

Planning years: Fall 2026 through Spring
2029

Year #1: 2026-2027 __X__

Year #2: 2027-2028 _____

Year #3: 2028-2029 _____

Plan Type: Program Plan

Planning Area: Distance Education (Center for Online Learning and Teaching)

Primary Division: Business/CIS/Distance Learning

Plan Author(s): Kandace Knudson

Date: February, 2026

SECTION I: OVERVIEW & REVIEW OF PREVIOUS ACCOMPLISHMENTS

A. PROGRAM DESCRIPTION

We provide online learning and teaching support, leadership, and education for everyone at the institution:

Center for Online Learning and Teaching (DE) Team Overview

Housed in the BUS/CIS/DL division, 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 2-3 student DE advisers. We serve the entire SCC community: faculty, students, classified professionals, and administrators. We provide leadership in and education about distance education, online instruction, and instructional technology; and we provide primary support for student, faculty, and employee use of the Learning Management System (Canvas) as well as secondary support for ancillary systems such as the Online Grading System and Zoom.

COLT Mission:

We directly and indirectly support the achievement of all SCC students in our digital learning environment.

COLT Vision

We envision all SCC 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.

Educate

- We identify and communicate the factors that shape student, faculty, and broader use of technology in higher education as a whole and our college specifically. These factors include policy, practices, innovation, equity.

Lead

- We provide guidance for the institutional community concerning use of instructional technology, online teaching policy compliance, best practices, digital equity, and other related issues that impact the online student learning environment.
- We provide guidance for appropriate consideration or use of AI tools.
- We provide committee leadership and expertise at the campus, district, and statewide governance levels.
- We work one-on-one with faculty, students, classified professionals, and administrators.

Support

- We assist and support faculty, students, and administrators in their engagement with the online learning and teaching environment.
- We support student online enrollment and access to campus services.
- We support use of the Learning Management System, Canvas.
- We support individual and institutional use of dozens of apps used within and with Canvas, including the Google suite, MS Office, and OGS.
- We support SCC participation in the California Virtual Campus.



B: REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

2023-2026 AUOs 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 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	Needs-assessment process has been implemented. 
	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.	Training completed. 

	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 Vision	Completed: Center for Online Learning and Teaching has DE student advisers and conducts regular team meetings. The COLT has mission and vision statements. See AUO 1 in the next planning cycle for related work. 
	AUO #4: Provide hardware 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	Annually evaluate current software and hardware needs and provide budgetary estimates for ongoing delivery of hardware and software.	ScreenPal, required captioning, and Atomic Search software has been purchased and is ongoing. See AUO 2 in the next planning cycle for related work. 

	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.	Conferences and professional development was completed and ongoing.  See AUO 3 in the next planning cycle for related work.
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.	A collaborative Digital Navigator program was successfully managed and funded with grant support.  See AUO 5 in the next planning cycle for related work.
	AUO #7: Assess and re-design Student Success in Online Learning Tutorial	By 2026 implement an improved SSOL.	Initial analysis complete. Tutorial still in use.  See AUO 5 in the next planning cycle for related work.
	AUO #8: (NEW 2025) AUO #8: Collaborate with Student DE Advisers, FYE and other stakeholders to	By Fall of 2026, develop and pilot instructional materials and plan for support for	Initial work has been completed; additional work and materials in development.

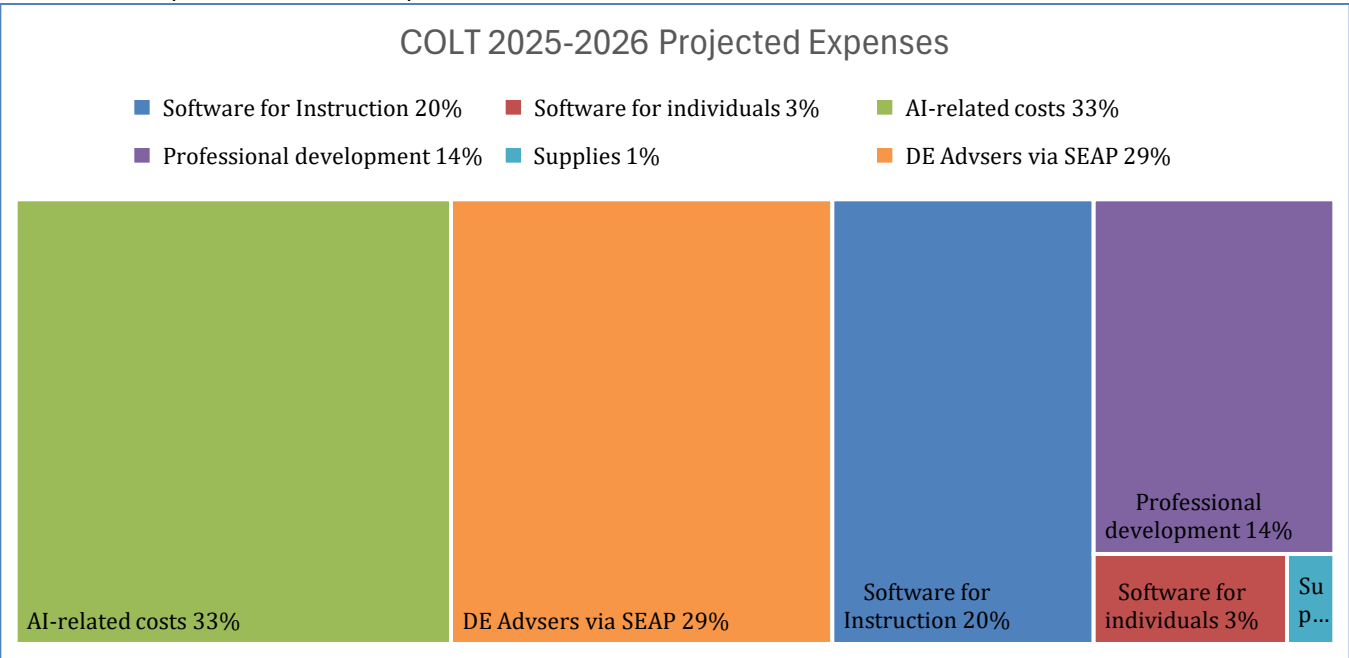
	improve Canvas onboarding of new students via email messages and workshops for new students.	implementation in FYE courses.	See AUO 5 in the next planning cycle for related work. 
	AUO #9: (NEW 2025) AUO #9: Provide leadership and support to assist faculty in making informed choices about AI use.	By Fall 2026 deliver series of workshops instructing use of district-approved Canvas-embedded AI tools.	In development. Initial workshops already offered and more planned.  See AUO 4 in the next planning cycle for related work.

