Crafton Hills College
Distance Education Plan
2016-2020

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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 annually and updated as needed to support emerging state and national standards as well as new technological trends.

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.

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 Vision

Students have access to a dynamic, high-quality and comprehensive education that advances student success in an engaging, student-centered online learning environment.

Distance Education Mission

In support of Crafton Hills College's Mission, Vision and Values, the CHC Distance Education program engages students through quality online instruction and support services as an alternative approach to advancing the educational, career, and personal goals of our students.

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

In Chapter 6 of Title 5: *"Distance education means instruction in which the instructor and students are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distanced education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C 1210 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended. (29 U.S.C. 794d)."*

*From the "**Distance Education Guidelines - 2008 Omnibus Version"***
California Code of Regulations Title 5 and Related Guidelines
Chancellor's Office California Community Colleges Academic Affairs Division Instructional Programs and Services

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	Explanation	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 Hills 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	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

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		online/hybrid courses are encouraged to enroll in CHC 062, Introduction to Online Learning.	in collaboration with the student.
Hybrid	Hybrid is any course that includes distance education in lieu of face-to-face class time, where planned face-to-face time is formally scheduled. This designation is also given whenever students are required to come to the Crafton Hills campus for any reason (testing, orientation, etc.).	Hybrid 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 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.	Requires faculty readiness standards be met prior to assigning the instructor to deliver the approved Hybrid course. If students are required to come to CHC for any reason, the course is declared a hybrid course to notify students of this requirement.

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. 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.

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.

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Membership of the ETC is as follows:

Voting Members: Faculty (appointed by the CHC Academic Senate):
- Faculty chair (Distance Education Coordinator)
- Faculty (appointed by the Academic Senate) one of whom serves as a Liaison to the Curriculum Committee
- Student Services faculty member
- Instruction Support faculty member

Non-Voting Members:
- The CHC Vice President of Instruction or designee,
- Vice President of Student Services or designee
- Student Senate Representative
- Representative from Technology Services
- Representative from the District Technology Services Department (TESS)

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

2008-2015 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 2008-2015 DE areas as listed above established the structures and processes the college has used to develop and grow a quality DE program. The 2016-2020 DE initiatives build upon the successes realized in each of these areas. Additionally the 2016-2020 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

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.

1.1 Policies and Procedures

The SBCCD approved Board Policy (BP 4105) and Administrative Procedure (AP 4105) 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

1.2 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 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.

1.3 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.

1.4 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

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

2.1 Current Process for approving a faculty member to teach online

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

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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.
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 successfully teach online.
3. Once approved the instructor must complete an online readiness quiz and demonstrate proficiency in each of the skills delineated in the Hands-on Skills Checklist.
4. The final step in the instructor approval process is 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 delineated in the Course Readiness Checklist 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 that the developmental course includes all required components as listed in the CHC online course readiness checklist. 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 that a course meets all expectations they forward a formal recommendation to the VPI approving said faculty member to teach online.

2.2 Faculty Training and Support
1. The members of the ETC and the CHC Professional Development Committee recognize technology is not static. For this reason, the ETC will regularly recommend professional development for all DE faculty. The District's Distance Education Department has collaborated with the CHC Professional Development committee to schedule and provide instructional technology training and workshops that have focused on current issues and technologies related to teaching and learning in an online environment. The training has been offered, and will continue to be offered, through both campus-based and web-based delivery modes.

3. Instructional Design and Content Standards

At CHC student success is a priority. This is evidenced by the goals 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.

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 2015-2020 CHC DE Plan Initiatives.

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.

4.1 Online Student Resources

The CHC homepage includes a pull down menu titled Online Students that includes links to Distance Education Resources.

1. The first link titled: Online classes explains the difference between online and Hybrid courses.
2. The second link titled: Browse Online Courses includes a link to each of the online courses for the current term and the upcoming term.
3. The third link titled: Is online right for Me? 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 fourth link titled: Technical requirements lists the minimum hardware and software a student should have access to and provides a link to several 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 were added to the logins pull down menu also located on the CHC homepage.

4.2 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.

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

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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 WebAdvisor log-in. Students can also access Student Planner and their Student Education Plan (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.

