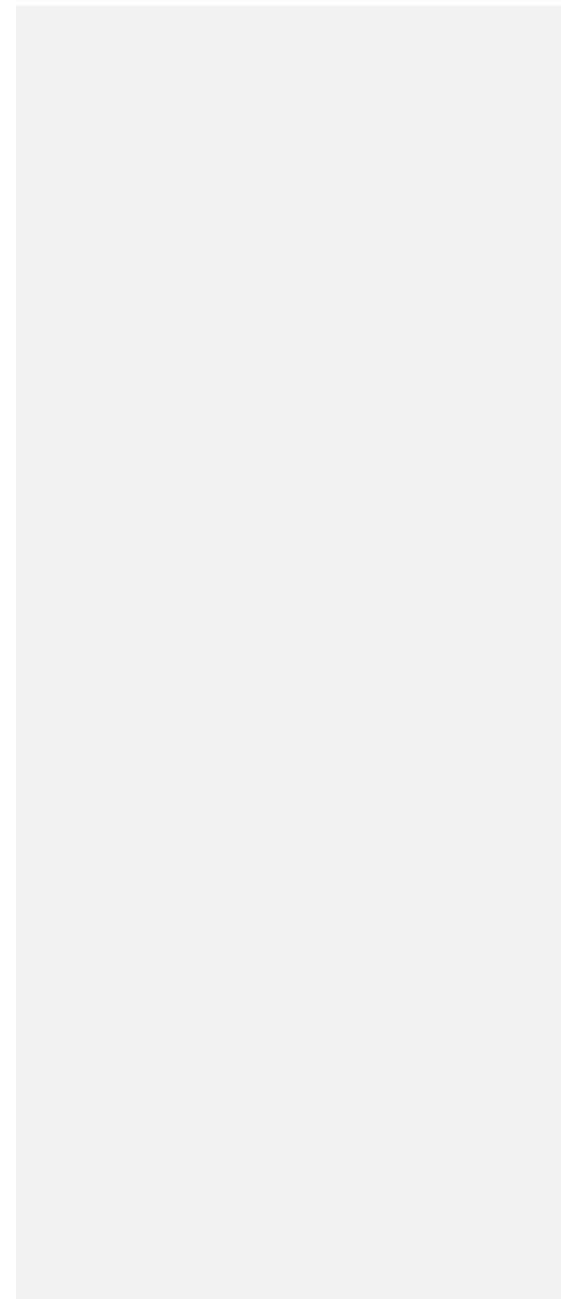




**Crafton Hills College
Distributed Education Plan**

2014-2015 Revise



**Crafton Hills College, Distributed Education Plan
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2014-2015 Revise

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Mission

To foster and promote innovation, excellence, and best practice for distributed education (DE), and to provide Crafton Hills College faculty with assistance, leadership, expertise, and training in emerging Distributed Education and Technology enhanced teaching and learning strategies and related technologies. This document represents the institution's commitment to nurturing the DE program.

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Introduction

Crafton Hills College (CHC) supports a distributed education program that consists of courses that are offered completely online and/or partially online (Hybrid). This document describes the philosophy and policies that determine the methodologies used to offer distributed education, Web mediated and technology enhanced courses at CHC while allowing for flexibility in the planning, development, and implementation of any such course offerings.

The table below identifies descriptive terminology used throughout this plan and in the marketing of the program. Fully online, Hybrid and Web Mediated courses will include a statement in the Class Schedule indicating the course requires Internet access and use.

