Crafton Hills College
Distance Education Plan Update
Fall 2015

The Educational Technology Committee respectfully submits this Distance Education Draft Plan for review through the College's shared governance process. Members of the Committee invite the campus to participate in a rigorous, constructive dialogue on the Draft Plan and await a timely response throughout the review process.

NOTES:
Need to review the state chancellor's office recs
And the rubric from the OEI

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Introduction

The updated DE plan represents the institution's commitment to nurturing the Distance Education program, to ensuring the success of all distance education students, to fostering and promoting innovation, excellence, and best practice for Distance Education (DE), and to providing Crafton Hills College faculty with assistance, leadership, expertise, and training in emerging Distance Education teaching and learning strategies and technologies.

Distance education at Crafton Hills College is a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor. The Distance Education program consists of courses that are offered completely online, and/or partially online (Hybrid).

This revised CHC Distance Education Plan (DE Plan), was drafted by the CHC Distance Education coordinator and refined with the support of the CHC Educational Technology Committee, the

District Technical Education Support Services Staff, the Academic Senate (AS), the CHC administrators and deans and the members of the Crafton Council.

While this plan forms the foundation and basic structure for the CHC DE Program, it must be noted that technology is always evolving. As a result, this plan is designed to be a fluid document, and it is the intention of the ETC that it be reviewed and revised annually (as needed throughout the evolution of the DE Program).

College Vision
Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.

Crafton Hills College Mission
The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.

Institutional Values
Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.

Distance Education Mission
(Need a broad conversation concerning the vision for DE) prior to settling on a vision)
In support of Crafton Hills College's Mission, Vision and Values, the CHC Distance Education program engages students learning through quality online instruction and support services as an alternative approaching to advance students educational, career, and personal goals. (DRAFT))(preferred by ORP)
Or
In support of Crafton Hills College's Mission, Vision and Values, the CHC Distance Education program promotes student access and success by providing engaging quality online instruction and support services as an alternative approaching to advance students educational, career, and personal goals using technology mediated instruction effective distance learning paradigms. (DRAFT)
Or
In support of Crafton Hills College's Mission, Vision and Values, the Distance Education Program will develop uses of technology in teaching and learning that enable students to access a quality education anytime, anywhere. (DRAFT)

Distance Education Vision
(Need a broad conversation concerning the vision for DE) prior to settling on a vision)
Students will have access to quality education that is comprehensive, engaging, and promotes student success in online environments.(DRAFT)
or
Crafton Hills College provides an integrated and sustainable Distance Education Program that supports the College's mission and the Educational Master Plan to enhance instruction, improve learning, and increase student success. (DRAFT)

Definition of Distance Education
"Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. Distance education often incorporates

technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CDROMs, in conjunction with any of the other technologies.

*From the "**Guide to Evaluating Distance Education and Correspondence"***
Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges

It is up to individual colleges to develop functional descriptions that inform students prior to their enrolling in distance education courses. As such, when a DE course appears in the schedule of classes it is identified as Online or Hybrid as described in the table below.

In addition, there is a disclaimer in the CHC schedule of classes to notify students that many CHC courses require the use of a Learning Management System (LMS) and also lets students know where resources for the LMS can be accessed. Additionally, Online and Hybrid courses include a statement (as noted in the table below) in the Class Schedule indicating the course requires Internet access and use.

Descriptor	Definition	Processing	Notes:
Fully Online	Courses that are taught completely online; they may have proctored testing set up according to the needs of particular discipline, 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 Schedule Description: This is an online class with no on-campus meetings. Participation in this class requires the student to have regular access to a computer, tablet or similar device with internet connectivity and Blackboard (Bb) capability. On the first day of class students must log into Bb to access this course and receive initial information from the instructor (typically located on the announcement page of the course). Students with no previous experience in online/hybrid courses are encouraged to enroll in CHC 062, Introduction to Online Learning.	Requires faculty readiness standards be met prior to assigning the instructor to deliver the approved online course. If proctoring is required, it cannot be required that students come to campus. Rather, instructors must arrange for a proctoring location in collaboration with the student.
Hybrid	Hybrid is any course that includes distance education in lieu of face-to-face class time, where	Hybrid courses require a DE addendum be developed and submitted through curricunet and approved by the ETC	If students are required to come to CHC for any reason, the course is

planned face-to-face time is formally scheduled. This designation is also given whenever students are required to come to CHC campus for any reason (testing, orientation, etc.).	prior to the course being offered in this format. Schedule Description: This hybrid class includes # of on-campus meetings and online components. Participation in this class requires the student to have regular access to a computer, tablet or similar device with internet connectivity and Blackboard (Bb) capability. On the first day of class students must log into Bb to access this course and receive initial information from the instructor (typically located on the announcement page of the course). Students with no previous experience in online/hybrid courses are encouraged to enroll in CHC 062, Introduction to Online Learning.	declared a hybrid course to notify students of this requirement. Requires faculty readiness standards be met prior to assigning the instructor to deliver the approved Hybrid course.

Educational Technology Committee (ETC)

A standing committee of the academic senate, the Educational Technology Committee (ETC) develops and recommends policies involving the use of technology for education in the regular classroom, in distance education environments and in student services. It also advises the Curriculum Committee in matters involving distance education. (2014 accjc report pg 169) The ETC has primary responsibility for overseeing the development, implementation and growth of distance learning courses and programs. The committee members review and make revision recommendations as needed for all proposed DE course addendums. The committee also approves all DE course addendums prior to the course being forwarded for approval to the curriculum committee.

The ETC reviews online services for students and faculty and makes recommendations for additions and improvements as needed. Each academic department in coordination with the educational technology committee shares the responsibility for ensuring that distance education course offerings are of appropriate depth, breadth and rigor, and that the quality and content is consistent with that of face-to-face courses. *(*2014 accjc report *Pg 140)*

The ETC is responsible for certifying faculty to teach online, and providing recommendations to the College regarding technology related professional development. In 2008, the committee revised the CHC Distance Education Plan which delineates the oversight of distance education (DE) offerings, staff support, student preparation, and the growth potential for online courses and programs.

Membership of the ETC is as follows:

Voting Members: Faculty (selected by the CHC Academic Senate):
- Faculty chair (Distance Education Coordinator)

- CHC Professional Development Coordinator
- 6 additional faculty members one of whom serves as a Liaison to the Curriculum Committee

Non-Voting Members:
- The CHC Vice President of Instruction
- An Instructional Dean
- Representative from the District Technology Services Department
- Representative from Admissions and Records

The Chair of the ETC maintains close communication with the CHC Professional Development Coordinator and the District Distance Education Coordinating Council.