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

3. Counseling and Ed Plans

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 includes 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 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. In the summer of 2015, the CHC counseling faculty selected PrepTalk as the online tool for the provision of distance counseling. PrepTalk is a secure, 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.

PrepTalk was piloted in fall 2015 with Master Students (a classification of student worker, charged with assisting other students to navigate college processes). The pilot will be expanded in spring 2016 to learning communities to which a counselor has been assigned. The tool will be marketed to all students beginning summer 2016.

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4. **Tutoring Services**

   The Tutoring Center offers on site tutoring to all currently enrolled Crafton Hills College students. Although the Tutoring Center has not offered online tutoring in the past, there are plans to offer online tutoring in the upcoming year (16-17). The Tutoring Center Coordinator will work with the ETC to evaluate, recommend and adopt an online tutoring program or service.

5. **Library Resources**

   Distance Education students have 24/7 access to library resources including free Consortium privileges to the libraries of surrounding colleges and universities, access to the World-cat (OCLC ILS) worldwide book locator system and 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, and Online Student Learning. Phone numbers and email addresses of Library faculty and staff and the HELP DESK access number are posted on the Library's website. 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 with/or without a Librarian in attendance.

6. **Campus Bookstore**

   CHC Students can rent or purchase textbooks and course supplies online and have them shipped to their home or can pick-up in the Campus Store. Textbooks are available to purchase or rent 1 week prior to the start of the semester in the Campus Bookstore. Textbook Information is available via the Bookstore website at the time of registration.

5. Institutional Support of DE Program

5.1 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 described 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 the CHC Webmaster, the DE Coordinator and the members of the ETC.

5.2 Learning Management System

For several years, Blackboard was hosted locally by the District TESS Department. In 2007, due to limited dedicated resources and increased 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 the LMS, Camtasia Relay, and Turnitin.

5.3   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 CHC DE coordinator position to full-time by Fall of 2016 and to hire a full-time site-based instructional designer.

6. Distance Education Research and Evaluations

6.1   DE Research

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, teaching DE courses in the 2014-2015 academic year. Of the CHC DE course sections, 57% were taught by full-time faculty as compared to 43% of face-to-face sections. The CHC Research Department 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 as 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 is 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 is the case with the 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.

Despite 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.

6.2   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.

Alignment of 2016-2020 DE Plan Initiative with EMP Strategic Directions and Goals

DE Student Success Initiatives for the next five years (2016-2020) build on the successes of the prior plan (2008-2015) 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 2016-2020 initiatives support the College's EMP strategic directions and goals. The initiatives and related goals and objectives will be reviewed annually

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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

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 Achieve Goals
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
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

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2016-2020 Distance Education initiatives and Objectives

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).

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/Status**	**Measurable Outcome**	**Resources Needed**
Review and revise as needed the CHC DE addendum for DE course approval to align to current state and federal standards for online instruction.	By Fall 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/Status**	**Measurable Outcome**	**Resources Needed**
Review and make a recommendation concerning the adoption and use of the OEI quality course standard rubric, course evaluation, approval tools for CHC DE course design and approval processes.	Spring 2017	Recommendation regarding the adoption and use of OEI quality course standards rubric, course evaluation, and approval tools	OEI quality course standard rubric, course evaluation, and approval tools
Review and revise as needed the CHC Instructional Design and Content Standards	Fall 2017	CHC Instructional Design and Content Standards align to state and federal standards and as directed by the ETC and CHC Academic Senate the OEI standards	State, Federal and OEI standards for online education
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/Status**	**Measurable Outcome**	**Resources Needed**
Review and if deemed appropriate recommend a DE course revision timeline (life cycle) and review process.	Spring 2017	ETC and AS minutes related to the discussion and recommendation and policy.	