Descriptor	Definition	Processing	Notes:
Fully Online	Courses that are completely online; they may have proctored testing set up according to needs of particular discipline areas, but students are not required to come to the Crafton campus.	Fully online courses require A DE addendum be developed and submitted through curricunet and approved by the ETC prior to the course being offered in this format	Require faculty readiness standards be met prior to online teaching.
Hybrid (Blended)	Any course that substitutes face-to-face hours with online work and has some regularly scheduled class meetings.	Hybrid courses require an a DE addendum be developed and submitted through curricunet and	If less than 51% of the course is online, the course will not be counted as distributed

	Number of online/FTF hours are set at the discretion of the discipline experts.	approved by the ETC prior to the course being offered in this format.	education for reporting purposes.
Web Mediated	Courses that require the student to access the Internet as part of the course work.	No special approval process is required for this type of course. These courses will at a minimum declare the use of Web content, as a requirement in both the course syllabus and class schedule.	
Technology Enhanced	Courses which may use the web in face-to-face presentations, students may be asked to do online/library research, presentations may be digital. Access to technology by students is expected but not required.	No special approval process is required for this type of course. These courses will at a minimum declare the use of online content, in the course syllabus.	

Educational Technology Committee

Charge: A standing committee of the academic senate, the Educational Technology Committee (ETC) will make collaborative decisions and recommendations related to the use of technology in the regular classroom, in distributed education environments, and in student services related to distributed education and online functions.

The committee will:

- Make recommendations concerning distributed education and general educational technology training.
- Review online services for students and faculty and make recommendations for additions and improvements as needed.
- Oversee the development and revision of the college Distributed Education Plan.
- Advise the Curriculum Committee in matters involving distributed education.

- Provide support for the development of and revision comments and suggestions for all DE course addendums
- Approve all DE course addendums prior to forwarding the courses for approval to the curriculum committee.
- **Approve all CHC full-time and part-time instructor applicants for online teaching.**
- Conduct periodic reviews of all distributed education courses.

ETC Organizational Structure

Voting Membership of the ETC will be as follows:

Faculty (selected by the CHC Academic Senate):

- Faculty chair, selected by the committee
- 6 additional faculty members (preferably from a variety of disciplines) at least one of whom serves as a Liaison to the Curriculum Committee and one who serves as a liaison to the Academic Senate

Non-voting members of the ETC may include:

- *A Dean of Instruction*
- *Dean of (or a representative from) Counseling and Matriculation*
- *Director of (or a representative from) Admissions and Records*
- *Vice President of Instruction*

The members of the ETC will maintain close communication with the CHC Professional Development Committee and the District Distributed Education Coordinating Council.

CHC Distributed Education Program Standards

All distributed education courses will be developed with the following standards in mind, which will be used when evaluating the growth and success of the programs herein described.

Administrators will view these standards as clear objectives necessary for student success. As faculty develop courses that will be offered in fully or partially online methodologies, they will integrate these standards as a part of their rubric for success.

For any distributed education program to be successful, all constituencies involved must agree about their roles in the program development, implementation and maintenance processes. Collaboration and consensus regarding the decisions confirmed in the resulting documentation are essential.

These standards are divided into the following six areas:

- A. Institutional Support
- B. Determination and Approval of DE Course Offering
- C. Technical Program and Course Development
- D. Instructional Design and Content
- E. Student Support
- F. Faculty Issues, Requirements and Expectations

A. Institutional Support Standards

1. The Course Management System for DE courses is stable.
2. Procedure will be in place to ensure continual monitoring of all technical systems related to online program delivery.
3. A centralized system providing support for building and maintaining the DE infrastructure, such as web space and course management system access, add/drop and other similar policies.
4. Reasonable hardware and software needs for course developers and course implementation will be provided.
5. Training for faculty, staff and administrators will be provided.

6. Support for course development will be available, particularly in the areas of instructional design and accessibility compliance.

B. Determination and Approval of DE Course Offering Standards

The Curriculum Committee will use the following criteria when determining whether a course will be approved for online delivery:

1. The Course Outline of Record has been modified or revised to include the addition of the DE addendum.
2. The DE addendum for the course has been developed by the department and approved by the ETC and submitted to the Curriculum Committee for approval
3. All Title 5 mandates have been met and followed.

