

[Plans for Distance Education](#) >> **2024-2025 Distance Education CHC Administrative Services 2Yr. or SLO Plan 2024-2025**

This page is suitable for printing. Just use the print option in your browser or you can [print this page](#).

Name :

2024-2025 Distance Education CHC Administrative Services 2Yr. or SLO Plan 2024-2025

Principal Preparer :

Cynthia Hamlett

Planning Participants :

Ruby Zuniga

Version: 4

Group: 2024-2025

Type: CHC Administrative Services 2Yr. or SLO Plan 2024-2025

Last Modified On: 3/11/2025 9:45:27 AM

Last Modified By: Ruby Zuniga

State: Submitted (**Finalized**)

State By: Ruby Zuniga

Instructions

The annual plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives.

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the year-to-year [schedule](#) for all PPR programs.

1. Mission

Updating this Question is Optional on the 2Yr. and SLO Plan

a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

Distance Education Mission:

The CHC Distance Education program changes lives by providing an inclusive, equitable learning environment, which meets students where they are, with quality distance education, educational programming, and support services. These are facilitated by talented, well-trained faculty, committed staff, passionate leadership, and community support that advances students' educational, professional, and personal goals.

1B. The DE mission aligns with the CHC Mission in the following ways:

- We help change students' lives by providing solutions to the impediments imposed by geographical distance and temporal inconvenience.
- DE programming, training, and tools are made available to faculty, staff, and students to increase inclusivity by embracing diverse backgrounds and supporting students' unique needs. (training, tools, and how they are uniquely supported)
- We address equity gaps by consistently reviewing and analyzing disaggregated data as it pertains to distance education programs and services.

2. Description of Program

Updating this Question is Optional on the 2Yr. and SLO Plan

Please describe your program, including the following:

- a. Organizational structure and staffing
- b. Whom you serve (including demographics and representativeness of population served)
- c. Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service

d. **Rubric Item:** Describe your [Pattern of Service](#) including standard hours of operation, alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients

a. The CHC Distance Education Program needs a formalized structure modeled on DE programs already established at other California community colleges. This would include (what would that look like, who serves) ETC rep, VPI, deans, counseling/student services, technology services, SAS, faculty, etc.

b. CHC distance education served students enrolled in 305 sections in 19-20, 944 sections during 2020-2021 and 1115 sections during 2021-2022. This growth was borne of necessity during the COVID19 Pandemic restrictions, but student interest in online classes continues to climb as evidenced in a survey conducted during SP22 indicating that 52 percent of students preferred online or hybrid offerings. During this 3 year period, a total of 37,117 students were enrolled in 1,239 sections across all departments. **In order to serve the needs of these students outside of class, counseling, tutoring, library reference, and other student support services were made available online.** Students can now receive information and support either on campus or through online platforms.

Currently, data is not available in disaggregated form for students participating in distance education options. This has been requested through the research office. As all classes had some DE components during the pandemic, valid data beginning in 22-23 should be considered benchmark data.

c. Services offered through distance education program should include:

The purpose of the DE Program is to provide support and training for faculty to ensure quality online courses, with "quality" meaning students take online courses that facilitate ease of access and learning on par with that expected in a face-to-face classroom. This also includes support and training for students (via, for example, the CHC 062 Online Readiness course). Technology is always evolving, which is why it is essential to provide campus-based support and resources in order to stay current with emerging state and national standards as well as new technological trends.

Support for Instruction

The College's commitment to a quality DE Program is reflected in the following processes and standards:

1. DE Faculty verification process, training, and support
2. Instructional Design training and support
3. Student Training and Support
4. Institutional Support
5. Training at all levels (e.g. deans or anyone evaluating faculty online courses) in online course quality and accessibility.
6. Evaluation of the program; for example, looking at student satisfaction data, trends, comparable CCC DE programs, and working with ETC to make recommendations for student success strategies and faculty training/support.

Technology Support and Student Support Services

Both student support services and academic support services now have the capability to serve the needs of our student population both on campus and at a distance. Library reference services also include 24/7 chat to support student needs whenever and wherever they are. Tutoring, Counseling, Admissions and Financial Aid all now have the capability to support students both online and in person.

CVC Consortium Membership

As Crafton Hills College has made the decision to join the CVC Consortium (Q10 4.2), additional programmatic support will be needed. A team consisting of representatives from instruction and support services will need to work collaboratively with district technology services and the CVC to ensure seamless processes for our students. Additionally, ongoing professional development will be required to support quality-badged courses and a Peer Online Course Review team will need to be established (Q10: 4.2.a3).

d. As mentioned in a and c above, the growth of distance education offerings reflects both the flexibility of the college faculty and staff and the interest of the student population. As more students engage with CHC distance education offerings, services have also grown. The significant trend data is reflected in a growth of 110.47% over the past 3 years. Currently, distance education courses are offered in the following formats. These terms may change, as the CCCCO is working to create common modality terms for student-facing schedules and materials.

Online

Online courses are one form of distance education. Students enrolled in an online course can expect to complete coursework on their own schedule, though regular deadlines will usually apply. Materials are typically available through the Learning Management System (Canvas). Students communicate most frequently with their instructor and peers through the LMS. There are typically no mandatory meetings, though there may be requirements for proctored exams and assignments.

Partially Online or Hybrid

These courses have some scheduled on-campus class meetings while other work is completed in the online format. Students will expect to utilize the Learning Management System (Canvas) for some of their work.

Remote

Remote classes are another form of distance education. Classes offered in this format make use of 2-way video technology such as Zoom. Students should expect regular class meetings, but may participate from anywhere they have internet access. Most remote classes also make use of the Learning Management System (Canvas).

Emergency Remote Instruction

In the event of an emergency that causes the campus to close for an extended period, instruction may shift from traditional on-campus instruction to remote or online instruction. Classes will return to campus if/when the emergency situation has resolved. The State required that all Crafton courses being offered remotely have an emergency DE addendum adopted through the curriculum process by December 31, 2020. All of Crafton's courses now have an Emergency DE Addendum if the courses can be offered remotely during emergency situations requiring the campus to close.