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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 apply best practices for Online Teaching and Learning**		
Point Person/Group	**Professional Development Coordinator, DE Coordinator, ETC, Academic Senate, DETS, VPI, VPSS**		
Actions	**Timeline/Status**	**Measurable Outcome**	**Resources Needed**
Review and revise as needed the CHC DE faculty certification process and standards.	Fall 2017	Revised Instructor approval process	Review @One Standards for Quality Online Teaching
Update the CHC DE website to include current information related to the CHC DE instructor approval process and course design standards	Spring 2018	Updated and current DE faculty website	
Survey DE faculty to determine ongoing Professional Development training interests and needs	Fall 2016 and annually	Survey results compiled, review by ETC and used to inform recommendations for DE Professional Development	
Provide funds for the costs associated with completing DE certification courses and programs such as the one offered by @One.	annually	Course participation lists documenting CHC Faculty participation in and completion of DE instructional design, course management and other DE related courses.	$13,000 annually (provided by Equity funding)
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.	$5,000 to support activities (provided by Equity funding)
Work with the Professional Development Coordinator to develop and offer workshops and/or provide off-site conference attendance for faculty and staff on the adopted LMS as well as other high demand technology-related topics	Ongoing	Announcement of workshops, attendance rosters, materials, evaluations.	$3,000 to fund workshops (provided by Equity funding)
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/Status**	**Measurable Outcome**	**Resources Needed**

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Offer comprehensive training on best practices for online teaching and learning including the OEI online course design rubric and the Quality Course Standards	Spring 2016 and ongoing	Announcement of workshops, attendance rosters, materials, evaluations. Develop best practices videos/example for distribution through professional development.	$1,500 to fund videos (provided by Equity funding)
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 2.3-Instructional 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/Status**	**Measurable Outcome**	**Resources Needed**
Increase Distance Education Coordinator position from 50% release to a 100%.	Fall 2016	100% Distance Education Coordinator	$95,000 annually ongoing
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 support office space centrally located on the CHC campus	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.	$10,000 One-time

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/Status**	**Measurable Outcome**	**Resources Needed**

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Actions	Timeline/Status	Measurable Outcome	Resources Needed
Update DE website to include new information and tools to help advise and orient students to distance learning skills and challenges.	Spring 2016 Adopted by Academic Senate 8.19.15	Adoption of the OEI Student readiness resources. CHC website updated to include the OEI DE readiness resources.	Access to OEI Student DE readiness resources
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. Review potential use of Accuplacer background questions to generate a recommendation to enroll in the Intro to Online learning course.	TBD
Review and revise as needed the CHC Intro to Online learning course to provide instruction on the use of the adopted LMS and DE learning skills and success strategies. Encourage students to enroll in the ITOL course prior to signing up for a DE class.	Spring 2019	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.	
ETC will discuss, review and if deemed appropriate recommend a policy for the use of DE prereqs for DE courses	Annually	Established policy for the use of DE prereqs (Example: Requiring any student who does not successfully complete X# of online course(s) to take the Introduction to Online learning course prior to enrolling in another online course.)	

Objective 3.2-Student Success Data	**Maintain and/or improve DE success and completion rates**		
Point Person/Group	**Dean of Research and Planning, DE Coordinator, ORP, ETC, VPI, CHC Faculty**		
Actions	**Timeline/Status**	**Measurable Outcome**	**Resources Needed**
CHC Office of Research and Planning will develop and update an electronic dashboard (for each term) documenting the Success and Completion rates for all online courses.	Each semester	Compiled and reviewed DE data on Success and Completion rates Minutes of ETC meetings	
The ETC will discuss and if deemed appropriate recommend success and completion rate baselines.	Fall 2017	Minutes of ETC meetings and AS meetings and related actions	

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ETC will analyze success and completion rates of all students including the disproportionately impacted groups as identified in the CHC student equity plan and 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. ORP data and recommended strategies to improve success and access.	

4. Online Student Services

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.**		
Point Person/Group	**A&R staff, DCS staff**		
Actions	**Timeline/Status**	**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
Objective **4.2-Financial Aid**	**Provide online support for FASA applications**		
Point Person/Group	**Financial Aid staff**		
Actions	**Timeline/Status**	**Measurable Outcome**	**Resources Needed**
Investigate online FASA tutorials for DE	Fall 2016	Inclusion of an online FASA tutorial	none
Objective **4.3-Counseling**	**Academic counseling and advising will be available to distance learning students at the same level as it is for students in on-campus environments.**		
Point Person/Group	**DE coordinator, VPSS, ETC, Counseling Department Chair**		
Actions	**Timeline/Status**	**Measurable Outcome**	**Resources Needed**
Review and revise the online orientation to include all the required information from section 55521.	Fall 2018	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.	
Implement The Education Planning Initiative (EPI) and degree audit platform to provide	Fall 2016	CHC students will have clear multi-year course plans enabling them to complete their educational goals while	

