

To be revised for 2025-2028

Glendale Community College

Distance Education Program

Strategic 3-Year Plan

2022-2025



Approved by the Committee on Distance Education on 5/24/2022

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GCC Introduction of Distance Education Strategic Plan

Glendale Community College has weathered the pandemic and sudden shift to remote and other Distance Education modalities well. This can be attributed to tremendous work in spring of 2020 by the Distance Education Coordinator (DEC), Distance Education Faculty Development Coordinator (DEFDC), the Instructional Designer (ID), the Division volunteers recruited to help at that time, and all the faculty who committed themselves to their students' success in unimagined circumstances.

Instructors were swiftly trained in the basic uses of Canvas, Zoom, Conferences, and other apps necessary to maintain continuous instruction as we left our campuses. GCC did not immediately acknowledge Remote Synchronous Instruction, conducted through teleconferencing apps, as a form of Distance Education so that faculty would have sufficient time to obtain DE Certification. The standard training required for DE Certification is successful completion of our locally adopted version of @ONE's Introduction to Online Teaching and Learning (IOTL) or its equivalent.

Multiple sessions of GCC's IOTL, each with 30 faculty participants, were offered over the course of two years; as a result, the number of DE Certified faculty at GCC, full-time and part-time, rose from approximately 225 to over 600. All but a handful of instructors are now fully DE Certified and have maintained their certification by completing annual hours of DE professional and pedagogical development, known as GADER (Glendale Annual DE Recertification). In the future, fewer sections of IOTL will be offered, and new, post-IOTL trainings which focus on DEIAA and other emerging needs will be developed and offered.

GADER

GADER offerings during the two years of remote work since the beginning of the pandemic have been expanded to include more focus on diversity, equity, inclusion, accessibility, and anti-racism. Synchronous and Asynchronous workshops and multiple-unit Canvas courses have been designed and offered; the number of GADER hours logged over the last two years has been in the tens of thousands. Many faculty have fulfilled their Flex obligations (a larger number of hours than GADER) through these professional trainings. Under the guidance of the DEFDC, and with a new requirement from Peer Online Course Review (POCR) participants that they offer a GADER hour of training as part of their deliverables, the number of faculty now developing and delivering Distance Education pedagogical trainings (GADER) has increased five-fold.

The pandemic has also seen an increase in the online modalities for instruction at Glendale Community College. We now have five recognized DE modalities: Asynchronous, Synchronous, Hybrid, Hyflex, and Proctored Online Courses. The most recently adopted is Hyflex; this technologically mediated instruction which makes use of a mic-ed classroom with camera(s) in which students may study in-person or through a teleconferencing app simultaneously requires

further training of faculty. This will be a focus of post-IOTL training to be developed in the academic year 2022-2023 with support from the Instructional Designer.

CVC-OEI and POCR

GCC signed on to join the second cohort of colleges joining the California Virtual College (CVC - Finish Faster) in fall 2017. We agreed to a number of stipulations in order to become a Teaching College in the CVC Exchange; this is designed to be a system-wide exchange offering fully Asynchronous classes to students throughout California so that they are able to finish their Associates Degree or Certificates without delay. GCC is currently a participating Home College, so our courses appear on the CVC Exchange. Once a college attains Teaching College status, (which we shall complete in November 2022), students will be able to cross-enroll in GCC courses that they locate through the Exchange search function. They do not have to enroll separately in each college if it is a Teaching College; their financial aid status travels with them, as does their electronic transcript. We have many Quality Reviewed and Badged courses, which rise to the top of a students' CVC-Exchange search that have been developed through work with our Local Peer Online Course Review (POCR) team. Becoming a Teaching College may contribute to our efforts to increase enrollment.

Peer Online Course Review (POCR) opportunities occur each semester in which participating faculty align their Asynchronous courses with the California Virtual Campus-Online Education Initiative criteria ([CVC-OEI rubric](#)). This is a rigorous and time-demanding enterprise taking between one and two semesters. The current CVC-OEI rubric has four sections: Content Presentation, Interaction, Assessment, and Accessibility. Work at the State level is integrating equity criteria to the rubric in the coming academic year (2022-2023). Locally, a revision of the Self-Paced OEI Course Design Canvas shell will be revised to update Accessibility revisions from the OEI.

In July 2021, Glendale Community College was recognized as a Local POCR institution. Our team of POCR reviewers, guided by the Lead POCR, demonstrated to the CCCCO OEI our ability to guide local participants to full alignment with the CVC-OEI rubric, and we were granted the right to Quality Review and Badge our own courses for inclusion on the CVC-OEI Exchange.

In November, 2022, the CVC-OEI plans to roll out a new filter for sorting Exchange classes; this will privilege Zero Textbook Cost (ZTC) courses. With the help of the Open Educational Resources (OER) specialist Librarian, the DE Team will work to incentivize the creation of ZTC resources and courses as part of our increased focus on equity and access.

Foundation Courses

To increase the creation of Quality Reviewed and Badged (QRB) courses, the DE Team has offered a pilot throughout spring and fall 2022 in which three teams of instructors will build a CVC-OEI rubric-aligned course that may be adopted and customized by any instructor within

their discipline, retaining its alignment with the rubric. Such customized adoptions will be vetted and badged, and published on the CVC-OEI Exchange.

