

**Substantive Change Proposal**  
*(Distance Learning – Administration of Justice)*

To Request Approval of an Additional Mode of Delivery (Electronic or distance) in existing programs where alternative delivery options are provided to students in such a way that they can choose to complete 50% or more of a program offered through a mode of distance or electronic delivery.

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February 10, 2010

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### **A. Description of Proposed Change**

The College is requesting approval of two Administration of Justice programs, Correctional Science and Criminal Justice, because more than 50% of their courses are available in both face-to-face and distance learning modalities (see Appendices A-C).

According to its Mission Statement, "*Hartnell College provides the leadership and resources to ensure that all students shall have equal access to a quality education and the opportunity to pursue and achieve their goals. We are responsive to the learning needs of our community and dedicated to a diverse educational and cultural campus environment that prepares our students for productive participation in a changing world.*" By offering multiple course delivery modalities, the College provides greater flexibility, enhances student access, and expands educational opportunities to more members of the Salinas Valley community.

Hartnell College began offering Distance Learning as a modality for some courses in 1997. Therefore, Distance Learning is not new to Hartnell College, neither are the courses in Administration of Justice Correctional Science and Criminal Justice programs.

Both Correctional Science and Criminal Justice attract students who are older than the typical new high school graduate. These students are mature and often working full-time, many already within the justice system. Some who choose the distance learning modality do so to update their credentials or obtain a promotion. Others complete all or the majority of their courses online, but most tend to utilize both modalities.

#### Need:

State and Federal employers in the justice system require employees to update their skills and/or earn specific credentials to retain their job and/or qualify for promotion. The Soledad Prison is in our District, but traditional classroom modalities add a 50 mile commute as well as "fixed class time" barriers or constraints for those employees. Law enforcement staff experience shift changes that do not coincide with semesters, often forcing them to drop out of classes taught in the traditional mode. Distance learning provides the access and flexibility they need.

The reasons for adding the online format for the Correctional Science and Criminal Justice programs were driven by new trends in the Criminal Justice and Corrections industry. Over the past few years, more agencies have amended their hiring practices to incorporate higher educational standards. For example, the CDCR (California Department of Corrections and Rehabilitation) went from requiring a high school diploma to an AS degree or equivalent for promotions or premium assignments. In 2007, they attempted to initiate a requirement for an AS diploma upon hiring. Many law enforcement job announcements have followed suit, adding that a college degree is a desirable qualification.

Several law enforcement related services and organizations which provide oversight and professionalism, such as the ABA (American Bar Association) and the IACP

(International Association of Chiefs of Police), have either encouraged a higher education standard or campaigned for one by resolution. This was remarkably evident from post-September 11 history to the present.

Locally, Hartnell College recognized a specific need using data from a study of the Salinas Valley (Ensuring a Valley That Matters: The Hartnell College Salinas Valley Vision 2020 Project). Survey data identified a distance learning void coupled with an industry that had a predictable employment increase. This information was echoed by The Administration of Justice Advisory Committee, which unanimously and unilaterally supported a fully online degree program that could be completed at an accelerated pace.

Additionally, Hartnell has a prison and a CDCR training facility within its district. As the District encompasses over 100 miles in length, employees of this facility and potential students from the surrounding community have at least a 50 mile commute to traditional classes. This is costly in terms of both time and transportation expenses. Distance learning programs provide desirable flexibility and access for students coping with geographical distances and family responsibilities, as well as those working within an industry featuring multiple shifts and shift changes. Online courses and programs provide career advancement opportunities for these incumbent workers.

Another factor helping drive the expansion of online offerings is the current shortage of classrooms due to significant enrollment growth at the main Hartnell College campus and the need for additional qualified instructors in this field. Distance learning enables recruitment of part time faculty drawn from industry professionals. The online format allows instructional opportunities that do not conflict with their primary jobs and, thus, makes greater expertise more readily available to the students within the program.