Review of last year’s resource use:

Resources used in 2023-2026 were similar to the expenditures we anticipate in the 2026-2029 cycle. Financial resources supported innovative use of software and hardware, secured professional development to maintain currency with rapid changes in distance learning and teaching, employed student DE advisers to inform our decision-making, provided minimal supplies to facilitate development of the new COLT operations model, and provided additional staffing where increased workload caused failure to meet campus needs.

Figure 2 maps the proportions of our projected expenditure categories for 2025-2026.

Figure 2: Expected COLT expenses 2025-2026



Factors affecting the work of the program.

Technology is destabilizing online education and exacerbating inequities

Overview

The rapid development and use of widely available artificial intelligence tools has dramatically changed higher education. Seemingly overnight, the very currency of what educators do—facilitating and certifying student learning—is unverifiable. And yet simultaneously, the technology's wide use across sectors has created an imperative to pivot rapidly and ensure students know how to use it responsibly. Digital media researcher M.G. Wagner summarized the situation concisely:

Generative AI has created an ontological crisis in education by destabilizing foundational concepts of authorship, originality, and academic integrity. The distinction between human and machine-generated text has become conceptually ambiguous, rendering traditional plagiarism definitions incoherent. . . . The current moment presents both crisis and opportunity. The crisis lies in the collapse of assessment practices that were always philosophically weak but seemed practically sufficient. The opportunity lies in the chance to rebuild education on stronger foundations that center human dialogue, critical engagement, and the collaborative construction of meaning. This reconstruction requires not just new policies or technologies, but a fundamental rethinking of what education is for and how learning happens.

Although Wagner's analysis offers direction, implying the ways educators should move forward to focus on "irreducibly human capacities for dialogue, critical judgment, and collaborative meaning-making that no algorithm can replicate," only an exceptionally small percentage of instructors have been able to independently learn about the new technology while developing innovative assessment methods to ensure the veracity of student learning. The remaining majority are struggling to re-conceptualize and re-design assessments that accurately demonstrate actual student knowledge or struggle with AI technology that (ineffectively) analyzes student assessments to identify academic dishonesty.

The convergence of these challenges is symptomatic of a larger problem in higher education. As Bertram-Gallant explained, "cheating itself is not a problem to be fixed. It is a symptom of a number of other problems, primarily with pedagogy, the culture of higher education, and a mismatch between students' and instructors' expectations" (p. 4). The resulting destabilization manifests as instructors trying to simultaneously increase vigilance to eliminate cheating, learn about AI, and re-design teaching methods and assessments in ways they are largely untrained to do.

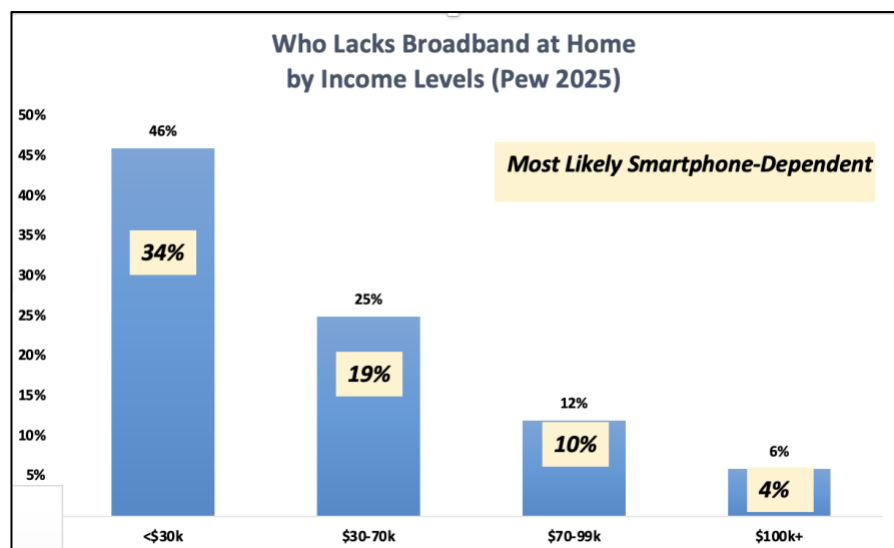
Chasing Cheating is Fruitless: Technology has outpaced faculty professional development and our ability to ensure the veracity of student learning in technologically mediated assignments.