CVC-OEI Exchange Online Pathways to ADTs and Certificates

Further opportunities with the CVC-OEI Exchange exist in its repository of fully-online pathways to Associate Degrees for Transfer and Certificates. Glendale Community College currently has five published ADTs on the Exchange and 15 published Certificates. Working with Chairs, C&I Committee and Division representatives, more work has been done to develop asynchronous classes and completing pathways for most ADTs and many more Certificates.

State and Federal Requirements - DE Addenda

The Distance Education team works with the State's Distance Education Coordinators Organization (DECO) and the Online Education Initiative (OEI) to maintain compliance with Title 5, Ed. Code, and with CVC-OEI standards and best practices. These standards are reflected in the design of Canvas course materials, instructional methods, communication policies, assessment designs, course accessibility, and students' privacy. Each course must have a Distance Education addendum that stipulates the course's compliance with the standards, and each addendum is submitted to and reviewed by the DE Addendum subcommittee, then approved by the Committee on Distance Education (CoDE). The Curriculum and Instruction committee, also a subcommittee of the Academic Senate, receives notice of all approved DE Addenda.

DE addenda are currently housed in Google files, but will be housed in eLumen upon the completion of GCC's adoption of that Curriculum Management System. (Estimated completion is fall 2022).

Changing Title 5 requirements, such as the 2021/2022 revision of language concerning "Regular and Effective Contact," now to be chaptered in as "Regular and Substantive Interaction" between instructor(s) and students, and between students and students, create a need for new GADER trainings and new explorations of tools that can be adopted and integrated into Canvas to promote the required frequency and quality of communication. The Distance Education program, the Instructional Designer, and the Dean of Library and Learning Resources, reviews available tools in the STAC agreement with the Chancellor's Office to make recommendations as to our adoption of subsidized apps, as well as desirable Learning Tools Interoperability (LTIs).

Distance Education Accessibility Task Force

In compliance with State and Federal law, the Distance Education Program's task force on accessibility, Chaired by the Instructional Designer, has engaged DSP&S counselors and students registered with DSP&S, along with the DEC and DEFDC. An increase in Accessibility

awareness and pedagogical training is also a GADER focus. The Instructional Designer (ID) has revised Asynchronous and is creating Synchronous accessibility trainings. Using principles of Universal Design for Learning (UDL), the ID has also revised Canvas templates for accessibility as these are used by most GCC instructors.

The DE Strategic Plan

The purpose of this Distance Education (DE) Strategic Plan is to recommend how to enhance quality distance education at Glendale Community College, and to increase asynchronous offerings where appropriate to best meet the students' and community's needs while providing strong support services to faculty.

This DE Strategic Plan establishes common goals and criteria for quality online instruction, identifies facilities, personnel, and infrastructure needs, sets standards for training faculty and students, and makes recommendations to Guild and Academic Senate for DE faculty evaluation and course compliance checks. This plan will guide GCC's Distance Education program development over the course of the next three academic years, 2022-2025, to ensure changes to state and federal guidelines are implemented, and Glendale courses are available to local and statewide students.

This plan is designed to set direction for the college's distance education program for the next three years, which includes:

- reorganization of Online Education administration at GCC under an Associate Dean of Online Education;
- providing a quality Distance Education program;
- ensuring that Distance Education course offerings meet student and community needs;
- increasing participation in the CVC-OEI Exchange with online pathways to completion of ADTs and Certificates;
- expanding GADER trainings to focus on DEIAA;
- completing our integration with the CVC-OEI as a Teaching College;
- scaling up our POOCR program with foundation courses and other strategies;

The DE Mission, Vision, and Values

The DE Strategic Plan supports the [Glendale Community College Mission, Vision and Master Plan](#).

This plan will guide Distance Education program development over the course of the three academic years, 2022-2025, but will be evaluated annually in the fall term by the Distance Education Strategic Plan Task Force composed of DE Certified Faculty (to be determined bi-annually), in conjunction with the Academic Senate. Updates will be available on the DE Policy & Procedure Website.

Developing the DE Strategic Plan is a three-step process:

1. **Planning:** The current plan was created by a DE Strategic Plan Task Force, where participants determined DE Strategic Plan sections to be deleted, updated, or added. Suggestions for changes were documented. The Task Force chair, current Distance Education Coordinator, established a timeline and guided the preparation of the first draft of the DE Strategic Plan.
2. **Review:** This draft was presented to the Committee on Distance Education (CoDE), for review and feedback on 3/22/22
3. **Final Revision and Approval:** The DE Strategic Plan Task Force prepared the final draft of the plan based on the feedback collected during the CoDE review process. The final draft was approved by CoDE on 4/25/22, then submitted as an information item to the Academic Senate.

Gratitude is expressed to Dr. Alexa Schumacher, Distance Education Coordinator 2018-2021, and the creators of the Southwest College and Contra Costa College DE Strategic Plans. Rather than reinventing the wheel, we relied heavily on these two DE Strategic Plans in the initial development of our DE Strategic Plan.