2008 – 2014 Institutionalized Distance Education Plan Processes and Standards

The College's commitment to a quality DE Program is reflected in the processes and standards adopted and refined since the launch of the DE program. As a standing committee of the Academic Senate the members of the ETC have focused on establishing, reviewing and refining DE processes and standards in the following areas:

1. Curriculum: Determination and Approval of DE Course Offering (B)
2. DE Faculty approval process, training and support(F & C)
3. Instructional Design and Content (D)
4. Student Training and Support(E)
5. Institutional Support (A)
6. DE Course evaluations and research (new)

The 2008-2014 DE areas as listed above established the structures and processes the college has used to develop and grow a quality DE program. The 2015-2020 DE initiatives build upon the successes realized in each of these areas. Additionally the 2015-2020 initiatives focus on improving and refining the structures and processes currently in use by applying the latest research and policies impacting and driving the development of online learning at both the state and national level.

1. Curriculum: Determination and Approval of DE Course Offerings

At Crafton Hills College, all online and hybrid courses are also offered in a traditional, face-to-face format. Online learning opportunities constitute an alternative to the traditional learning format. Online and traditional courses share a common course outline of record and follow a district adopted curriculum approval process. As of spring 2015, a total of 77 CHC courses have been approved for online delivery.

a. Policies and Procedures

The SBCCD approved Board Policy (BP 4105) and Administrative Procedure (AP4105) outline the review and approval procedures for new and existing distance education courses which includes the following elements:

1. course approval
2. certification
   a. course quality standards
   b. course quality determinations
   c. instructor contact
3. duration of approval

b. Curriculum Approval Process

Separate approval is required (Title V section 55206) if any part of the course is modified to be provided through distance education. To meet the requirements of the law and to ensure the effectiveness and quality of the distance education program, Crafton Hills College developed and adopted a Distance Education DE addendum which is used to approve both online and hybrid courses. The CHC DE addendum (Included as appendix _____) was developed by the Educational Technology Committee (ETC) in the fall of 2003 and was approved by the Academic Senate in spring of 2004. The addendum was incorporated into Curricunet in the fall of 2004.

c. Course Outlines of Record for DE

The Curriculum Committee reviews all courses outlines, including those with DE addendums to ensure that the stated instructional methods support the course objectives and content. Online courses and traditional courses share a common set of learning outcomes as determined by instructional faculty. The learning outcomes are included in the course outline of record and are used to improve both teaching and learning. The official course outlines of record for all DE courses must:

1. Include an ETC approved DE addendum prior to being scheduled for online delivery.
2. Be forwarded to the SBCCD board for review and approval.
3. Be reviewed and revised every 6 years at minimum, in accordance with the established curriculum review and approval process.

d. DE class lists

The College course schedule includes DE information for each course section that is taught online. All course sections offered as either fully online or hybrid are assigned a section number in the 70-79 range. The course schedule includes an icon and a short description about the online or hybrid course including:

1. the type of technology the students should have access to
2. Basic instructions for how to access Blackboard (the current LMS)
3. A recommendation to students with no previous experience in online learning to consider enrolling in the CHC Introduction to Online Learning course (CHC062).

2. DE Faculty Approval Process, Training and Support

To ensure quality instruction in CHC distance education courses faculty who request to teach a DE course must verify they have acquired the knowledge and skills necessary to teach online. As of spring 2015, 44 (19 FT and 25 PT) CHC faulty members have been approved to teach online.

a. Current Process for approving a faculty member to teach online

Faculty certification for DE requires the completion of the following adopted CHC instructor approval process:

1. The applicant must complete and submit to his/her Department Chair the CHC DE Intent to Teach Form documenting the training he/she had received in preparation to teach online.(Appendix ___)
2. The intent to teach form is reviewed by members of the ETC who determine if the candidate has acquired the knowledge and skills required to teach online.
3. Once approved the instructor must complete an online readiness quiz and must also demonstrate proficiency in each of the skills based tasks as delineated in the Hands-on Skills Checklist. (Appendices ____ & _____)

4. The final step in the instructor approval process is the course development. The candidate is required to build a course in the LMS containing at minimum, two weeks' worth of online course content. The developmental course must include each of the components as delineated in the Course Readiness Checklist (Appendix ____) including: course objectives, SLOs, assignments, exams and due dates, grading rubrics/policies/expectations, discussion forums, FAQs and accommodations for students with disabilities.
5. The members of the ETC conduct a formative review process to verify the developmental course includes all required components as listed in the CHC online course readiness checklist (Appendix __). They also verify that all support services are listed (library, testing accommodations, etc.) and that accessibility requirements according to Section 508 Guidelines have been met.
6. Once the ETC certifies the course meets all expectations they forward a formal recommendation to the VPI for approval of said faculty member to teach online.

b. Faculty Training and Support
The members of the ETC and the CHC Professional Development Committee recognize technology is not static and as such have been proactive in recommending regular professional development for all faculty. (Fall 2014 ACCJC self study Pg 163) The District's Distance Education Department has collaborated with the CHC Professional Development committee to schedule and provide instructional technology training as well as workshops that have focused on current issues and technologies related to teaching and learning in an online environment. The training has been offered through both campus-based and web-based workshops. Examples of past topics are listed in appendix **_XX_.**

3. Instructional Design and Content Standards
At CHC Student success is a priority. This is evidenced by the goals as stated in each of the college plans as well as the mission and vision of the college as documented in the Educational Master plan. In order to maximize success for online learners all CHC distance education courses are required to meet each of the standards as listed in the CHC DE plan (see appendix ____).

The instructional design and content standards for individual online courses need to be reviewed and revised for compliance with the latest state and national standards. This is an area of improvement that will be addressed in the goals and objectives in the updated CHC plan.

4. Online Student Resources and Support Services

What follows is a description of the Online Student Resources and Support Services that have been instituted at CHC. The DE plan 2015-2020 initiatives identify additional resources and support services the college plans to implement over the next five years.

a. Online Student Resources
The CHC homepage includes a pull down menu titled Online Students that includes links to online education Resources. This plan includes a recommendation to update the CHC online student web page and associated resources.

1. The first link titled: Online classes brings up a pages that explains the difference between online and Hybrid courses.
2. The second link titled: Browse Online Courses takes the students to another page of links that displays all of the online courses for the current term and the upcoming term.
3. The third link titled: Is online right for Me? Takes the students to a page that explains what is required to succeed in an online course. There are also two skills exams the student can take to assess their readiness to take an online course
4. The forth link titled: Technical requirements lists the minimum hardware and software a student should have access to on a daily basis and provides a link to the district supported blackboard tutorials..
5. The fifth and final link titled: Out of State Students explains the US Department of Education regulations regarding distance education for out of state students. Resources and a Blackboard login was added to the logins pull down menu also located on the CHC homepage.

b. Online Student Support Services

Online student services have been enhanced to better serve DE students (in addition to all students), including services in Admissions and Records, Orientation and Ed Plans, Tutoring Services, Library Services and Bookstore access.

