Sacramento City College Strategic Planning System Cross-Divisional Program Plan

Planning years: 2025-26
Plan Type: Program Plan—Resource Request (Year 3)

Planning Area: Center for Online Learning and Teaching (formerly "Distance Education")
Primary Division: Business, CIS, Distance Learning
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Date: February, 2025

SECTION I: OVERVIEW & REVIEW OF PREVIOUS ACCOMPLISHMENTS

A. PROGRAM DESCRIPTION
Briefly describe your program and state the overall mission of the program and its role(s) across the college.

Center for Online Learning and Teaching/DE Team Overview
The Center for Online Learning and Teaching consists of two full-time faculty coordinators, one full-time classified professional Education Media Design Specialist, one full-time Student Personnel Assistant, and one full-time faculty Universal Design Accessibility Support Coordinator on loan from the district through 2025-2026. We serve the entire SCC community: faculty, students, classified professionals, and administrators. We provide leadership in distance education, online instruction, universal design, and instructional technology; and provide primary support for student, faculty, and all employee use of the Learning Management System (Canvas) and secondary support for ancillary systems such as the Online Grading System and Zoom. Figure 1 outlines the team and our scope.

Figure 1: Center for Online Learning and Teaching (DE Team)

Who We Are

- Student Personnel Assistant
- Instructional Development Coordinator
- Distance Education Coordinator
- Educational Media Design Specialist
- Universal Design & Accessibility Support Coordinator (3-year position)

SACRAMENTO CITY COLLEGE EST. 1916
CENTER FOR ONLINE LEARNING & TEACHING

Who We Serve

SCC EST. 1916

Everyone at SCC

What We Do

DE Leadership
- Planning, Regulations, Strategy
- Student DE Prep & Success
- Committee Leadership

Instructional Technology Support
- Learning Management System
- Digital Instructional Tools
- Faculty Instructional media

Pedagogy Leadership
- Equitable Use of Technology
- Best Practices
- Innovation

Online Student Support
- Proactive Case Management
- Referrals
- Online Learning Tutorial Management

Universal Design & Accessibility Leadership
- Faculty Training
- Accessibility Design
- Accessibility Planning & Support

Role at College

The role of the Center for Online Learning and Teaching is to provide leadership and support for distance education to all members of the SCC community: students, classified professionals, and faculty. This includes assistance with designing, creating, and supporting equitable (and compliant) online student learning environments. Our assistance covers a broad spectrum from helping students to enroll and be successful in online courses to helping instructors serve students using regular and substantive interaction and appropriate use of technologies that meet the accessibility needs.

B: REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

1. Outcomes assessment

The needs-assessment process has been piloted and will be repeated, allowing for small improvements moving forward such as collaborating with the student DE advisers to ensure that valuable student input is prioritized. The 2023-2024 federal negotiated rulemaking process delayed the completion of the RSI education process, and anticipated US Department of Education changes due to the new federal administration will push the final completion of AUO #2 to the Fall of 2025. The transition to the Center for Online Learning and Teaching has been completed, and the COLT team members are working with a new set of DE student advisers. We hope the program will receive funding for through the next 3-year planning cycle because having regular student input is essential to the work we do to support student success in the online learning environment.

2024-2025 AUOs and Mid-Cycle Assessment Results			
College & DE Strategic Goal	*Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)*	*Assessment Measure/Target*	*Outcome*
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	AUO #1: Develop an ongoing needs-assessment process for faculty DE-related training, and develop and deliver that training to meet identified needs.	A repeatable needs-assessment process Ongoing training such as Canvas Garage and Canvas AI features to meet needs identified	Assessment process has been developed and will be adjusted as needed to include student and faculty input.