#### **B. Program Compliance and Approvals**

Distance Learning is not new to Hartnell College, neither are the courses in Administration of Justice Correctional Science and Criminal Justice programs. Hartnell College used the same curriculum approval process for the required online ADJ and general education courses and programs as employed for face-to-face classes and programs. This includes discussion and approval by the Curriculum Committee, a standing committee of the Academic Senate, followed by Board approval. Student learning outcomes and assessment criteria are identical for both modes of instructional delivery (see Appendix C: Sample Course Outlines).

Faculty wishing to deliver online courses for the ADJ online programs must complete an orientation to the course management software before or during online course development. In addition, to teach online, faculty must provide evidence of prior online teaching experience or have completed formal coursework in online instruction or the Hartnell College online Distance Education Instructors' Boot Camp.

The College uses eCollege course management system in conjunction with data exports from DataTel to ensure students enrolling in online courses are the same students

participating in course learning activities, assessments, and the receipt of academic credit. This method of user authentication complies with Department of Education mandates.

### **C. Planning Process**

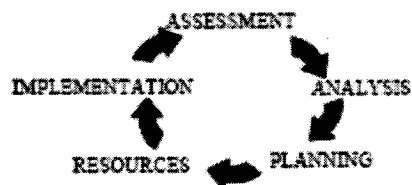
Hartnell College's mission is to serve its community which is the primary reason for conducting the needs assessment that resulted in The Salinas Valley 2020 Report. The 2020 Report discovered significant community interest in online education and training. At the same time, it found that the majority of those surveyed and or interviewed, had access to computers and high speed Internet connections at home, work, school, or public libraries. These realities, coupled with the need for flexible course and program delivery, fueled interest in developing online Administration of Justice Correctional Science and Criminal Justice programs.

As a result of these data, faculty created an educational master plan that recognized the need to increase evening, weekend and distance learning options. The College, through a shared governance process, initiated an institutional reorganization and appointed a Dean of Distance Learning, Weekend/Evening Programs and Adjunct Faculty Support.

The planning process, which resulted in the development of an online option for completing Administration of Justice Correctional Science and Criminal Justice programs, included a comprehensive review of the entire curriculum. During this review, classes were updated for maximum articulation through the CSU and UC system and approved by the curriculum committee to be offered in the additional modality of online instruction. Examination of the general education requirements confirmed that Hartnell College already possessed the infrastructure for an online degree program. In addition to obtaining the Advisory Committee's recommendations as to content, industry needs and standards, a benefit of this planning process was obtaining recommendations of fully qualified instructors, well-respected in the field, who would be willing to teach within the program.

### **D. Adequate Resources and Processes to Ensure Quality**

**Quality Assessment and Planning Process:** Hartnell College believes in its individual and collective accountability and accepts the responsibility to assure the students, the public, and each other of the integrity, effectiveness, and quality of its educational programs and services. Thus, the college has adopted an assessment and planning model that will be utilized to systematically examine its student learning outcomes at the course, program, and institutional levels, regardless of modality. Those data will be utilized by the college to set priorities, direct interventions, and guide the distribution of resources to ensure continuous improvement. The assessment and planning model is depicted below:



The Academic Senate has worked with the student and employee groups to redesign and adopt its Shared Governance Model (see Appendix D) and the Planning and Assessment Model for continuous improvement. The Shared Governance model has four committees that take responsibility for the assessment and planning model. The work of these four committees flows through the Institutional Action and Resource Allocation Committee to the president and the Board. This model has been applied to the development and implementation of the online Administration of Justice Correctional Science and Criminal Justice programs

Student learning outcomes are identical for all locations and the college's assessment calendar is applied at each site. The college uses a three tiered assessment process that begins with district needs (Tier I) and provides greater detail at each succeeding level. For example, at Tier II, the college engages in an annual review of all its programs using an electronic screening model that yields outcome data on course, certificate, degree completion rates as well as certain cost factors. At tier three, a deeper assessment is conducted, such that each program is reviewed in depth at least every five years. Institutional student learning outcomes (SLO) (Communication Skills, Information Skills, Critical Thinking, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility –are the same for all students without regard to time of day, location or mode of instruction. In addition to other analyses, the college disaggregates its SLO data by these three factors to test its achievement of this commitment to quality learning for all students. There is no difference in the program review process for face-to-face and online programs. As evidenced in our recent accreditation reports, our assessment processes are designed to specifically test this responsibility.

