HARTNELL COLLEGE

Distance Education Plan 2013

Hartnell College Distance Education Mission:
In responding to the learning needs of its expanding communities, the Distance Education Program at Hartnell College supports innovative applications of technology and methodology to create accessible, inspiring and measurably effective learning opportunities for an increasingly diverse student population.

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Hartnell College - Distance Education Plan 2013

Introduction:

The Hartnell College (HC) Distance Education Plan 2013 has been drafted by the faculty Distance Education Advisory Group (DEAG) at the request of the Vice President of Academic Affairs to organize and guide improvement and development activities for the delivery of instruction and student services by distance education. The plan is a response to faculty recognition of the need for improvement in access, learning, and success of Distance Education (DE) students as well as the improvement in the institution’s management and support of DE. Moreover, the plan is intended to coordinate the college’s response to the following recommendation issued by the Accrediting Commission for Community and Junior Colleges on the basis of the 2012 Hartnell College Self Evaluation Report, the March 2013 External Evaluation Team Report and the July 2013 Letter imposing Probation on Hartnell College:

Recommendation 4:

As previously stated in Recommendation 4 by the 2007 Comprehensive Evaluation Team, to meet Eligibility Requirement 10, and in order to meet the Standards, the team recommends that the college fully engage in a broad-based dialogue that leads to the identification of Student Learning Outcomes at the course and program levels, and regular assessment of student progress toward achievement of the outcomes. The team further recommends that, in order to meet the Standards, the College develop student learning outcomes and assessment that is ongoing, systematic, and used for continuous quality improvement, where student learning improvement in all disciplines is a visible priority in all practices and structures across the College. The team further recommends that training be provided for all personnel in the development and assessment of learning outcomes at the course, program, institution and service levels.

The team further recommends that faculty teaching online be evaluated regularly and that assessment of student learning be measured regularly for online students. (Eligibility Requirement 10; Standards II.A.1.c; II.A.2.a; II.A.2.b; II.A.2.e; II.A.2.f; II.A.2.g; II.A.2.h; II.A.2.i; II.A.3)

The Hartnell College DE Plan 2013 is designed to initiate improvement planning in five areas that are critical for addressing acknowledged DE deficiencies in improving student learning, and implementing an effective response to the above recommendation of the ACCJC. The five areas are as follows:

1. Management and Coordination of Distance Education and Distance Education Technical Support
2. Processes and Procedures for Distance Education Planning, Evaluation and Improvement
3. Institutional and Student Support for Distance Education
4. Distance Education Course and Program Quality and Development
5. Professional Development and Readiness Training for Distance Education Faculty
The DEAG has developed the HC DE Plan 2013 in consultation with the Vice President of Academic Affairs, the DE Coordinator/Dean of South County Education Services, the Dean of Academic Affairs/Learning Support and Resources, the Academic Senate, and the HC Faculty Association; its implementation is the joint responsibility of administrators, faculty leaders and organizations, DE faculty, and student and campus support staff. The plan will be reviewed at least once each year by the Distance Education Committee (DEC). A report summarizing progress on implementation and recommendation for revision will be forwarded to the Vice President of Academic Affairs and the College Planning Council.

**I. Distance Education Overview, Fall 2013:**

**Program Size:** DE enrollments at HC have steadily increased over the last three years, representing approximately 10% of total district enrollment for Spring 2013. Over the past three years, courses in 16 different disciplines were offered by the method of DE. For detailed information about the characteristics and performance of DE students, please see Appendix G.

**Platform:** *Etudes* is the district’s current course delivery platform.

**Leadership:** Hartnell College DE is under the purview of the Vice President of Academic Affairs. The DE Coordinator/Dean of South County Education Services coordinates DE with the DEC, planning faculty online teaching readiness and staff development activities and monitoring compliance with state and accrediting commission guidelines. Release time for a DE faculty liaison position is to be explored. This position would help ensure the coordination of faculty training on methodology as the program grows.

**Technical Support:** Technical support for DE faculty and students is provided by the Instructional Technologist and the Help Desk staff, supervised by the VP of Information and Technology Resources which includes two technicians. The Help Desk hours are M-F 8 AM-5 PM (?).

**Staff Development Coordinator:** The DE Coordinator and the DEC, with the support of the Staff Development Coordinator and staff development funds, plan and present workshops for faculty that are designed to support the ongoing development of effective online instruction.

**II. Mission**

The current college Mission Statement affirms that,

“*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.*”

In support of the mission of Hartnell College, the Distance Education Program will develop uses of technology in teaching and learning that enable students to access quality education, anytime, anywhere.
III. Overall DE Program Philosophy

Hartnell College recognizes the unique contribution that educational technology can make for expanding and enhancing educational opportunities and experiences to the district’s growing and diverse student population. Quality DE makes special demands on students, faculty, staff, and administrators, and all involved share responsibility for maintaining its effectiveness. Hartnell College regards DE as integral to the district vision, mission, and goals and endorses and encourages the development, expansion, and improvement of DE methodologies throughout the district’s instructional and student and campus support services and programs.