3. External Factors with Significant Impact

Updating this Question is Optional on the 2Yr and SLO Plan

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
 - i) Requirements of prospective employers
 - ii) Developments in the field (both current and future)

A. CHC does not currently have a dedicated DE budget. We currently rely upon line-item and other funding from other entities on campus to support our detailed and essential activities. e.g., professional development committee and the office of instruction.

In order to have an effective DE Program, a budget is necessary to permanently support a full-time coordinator, director, or the equivalent (Q10 2.1.r1); additionally, the program would benefit from a site-based instructional designer (Q10 2.2.r1).

B. CHC's DE program faces competition from the CVC-OEI; CHC Academic Senate has approved pursuing full CVC Consortium membership. All colleges have continued to develop their DE programs; therefore, we will face competition from all other colleges. This will require participation from both instruction and student services areas.

C. Not applicable.

D. Accreditation requires courses offered as DE to have separately approved DE addenda. Title V requires that faculty be trained in DE methodology. For a course to be badged for quality in the CVC, the course must be reviewed by an online course review team approved by the CVC.

E. Distance learning offers some benefits in preparing students for the realities of a growing remote workforce. According to the Forbes article, [What Does Remote Learning Mean For The Future Of The Workforce?](#) “the world has been moving toward remote learning models for a while. All the Covid-19 shutdowns simply accelerated the process. Certainly, the mass move to online teaching didn’t work perfectly. Yet many experts believe it’s good for the future, especially the future of work.

Currently, millions of professionals work remotely at least some of the time. The average length most people spend in one position is around four years. When they leave, new workers will have to fit right into their roles. What better way to prepare them than by giving them a remote education, at least partially?

This isn't to suggest that in-person learning doesn't have its benefits. It does. However, employees who have experienced remote learning will bring several advantages to their employers:

1. New hires will be more familiar with technology.
2. New hires will bring a sense of independence and confidence to their positions.
3. New hires will be in a position to 'mentor up.'"

4. Progress on Outcomes Assessment

Updating this Question is Required on the 2Yr. Plans and Optional on SLO Plans

Rubric Item: [Service Area and Student Learning Outcomes Process](#).

- a. Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified, and whether the program met its target for each SAO.
- b. Please describe any service area improvements you plan to make as a result of the SAO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s) and to address any identified disproportionate impact (if the data is available)? If none, please explain.
- d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

In the past few years, the program has been evaluated based on student satisfaction and retention rates. DE has the following SAOs that can be assessed by using the DE evaluation survey results.

SAO 1: Enhance Awareness and Utilization of Online Support Services

a. Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified, and whether the program met its target for each SAO.

Target: Increase the usage of online technical support, tutoring, and library services by 15% over the next two years, as measured by the DE Student Survey.

SAO Summary: Based on the Spring 2024 Distance Education Student Satisfaction survey results, over 50% of students did not utilize critical support services like online tutoring, technical support, and library services. These services are underutilized despite their potential to alleviate common barriers to online learning, such as accessing resources and managing technical difficulties.

Disproportionate Impact: Disaggregated data is not available for this assessment, as demographic responses were voluntary and some students selected "decline to state." Therefore, disproportionate impact cannot be fully determined. Future efforts will prioritize increased demographic participation to allow for disaggregated analysis and targeted interventions.

What DI data could reveal: The survey results are in aggregate form but disaggregating them by race/ethnicity and other demographics (e.g., low-income students) could help identify specific groups that are less likely to use these services. If disproportionate impact exists, tailored outreach campaigns will be needed to address it.

Specific survey questions used:

- “How helpful have you found the following support services?” (showing low usage percentages for online technical support, library support, and tutoring support).
- “Which of the following resources would help you be more successful in your online course(s)?” (highlighting tech tools like hotspots and specialized software as key needs)

b. Please describe any service area improvements you plan to make as a result of the SAO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).

Improvement Focus: Increase student awareness of online support services and address any gaps in accessibility.

Bulleted Improvements:

- Continue to work with District DE Instructional Technology Specialist to integrate Student Support Services Hub (e.g., tutoring, library resources) directly into Canvas course navigation.
- Launch an awareness campaign through email, Canvas announcements, and social media to promote the availability and benefits of these services.
- Provide multilingual and culturally relevant outreach to potentially underrepresented groups, based on disaggregated data analysis.

c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s) and to address any identified disproportionate impact (if the data is available)? If none, please explain.

Objective: Increase awareness and usage of underutilized support services across all student demographics. (1.4)

Action Steps:

- Work with District DE to embed direct links to online support services within the Canvas navigation menu.
- Develop and distribute promotional materials to inform students about available resources.
- Collaborate with the Office of Equity to ensure the outreach campaign addresses barriers faced by underrepresented groups.

SAO 2: Improve Equity in Student Experience and Success

a. Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified, and whether the program met its target for each SAO.

Target: By Fall 2026, reduce equity gaps in satisfaction with Canvas navigation, instructor communication, and access to course materials to within 5% across all student demographics (once disaggregated).

SAO Summary: The aggregated survey results highlighted issues with Canvas navigation and delayed communication from instructors. These challenges likely affect student engagement and success.

Disproportionate Impact: While the survey data is aggregated and some demographic responses were incomplete, disproportionate impact cannot be assessed at this time. Future surveys will focus on encouraging higher participation in demographic reporting to better identify equity gaps and address disparities in Canvas navigation and instructor communication.

What DI data could reveal: Disaggregated data is required to determine whether these challenges disproportionately impact certain groups, such as Hispanic/Latinx or Black/African American students. Once identified, targeted interventions can be designed to close these gaps.

Specific survey questions used:

- “How easy or difficult was it to accomplish the following in your online courses?” (responses highlighted Canvas issues).
- Open-ended feedback about challenges, such as delayed instructor responses and unclear instructions

b. Please describe any service area improvements you plan to make as a result of the SAO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).

Improvement Focus: Address equity gaps in student satisfaction with online learning tools and instructor communication.

Bulleted Improvements:

- Standardize Canvas course design using templates to simplify navigation for all students.
- Train faculty on effective communication strategies and culturally responsive teaching practices.
- Conduct regular focus groups to gather student feedback on Canvas navigation and instructor interactions.

c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s) and to address any identified disproportionate impact (if the data is available)? If none, please explain.