An advantage of online learning environments is the ability for full and part-time faculty to spend more time interacting with students through email, discussion boards, blogs, and virtual classrooms. Classes taught online permit more student-to-student contact and can help foster a more collaborative learning experience.

#### Next Steps:

The Distance Education Shared Governance Committee is currently working with the Hartnell College Faculty Association and Academic Senate to enhance evaluation procedures for both online course content and online instructors. This will enable the College to continuously assess and improve instruction for online students.

#### **E. Approvals**

The Curriculum Committee and Hartnell College Board of Trustees have approved the online Administration of Justice Correctional Science and Criminal Justice programs as well as the online courses required to obtain these degrees. Approval by the Commission is hereby requested.

#### **F. Eligibility Requirements**

Each Eligibility Requirement will continue to be met by Hartnell College.

## **1. Authority**

Hartnell Community College is authorized or licensed by the State of California and WASC to operate as a public educational institution and to award associate degrees and certificate as approved. It is regulated by Title V and the California Education Code.

## **2. Mission**

According to its Mission Statement, "*Hartnell College provides the leadership and resources to ensure that all students shall have equal access to a quality education and the opportunity to pursue and achieve their goals. We are responsive to the learning needs of our community and dedicated to a diverse educational and cultural campus environment that prepares our students for productive participation in a changing world.*" By offering multiple course delivery modalities, the College provides greater flexibility, enhances student access, and expands educational opportunities to more members of the Salinas Valley community.

Hartnell College is committed to its mission, as published in its catalog, course schedule, on its web site, and in each monthly meeting agenda for the Board of Trustees, as well as numerous other documents and reports. Since the site visit in 2007, Hartnell has made a concerted effort to assess its performance with regard to the promises contained in its mission by identifying the education and training needs of the district and analyzing access and student success data with particular attention to closing any gaps or disparities.

## **3. Governing Board**

Hartnell College is a single college district with seven trustees, each elected for four year terms from one of the seven sub districts, and one student trustee elected by the students. Elections are held in odd numbered years, four were elected in 2007 and three in 2009. Six of the seven members have joined the board since July of 2007. The Superintendent/President has served two and a half years, including one year as interim.

Board Policies governing its operating procedures as a board, as well as the college are available at ([www.hartnell.edu/board/board\\_policies/](http://www.hartnell.edu/board/board_policies/)). These policies are designed to ensure financial integrity and quality of its programs, consistent with its mission.

## **4. Chief Executive Officer**

The Hartnell College Board, through its policies, delegates the operations of the college to the **Superintendent/President** who is held accountable for its effectiveness.

## **5. Administrative Capacity**

The Hartnell College Distance Learning Program is supported by the Dean of Distance Learning, Weekend/Evening Programs and Adjunct Faculty Support, an Instructional Technologist, an administrative assistant, and the Tutorial Service Coordinator. The Dean of Distance Learning reports to the Vice President of Academic Affairs and Accreditation (see Organizational Chart, Appendix E).

The Administration of Justice discipline includes two full-time, tenured faculty as well as local professionals from the law enforcement and legal/judicial fields who teach both online and face-to-face courses.

#### **6. Operational Status**

Hartnell College is operational, with students actively pursuing its degree programs. The online Administration of Justice Associate of Science degrees are fully integrated into existing programs.

#### **7. Degrees**

A substantial portion of Hartnell College's educational offerings are programs that lead to degrees. The College assists and evaluates students' educational goals to ensure that they achieve course and program objectives and degree requirements. As described within this substantive change proposal, Hartnell is offering two online degrees and two online certificates within the Administration of Justice field.