At Hartnell College DE includes courses that are offered fully online and partially online (hybrid). When appropriate, traditional face-to-face course use of technology and, possibly, broadcast technology are also considered in this planning document. This document describes the philosophy and policies that govern the methodologies and technologies used to offer distance education courses at the college, while allowing for flexibility in the planning, development, and implementation of the program.

Definitions:

**Hybrid**
A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and as a result, the amount of classroom seat-time is reduced. This type of course may include email, chat, discussion boards, web pages, and other multimedia technologies.

**Online or Internet Course**
Online and Internet courses are web-based and completed entirely online. This type of course may include email, chat, discussion boards, web pages, and other multimedia technologies.

**Web-Enhanced**
A Web-enhanced course is a traditional face-to-face course that uses an online or internet system or “shell” to expand student learning beyond the boundaries of the classroom. Examples of this include: posting of syllabi and course materials, creation of asynchronous discussions, usage of online quizzes, grade books, communication, and assignment submission tools. Other tools may include email, chat, discussion boards, Web pages, and other multimedia technologies. The usage of these tools supplements instruction, and does not reduce seat time.

IV. Distance Education Program Policies and Standards

In order to maintain and improve the effectiveness of DE at HC, it is essential to accept and consistently implement a set of standards for the management, support, development, delivery, and evaluation of all DE courses, programs, and services. The adoption of *DE Plan 2013* by College Planning Council demonstrates that the standards defined in the remaining sections of this plan are recognized by the college administration, faculty, and staff to be necessary for facilitating and improving DE student success. Faculty members, as they develop courses that will be offered in fully or partially online methodologies, will be made aware of these standards and incorporate them into their instructional practices in order to facilitate students’ successful completion of distance education courses.
For distance education to be successful, all constituencies involved must agree on their roles in distance education development, implementation and maintenance processes. Collaboration and consensus are essential to facilitate success, processes, and standards in a variety of distance education areas.

It is further acknowledged that in terms of pedagogy, distance education courses are no different from courses taught in the classroom; the mode of content delivery is the fundamental distinction. All procedures and policies outlined below recognize faculty academic freedom, presuppose student discipline procedures in place for on-site courses (and apply therefore to distance education courses), and adhere to the collective bargaining agreement provisions.

The remainder of the DE Plan 2013 outlines standards, goals, and action plans that are proposed for the implementation of improvements in the following five areas:

- Management and Coordination of Distance Education
- Ongoing Evaluation and Improvement of Distance Education
- Institutional and Student Support
- Program and Course Quality and Development
- Faculty-Related Issues including Readiness Training and Professional Development

V. Distance Education Administration and Organizational Structure:

**Vice President of Academic Affairs:**
The Vice President of Academic Affairs oversees the DE Program and has final responsibility for ensuring the quality and reliability of institutional support for all instruction and services offered through DE at the college.

**Distance Education Coordinator:**
Under the supervision of the Vice President of Academic Affairs, the DE Coordinator works with the DE Faculty on maintaining, expanding, and improving DE services to students and faculty. The DE Coordinator acts as liaison between the State Chancellor’s Office, the college and the DE Faculty and is responsible for maintaining accurate records for the Chancellor’s Office and making sure that the college’s DE courses, programs, and services are in compliance with all relevant ACCJC, ADA, and CCR Title 5 standards and regulations. The DE Coordinator consults with the VP of Information & Technology Resources to ensure the quality and effectiveness of the services provided by the Instructional Technologist and Help Desk staff, both to DE students and faculty. These include the development and maintenance of the DE portal. In addition, the DE Coordinator consults with the DEC on overall DE planning and compiles and presents to the district board an annual report on all DE activity at the college (see Appendix B for job description).

**DE Faculty Liaison:**
As the DE Program expands, the VP of Academic Affairs may appoint a DE faculty member to act as a liaison between faculty, the instructional technologist and administration for distance education matters and assist in the planning of faculty development and other quality-related areas of Distance Education.
Technology Development Council
This Council includes representatives from all campus constituencies and the VP of IT (permanent chair), a Dean of Academic Affairs, a Dean of Student Affairs, the Director of IT (open) and the DE Coordinator. The Council provides planning and direction for the technological support of instructional departments, library, student and administrative services in support of the Technology Master Plan. The Council monitors the adequacy of the technology platform to support instruction and staff, and recommends policies and procedures regarding campus technologies to the appropriate administrator and College Council (see AP…: Shared Governance Structure).