GCC Distance Education Mission, Vision and Core Values

Distance Education Program Mission Statement

The Committee on Distance Education (CoDE) is a senate committee. Its charge is to recommend actions on all matters relating to distance education to ensure that GCC faculty are trained to deliver, and students able to experience, the same standards of course quality in distance education as are applied to traditional classroom courses, and that distance education students have access to services and support in online modalities. CoDE makes recommendations to support the development of DE courses that are diverse, equitable, accessible, anti-racist, humanized, and possess further qualities of highly effective online instruction. CoDE recommends policies that support

- access addressing students' flexible scheduling needs, as well as the use of Universal Design for Learning to create accessible content;
- development of asynchronous courses to enable completion of credit and noncredit diplomas, certificates, career and technical training, and associate degree paths;
- Online student services, learning support, and technology that enable students to reach their educational goals in an efficient and timely manner;
- student retention through the use of the Learning Management System (LMS) and online instructor responsibility and accountability;
- enhancement of faculty training in synchronous and asynchronous online instructional methods and strategies;
- clear expectations, guidelines, and policies for instructors teaching distance education courses in order to fulfill local, state, and federal requirements.

Distance Education Vision and Core Values Statement

The Glendale Community College Distance Education Program Glendale Community College's Distance Education Program seeks to lead in educational excellence, innovation, equitable instruction, training, delivery, and support of online asynchronous, synchronous, hyflex, and hybrid instructional modalities. Glendale Community College participates in the California Virtual Campus-Online Education Initiative (OEI) to provide our students, and those throughout California, with high-quality online courses.

The Distance Education Program at Glendale Community College is guided by the following Core Values:

- **Leadership** in online pedagogy and equitable practices, technology, instructional innovation, and cultivation of lifelong learning and professional development;
- **Application and provision** of best practices in distance education and support services for student success;
- **Commitment** to communication and collaboration among key stakeholders;
- **Transparency** in the decision-making process, while maintaining integrity and professionalism.

The Distance Education Program Review

The Distance Education Coordinator completes a mandatory Full Review program review involving a comprehensive evaluation of the Distance Education program's operations and progress every three years, according to program review cycles. During two years of the three-year review cycle, the DEC submits an Update Review, wherein the program may update any content from its last Full Review program review.

Whether a Full Review or Update Review, the DEC provides evidence of inclusive program-wide dialog about Distance Education data, in accordance with Senate Motion 2017-23.

Input is inclusive of all Distance Education stakeholders and gathered in-person or by email, through meetings, surveys, and other means of stakeholder feedback.

The DE Program program review includes recommendations, as well as requests for funding and resources in order to meet the goals and duties of Distance Education quality programming for Glendale College students and faculty.

The DE Program Review links to [GCC's Institutional Strategic Plan](#) (ISP), specifically ISP Goals B.1, C.3, D.4, D.6, E.2, and E.4.

B.1. Create accessible pathways and Learning and Professional Pathways informed by data ensuring that student completion is the primary basis of course and program development.

C.3. Maximize access into appropriate pathways through increased class scheduling options, modes of delivery, and improved student awareness of scheduling patterns and pathways

D.4. Improve student retention through early alert, intrusive interventions, flexibility of pathways, and improved awareness of services available to students.

D.6. Lower costs associated with being a student (e.g., Open Educational Resources; classroom resources; California College Promise; Center for Assistance, Resources, and Educational Success (CARES); food pantry; providing hot spots, laptops, Chromebooks, etc.).

E.2. Invest in innovation and professional development for student services and instructional pedagogy (e.g., active learning, contextualized learning, project-based learning, culturally relevant pedagogy) for student engagement, learning, and retention.

E.4. Increase effectiveness of distance education, including improving student access to it and the support of faculty in content creation, online pedagogy, alignment with statewide online education standards, and instructional design.

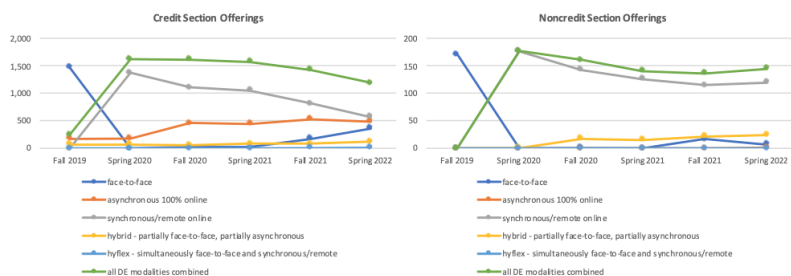
GCC Distance Education Data - Fall 2019-Spring 2022

1. Number of sections of Credit and Noncredit courses by modality offered in the six semesters from fall 2019 through spring 2022:

Glendale Community College
Distance Education Program Review Data

Number of Sections by Modality

	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
GCC Credit Offerings						
face-to-face	1,464	0	16	15	175	361
asynchronous 100% online	179	176	455	448	526	485
synchronous/remote online	0	1,373	1,101	1,048	807	567
hybrid - partially face-to-face, partially asynchronous	71	70	56	79	86	121
hyflex - simultaneously face-to-face and synchronous/remote	0	0	0	0	5	10
all DE modalities combined	250	1,619	1,612	1,575	1,424	1,183
GCC Noncredit Offerings						
face-to-face	171	0	1	0	16	7
asynchronous 100% online	0	0	0	0	0	1
synchronous/remote online	0	176	143	126	114	120
hybrid - partially face-to-face, partially asynchronous	0	1	17	15	22	24
hyflex - simultaneously face-to-face and synchronous/remote	0	0	0	0	0	0
all DE modalities combined	0	177	160	141	136	145