Objective: Close equity gaps in satisfaction with Canvas navigation and instructor communication. (3.2)

Action Steps:

- Design and promote use of standardized Canvas templates across all courses.
- Develop a faculty workshop series focused on timely communication and culturally responsive teaching practices.
- Regularly review and refine course design and communication strategies based on disaggregated student feedback.

Going forward, some of the questions that should be addressed prior to any future program evaluations would be:

- Are students, faculty, and administrators aware of what comprises quality DE courses?

- Is faculty training successful? Student and administrator evaluations + surveying faculty regarding support of their teaching.
- Are students satisfied with the quality of their courses?
- How does the CVC & POOCR play into this? Quality badged courses are a benchmark standard by which to measure quality and effectiveness of online courses.

Some actions that should be taken to ensure success of the DE program include:

- Train faculty on course design, highlighting campus resources including tutoring. (Objective 1.1) Offer in various modalities, including Adjunct orientation, In-service, full courses and microcourses.
- Continue training that supports **regular and substantive interaction** in all courses; offer in various modalities, including Adjunct orientation, In-service, full courses and microcourses.
- Provide ongoing training regarding best practices in course design, including the use of *brief* videos and recorded lectures. Provide training on the use of Canvas Studio.
- Provide ongoing regular LMS and pedagogical “suggestions/best practices” to help faculty improve course design.
- Provide continued training on the differences in and successful strategies for online syllabi.
- Provide continued training on best practices for successful and engaging discussion topics and assignment strategies.
- Encourage faculty to maintain opportunities for students to engage with and learn from each other in online courses.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Updating this Question is Optional on 2Yr. and SLO Plans

Please discuss your program’s performance on each data item below.

a. Non-Instructional Program Effectiveness Evaluation Rubric

i) **Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.

ii) **Rubric Item:** Describe at least three external and internal [partnerships](#) that substantially affect the quality of services to students or clients.

a.i. Innovation or Enhancement

The DE Program and training is aligned with CVC best practices. Certification and advanced training of online instructors is facilitated by DE Lead and aligned with @ONE Professional Development offerings. Advanced DE professional development includes Equity and Culturally Responsive Online Teaching, Introduction to Live Online Teaching & Learning, Introduction to Course Design, and various DE micro-courses, which are also facilitated by the DE Lead or external sources. Additional courses have been developed and are ready to implement at Crafton. Curriculum has transferred to a new platform which simplifies the DE Addendum process. During the last 3 years (COVID19 pandemic), DE Lead: Researched, developed, and administered in-house DE training, allowing 156 additional faculty to be trained and verified to teach online.

Researched, developed and administered professional development offerings via email and Zoom workshops such as Tech Tuesdays, Byte-sized Canvas series, Tuesday DE Teaching Tip, Canvas Question of the Week, and other flex and Inservice offerings.

a.ii. Partnerships

The DE program maintains strong partnerships with ETC, CHC Professional Development, SBCCD Technology & Educational Support Services (TESS), SBCCD Distance Education Coordination Council (DECC), Library, Tutoring Center, Technology Center/SAS, Technology Committee, Student Services, VPs and Deans, OIERP (surveys), and the California Virtual Campus (CVC). The DE Faculty Lead is a member of the CCC Distance Education Coordinators Organization and brings information back to the ETC and CHC campus.

6. Other Unit-Specific Quantitative and Qualitative Results (Administrative Services Only)

Updating this Question is Optional on 2Yr. and SLO Plans

a. **Rubric Item:** Define and describe useful quantitative or qualitative measures you have chosen to gauge your program's effectiveness that are in addition to the SAOs from measure 3 ([Program Effectiveness Measures](#)). (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, square footage serviced, acres managed, student, faculty, and staff satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, and satisfaction with college facilities) etc.

b. **Rubric Item:** Please be sure to set a target ([Program Effectiveness Criteria](#)) for each measure and provide the reasoning for the targets that have been set. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

a. Program Effectiveness Measures and Criteria

i) In the 2021-2022 academic year, the DE program had an average retention rate of 89.7%. In the last four years, the DE retention rate has increased from 88.1% in 2017-2018 to 89.7% in 2021-2022, an increase of 1.6 percent. The target DE retention rate is 90.9%. When disaggregating the data by gender, age, and ethnicity, there did not appear to be any substantial differences by gender. Students 50 years or older had a retention rate of 91% compared to the overall completion rate of 89.7%. Equally important, when examining ethnicity, African American (86.6%), Hispanic (89.3%), and Native American (68.4%) students appeared to have lower retention rates when compared to the overall retention rate of 89.7%. Strategies to improve the retention rates of African American, Hispanic, and Native American students are included in objective 4.2.a1 in question 10.

ii) Between fall 2021 and spring 2022, the DE program had an average success rate of 69.3%. In the last 4 years, there has been a small decrease in the success rate from 71.7% to 69.3%, (which may be partly attributed to the challenges of the COVID-19 pandemic). Success rates are slightly lower than those in face-to-face classes, which in 2021-2022 were 72.1%. This meets the DE program target to mirror on-campus success rates. When disaggregating the data by gender, age, and ethnicity; there did not appear to be any substantial differences by gender. Students below age 18 have slightly higher success rates (76.5%) than their older counterparts. Students 18-29 have a success rate of 66.6%-71.6%. Students 50 years or older had a success rate of 76%. The overall success rate was 69.3%. When examining ethnicity, African American (57.7%), Hispanic (66.3%), and Native American (42.1%) students all appeared to have lower success rates when compared to 4.2.a2 in question 10.

- iii) Not available
- iv) Not available
- v) Not available

7. Evaluation

Updating this Question is Optional on 2Yr. and SLO Plans

You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: early morning, evening services, etc.)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates

Depending on context, training has been made available in a variety of modes (asynchronous, remote, self paced/on-demand, etc.) Offerings continue to grow based on the DE Lead's professional training and external partnerships. The scope of Distance Education at CHC necessitates a full-time DE lead to effectively meet the needs of the faculty, staff and our students.

