

West Hills Community College District

e-Learning Strategic Plan

2002-2005

Prepared by

West Hills e-Learning Strategic Planning Committee

**With Assistance From
Collegis, Inc.**

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Overview

This document presents the West Hills Community College District (West Hills College) *Strategic Plan for e-Learning: 2002-2005*. The e-Learning Strategic Planning Committee, representing the faculty and administrative staff of the College, developed this e-Learning Plan during a series of meetings in the fall and spring 2001-2002. The *Plan* provides a road map for the effective integration of appropriate technologies and services to strengthen the teaching and learning missions of the College, on-campus, between campuses, and online.

This *Plan* comes at a time of transition in the history and culture of the College. The institution has recently achieved a transformation from a single college with separate learning centers to a Community College District with two separate campuses, Coalinga and Lemoore, each with its own president. The campus presidents report to a District Chancellor.

The move into the newly constructed Lemoore campus adds an exclamation point to this development. The new Lemoore facilities, and the renovation of classrooms and laboratories at the Coalinga campus and the learning center at Firebaugh, are creating an environment where the infrastructure is now available to support the integration of technology into classroom instruction.

Concurrently with the addition of new bricks and mortar, the College is placing an increased emphasis on online learning. Institutional initiatives have led to approximately thirty-five online courses scheduled for Spring 2002. The College offers online Associates of Arts degrees in Liberal Studies and Administration of Justice, with Computer and Information Systems, and Psychology, as well as a Web Master Certificate soon to follow. West Hills College is in the process of evolving into a true “clicks and mortar” institution.

The College has chosen the effective use of technology as one means to ensure continuation of its traditional strengths in teaching and learning. This direction is made explicit in the ***West Hills College Vision Statement***:

West Hills College will become the preferred choice for college in the San Joaquin Valley because of our learning-centered approach, faculty and staff excellence and technological innovations. An education at West Hills College provides a stepping-stone to the future, proving that “once you go here, you can go anywhere.”

This *e-Learning Plan: 2002-2005* provides directions, management goals, and strategies within the context of this changing environment. It sets the direction for the development of e-learning and supporting technologies and services within the institution.

Twelve strategic goals emerged from the planning committee’s deliberations:

- Goal #1: Develop a fully functional Web site with clear and easy access to all institutional programs and services.
- Goal #2: Build partnerships to ensure that West Hills’ e-learning programs and services meet the needs and appropriately utilize the resources of the community.
- Goal #3: Create a user-friendly call center for assistance with technical and non-technical student services.
- Goal #4: Provide faculty development opportunities to enable faculty to work more effectively with technology in an e-learning environment.
- Goal #5: Use technical and non-technical means to promote goodwill among West Hills’ campuses.
- Goal #6: Develop a well-trained, focused, West Hills College workforce that utilizes technology resources to maximize our ability to pursue our mission.
- Goal #7: Ensure that online student services are consistent with face-to-face student services.
- Goal #8: Empower students to make wise e-learning decisions.

- Goal #9: Provide academic and technological support to enhance student learning.
- Goal #10: Establish appropriate governance, planning and management structures, and procedures to ensure successful acquisition, implementation and support of e-learning technology district-wide.
- Goal #11: Provide necessary hardware, software, and infrastructure for staff, faculty, and students.
- Goal #12: Provide fully accessible, interactive, online library services and resources.

Planning Process

The purpose of e-learning planning at West Hills Community College District is to be continuously interactive with the environment. This environment is both internal and external. The planning process must take into account that the boundaries of the environment are expanding for West Hills just as they are for all similar institutions. Moreover, the planning process is not a one-time event. It must be seen as an ongoing process because it is occurring in this dynamic and changing environment. Finally, the planning process must include the identification of individuals and groups who will take responsibility for the implementation of the goals, strategies, and objectives stated in the plan.

The College's e-Learning Planning Committee developed the *West Hills Community College District e-Learning Strategic Plan: 2002-2005*. (A list of the team members can be found in Appendix A.) The process used for the development of this plan is a modification of the organizational transition methodology described in Organizational Transitions, 2nd edition, by Beckhard and Harris. This methodology is based upon the principle that:

... a core dilemma for executives and leaders is how to maintain stability in their organizations and, at the same time, provide creative adaptation to outside forces; stimulate innovation; and change assumptions, technology, working methods, roles and responsibilities, and the culture of the organization itself. (Organizational Transitions, p. 1)

The planning approach that was adapted for use at West Hills College from the methodology proposed by Beckhard and Harris followed the following steps:

- Development of a vision of how e-learning should add value in support of the College's vision, mission, and goals
- Identification of the current state of e-learning that will impact the College's approach and implementation of e-learning
- Development of guiding principles that should govern the decisions and actions of the organization
- Development of planning assumptions that detail the environment in which the College implements its e-learning plans
- Development of goals and strategies to enable the College to move forward toward its vision for e-learning in alignment with its overall vision, mission, and goals
- Development of an implementation plan that charts the responsible parties and timelines for completion of the College's e-learning goals and objectives

Definitions

Throughout this document several terms are used to specify different aspects of using technology in the process of teaching and learning. There are no "industry standard" definitions for these terms.

e-Learning describes any use of electronic technology to enhance learning. e-Learning happens in various places, including within courses on campus, at distributed learning sites, and online.

Online Learning describes e-learning that makes use of Internet technologies. Teachers and learners can be located anywhere they have access to a computer and a connection to the Internet. Online learning can happen on campus or at a distance from the campus. It can be synchronous or asynchronous.

Hybrid courses combine online learning with one or more face-to-face meetings.

West Hills Community College District's Vision for e-Learning

A vision is a statement of a desired future state. The purpose of the West Hills College vision for e-learning is to present a vivid and compelling direction for the College's e-learning plan that fits within the overall vision of the institution.

The West Hills College vision for e-learning states:

West Hills College embraces an e-learning-centered approach with integrated technology, accessibility, and personal attention, resulting in quality learning and student success in a technology-driven future.

West Hills College e-Learning Guiding Principles

The following is a list of the e-learning guiding principles for West Hills College. The guiding principles are the basic values and beliefs that are shared by the members of the institution. They underlie the planning process. The goals, strategies, and objectives that result from the process must not conflict with these principles.

- West Hills College utilizes ethical procedures in decision-making.
- The College provides a friendly, humanistic environment for the academic community.
- West Hills College maintains both traditional and non-traditional methods of instruction.
- The business of West Hills College is learning.
- The administration, faculty and staff of West Hills College provide good examples by using information technology in their daily business.
- The members of the College community value and respect one another and the College's communities.
- West Hills College is a leader in technology and innovative programs.
- The College meets the needs of all students regardless of barriers.
- West Hills College is the path to higher education for the local K-12 system.
- West Hills College puts students first.
- At West Hills College needs drive technology choices.
- Training and support in technology and multimedia is a priority.
- Quality customer service is a priority.
- The College responds to the educational needs of industry and the community.
- As West Hills College grows it will strive to retain a friendly, connected community.

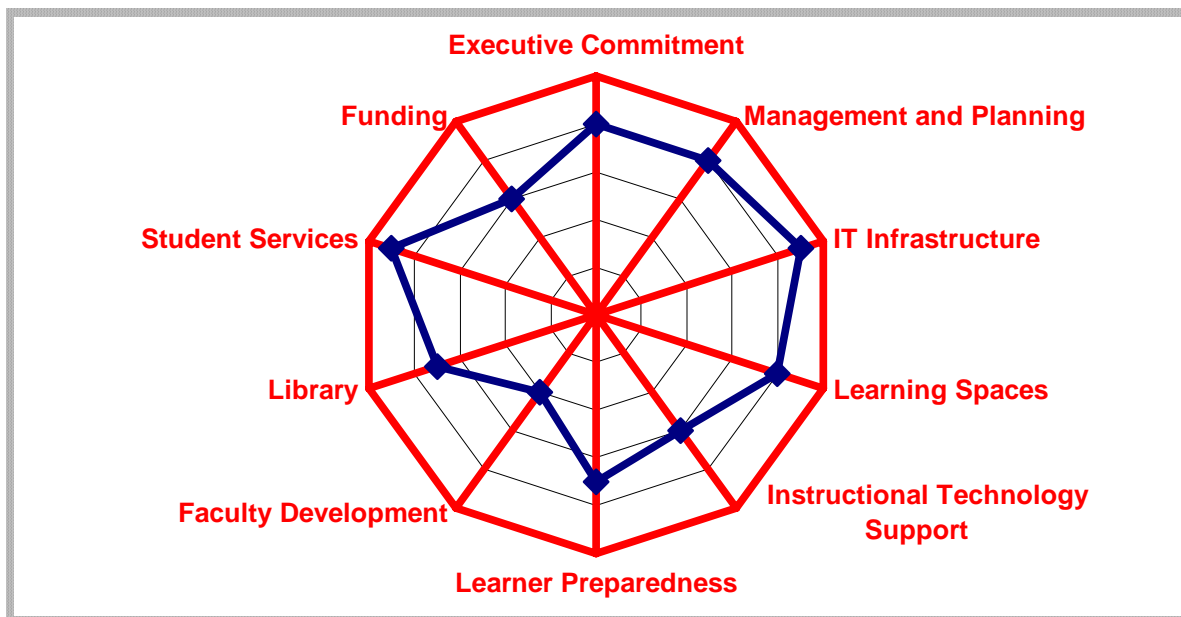
West Hills College e-Learning Planning Assumptions

