



# COLUMBIA COLLEGE

## Distance Education Plan December 2012

### *Distance Education Program Mission:*

*In the support of the mission of Columbia College, the Distance Education Program will develop uses of technology in teaching and learning that enable students to access a quality education, anytime, anywhere.*

## Members of the Distance Education Committee

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## **Introduction:**

Members of the Columbia College educational community have collaborated as a Distance Education Committee to create this comprehensive Distance Education Plan. This plan is designed to take the college through the beginning stages of program development and beyond with elements that include:

- documentation of practices and procedures that were established prior to its creation
- adoption of effective standards and practices in use in model Distance Education programs across the California Community College System
- suggestions for teaching and learning that will ensure student success

In addition there is a section consisting of a variety of action plans addressing specific items that the committee considers integral to the development of a high quality distance education program. Faculty and staff training, infrastructure and staffing needs, marketing suggestions, and necessary student services issues are some of the main areas addressed.

While this plan forms the foundation and basic structure for the Columbia College DE Program, the task force recognizes that technology is always evolving. As a result, this plan is designed to be a fluid document and it is the intent of the committee that it be reviewed and revised as needed throughout the growth of the program. The review process will take place preferably within a time frame that allows implementation of revisions over the summer, but revisions may be accomplished as needs arise. Many issues involving the development of a distance education program require consideration by the Academic Senate, online teaching faculty, students, administration and the faculty association; therefore, the Distance Education Committee will be responsible for conducting review and revision sessions and will work in consultation with all stake-holders in a participatory governance setting.

### **I. Distance Education Program Status, Fall 2012:**

Infrastructure: Columbia College currently hosts approximately 35-40 online and hybrid courses. The infrastructure currently has a capacity for increasing that number. There have been server upgrades that took place in the 2008-09 academic years with a capacity goal of 100 online distance education courses by the end of the Title III grant, 2013.

Faculty Support Issues: The Faculty Association's district-wide issues will be reviewed periodically regarding intellectual property rights and workload issues. If a stipend is earned through the Title III grant, the course development materials are shared by both faculty and district per the cohort conditions agreement. Issues regarding class size for distance education courses will be reviewed in collaboration with the academic senate, faculty association, administrators and the district.

Training for Distance Educators: Starting in October 2008 with the award of the Title III grant, regular training opportunities along with stipends have been awarded to develop online courses. These training opportunities are reviewed and enhanced as needed. Additional technology training is available for all faculty using technology enhancements for their classes.

Staffing: The faculty Distance Education Coordinator collaborates and plans with a taskforce of the Distance Education Committee, Technology Committee and Administrators.

## **II. Mission:**

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

## **III. Overall Program Philosophy:**

Columbia College supports a distance education program that consists of courses that are offered fully online and partially online (hybrid). When appropriate, traditional face-to-face course use of technology and use of broadcast technology (video conference site-to-site courses) are also considered in this planning document. This document describes the philosophy and policies that determine the methodologies used to offer distance education courses at the college, while allowing for flexibility in the planning, development, and implementation of any such course offerings as technology and the college progress.

**Definitions:** The table below identifies descriptive terminology used throughout this plan and in the marketing of the program (in the class schedule, etc.).

Descriptor	Definition	Special Requirements
Fully Online	Courses that meet fully online. (They may have proctored testing set up according to needs of particular discipline areas, but students do not have to come to the college campus.)	Requires separate Curriculum Committee Approval with a DEA (Distance Education Addendum) form
Hybrid (Blended)	Courses that have a combination of online and face to face meetings. The on-campus meetings need to be specifically scheduled and listed in the Schedule of Classes.	Requires separate Curriculum Committee Approval with a DEA (Distance Education Addendum) form
Online Enhancement	Face-to-Face courses that use the Internet and course management software to supplement traditional face to face instruction.	Will be announced in the course schedule and/or syllabi

#### IV. Organizational Structure:

Program Administration: Distance Education Administrator

Faculty Distance Education Coordinator (DEC):

The full time faculty distance education coordinator duties include: liaison between faculty and administration for distance education matters; develop plans for faculty development in the area of distance education; assist the curriculum committee in distance education course approval issues; and other curriculum and quality related areas in the development of the Columbia College Distance Education Program.