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centralized technology tools for customized student services and education planning.		balancing work and childcare schedules, financial concerns and other challenges.	
Develop a process that counselors can use 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	**DE students will have full access to the CHC bookstore online services via the website**		
Point Person/Group	**Bookstore Staff**		
Actions	**Timeline/Status**	**Measurable Outcome**	**Resources Needed**
A fully supported online campus store will be made available to all CHC students with semester textbook information available at registration along with other merchandise available for sale online.	ongoing	Updated CHC web-based student store supporting online sales for course textbooks and related merchandise.	
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	**DE students with have access to online tutoring and supplemental instruction support services**		
Point Person/Group	**Tutoring Center Coordinator, support staff, tutors and third party vendor**		
Actions	**Timeline/Status**	**Measurable Outcome**	**Resources Needed**
ETC will review, discuss, and recommends a platform for providing online tutoring. AS and Crafton council will review and provide direction.	Spring 2016	Online tutoring platform adopted. The LMS includes a link to the CHC online tutoring center resources	$10,000 annually
Select a few DE classes to pilot the selected platform to provide online tutoring.	Fall 2016	Students in selected DE courses have access to and utilized online tutors.	Budget to hire additional tutors, training for tutors, equipment, or budget to contract services with a third party vendor.

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Offer online tutoring services for online and/or all currently enrolled Crafton Hills students.	Spring 2017	CHC students received online tutoring.	Budget to hire additional tutors; training for tutors; equipment, or budget to contract services with a third party vendor.
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 $1,000

Objective 4.6-Library	Assure quality of the DE program by integrating online library services and applications to improve student learning		
Point Person/Group	**Learning resources faculty**		
Actions	**Timeline/Status**	**Measurable Outcome**	**Resources Needed**
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 24/7 use.	ongoing	Information literacy resources posted on the CHC Library website	
Synchronous Library support services will be provided.	Spring 2017	DE students are able to access the CHC librarians in real time	

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**

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Point Person/Group	ETC, DE Coordinator, Academic Senate		
Actions	**Timeline/Status**	**Measurable Outcome**	**Resources Needed**
Develop a faculty handbook for DE including all adopted DE policies and procedures as delineated in section 5 (Policies and Procedures)	Fall 2018	DE faculty handbook completed and published	
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	
Review and revise as needed the statement 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 courses include an overview of and require student to abide by the adopted CHC plagiarism and cheating policies.	Fall 2017	The login to the LMS includes an acknowledgement that students understand and will abide by the adopted CHC plagiarism and cheating 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/Status**	**Measurable Outcome**	**Resources Needed**
Research, develop and adopt a CHC DE check-in policy (maybe a discussion forum)	Spring 2016	DE Check-in policy adopted. (Ex: Check-in 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 by students logging into the LMS through a college administered authentication process (student ID related password protection).	DECC and IT Programmers Fall 2016	Single-sign on implemented for the LMS System.	
Recommend and adopt a password aging policy that states how often LMS Users are required to change their passwords.	DECC and IT Programmers Fall 2016	Password revision policy implemented	

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/Status**	**Measurable Outcome**	**Resources Needed**
Procedures are in place to ensure privacy and security of student work.	Fall 2017	Students receive clear instructions to save, retain and maintain the privacy of all work submitted electronically.	
Establish a policy that defines expectations for redundancy/backup of student grades and other performance records posted to the LMS	Spring 2017	Established policy for backup of LMS grades	
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/Status**	**Measurable Outcome**	**Resources Needed**
Provide appropriate and sustainable American's with Disabilities Act (ADA) inservice workshops to ensure all course materials, assessments, course revisions and updates are compliant with ADA requirements.	ongoing	CHC DE courses are compliant with legal accessibility requirements	
Provide appropriate and sustainable American's with Disabilities Act (ADA) services for students enrolled in DE courses.	ongoing	All courses include a list of services, appropriate links and contact information for CHC DSPS offices and services.	