DE Committee
The DEC is a shared governance committee whose function is to establish policy and procedures related to the Hartnell College DE Program, review current practices, and provide recommendations to the Academic Senate, College Planning Council, and other pertinent bodies. It is comprised of the DEC Chair, a minimum of six faculty, the Instructional Technologist, the DE Coordinator (manager), the platform administrator or a Help Desk designee (CSEA), and one student appointed by the ASB president.

The DEC is open to all faculty teaching or contributing to distance education and receives information and requests for Distance Education policies and procedures from each academic area. The College Planning Council shall provide institutional priorities based on the Educational Master Plan. Budgetary information will be provided by the business office.

DEC Charge: The Distance Education Committee makes collaborative decisions and recommendations for maintaining and improving the quality of all aspects of distance education. The DEC reports to the VP of Academic Affairs. Specific committee responsibilities include the following:

- assist and advise the DE faculty in planning and coordinating distance education training
- review online services for students and faculty and make recommendations for additions and improvements as needed to the appropriate administrator and to the College Planning Council
- monitor progress on implementation of the college Distance Education Plan and update this plan as needed, but not less than once per year
- consult with the Curriculum Committee on matters involving distance education course and program approval procedures
- review the DE Coordinator’s annual Title V mandated report of all distance education activities to the Board of Trustees.
- Conduct an annual evaluation of the effectiveness of the Committee.

VI. Institutional Support Standards
The effectiveness of Distance Education at HC depends on consistent and high quality technical, administrative, and operational support for DE faculty and students. The adoption of the HC DE Plan 2013 by the College Planning Council demonstrates that faculty, administration, and staff acknowledge that the standards stated below are critical for delivering effective DE classes, programs, and services that fulfill the mission of the HC district by promoting student access, progress, learning, and success.
1. General Support

- The district guarantees sufficient funding for a stable and educationally effective DE infrastructure, including a course management system that meets instructional and learning needs and a sufficient number of dedicated and appropriately trained staff to manage this system.
- The district provides continual on-call technical monitoring for all systems related to the delivery of DE classes, programs, and services.
- DE students and faculty receive a minimum of two weeks prior notification for all scheduled service interruptions and immediate 24/7 emergency notification of unscheduled interruptions.
- The timing of any platform upgrade requires the approval of the DE Coordinator. Unless critical for system viability, any upgrade will take place outside of the instructional terms and at times of lowest need for access by DE faculty, students, and staff.
- The district allocates staff and resources for the creation and ongoing updating of a DE portal that provides access to all online and hybrid classes, online student support services, technical assistance, course management system help information, schedule and registration services, faculty resources, technical issue reporting, and other related information and services.
- The annual DE budget includes sufficient funds for equipment, software, and DE platform enhancements, as requested by DEC.
- The Office of Institutional Planning and Effectiveness (OIPE) assists in the production of a comprehensive annual report of longitudinal DE data that includes student demographics, courses offered, section counts, curricular distribution, comparative retention and success rates, and other information regarding the scope and quality of DE at HC.

2. Faculty Support

- Staff responsible for the administration of the course management system adheres to a published procedure and schedule, developed in consultation with the DEC and Academic Senate, for term-to-term class set-up, copying, and cartridge implementation.
- The Administration and the Academic Senate provide expert DE course development training and support in all areas that involve issues of compliance, including accreditation standards, accessibility requirements, and Title 5 regulations.
- The district provides or funds appropriate technical and pedagogical training for all DE faculty.
- Qualified new DE faculty receive an orientation to DE at HC.

3. Student Support:

- The District strives to provide DE students with an array of support resources and services that are comparable in scope and accessibility to those provided for its on-campus population. Services currently include enrollment, orientation, advisement, and tutoring, designed to foster DE student success.
• The District provides a web-based degree audit system that permits DE students to access information about graduation and major requirements for their degree completion goals.
• A tutorial explaining and demonstrating the use of Etudes functions and tools (Grades, Discussion Board, Email, Messages, Login, Personal Information, etc.) is available within the DE portal. Tutorials will be updated prior to each platform upgrade.
• Frequently Asked Questions are available and updated regularly by the DEC to inform students about basic features and technical requirements of DE classes.
• An Online Student Readiness Assessment is being developed to generate useful data on student preparedness, to be linked to resources that provide additional information about distance learning and assist students in preparing themselves to succeed in DE classes.
• In each DE class, the student “Homepage” (currently Etudes) will include a module that provides instructions for using Etudes tools and functions.
• The class schedule in “PAWS” identifies each online, hybrid, and Web-enhanced section.
• Procedures and a standard for proctored testing are published to enhance consistency across disciplines, and DE classes that require proctored testing are identified in the class schedule and PAWS.
• Face-to-face and online New DE Student Orientations are to be made available.
• In order to facilitate communication between DE students, instructors, and student support services staff, the district has decided to implement and require use of a student email system.