Online Services Developer (OSD)

The Online Services Developer was a new position hired with the award of the Title III grant, and is currently not filled since the end of the spring 2012 semester. The duties included: assisting in the conversion and creation of online student services with the advisement of the Distance Education Committee, Technology Director, Student Services personnel, the Online Services Workgroup and administrators.

Technology Committee

This committee is a sub-committee of College Council. Members include representatives from each division and appropriate administrators and coordinators, the Director of IT and Media Services and the Distance Education Coordinator.

Distance Education Committee :

The DEC is a standing committee of the Academic Senate with campus wide membership. It is chaired by Distance Education Coordinator.

**Charge:** The Distance Education Committee makes collaborative decisions involving instructional issues for the distance education department. The committee:

- Plans and coordinates distance education and general educational technology training efforts.

- Reviews online services for students and faculty and makes recommendations for additions and improvements as needed to the Online Services Developer.
- Creates a “Development and Support Team” able to mentor faculty and review DE courses as they are developed.
- Oversees the development and revision of the college Distance Education Plan (as needed but no less than once per year).
- Advises the Curriculum Committee in matters involving distance education.
- Conducts periodic review of all distance education course offerings.

## **V. Distance Education Program Policies and Standards**

All distance education courses are developed with the following standards in mind, which are to be used when evaluating the growth and success of the programs herein described.

The college administration views these standards as clear objectives necessary for 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 consider them as a basis for a rubric for success.

For the distance education program to be successful, all constituencies involved must agree about their roles in the program development, implementation and maintenance processes. Collaboration and consensus regarding the decisions confirmed in the resulting documentation are essential. To ensure success, processes and standards in a variety of program areas have been agreed to by all constituents.

Program areas:

- Institutional Support
- Program and Course Development Process
- Teaching and Learning Standards
- Technical Program and Course Development
- Faculty-Related Issues
- Student Support

## VI. Institutional Support Standards

The administration, faculty and staff agree that the college will provide the following to ensure success for the Columbia College Distance Education Program:

### General Standards:

- The stability of the delivery infrastructure for the Distance Education Program will be ensured through appropriate funding allocation and assignment of sufficient personnel to manage that infrastructure, which includes web space for instructional materials and information dissemination, and course management system access.
- Student support services at a distance either exist or will be established including library, counseling, bookstore, orientation and tutoring, specialized support services, health and enrollment services.
- Procedures will be developed that ensure continual on-call monitoring of all technical systems related to online program delivery.
- District Network Administrators will help establish, and clearly communicate to the college community, timelines about dates for course migration, term to term, and for requests by faculty for course cartridge implementation when applicable.

### Support for faculty:

- Support for course development will be made available, particularly in the area of accessibility compliance.
- Negotiations among faculty organizations and the district will adopt a shared foundation of quality distance educational offerings, in all conversations and policy implementation.
- Training for faculty, staff and administrators will be an integral part of the Distance Education Program.
- Reasonable hardware and software needs for course developers and course implementation will be provided.

### Support for students:

- Communication systems for informing and orienting students to distance learning will be developed and maintained.
- Schedule and catalog copy will be easily accessible online for students seeking distance learning opportunities.
- Schedule copy will clearly define the difference between online and hybrid (blended) courses, identify courses that require proctored testing, and provide information about technical requirements for online students.



## VII. Role of the Curriculum Committee

The Curriculum Committee uses the following criteria when determining whether a course will be approved for online delivery:

- Students benefit from having access to the course via a distance offering.
- The Course Outline of Record has been approved or revised within the five years of DE addendum request for approval.
- A DE addendum has been submitted to the Curriculum Committee adequately designating the following:
  1. Sufficient consideration has been given to adaptations of methods of instruction and methods of evaluation to ensure “regular and effective contact” as required in Title 5 and the approved Regular Effective Contact Policy
  2. Accessibility is ensured as required by Section 508 guidelines.
- All Title 5 mandates have been met and followed.
- Class size as recommended by the curriculum committee will be considered as the established face-to-face size not to exceed 35 students. It is suggested that the first time a course is offered by a particular instructor, that the instructor be given the option to set the maximum at 20 students. This needs to be approved beforehand by the Division Dean.

## VIII. Teaching and Learning Standards

In order to develop quality distance education course offerings, the following standards will be applied to all courses.