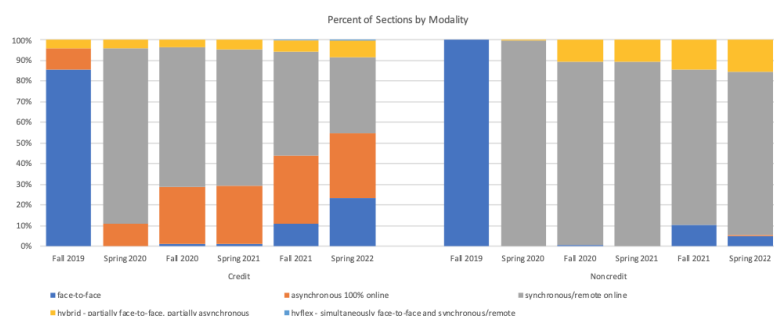


Research & Planning
9/27/2022

2. Percentage of GCC Credit and Noncredit courses offered from fall 2019 through spring 2022:

Percent of Sections by Modality

	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
GCC Credit Offerings						
face-to-face	85.4%	0.0%	1.0%	0.9%	10.9%	23.4%
asynchronous 100% online	10.4%	10.9%	27.9%	28.2%	32.9%	31.4%
synchronous/remote online	0.0%	84.8%	67.6%	65.9%	50.5%	36.7%
hybrid - partially face-to-face, partially asynchronous	4.1%	4.3%	3.4%	5.0%	5.4%	7.8%
hyflex - simultaneously face-to-face and synchronous/remote	0.0%	0.0%	0.0%	0.0%	0.3%	0.6%
all DE modalities combined	14.6%	100.0%	99.0%	99.1%	89.1%	76.6%
GCC Noncredit Offerings						
face-to-face	100.0%	0.0%	0.6%	0.0%	10.5%	4.6%
asynchronous 100% online	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
synchronous/remote online	0.0%	99.4%	88.8%	89.4%	75.0%	78.9%
hybrid - partially face-to-face, partially asynchronous	0.0%	0.6%	10.6%	10.6%	14.5%	15.8%
hyflex - simultaneously face-to-face and synchronous/remote	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
all DE modalities combined	0.0%	100.0%	99.4%	100.0%	89.5%	95.4%

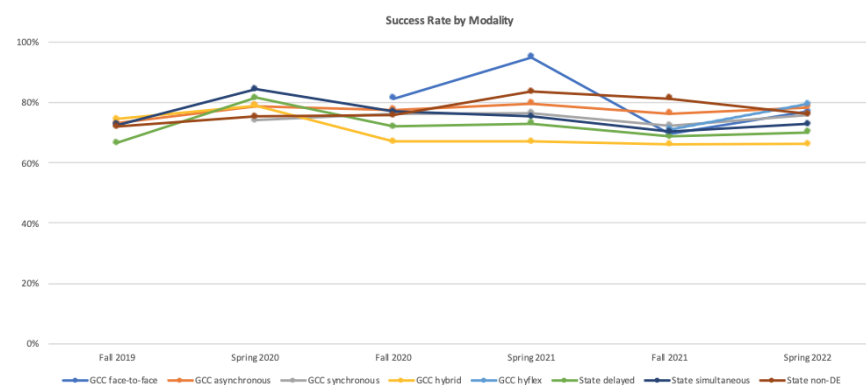


Research & Planning
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3. Credit course success rates by modality from fall 2019 through spring 2022 compared to state-wide data:

Course Success Rate

	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
GCC Credit Success Rate						
face-to-face	72.7%	--	81.4%	94.9%	69.6%	77.1%
asynchronous 100% online	73.2%	78.8%	77.7%	79.6%	76.4%	78.5%
synchronous/remote online	--	74.0%	76.1%	76.5%	72.3%	75.5%
hybrid - partially face-to-face, partially asynchronous	74.5%	78.9%	66.9%	67.1%	66.1%	66.2%
hyflex - simultaneously face-to-face and synchronous/remote	--	--	--	--	71.0%	79.6%
all DE modalities combined	73.6%	74.9%	76.2%	77.0%	73.6%	76.4%
Statewide Course Success Rate						
Delayed interaction	66.7%	81.6%	72.0%	73.0%	68.7%	70.1%
Simultaneous interaction	72.7%	84.4%	77.1%	75.3%	70.4%	72.8%
Non-distance education	72.1%	75.4%	75.7%	83.7%	81.4%	76.2%
all DE modalities combined	66.7%	81.6%	72.0%	73.0%	68.7%	70.1%



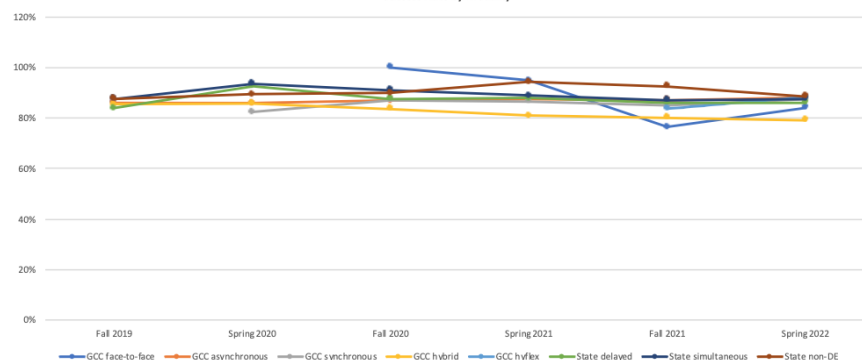
Research & Planning
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4. GCC and statewide retention rates according to modality, fall 2019-spr2022.