Utilizing a train-the-trainer approach to ongoing professional development in online teaching methodology, Crafton Hills has supported teams of faculty to attend various DE professional development opportunities so they can bring back innovations and best practices to the campus.

As Crafton Hills College continues to pursue and participate in the California Virtual Campus course exchange, the peer online course review process will provide another avenue for evaluation of individual courses and the DE program as a whole.

Professional development is a main component of the DE program. There is significant collaboration with both the Educational Technology Committee and the Professional Development committee to provide professional development opportunities that are relevant to DE faculty.

The Distance Education program is integral in ensuring that the college meets accreditation standards, US Dept of Education standards, and CA state Distance Education mandates.

8. Vision

Updating this Question is Optional on 2Yr. and SLO Plans

a. Tell us your unit's Vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, growth, changes to the service area, etc.).

b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The vision of Crafton Hills College is to empower the people who study here, the people who work here, and the

people who live in our community through education, engagement, and innovation. **In what ways does your program advance the vision of the college?**

Distance Education Vision:

Students have access to a dynamic, high-quality and comprehensive education that advances their success in an engaging, student-centered online learning environment. We will strive to develop the capacity to offer and deliver courses in an online mode - whether asynchronous, synchronous, or hybrid - while maintaining accessibility and equity, providing students all available opportunities for their success as well as increasing our capacity to address students' needs, especially during challenging scenarios.

In what ways does your program advance the vision of the college?

Students have access to quality online courses that provide flexibility of schedule and location. We use technology to circumvent the barriers that our students encounter in their journey toward educational advancement.

9. Progress on Prior Goals

Updating this Question is Optional on 2Yr. and SLO Plans

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Officially establish the CHC Distance Education program, becoming consistent with other members of the CVC and other community colleges in the CCC system.**

Priority Rank:

1

Objectives:

- **1.1 - Objective - Join CVC as a full Consortium member**

Priority Rank:

1

Original Start Date:

02/03/2020

Original End Date:

06/30/2023

Revised Start Date:

02/03/2020

Revised End Date:

06/30/2023

Responsible Person:

DE Faculty Lead

Strategic Direction :

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **1.1.a1 - Gain Academic Senate approval to join the CVC Consortium**

Item was on the Academic Senate agenda 9/21/22 and approved.

Start Date:

09/21/2022

End Date:

12/15/2023

Responsible Person:

CHC DE Faculty Lead

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.1.a2 - Work with CVC to badge courses**

DE Faculty Lead will work with CVC to facilitate the POQR process for badging DE courses for quality.

Start Date:

09/21/2022

End Date:

12/15/2023

Responsible Person:

CHC DE Faculty Lead

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.1.a3 - Collaborate with campus offices to ensure CHC is Teaching College ready**

Offices such as Admissions and Records, Financial Aid, Counseling, and other campus services/designated stakeholders will receive training and technology support.

Start Date:

09/21/2022

End Date:

06/30/2023

Responsible Person:

CHC DE Faculty Lead/VPI

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.1.a4 - Develop and implement a local Peer Online Course Review (POCR)**

DE Faculty Lead and the Educational Technology Committee (ETC) will work with faculty and management to develop a local POCR team.

Start Date:

12/01/2022

End Date:

12/01/2023

Responsible Person:

CHC DE Faculty Lead

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.2 - Objective - Define a decision responsibility matrix based in a membership of stakeholders**

Priority Rank:

9

Original Start Date:

12/01/2022

Original End Date:

06/30/2024

Revised Start Date:

12/01/2022

Revised End Date:

06/30/2024

Responsible Person:

CHC DE Faculty Lead

Strategic Direction :

5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **1.2.a1 - Invite representatives from pertinent constituents**

Representatives participating in committee work for the CHC DE Program will come from administration, counseling, financial aid, Student Services, Institutional Advancement, OEIRP, and other interested constituents.

Start Date:

12/01/2022

End Date:

12/01/2023

Responsible Person:

CHC DE Faculty Lead

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.2.a2 - Establish decision making chain**
 1. President
 2. VPI
 3. DE Dean/Director
 4. DE Faculty Lead

Start Date:

12/01/2022

End Date:

12/01/2023

Responsible Person:

CHC DE Faculty Lead

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.2.a3 - Formalize charges and goals**

The CHC DE Program committee would need to collectively develop and confirm formal charges and goals.

Start Date:

12/01/2022

End Date:

12/15/2023

Responsible Person:

CHC DE Faculty Lead

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **1.2.a4 - Establish a dedicated DE budget**

The DE Program will need a dedicated budget to fund assets like:

1. A full time DE director or other management-level leader
2. Development and maintenance of an on-campus DE Faculty Support Center, where they can access high end technology tools and equipment. It will also require human resource support to help faculty create high end, engaging course materials (videos, podcasts, etc.) for the online learning environment.
3. A campus-based instructional designer
4. Further development and maintenance of the Online Campus web page for students

5. Further development and maintenance of an online resources section of the website for faculty
6. Other resources that pertain to the development of quality online courses and student support

Start Date:

12/01/2022

End Date:

06/01/2026

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- 2 - Goal - Grow Institutional Support for the DE Program

Priority Rank:

2

Objectives:

- 2.1 - Objective - Determine a leader and staff the program appropriately

Priority Rank:

8

Original Start Date:

12/01/2022

Original End Date:

06/01/2024

Revised Start Date:

12/01/2022

Revised End Date:

06/01/2024

Responsible Person:

CHC DE Faculty Lead/VPI

Strategic Direction :

5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Status Code:

-- Pick One --

Progress Description:

Resource Requests:

- 2.1.r1 - Hire a full-time DE Director, DE Dean, or equivalent manager.

Description

The Distance Education program requires a full-time managerial lead to facilitate, oversee and implement the revised DE plan actions, professional and course development activities, and to provide regular support for both DE Faculty and Students.

Rationale

Strong and knowledgeable leadership is necessary to maintain quality distance education practices and procedures on par with other highly-rated DE programs in the CC system across the state.