### General Standards

- Distance education students will be given advance information about course requirements, expectations regarding course work standards, equipment needs and techniques for succeeding in a distance learning environment, as well as technical training and support throughout the course.
- Students will be required to be active learners in presenting, organizing, applying and constructing information, ideas and knowledge.
- All course objectives/outcomes and requirements will be clearly presented within the content of the course.
- Courses will maximize the opportunities for regular and ongoing instructor initiated interaction between teacher and students, among students, and between students and the learning environment

("regular and effective contact"). Instructors and students will be accountable for the communication activities within courses.

- The courses will provide opportunities for active learning that allow students to engage and participate in activities and tasks that enhance comprehension, understanding, and knowledge.
- It's suggested that assignments and due dates, as well as tests and test dates, be explained and posted at the beginning of the course, any changes should be given reasonable preparation time for the student.
- Any special testing (i.e., proctoring) situation or arrangements will be clearly described to the student prior to the start of the course and, in the case of fully online courses, will not require the student to come to the Columbia College campus.
- A variety of content appropriate presentation methods will be used that address student multiple learning styles.
- Assessment methods will be relevant to the activities, reading assignments and other learning materials presented in the course.
- Feedback to student assignments and questions will be constructive and provided in a timely manner. Instructor will commit him/herself to a clearly expressed turnaround time.
- The course documents will describe the functions of the course website to the student (e.g., how to post assignments, communicate with the instructor, etc.).
- The instructor will make frequent announcements regarding the progress and processing of the course.
- A policy for due date leniency due to technical difficulties will be communicated in the syllabus or overview. This refers to problems that may be caused by the institution as well as those that may be a result of the students' technology failures.
- Clear policies regarding technical malfunctions that delay students from completing course requirements, whether due to college technology failure or student technology failure, is strongly suggested to be part of each course syllabus. This includes a set policy for resetting tests.
- Faculty will post cheating and plagiarism policies in the online syllabus.

### Course Media and Materials Standards

- All external links and internal functionality will be fully operational when each course begins.
- The course content will be kept current term by term and will open by, and remain open at least until, the beginning and ending dates of the courses.
- Technology will be appropriate to the discipline pedagogy.

- Any publisher provided content, if used, will be integrated appropriately with instructor prepared content.

### 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 other web based media will conform to accessibility standards as outlined in Title 5 regulations.
- Courses will provide ample instructions for every task the student has to perform: taking tests or quizzes, posting contributions to the on-line discussion, downloading files/software, finding supplementary reading, returning to the website, etc.
- Academic counseling and advising, as well as other student services, will be available to distance learning students equivalent to services for students in on-campus environments.

### Privacy and Protection Standards

- To protect the integrity of the teaching/learning process in courses that do not feature a proctored test environment, the student must be required to formally acknowledge and pledge adherence to Student Conduct Board Policy and college Acceptable Use Policy.
- Procedures will be in place to help ensure security of student work.
- In every course, students will receive clear instructions to save and retain copies of all work submitted electronically.
- Faculty will maintain updated offline copies of grade book content.

### Program Review and Evaluation Standards

- During the official faculty evaluation cycle, an approved evaluation instrument will be provided with the course to ensure student feedback on the organization and content of the course and the instructor performance.
- Review of student outcomes will include assessment of student products and exams, as well as student evaluations of the course.
- Courses will be reviewed on a regular basis, consistent with general course review schedules and standards.
- Data on enrollment, costs, and successful/innovative uses of technology will be used when reviewing program effectiveness.
- Intended learning outcomes will be reviewed regularly to ensure clarity, utility, and appropriateness.
- Courses will meet or exceed academic standards.

- Peer Evaluation of the Instructor will be accomplished via approved methods as agreed to by the Academic Senate, Faculty Association and District, and will be done separate from review of the delivery technology.
- Faculty will be notified prior to any evaluation or observation visits by administration or other faculty. Visits to online courses will be conducted in a manner that allows the instructor to see that a visitor has been in the course.

#### Discipline-Specific Standards

- The courses adhere to the integrated Course Outline of Record.
- The courses are offered with rigor, depth and breadth consistent with face-to-face counterparts.
- It is the responsibility of the discipline/department to maintain the quality of the content delivery of all classes offered regardless of modality.
- Student learning meets the standards set within the discipline, especially in regard to sequenced and/or transfer courses.