Artificial intelligence tools have become so technologically sophisticated that they can now be used by students without detection by even the best AI-driven tools at our disposal. Many instructors, however, do not realize the inaccuracies of detection tools and still use them to the detriment of the learning process. Faculty who haven't continually re-tooled their teaching methods experience frustration, struggle with technology, cause frustration for their students and administrators, and place a higher demand on COLT.

The Digital Divide: Equity gaps persist, especially in lowest income groups

Recent Pew survey data confirm that the digital divide is present, especially among Americans who have the least financial resources; they are less likely to have adequate tools for completing higher education. As Figure 3 illustrates, Pew data show that 46% of those with the lowest incomes lack broadband at home—a vital connection to academic and civic life. What's more alarming is that about a third of this population are what Pew considers smartphone-dependent, lacking adequate digital devices such as computers that our academic environment requires.

Figure 3: Pew smartphone and broadband data from 2025



At SCC, more than half of our students enrolled in fully or partially online

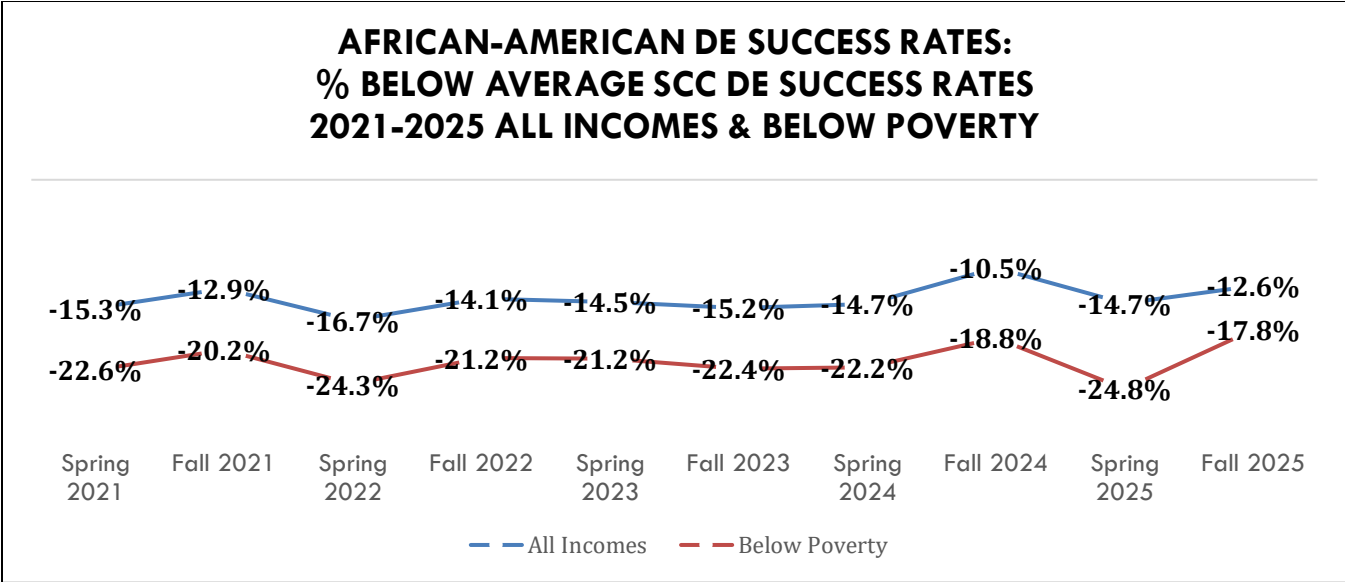
courses have low incomes, and those who identify in the lowest income classification on average succeed at rates about 7% lower than those with mid- or high-income. Overall, about 27% of our students in the last 5 years have identified as having incomes considered less than poverty-level.

In disproportionately impacted student populations, poverty has a significant impact. Figure 4 shows the success gap in distance education courses for African-American students at SCC. The lowest line indicates the impact of poverty in this population, revealing success rates that are as much as nearly 25% worse than the average DE student success rate.