1. Admissions and Records

The College website is the gateway to CHC for prospective students. Important information regarding deadlines, pre- and co-requisites, program information, and policy information is available on the College website. From the Admissions & Records webpage, students can also order transcripts and submit requests for enrollment and degree verifications.

Students apply to the college online via the statewide OpenCCC Apply application. A link to the application is available on the Admission & Records webpage under "Apply." Through WebAdvisor, CHC's student portal, students may register and pay for classes, drop or withdraw from classes, update contact information, check their grades, and more.

Admissions staff members provide direct assistance to students with online processes. Student employees are available to assist students in accessing OpenCCC Apply, WebAdvisor, and other College systems. Computers are available on campus for students to access online services.

2. Orientation

In 2011 Crafton Hills College entered into a $50,000 contractual agreement with Cynosure New Media to develop and maintain the online orientation product on a one-time cost basis. There is no annual subscription cost and minor changes can be requested as needed. Assistance from the San Bernardino Community College District (SBCCD) Technology and Educational Support Services (TESS) is required to maintain the server and program as well as provide and support the programming necessary to record participation in the orientation to the student record in Ellucian, the district's student information system.

The online orientation is accessible to students through their WedAdvisior log-in. Students can also access Student Planner and their SEP through the portal but

must, at this time, complete it in a face-to-face group or individual counseling session.

The general college orientation is provided in an online format. All entering students, regardless of entry point or special program are required to participate in the online orientation. Online orientation is offered in English and Spanish and in accessible formats.
(http://www .craftonhills.edu/ Apps/Orientation/ chc.asp).

To assure confidentiality, only general enrollment and program information is provided via electronic means. Students email the counseling office with questions that are forwarded to counselors to reply to.

3. **Counseling and Ed Plans** (as per R McAtee)
The online Student Planner was implemented and became available to Crafton Hills College students in fall 2014. This online tool allows for increased student participation and engagement in the educational planning process.

However, because the Student Planner is not integrated with other important functions, such as Early Alert, the College decided to participate in the statewide Educational Planning Initiative (EPI), a large-scale project that seeks to design and make available a robust online planning tool available to all California Community Colleges. The EPI tool will include a student portal, education planning, degree audit, early alert, articulation functions, such as integration with the C-ID approval and ASSIST, curriculum inventory, ETranscript, and Common Assessment. The College is currently planning to pilot the Educational Planning/Degree Audit in the summer of 2016.

A second new initiative in online services is the addition of online counseling.   The College will use PrepTalk which is a web-hosted enrollment management and communication tool that can be tailored to provide one to one communication, screen sharing, and workshop participation, all well-suited to the counseling milieu. Additionally, PrepTalk has an international translator feature which aligns with the College's efforts to provide a robust International Students program.

4. **Tutoring Services** (as per P Quach)
The Tutoring Center offers on site tutoring to all currently enrolled San Bernardino Valley and Crafton Hills students. Although it has not offered online tutoring in the past, there are plans to offer online tutoring in the upcoming year (2016).

5. **Library Resources** (as per the CHC librarians)
Distance Education students have 24/7 access to resources that includes free Consortium privileges to the libraries of surrounding colleges and universities, including access to the World-cat (OCLC ILS) worldwide book locator system; numerous electronic databases containing educational, scholarly and academic materials.

Librarian research and instructional support is provided through online courses such as: Library Research & Information Competency, Information Literacy, Online Student Learning. Phone numbers and email addresses of Library faculty

and staff are posted on the Library's website as is the HELP DESK access number. The Librarians return emails and voice messages throughout their assigned workday.

DE instructors may reserve use of the Library's computer classroom as needed; and/or speak to or email an instructional librarian during the hours the Library is open. The Library computer classroom can be reserved in advance on the Library Website for DE classes with/or without a Librarian in attendance.

6. Campus Bookstore (as per G. Chavaz)
Students can rent or purchase textbooks/supplies online and have them shipped to their home or pick-up in the Campus Store. Textbooks are available to purchase or rent 1 week prior to the opening of the semester in the Campus Store. Semester Textbook Information is available via our website at the time of registration.

5. Institutional Support of DE Program (A)

a. CHC Distance Education Web Pages
The College hosts a web page for CHC students that provides access to a variety of online education Resources (as describe in 4a above). There is also an Online Teaching page (http://www.craftonhills.edu/Faculty_and_Staff/Online_Teaching) that includes an overview of the process and procedure a faculty member must follow in order to gain approval to teach online. The page includes links to the course approval process, forms, documents and online teaching FAQs. These sites are currently maintained by by Kirsti Simonson (CHC webmaster) and the members of the ETC.

b. Learning Management System (Blackboard)
For several years, Blackboard was hosted locally by the District TESS department. In 2007, due to limited dedicated resources and increasing infrastructure needs the decision was made to shift the hosting services to Blackboard. Additionally, help desk support was contracted out to Blackboard to provide 24/7 tier 1 support for faculty, staff and students. The result is that both performance and system uptime have improved and satisfaction has increased for both students and faculty.

The Distance Education Coordinating Council (DECC), which is comprised of district technology staff members as well as representatives from Crafton Hills College meets monthly to discuss college and district DE issues. The discussions include the development and agreement of guidelines as they relate to distance education system. The DECC is currently reviewing and revising use guidelines related to Blackboard, Camtasia Relay, and Turnitin (see appendix **##**).

c. Staffing and Funding for DE Program
As of the Spring 2015 term, technical support and funding for the DE program has been provided by the District Technology and Educational Support Services (TESS).

The Distance Education (DE) department is one of three services provided by TESS and is comprised of an Associate Vice-Chancellor; two instructional technology specialists; an Administrative Assistant; and a part-time Clerical Assistant II. The Distance Education Department hours of operation are 8:00am – 5:00pm, Monday through Friday. There is also a 24/7 Help Desk number (877-241-1756) available to students, faculty and staff. The District Distance Education Department supports both Colleges and the District.

In addition to the personnel costs, the district covers the costs for the Annual Blackboard License which is $95,869. This includes the Blackboard Course Delivery, Content Management, Community Module, Blackboard Collaborate, and Blackboard Mobile Learn. The District also pays $107,855 annually for Blackboard hosting which includes managed hosting, 1TB of space, managed hosting test environment, and Blackboard Help Desk.

At the end of the spring 2015 term, CHC approved and hired a 0.5 FTE Faculty Distance Education Coordinator. The 2015-2020 initiatives include a request to increase the DE coordinator position to full-time and to hire a FT site-based instructional designer.