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 2017	Faculty support for closed captioning and accessibility standards is available	

Note: Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility. Faculty need to receive appropriate training in order to ensure that they understand what constitutes accessibility, and institutions must provide faculty with both the necessary training and resources to ensure accessibility. The Americans with Disabilities Act of 1990 (42 U.S.C. 12100 et seq.), section 508 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794d), and California Government Code section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds. (See Legal Opinion M 03-09). Title 5, section 55200 explicitly makes these requirements applicable to all distance education offerings. (State Chancellor's Office: Distance Education Guideline 2008 pg 3)

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/Status**	**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 TESS 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/Status**	**Measurable Outcome**	**Resources Needed**
Review and revise DE course evaluation tool, which may include use of the state adopted DE course assessment questions.	Fall 2016	An approved evaluation instrument is provided within the course to ensure student feedback on the organization, content of the course, and instructor performance.	
To ensure the quality of instruction, DE course evaluation will be integrated into the LMS for all courses each semester offered fully online or as a hybrid.	Fall 2016	DE courses include regular opportunities for student feedback, while the course is in session and at the completion of each course	

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To ensure the quality of instruction, DE course evaluations will be reviewed by the ETC and used to make recommendations for DE related professional development workshops	Ongoing	Annual DE workshops aligned to assessment findings	
Objective **6.2-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/Status**	**Measurable Outcome**	**Resources Needed**
SLOs assessments will be completed in DE courses	ongoing	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 will be forwarded to ACCJC in a substantive change request.**		
Point Person/Group	**DE Coordinator, VPI, Deans**		
Actions	**Timeline/Status**	**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.	Fall 2016	DE courses and programs are clearly documented. 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 **7.2-Enrollment Patterns**	**Enrollment management and growth plan for DE is driven by the CHC DE enrollment and success trends as well as demonstrated need for such programs**		
Point Person/Group	**DE Coordinator, VPI, Deans**		
Actions	**Timeline/Status**	**Measurable Outcome**	**Resources Needed**
Monitor DE enrollments and success trends to support student interest and needs	Fall 2016 and ongoing	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/Status**	**Measurable Outcome**	**Resources Needed**

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Actions	Timeline/Status	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 DE courses in areas of interest to students	Waitlist data
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 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%. Increased 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, IGETC and/or niche degrees/certificates.	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/Status**	**Measurable Outcome**	**Resources Needed**
Review and revise all CHC DE web pages	Ongoing	Updates 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.	

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8. Institutional Support and Planning

Maintain Institutional Support and Planning of the DE Program			
Objective **8.1-Learning Management System (LMS)**	**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/Status**	**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's use of Canvas as documented in ETC meeting minutes	
Objective 8.2 **8.2-Growth of DE Staffing**	**Provide campus based support for Distance Education**		
Point Person/Group	**ETC, CHC President, VPI**		
Actions	**Timeline/Status**	**Measurable Outcome**	**Resources Needed**
Increase DE coordinator to full-time in order to facilitate, oversee and implement the revised DE plan actions, development activities and to provide regular support for DE Faculty and Students	Fall 2016	Full-time DE coordinator	$95,000 annually
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 2017	Instructional Designer retained	$95,000 annually
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. Lab should include; computers, screen capture and video editing software, recording equipment, green screen, and lighting.	Office space: TBD $10,000 for lab
Objective **8.3-Technology Services Support**	**Maintain high quality infrastructure and instructional support for DE students and faculty**		
Point Person/Group	**SBCCD DE Dept, DE Coordinator**		
Actions	**Timeline/Status**	**Measurable Outcome**	**Resources Needed**

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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	

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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
Summer 2015	Summer funds provided to DE coordinator to revise plan
June 23 2015	Meeting with DTES staff to discuss and provide input on the CHC DE 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 5	DE coordinator met with ETC member TL Brink to get input on DE Plan
Aug 6	DE coordinator met with DTES staff to get input on revised plan and to include Central Services support language in revised plan
Aug 7	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 7	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 review and align DE plan to SSP and SEP plans and initiatives
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
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