Course Retention Rate

	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
GCC Credit Retention Rate						
face-to-face	86.1%	--	100.0%	94.9%	76.5%	84.3%
asynchronous 100% online	86.1%	86.0%	87.0%	87.5%	87.0%	88.2%
synchronous/remote online	--	82.5%	87.1%	86.6%	85.0%	87.5%
hybrid - partially face-to-face, partially asynchronous	85.3%	85.8%	83.6%	80.9%	80.2%	79.1%
hyflex - simultaneously face-to-face and synchronous/remote	--	--	--	--	83.7%	88.4%
all DE modalities combined	85.9%	83.1%	86.9%	86.6%	85.6%	87.1%
Statewide Course Retention Rate						
Delayed interaction	84.0%	92.6%	87.6%	88.0%	86.3%	86.2%
Simultaneous interaction	87.8%	93.6%	91.0%	89.0%	87.0%	87.6%
Non-distance education	87.6%	89.4%	89.8%	94.4%	92.7%	88.8%
all DE modalities combined	84.0%	92.6%	87.6%	88.0%	86.3%	86.2%

Success Rate by Modality



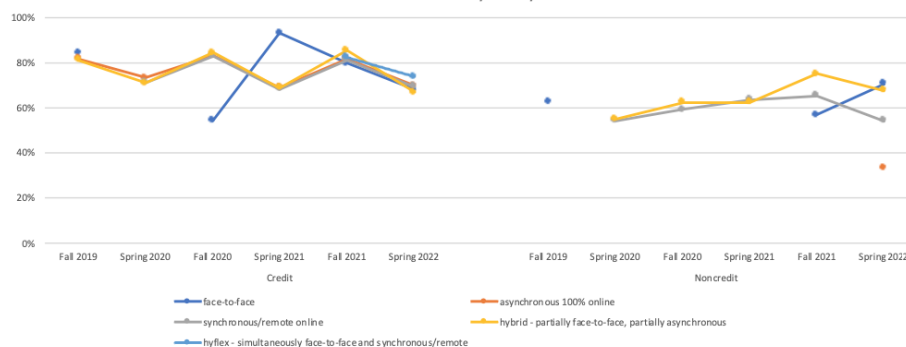
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9/27/2022

5. GCC Credit and Noncredit persistence rates by modality from fall 2019 through spring 2022.

Persistence (Students Enrolling in Next Major Semester)

	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
GCC Credit Student Persistence Rate						
face-to-face	84.4%	--	54.2%	93.2%	79.6%	68.1%
asynchronous 100% online	81.8%	73.3%	83.2%	68.9%	81.8%	69.8%
synchronous/remote online	--	71.3%	82.9%	68.3%	81.1%	69.4%
hybrid - partially face-to-face, partially asynchronous	81.3%	70.8%	84.5%	68.8%	85.5%	66.8%
hyflex - simultaneously face-to-face and synchronous/remote	--	--	--	--	82.4%	73.5%
all DE modalities combined	81.7%	71.6%	83.1%	68.5%	81.7%	69.4%
GCC Noncredit Student Persistence Rate						
face-to-face	62.4%	--	--	--	57.0%	70.6%
asynchronous 100% online	--	--	--	--	--	33.3%
synchronous/remote online	--	54.2%	59.2%	63.6%	65.5%	54.2%
hybrid - partially face-to-face, partially asynchronous	--	55.0%	62.5%	62.6%	75.1%	67.6%
hyflex - simultaneously face-to-face and synchronous/remote	--	--	--	--	--	--
all DE modalities combined	--	54.2%	59.3%	63.5%	66.1%	55.1%

Success Rate by Modality

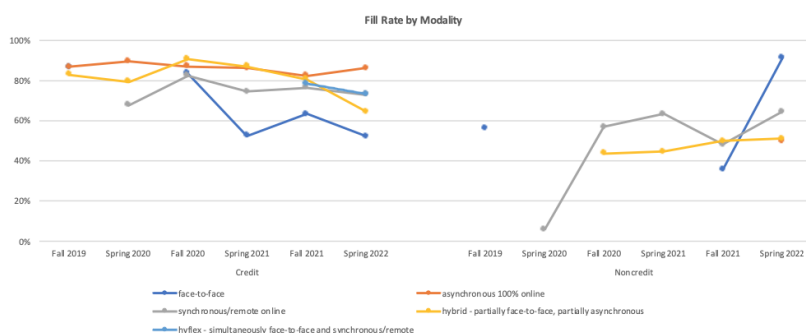


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6. GCC Credit and Noncredit fill rates by modality from fall 2019 through spring 2022.