6. Distance Education Research and Evaluations

a. DE Research (as per the K Wurtz)

In the 2014-2015 Academic year, CHC offered 58 Distance Education course sections spanning 19 different disciplines. Distance Education courses accounted for 8% of the college's term FTE.

There were 34 faculty members, both full-time and faculty, involved in online teaching during the 2014-2015 academic year. 57% of the CHC DE course sections were taught by full-time faculty as compared to 43% of face-to-face sections. 43% of online sections were taught by part-time faculty as compared to 57% of face-to-face sections.

The OIERP provides an annual report on the success and completion rates of DE courses in aggregate as well as by course. Distance education data is collected, examined, and shared with the CHC Academic Senate Educational Technology Committee which in turn makes recommendations related to supporting and enhancing student success in DE courses.

The success and completion rates as compared to the college wide face to face course data are follows:

The College's success rate in online classes in 2014-15 was 69% which is 4% lower than the College wide success rate of 73.6%. However, Crafton's DE course success rate 3% higher than the statewide DE course success rate of 63%.

The College's course completion rate for online classes in 2014-15 was 87% which is 6% lower than the College wide completion rate of 91%. As was the case with success rate, the CHC DE course completion rate of 87% is also higher than the statewide DE course success rate of 81%.

The relevancy and appropriateness of Distance Education courses are evaluated on a semester by semester basis. A five-year examination of Distance Education courses showed the same success rate and a slight increase in completion rates from 2010-2011 to 2014-2015. The same study revealed that when controlling for term, course, and instructor, the overall five-year success rate was statistically the same for both online and face-to-face courses.

In spite of the apparent success of DE courses in achieving learning outcomes that are equivalent to courses in other formats, the number of DE sections offered at the College declined from 53 sections in 2009-2010 to 34 sections in 2012-2013, a

decrease of 35.8%. This is not surprising, however, since the number of sections in all instructional method declined during the same period. On the other hand, in 2014-2015 the college offered 58 DE sections which was an increase of 70% from the 2012-2013 academic year. It is anticipated that the number of DE sections offered at CHC will continue to increase.

Course Evaluations

A college approved DE course evaluation is provided at the conclusion of each online course section to gather student feedback concerning the course organization, content and the instructor performance. Despite a tendency for a low response rate, the DE course evaluations demonstrate an overall strong and consistent satisfaction with CHC DE courses. For instance, in Spring 2013 95% of student respondents would recommend their professor to another student and 91% would recommend the specific course. In Fall 2014 91% of student respondents would recommend their professor to another students and 95% would recommend the specific course.

2015-2020 Distance Education Initiative's

The following distance education (DE) initiatives are designed to build on the successes of the prior DE plan and to support the Strategic Directions and related goals as delineated in the CHC Educational Master Plan (EMP).

Alignment of 2015-2020 DE Plan Initiative with EMP Strategic Directions and Goals

The Distance Education Plan must be updated and aligned with the Education Master Plan. Pg. 288 (ACCJC)

DE Plan Initiatives	Crafton Strategic Directions	Crafton EMP Goals
1. Quality DE Program and Course Development	1. Promote Student Success	1.01 Support, Guide and Empower Every Student to
2. Faculty Training and Support	3. Develop Teaching and Learning Practices 8. Support employee growth	3.01: Develop Culture of Mastery in Teaching 3.02: Teach Students to Be Great Learners 8.01 Become an organization that embraces a culture of continuous learning
3. Supporting Student Success	1. Promote Student Success 2. Build Campus Community	1.01 Support, Guide and Empower Every Student to Achieve Goals. 2.01: Promote Inclusiveness and Community
4. Online Student Services	7. Develop programs and services	7.01 Improve and expand services
5. Policies and Procedures	7. Develop programs and services	7.02 Improve and expand programs
6. Monitoring and Evaluating Student Achievement	6. Promote effective decision-making	6.02 Promote a culture of evidenced-based decision making 6.03 Implement college-wide integrated planning

DE Plan Initiatives	Crafton Strategic Directions	Crafton EMP Goals
7. Distance Education Program Growth	4. Expand Access 5. Enhance value to Surrounding Community	4.01 Promote College-Going Culture in Core Service Area 4.02 Increase College Capacity to Serve Core Service Area 5.01: Be Recognized as the College of Choice in the Communities We Serve
8. Institutional Support and Planning	7. Develop programs and services	7.01 Improve and Expand Services 7.02 Improve and expand programs

DE Student Success **initiatives for the next five years (2015-2020) build on the successes of the prior plan (2008-2014) and** focus on deploying best practices including regular and ongoing faculty and student support to ensure student success through continuous quality improvement of the DE program.

The CHC Distance Education Plan 2015-2020 initiatives support the College's EMP strategic directions and goals. The plan also defines the DE vision with specific strategies to promote it. The initiatives and related goals and objectives will be reviewed annually and updated as needed to support emerging state and national standards as well as new technological trends.

The college wide adoption of this revised plan serves as an acknowledgement by the CHC Administrators, faculty and staff that these initiatives will promote student success and quality of instruction in Distance Education.

The CHC 2015-2020 DE initiatives are as follows:

1. Quality Program and Course Development
    a. DE addendum Update
    b. Individual Course Design and Approval
    c. DE Course Currency
2. Faculty Training and Support
    a. Faculty Training (EMP strategic direction)
    b. Online Pedagogy
    c. Instructional Support
3. Supporting Student Success
    a. Student Readiness
    b. Supporting Student Success
4. Online Student Services
    a. Admissions and Records
    b. Financial Aid (was Enrollment Services)
    c. Counseling
    d. Bookstore
    e. Tutoring Services
    f. Library
5. Policies and Procedures

     a. Integrity
     b. Verification of Student Identity
     c. Privacy and Protection
     d. Regular and Effective Contact
     e. Accessibility of DE Program
     f. Out of State Enrollments

6. Monitoring and Evaluating Achievement
     a. DE Course Feedback
     b. DE Student Learning Outcomes

7. Distance Education Program Growth
     a. Monitoring and documenting DE Course Offerings,
     b. Enrollment Patterns
     c. Targeted Growth
     d. Communication and Marketing

8. Institutional Support and Planning
     a. Learning Management System (LMS)
     b. Growth of DE Staffing
     c. Ongoing Funding for DE
     d. Technology Services Support