-7%

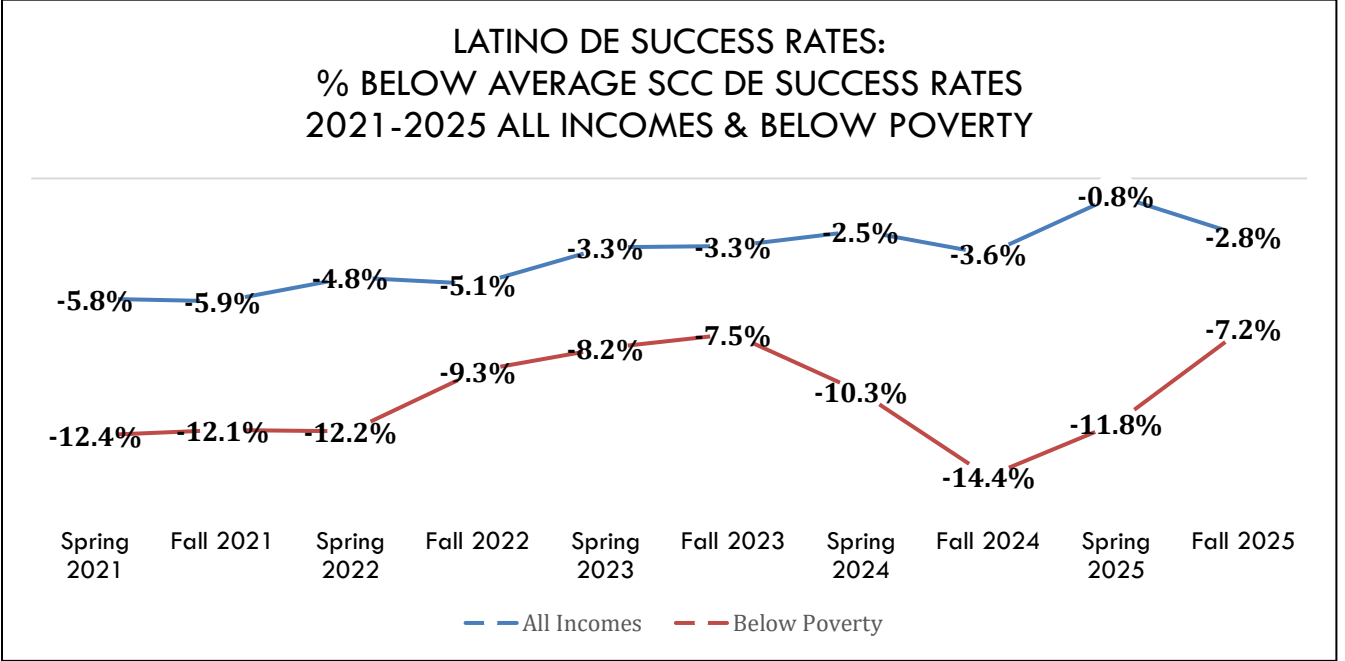
Estimated impact of poverty on success at SCC

Figure 4: African-American DE student success rates 2021-2025



Latino DE students at SCC experience similar gaps in success rates. Figure 5 shows that students in this population overall experience success rates increasingly closer to the SCC average in the last few years, factoring in poverty results in success gaps of as much as 14% lower than the SCC average.

Figure 5: Latino DE student success rates 2021-2025



Devices: Necessary but not sufficient

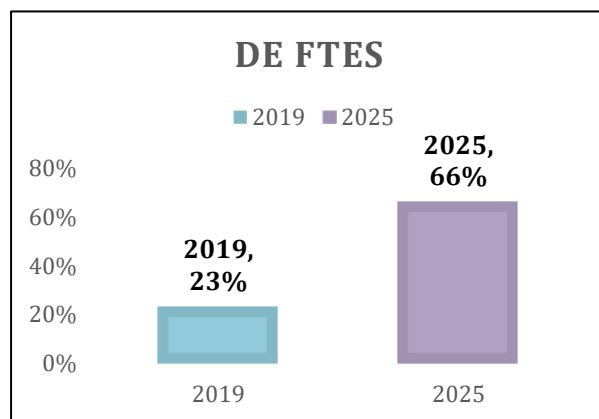
As the data reveals, poverty impacts success. Students experiencing poverty also experience a multitude of challenges, including a lack of adequate technology and necessary skills and literacy to succeed in our technology-mediated learning environment. While loaned laptops provide necessary technology, the lack of facility with such devices adds barriers to accessing and demonstrating mastery of instructional materials. For example, one minor software settings problem may create hours of delay or complete barriers to learning, especially for students unfamiliar with loaned campus devices that have limited access to alter settings.

Support Gaps: COLT capacity has not increased to match increased demand

As Figure 6 reflects, enrollment in the DE modality has increased exponentially since the pandemic of 2020. And, while a small percentage of faculty used the learning management system before the pandemic, all classes now require use of Canvas shells for student grading and contact information at minimum, increasing campus demand for Canvas support. An exponential increase in use of Canvas applications and new functions and integrations has also placed a significant burden on the COLT team, as has the disruption of AI explained above. However, the COLT capacity has not increased to match this demand.

Additional related data is provided in Appendix B.

Figure 6: DE Student Enrollment in FTES 2019 & 2025



SECTION II: FUTURE GOALS, DIRECTIONS, AND STRATEGIES

A. MULTI-YEAR DIRECTIONS AND STRATEGIES

COLT Imperative 2026-2029: addressing AI's destabilization of online education and widening of equity gaps

As stated in Section I, higher education is experiencing the destabilizing forces of technological advancements that are exacerbating inequities and undermining traditional online methods of ensuring student learning—the very currency of our work in higher education and in COLT.

COLT team efforts are therefore currently focused on addressing inequities and destabilization throughout our work with students, faculty, and other professionals at the institution. This has been and will continue to be the primary emphasis of our efforts in the next few years. Specifically, our AUOs address our usual scope of practice: innovating and supporting, identifying and addressing inequities, maintaining currency, developing coherence as a new operating unit, and leading in online learning. For this cycle, however, the demands of addressing the dramatic effects of student and faculty use of artificial intelligence require all our attention and that of any others we can recruit.

Our AUOs and planned strategies tightly align with the college goals 2, 3 and 5:

Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups.

Everything the COLT team members do is aligned directly or indirectly in the pursuit of equitable student learning outcomes. *AUO 5* explicitly addresses this goal and student equity by working to increase levels of digital literacy necessary to participate in academic work and civic life.