Following are assumptions about the environment in which West Hills College exists. These assumptions are intended to reflect the current and future internal and external environmental factors that have a bearing on the development and successful implementation of an e-learning plan. As assumptions change, resulting goals and objectives may need to be modified. This revision should occur through a periodic review of the plan.

A high-level snapshot of the current e-learning environment is presented in **West Hills Community College District e-Learning Readiness/Status Review**, February 20, 2002. The following chart, taken from that report, summarizes the College's standing on ten dimensions of e-learning readiness. The chart has been modified slightly from the original report to reflect the planned Web-based library online public access catalog that is to be implemented by the end of August 2002. Additional library developments, scheduled to be implemented in January 2003, are not reflected in the chart.

Items plotted closest to the center of the chart need the most work. Items plotted close to the edge of the chart have adequate services in place, or soon to be in place.

West Hills Community College District "Good Practice" Dimensions of E-Learning Readiness



The Planning Committee added the following assumptions.

Assumptions About the College

- All sites have the same technology.
- All processes and procedures are the same for all sites.
- Technology will allow classes to be taught at all sites that could not be taught before.

Assumptions About Students

- We know who our students are.
- The population of potential students will continue to grow.
- Our students will always be diverse (age, culture, academics, educational goals, and financial needs).
- Students will increasingly have better technology preparation.
- Vocational education students will leave us well trained for career advancement.
- Students will be able to obtain their four year degree within the district.
- Students will have access to the technology they need to be successful learners.
- Our students will be able to make informed decisions and choices of what area (major) and where they want to study.
- Our students will always have sufficient financial aid.
- Students will have increased time constraints.
- Students will feel connected to West Hills College through clubs, alumni, sports organizations, and the like.

Assumptions About Student Expectations and Preparation for e-Learning

- All students do not learn the same way.
- Students expect to use the latest technology to foster their educational efforts.
- Students expect to succeed in the use of technology.
- Online classes require a level of accessibility that is not available to some students.
- Many students lack the necessary skills to use technology.
- Some students lack the basic English and math skills required for success.
- Some students lack a true understanding of what it takes personally to be a successful e-learning student.
- Some students expect to use online classes to fill in gaps in their schedules.

Assumptions About Faculty

- Faculty need ongoing education, training and support.
- New faculty will be better prepared for using technology.
- Faculty do not have enough technology. They want more hardware, software, and support.
- Faculty are more accepting of technology than in the past.
- Faculty experience limited time.
- Faculty are more productive.
- Some faculty will not believe that the online component of e-learning is a viable delivery system.

Assumptions About Staff

- Technical skills among staff will vary.
- All positions will be more technology-driven.
- Staff have the opportunity to advance.
- The College will not experience shortages in qualified job candidates.
- Staff need ongoing technology training.
- Staff will feel overwhelmed by e-mail and other information.

Assumptions About Technology

- The College will adopt cutting edge technology.
- All faculty and staff will know how to use and apply technology.
- West Hill College has sufficient resources to support technology.
- West Hills College has a three-year funded technology replacement plan.

Assumptions About the Economy

- The local economy is currently in a bust.
- The local area is slow to rebound.
- The outlook for e-learning is bullish.
- Increased layoffs and retirements lead to increased numbers of people returning to school.
- There is a large aging population.
- The nature of the local economy leads to an increasing need for vocational education.

Assumptions About the Community

- The community is business friendly.
- They are still viewing us on the basis of old information.
- The community focuses only on the College as a place for the first two years of a four year education.
- They are excited about our growth.
- The community does not view us as a catalyst for change.
- The community focuses on student athletics and the College as a cultural center.
- They do not know what a “community college” is all about.

Assumptions About Businesses

- We think they are not involved in technology.
- They believe we do not understand their needs.
- They do not know what we can provide.
- We do not know what they can provide.
- They are willing partners.
- They are more integrated, horizontally and vertically.
- Their employees need training.
- They think we are not interested.
- They think we only come to them when we need or want something.
- We need to know them better on their own turf.