Fill Rates

	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
GCC Credit Student Persistence Rate						
face-to-face	86.6%	--	83.7%	52.5%	63.2%	52.1%
asynchronous 100% online	86.9%	89.6%	87.2%	86.3%	82.3%	86.3%
synchronous/remote online	--	67.6%	82.4%	74.6%	76.4%	73.1%
hybrid - partially face-to-face, partially asynchronous	83.0%	79.4%	90.7%	87.1%	80.6%	64.4%
hyflex - simultaneously face-to-face and synchronous/remote	--	--	--	--	78.5%	73.3%
all DE modalities combined	85.8%	70.0%	84.1%	78.6%	78.9%	77.8%
GCC Noncredit Student Persistence Rate						
face-to-face	56.4%	--	--	--	35.6%	91.4%
asynchronous 100% online	--	--	--	--	--	50.0%
synchronous/remote online	--	6.0%	56.9%	63.3%	48.1%	64.5%
hybrid - partially face-to-face, partially asynchronous	--	--	43.6%	44.5%	49.8%	51.1%
hyflex - simultaneously face-to-face and synchronous/remote	--	--	--	--	--	--
all DE modalities combined	--	6.0%	56.2%	62.4%	48.2%	63.5%



Research & Planning
9/27/2022

GCC Distance Education 3-Year Strategic Plan

GCC Distance Education Goals & Objectives

GCC's Distance Education (DE) Goals and Objectives aim to direct the program's development and improvement process. The DE Program at GCC is committed to offering only those new products and services that can be fully supported and funded with the technical, financial, and staffing resources available. The Committee on Distance Education (CoDE) serves the DE Program by examining and recommending revisions to DE Goals and Objectives. CoDE and the Academic Senate revisit the Goals and Objectives in the strategic plan every two years to provide further recommendations as DE state regulations, federal laws, and accreditation guidelines change.

To fulfill its DE Mission and to be consistent with its Vision and Core Values, Glendale Community College is committed to the following DE Program Goals and Objectives over the next three academic years:

Glendale Community College participates in the California Virtual Campus-Online Education Initiative (CVC-OEI) by producing Quality Reviewed and Badged courses to the Exchange and by becoming a Teaching College within the Exchange (estimated fall 2022) in order to provide our students, and those throughout California, with high-quality online courses and the opportunity to cross-enroll in Glendale Community College courses from their Home Colleges via the CVC.edu.

To capitalize on our status as a Teaching College in the CVC-OEI, the Distance Education program includes our Chancellor's Office approved Local Peer Online Course Review (POCR) team. This team supports instructors' alignment of their asynchronous courses with the CVC-OEI Rubric.

To enhance the development of equitable courses, the Distance Education Coordinator works with the CVC-OEI through its "Scaling Quality Courses" advisory group to incorporate the Peralta Equity rubric within the CVC-OEI rubric. Expanding our vision with an Equity lens, the Distance Education program will incentivize the use of Open Educational Resources (OER) and the development of Zero Textbook Cost (ZTC) courses.

GADER and other sources of professional development will focus over the next three years on identifying barriers to equitable access and instruction and provide trainings on removing these barriers and building student-centered, culturally responsive, equitably designed UDL practices.

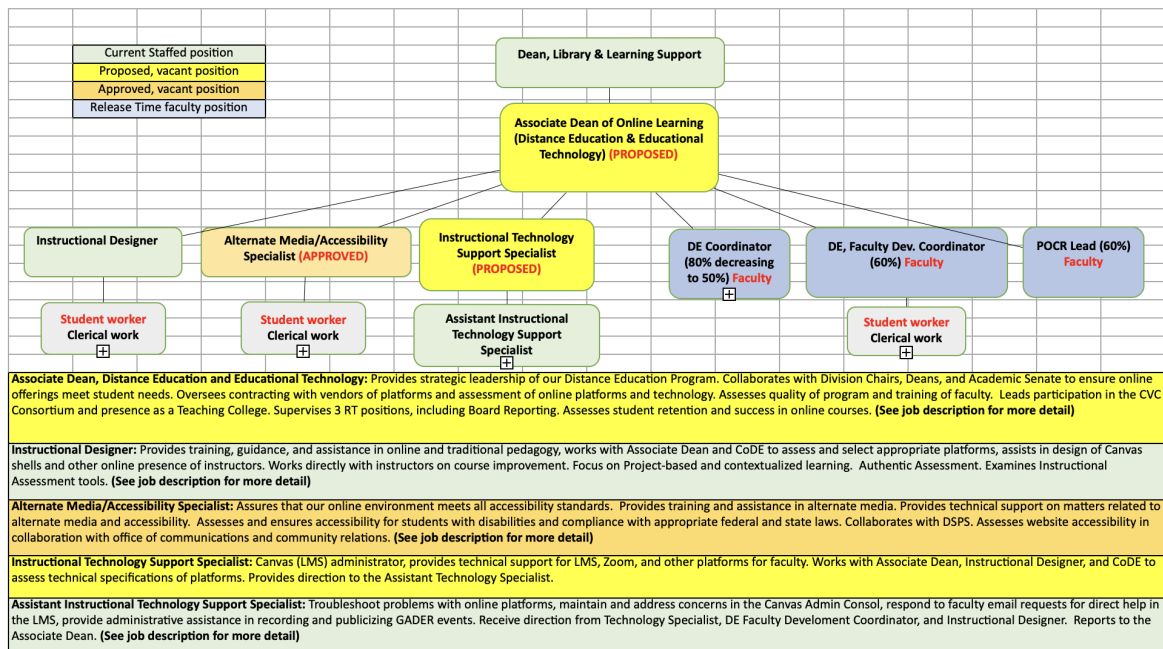
Distance Education Program GOALS

The 6 DE Goals align with the GCC Institutional Master Plan 2018-2023

The goals to improve Glendale Community College's Distance Education Program over the next three years are as follows:

Goal 1 - Institutional Reorganization:

Institutional Reorganization of the DE Program to be led and shaped by an Associate Dean of Online Education, reporting to the Dean of Library and Learning Support Services, to supervise ID, Alternate Media/Accessibility Specialist, Instructional Technology Support Specialist, DE Coordinator, DE Faculty Development Coordinator, POCR Lead none of whom may be supervised by a faculty member.