and experiment with culturally responsive and equity-minded pedagogical approaches.	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, instruction to all faculty on ~~2021-2022~~ 2024 updated Federal and or Title 5 changes.	RSI survey constructed for faculty and 62 respondents received. More than 20 Department chairs received synchronous RSI training. Recorded RSI training was also distributed by DE coordinator to all faculty via email in early 2024. Anticipated changes to CFR and Title 5 due to 2025 shifts in USDE are being monitored.
	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.	Center for Online Learning and Teaching implemented in 2024. DE Student Advisers hired Fall 2024. By 2026, have draft of drafted DE Strategic Vision via Academic Senate DE Committee	Center for Online Learning and Teaching functioning with regular meetings and coordinated services. DE Student Adviser program funded by SEAP and 3 advisers are working Spring 2025.
	AUO #4: Provide hardware such as document cameras and software such as Atomic	Hardware purchased to support online instruction	Faculty supported by studio

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	Search and ScreenPal (formerly Screencast-o-matic) in support of DE pedagogical best practices and identify innovative relevant approaches to increase student retention and success	Software purchased for based on annual evaluation: Atomic Search, ScreenPal, VidGrid, etc.	Faculty supported by AI professional development Spring 2025.
	AUO #5: Maintain currency in DE discipline and provide innovative professional development opportunities for faculty	Attended 1 conference per team member—half completed.	Online Teaching Conference and DETCHE conference attended in 2024 and additional conference attendance planned for Spring/summer 2025
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.	Digital Navigators training (in progress being developed by CIS faculty and CSUS Lemon Hill grant work. Kevin Flash, grant administrator)
	AUO #7: Assess and re-design Student Success in Online Learning Tutorial	By 2026 implement an improved SSOL.	Confirmation of successful existing SSOL (More than 85% of students find the SSOL helpful). Detailed analysis in progress. DE Student Advisers will assist with this assessment and development in Spring 2025

Review of last year's resource use
COLT was initially under-funded initially in Fiscal Year 2024, but additional funds were provided to cover allotted expenses, some after other last-minute arrangements had been made. Funding was used for professional development and efforts to stay current, equipment for the faculty tech studio, COLT-related start-up promotional items, and various software used across campus by faculty, students, and classified professionals.

Factors affecting the work of the program.
The reversed enrollment ratio of in-person vs Distance Education courses since 2020 has had significant impact on the work of the COLT Team. As explained in the DE Program Plan for 2020-2023, incremental growth of Distance Education across campus out-paced the capacity of the COLT Team from 2015-2019, and the pandemic-related online shift has continued to impact the work of the COLT. Exponential increases in the number of classes and support services offered in the online modality have increased the students, classified professionals, and faculty requiring support in the LMS and online learning regulatory environment over the last several years. Although it's not clear how the campus use of the DE modality will continue to evolve, it is clear that increased reliance on online learning and the prevalence in use of artificial intelligence by faculty and students has increased the campus need for support from the COLT.

SECTION II: FUTURE GOALS, DIRECTIONS, AND STRATEGIES

A. MULTI-YEAR DIRECTIONS AND STRATEGIES
This year's emphases
Consistent with the current three-year cycle's focus on equitable student success in the online learning modalities, the COLT emphasis in 2024-2025 continues its focus on improving and developing tools to help students in the digital environment. Closing DE modality success-rate gaps remains our primary focus through our work with all campus community constituencies. The COLT team remains focused on these emphases during this last year of the three-year cycle:
- Addressing DE modality success gaps through improvement of online pedagogy and student onboarding
- Promoting and supporting SCC Academic Senate RSI Guidelines
- Improving faculty use of AI-related tools in Canvas

Three-year cycle directions and strategies (excerpted from the original 2023-2026 DE Program Plan)

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 reiterated 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 with less bandwidth to address the inherent 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, 7, 8* and 9*, 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.

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- o Strategy #3: Promote contextualization of basic skills across the curriculum by integrating competencies in . . . information and technological literacy . . ..

* New goals for 2025-2026

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, CCC DECO, 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

2025-2026 AUOs and Expected Targets/Outcomes			
College & DE Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Assessment Measure/Target	Outcome
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.	Needs-assessment process developed and implemented by end of 2024. Training developed and ongoing 2025-2026	PARTIALLY COMPLETED Needs-assessment process available for use during next 3-year program planning cycle. Faculty trained and additional professional development in progress.

