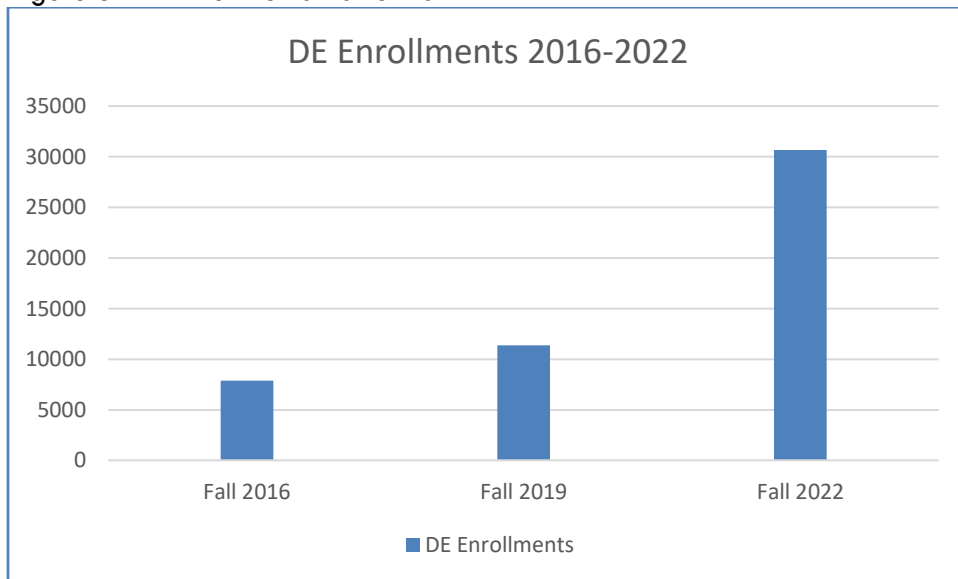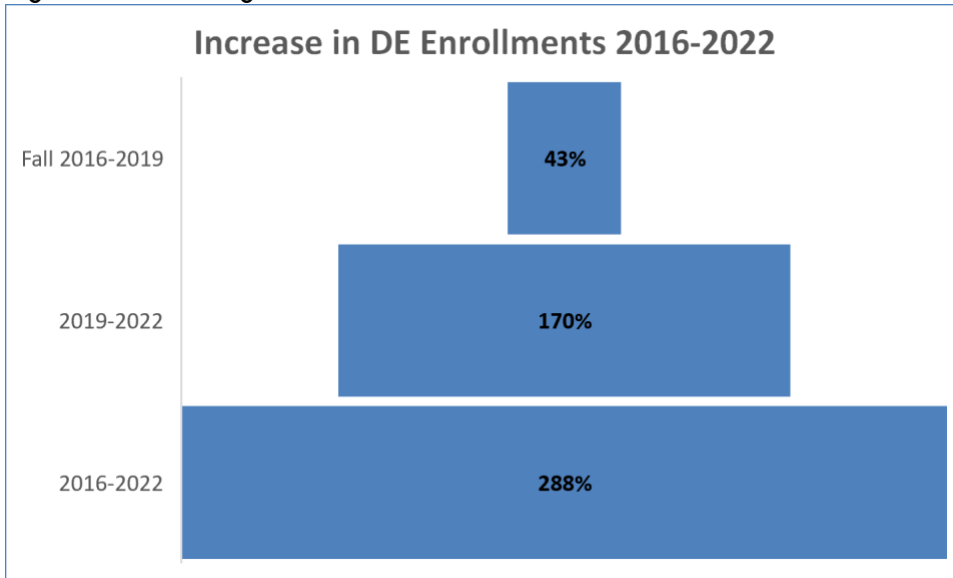Figure 5: DE Enrollments 2016-2022

DE Enrollments 2016-2022

Figure 6: Percentage increases in DE Enrollments 2016-2022

Unfortunately, DE student success rates have fallen from pre-pandemic rates. Figure 7 outlines the decline in DE success rates in Fall 2019 vs Fall 2022. As DE enrollment increased without a sustained increase in DE Team capacity, DE success rates fell. Figure 9 (in Appendix A) shows the small decrease in success rates from Fall of 2019 compared to Fall of 2022. Comparatively, non-DE courses have experienced an increase in success rates as revealed in Figure 10 (in Appendix A), suggestive of the need for additional support for those students taking online courses.