Assumptions About Resources

- e-Learning is expensive.
- West Hills will provide services and resources in order to promote student success.
- Constant chaotic change in technology will continue.
- Quality high-tech job candidates are scarce.
- There is a need for increased support services. However we need to think carefully about our needed support services.
- There is a need for increased instructional design assistance.
- Technology obsolescence is a huge issue.

- Increased support for faculty is required.

Assumptions About Finances

- The state will not provide adequate funding.
- The local community will continue to support revenue bonds.
- Grant funded programs will remain and increase in size.
- Money will be available to support the ability to keep up with changes in technology.
- The College will be able to hire and retain full-time and part-time faculty.
- The College will be able to hire and retain adequately trained support staff.
- There will be less dependence on state and federal funding.
- West Hills College will have to provide ongoing professional development opportunities to staff and faculty.

Assumptions About the Plan

- The plan will change as conditions change.
- The plan needs to go beyond the planning committee.
- “The plan” is not perfect.
- The plan serves as a roadmap.
- The plan needs annual review and revision.

Alignment of e-Learning with West Hills’ Vision, Mission and Goals

At key points in the planning process, the planning committee ensured that the West Hills e-Learning Plan was aligned with the College’s overall strategic direction, as described in the College’s mission, vision and strategic plan that are detailed in “**West Hills Community College Millennium Retreat – Review and Update,**” July 24, 2000. This alignment means that the e-learning plan can serve as an enabling force to help the College achieve success in implementing its strategic initiatives.

West Hills College Mission Statement

West Hills College provides a world-class learning environment to a diverse population in a down home friendly atmosphere. ¡Mi escuela es su escuela!

West Hills College Vision Statement

West Hills College will become the preferred choice for college in the San Joaquin Valley because of our learning-centered approach, faculty and staff excellence and technological innovations. An education at West Hills College provides a stepping-stone to the future, proving that “once you go here, you can go anywhere.”

Text relevant to e-learning from “West Hills Community College Millennium Retreat – Review and Update”

3.2.2. Goal: Continue to improve communication.

Action Steps:

- Create listserv and discussion boards
- Make effective use of web page
- Highlight communication as a common goal for all: administrators, senate, faculty association, student organizations, etc.
- Use intranet—internally maintained

3.2.5. Goal: Continue to develop and implement a plan to revitalize the curriculum which responds to and anticipates the needs of our communities.

Action Steps:

- Incorporate local, national and international trends (e.g. electronics, telecommunications)
- Identify the skills students need to succeed in college and work and provide any necessary preparatory courses

Goals, Strategies and Objectives

This section describes the goals, strategies, and objectives identified by the planning committee to achieve the vision for e-learning:

West Hills College embraces an e-Learning-centered approach with integrated technology, accessibility, and personal attention, resulting in quality learning and student success in a technology-driven future.

Goals are enduring statements of direction that amplify the vision statement and focus an organization’s efforts. A strategy is a broad-scale action or means that will make it possible to reach a goal. Objectives are specific and measurable results that support the achievement of goals; performance is measured against them to ascertain progress.

In this section each strategic goal is followed by one or more strategies. Each strategy may be followed by one or more objectives.

Goal #1: Develop a fully functional Web site with clear and easy access to all institutional programs and services.

STRATEGIES/OBJECTIVES:

- 1.1 Establish the West Hills College Web site as a key marketing and external communications tool for the institution.
 - 1.1.1 Clarify responsibility and accountability for the Web site.
 - 1.1.2 Provide the campus organization(s) responsible for the Web site with the resources necessary to create a professional-quality site.