	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, aligned with new political environment and related changes	PARTIALLY COMPLETED RSI survey constructed for faculty and 62 respondents received. More than 20 Department chairs received synchronous RSI training. Recorded RSI training was also distributed by DE coordinator to all faculty via email in 2024. Potential changes to CFR and Title 5 due to 2025 shifts in USDE are being monitored.
	AUO #3: Refine a Center for Online Learning and Teaching 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 to become strategic vision via new team. Maintain Student DE Adviser program.	By end of Spring 2025, produce a written operating plan for the Center for Online Learning and Teaching and draft revisions of any job descriptions of DE Team members as needed. By Fall 2026, have outline drafted of updated DE Strategic Vision for DE and related support.	Center for Online Learning and Teaching implemented as described and COLT team meets regularly. DE Student Adviser program funded by SEAP and 3 advisers are working Spring 2025 and Fall 2025-Spring 2026. Strategic Vision submitted to Academic Senate in Fall 2026
	AUO #4: Provide hardware such as	Annually evaluate current software and hardware	Stakeholders supported by purchase of software such as

	document cameras and software such as Atomic Search and ScreenPal (formerly Screencast-o-matic) in support of DE pedagogical best practices and identify innovative relevant approaches to increase student retention and success	needs and provide budgetary estimates for ongoing delivery of hardware and software.	ScreenPal, required captioning, and Atomic Search. Hardware provided to support effective learning and teaching.
	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.	Attendance at relevant online-education and student-support related conferences.
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	AUO #6: Co-create digital navigators program with Digital Inclusion Workgroup and Library Dept.	By end of 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.	A year after SCC receives grant funding, the Digital Navigators program is implemented to support Lemon Hill community, supported by CSUS grant funds. (Kevin Flash, grant administrator)
	AUO #7: Assess and re-design Student Success in Online Learning Tutorial	By 2026 implement an improved SSOL.	SSOL survey results indicate more than 87% of participants find SSOL helpful
	(NEW 2025) AUO #8:	By Fall of 2026, develop and pilot instructional	A majority of FYE students surveyed report that they

| in . . . information and technological literacy . . .. | Collaborate with Student DE Advisers, FYE and other stakeholders to improve Canvas onboarding of new students via email messages and workshops for new students. | materials and plan for support for implementation in FYE courses. | end their first semester with increased Academic Technology Capital and chance for success in the DE modalities. Classroom faculty surveyed (non-FYE) express confidence they can reduce their workload because they're no longer teaching Canvas onboarding and other ATC materials |
| | (NEW 2025) AUO #9: Provide leadership and support for faculty implementation of Canvas AI tools | By Fall 2026 deliver series of workshops instructing use of district-approved Canvas-embedded AI tools. | By Fall of 2026, Canvas AI tools are used by 25% more faculty than in Spring of 2025 |

SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR (Required annually)

2025-2026 Program Plan Resource Requests						
Program Strategies	AUOs	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 2025	Brian Pogue	$16,000 Human	YES	GENFD, HEERF
Develop materials, communicate with faculty & deans	#2	2025-2026	Kandace Knudson	Human	N/A	NA
Hiring and supporting DE (COLT) Student Advisers	#3	2025-2026	Kandace Knudson	$12,000 DE student advisers	Hiring in progress	SEAP
Provide hardware and office supplies and furniture for COLT and related projects as needed	#4	2025-2026	Brian Pogue Kandace Knudson	$5,000	Partially	GENFD, HEERF
Provide Software for	#4	2025-2026	Brian Pogue Kandace Knudson	Atomic Search: $6250 Non-instructional mandatory captioning: $3125	Yes	GENFD

				ScreenPal: $1237 ChatGPT: $900 Various other licenses: $200 ($13,512 total)		
campus such as Atomic Search						
Stay current & provide PD	#5	Summer 2025 Fall 2025 Spring 2026 Summer 2026	Kandace Knudson Brian Pogue Michie Burbano Jorge Alvarado Gabriella Nuttall	$15,000	Partially	GENFD
Collaborating with colleagues & hiring students to pilot DN program	#6	2025-2026 Fall 2025 pilot	Kandace Knudson	$4,000	No	SEAP
Revise SSOL	#7	2025-2026	Kandace Knudson Jorge Alvarado DE Student Advisers	Human	N/A	
				Total Cost: $65,512		