C. Instructor Approval Process

After the ETC has reviewed an instructor's training in preparation to teach online, the following process will be followed:

1. The initiating faculty member, after meeting the faculty readiness standards as outlined in this document, will begin the actual course development.
2. A formative review process will take place after at least two weeks of course content has been developed for DE delivery.
 - a. At least two weeks' worth of online course content will be reviewed by a designated ETC representative.
 - b. The ETC rep will offer suggestions and assist the faculty developer in developing a quality course.
 - c. The following areas will be considered by the when conducting the formative review:
 - Curriculum alignment
 - Rigor, depth, and breadth of content

- Appropriate technical design
 - Student participation and interaction
 - Variety of learning activities considerate of all learning styles
 - Student assessment activities appropriate to the content
3. The ETC rep will verify that all support services that are needed for the course offering are in place (library, testing accommodations, etc.) and that accessibility requirements according to Section 508 Guidelines have been met.
 4. The ETC will certify the course meets all expectations as delineated in this document and will make a formal recommendation to the VPI for approval of said faculty member.

D. Instructional Design and Content Standards

1. Teaching and Learning Standards
 - a. Distributed education students will be given advance information about course requirements, expectations regarding course work standards, equipment needs and techniques for succeeding in a distance learning environment, as well as technical training and support throughout the course.
 - b. Students will be required to be active learners in presenting, organizing, applying and constructing information, ideas and knowledge.
 - c. All course objectives, outcomes and requirements will be included and clearly presented.
 - d. Courses will maximize opportunities for regular and ongoing interaction between teacher and students, among students, and between students and the learning environment. Students will be held accountable for the communication activities within the course.
 - e. The course will provide opportunities for active learning that allows students to engage and participate in activities and tasks that enhance comprehension, understanding, and knowledge.
 - f. All student assignments and their due dates, as well as tests and test dates, will be explained and posted at the beginning of the course, or in a way to give reasonable preparation time for the student.
 - g. Any special testing (i.e., proctoring) situation and arrangements will be clearly described to the student prior to the start of the course.

- h. A variety of content appropriate presentation methods will be used that accommodate a variety of learning styles.
 - i. Evaluation methods will be relevant to the activities, reading assignments and other learning materials presented in the course.
 - j. Feedback to student assignments and questions will be constructive and provided in a timely manner. Instructor will commit him/herself to a clearly expressed turnaround time.
 - k. The course documents will describe the functions of the course website to the student (e.g., how to post assignments, communicate with the instructor, etc.).
 - l. The instructor will make frequent announcements regarding the progress and processing of the course.
 - m. A policy for due date leniency due to institution-inflicted technical difficulties will be communicated in the syllabus or overview of the course.
2. Course Media and Materials Standards
- a. All external links and internal functionality of DE courses that are available when the class starts will be fully operational.
 - b. The course content will be kept current term by term and will open by, and remain open at least until, the beginning and ending dates of the courses.
 - c. Technology will be appropriate to the course content and objectives.
3. Accessibility Standards
- a. DE courses will provide accessibility with screen readers. Images and links contained in the course website must show alternate text upon cursor contact.
 - b. Courses will meet all requirements as prescribed in the Distance Education Guidelines regarding section 508.
 - c. Courses will provide ample written instructions for every task the student has to perform: taking tests or quizzes, posting contributions to the on-line discussion, downloading files/software, finding supplementary reading, returning to the website, etc.
4. Privacy and Protection Standards
- a. To protect the integrity of the teaching/learning process in courses that do not feature a proctored test environment, the student must be required to formally acknowledge and pledge adherence to SBCCD's Board Policy 5500 (Student Conduct) and CHC's Acceptable Use Policy.

- b. Procedures will be in place to help ensure security of student work.
- c. Students will receive clear instructions to save and retain copies of work submitted electronically.