Position Costs

	A	B	C	D
1				
2		Range	Salary (1-6)	
3	Associate Dean of Online Learning	M42	\$10,669.00-\$13,619.00	proposed (new expense)
4	Instructional Designer	M25	\$6,202.00-\$7,910.00	in place
5	Alternate Media/Accessibility Specialist	38	\$5,810.14-\$7,415.23	approved (new expense)
6	Instructional Technology Support Specialist	38	\$5,810.14-\$7,415.23	proposed (new expense)
7	Assistant Instructional Technology Support Specialist	23	\$4,011.64-\$5,119.93	in place

Goal 2 - DE and DEIA - identifying and removing barriers

In keeping with the [Institutional Strategic Plan](#) developed by Team B and approved by Team A on May 13, 2022, the Distance Education Program will address Diversity, Equity, Inclusion, and Accessibility as they particularly relate to the provision of Online Education, identifying and removing barriers.

DEC, DEFDC, ID, POCR Lead

- GADER trainings & Workshops on topics such as Culturally Responsive Pedagogy, Equitable Grading Practices, and other DEIA Strategies
- Develop “After IOTL” Course that advances faculty’s online instruction skills beyond Introduction to Online Teaching and Learning with focus on Universal Course Design
- POCR reviews & CVC-OEI - Access & Equity
- Address ISP Goal E.1. (Reduce gaps in achievement, learning, and completion among student groups to ensure equity and improve outcomes), examine published research, identify, and apply effective strategies in Online instruction

and Canvas Course Design to reduce opportunity- and achievement gaps among disproportionately impacted student groups.

Goal 3 - Online Paths and Guided Pathways

In keeping with the [Institutional Strategic Plan](#) and in response to the [Institutional Set Standards](#), approved by Team A on May 13th, 2022, the DE Program will continue its development of fully online pathways to completion for ADTs and Certificates, will work with the Guided Pathways initiative, and will also address persistence, retention, degree & certificate completion, and transfer.

DEC, Guided Pathway Coordinators, Division Chairs, Discipline faculty, IT, STSS

- Provide Quality Reviewed & Badged courses & CVC-OEI published courses which have a greater statistical likelihood of student success
- Work with Enrollment Management and Student Services to survey students to understand which modalities of instruction they require/desire
- Work with Student Services and the DEIA committee on acknowledged & effective strategies to improve persistence and retention among DEIA students and
- IncreaseCVC Exchange Online ADTs and Certificates Degree & Certificate completion.

Goal 4 - DE & Institutional Strategic Plan Goals

Support fulfillment of [Institutional Strategic Plan Goals](#).

- **ISP Goal E.4.** (Increase effectiveness of distance education, including improving student access to it and the support of faculty in content creation, online pedagogy, alignment with statewide online education standards, and instructional design).
 - DEC, DEFDC, ID, ALT Media, GADER workshops, “After IOTL” courses, conferences, stipends for faculty to take @ONE courses?
 - surveys of students - desire for various modalities
 - improve students’ process in registering for their chosen modalities through ticket notes and other information
 - Work with the Office of Marketing, Communications & Public Information and to develop outreach around DE to faculty and staff.

- **ISP GOAL F.4.** (Increase and improve professional development opportunities for faculty, staff, and students to develop technology skills and other topics prioritized by the Institutional Strategic Plan).
 - DEC, DEFDC (GADER), ID, ALT Media
 - Further develop research around DE pedagogy and effective teaching and its relation to the culture of GCC

Goal 5 - Maintaining Rigor, Quality, and Compliance

Sustain GCC’s Distance Education Program’s high quality instructional standards by implementing best practice academic pedagogy through innovative course design in the Canvas LM, as well as compliance with State, Federal, and local standards.

- DEC, DEFDC, ID, ALT Media
 - GADER
- Attend OTC and other online teaching conferences
- Work with DECO, CCCCCO, GCC’s Academic Senate, Guild
- DE Addenda
- Evaluation forms, training, process

Goal 6 - Becoming a “Teaching College” with CVC-OEI

Meet all Requirements to Participate as a Teaching College in the CVC-OEI Exchange and capitalize on the Exchange, to be a part of the larger CCCC system serving all CA CC students. Work with: DEC, DEFDC, ID, Alt Media, Lead POOCR, IT, STSS, OER Librarian, DSP&S

- Collaborate with Student Services and Instructional Technology
- Increase incentives for POOCR
- Develop POOCR orientation
- Develop effective Accessibility Trainings
- Create ZTC incentives

GCC Distance Education Regulations and Accreditation

California Community College Curriculum - Title 5

(Please note that Title 5 language is due to change by late spring, 2022)

§ 55200. Definition and Application

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

§ 55202. Course Quality Standards

The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

§ 55204. Instructor Contact

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

§ 55206. Separate Course Approval

If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:

(a) Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and

(b) Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d) The addendum shall be separately approved according to the district's adopted curriculum approval procedures.