VII. Program and Course Development and Quality

The Role of the Curriculum Committee
The Curriculum Committee uses standardized course outlines (at this time, via CurricUNET) that contain the option for distance education in course content delivery:
• A single Course Outline of Record (COR) applies to each on-site and DE class offered at HC.
• For any course to be delivered by DE, a DE addendum must be approved according to HC curriculum standards.
• The Curriculum Committee verifies that the DE section of the COR meets CCR Title 5 requirements for regular and effective contact and for accessibility.
• Unless mutually agreed upon by the Office of Instruction and the individual faculty member, DE class size will conform to the maximum enrollment indicated in the agreement between the HC Faculty Association and the HC District.

Teaching and Learning Standards
The following standards of quality support the development and delivery of effective DE courses that serve student needs and effectively promote student learning and success. These standards apply across instructional programs to all classes offered by distance education.

General Standards

• Contingent upon contract negotiations, all new DE classes must be delivered by means of a single formally adopted course management system (currently Etudes).
• Once enrolled in a DE course, students are expected to be active learners in presenting, organizing, applying and constructing information, ideas and knowledge, just as they would in a ‘traditional’ on-site course.

• All formally approved student learning outcomes will be clearly presented within the syllabus of each DE section and will not differ in content from those presented in the syllabus of a traditional on-site section of the same course. The course outline of record will apply to both online and on-site classes.

• Courses will maximize the opportunities for regular and effective interaction between teacher and students, among students, and between students and the course content. Instructors and students share responsibility for initiating communication activities within courses.

• DE courses will provide opportunities for active learning that allow students to engage and participate in activities and tasks that enhance comprehension, understanding, and knowledge just as they would in a traditional on-site course.

• DE courses should have clear, consistent, and easily accessed directions and due dates for assignments.

• Course content, following the approved course outline of record, should be delivered as the instructor of record determines, within the responsible guidelines of academic freedom, just as in a traditional on-site course. Academic Freedom consists of free discussion in the online classroom, excludes all blocking or censorship of any Website used in course content and delivery, and permits the uncensored/unblocked posting of relevant documents, images and other media used to enhance and facilitate the student learning process (CCR Title 5 Section 51023; Accreditation Standard II.A.7). Any special testing (i.e., proctoring) requirements for a DE class will be clearly described for students in the class schedule and PAWS before registration. In the case of fully online courses, alternatives to on-campus proctored testing are to be defined.

• Use of a variety of content-appropriate presentation methods is recommended to address students’ multiple learning styles.

• Assessment methods will be relevant to the activities, reading assignments and other learning materials presented in the course just as they would in a ‘traditional’ on-site course.

• Instructor feedback on student assignments and questions will be constructive and provided in a timely manner. Each instructor will publish the anticipated turnaround time, as determined by the course content and responsible guidelines of academic freedom.

• A policy addressing the subject of technical issues will be communicated in the class syllabus. This refers to problems that may be caused by the institution as well as those that may be a result of the students’ technical failures. No instructor will be forced to accept late work due to students’ technical ignorance, failures, or ethical violations. All instructors have the right to determine the policy regarding late work that is in effect for their courses, just as they would in a traditional on-site course.

• Faculty will post cheating and plagiarism policies in the online syllabus and may choose to incorporate assessment and evaluation practices designed to support student integrity from the WCET “Best Practice Strategies to Promote Academic Integrity in Online Education” (see Appendix A).
Course Media and Materials Standards

- Instructors will make every effort to ensure that external links and internal functionality are fully operational when each course begins, with appropriate technical support from the institution.
- The instructor of record possesses the sole responsibility and authority for making a DE class available to enrolled students. The Help Desk is not authorized to permit student access to a DE class without explicit permission from the instructor.
- Any publisher-provided content, if used, will be integrated appropriately with instructor-prepared content. Distance education instructors are expected to be fully acquainted with any publisher content made available to their students and to guarantee the appropriateness of this content to the class in which it is published.
- Curriculum standards, including those for writing and other course requirements, apply equally to both online and ‘traditional’ on-site sections of a course.

Accessibility Standards

- DE courses will provide accessibility with screen readers. Images and links contained in the course website must show alternate text upon cursor contact. Use of all web based media will conform to accessibility standards as outlined in Distance Education Accessibility Guidelines for Students with Disabilities (CCC DE Accessibility Guidelines Task Force, January 2011).
- Instructors will provide complete and comprehensive instructions for every task the student has to perform in a distance education course, including taking tests and quizzes, posting contributions to the on-line discussion, downloading files/software, and finding supplementary reading.
- DE students will be able to access an array of support resources and services that are comparable to those offered on campus. Services are being developed to include enrollment, orientation, advisement, tutoring, and other support designed to foster DE student success.