Figure 7: DE Success Rates Fall 2022
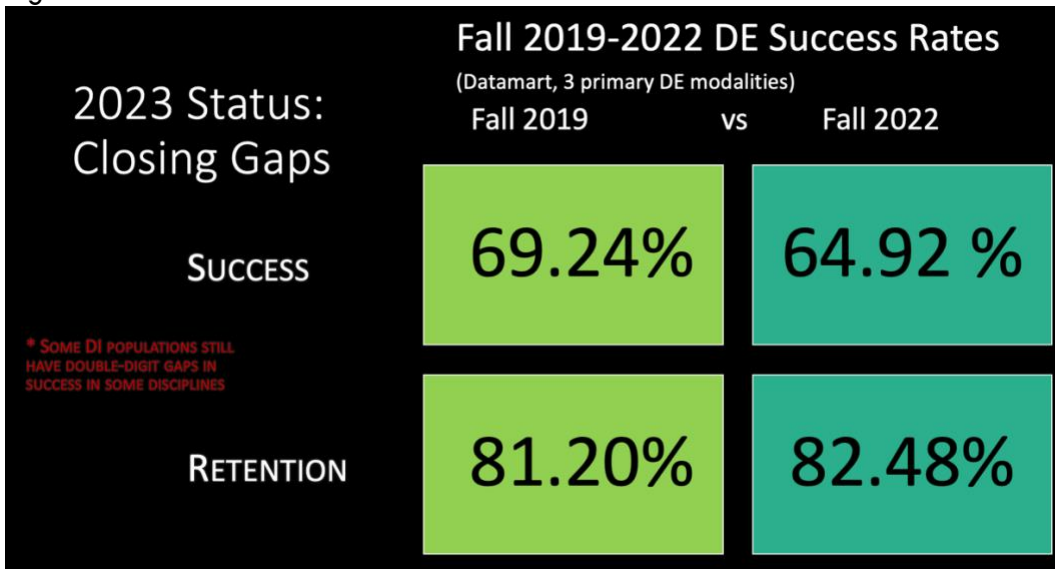
In spring of 2023 with about two-thirds of all campus enrollment remaining in the DE modality, the DE Team's role is unquestionably important. Our team of 4, however, is even more dramatically under-resourced than in the Fall of 2019 when the last program plan was developed, and we are unable to perform the same functions we were able to do in 2016.

SECTION II: FUTURE GOALS, DIRECTIONS, AND STRATEGIES

A. MULTI-YEAR DIRECTIONS AND STRATEGIES

General Directions

The DE Team is moving away from a focus on compliance and Learning Management System technical support for faculty and toward the development and support of equitable student online learning environments. We have been gradually shifting in this way for the last several years, but the exponential increase in workload and scope of our roles in the last few years and last year's recent division reorganization has exacerbated the obstacles we face in our unit.

In the post-pandemic, DE-centric college environment, it is clear to us that we do not have enough capacity in our current structure to support online student; their receding success compared to the pre-pandemic Fall of 2019 demonstrates this without question. The primary impetus of the DE Team coordinators is therefore to build in this planning period a robust team approach to help support the vision and mission of the unit; we need synergy and additional resources to adequately address the needs of our students and the faculty and classified professionals who support them.

As individuals, we currently work with our supervising administrator to individually address elements within each of our job descriptions. As a team with a shared mission and vision—or as a Center for Online Learning and Teaching—we can collectively and dynamically address the needs of students more effectively by also sharing resources, strategies, and efforts to increase our team's capacity. By distributing across a team the responsibilities of supporting student success via our various existing methods and duties in the post-pandemic, DE-centric online learning environment, we can act as a unit that can shift and adapt to the evolving needs of faculty and students as pedagogy and the educational community adapt to innovative technologies. Operating as a Center or unit would require regular team meetings and would bring all members of the unit closer to the plan outlined here. It would also allow the college to more clearly understand and engage the responsibilities of the DE Team through the structure of a center rather than through individuals' job duties; this way, bringing on additional part-time or full-time colleagues supports the work of the center and not just one individual. This structure also can help bridge silos across the college by collaborating with others across campus to meet our collective responsibility to support students rather than through our current academic division structure. For instance, at a regular Center meeting, we could invite colleagues from counseling to talk with us about how to best identify students in the onboarding process who need help with digital literacy and who could benefit from being on the caseload of our SPA who is dedicated to supporting online students throughout their journey at SCC. Being proactive about such support directly increases retention and success.

