DISTANCE EDUCATION COMMITTEE MISSION STATEMENT

In responding to the learning needs of its expanding communities, Hartnell College supports innovative applications of technology and methodology to create accessible, inspiring, and measurably effective learning opportunities for an increasingly diverse student population. The mission of the Hartnell College Distance Education Committee (DEC) is to address the changing educational environment and students’ needs by growing and enhancing the Hartnell College Distance Education Program.

DISTANCE EDUCATION COMMITTEE VISION STATEMENT

Equal Opportunity

Hartnell College shall provide its diverse communities and student population with equal opportunities for educational access and success via the distance education modality. The College shall increase its distance education course and program offerings to enhance the ability of every student to persist and obtain a certificate or degree of choice.

Pedagogical Resources

The College shall seek out and dedicate the same pedagogical resources and quality standards for courses offered in the distance education modality as for courses offered face-to-face.

Staying Current

The College shall anticipate and respond to both technological and regulatory change, and will develop policies and procedures to ensure that the Hartnell College Distance Education Program conforms to current standards. The College shall be a valuable resource and facilitator of change for its communities.

STRATEGIC PRIORITIES

Strategic Priority 1 - Student Access
Strategic Priority 2 - Student Success
Strategic Priority 3 - Effective Utilization of Resources
Strategic Priority 4 - Innovation and Relevance for Educational Programs and Services

MEMBERSHIP (and terms of service)
The Distance Education Committee is open to all faculty and other interested parties:

◊ Chair: Faculty member elected by the committee
◊ Distance Education Coordinator
◊ Instructional Administrator
Hartnell College 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.
◊ A minimum of six faculty, preferably from a variety of disciplines
◊ Instructional Technologist
◊ Student Senate
◊ Classified Senate
◊ CSEA Representative

FREQUENCY OF MEETINGS
This DEC meets monthly each semester of the academic year as determined by the membership. Currently, the DEC meets face-to-face every third Tuesday.

MINUTE TAKER: As with other shared governance committees, a minute taker will be provided to take minutes during the face-to-face DEC meetings.

PURPOSE
The DEC is a shared governance committee whose function is to establish policy and procedures related to the Hartnell College Distance Education Program, review current practices, and provide recommendations to the Academic Senate, College Planning Council, and other pertinent bodies.

RECEIVES INFORMATION FROM
This DEC 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.

MAKES RECOMMENDATIONS TO
The Academic Senate, College Planning Council, and other pertinent governing bodies seeking recommendations and policies governing the development and maintenance of the Hartnell College Distance Education Program.

COMMITTEE RESPONSIBILITIES
◊ Establish policy and procedures related to the Hartnell College Distance Education Program
◊ Review current practices and suggest best practices
◊ Provide recommendations to the Academic Senate, College Planning Council, and other pertinent bodies
◊ Conduct annual evaluation of the effectiveness of the DEC (spring semester).
Membership does not have term limits.

### DISTANCE EDUCATION COMMITTEE MEMBER LIST

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Accomplishments 2018

Drafted Faculty Handbook Language for minimum standards for teaching online at Hartnell College.

Carol Hobson, the DE Coordinator/Specialist, began reviewing online courses for quality and @ONE Course Quality Design Rubric (3 courses were reviewed thanks to willing faculty).

Newsletters related to online teaching and learning were sent to all full and part-time faculty in the Fall 2017 and Spring 2018 semester. Updates related to @ONE, CVC-OEI, DE training have been ongoing as needed.

In Progress for 2019

Collaborative effort to create a Distance Education Faculty Handbook. Group currently consists of Gavilan, Lake Tahoe Community College, Mira Costa, and Hartnell.

Did You Know emails will be sent monthly rather than Newsletters.

Reported DE Trends for 2019

The California Community Colleges Chancellor’s Office compiled a 2017 Distance Education report outlining the 10 year trend of distance education in California. The data was taken from 113 colleges, and included a student satisfaction survey.

There has been a steady increase in distance education students. 10 years ago (2016), there was a student success rate gap of 17%. In 2016, the gap was 4%. We are told by the analysts that this is a statistical dead heat. The preliminary numbers for 2019 suggest that the gap has closed even more.

The average DE community college student for 2016 – 2017 is a 20 – 29-year-old Hispanic female.
60% of all DE students are women.
62% of all DE students are 18 – 29 years old.
39% of all DE students are Hispanic. This is new, and in 2016 – 2017 the largest ethnic group of DE students are now Hispanic. It should also be noted that student success rates for Hispanic students have risen at the steepest climb of any other ethnicity. Asian/Pacific island students have the highest student success rate amongst all groups.