AUO 2 emphasizes the need for innovation and for maintaining currency in the technology used not only in our immediate online learning environment but those of the larger academic disciplines and workforce.

AUO 1 indirectly impacts student equity by examining the COLT's ability to address the needs of the college—especially as they relate to student success in the online learning environment. Dramatic enrollment increases in the online modalities and increased reliance on technological tools have not been supported with subsequent increases in COLT workforce, thus naturally limiting its effectiveness at the institution. The proposed analysis in this AUO will illustrate for institutional action any gaps and unmet needs that are impacting student success.

Goal 3: Provide exemplary teaching and learning opportunities.

Most of the work of the COLT team addresses this goal, as it is within the context of exemplary teaching that exemplary learning can occur.

AUO 5 aims to develop or curate new or improve current teaching and learning tools for increasing digital literacy.

AUO 4 will address this goal by helping instructors implement innovative AI tools and improved pedagogical practices that consider the use of AI in today's disciplinary and workforce environments.

Goal 5: Foster an outstanding working and learning environment

AUO 3 outlines the importance of the COLT team members' efforts to stay current with rapidly evolving technological environment of online education.

B. UNIT OUTCOMES: [ADMINISTRATIVE UNIT OUTCOMES \(AUOs\)](#) FOR THE PLANNING CURRENT CYCLE

2026-2029 Administrative Unit Outcomes			
College & DE Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Assessment Measure/Target	Expected Outcomes
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 and implement a process for COLT to evaluate its capacity to adequately serve the institution.	By 2027, collaboratively design a process to analyze current COLT capacity and engage key stakeholders about online learning-related needs of the institution. By 2028, survey stakeholders and draft first analysis of capacity. By 2029, submit formal report and take action as indicated by the findings of the analysis.	Completed evaluation results in campus action to provide resources where any gaps may be indicated. Evaluation process is repeatable and planned for future date or regular cycle.
	AUO #2: Provide support for innovative	Annually evaluate current software and hardware	ScreenPal, Atomic Search, and other related software and hardware will

Goal #5: Foster an outstanding working and learning environment. Strategy #2: Offer and incentivize participation in professional development that is equity-centered, representative of our community, is responsive to the training needs of each employee group, and engages students and employees in critical exchange and opportunities	use of hardware and software to facilitate equitable student outcomes in the digital learning environment. Tools such as Atomic Search, and ScreenPal support 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. Seek permanent sources of funding for tools beneficial to everyone in the learning environment.	have been purchased for innovative use to increase student engagement, retention, or success.
	AUO #3: 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 COLT team members each year.	Conferences and professional development was completed and ongoing.
	AUO #4: Provide leadership, guidance, and support to address use of AI tools in the online learning environment.	By Fall 2026 deliver series of workshops with collaboration of student DE advisers, instructing use of district-approved Canvas-embedded AI tools. Ongoing through 2029, evolving as AI use evolves in the CCC system.	All academic departments have considered the use of AI and are engaged in discussions with COLT where ongoing support is requested. Use of AI in the online learning environment is outlined clearly for

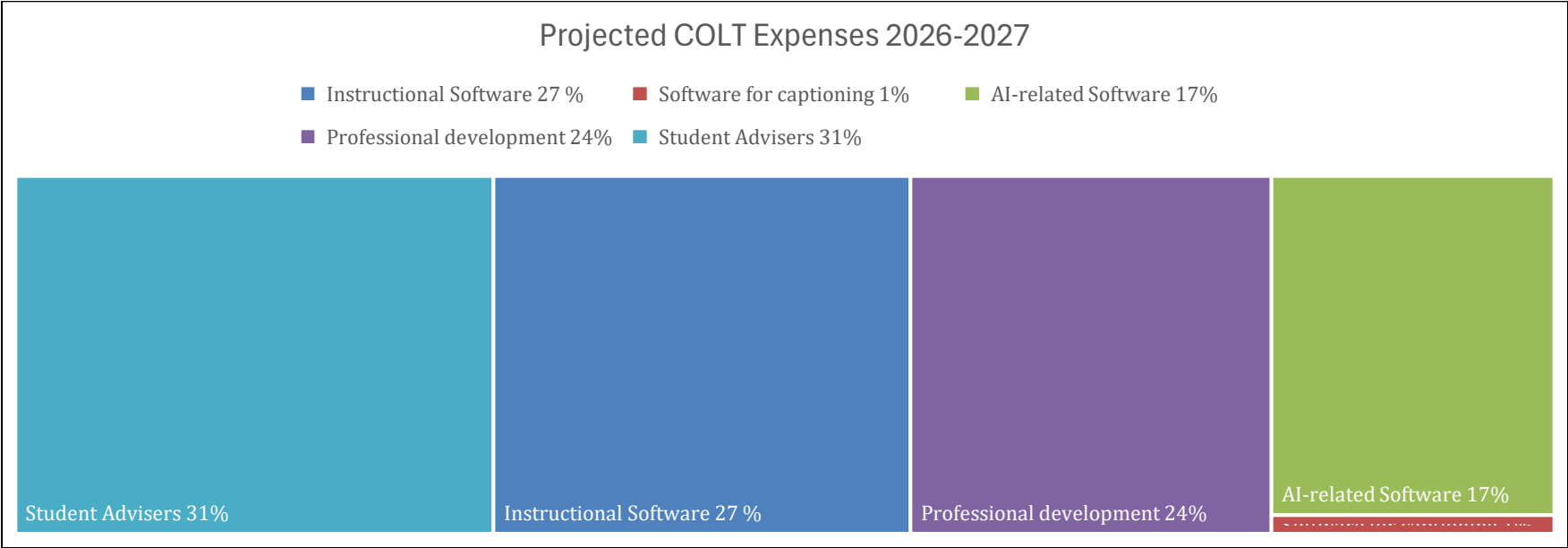
for growth and transformation. Strategy #1: Engage in college governance and decision-making processes that are effective, equity minded, and inclusive using a range of strategies, including: using student voices to inform change that impacts them;		Collaborate with departments and committees to provide leadership where use of AI and related policies are constructed. By end of Fall 2026, propose and outline steps for the creation and facilitation of a campus AI shared governance body with cross-functional representation to lead, coordinate, ensure accountability, and impact relevant policy and practices. By 2029, develop and teach online faculty the benefits of using an RSI self-assessment to help individuals independently determine their level of adherence to state and federal definitions of Regular and Substantive	students in each individual instructor's course. By end of Spring 2027, campus has an AI shared governance body with assigned co-lead from COLT and in accordance with CCCCCO guidance in memo ISTI 25-300-01. By 2029, online faculty will confirm preparedness for ACCJC accreditation cycle visit and make use of RSI self-assessment tools.
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		Interaction, especially as impacted by AI.	
College Goal 2: ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups. Strategy #4: Create strong collaborations between instruction, student services, and learning support services to provide a seamless, student-centered educational experience, and to prevent and reduce barriers students might experience throughout their educational journey. 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 #5: Collaborate with Student DE Advisers, FYE, librarians, and other stakeholders to assess, improve, and support digital literacy (including AI literacy) of incoming students at SCC. Assess and re-design Student Success in Online Learning Tutorial	By 2027, create a Canvas shell that has digital literacy, onboarding, and AI materials (for student pilot in Fall of 2026). By Fall 2028, have updated SSOL modules for pilot, running concurrently with existing SSOL. By end of Spring 2029, have student survey evaluations functioning for modules created during this cycle.	Students have one robust Canvas self-enroll (or faculty/employee referrals) shell with multiple tracks to provide supplemental learning in various topics needed for success in the online learning environment:

Strategy #4: Adopt a research- and data-informed approach, using general and discipline-specific educational research and practice-based information as well as our local student data, to develop curriculum and teaching approaches that are effective for our diverse student population.			
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SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR (Required annually)

Figure 7: Projected COLT expenses 2026-2027



2026-2027 Program Plan Resource Requests						
Program Strategies	AUOs	Timeline	Responsible persons	Resource Requirements	Previously funded? (Yes/No)	Previous Funding Source(s)
Provide and support innovative use of hardware and software to	#3	2025-2026	Brian Pogue Kandace Knudson	Atomic Search: \$6500 Non-instructional mandatory captioning: \$500 ScreenPal: \$1356	Yes	GENFD

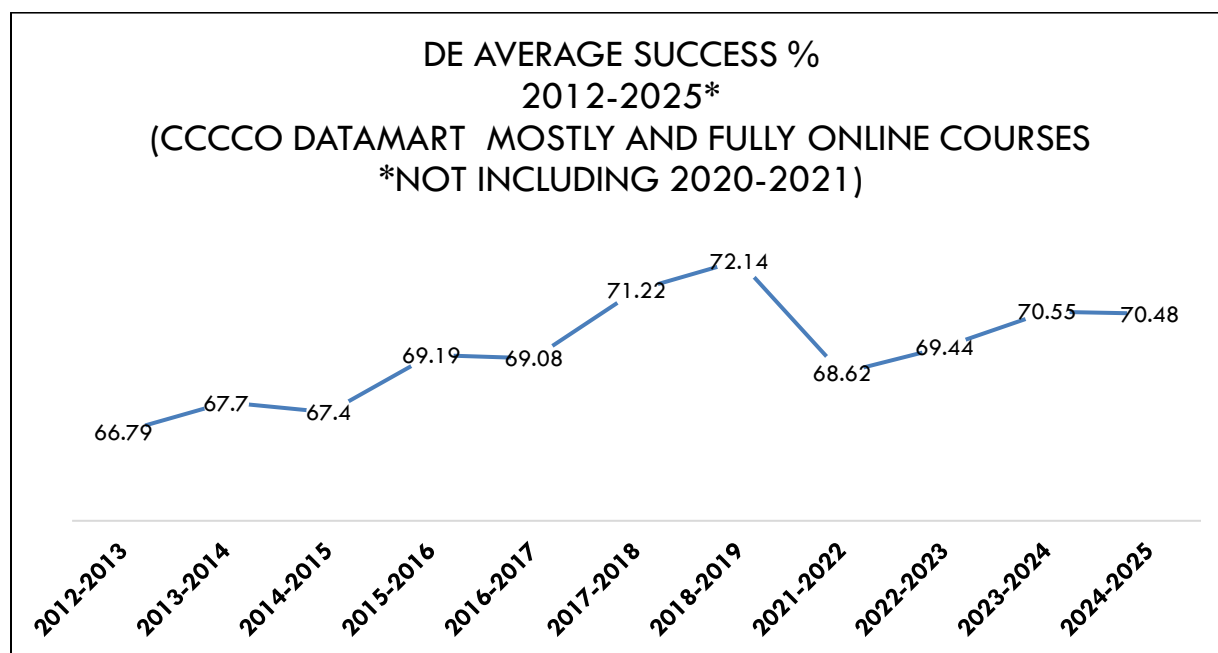
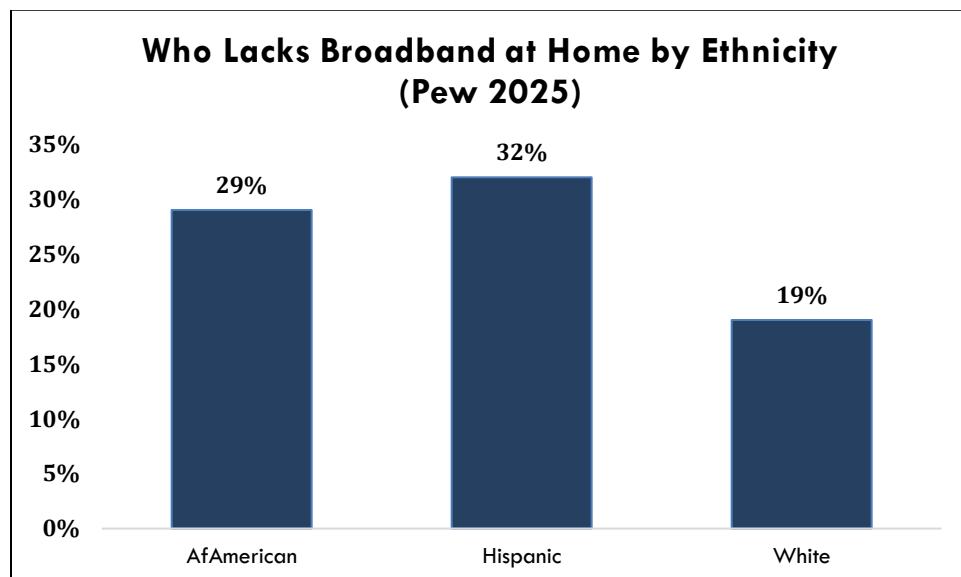
increase student success in online learning.				Northstar Digital Literacy: \$3000 AI licensing: \$11000 Various other innovation-related licenses and hardware: \$3000 (\$25,356 total)		
Stay current & provide PD	#5	Summer 2026* Fall 2026 Spring 2027 Summer 2027* (*2 fiscal years)	Kandace Knudson Brian Pogue Michie Burbano Jorge Alvarado	\$12,000	Partially	GENFD
Maintaining 2 DE (COLT) Student Advisers Including 2 AI student advisers	#6	2026-2027 ongoing	Kandace Knudson	\$15,905 DE student advisers	Yes	SEAP
				Total Cost: \$51,161		