1. Quality Program and Course Development

Develop a Quality DE Program and Course Development Process			
Objective 1.1 - DE Addendum Update	DE adaptions will meet current state and federal standards		
Point Person/Group	DE Coordinator, ETC, Academic Senate		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Review and revise as needed the CHC DE addendum to align to current state and federal standards for online instruction.	By Spring 2017 and ongoing	Updated DE addendum approved and in use	
Objective 1.2 - Individual Course Design and Approval	CHC DE courses will align with state and federal and OEI standards		
Point Person/Group	DE Coordinator, ETC Instructional Designer (when hired)		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Review and revise as needed the CHC Instructional Design and Content Standard to align to current state and federal standards	Fall 2017	CHC Instructional Design and Content Standards will be aligned to the OEI	Acquire and review MSJC standards, OEI standards, state Standards for online education.
Review and make a recommendation concerning adoption and use of the OEI quality course standard rubric course evaluation and approval tools for CHC DE course design and approval processes.	Spring 2018	Adoption and use of OEI quality course rubric	
Objective 1.3 - DE Course Currency	CHC DE courses will meet ACCJC, Title 5 and federal regulations for online courses design, content, and accessibility.		
Point Person/Group	DE Coordinator, ETC, Instructional Designer (when hired), CHC Faculty, VPI, VPSS, DSPS Staff		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Review and Recommend a DE course revision timeline (life cycle) and review process	Spring 2017	Adopted course update, revision and review process.	
Provide funds to compensate faculty review and revise their DE course to align to the CHC DE course design development life cycle and/or to meet state and federal mandates	2016-2018	Update existing DE courses to align to the CHC course design standards	Approximately $8500 per year for three years

2. Faculty Training and Support

Enhance DE teaching and Learning by providing Faculty Training and Support			
Objective 2.1 – Faculty Training	**CHC DE faculty will understand and be able to apply best practices for Teaching and Learning**		
Point Person/Group	**DE Coordinator, ETC, Academic Senate, DETS, VPI, VPSS**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Review and revise as needed the CHC DE faculty certification process and standards. Review the @one Standards for Quality Online Teaching and make recommendation for CHC use.	Fall 2017	Revised Instructor approval process	
Update the CHC DE website to include current information relative to CHC DE instructor approval process and course design standards	Spring 2016 ongoing	Updated and current DE faculty website	
Provide funds to reimburse CHC faculty for the costs associated with completing the online teaching certification program offered by @one.	annually	15 FT faculty will complete the @one certification each year.	$ 7500 annually
Provide inservice training and support on the use of technological media, tools, materials to enhance content delivery in both F2F and DE courses	Ongoing	DE Faculty participation in professional development activities as noted in attendance rosters and workshop evals.	
Work with the Professional Development Coordinator to develop and offer workshops for faculty and staff on the adopted LMS as well as other high demand technology-related topics	Ongoing	Announcements of workshops, attendance rosters, materials, evaluations.	
Objective 2.2 – Online Pedagogy	**Faculty and staff will understand and apply best practices for improving DE student learning and success**		
Point Person/Group	**DE Coordinator, DECC, Instructional Designer (when hired), CHC President, VPs and Deans**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Offer comprehensive training on best practice for online teaching and learning including the OEI online course design rubric and the Quality Course Standards	Spring 2016 and ongoing	Announcements of workshops, attendance rosters, materials, evaluations.	
Hiring processes will include questions related to technological skills and the related impact on teaching and learning as part of the hiring process	ongoing	Minimum and Desired qualifications from job announcements	

Objective 2.3 – Support	Faculty and staff will be provided the support needed to design high quality DE courses		
Point Person/Group	**DE Coordinator, ETC, DECC, CHC President, VPI, DECC**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Establish a Course Review, Development and Support Team as a sub-committee of the ETC consisting of the DE Coordinator, Course Designer, and @one certificated CHC faculty to assist with the DE course development process.	Spring 2017	Established and highly qualified Course Review Development and Support Team	Possible reassigned time for Peer Course Review Team
Develop and hire an Instructional Designer with expertise in DE course design(see staff development chart in DE Department Plan)	Fall 2017	Instructional Designer	$95,000 annually ongoing
Designate and secure office space for DE Coordinator and (when hired) the CHC Instructional Course Designer	Fall 2016	DE program office space centrally located on the CHC campus for	TBD One-time
Create a teaching and learning lab space centrally located on the CHC campus providing support with DE course development and revisions	Fall 2016	Active Teaching and learning lab	$75,000 One-time
Provide course captioning support for all instructor authored videos	Ongoing	CHC DE course videos include text captions.	

Appendix _____: technology/DE workshops currently planned for the 2015-2016 academic year

3. Supporting DE Student Success

Promote Student Success in DE courses			
Objective 3.1 – Student Readiness	**Student 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**		
Point Person/Group	**DE Coordinator, ETC, Counseling Dept Chair**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Update DE website to include new information and tools to help inform and orient students to distance learning skills and challenges. Review OEI Student DE readiness resources, for possible adoption and use by CHC	Fall 2015 – **Adopted Aug 19th 2015**	Results of students using the DE skills self-evaluation tool	
Collaborate with Counseling Department regarding the inclusion of the DE student preparedness and readiness assessments as a part of the general orientation process.	Fall 2017	CHC student orientation updated to include a description about online courses, online learning, tools, etc.	

Provide training for student services staff and counselors as to what skills are needed by students to succeed in DE courses.	Spring 2017	Professional Development sessions on online learned provided to Counseling Department faculty and staff	TBD
Review and revise the Intro to Online learning course to assure it provides a solid introduction to online learning and the LM for DE students . Encourage students to enroll in the course prior to signing up for an DE class.	Spring 2016	Revised CHC Intro to Online Learning course offered each term, including a revised schedule description and a statement on the portal encouraging students to enroll.	
Objective 3.2 – Student Success Data	**Maintain and/or improve DE success and completion rates**		
Point Person/Group	**DE Coordinator, ORP, ETC, VPI, CHC Faculty**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
CHC ORP will compile in an electronic dashboard (for each term) the Success and Completion rates for all online courses and programs for each Academic semester.	Each semester	Compiled and reviewed DE data on Success and Completion rates Minutes of ETC meetings	
The ETC will discuss and recommend success and completion rate baselines at or below which a DE improvement plan would be required.	Fall 2017	Minutes of ETC meetings establishing minimums CHC DE course Success and completion rates match or exceed established minimums	
ETC will analyze success and completion rates and will develop improvement recommendations/strategies when/if the rates fall below the established baselines	Annually	Minutes of ETC meetings documenting discussions and recommendations on course Success and completion rates	
ETC will track the impact of distance education on the success and access of our disproportionately impacted groups as identified in the CHC student equity plan and make improvement recommendations	Annually	ORP data and recommended strategies to improve success and access.	
Review and recommend if deemed approp DE course prereqs. Ex…. Requiring any student who does not successfully complete ___ online course(s) to take the Introduction to Online learning course prior to enrolling in another online course. Review potential use of Accuplacer background questions to generate a recommendation to enroll in the Intro to Online learning course.	Fall 2017	Established policy for the use of DE prereqs	