Privacy and Protection Standards

- To protect the integrity of the teaching/learning process in courses that do not feature a proctored test environment, each DE student will be required to formally accept the college’s Student Conduct Board Policy (BP 5500) Student Discipline procedure (AP 5220 and 5230. Acceptance is to be recorded electronically and will be required for access to each DE class in which a student is enrolled. (See Appendices D, E, and F.)
- Procedures will be in place to ensure that the student who is registered for a class is the student who does the work and receives the grade or credit for the class. These procedures will include a student login with a unique username and password, as well as acceptance of the district policies indicated in the previous bulleted item.
- Faculty will be advised to create and maintain updated offline copies of grade book content, in case of technical failure.
VIII. Faculty Issues, Readiness, and Professional Development

Informing DE Plan 2013 is the assumption that faculty will be allowed to grow into distance education at their own pace and comfort level. No faculty member will be admonished for not offering distance education courses, or forced to convert courses to the online environment. All current faculty members are given the opportunity and support to offer DE courses. Retired faculty members are encouraged to develop online courses and/or continue to teach the online courses that are appropriate and expedient for the department and division.

Workload Issues:
Full-time faculty will be able to teach a percentage of their annual load online as outlined in agreement between the Faculty Association and the District.

Class Size:
Online and hybrid class size is set per the agreement between the Faculty Association and the District.

Online Office Hours:
Office hours for online instructors may be conducted at the same ratio of course hours to office hours as face-to-face courses, as prescribed in the agreement between the Faculty Association and the District. Faculty does not have to be on campus to conduct online office hours. When instructors teach online and face-to-face, faculty may consider offering online and face-to-face office hours to all students whether they are face-to-face or online.

Any changes in working conditions, teaching load, faculty DE teaching readiness and compensation, as well as any changes and/or additions to the contract language must be bargained, ratified by faculty, and approved by the HC Board of Trustees.

Readiness Criteria for Faculty Teaching in the Distance Education Program:
Given that experienced DE faculty tend to have lower attrition rates than faculty who have little experience and training, the following faculty readiness procedures are proposed for implementation in the Spring 2014 semester.

1. New faculty teaching distance education courses, or faculty currently teaching distance education classes that have not already completed a distance education training program, will be required to complete a basic training program as defined and approved by the DEC.
2. Experienced online instructors from other institutions must have a certificate of completion in online teaching from a reliable institution approved by the DEC and attend a Hartnell College Online Orientation to review core values, and regular and effective student contact requirements.

Implementation of the above faculty readiness requirements is contingent upon successful completion of Online Instruction and Compensation bargaining between HC FA and the District.

The DE faculty is responsible for scheduling and conducting on a regular basis, but not less than once each term, a new DE faculty training program and explore offering a HC Online Orientation for experienced DE instructors who are new to the HC district. Training and orientation will be conducted using the currently adopted course delivery system.
**Professional Development**

The DE Coordinator, in consultation with the DEC and the Staff Development Coordinator, is responsible for developing and organizing an annual schedule of Professional Development activities for DE faculty. The following activities will be included in each annual schedule:

- One set of custom workshops delivered by *Etudes* consultants, or training personnel representing the current district platform.
- Two faculty-led workshops showcasing effective instructional practices, applications of tools or innovations in DE course or program design.
- Webinars (as available) conducted by DE-related developers and organizations to highlight new DE technologies or instructional applications.

As recommended by the DEC, the Staff Development Coordinator will propose an appropriate percentage of Staff Development funds to support participation of district DE faculty in DE conferences and other relevant off-campus activities.

**IX. Evaluation and Improvement of DE**

Distance Education is integrated into district-wide processes for planning, evaluation, allocation, and improvement. The DE Coordinator, DE faculty, and DEC are jointly responsible for implementing the following planning, evaluation, and improvement procedures for DE.

**DE Plan**

- Developed by the DEAG in consultation with the DEC and with the assistance of the DE Coordinator
- Incorporates data on the scope and performance of DE at the college, improvement goals, and action plans
- Approved by Academic Senate, College Planning Council, and President’s Cabinet
- Reviewed and updated annually by the DE faculty and DEC.

**Program Review**

- Instructional and Student Support program reviews incorporate program-level evaluation, planning, and budget development for DE.
- The DE Coordinator is responsible for completing a DE program review for the purpose of evaluation, planning, and budget development for DE institutional support services.

**Annual Report**

- The DE Coordinator compiles an annual report on all district DE activity and is responsible for submitting this report to the Board of Trustees by August of each year.
• The Annual Report incorporates data on DE performance and incorporates the most recently updated DE Plan.
• Following submission to the district Board, the Annual Report is published on the DE portal and on the web page of the Office of Institutional Planning and Effectiveness.