Center/Unit Mission and vision

We coordinators believe that the primary mission of our unit is to *support the achievement of all SCC students in our digital learning environment.* We have a vision that *all students regardless of academic technology capital or digital inequalities are supported and able to succeed in the online educational environment and participate as digital citizens in today's world.*

Our plan, as outlined here, is shaped around the following assumptions:

- Functioning in today's digital learning environment (for both students and faculty) requires technology access, skills, information competency, and the resources to address complications as they arise.

- The majority of SCC students are underserved in some capacity and face many life challenges that leave them less bandwidth for students to address complications of the digital learning environment.

These assumptions are also reflected in the college goals and strategies. Specifically, our plan addresses Strategy 2 in service of Goal 2 in AUOs 1-5: from the training to the hardware, we focus our efforts around culturally responsive learning experiences for our students.

- Goal 2: ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups.
  - Strategy #2: Provide faculty with support and opportunities to learn about and experiment with culturally responsive and equity-minded pedagogical approaches

Our commitment to support the academic technology capital of students and increasing their digital literacy is demonstrated in our AUOs 6 and 7, which directly address college goals 1 and 3 and the third strategies for each goal. We know that supporting faculty is not enough to increase retention and student success; we must also support students' use of academic technology, as suggested by these goals and strategies:

- Goal #1: Optimize student access, progress, momentum, and success.
  - Strategy #3: Facilitate easier enrollment processes by providing . . . technology support designed to address digital inequities.

- Goal #3: Provide exemplary teaching and learning opportunities.
  - Strategy #3: Promote contextualization of basic skills across the curriculum by integrating competencies in . . . information and technological literacy . . ..

Continue leadership of DE at local, regional, and state levels
The unit will continue its efforts in DE leadership at the college and the region by the DE coordinator's participation in local and regional shared governance. She will also participate in state-level organizations such as FACCC and ASCCC, representing SCC's interests and communicating state-level efforts back to the campus. Both coordinators will continue to participate in local and district committees, especially those designed to increase the accessibility capacity of our faculty and support structures. This work directly impacts student experiences in the digital environment, increasing faculty capacity for creating and providing accessible materials.

B. UNIT OUTCOMES: ADMINISTRATIVE UNIT OUTCOMES (AUOs) FOR THE PLANNING CURRENT CYCLE

2023-2026 AUOs and SLOs		
College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Expected Outcomes/Targets
College Goal 2: ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups. Strategy #2: Provide faculty with support and opportunities to learn about and experiment with culturally responsive and equity-minded pedagogical approaches.	AUO #1: Develop an ongoing needs-assessment process for faculty DE-related training, and develop and deliver that training to meet identified needs.	By 2024, develop and implement a repeatable needs-assessment process By 2025, develop and deliver training to meet needs identified
	AUO #2: Inform faculty about 2021-2022 Federal RSI and Title 5 changes and recommended strategies for implementing best practices that comply with new language.	By 2026, all faculty have received instruction on 2021-2022 Federal and Title 5 changes.
	AUO #3: Develop and implement a Distance Education Center operations model that unifies DE Team members toward college goals and bridges student services and instruction to optimize support for equitable student success outcomes in DE courses. Revise DE Strategic Plan via new team. Maintain Student DE Adviser program.	By 2024, produce a plan for a Center Model and revise job descriptions of DE Team members as needed. By Fall 2023, hire 1-2 DE student advisers. By 2025, conduct regular DE Team meetings and have a dedicated web page. By 2026, have draft of updated DE Strategic Plan
	AUO #4: Provide hardware such as document cameras and software such as Atomic Search and Screencast-o-matic in support of DE pedagogical best practices and identify innovative relevant approaches to increase student retention and success	Annually evaluate current software and hardware needs and provide budgetary estimates for ongoing delivery of hardware and software.
	AUO #5: Maintain currency in DE discipline and provide innovative professional development opportunities for faculty	Attend 2 conferences per team member each year. Identify at least one innovative PD opportunity for DE faculty and for DE team members each year.