- 1.1.3 Establish a link with academic.com through their Web site to the world.
 - 1.1.4 Determine effective practices by examining other colleges with similar e-learning goals.
- 1.2 Establish a West Hills College intranet, based on Web portal software, as a key internal communications tool for the institution.
- 1.2.1 Clarify responsibility and accountability for the intranet.
 - 1.2.2 Provide the campus organization(s) responsible for the intranet with the resources required to create a professional-quality site.
 - 1.2.3 Work with Web management staff to resolve design issues.
 - 1.2.4 Provide single sign-on capability so that each authorized member of the College community needs only one username and password to gain access to the intranet and other College information resources.
 - 1.2.5 Ensure that all online services are directly accessible from an individual's Web portal.
 - 1.2.6 Establish links between an individual's Web portal and Blackboard classes that the individual teaches or in which he/she is enrolled.
 - 1.2.7 Create appropriate links between the intranet and information on the College Web site.
 - 1.2.8 Determine effective practices by visiting other colleges.
- 1.3 Incorporate appropriate new technologies into the College Web and intranet sites.
- 1.3.1 Assign responsibility for identification and evaluation of new technologies to a specific individual(s).
 - 1.3.2 Continually evaluate the latest Web technologies.
 - 1.3.3 Develop and communicate a standardized process for evaluation.
 - 1.3.4 Establish a communications loop for distribution of information once an evaluation has taken place.
 - 1.3.5 Set up a separate instance of Web server software to serve as a test environment.
 - 1.3.6 Establish a testing program for new Web site features.
 - 1.3.7 Develop a process for moving from evaluation to implementation once a specific technology is deemed to be appropriate for the institution.
- 1.4 Ease the Web editing process for faculty and staff.
- 1.4.1 Develop and enforce clear standards for graphics, style, navigation, and content.
 - 1.4.2 Document the current problems with Web editing.
 - 1.4.3 Identify appropriate Web editing tools.
 - 1.4.4 Develop documentation on use of tools.
 - 1.4.5 Train faculty on use of Web editing tools.
 - 1.4.6 Develop a template Web page for faculty and staff.
- 1.5 Maintain the accuracy and currency of the College Web site and intranet.
- 1.5.1 Give the organization(s) responsible for the Web site and intranet responsibility and authority to review and approve all official public Web pages before they are permitted to be posted.
 - 1.5.2 Give the organization(s) responsible for the Web site and intranet responsibility and authority to review all existing Web pages and require Campus offices to update or remove obsolete information.

Goal #2: Build partnerships to ensure that West Hills' e-learning programs and services meet the needs and appropriately utilize the resources of the community.

STRATEGIES/OBJECTIVES:

- 2.1 Form advisory teams comprising West Hills' faculty and individuals representing all aspects of the local community.
 - 2.1.1 Ensure that advisory teams meet regularly.
 - 2.1.2 Record and distribute minutes of advisory team meetings.
 - 2.1.3 Engage other members of the West Hills College community in advisory team activities.

- 2.2 Establish mutually beneficial partnerships with businesses and corporations where there is sharing of both benefits and risks.
 - 2.2.1 Identify areas where partnerships with businesses or corporations would be beneficial.
 - 2.2.2 Assign responsibility for identification of potential partnerships.
 - 2.2.3 Identify appropriate individuals to establish contact with potential partners.
 - 2.2.4 Establish a methodology by which these partnerships are formalized.

- 2.3 Establish links between West Hills College and high schools, colleges, businesses, and governmental agencies to transfer data to support e-learning and career development.
 - 2.3.1 Identify which organizations have potential data transfer needs.
 - 2.3.2 Contact appropriate individuals within these organizations.
 - 2.3.3 Document data that should be shared between organizations.
 - 2.3.4 Determine a technology solution(s) for data transfer.
 - 2.3.5 Develop/acquire appropriate technology solution(s).
 - 2.3.6 Implement technology solution(s).

- 2.4 Establish West Hills' academic/faculty links to high schools, colleges and business for team teaching and shared programming (2+2 and dual enrollment).
 - 2.4.1 Identify specific schools, colleges or businesses where there is a potential for team teaching or shared programming.
 - 2.4.2 Identify appropriate departments/individuals within the college and assign responsibility for making initial contacts and maintaining relationships.
 - 2.4.3 Document all support services and logistical requirements for successful implementation of programs.
 - 2.4.4 Develop written agreements.
 - 2.4.5 Pilot and evaluate team teaching and shared programming activities.

Goal #3: Create a user-friendly call center for assistance with technical and non-technical student services.

STRATEGIES/OBJECTIVES:

- 3.1 Create and implement a call center business plan.
 - 3.1.1 Identify the unit responsible for the call center.
 - 3.1.2 Develop a roster of all services, technical and non-technical, that will be covered by the call center.
 - 3.1.3 Determine the optimum number of call center employees.
 - 3.1.4 Determine the optimum staffing mix of regular and student employees.
 - 3.1.5 Document costs.
 - 3.1.6 Allocate appropriate funding.