Resource Type:

Ongoing

Expenditure Category:

Cert. Managers (1201)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$95,000.00/\$0.00

Second Year Cost/Savings:

\$95,000.00/\$0.00

Third Year Cost/Savings:

\$95,000.00/\$0.00

- **2.1.r2 - DE Faculty Lead**

Description

Maintain appropriate release for DE Faculty Lead who will chair ETC and serve as a liaison to the DE program and professional development.

Rationale

Online course ratios are higher than ever. Appropriate reassign time is necessary to facilitate a DE Faculty Lead that will chair ETC and serve as a liaison to the DE program and professional development.

Resource Type:

Ongoing

Expenditure Category:

Non-Classroom Reassigned Time (1287)

Funded:

No

Funding Source:

- **2.2 - Objective - Campus based support for Distance Education**

Priority Rank:

10

Original Start Date:

08/01/2018

Original End Date:

06/30/2025

Revised Start Date:

08/01/2018

Revised End Date:

06/30/2025

Responsible Person:

CHC DE Coordinator

Strategic Direction :

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Status Code:

-- Pick One --

Progress Description:**Resource Requests:**

- **2.2.r1 - DE Instructional Designer**

Description

A full-time campus-based Instructional Designer to support faculty course design and assist in online course creation, including accessibility and industry best practices standards.

Rationale

A full-time campus-based Instructional Designer to support faculty course design and assist in online course creation, including accessibility and industry best practices standards.

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

Funded:

No

Funding Source:**First Year Cost/Savings:**

\$95,000.00/\$0.00

Second Year Cost/Savings:

\$95,000.00/\$0.00

Third Year Cost/Savings:

\$95,000.00/\$0.00

- **2.2.r2 - DE Faculty Support Center**

Description

Faculty need a space where high end technology tools and equipment are available for use. They also require human resource support to help them to create high end, engaging course materials (videos, podcasts, etc.) for the online learning environment. The Daniel Bahner Center could become a shared space between DE and Professional Development if appropriately staffed and resourced. An instructional designer, the DE Faculty Lead, and

the PD Faculty Lead may be housed in this location to maintain ease of access for all faculty.

Rationale

Provide resources for online teaching faculty to create quality course videos and other materials.

Resource Type:

Ongoing

Expenditure Category:

Maintenance Agreements - Building (5634)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$10,000.00/\$0.00

Second Year Cost/Savings:

\$10,000.00/\$0.00

Third Year Cost/Savings:

\$10,000.00/\$0.00

- **3 - Goal - Maintain and continue to improve the quality of CHC's DE Program**

Priority Rank:

3

Objectives:

- **3.1 - Objective - CHC DE faculty will understand and apply best practices for Online Teaching and Learning.**

Priority Rank:

3

Original Start Date:

02/01/2016

Original End Date:

06/01/2026

Revised Start Date:

02/01/2016

Revised End Date:

06/01/2026

Responsible Person:

CHC DE Faculty Lead

Strategic Direction :

2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

- **3.1.r1 - Professional Development**

Description

Work with the Professional Development Faculty Lead to develop and offer workshops related to best practices for online teaching and learning including DE certification training, advanced @ONE-designed faculty training, Inservice training, and support for the use of technological media, tools, materials, and andragogy best practices to enhance content delivery in DE courses. And/or provide off-site conference attendance for faculty and staff supporting best practices in DE delivery, on the adopted LMS, and other high demand technology-related topics.

Rationale

Provide the support to enhance DE faculty understanding and use of best practices for Online Teaching and Learning.

Resource Type:

Ongoing

Expenditure Category:

Conference and Travel (5200)

Funded:

No

Funding Source:

First Year Cost/Savings:

\$25,000.00/\$0.00

Second Year Cost/Savings:

\$2,500.00/\$0.00

Third Year Cost/Savings:

\$25,000.00/\$0.00

Actions/Activities:

- **3.1.a1 - Provide PD on how DE instructors can improve regular and substantive interaction**

When examining the open-ended responses to the most recent course evaluation, some of the students did not feel that instructors responded to email in a timely manner or provided sufficient interaction with students. The DE Faculty Lead will provide information to DE instructors on best practices for regular and substantive interaction. DE Certification and other advanced PD DE courses will continue to maintain "regular and substantive interaction" as a training focus.

Start Date:

09/21/2022

End Date:

12/01/2026

Responsible Person:

DE Faculty Lead

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **3.1.a2 - Provide PD on incorporating equitable practices in DE classes**

We facilitate the Equity @ONE course and should continue to do so. Other PD options focusing on equity should also be regularly considered. The most recent DE course evaluation survey found that 58% of online students work 20 or more hours a week. When reviewing this information in an ETC meeting, the faculty felt that there needs to be PD on how to establish a pattern in course due dates to help students manage their time (regular structured contact).

Start Date:

09/01/2020

End Date:

12/01/2026

Responsible Person:

DE Faculty Lead

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **3.1.a3 - Provide training in best practices for live synchronous (remote) DE classes**

The pandemic provided an opportunity to deliver instruction to faculty on remote instruction best practices via weekly email information and the Introduction to Live Online Teaching and Learning @ONE adoptable course, both facilitated by the DE Faculty Lead. Ask Academic Senate for approval to require targeted training for faculty who wish to teach live remote (e.g., Zoom) classes. In the 2020-2021 school year, CHC offered more than twice as many synchronous course as asynchronous (852 vs. 417); this was largely due to the pandemic. In the 2021-2022 school year, CHC offered 255 synchronous courses and 482 asynchronous courses, demonstrating that synchronous courses are still favored by many students.

Start Date:

06/01/2020

End Date:

12/01/2026

Responsible Person:

DE Faculty Lead

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **3.1.a4 - Train faculty on course design highlighting campus resources.**

Incorporate training regarding inclusion of campus and other third party resources (NetTutor) such as online tutoring, online library resources, and other instructional support services into the DE faculty training curriculum.