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Sept 9	The first draft of the DE Plan reviewed by members of the ETC for input suggestions, etc.
Sept 12	Comments and suggestions from Admissions and records added
Sept 14-16	Revised DE table to include initiatives, objectives and actions
Sep 23-Oct14	Review and Revise by indiv members of the CHC ETC
Oct 14	ETC Review (provided input and accepted revision recommendations)
Oct 20	DE coordinator updated plan by accepting all ETC revisions
Oct 28	ETC Final Review (provided input and accepted changes)
Oct 29	DE Coordinator updated plan by accepting all ETC revisions
Nov 4	DE plan forwarded to AS for input and recommendations - Approved for first reading
Dec 2015	Plan forwarded to campus community and shared governance committee for input, comments and recommendations.
Jan 16-18	Final revisions made to plan by DE coordinator to include comments and revision recommendations from the CHC campus.
Jan 20	Completed DE Plan reviewed and approved by CHC AS
Jan 26	Completed CHC DE plan approved by Crafton Council

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Standard I: Institutional Mission and Effectiveness
    A. Mission
        a. How does the mission support DE
        b. Process used to identify students interested in enrolling in DE
        c. Analysis of the relevance of DE programs and services for the community
        d. List of CHC DE courses and programs
    B. Improving Institutional Effectiveness
        a. Dialogue about the continuous improvement of student learning in DE
        b. Clearly stated and measurable goals and objective guide the CHC DE decision making priorities
        c. Evaluation of progress on the achievement of DE goals and objectives
        d. List of all DE courses programs
        e. Use of quantitative and qualitative data to support analysis of achievement of DE goals and objectives
        f. Allocation of resources to DE plan
        g. Periodic and systematic assessment of the effectiveness of DE
        h. DE assessment data is effectively communicated to appropriate constituencies
        i. DE program and support services are reviewed and revised as needed

Standard II: Student Learning Programs and Services
    A. Instructional Programs
        a. DE offering align with college mission
        b. All DE programs are consistently assessed to determine they meet a high standard
        c. Annual growth is tracked
        d. College considers how instruction is delivered as well as how that deliver i both appropriate and current.
        e. DE achievement and attainment of learning is compared to Face to face courses
        f. Role of advisory committee and faculty with expertise in DE
        g. Evidence that diverse methods of instructor are used to address students needs and learning styles
        h. There is Regular, systematic evaluation and review of DE courses and programs
        i. Rationale for offering GE in DE is communicated to students, employers, and other constituencies.
        j. Clear and complete information about degrees and certificates offered in DE mode is made available to students in publications and course syllabi.
        k. Appropriate and effective mechanisms are in place to verify that the students registered are the students participating in the DE courses/programs and receiving the credit.
        l. Student attendance in DE courses/programs is monitored

    m. Mechanisms for student verification protect the students privacy.

    n. How academic honesty policies are disseminated to DE students

B. Student Support Services
   a. Provide online student services support.
   b. Online catalog
   c. Description of DE services provided are communicated
   d. Counselors are trained to address the needs of DE students
   e. DE students needs are considered and addressed.

C. Library and Learning Support Services
   a. Library services have addressed the needs of DE students
   b. Remote access to library resources is effective.

Standard III: *Resources*

1. Human Resources
   a. Maintain adequate staffing
   b. Funding is allocated for DE related human resources
   c. Have an established means for deciding what employee qualifications are needed for teaching DE courses.
   d. Practice used to determine that a faculty member is well qualified to teach DE courses
   e. Evaluation includes issues related to online teaching and improvements therein
   f. Ethics related to DE are appropriately addressed
   g. Professional development activities focused on improving DE instruction.

2. Physical Resources
   a. Substantive change review request submitted to ACCJC
   b. Equipment and facilities for DE programs and services and related maintenance costs are secured, evaluated, and adequately funded.
   c. Enhance services and operational efficiency through improvements to student, instructional, and technological support.
   d. Integrate and enhance IT and instructional maintenance calendars for online technology and instruction.

3. Technology Resources
   a. Assesses the need for information technology training for DE students and personnel.
   b. Training is provided in a format that best suits the needs of DE students and personnel
   c. Plans to keep the technology required for DE up to date and fully supportive

4. Financial Resources
   a. Provide appropriate funding for hosting

  b. External contracts documented -

Standard IV: Leadership and Governance
1. Decision Making Roles and Processes
   a. Evidence of governance bodies work, documents showing the roles relevant faculty play in reviewing and planning student learning in DE programs and services
2. Board and Administrative Organization
   a. Governing board has taken the quality of the DE program into consideration in the development of the relevant policies.
   b. Governing board statements related to DE program quality and integrity

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