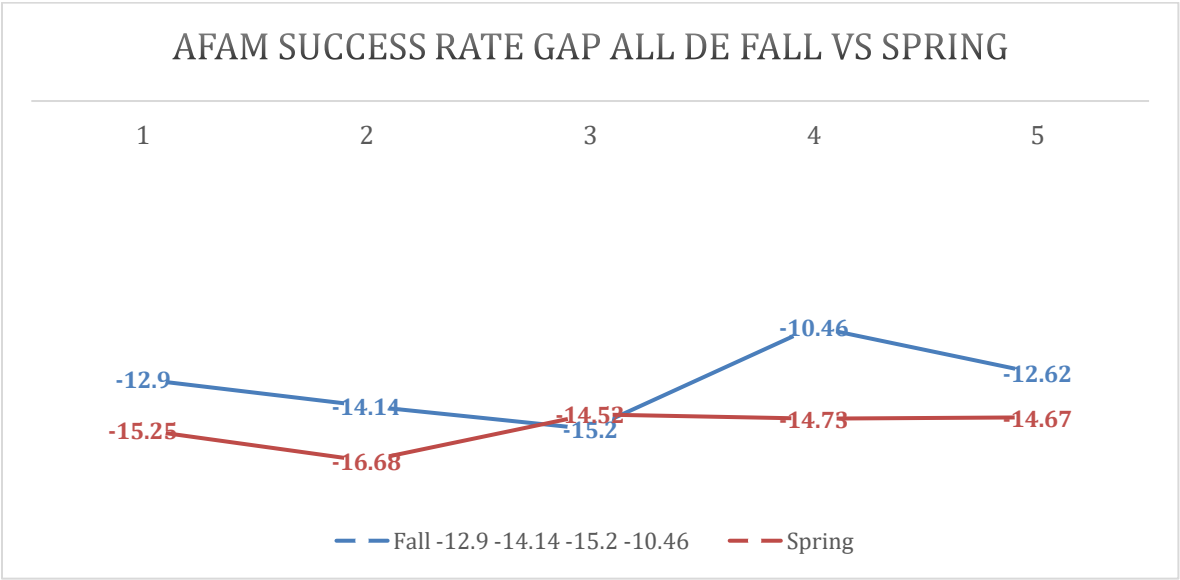
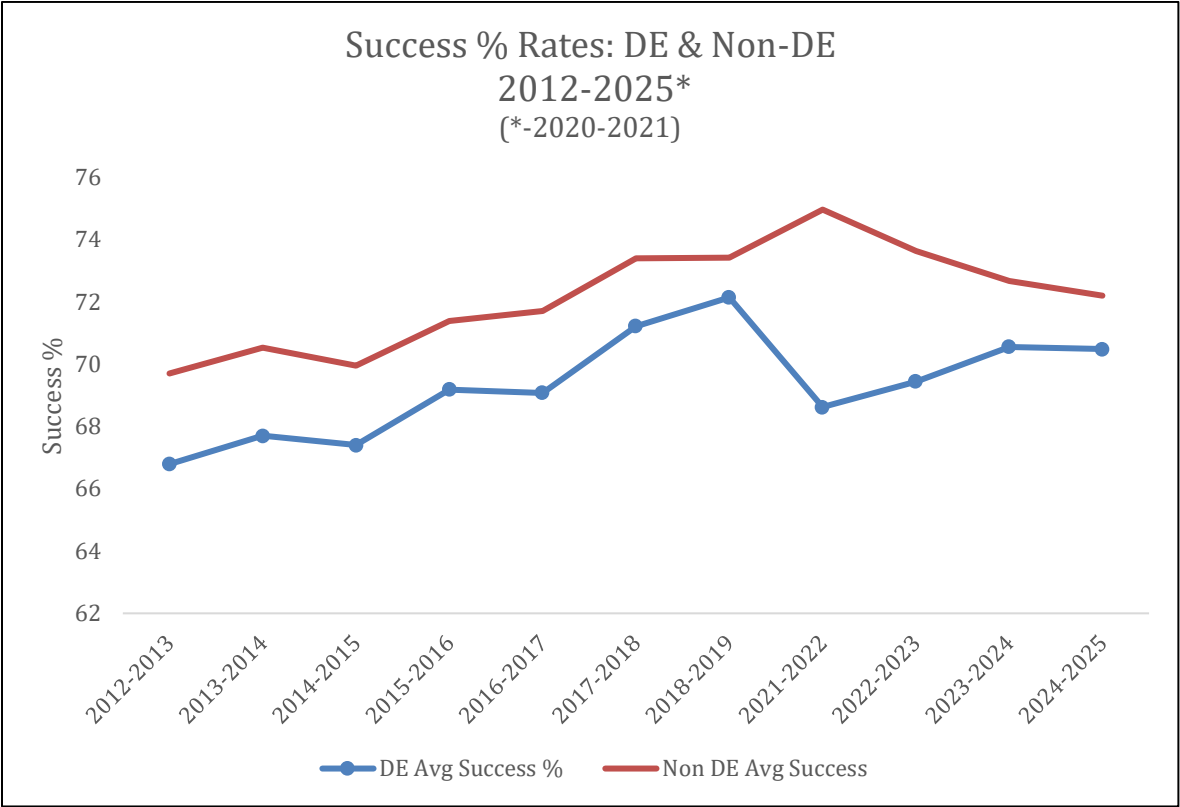
SECTION IV: APPENDICES

APPENDIX A: References

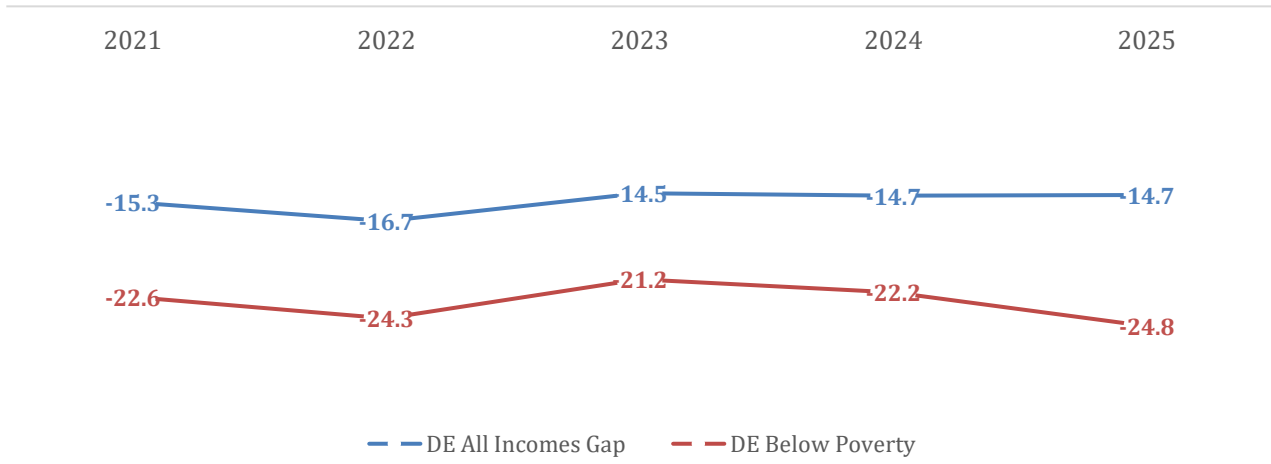
Bertram Gallant, T, and Rettinger, D. A.. (2025). *The Opposite of Cheating: Teaching for Integrity in the Age of AI*. University of Oklahoma Press.

Wagner, M.G. (2025). "Beyond Cheating: Rediscovering Dialogue and Authentic Learning in the Age of Artificial Intelligence." *Athens Journal of Humanities & Arts* 2025, 12: 1-25
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AFRICAN-AMERICAN VS OVERALL SCC SUCCESS RATES
2021-2025 SPRING



Spring Drop Rate
Below Poverty DE
% SCC Average