X. DE Goals and Action Plans

This section of the Distance Education Plan is the road map for program implementation and includes several action plans that are tied to the goals listed below. Each action plan targets one of the following areas: DE leadership and coordination; institutional and student support; course and program quality and development; faculty professional development and readiness training; and processes for evaluation and improvement.

**Goals:**

1. Establish a structure for the effective management and coordination of DE under the Vice President of Academic Affairs, to include formal definitions and assignment of authority and responsibility for ongoing DE supervision and leadership
2. Develop procedures to integrate DE into the college’s planning, evaluation, and improvement systems.
3. Adopt and implement minimum district standards for campus and student services support for DE faculty and students.
4. Develop, adopt and implement standards for the expansion of DE at the college and for maintaining and improving the quality of DE courses and programs
5. Provide faculty readiness training and professional development opportunities for faculty interested in developing DE courses that address both the pedagogy and technical components of distance education.

**Distance Education Action Plans:**

1. Coordination and Leadership
2. Planning, Evaluation, and Improvement
3. Institutional and Student Support
4. Course and Program Quality
5. Faculty Training and Development
1. Distance Education Coordination and Leadership Action Plan

*Goal:* Establish a structure for the effective management and coordination of Distance Education under the Vice President of Academic Affairs, including formal definitions of authority and responsibility for DE supervision and leadership.

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<th>Outcomes</th>
<th>Activities</th>
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| 1. Effective structure for administrative coordination of DE             | • Approve DE Coordinator job description.  
  • Revise district organization chart to include DE reporting and supervision framework.  
  • Revise Administrative Policy to include the DE Coordinator membership on shared governance committees and councils (Technology, DEC).  
  • Explore the creation of a separate budget code and budget development procedure for direct DE personnel, equipment, software, and other costs.  
  • Make recommendations regarding district DE policies and procedures | • Cabinet  
  • College Planning Council  
  • Administrative Services | Fall 2013 |
| 2. Job description of the DE faculty position in alignment with DE needs and goals | • Revise and approve areas of responsibility  
  • Issue stipends where appropriate | • VPAA | Fall 2013 |
| 3. DEC Responsibilities defined                                          | • Approve Revised Administrative Procedure to include the shared governance DEC membership as defined by revised AP  
  • Appoint DEC membership as defined by revised AP  
  • Develop Annual Report | • College Planning Council  
  • AS, CSEA, HCFA, ASB | Fall/Spring 2013-14 |
### 2. Distance Education Planning, Evaluation, and Improvement Action Plan

- **Goal:** Develop procedures to integrate DE into the college’s planning, evaluation, and improvement systems.

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<th>Outcomes</th>
<th>Activities</th>
<th>Responsible</th>
<th>Date</th>
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</table>
| 1. Comprehensive data on DE activity at HC. | - Publish annual DE Fact Book: demographics, enrollments, retention, and successful class completion.  
- Review and analyze data and develop improvement goals.  
- Complete and submit annual report on DE activity to the Board of Trustees. | OIPE  
DEC  
DE Coordinator | Spring 2014  
Summer 2014 |
| 2. Procedures and instruments for assessing effectiveness of DE classes, programs, and services | - Create and distribute student survey for evaluating the effectiveness of DE class organization and design, DE technology, and technical support.  
- Define a process for reviewing student survey results and developing recommendations for improvement.  
- Review current services available to DE students and identify specific student service areas for development and/or expansion: Online tutoring, Student Email, Online Orientation, Online Readiness Assessment and Referral, Online Advising. | Academic Senate  
DEC  
Student Affairs Council | Spring 2014  
Fall 2013 |
| 3. Integration of DE planning and budget development into the annual Program Review | - Revise Instructional Program Template to include DE Fact Book data; checklist for assessing DE class and program quality; class evaluation survey results; and DE-related budget fiscal, technical, and human resource needs.  
- Create a Program Review addendum for DE-related student services departments or programs that includes relevant DE Fact Book data (including a summary of students and faculty served, assessment of service quality, student and faculty evaluation survey results, and DE-related fiscal, technical, and HR needs.  
- Revise AP Implementing Institutional Effectiveness to include review of PR reports by the DEC for evaluation of DE effectiveness and recommended planning priorities. | SLO  
Dean of Student Services  
College Planning Council | Fall 2013  
Spring 2014 |
| 4. Evaluate and improve DE instructor support. | • Create and distribute an annual professional development needs assessment survey for DE faculty and use the results to develop a formal schedule of DE faculty development workshops and activities  
• Create and administer an instrument for faculty evaluation of district DE technology and technical support and define a process for reporting the results and developing recommendations and plans for improvement. | • DE faculty, Staff Development Coordinator  
• DEC  
• OIPE | Fall 2013 |
|---|---|---|---|
| 5. Support the improvement of DE class quality. | • Develop DE class checklist for faculty evaluation of online and hybrid class organization and design in accordance with accepted standards for DE teaching  
• Distribute an instrument for the student evaluation of online class quality to be administered individually by DE faculty. | • DEC  
• OIPE | Fall 2013?? |
### 3. Distance Education Institutional and Student Support Action Plan

**Goal:** Adopt and implement minimum district standards for campus and student services support for DE faculty and students.