5. Program Review Standards

- a. An approved evaluation instrument will be provided with the course to ensure student feedback on the organization and content of the course and the instructor performance.
- b. Review of student outcomes will include assessment of student products and exams, as well as student evaluations of the course.
- c. Data on enrollment, costs, and successful/innovative uses of technology will be used when reviewing program effectiveness.
- d. Student learning outcomes will be assessed and reviewed to ensure students are achieving the specified outcomes.
- e. Course will meet or exceed CHC's academic standards.
- f. Course will be reviewed on a regular basis and revisions documented. Instructional materials will be reviewed periodically to ensure they continue to meet program standards. Course evaluation will include: technical design, curriculum alignment, rigor, depth, breadth, student performance, and student participation and interaction.

6. Departmental or Discipline-Specific Standards

- a. The course adheres to the integrated Course Outline of Record.
- b. The course is offered with rigor, depth and breadth consistent with the Face to Face course.
- c. It is the responsibility of the discipline/department to maintain the quality of delivery of all classes offered regardless of modality.
- d. Student learning meets the standards set within the discipline, especially in regard to sequenced and/or transfer courses.

E. Student Support Standards

- 1. Online student support services will be provided, including bookstore, orientation and tutoring and enrollment services.
- 2. Communication systems for informing and orienting students to distance learning are available.

3. The class schedules and course catalogues are available online.
4. DE students will have access to sufficient library resources that may include a “virtual library” accessible through the World Wide Web.
5. Academic counseling and advising will be available to distance learning students at the same level as it is for students in on-campus environments.

F. Faculty Issues, Requirements and Expectations

This plan embraces a best practice for developing new programs by allowing faculty to grow into distributed education at their own pace and comfort level.

1. No faculty member will be penalized for not offering distributed education courses, or forced to convert courses to the online environment.
2. The college will be to look for candidates for new faculty hire who are willing and/or able to incorporate technology resources into their teaching and learning.
3. Current faculty members will be given the opportunity to offer courses at a distance.
4. In accordance with Title 5 guidelines, distributed education courses are considered the same in content and credit as regular courses. Online and partially online course assignments will be considered equal in status to regular courses when faculty load is considered.
5. Distributed Education Faculty Readiness Standards

To ensure that CHC distributed education courses maintain a high standard of quality, and in recognition that experienced faculty tend to have lower attrition rates than faculty who have little experience and training, faculty who teach distributed education courses will be expected to:

1. Have completed a CHC basic training program as defined by the Educational Technology Committee; and/or
2. Have a certificate of completion in online teaching from a reliable institution such as UCLA online teaching program and/or the courses offered in the @one online instructor training series
3. Be able to demonstrate having had a successful experience in teaching distributed education at CHC or another similar institution

All instructors wishing to teach a DE course, must complete and submit to his/her Dean the instructor certification for online teaching form.

Action Plan – Goals and Objective

Goal	1 Review and Revise as needed the role of distributed education at Crafton Hills College.	EMP Goals	1.2, 4.1, 4.2
Objective	Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
1.1 Gather information regarding DE at CHC and research DE programs at other Community Colleges.			ETC
Actions/Activities <i>(Edit as needed to reflect actual accomplishments or plans)</i>	Status Code*	Progress Description	Measurements/Documentation of Progress <i>(Edit as needed to match Actions/Activities)</i>
Continue to collect data regarding # of sections, # of students, and retention/success in DE courses.			Data results
Collect data regarding levels of student preparation for and cost effectiveness of DE courses.			Data results
Investigate different models of DE programs at other institutions of comparable size and mission.			Research documents
Objective	Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
1.2 Make recommendations to the Academic Senate about the mission, role and purpose of DE at CHC.			ETC
Actions/Activities <i>(Edit as needed to reflect actual accomplishments or plans)</i>	Status Code*	Progress Description	Measurements/Documentation of Progress <i>(Edit as needed to match Actions/Activities)</i>
Revise the CHC DE plan, including the mission and vision based on collected data and input.			Mission, vision and plan for DE
Secure Academic Senate approval of DE mission and vision and request approval be forwarded to Crafton Council for support and commitment of resources necessary.			Academic Senate minutes, Crafton Council minutes, evidence of allocation of necessary resources.