- 3.1.7 Develop written procedures and documentation.
 - 3.1.8 Assign a team of employees to write help scripts.
 - 3.1.9 Provide for initial and ongoing training for call center staff.
 - 3.1.10 Develop a process for ongoing monitoring and evaluation of the call center.
 - 3.1.11 Develop a process for documenting customer satisfaction with the call center.
 - 3.1.12 Establish an automated attendant feature for the help desk telephone line that allows the caller to choose between technical help and other help.
- 3.2 Evaluate and implement a trouble ticketing software system with clear forwarding and escalation paths for help requests that cannot be satisfied immediately.
- 3.2.1 Develop a decision matrix that lists all desired trouble ticketing system features and place them in priority order.
 - 3.2.2 Issue a request for information that generates a list of trouble ticketing system features, including direct costs and estimated ongoing costs for implementation and maintenance.
 - 3.2.3 Allocate one-time and ongoing funding for the purchase, maintenance, and operation of the trouble ticketing software application.
 - 3.2.4 Procure a trouble ticketing system based on its ability to provide the College's priority features.
 - 3.2.5 Develop written procedures and documentation.
 - 3.2.6 Provide for call center training in trouble ticketing technology and procedures.

Goal #4: Provide faculty development opportunities to enable faculty to work more effectively with technology in an e-learning environment.

STRATEGIES/OBJECTIVES:

- 4.1 Produce and implement a faculty development plan that provides appropriate levels of technical and pedagogical training for faculty (including adjuncts) of varying levels of ability.
- 4.1.1 Establish a faculty development planning team comprising faculty, academic administrators, and learning resources staff.
 - 4.1.2 Include in the plan:
 - a process to define minimum levels of knowledge for computer and electronic technologies needed by faculty in order to achieve success in an e-learning environment.
 - establishment of a faculty peer support system,
 - provisions for one-on-one online technical and pedagogy training in faculty offices whenever possible,
 - provisions for ongoing educational-technology training and support through seminars, workshops, and online opportunities,
 - development of a program to acquaint faculty with successful high-quality online courses and programs in their disciplines at West Hills and other institutions,
 - development of a program to acquaint faculty with successful high-quality technology-enhanced courses and programs in their disciplines at West Hills and other institutions.
 - 4.1.3 Immerse the faculty in the faculty development committee and the planning process.
 - 4.1.4 Identify goals and objectives of the faculty development plan.

- 4.1.5 Establish annual costs for the plan.
 - 4.1.6 Allocate resources.
 - 4.1.7 Develop and implement mechanisms for evaluation and feedback on effectiveness of the faculty development activities.
 - 4.1.8 Develop and implement mechanisms for documenting faculty satisfaction with the faculty development program.
- 4.2 Ensure that the staff of campus support organizations is adequate to provide for ongoing technical, software, and pedagogical training and support is available for faculty.
- 4.2.1 Document current service levels.
 - 4.2.2 Identify actual service level needs.
 - 4.2.3 Develop recommendations for appropriate staffing or appropriate distribution of staffing in Learning Resources and Information Technology Services to meet identified service level needs.
 - 4.2.4 Allocate funding required.
 - 4.2.5 Develop appropriate job descriptions for staff.
 - 4.2.6 Communicate responsibilities of staff with faculty.
 - 4.2.7 Develop service level agreements that clearly detail the type and level of support faculty can expect from the Learning Resources and Information Technology Services organizations.
 - 4.2.8 Develop a mechanism for providing feedback on service levels and faculty satisfaction.
- 4.3 Provide for faculty internships in industry.
- 4.3.1 Identify the unit responsible for faculty internships.
 - 4.3.2 Clearly document the purpose and anticipated outcomes for internships.
 - 4.3.3 Establish responsibility for selection of faculty and identification of internship possibilities.
 - 4.3.4 Establish a process for faculty self-selection or recommendation for internships.
 - 4.3.5 Develop resource requirements for support of this program and allocate appropriate resources.
 - 4.3.6 Identify potential business locations for internships.
 - 4.3.7 Develop written agreements with businesses for internship programs.
 - 4.3.8 Pilot the program.
 - 4.3.9 Evaluate the pilot program.

Goal #5: Use technical and non-technical means to promote goodwill among West Hills' campuses.

STRATEGIES/OBJECTIVES:

- 5.1 Plan activities that encourage goodwill.
- 5.1.1 Plan all district activities annually, professionally and with families, to encourage a friendly, connected campus community.
 - 5.1.2 Establish processes that encourage familiarity at meetings and introductions for face-to-face interactions.
 - 5.1.3 Create a Web page designed to help distance students identify with the West Hills community.

Goal #6: Develop a well-trained, focused, West Hills College workforce that utilizes technology resources to maximize our ability to pursue our mission.

STRATEGIES/OBJECTIVES:

- 6.1 Create and implement a staff training program.
 - 6.1.1 Identify the unit responsible for staff training.
 - 6.1.2 Define minimum staff technical competencies.
 - 6.1.3 Access efficient support and training from expert internal and external trainers.
 - 6.1.4 Develop a super-user in each administrative department who knows the processes in the department and how to use Datatel and other departmental systems.
 - 6.1.5 Provide super-users with high-level Datatel training.
 - 6.1.6 Give the super-users responsibility for providing one-on-one and group technical and business process training to all other office personnel.
 - 6.1.7 Have super-users and other key personnel attend Datatel users group meetings to discover best practices from other institutions and establish peer contacts.