§ 55208. Faculty Selection and Workload.

(a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.

(c) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(d) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

§ 55210. Ongoing Responsibility of Districts

If a district offers one or more courses or course sections in which instruction is provided through distance education for at least 51 percent of the hours of instruction in the course or course section, the district shall:

(a) maintain records and report data through the Chancellor's Office Management Information System on the number of students and faculty participating in new courses or sections of established courses offered through distance education ;

(b) provide to the local governing board, no later than August 31st of each year, a report on all distance education activity;

(c) provide other information consistent with reporting guidelines developed by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Federal Regulation Code 34 (CFR) §602.3

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.

The technologies may include-- (1) The internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audio Conferencing; or (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Correspondence education means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. (3) Correspondence courses are typically self-paced. **(4) Correspondence education is not distance education.**

The Accrediting Commission for Community and Junior Colleges (ACCJC) Policy on Distance Education and Correspondence Education 2021

Distance Education means: (1) Education that uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s)¹, either synchronously or asynchronously. (2) The technologies may include: a) the internet; b) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; c) audio conferencing; or d) other media used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c). (ACCJC 2021)

ACCJC Accreditation Requirements

The Accreditation Commission for Community and Junior Colleges (ACCJC) determines the accredited status of an institution. Part of the evaluation process includes an evaluation of a college's distance education program and courses. More than a third of the ACCJC's [Guide to Institutional Self-Evaluation, Improvement, and Peer Review](#) (January 2022) accreditation standards include requirements for distance education ([Accreditation Manuals and Guides](#), 2022).

ACCJC Requirements for Online/Hybrid Instructors

Many of the distance education requirements are the responsibility of the institution and are beyond the responsibility of an individual instructor, but there are requirements that are instructor-specific:

- Online/hybrid instructors are to maintain regular and effective contact in online/hybrid courses;
- All instructors assess SLOs and discuss the results with colleagues to identify improvements to courses;
- All classes follow the Course Outline of Record (COR). The means of instruction varies between online and face-to-face, but the Methods of Instruction, Outside Class Assignments and Methods of Evaluation are the same;
- Federal ADA/508 Law requires that we serve all students. An instructor can help make students aware of the many services available to them online;
- Distance education instructors are expected to follow good teaching practices, including those identified by our accrediting commission.

DE Class Size Caps – According to the AFT:

Article 40 of the American Federation of Teachers (AFT) Contract states, “[Distance Learning] DL class size shall be consistent with Article 12. DL class size shall not exceed 40. Class size limits shall only be raised with the prior approval of the assigned faculty member in consultation with the department/division chair and the appropriate vice president or designee. Beginning at the point a class reaches its enrollment limits, students may only be added with the permission of the course’s assigned faculty member.”

For any concerns about course enrollment, please contact your division or department chair.

American Disabilities Act (ADA) and Section 508 Compliance

The Department of Justice (DOJ) published the Americans with Disabilities Act (ADA) Standards for Accessible Design in September 2010. These standards state that all electronic and information technology must be accessible to people with disabilities.

The ADA differs from Section 508 regulations, which are an amendment to the Rehabilitation Act of 1973 and apply to all information technology, including computer hardware, software, and documentation.

The ADA standards apply to commercial and public entities that have “places of public accommodation” which includes the Internet Interactive Accessibility.

With Thanks

Thank you to Glendale's Faculty and Students who have embraced - sometimes enthusiastically, sometimes reluctantly - Distance Education modalities to achieve their teaching and learning goals throughout the unprecedented years of the pandemic. Thanks, too, to Alexa Schumacher and her DE Strategic Plan Task Force who authored the original 5-Year DE Strategic Plan in 2018. The Committee on Distance Education and the Academic Senate have worked with commitment in support of faculty and students by devising the best Distance Education policies, strategies, and trainings to increase equity and outcomes in DE. Finally, we thank the GADER committee and Coordinator, and all those faculty who have taken advantage of professional development opportunities to build their DE pedagogy and deepen their students' experiences in Online courses. Your contributions, time, and energy influenced the creation of this DE 3-Year Strategic Plan.

The mission of the Committee on Distance on Education (CoDE) is to cultivate policies and promote practices that contribute to the quality and growth of distance education at Glendale Community College.

In support of the institution's Mission and Vision, the Glendale Community College's Committee on Distance Education (CoDE) will work with the Distance Education Coordinator, Distance Education Faculty Development Coordinator, Academic Senate, and Division Chairs as instructional program leaders to facilitate and improve online teaching, learning, and technology.

With the understanding that faculty should have the primary responsibility for developing policies and promoting distance education practices, CoDE will support a learner-centered program designed to further student success by making recommendations to the Academic Senate. Each CoDE member will represent his/her division and act as a resource to all faculty members within their division regarding exploration, development, and implementation of strong pedagogical online strategies in the distance education environment.

- ***Please see the Committee on Distance Education (CoDE) website for more information on the DE team at GCC and CoDE Agenda and Minutes***
- ***CCC Chancellor's Office: 2017 Distance Education Report***