Start Date:

09/01/2020

End Date:

12/01/2026

Responsible Person:

DE Faculty Lead

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **3.2 - Objective - CHC administration will understand and monitor best practices in online teaching, learning and student support.**

Priority Rank:

6

Original Start Date:

12/01/2022

Original End Date:

06/01/2026

Revised Start Date:

12/01/2022

Revised End Date:

06/01/2026

Responsible Person:

CHC DE Faculty Lead/VPI

Strategic Direction :

5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **3.2.a1 - Provide training to administration on what quality online teaching and course design looks like.**

Training in the principles of CVC-OEI Course Design Rubric, state and federal regulations for distance education courses, DE best practices, and effective online course design is highly recommended for managers responsible for evaluating faculty who teach distance education courses.

Start Date:

12/01/2022

End Date:

06/01/2026

Responsible Person:

DE Faculty Lead/VPI

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **4 - Goal - Promote and support Student Success in DE courses**

Priority Rank:

4

Objectives:

- **4.1 - Objective - Students will understand the challenges and be able to assess their readiness to learn and be provided an opportunity to experience the LMS prior to enrolling in a DE course.**

Priority Rank:

7

Original Start Date:

07/15/2016

Original End Date:

06/01/2026

Revised Start Date:

07/15/2016

Revised End Date:

06/01/2026

Responsible Person:

DE Faculty Lead

Strategic Direction :

3. Increase Student Success and Equity

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **4.1.a1 - Explore making CHC-062 a non-credit option**

Explore offering students the option to take CHC-062 as a non-credit course AND/OR series of modules that could be integrated or linked from within any enrolled Canvas course at the instructor's choosing.

Start Date:

03/30/2022

End Date:

12/01/2023

Responsible Person:

DE Faculty Lead

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **4.2 - Objective - Improve DE student outcomes for students experiencing disproportionate impact.**

Priority Rank:

2

Original Start Date:

03/24/2021

Original End Date:

06/01/2026

Revised Start Date:

03/24/2021

Revised End Date:

06/01/2026

Responsible Person:

DE Faculty Lead

Strategic Direction :

2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **4.2.a1 - Identify strategies and provide training to faculty to improve DE student outcomes among African American, Hispanic, and Native American students**

In the 2021-2022 academic year, the DE program had an average retention rate of 89.7%. In the last four years, the DE retention rate has increased from 88.1% in 2017-2018 to 89.7% in 2021-2022, an increase of 1.6 percent. The target DE retention rate is 90.9%. When disaggregating the data by gender, age, and ethnicity, there did not appear to be any substantial differences by gender. Students 50 years or older had a retention rate of 91% compared to the overall completion rate of 89.7%. Equally important, when examining ethnicity, African American (86.6%), Hispanic (89.3%), and Native American (68.4%) students appeared to have lower retention rates when compared to the overall retention rate of 89.7%.

Strategies:

- AA students tend to prefer asynchronous courses that can be completed on their schedules. Outreach to emphasize to working adults and African American students that we have convenient course delivery and that they don't worry about making it to campus to get a quality education/degree and can work around their work and home commitments.

- Continue to offer the *Equity and Culturally Responsive Teaching* course for faculty professional development that addresses these issues.
- Continue to survey students regarding what approaches would be most successful in helping to achieve their educational goals.
- Continue to develop resources for the Online Teaching section of the CHC website so that faculty can quickly access materials and strategies that will foster DEI in their online courses.

Start Date:

12/01/2022

End Date:

06/01/2026

Responsible Person:

DE Faculty Lead

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **4.2.a2 - Continue to implement training to faculty for improving DE student outcomes, reducing equity gaps among disproportionately affected students and increase success rates**

In 2019-2020 academic year, the DE program had an average completion rate of 91%. Moreover, in the last four years, the DE completion rate has increased from 88.4% in 2016-2017 to 91.4% in 2019-2020, an increase of 3 percent. The target DE completion rate is 90%, which was met in 2019-2020. When disaggregating the data by gender, age, and ethnicity; there did not appear to be any substantial differences by gender. Students 50 years or older had a completion rate of 87% compared to the overall completion rate of 91.4%. Equally important, when examining ethnicity, African American (85%), Hispanic (88%), and Native American (83%) students all appeared to have lower completion rates when compared to the overall completion rate of 91.4%.

Strategies:

- Continue to offer the Equity and Culturally Responsive Teaching course for faculty professional development that addresses these issues.
- Continue to survey students regarding what approaches would be most successful in helping to achieve their educational goals.
- Continue to develop resources for the Online Teaching section of the CHC website so that faculty can quickly access materials and strategies that will foster DEI in their online courses.

- Continue to develop PD microcourses focusing on interaction and equity strategies

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **5 - Goal - Continue to improve access to both academic and student services resources such that they are equivalent to those of traditional students.**

Priority Rank:

5

Objectives:

- **5.1 - Objective - Continue to monitor the online services provided to students.**

Priority Rank:

5

Original Start Date:

02/03/2020

Original End Date:

06/01/2026

Revised Start Date:

02/03/2020

Revised End Date:

06/01/2026

Responsible Person:

DE Faculty Lead

Strategic Direction :

3. Increase Student Success and Equity

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **5.1.a1 - Conduct regular evaluation of online academic and student services**

Consistently monitor effectiveness of and access to online academic and student services, such as library, tutoring, counseling, financial aid, admissions and records, health services and others through student DE satisfaction surveys.

Start Date:

12/01/2022

End Date:

06/01/2026

Responsible Person:

VPI

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **6 - Goal - CHC DE Policies and Procedures will be current and effective**

Priority Rank:

6

Objectives:

- **6.1 - Objective - Continue to provide support to ensure DE courses meet accessibility standards.**

Priority Rank:

4

Original Start Date:

08/19/2016

Original End Date:

06/01/2026

Revised Start Date:

08/19/2016

Revised End Date:

06/01/2026

Responsible Person:

DE Faculty Lead

Strategic Direction :

2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **6.1.a1 - Maintain and continue to develop faculty accessibility resources and training.**

Continue to offer and develop professional development and other training to ensure faculty understand accessibility issues and how to mitigate them. Additionally, support for a campus-based or district instructional designer for course design and accessibility consultation and assistance.