#### **8. Educational Programs**

The College's degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. Students are required to show evidence of identified achievement outcomes to complete degrees and certificates. The Correctional Science and Criminal Justice online Associate of Science Degrees require the completion of sixty (60) units. The Correctional Science online Certificate of Achievement requires the completion of at least twenty-seven (27) units. The Criminal Justice online Certificate of Achievement requires the completion of at least twenty-four (24) units. See Appendix A for greater detail.

#### **9. Academic Credit**

Hartnell College awards academic credits in accordance with Subchapter 9, Standards in Scholarship, of Title 5 of the California Code of Regulations. Academic credit awarded is based on Carnegie units of instruction.

#### **10. Student Learning and Achievement**

As indicated within the 2009-2010 Hartnell College Catalog excerpt (Appendix A), each program described within this proposal possesses explicit student learning outcomes which have been approved by the discipline and the curriculum committee and ratified by the Board. The College has developed an assessment calendar and analyzes assessment results to identify and address any disparities that might exist. The College uses these results to test its commitment to achieving stated student outcomes regardless of time of day, location, or modality of instruction.

#### **11. General Education**

The College has identified and offers courses that meet CSU and UC General Education requirements. Hartnell College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. As part of the online Correctional Science and Criminal



Justice degree programs, the College offers a variety of online General Education courses.

### **12. Academic Freedom**

The College embraces academic freedom. Board Policy 4120 states “Academic freedom gives the faculty member the right to interpret findings and to communicate conclusions without being subject to any discrimination, interference or pressures because those conclusions are at variance with constituted authorities or organized groups. In the classroom, therefore, the faculty member is entitled to exercise this freedom within the course objectives and policies approved by the Board of Trustees.

Academic freedom carries with it corresponding responsibility, which emphasizes the obligation to study, to investigate, to present and interpret, and to discuss facts and ideas relevant to the curriculum in all branches and fields of knowledge. The faculty member will acknowledge controversial views, identify any bias or advocacy, and show respect for opinions held by others.” ([www.hartnell.edu/board/board\\_policies/4000/4120.html](http://www.hartnell.edu/board/board_policies/4000/4120.html))

### **13. Faculty**

Hartnell College has a substantial core of qualified faculty with full-time responsibility to support the college’s educational programs. The Hartnell College Faculty Association contract clearly denotes the responsibilities of faculty members. Faculty are responsible for conducting curriculum development and assessment of learning outcomes. The Administration of Justice discipline includes two full-time, tenured faculty as well as local professionals from the law enforcement and legal/judicial fields who teach both online and face-to-face courses.

The Dean of Distance Learning, Weekend/Evening Programs and Adjunct Faculty Support works with the Faculty Development committee and Distance Education Shared Governance Committee to organize and offer a variety of ongoing faculty development opportunities, including workshops and online classes for faculty who wish to become online instructors. Faculty receives notification of upcoming development opportunities through email and by viewing the Faculty Development Opportunities web page found on the eCampus web site, [www.hartnell.edu/ecampus/faculty/opportunities.html](http://www.hartnell.edu/ecampus/faculty/opportunities.html).

### **14. Student Services**

Hartnell College provides a comprehensive range of student services that support student development and learning within the context of the College’s mission. Student support services are regularly assessed and improved to meet the needs of all students. Student services and library services are available to the entire Hartnell community, including online ADJ students, through the eCampus web site portal. This site contains links to interactive admissions and registration services, Counseling’s Frequently Asked Questions, the Hartnell Online Bookstore and the Library’s online databases.

All Hartnell students, including those in online programs, are provided access to hardware, software, eCollege course management system assistance, and tutorial support through the Library Media Center, Computer Center and Academic Learning Center.

Information about available technology resources and technical assistance for online courses may also be found within the College's Schedule of Classes.

### **15. Admissions**

Hartnell College has adopted and adheres to admission policies consistent with its mission and Title 5 regulations. These policies are printed in the College catalog and specify the qualifications appropriate for the College's institutional programs.