| Goal #1: Optimize student access, progress, momentum, and success. Strategy 3: Facilitate easier enrollment processes by providing . . . technology support designed to address digital inequities.
Goal #3: Provide exemplary teaching and learning opportunities.
Strategy #3: Promote contextualization of basic skills across the curriculum by integrating competencies in . . . information and technological literacy . . .. | AUO #6: Co-create digital navigators program with Digital Inclusion Workgroup and Library Dept. | By 2026, SCC will have a team of Digital Navigators that support students from onboarding to completion and an ongoing method of sustaining the Digital Navigators' work at SCC. |
| | AUO #7: Assess and re-design Student Success in Online Learning Tutorial | By 2026 implement an improved SSOL. |

SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR

2023-2024 Program Plan Resource Requests						
Program Strategies	AUOs/SLOs (include number from above tables)	Timeline	Responsible persons	Resource Requirements	Previously funded? (Yes/No)	Previous Funding Source(s)
Secure OTLA & summer help from colleagues on overload/ESA/PEX	1	Summer 2023 Fall 2024	Brian Pogue	$16,000 Human	YES	GENFD, HEERF
Develop materials, communicate with faculty & deans	2	2023-2024	Kandace Knudson	Human	NA	NA
Planning, developing, collaborating, marketing Securing Student Advisers	3	2023-2024	Kandace Knudson	$5,000 (marketing materials) $12,000 DE student advisers	NA YES	NA SEAP
Provide hardware & software	4	2023-2024	Brian Pogue Kandace Knudson	$16,000	Yes	GENFD, HEERF
Stay current & provide PD	5	Summer 2023 Fall 2023 Spring 2024 Summer 2024	Kandace Knudson Brian Pogue EMDS SPA	$15,000	Yes	GENFD

Collaborating with colleagues & hiring students to pilot DN program	6	2023-2024 Fall 2024 pilot	Kandace Knudson	$4,000	No	NA
Revise SSOL	7	2023-2024	Kandace Knudson Jorge Alvarado	Human	NA	
				Total Cost: $68,000		

The 2023-2024 budget year describes significant planning due to the need for the unit to adapt to the growing workload. It also returns the coordinators to active professional development and conference opportunities designed to keep the campus up to date with changes in distance education; there is also funding in the plan professional development for the two classified professionals in the unit. We plan to continue the DE student adviser program as well as the provision of software and hardware to faculty across campus as needed and as we do each year. There is a small amount of funding requested in the plan to support a pilot Digital Navigators program—funding that would supplement a larger amount provided in a CSUS Digital Navigators grant.