The top five most common subjects for DE students are business, IT, Social Sciences, and Liberal Arts.

From 2005 – 2015, the total headcount of DE students for 113 colleges went from 11% to 25%. The numbers from 2018 put this over 28%. That is, one third of all (unduplicated headcount) community college course offerings are DE, for an unprecedented 190,693 FTES. To put this in perspective, the headcount for 2014 – 2015 was 732,577 DE students. Face-to-face class headcounts have gone down. DE classes have gone up.

Retention rates for both face-to-face and DE classes have also increased. DE retention is at 83% for 113 colleges. Face-to-face retention is at 88% for 2016 – 2017.

Student satisfaction and student needs surveys indicate that students take DE classes mainly to accommodate a schedule (60%), but degree requirements (56%) and course transferability (54%) followed close behind. What can be gleaned from the survey is the fact that colleges offering more DE classes are also capturing a population which would not be part of their FTES had they taught only face-to-face classes.

This is in contrast with Hartnell College’s trend. Over a five year period, student success rates for DE have increased, averaging 67%. The 2017 state average for all course offerings is 70%. The state average for all DE offerings is 66%.

When Hartnell College first started in the OEI consortium, we were one of the top colleges for DE offerings. We were the ONLY college who reportedly had a 100% online AS degree in the consortium (ADJ). Now we are the ONLY college who reports ONLY ONE (ADJ) fully online degree amongst the 47 colleges who now have online degrees. Of these 47 colleges, almost all of them have over a dozen online degrees.

OEI

The OEI, Online Education Initiative, was originally an expansion of online courses. It was a collaborative effort of community colleges aimed at reducing chokepoints, and raising the standard of access and online delivery. OEI has focused on developing quality online courses, resources, and coordinated technology.

With changes in the grant structure, OEI morphed into Finish Faster Online. OEI uses a specific rubric to ensure a rigorous standard of delivery, accessibility, and resource integration.

The OEI rubric contains standards for:

A. Content Presentation
Hartnell College has 3 instructors who have met the rubric standard. Five Hartnell College courses have been aligned. It should be noted that Hartnell College was one of the few colleges that has never given an instructor any incentive to develop an aligned course.

Academic Senates across-the board have made recommendations to adopt the Quality Course Design Rubric, and use organic groups to ensure alignment with the rubric standards. 25 colleges have adopted the rubric through their academic Senate.

Currently through Finish Faster Online, aligned courses are prioritized in a manner that causes students to see them first when looking for an online class, and badges them as immediately transferable aligned OEI Courses. The advantage to alignment is universal transferability, a recognized standard for the entire institution, prioritized exchange registration, and easy integration into Guided Pathways.

CCMS

In 2014, the Academic Senate for California community colleges passed resolution 12.04 “Using Anticipated Savings from Adopting the Common Course Management System to Support Online Faculty Professional Development Needs”. Resolved, That the Academic Senate for California Community Colleges urge local senates and bargaining units to work with their administrations to ensure that any monetary savings which may result from a district or college transitioning to a Common Course Management System (CCMS) be used primarily to support the professional development needs of distance education faculty making the transition to the new CCMS.

Whereas, The California Community Colleges Chancellor’s Office (CCCCO) has proposed that if the system could purchase a Common Course Management System (CCMS) for distance education courses throughout the state, it would provide an “economy of scale,” allowing this course management system to be provided at little or no cost to colleges and districts;

When we calculated the overall savings from services in 2016, we estimated it was about $140,000 per year.

OER Integration

Consortium colleges have reported that the easiest OER integration is using the canvas website. Consortium colleges have enjoyed some sharing of OER resources.

Guided Pathways

The Guided Pathways framework will be strongly supported by distance education in a focused strategy to leverage the existing and growing degree and certificate programs. The expansion of the Online Course Exchange to more colleges and the improved marketing of these online programs to students will foster the availability to complete degrees and certificates by being able to find, take, and import grades from teaching colleges to a student’s home college.
Grant availability for DE has been very good through the Chancellor’s office. For example, the latest CVC-OEI Augmentation Grant is for $35 million for college is to innovate improving online pathways. The components of the grant include improving access, filling online offering gaps, and enhancing support structures. Having an adopted rubric and aligned classes will likely drive the availability of money to individual colleges.

Future Trends

Currently, California is the only state that has not taken legislative action to join a regional agreement that would enable California community colleges to easily access students in other states. However, should this be something that the Chancellor’s and Governor’s office pursue, DE education would be the only route towards capturing out-of-state FTES. This idea has been resurrected several times over the past few years. With this in mind, colleges who have a robust DE program will likely be the best beneficiaries.