Start Date:

12/01/2022

End Date:

06/01/2026

Responsible Person:

DE Faculty Lead/VPI

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **6.1.a2 - Monitor state and federal regulations for updates**

DE Faculty Lead or managerial DE Program lead will, through state and federal distance education organizations, track policy changes that will affect campus policies. Changes to campus policies will be made as necessary; district policies will be effected through DECC or other district entities.

Start Date:

12/01/2022

End Date:

06/01/2026

Responsible Person:

DE Faculty Lead

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Updating this Question is **Required** on 2Yr. Plans and **Optional** on SLO Plans

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they [work together](#).)

- **1 - Goal - 3. Increase Student Success and Equity**

Priority Rank:

1

Objectives:

- **1.1 - Objective - Improve the Quality of Online Courses**

Priority Rank:

5

Start Date:

02/06/2025

End Date:

06/30/2027

Responsible Person:

DE Faculty Lead

Strategic Direction (Goal):

3. Increase Student Success and Equity

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **1.1.a1 - Work with CHC POCR team to quality badge courses**

DE Faculty Lead will work with the CHC POCR team to facilitate the process for badging DE courses for quality on the CVC Exchange. This work will be ongoing with the campus earning Local POCR Certification in January 2025.

Start Date:

01/31/2025

End Date:

06/30/2027

Responsible Person:

CHC DE Faculty Lead and CHC POCR team

- **1.1.a2 - Establish a dedicated DE budget**

The DE Program will need a dedicated budget and funding stream to fund assets like:

- A full time DE Faculty Lead
- Faculty stipends for completion of POCR Quality-badged courses for the CVC Exchange
- Development and maintenance of an on-campus DE Faculty Support Center, providing access to high end technology tools and equipment. It will also require human resource support to help faculty create high end, engaging course materials (videos, podcasts, etc.) for the online learning environment.
- Other resources that pertain to the development of quality online courses and student support

Start Date:

02/06/2025

End Date:

06/30/2026

Responsible Person:

CHC DE Faculty Lead & VPI

- **1.2 - Objective - Maintain and continue to improve the quality of CHC's DE Professional Development offerings**

Priority Rank:

6

Start Date:

02/06/2025

End Date:

06/30/2027

Responsible Person:

CHC DE Faculty Lead

Strategic Direction (Goal):

3. Increase Student Success and Equity

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **1.2.a1 - Faculty DE Professional Development**

Provide a variety professional development options, including workshops, microcourses and full @ONE adoptable courses which focus on regular and substantive interaction in online courses, equitable course design, and current online learning pedagogy.

Start Date:

02/06/2025

End Date:

06/30/2027

Responsible Person:

CHC DE Faculty Lead

- **1.2.a2 - Training for Equitable Teaching Practices**

Provide training on incorporating equitable teaching practices in DE courses. This can be done through the full @ONE adoptable course "Equity and Culturally Responsive Online Teaching and Learning" course as well as microcourses, and In-service and other workshops. (SAO 2)

Start Date:

02/06/2025

End Date:

06/30/2027

Responsible Person:

CHC DE Faculty Lead

- **1.2.a3 - Training on Equitable Course Design**

Highlight campus resources for students through faculty training on the pedagogical aspects of online course design. This can be done through @ONE adoptable courses such as "Introduction to Course Design," "Humanizing Online Teaching and Learning," "10-10-10: Communication That Matters," and others models, including microcourses and workshops.

Start Date:

02/06/2025

End Date:

06/30/2027

Responsible Person:

CHC DE Faculty Lead

- **1.2.a4 - Training for Deans/Course Reviewers**

CHC Deans and other DE course reviewers will understand and monitor best practices in online teaching, learning, and student support. Offer training sessions for Deans/Dept. Chairs/other DE course reviewers to recognize and support quality online teaching and course design.

Start Date:

02/06/2025

End Date:

06/30/2027

Responsible Person:

CHC DE Faculty Lead

- **1.2.a5 - Establish a formal DE re-certification policy**

Work with Academic Senate and union to establish a formal policy for DE re-certification (aka "DE Refresh") to ensure that faculty who are already certified to teach online are keeping knowledge, skills, and pedagogical strategies for online teaching and learning up to date.

Start Date:

02/06/2025

End Date:

06/30/2026

Responsible Person:

CHC DE Faculty Lead

- **1.3 - Objective - Continue to provide support to ensure DE courses meet accessibility standards.**

Priority Rank:

11

Start Date:

02/06/2025

End Date:

06/30/2027

Responsible Person:

CHC DE Faculty Lead

Strategic Direction (Goal):

3. Increase Student Success and Equity

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **1.3.a1 - ADA Resources and Training**

Maintain and continue to develop ADA resources and training:

- Collaborate with SAS to offer In-service and other professional development focused on accessibility principles for online classes and course design.
- Develop additional microcourses focused on accessibility in online course design, and work with PDC to promote free @ONE accessibility courses.
- Promote use of accessibility checkers embedded into Canvas and attendance of District DE workshops on using them.

Start Date:

02/06/2025

End Date:

06/30/2027

Responsible Person:

CHC DE Faculty Lead

- **1.4 - Objective - Increase awareness and usage of underutilized support services across all student demographics (SAO 1)**

Priority Rank:

9

Start Date:

02/06/2025

End Date:

10/31/2025

Responsible Person:

CHC DE Faculty Lead

Strategic Direction (Goal):

3. Increase Student Success and Equity

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **1.4.a1 - Embed direct links to online support services in Canvas**

Work with District DE to embed direct links to online support services within Canvas. Student Support Hub will be integrated into the Canvas Navigation pane to make all services readily available to students in their Canvas courses. **(SAO 1)**

Start Date:

02/06/2025

End Date:

10/31/2025

Responsible Person:

CHC DE Faculty Lead + District DE Instructional Technology Specialist

- **1.4.a2 - Promotional campaign about resources available to online students**

Develop and distribute promotional materials to inform students about available resources. Launch an awareness campaign through email, Canvas announcements, and social media to promote the availability and benefits of these services. **(SAO 1)**

Start Date:

02/06/2025

End Date:

10/31/2025

Responsible Person:

CHC DE Faculty Lead

- **1.4.a3 - Collaborate with Office of Equity on outreach to DI groups**

Collaborate with Office of Equity to ensure the outreach campaign addresses barriers faced by underrepresented groups. Provide multilingual and culturally relevant outreach to potentially underrepresented groups, based on disaggregated data analysis.