Goal	2 Increase resources for the development, implementation and support of DE courses.	EMP Goals	7.1, 8.1, 8.2, 8.3
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Objective		Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
2.1 Assess current needs in light of decision regarding the role, purpose and mission of the DE program.				ETC
Actions/Activities <i>(Edit as needed to reflect actual accomplishments or plans)</i>	Status Code*	Progress Description		Measurements/Documentation of Progress <i>(Edit as needed to match Actions/Activities)</i>
Conduct survey and/or focus groups with faculty regarding needs.				Survey, announcement of survey and/or focus groups, data results
Conduct surveys and/or focus groups with students regarding needs.				Survey, announcement of survey and/or focus groups, data results

Objective		Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
2.2 Coordinate on-site needs and resource with the resources of the district.				Vice President, Instruction (VPI) and Executive Director, DETS
Actions/Activities <i>(Edit as needed to reflect actual accomplishments or plans)</i>	Status Code*	Progress Description		Measurements/Documentation of Progress <i>(Edit as needed to match Actions/Activities)</i>
Meet with DETS to clarify district resources available to the college.				ETC minutes; clear and complete record of district resources
Communicate in a regular fashion resources available to faculty through the college and/or district.				Memos to faculty

Objective		Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
2.3 Identify responsible parties for the acquisition of required resources				VPI
Actions/Activities <i>(Edit as needed to reflect actual accomplishments or plans)</i>	Status Code*	Progress Description		Measurements/Documentation of Progress <i>(Edit as needed to match Actions/Activities)</i>
Agendize, discuss and decide on responsible party or parties.				Minutes from Crafton Council

Objective		Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
2.4 Acquire necessary human and technological resources necessary to operate DE courses and program effectively				VPI, ETC

Actions/Activities <i>(Edit as needed to reflect actual accomplishments or plans)</i>	Status Code*	Progress Description	Measurements/Documentation of Progress <i>(Edit as needed to match Actions/Activities)</i>
Communicate resources needs to responsible party.			Memo to responsible party
Purchase required technological resources			Purchase requisition
Hire instructional designer/DE coordinator.			Individual in position

Goal	3 Increase the knowledge and skill of current and prospective faculty.	EMP Goals	3.1
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Objective	Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
3.1 Increase the skill level of current and prospective faculty in the use of Blackboard			ETC, District Blackboard Administrator
Actions/Activities <i>(Edit as needed to reflect actual accomplishments or plans)</i>	Status Code*	Progress Description	Measurements/Documentation of Progress <i>(Edit as needed to match Actions/Activities)</i>
Offer continued professional development workshops on Blackboard.			Announcements of workshop, attendance rosters, materials, evaluations
Develop, implement and evaluate faculty mentoring program			Mentoring guide, list of mentors, record of mentoring activities, evaluations

Objective	Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
3.2 Increase the skill level of current and prospective faculty in the use of other technologies appropriate for DE.			
Actions/Activities <i>(Edit as needed to reflect actual accomplishments or plans)</i>	Status Code*	Progress Description	Measurements/Documentation of Progress <i>(Edit as needed to match Actions/Activities)</i>
Identify and prioritize other technologies the use of which is appropriate for DE.			ETC minutes, faculty needs list from 2.1
Offer professional development workshops on emerging and other technologies			Announcement of workshop, attendance rosters, materials, evaluations
Develop, implement and evaluate faculty mentoring program			Mentoring guide, list of mentors, record of mentoring activities, evaluations

Objective	Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
3.3 Facilitate dialogue among faculty regarding best practices in DE.			