### **16. Information and Learning Resources**

The College provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The Academic Senate and Distance Education Shared Governance Committee have mandated that all online course content is delivered through the College-approved course management system, eCollege. Unique IDs for each student are exported from the College's Datatel system into the eCollege system at the time students are enrolled in online and hybrid courses. This allows authentication of each student logon to ensure students enrolled within the courses are the individuals accessing course materials. The use of unique student logons and a course management system also provides the ability to secure grades, assignment and test submissions, as well as instructor comments. This authentication process meets the standards and requirements of the Department of Education.

### **17. Financial Resources**

Hartnell College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. At this time, there is no separate budget for Distance Education programs. Instead, funding to support DE initiatives, faculty, and technology is integrated into academic, administrative, student support, library, and information systems budgets.

### **18. Financial Accountability**

Hartnell College relies on a broad-based planning process that ties resource allocation to priorities. Although the campus community is struggling with budget cuts, the College has used a vigorous shared-governance process and continuous improvement cycle to establish priorities for the distribution of resources. In addition, Hartnell College annually undergoes and makes available to the public an external financial audit by an independent certified public accountant. The unqualified audit(s) are available at: [http://www.hartnell.edu/documents/CCD\\_auditors\\_june\\_2009.pdf](http://www.hartnell.edu/documents/CCD_auditors_june_2009.pdf)

### **19. Institutional Planning and Evaluation**

Hartnell College is committed to improving student learning and believes that progress must be documented in a way that answers the questions: 1) are we a better college than

we were a year ago and 2) what is the evidence? Further, the College is committed to using results of the analysis of data to drive institutional change and resource allocation.

As explained earlier in this proposal (see page 3), the college, in 2007, adopted an assessment and planning model that systematically examines, in addition to its processes, achievement of student learning outcomes at the course, program, and institutional (core) levels. Data from those assessments are utilized by the college to set priorities, direct interventions, and guide the distribution of resources to ensure continuous improvement.

#### **20. Public Information**

Hartnell College provides a catalog for its constituencies in both print and online format, [www.hartnell.edu/academics/catalog.pdf](http://www.hartnell.edu/academics/catalog.pdf). General information, academic and financial aid requirements, fees, degree and certificate information, student policies and board policies are all available in print and online formats.

#### **21. Relations with the Accrediting Commission:**

Hartnell College provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. An archive of accreditation documents, presentations, correspondence and reports may be accessed online, [www.hartnell.edu/accreditation/](http://www.hartnell.edu/accreditation/).

#### **G. Accreditation Standards**

Hartnell College fully resolved all of the Commission's recommendations and concerns and had its accreditation fully reaffirmed by the Commission in June 2009. The college accomplished this goal through three progress reports and visits – October 2007, March 2008 and March 2009. The Mid-Term Report will be submitted to Commission Staff on March 15, 2010. Thus, all aspects of the Accreditation standards are fresh in the minds of the Board, faculty, and staff and they are committed to ensuring that its assessment and planning, as well as shared governance processes are sustainable. The following quotation is taken directly from the Commission's Report, June 2009:

“As the following indicates, extensive changes in governance, staffing, budgeting, curriculum, and other key areas of campus life have been underway at Hartnell College since the 2007 comprehensive visit. These changes are directly tied to the recommendations and concerns of the Accrediting Commission. The college appears sincerely involved and invested in sustaining the changes that have resulted, and the team found a sense of shared purpose and optimism, a feeling of camaraderie and collegiality, and commitment to renewal and stability at Hartnell College.”

Each Accreditation Standard will continue to be met by Hartnell College. The process for monitoring and evaluating the effectiveness and learning outcomes for the online Administration of Justice Correctional Science and Criminal Justice programs is the same as those for face-to-face programs and courses.