<table>
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<th>Outcomes</th>
<th>Activities</th>
<th>Responsible</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>1. Online alternative to required on-site assessment (ACCUPLACER) for English, reading and math</td>
<td>• Offer proctor service at offsite locations that can be integrated with Datatel and PAWS for placement of DE students who choose not to complete assessment on-site</td>
<td>• Admissions and Records</td>
<td>Fall 2014</td>
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<td>• Assessment Department</td>
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<td>• Web Master</td>
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<td>• MIS</td>
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| 2. Online alternative to on-site advising, to include email and phone correspondences with HC counselors. | • Assign primary contact responsibility for DE student advising to one member of counseling department.  
• Develop procedures for distribution of response to DE student request to all counselors. | • Counseling Department             | Fall 2014  |
| 3. Web-based, self-guided advisement                                      | • Link to Datatel interface for degree audit so that student can determine course options for graduation with Associate degrees  
• Provide online access to information about graduation and major requirements for students’ degree completion goals. | • Student Services Council          | Fall 2014  |
|                                                                           |                                                                                                                                                                                                           | • MIS                               |            |
|                                                                           |                                                                                                                                                                                                           | • Dean of Student Services          |            |
|                                                                           |                                                                                                                                                                                                           | • Admissions and Records Dept.??    |            |
| 4. Display of web resources for math and other subjects for practice or improvement | • Link DE students to YouTube-based tools and other sites that offer supplemental course content demonstrations | • Math Dept.                        | Spring 2014|
|                                                                           |                                                                                                                                                                                                           | • STEM Division                     |            |
|                                                                           |                                                                                                                                                                                                           | • Web Master                        |            |
|   | **5. Remote academic support to DE students** | • Explore remote tutoring options with pilot study.  
• Develop remote tutoring service for DE students | • DE Coordinator  
Instr. Services  
Fall 2013: begun  
Spring 2014 |
|---|---|---|---|
|   | **6. Improved student readiness for DE** | • Schedule face-to-face and online orientations for new DE students throughout the year.  
• Develop and implement a student DE readiness assessment and skill development tool that is integrated with existing entry assessment procedures and linked to resources for improving student readiness.  
• Develop and post on student *Etudes* homepages a video with instructions for platform functions and tools. | • Counseling Dept.  
• DEC, Admissions and Records  
• Platform Administrator, Help Desk  
Spring 2014 |
|   | **7. Online resource center for DE faculty and students.** | • Publish organized links and resources for DE students, including registration information, DE FAQs, student services, technical support, and *Etudes* tutorials.  
• Create online faculty resource page that includes DE policies and procedures, *Etudes* instructions, support and tutorials, Webinars, PAWS, and links to additional resources. | • DE faculty  
• A&R  
• WebMaster/Instr. Technologist  
Fall 2013: done  
Spring 2014 |
|   | **8. District compliance with accessibility standards for DE.** | • Draft and approve a new AP detailing accessibility requirement for DE and formalizing district implementation of these requirements.  
• Develop and regularly schedule DE faculty training workshops on implementation of accessibility standards in DE classes. | • DEC, College Planning Council  
• DE Coordinator, DE faculty  
Fall 2014 |
|   | **9. Improved communication with DE students regarding registration processes.** | • Publish definitions of and update FAQs for online, hybrid, and Web-enhanced classes in the printed class schedule and PAWS.  
• Incorporate in the printed class schedule an icon or other indication for each DE class that is online, hybrid, or Web-enhanced.  
• Implement a district student email system. | • A&R  
IT  
• Acad. Affairs  
Fall 2013 |
| 10. Consistency across disciplines of DE testing procedures. | • Develop, approve, and publish standards and forms for proctored testing.  
• Explore creating a dedicated proctored testing center on campus | • Academic Senate  
• Acad. Affairs  
• Student Services | Spring/Fall 2014 |
| --- | --- | --- | --- |
| 11. IT support of DE faculty. | • Create and publish a procedure and schedule for term-to-term DE class set-up and rollover.  
• Develop procedures for course cartridge importation requests.  
• Create notification and scheduling standards for platform upgrades and service outages.  
• Transfer administrative supervision of the Help Desk from IT to Instruction.  
• Ensure that all Help Desk staff has sufficient training to assist faculty, including staff to serve as platform co-administrators. | • DEC  
• DE Coordinator  
• Help Desk  
• IT | Fall 2014 |
| 12. District monitoring of technical systems required for the delivery of DE class, programs, and services. | • Establish a procedure for reporting system issues and outages.  
• Create a staffing structure that assigns to specific staff the responsibility for response to and resolution of system interruptions.  
• Develop a procedure for ongoing communication between technical staff and DE students and faculty for the duration of a system outage. | • DE Coordinator, VPITR | Spring/Fall 2014 |
4. Distance Education Course and Program Quality and Development Action Plan

**Goal:** Develop, adopt, and implement standards for the expansion of DE at the college and for maintaining and improving the quality of DE courses and programs.