Appendix A: Data

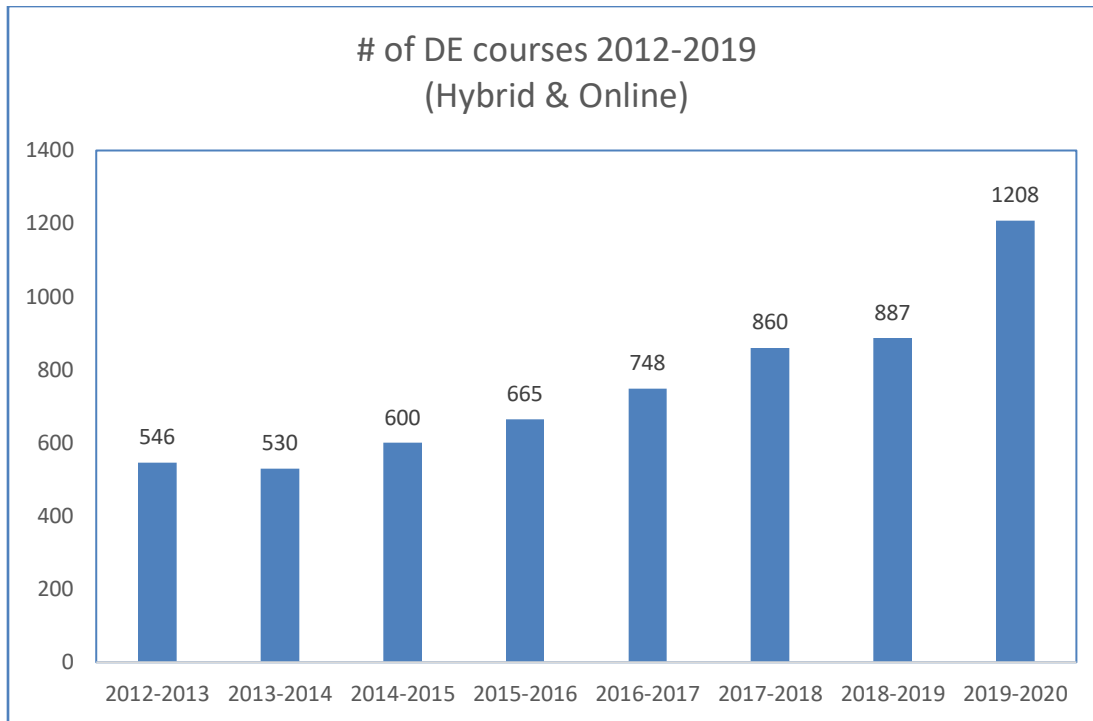Figure 8: Pre-Pandemic Total Number of DE Courses Offered per Academic Year

**# of DE courses 2012-2019
(Hybrid & Online)**

Academic Year	# of DE courses
2012-2013	546
2013-2014	530
2014-2015	600
2015-2016	665
2016-2017	748
2017-2018	860
2018-2019	887
2019-2020	1208

Figure 9: DE Success Rates for African-American, Hispanic, White Fall 2016, 2019, 2022

DE Success: Fall 2016, 2019, 2022

Legend: F 2016, F 2019, F 2022

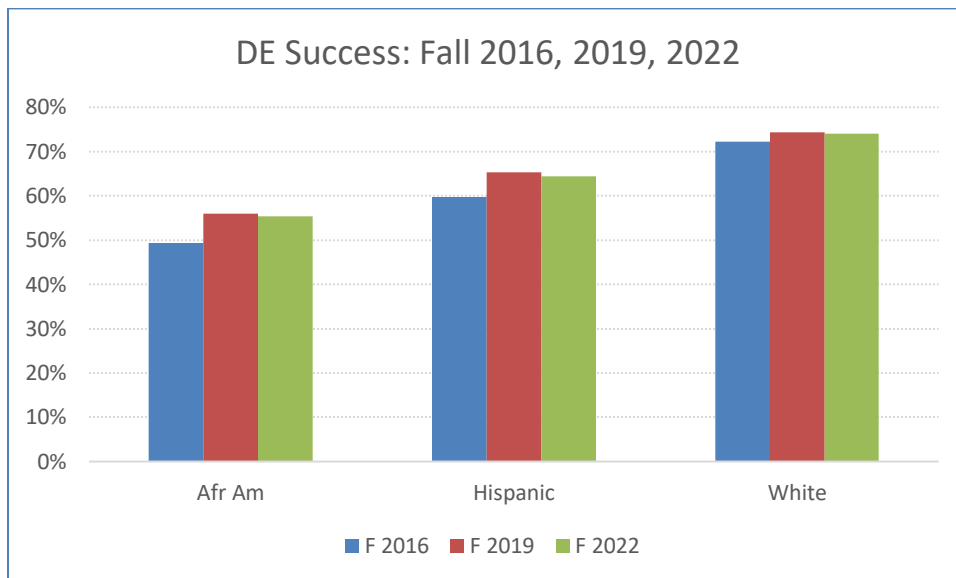|	Afr Am	Hispanic	White
F 2016	~49%	~60%	~72%
F 2019	~56%	~65%	~74%
F 2022	~55%	~64%	~74%

Figure 10: Non-DE Success Rates for African-American, Hispanic, White Fall 2016, 2019, 2022

Non-DE Success