Start Date:

02/06/2025

End Date:

06/30/2027

Responsible Person:

CHC DE Faculty Lead

- **2 - Goal - 4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community**

Priority Rank:

2

Objectives:

- **2.1 - Objective - Determine a leader and staff the program appropriately**

Priority Rank:

4

Start Date:

12/01/2022

End Date:

06/01/2026

Responsible Person:

CHC DE Faculty Lead/VPI

Strategic Direction (Goal):

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type:

Site

Institutional Learning Outcome:

Unknown

Resource Requests:

- **2.1.r1 - Full-time DE Faculty Lead**

Description

The Distance Education program requires a full-time Distance Education Faculty Lead to facilitate, oversee and implement the revised DE plan actions, professional and course development activities, and to provide regular support for both DE Faculty and Students.

Rationale

Online course ratios are higher than ever. Strong and knowledgeable leadership is necessary to maintain quality distance education practices and procedures on par with other highly-rated DE programs in the CC system across the state. Full time DE faculty lead to serve as a liaison to the DE program and professional development.

Resource Type:

Ongoing

Expenditure Category:

Reassigned Time (1102)

First Year Cost/Savings:

\$95,000.00/\$0.00

Second Year Cost/Savings:

\$95,000.00/\$0.00

Third Year Cost/Savings:

\$95,000.00/\$0.00

- **2.2 - Objective - Campus based support for Distance Education**

Priority Rank:

10

Start Date:

08/01/2018

End Date:

06/30/2026

Responsible Person:

CHC DE Faculty Lead

Strategic Direction (Goal):

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Resource Requests:

- **2.2.r1 - DE Faculty Support Center**

Description

Faculty need a space where high end technology tools and equipment are available for use. They also require human resource support to help them to create high end, engaging course materials (videos, podcasts, etc.) for the online learning environment. The Daniel Bahner Center could become a shared space between DE and Professional Development if appropriately staffed and resourced. A District instructional designer, the DE Faculty Lead, and the PD Faculty Lead could potentially be housed in this location to maintain ease of access for all faculty.

Rationale

Provide resources for online teaching faculty to create quality course videos and other materials.

Resource Type:

Ongoing

Expenditure Category:

Maintenance Agreements - Building (5634)

First Year Cost/Savings:

\$10,000.00/\$0.00

Second Year Cost/Savings:

\$10,000.00/\$0.00

Third Year Cost/Savings:

\$10,000.00/\$0.00

- **2.2.r2 - DE Instructional Designer**

Description

A full-time campus-based (or District-based) Instructional Designer to support faculty course design and assist in online course creation and design, including accessibility and industry best practices and standards.

Rationale

Faculty are content experts in their fields who cannot be expected to learn professional level course design in addition to their professional and departmental duties. A full-time campus-based (or District-based) Instructional Designer would support design of courses and assist in online course creation, including meeting accessibility and industry best practices and standards.

Resource Type:

Ongoing

Expenditure Category:

Cert Non-Mgt. Non-Teach (1283)

First Year Cost/Savings:

\$95,000.00/\$0.00

Second Year Cost/Savings:

\$95,000.00/\$0.00

Third Year Cost/Savings:

\$95,000.00/\$0.00

- **3 - Goal - 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability**

Priority Rank:

3

Objectives:

- **3.1 - Objective - Improve success and retention for DE students experiencing disproportionate impact.**

Priority Rank:

7

Start Date:

02/06/2025

End Date:

06/30/2027

Responsible Person:

DE Faculty Lead

Strategic Direction (Goal):

2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **3.1.a1 - Identify strategies and training to improve outcomes among DI population**

Strategies:

- AA students tend to prefer asynchronous courses that can be completed on their schedules. Outreach to emphasize to working adults and African American students that we have convenient course delivery and that they can work around their work and home commitments and don't need to worry about making it to campus to get a quality education/degree.
- Continue to offer the *Equity and Culturally Responsive Teaching* course for faculty professional development that addresses these issues.
- Continue to survey students regarding what approaches would be most successful in helping to achieve their educational goals.
- Continue to develop resources for the Online Teaching section of the CHC website so that faculty can quickly access materials and strategies that will support DI populations in their online courses.
- Continue to develop and offer training in regular and substantive interaction and other online teaching strategies that support DI populations.

Start Date:

12/01/2022

End Date:

06/01/2026

Responsible Person:

DE Faculty Lead

- **3.2 - Objective - Close equity gaps in satisfaction with improvements to Canvas navigation and instructor communication. (SAO 2)**

Priority Rank:

8

Start Date:

02/06/2025

End Date:

06/30/2027

Responsible Person:

CHC DE Faculty Lead

Strategic Direction (Goal):

2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **3.2.a1 - Design standardized Canvas templates**

Design standardized Canvas course and/or module templates. Promote use across all courses and encourage faculty to implement. (SAO 2)

Start Date:

02/06/2025

End Date:

06/30/2026

Responsible Person:

CHC DE Faculty Lead

- **3.2.a2 - Develop faculty training options for RSI**

Develop a faculty PD options for strengthening approaches and best-practices strategies to regular and substantive interaction (RSI):

- Full course offerings (@ONE adoptables) such as "Humanizing Online Teaching & Learning," "10-10-10: Communication That Matters," and others.
- Workshop series focused on timely communication and culturally responsive teaching practices.
- In-service workshop offerings
- Badged microcourses on RSI best practices
-

Start Date:

02/06/2025

End Date:

06/30/2026

Responsible Person:

CHC DE Faculty Lead

- **3.2.a3 - Review and refine course design and communication strategies**

The Distance Education Program committee will be charged with regular review of CHC online course design standards and strategies based on regular student satisfaction surveys and other feedback from disproportionately impacted populations.

Start Date:

02/06/2025

End Date:

06/30/2027

Responsible Person:

CHC DE Faculty Lead

11. Comments

This space is provided for participants and managers to make additional comments.
Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

There are no supporting documents for this plan.