- 6.2 Adjust West Hills' workforce and procedures to exploit staff strengths.
 - 6.2.1 Revisit and revise job descriptions to reflect current technical responsibilities and competency requirements.
 - 6.2.2 Make better use of student workers.
 - 6.2.3 Reallocate resources as necessary to utilize staff technical strengths.
 - 6.2.4 Incorporate best practices from other institutions into West Hills' operations.
 - 6.2.5 Provide cross-training for key positions.

Goal #7: Ensure that online student services are consistent with face-to-face student services.

STRATEGIES/OBJECTIVES:

- 7.1 Develop and implement a plan for online student services.
 - 7.1.1 Identify all services that should be available in an online format.
 - 7.1.2 Implement the Datatel WebAdvisor online applications.
 - 7.1.3 Explore alternative delivery methods for identified student services that are not part of the Datatel system.
 - 7.1.4 Ensure that students have the option to receive human assistance at any time during their experience with online student services. Give them the option to initiate a chat session with a student services generalist. Publish the appropriate campus telephone number on all student services Web pages.
 - 7.1.5 Offer workshops showing students how to interact with the new Web technologies at times selected by the students and in areas where they feel comfortable.
 - 7.1.6 Solve design issues for presenting the services online.
 - 7.1.7 Integrate student services with the course management system and College information in a Web portal.

- 7.2 Provide student e-mail accounts.
 - 7.2.1 Implement the plan to provide all students with e-mail addresses through CampusCruiser.

Goal #8: Empower students to make wise e-learning decisions.

STRATEGIES/OBJECTIVES:

- 8.1 Provide students with the technology tools necessary to manage their academic progress.
 - 8.1.1 Implement online degree audit.
 - 8.1.2 Implement online communications links to academic advisors.
- 8.2 Ensure that an e-learning readiness online self-assessment is easily available to all potential e-learning students.
 - 8.2.1 Establish a faculty committee to identify best practices in this area.
 - 8.2.2 Develop an initial online self-assessment and pilot with a group of e-learning students.
 - 8.2.3 Evaluate the results of the pilot study.
 - 8.2.4 Adjust the self-assessment methodology if necessary.
 - 8.2.5 Implement the self-assessment.

Goal #9: Provide academic and technological support to enhance student learning.

STRATEGIES/OBJECTIVES:

- 9.1 Ensure that all students have the technical skills to succeed at West Hills College.
 - 9.1.1 Form a committee of faculty, information technology professionals and students, and have them define a minimum level of computer competency that all entering students should have.
 - 9.1.2 Assess the computer skills of the existing and entering student population.
 - 9.1.3 Offer an optional technical competency course for existing students who do not meet the basic competency requirements.
 - 9.1.4 Offer an advisory technical competency course for entering students who do not meet the basic competency requirements.
- 9.2 Develop methods to enhance opportunities for student academic success.
 - 9.2.1 Establish safety nets for students.
 - 9.2.2 Fully develop and implement the academic.com concept.
- 9.3 Expand the online orientation for e-learners.
 - 9.2.1 Include tips for successful online learning, information on ISP's, browsers, plug-ins, and course tools, library access and resources, testing, sample syllabi, sample courses, tips on getting started, FAQs, and help desk information.
 - 9.2.2 Pilot the online orientation with a group of e-learning students.
 - 9.2.3 Modify the orientation based on the results of the pilot.
 - 9.2.4 Implement the online orientation.

Goal #10: Establish appropriate governance, planning and management structures, and procedures to ensure successful acquisition, implementation and support of e-learning technology district-wide.

STRATEGIES/OBJECTIVES:

- 10.1 Provide funding, staffing, and support to achieve success in e-learning.

- 10.2 Establish and communicate an appropriate information technology governance structure.
 - 10.2.1 Form a working group of faculty, staff, and students to recommend a governance structure to senior administration.
 - 10.2.2 Ensure that all key College stakeholders are included in technology governance.
 - 10.2.3 Provide the resulting governance structure with a clear charge to advise senior administration on information technology, policies, procedures, and resources.
 - 10.2.4 Ensure that each participant in a governance structure understands that his or her job is to represent a College constituency and to communicate the deliberations and decisions of the governance structure to the constituency.