**Standard I: Institutional Mission and Effectiveness**

According to its Mission Statement, "*Hartnell College provides the leadership and resources to ensure that all students shall have equal access to a quality education and the opportunity to pursue and achieve their goals. We are responsive to the learning needs of our community and dedicated to a diverse educational and cultural campus environment that prepares our students for productive participation in a changing world.*"

During the last accreditation review cycle, the college adopted a continuous improvement process consisting of five phases: assessment, analysis, planning, resource allocation, and implementation. These phases are facilitated through the shared governance committee structure and then communicated to the larger campus community.

In evaluating institutional effectiveness, the college has relied on the findings from the 2008 district-wide assessment report, *Salinas Valley 2020 Vision*, and the annual *Accountability: Focus on Results* study from the Chancellor's Office as well as the goals stated in the Educational Master Plan, Educational Facilities Master Plan, Technology Master Plan, and the 2016 Financial Plan. These guides have led the college in reorganizing its administrative structure to appoint a Dean of Distance Learning, Weekend/Evening Programs and Adjunct Faculty Support as well as focusing its efforts on reviewing the effectiveness of programs; and enhancing the institutional assessment of student learning outcomes, regardless of instructional modality.

Hartnell College is sensitive to its obligation to provide high quality learning experiences for students regardless of location, time of day, or modality of instruction. The Salinas Valley 2020 Report documented significant community interest in online education and training. At the same time, increased ADJ enrollments, lack of classroom space, and growing public demand for more flexible course delivery options led to the development of online Administration of Justice Correctional Science and Criminal Justice programs in response to community need.

**Standard II: Student Learning Programs and Services**

Keeping in mind the challenge of available time for students to complete courses and to stay enrolled in school, as mentioned in the Salinas Valley 2020 Report, the college is responding to community need in a variety of ways. One of those ways is by offering online degree programs in high-demand areas such as Administration of Justice Correctional Science and Criminal Justice. Students participating in these programs are able to complete their courses 100% online.

The college has implemented a three-tiered program review system: 1) the district-wide assessment and planning process, to be repeated every five years or so; 2) the annual college-wide study – Focus on Results – conducted in conjunction with the Chancellors Office; and 3) the Program Review Electronic Screening model. The latter process provides five data elements: 1) enrollments; 2) course completion; 3) revenue/cost-ratios; 4) efficiency/WSCH; and 5) number of degrees and certificates earned. These factors can

be compared annually across time, between disciplines, programs, and divisions, and by college. The State study – Focus on Results – provides for peer group comparisons based on factors that are not in the college's control. For example, Hartnell's outcome data would be compared with districts that share similar socio-economic factors.

The key to the sustainability of the college's assessment plan is that detailed program reviews will be conducted on a rotating basis such that all programs will be reviewed at least every five years. Included in this process will be an assessment of the student learning outcomes at the program level. (See page 4, paragraph 2)

Hartnell College maintains consistent academic rigor for face-to-face and online programs. Student learning outcomes for programs and courses are identical regardless of the modality of instructional delivery. Learning assessment methods may be measured by grades, degree attainment and completion rates and are applied equally to traditional and online programs. The program review process is the same for all programs, regardless of delivery modality.

Distance learning students within the two ADJ programs are provided access to student services through eCampus, a web site portal with links that permit online application for admission, class registration, and access to Counseling's Frequently Asked Questions, the Hartnell Online Bookstore and the Library's online databases, [www.hartnell.edu/ecampus/](http://www.hartnell.edu/ecampus/). Currently, online students are provided access to hardware, software, eCollege course management system assistance, and tutorial support through the Library Media Center, Computer Center and Academic Learning Center. Information about available technology resources and technical assistance for online courses may also be found within the College's Schedule of Classes.

The Academic Senate and Distance Education Shared Governance Committee have mandated that all online course content is delivered through the College-approved course management system, eCollege. Unique IDs for each student are exported from the College's Datatel system into the eCollege system at the time students are enrolled in online and hybrid courses. This allows authentication of each student logon to ensure students enrolled within the courses are the individuals accessing course materials. The use of unique student logons and a course management system also provides the ability to secure grades, assignment and test submissions, as well as instructor comments.