4. Online Student Services

DE Students will have the same access to both academic and student services resources as traditional students. The College is committed to sustaining current online student support services, while monitoring usage levels, surveying student satisfaction, controlling quality, and providing appropriate staffing to meet demands for services. Will continue to provide and support online Financial Aid, Enrollment and Registration services. It is recommended that Counseling/Advising provided online support systems in place for students to access the service from a distance

DE Students will have the same access to both academic and student services resources as traditional students			
Objective 4.1 – Admissions and Records	**Provide online fillable forms to be submitted to A&R Dept.** (as per Larry Aycock)		
Point Person/Group	**A&R staff, DCS staff**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Develop and publish online fillable forms	A&R Staff, DCS Staff 2-years	Students will be able to submit forms to A&R via the website 24/7 without having to be on campus.	DCS Programming, funds for outsourcing form functions
Enrollment and registration…..?			
Objective 4.2 – Financial Aid	**No input received**		
Point Person/Group			
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Objective 4.3 – Counseling Services	**Academic counseling and advising will be available to distance learning students at the same level as it is for students in on-campus environments**. (as per Robert McAtee)		
Point Person/Group	**DE coordinator, VPSS, ETC, Counseling Department Chair**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Review and revise the online orientation to include all the required information from section 55521. Locally developed videos that explain CHC's counseling services, registration, and the use of Student Planner will be linked to the online orientation to make it more useful to students.	Fall 2018		
EPI????			
Develop a process that counselors can us to meet with DE students in a secure environment using e-conferencing or other web based tools. Possibly utilizing LMS, which will guarantee student authentication.	Spring 2016	Student satisfaction, results of students using the DE skills self- evaluation tool, Collaboration with Counseling Department	

Objective 4.4 – Bookstore Services	DE students will have full access to the CHC bookstore online services via the website (as provided by G. Chavez)		
Point Person/Group	**Bookstore Staff**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
A fully supported online bookstore will be made available to all CHC students with semester textbook information available at registration.	ongoing	Number of textbooks textbook's sold via the website.	
Textbook rentals will be made available to DE students through the Bookstores online/web-based services.	Spring 2016	Number of textbooks rented via the website.	
Objective 4.5 – Tutoring Services	**DE students with have access to online tutoring and supplemental instruction support services** (as provided by P. Quach)		
Point Person/Group	**Tutoring Center Coordinator, support staff, tutors and third party vendor**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Review the OEI's NetTutor platform and service as possibility for providing online tutoring services for CHC students. The LMS should include a link to the CHC online tutoring center resources Explore different platforms to provide virtual tutoring.	Fall 2016	Platform selected to provide virtual tutoring.	
Select a few DE classes to pilot the selected platform to provide virtual tutoring.	Spring 2016	Students in piloted DE courses receive virtual tutoring.	budget to hire additional tutors; training for tutors; equipment
Offer student support in virtual tutoring services for online students utilizing e-conferencing and web-based virtual tools such as CCCConfer, Zoom, Canvas, and/or Preptalk TV.	Fall 2017 (pilot Spring 2016)		Budget to hire additional tutors; training for tutors; equipment
Utilize Supplemental Instruction (SI) in online courses with e-conference tools and methods, use online tutoring as an extension in our Learning Resource Centers (LRC), and follow the design for online tutoring that will be adopted in OEI.	Fall 2017	SARS log-in records of students enrolled in DE courses accessing the lab.	Training for Tutors and SI Leaders $1000
Objective 4.6 – Library Services	**Assure quality of the DE program by integrating online library services and applications to**		

	improve student learning (as provided by CHC Library staff)		
Point Person/Group	**Learning resources faculty**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
A faculty Librarian trained as an Embedded Librarian will be accessible to all online students; Library staff will launch a "virtual library" accessible through the Web.	ongoing	End of semester report, PPR or annual review, and Student Services Survey	
Access to the catalog, e-books, electronic data bases, librarian support, orientations and specific library research documents are available online. Inclusion of additional scholarly databases such as: *Educational Resources, Lexis*, and *JSTOR*.	ongoing	End of semester report, PPR or annual review, and Student Services Survey	
Information Literacy and Searching techniques, tutorials, etc. will be designed and posted to the Library Website for 24 hour use.	ongoing	Information literacy resources posted on the CHC Library website	

5. Policies and Procedures

CHC DE Policies and Procedures will be current and effective			
Objective 5.1 – Integrity	**The integrity of the DE teaching and learning process is protected**		
Point Person/Group	**ETC, DE Coordinator, Academic Senate**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Establish a policy for active participation and to inform Instructors as to when they should drop a student from a DE course for lack of participation	Fall 2017	Adopted policy on active participation in DE courses	
Add a statement to the LMS login that requires DE students to formally acknowledge and pledge adherence to CHC Student Conduct standards, and adopted Acceptable Use Policies.	Fall 2016	LMS login process includes this acknowledgement.	
DE course include, provide an overview of and require student to abide by the adopted CHC plagiarism and cheating policies.	Fall 2017	LMS includes the policies on all courses and requires students to acknowledgement that they have read and understand the policies.	
Objective 5.2 – Verification of Student Identity	**Processes have been established and implemented to verify identity of DE students**		
Point Person/Group	**DE Coordinator, ETC, DECC and IT Programmers**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**

Research, develop, adopt a CHC DE check-in policy (maybe a discussion forum)	ongoing	DE Checkin policy adopted. (Ex: Checkin occurs five days before until two days after the start of the class (not including weekends). If a student does not check-in to the course, the faculty member may drop them	
Verification of student identity has been implemented through students' log-ins to the LMS through a college administered authentication process (student ID related password protection).	DECC and IT Programmers Fall 2016	Single-sign on will be implemented for the LMS System.	
Establish a password aging policy that states how often LMS Users are required to change their passwords.	DECC and IT Programmers Fall 2016	Established Password revision policy	
Objective 5.3 – Privacy and Protection	**FERPA Privacy and Protection Standards are followed in all DE courses**		
Point Person/Group	**DE Coordinator, ETC, DECC and IT Programmers**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Procedures are in place to ensure privacy and security of student work.	Fall 2017	Students receive clear instructions to save and retain copies of all work submitted electronically.	
Establish a policy that defines expectation for redundancy/backup of student grades and other performance records posted to the LMS	Spring 2016	LMS grades are backed up.	
Objective 5.4 – Regular and Effective Contact	**DE instructors will maintain regular and effective contact with their DE students.**		
Point Person/Group	**DE Coordinator, ETC, Academic Senate, DE Faculty**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Research, develop and adopt a Regular and Effective DE Contact policy	Spring 2016	Adoption of a regular and effective contact policy	
DE instructors will maximize the opportunities for regular and effective interaction between teacher and students, among students, and between students and the learning environment.	ongoing	DE courses include instructor initiated contact with all students. Students are held accountable for the communication activities within courses.	
Objective 5.5 – Accessibility of DE program	**DE content will meet state and federal accessibility standards**		
Point Person/Group	**DE Coordinator, ETC, DSPS, DE Faculty**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Provide appropriate and sustainable American	ongoing	CHC DE courses are compliant with legal accessibility	