- 10.3 Establish processes and incentives to promote the active use of technology across the district.
 - 10.3.1 Make e-mail the standard official mode of communication for the College and hold faculty, staff, and students accountable for being aware of information distributed by e-mail.
 - 10.3.2 Use Datatel to provide data to support executive decisions and hold staff accountable for data integrity and accurate reports.

- 10.4 Develop, in conjunction with the information technology governance structure, policies and procedures necessary to encourage faculty to engage in e-learning.
 - 10.4.1 Develop an intellectual property policy.
 - 10.4.2 Evaluate the financial and other incentives for faculty to learn and utilize effective e-learning technologies.
 - 10.4.3 Define the importance of e-learning activities in the rank and tenure process.

Goal #11: Provide necessary hardware, software, and infrastructure for staff, faculty, and students.

STRATEGIES/OBJECTIVES:

- 11.1 Provide access to technology to all faculty, staff and students.
 - 11.1.1 Document technology needs.
 - 11.1.2 Develop a tactical and financial plan for providing appropriate technology access.
 - 11.1.3 Establish minimum standards for end-user hardware configurations, including processor type and speed, monitor resolution, and disk space.
 - 11.1.4 Establish minimum standards for supported end-user software. Including lowest acceptable revision level and the level of support that users can expect.
 - 11.1.5 Implement the plan.

- 11.2 Ensure that major systems are meeting the needs of the College.
 - 11.2.1 Monitor utilization of the data network and expand as necessary.
 - 11.2.2 Monitor utilization of servers and replace or upgrade as necessary.
 - 11.2.3 Monitor student computer lab usage and expand the number of lab computers as necessary.

- 11.3 Establish a three-year upgrade/replacement cycle and funding model for computers and printers.
 - 11.3.1 Document the current inventory including age and specific information on each platform.

- 11.3.2 Identify special areas where upgrade/replacement needs to be done on a more frequent basis than every three years.
- 11.3.3 Develop a financial model for appropriate upgrade/replacement.

Goal #12: Provide fully accessible, interactive, online library services and resources.

STRATEGIES/OBJECTIVES:

- 12.1 Assess library resources and develop or expand them as needed.
 - 12.1.1 Ensure that library resources support faculty and students in their e-learning efforts.
 - 12.1.2 Ensure that library resources meet the requirements of agencies that accredit online academic programs.
 - 12.1.3 Proactively reach out to faculty and students to provide training on online library resources and services.
 - 12.1.4 Proactively reach out to faculty to provide online locations to house course reference materials.
 - 12.1.5 Create "Ask A Librarian" feature to online library services.
- 12.2 Investigate alternative means of providing library services and resources in the online environment.
- 12.3 Partner, as appropriate, with existing university and college online library systems.

Implementation Plan for Goals, Strategies, and Objectives

The implementation plan, presented in matrix form in Appendix B, indicates the individual assigned to assume leadership responsibility for the implementation of each of the goals, strategies, and objectives identified during the planning process, the due date for completion of the activity, and an estimated cost of the activity that is not already covered by budgetary allocations. Each individual responsible for an item identified the progress expected to be made on achieving the objective by January 2003.

Next Steps

The planning process that resulted in the development of this plan for West Hills College was collaborative and enabled the College systematically to look at how to improve the teaching and learning process through e-learning and the technologies, organizations, services, people and processes that support it. In order for the planning process to be truly successful, the College must be able periodically to turn the goals and strategies of this plan into concrete actions. The plan's list of objectives provides the first attempt to do this.

The Implementation Matrix that is included in this plan indicates the individual or campus organization identified by the e-Learning Planning Committee to assume leadership responsibility for the implementation of each of the goals, strategies, and objectives identified during the planning process. This matrix also provides a first-year budgetary estimate for achieving each goal

For the plan to remain current and useful, it will need to be reviewed periodically. The planning assumptions and the College's accomplishments should be evaluated against the plan, with modifications made to the plan and its implementation as appropriate.

The next step, then, is for each person responsible for an item to accomplish action steps needed to achieve the goals. At the end of the first year of project implementation, CollegisEduprise will visit the College, measure progress, and submit a report detailing the status of the implementation.

Appendix A – Members of the e-Learning Strategic Planning Committee

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Bertha Felix-Mata, Dean of Students, West Hills College Coalinga

Eliseo Gamino, Associate Dean, Educational Services, North District Center

Frank Gornick, Chancellor

Barbara Hioco, President, West Hills College Lemoore

Susan Kincade, Dean, Learning Resources

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Jack Mahrt, Vice Chancellor, Business Services

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