Actions/Activities <i>(Edit as needed to reflect actual accomplishments or plans)</i>	Status Code*	Progress Description	Measurements/Documentation of Progress <i>(Edit as needed to match Actions/Activities)</i>
Offer professional development workshops regarding best practices in online pedagogy.			Announcements of workshops, attendance rosters, materials, evaluations
Enable faculty to produce quality media content. Develop a timeline to purchase software needed, such as Camtasia, Impatica, PhotoShop, etc.			
Facilitate sharing of best practices through brown bag meetings and other means.			Announcements of workshops, attendance rosters, materials, evaluations
Develop and implement mentoring program for faculty current or prospective DE faculty.			Mentoring guide, list of mentors, record of mentoring activity, evaluations

Goal	4 Provide a full range of services and support for students taking or preparing to take DE courses.	EMP Goals	1.1, 1.2
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Objective	Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
4.1 Facilitate the development and implementation of online services including those in Student Services, Library and Tutoring Services and the Bookstore.			VPI and Vice President, Student Services (VPSS)

Actions/Activities <i>(Edit as needed to reflect actual accomplishments or plans)</i>	Status Code*	Progress Description	Measurements/Documentation of Progress <i>(Edit as needed to match Actions/Activities)</i>
Research what online services exists, needs and gaps in services			List of services available, needs list from 2.1, ETC minutes
Update and create online support services as needed			Online services offered
Evaluate and revise services as needed			Evaluative report, changes made to programs
Insure secure testing situations for courses when appropriate. Develop a process and policy for proctoring tests.			

Objective	Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
4.2 Further develop the CHC Online portal.			

Actions/Activities <i>(Edit as needed to reflect actual accomplishments or plans)</i>	Status Code*	Progress Description	Measurements/Documentation of Progress <i>(Edit as needed to match Actions/Activities)</i>

Create ability to dynamically search all online courses			Content posted and complete
Create student and faculty profiles			Content posted and complete
Update content as needed and evaluate portal effectiveness			Content posted and complete, ETC minutes, evaluative report
Ensure that students are adequately prepared to succeed in DE courses. Revise the CHC student orientation to DE courses.			

Objective		Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
4.3 Assess the existing and future support needs of students in DE courses.				ETC
Actions/Activities <i>(Edit as needed to reflect actual accomplishments or plans)</i>	Status Code*	Progress Description		Measurements/Documentation of Progress <i>(Edit as needed to match Actions/Activities)</i>
Conduct survey and/or focus groups with faculty regarding needs.				Survey, announcement of survey and/or focus groups, data results
Conduct surveys and/or focus groups with students regarding needs.				Survey, announcement of survey and/or focus groups, data results

Goal	5 Evaluate the effectiveness of individual DE courses and the DE program at CHC.	EMP Goals	3.1
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Objective		Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
5.1 Evaluate the effectiveness of DE courses.				ETC
Actions/Activities <i>(Edit as needed to reflect actual accomplishments or plans)</i>	Status Code*	Progress Description		Measurements/Documentation of Progress <i>(Edit as needed to match Actions/Activities)</i>
Continue to administer and evaluate results of online course effectiveness surveys.				Survey results, ETC minutes
Continue to collect retention/success data for DE courses as compared to comparable face-to-face courses.				Data reports
Discuss results and make recommendations for improvements or professional development as needed				ETC minutes

Objective	Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
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5.2 Create and maintain a feedback loop between ETC, faculty and administration regarding the effectiveness of DE courses and instructors.				ETC
Actions/Activities <i>(Edit as needed to reflect actual accomplishments or plans)</i>	Status Code*	Progress Description	Measurements/Documentation of Progress <i>(Edit as needed to match Actions/Activities)</i>	
Share survey, retention and success data with faculty and deans.			Memo with data attachments	
Report any concerns raised regarding instructor effectiveness to appropriate dean for follow-up			ETC minutes, memo to dean	

Objective	Original Timeline/Deadline	Revised Timeline/Deadline	Point Person or Group
5.3 Participate in the program review process if appropriate.			ETC
Actions/Activities <i>(Edit as needed to reflect actual accomplishments or plans)</i>	Status Code*	Progress Description	Measurements/Documentation of Progress <i>(Edit as needed to match Actions/Activities)</i>
Based on results of Goal 1, determine whether DE is a program /planning unit.			Document created as a result of 1.3
Conduct program review and complete annual planning documents as appropriate			Program review document, annual planning documents.