Disabilities Act (ADA) training and assessment. Courses will be revised and updated to be compliant with legal accessibility requirements. The DE website and the LMS content will also follow ADA regulations.		requirements	
Provide the support needed to include either captions (alt text, closed captioning and/or appropriate signage) for all course embedded graphics, media and video	Fall 2016	Faculty support for closed captioning and accessibility standards is available	

Objective 5.6 – Out of State Enrollments	A system for designating which states our enrolled DE student are residents of and detailing where and how CHC can obtain approval to offer courses to students in those states.		
Point Person/Group	DECC, DE Coordinator, Dean of Admissions and Records		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
CHC will Monitor and document course compliance for out-of-state DE students.	ongoing	Reports provided to CHC (after census) by DECC identifying all DE students who reside out of state.	
CHC will follow the Federal requirements for state approval of DE courses for out of state students enrolled in DE courses.	Ongoing	Documented research on approval process for other states; Updated list of states with which CHC has established reciprocity for DE	

Note: The College has placed a message on the DE Classes website to inform out of state students taking DE classes of the Department of Education's regulations regarding home state authorization for of the DE course they are planning to enroll in.

6. Monitoring and Evaluating Achievement

CHC will monitor and evaluate student achievement in DE courses			
Objective 6.1 – DE Course Feedback	All DE courses will include a course evaluation completed by DE students each semester		
Point Person/Group	ETC, DE Coordinator, Academic Senate, DE Faculty		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Review and revise DE course evaluation tool which may include use of the state adopted DE course assessment questions.	Fall 2017	An approved evaluation instrument is provided within the course to ensure student feedback on the organization and content of the course and the instructor performance.	
To ensure the quality of instruction, DE course	Fall 2017	DE courses include regular opportunities for student	

evaluation will be integrated into the LMS for all courses each semester offered fully online or as a hybrid.		feedback. While the course is in session and at the completion of each course	
Objective 6.1 – Student Learning Outcomes	**Course SLO's will be assessed in DE courses as per the established schedule for assessing SLO as determined by the discipline faculty.**		
Point Person/Group	**ETC, DE Coordinator, Academic Senate, DE Faculty**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
SLOs assessments will be completed in DE courses	onging	SLO results posted to the SLO cloud for DE course.	

7. Distance Education Program Growth

CHC will develop a Plan for DE program growth			
Objective 7.1 – Monitor and Document DE Course Offerings	**All courses and programs approved for DE instruction are identified in the programs course listings and on the CHC website and those programs that offer 50% or more of their courses online have been forwarded to ACCJC in a substantive change request.**		
Point Person/Group	**DE Coordinator, VPI, Deans**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Highlight all courses offered in a DE format in each of the CHC Degrees, Programs and Certificates. Compile and post on the CHC website	Spring 2016	DE courses and programs are clearly documented. Appropriate substantive change reports developed, submitted and approved by the ACCJC for all programs, degree and/or certificates that offer 50% or more of their courses via distance education.	
Objective 7.2 – Enrollment Patterns	**Enrollment management and growth plan for DE is driven by the CHC DE enrollment and success trends**		
Point Person/Group	**DE Coordinator, VPI, Deans**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Monitor DE enrollments and success trends to support student interest and needs	Spring 2016	Plan to grow DE program is included in the CHC enrollment management plan	
Objective 7.3 – Targeted Growth	**Increase the number of CHC online courses and programs to meet student interest and demand**		
Point Person/Group	**DE Coordinator, VPI, ORP, Deans, Department Chairs**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Review wait lists for online courses for the past 3 years to determine which courses consistently fill.	Fall 2016 and ongoing	Increase of DE courses in areas of interest to students	

Actions	Timeline	Measurable Outcome	Resources Needed
Monitor and track DE enrollment data (courses offered, student headcount, student characteristics) to make recommendations for the CHC annual DE enrollment management planning process	Annually – Review each Spring	Increase of DE courses offered in identified areas of interest to students	DE Enrollment data, waitlist data
Analyze student populations data in online courses and develop strategies to increase enrollment of underrepresented populations	Fall 2016 and ongoing	Student Equity plan objectives: Increased access of 30-34 year olds from 6.1% to 7.6%. Increased access of 35-39 year olds from 3.3% to 7.9%. Increased degree/certificate completion rate of 20-24 year old students from 10.3% to 17.2%. Increased degree/certificate completion rate of 25-29 year old students from 14.3% to 18.0%. Increased degree/certificate completion rate of 30-34 year old students from 14.3% to 18.0%. Increase the transfer rate of 20-24 year old students from 23.0% to 25.8%	Student Equity plan objectives
Research and recommend additional online courses offerings with a focus on the GE, CSU and IGETSI areas and on the most highly demanded classes that are offered on a regular basis(pg64 14-15 student equity plan)	Fall 2016	Documented and published list of courses and programs that can be completed online. Appropriate substantive change reports developed, submitted and approved by the ACCJC for all programs, degrees and/or certificates that offer 50% or more of their courses via distance education.	
Objective 7.4 – Communication and Marketing	**Increase demand for online courses through Web based content and marketing**		
Point Person/Group	**DE Coordinator, Director of communications and Community Relations**		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Review and revise all CHC DE web pages	Ongoing	Update and announcements on the CHC website	
Facilitate and enhance the public's and the CHC community's awareness about the College's DE Program by increasing press releases, flyers and online tools such as social media sites, twitter, etc.	Ongoing	CHC website, President's Newsletter, CHC social media sites posts, workshops/presentations, CHC Foundation, press releases and marketing materials.	