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<th>Outcomes</th>
<th>Activities</th>
<th>Responsible</th>
<th>Date</th>
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| 1. Instructional Quality Control. | • Curriculum Committee review of online courses and designations  
• Develop appropriate review and evaluation tools and processes:  
  • Curriculum Workshops  
  • Staff Development Workshops | • DE faculty?  
• Curriculum Chair  
• Academic Senate President or designee | Ongoing |
| 2. Established Information Channels with HC Administrators on DE Development, Guidelines, and Effective Practices. | • Distribution of DE Master Plan  
• Cabinet Presentation  
• College Planning Council Presentation  
• College In-Service Day Presentation | • DE Coordinator  
• DE faculty  
• DEC | Ongoing |
| 3. Effective Student Support Services. | • Create a list of online support services needed/integrate findings from S. County pilot | • DE Coordinator  
• Dean of Student Affairs | Fall 2013/Spring 2014 |
| 4. Enhanced student protection, privacy, and integrity. | • Develop a process requiring each DE student to formally accept the college’s Student Conduct Board Policy, Student Discipline procedure, and acceptable use procedures for technology as a condition for access to DE classes.  
• Recommend faculty use of WCET Best Practice Strategies to Promote Academic Integrity in Online Education. | • Webmaster  
• Academic Senate, DEC | Spring 2014 |
| 5. Access to Training for DE Instructors. | • Develop comprehensive DE Teaching and Learning Program  
• Instructional Technology Workshops; Etudes (or current platform) training; cohort training | • DE faculty  
• Staff Development Coordinator | Ongoing |
|---|---|---|---|
| 6. Structures to monitor and support student progress in DE program completion. | • Conduct a DE curriculum audit to determine the scope of current opportunities for program completion with the support of DE classes.  
• Implement the ACCJC approval procedure for substantive change when offering programs that consist of more than 50% DE courses  
• Explore the need for additional fully online degree and certificate programs | • DE Coordinator  
• DE faculty  
• Curriculum Committee | Ongoing  
Spring 2014 |
| 7. Ongoing evaluation of consistent instructional practices in DE across disciplines. | • Discuss and publish recommendations for best instructional practices, including publication of SLOs, class cheating/plagiarism policies, instructor responsibilities for active class monitoring, policies for technical issues, practices regarding student drops, and turnaround time.  
• Explore a district proctored test procedure and standard | • DEC, Senate | Fall 2014 |
| 8. Standardize DE delivery. | • Adopt revised contract language regarding use of a single standard platform for all DE classes.  
• Develop and implement a procedure for the transition of all DE instructors and classes to the standard district platform | • District, HCFA  
• DEC | Spring 2013??
### 5. Distance Education Faculty Training and Development Action Plan

**Goal:** Provide faculty readiness training and professional development opportunities for faculty interested in developing distance education courses that address both the pedagogy and technical components of distance education.

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<th>Outcomes</th>
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| 1. Procedures for ensuring the readiness of new DE instructors. | • Develop and deliver/post a DE teaching orientation for new instructors at HC.  
• Compile and publish a list of current Distance Education Classes that meet the requirement for new DE instructors as listed in Readiness Criteria | • Instruct. Technologist  
• DEAC  
• District and HCFA?? | Spring/Fall 2014  
Fall 2013 |
| 2. Annual professional development program for experienced DE instructors. | • Etudes Workshops- Faculty to Faculty, twice each semester.  
• Etudes Training for Instructors and Help Desk personnel (once a semester).  
• Best Distance Education Teaching Practices Workshops (twice each semester). | • DE faculty  
• DE Coordinator  
• PD Coordinator | Ongoing |
| 3. Etudes-trained support staff | • Train at least one additional Help Desk staff person to serve as a platform co-administrator.  
• Etudes Training for Instructors and Help Desk personnel (once a semester) | • DE Coordinator | Spring/Fall 2014 |
APPENDIX D
HARTNELL COLLEGE
BP 5500 Standards of Student Conduct
Reference: Education Code Sections 66300 and 66301;
Accreditation Standard II.A.7.b
The CEO or designee shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations. The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension or expulsion of a student. The procedures shall be made widely available to students through the college catalog and other means.
The Board shall consider any recommendation from the CEO for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.
See Administrative Procedure AP 5500
http://www.hartnell.edu/board/policies/5500.pdf