The College Schedule of Classes (see page 63, Fall 2009 Schedule of Classes) provides information to assist online students in arranging off-campus, proctored exams. There are no additional charges assessed for courses delivered in an online format.

#### Next Steps:

In addition to working on improved evaluation procedures, the College will be implementing a pilot program for students, using Interspire Knowledge Base software, to create an online database containing answers to Frequently Asked Questions related to academic advising and other services.

Another initiative planned for Spring 2010 implementation is a project to create a series of educational course sequence guides with sample educational plans for existing degree and certificate programs. These guides would be accessible through both the eCampus portal and the Interspire Knowledge Base and can be used by ADJ and other students for academic advising.

Finally, the Hartnell College Curriculum Committee and programming staff are working to modify CurricUNET or develop another means to track approvals and notify the department when a discipline or program is nearing the 50% threshold of online course offerings. This will permit a more timely notification of the accrediting commission.

### **Standard III: Resources**

The college has made significant gains in putting in place planning processes and programs that have resulted in sizeable growth in enrollment and reduction in costs. Vigilant attention to these processes with constant monitoring and adjustments can and should lead to long range fiscal stability and enrollment growth. It is clear that the increased level of faculty, staff, and community involvement has resulted in a greater level of trust and belief in the transparency of the data and the processes. We believe that this collective ownership will sustain a positive future, despite the impending State budget cuts for FY 2009.

At this time, there is no separate budget for Distance Education programs. Instead, funding to support DE initiatives, faculty, and technology is integrated into academic, administrative, student support, library, and information systems budgets. The Hartnell College Distance Learning Program is supported by the Dean of Distance Learning, Weekend/Evening Programs and Adjunct Faculty Support, an Instructional Technologist, an administrative assistant, and the Tutorial Service Coordinator. The Dean of Distance Learning reports to the Vice President of Academic Affairs and Accreditation (see Organizational Chart, Appendix E).

The Administration of Justice discipline includes two full-time, tenured faculty as well as local professionals from the law enforcement and legal/judicial fields who teach both online and face-to-face courses. The Dean of Distance Learning, Weekend/Evening Programs and Adjunct Faculty Support works with the Faculty Development committee and Distance Education Shared Governance Committee to organize and offer a variety of ongoing faculty development opportunities, including workshops and online classes for faculty who wish to become online instructors. Faculty receives notification of upcoming development opportunities through email and by viewing the Faculty Development Opportunities web page found on the eCampus web site, [www.hartnell.edu/ecampus/faculty/opportunities.html](http://www.hartnell.edu/ecampus/faculty/opportunities.html).

The Distance Education Shared Governance Committee is currently working with the Hartnell College Faculty Association and Academic Senate to enhance evaluation procedures for both online course content and online instructors. This will enable the College to continuously assess and improve instruction for online students.

Online courses are offered through the eCollege course management system. eCollege provides the means to authenticate users, thus ensuring that the student enrolled in the distance education course/program is the same student completing the required coursework and assessments and receiving credit for successfully completing the course/program.

Student services and library services are available to the entire Hartnell community, including online ADJ students, through the eCampus web site portal. This site contains links to interactive admissions and registration services, Counseling's Frequently Asked Questions, the Hartnell Online Bookstore and the Library's online databases.

All Hartnell students, including those in online programs, are provided access to hardware, software, eCollege course management system assistance, and tutorial support through the Library Media Center, Computer Center and Academic Learning Center. Information about available technology resources and technical assistance for online courses may also be found within the College's Schedule of Classes.

**Standard IV: Leadership and Governance**

Planning, approval and resource allocation to support the online Administration of Justice Correctional Science and Criminal Justice programs took place through the shared governance process, involving the Academic Senate, Curriculum Committee and Hartnell College Board of Trustees.

## Appendices

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# Appendix A

## Catalog Descriptions

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