8. Institutional Support and Planning

Maintain Institutional Support and Planning of the DE Program

Objective 8.1 – Learning Management System	Provide a high quality, technically current and user friendly LMS for DE and Face to Face courses.		
Point Person/Group	ETC, DE Coordinator, DECC		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Apply LMS updates and patches as recommended.	Ongoing		LMS Updates and Patches are applied.
ETC will review and make a recommendation to CHC AS and DECC on the Canvas LMS	Fall 2015	A recommendation on CHC use of Canvas as documented in ETC meeting minutes	

Objective 8.2 – Growth of DE staffing	Provide campus based support for Distance Education		
Point Person/Group	ETC, CHC President, VPI		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Increase DE coordinator to FT in order to Facilitate and oversees all DE development activities, chair ETC, and provide regular support for DE Faculty	Fall 2016	Full-time DE coordinator	$50,000 yearly to cover FT release for DE Coordinator
Develop and retain a Full-time DE Instructional Course designer to assist with the development of course materials and content that meets all adopted standards	Fall 2016	Instructional Designer retained	$95,000 yearly
Designate one office and lab for the use to provide development in teaching and learning for online teaching faculty physical office for DE Coordinator and Instructional Course Designer.	Fall 2016	Office space secured for DE Coordinator	$75,000 One-time

Objective 8.3 – Ongoing funding for DE	Funding for the maintenance and adherence to the DE quality standards allocated from the CHC general fund		
Point Person/Group	CHC President		
Actions	**Timeline**	**Measurable Outcome**	**Resources Needed**
Faculty will be compensated for developing DE courses that meet the OEI standards	Fall 2017	Revised DE course shells	$10.000
DE faculty will remain current with DE teaching and learning research and best practices by complete online teaching certifications such as the one offered by @one	Fall 2016	10-15 CHC Faculty per year will complete the @one Certification for online teaching	$7500 per semester

Objective 8.4 –Technology Services Support	Maintain high quality infrastructure and instructional support for DE students and faculty

Point Person/Group	DECC, DE Coordinator		
Actions	Timeline	Measurable Outcome	Resources Needed
Maintain LMS Technical Support (24/7 hosting, Remote Learner)	ongoing	Provide Monitoring staffing requests, workloads, and budgets	
Procure, manage and maintain currency of Distance Education hardware and software	ongoing	Quantity of services maintained at 99% up time, current versions of DE software and hardware are in use.	
Establish a physical location at the District Computing Center for Instructional support, including professional development for faculty, providing instructional design support and online instructional materials	ongoing	Documented workshops and support activities provided by DECC	

The Table below displays an overview of the CHC DE plan Development Process

Table 1. Distance Education Plan Development Steps	
Date	Description
Spring 2015	The College received ACCJC's recommendation regarding the DE Plan.
	DE position developed by the ETC and forwarded to the CHC AS
	DE position approved by AS and forwarded to Carfton council
	DE position approved by union
May 2015	De postion flown and applicants interview
June 2015	DE coordinator position filled and approved by the SBCCD board
June 23 2015	Meeting with DTES staff to discuss and provide input on the CHC DE plan
	Summer funds provided to DE to revise plan
June 2015	The office of Planning, Research and Institutional Effectiveness (PRIE) provided comprehensive data reports for DE.
July-Aug 2015	CHC DE Coordinator conducted research and developed draft for revised CHC DE plan

Aug _13_th	DE coordinator and VPSS met to review and align DE plan to SSP and SEP priorities.
Aug 5th	DE coordinator met with ETC member TL Brink to get input on DE Plan
Aug 6th	DE coordinator met with DTES staff to get input on revised plan and to include Central Services support language in revised plan
Aug 7th	DE coordinator met with CHC ORP Dean to review and insert DE data to demonstrate how data and research is being used in the decision making process for DE
Aug 7th	DE Coordinator met with VPI to get align DE plan to EMP and to evaluate and revise DE initiatives for 2015-2020
Aug 13	DE Coordinator met with VPSS to align DE plan to Student Services plans and Initiative
Aug 21	DE Coordinator met with Tutoring Center coordinator to discuss what has been done to accommodate online students and what the plans are for the next 5 years.
Aug 24	DE Coordinator met with VPI to discuss updates on the DE plan
Aug 31	Revision recommendations from VPSS added to plan
Sept 1	DE Coordinator met with ORP Dean to review and add relevant data
Sept 1	Received an input recommendations from the CHC Librarians
	The first draft of the DE Plan reviewed by members of the ETC for input suggestions, etc.
Sept 3	Input revised data from the ORP Dean
Sept 4	Input information as submitted from the Coordinator of the CHC Bookstore.
Sept 8	Comments and revisions from the chair of counseling added
Sept 8	additional data from the ORP Dean added
Sept 12	Comments and suggestions from Admissions and records added
Sept 14-16	Revised DE table to include initiatives, objectives and actions
	DE plan forwarded to AS for input and recommendations
	Work on the DE Plan continued with meetings with individuals and small groups who contributed to the DE Program.
	Forwarded to campus community and shared governance committees

	The final draft DE Plan was reviewed by ………….. all stakeholders one last time.

From ACCJC Guide to evaluating DE …. Make sure all is addressed in plan

Priority #1: *Institutional Mission and Effectiveness*
1. Evaluate course offerings to meet students' needs.
2. Continue to survey/evaluate and respond to current and prospective students' needs.
3. Publicize information about the College's DE Program to both the College community and the general public to increase awareness.

Priority #2: *Student Learning Programs and Services*
1. Instructional Programs
    a. **Determination and Approval of DE Course Offering**
    b. **Technical Program and Course Development**
    c. **Instructional Design and Content**
        i. Provide LMS training to DE faculty to enhance access to DE instruction, resources, and services.
        ii. Provide faculty training in online pedagogy, design, and ADA compliance
    d. **Faculty Issues, Requirements and Expectations**
        i. Assure the effectiveness of instruction by recommending a method for certifying instructors for teaching online, as well as guidelines for deans to evaluate online courses.
        ii.
        iii. Assure the quality of the program by developing DE skills self-evaluation for faculty
        iv.
2. **Student Support Services**
    a. Provide online student services support.
3. **Library and Learning Support Services**

Priority #3: *Student Learning and Success*
1. Assure the quality of the DE Program by analyzing retention and success rates.

2. Assure the quality of the DE Program by developing and continuously monitoring online student academic and support services..
3. Assure the quality of the program by implementing online suitability self-assessment for students.
4. Provide LMS training to DE students to strengthen access to DE instruction, resources, and services.

Priority #4: *Resources*
1. Institutional Support:
    a. Provide appropriate and sustainable technology that supports faculty and students in the online working environment.
        i. Maintain district Learning Management System (Course Delivery) – CANVAS -Begin the conversation
        ii. Assess ADA compliance and monitor verification of student identity.
        iii. Provide ongoing technical support for the implementation, customization and enhancement of the LMS.
2. Human Resources
    a. Maintain adequate staffing
3. Physical Resources
    a. Enhance services and operational efficiency through improvements to student, instructional, and technological support.
    b. Integrate and enhance IT and instructional maintenance calendars for online technology and instruction.
4. Technology Resources
5. Financial Resources
    a. Provide appropriate funding for hosting

Priority #5: Leadership and Governance
    a. Decision Making Roles and Processes
    b. Board and Administrative Organization