### **IX. Faculty Issues, Requirements and Expectations**

Informing this plan is the notion that faculty will be allowed to grow into distance education at their own pace and comfort level. The administration has assured the Academic Senate and the faculty association that no faculty member will be admonished for not offering distance education courses, or forced to convert courses to the online environment. One priority of the college will be to look for candidates for new faculty hire who are willing and/or able to incorporate technology resources into their teaching and learning. Current faculty members are given the opportunity and support to offer courses at a distance. Retired faculty members are encouraged to develop online courses and/or continue to teach their online courses as deemed appropriate and expedient by 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 Academic Senate, Faculty Association and the District. Decisions about faculty load will be based on the agreement that quality instruction is of primary importance.

Part-Time Faculty:

Part-time faculty may be allowed to teach their full load (67%) online as assigned by the appropriate administrators in collaboration with faculty discipline experts.

Recruitment of part-time faculty will be accomplished in agreement with criteria established in collaboration between the Academic Senate, the Faculty Association, and the administration.

Online Office Hours:

- Office hours for online instruction will be conducted at the same ratio of course hours to office hours as face-to-face courses.
- Online office hours may be conducted at times that are accessible to students who are enrolled in distance education for scheduling issues. 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.

## **X. Readiness Criteria for Faculty teaching in the Distance Education Program:**

Starting spring 2009, to ensure that Columbia College distance education courses maintain a high standard of quality, and in recognition that experienced faculty tend to have lower attrition rates than faculty who have little experience and training, faculty teaching distance education courses will be required to:

- complete a **30 hour** cohort basic training program as defined by the Distance Education Committee; **or**
- For experienced online instructors from other institutions they must have a certificate of completion in online teaching from a reliable institution such as UCLA online teaching program or the Cerro Coso Online Educators certificate; or the @ONE Certification Program; **and** attend a minimum of a 10 hour Columbia College Online Orientation to review core values, and regular and effective student contact requirements and evaluated by the Distance Education Coordinator.

## **Distance Education Program Implementation and Action Plans:**

This section of the Distance Education Plan is the roadmap for program implementation and includes several action plans that are tied to the objectives listed below. The action plans include the following areas: General Program Development; Course Development Funding Priority Funding Criteria; Professional Development; Program Evaluation; Technical/Infrastructure; Student Support Services; Marketing. The marketing plan includes suggestions that should be applied as the program grows.

### Goals:

- Develop a high quality DE Program that will allow students to complete their educational goals at a distance.
- Develop a variety of course offerings in both hybrid and fully online courses across discipline areas.
- Provide professional development opportunities for faculty interested in developing distance education courses that address both the pedagogy and technical components of distance education.
- Provide online student services that are equivalent to those available on campus.

### Objectives:

1. Establish goals for program development
2. Establish funding priorities for course development funds
3. Inform Columbia College faculty of distance education professional development opportunities (Overview at Convocation)
4. Establish a professional development timeline (see below)
5. Implement professional development
6. Establish Evaluation Processes
7. Implement distance access to student services areas.
8. Implement a marketing program for DE

**Program Development Action Plan (Objective 1):**

Item	Action	Responsible	Date	Cost
1A. Ensure Quality Measures	<ul style="list-style-type: none"> <li>Curriculum Process Review and Possible Revision</li> </ul>	DEC, Distance Education Committee & Curriculum Committee	ongoing	District Cost to upgrade to Blackboard 9.1
	<ul style="list-style-type: none"> <li>Locate development resources (software and technology)               <ul style="list-style-type: none"> <li>Blackboard 9.1 CMS</li> </ul> </li> </ul>	DEC, Technology Committee and YCCD District Technology Committee	Upgraded fall '09	~\$30,000 Title III funded
	<ul style="list-style-type: none"> <li>Develop appropriate review and evaluation tools and processes for program review               <ul style="list-style-type: none"> <li>Pre &amp; Post Surveys for Cohorts</li> <li>DE Newsletters Featuring Instructors Innovative Technology</li> <li>Innovation Post Survey for Cohort</li> </ul> </li> </ul>	DEC in collaboration with the Senate, Researcher & Planner, IT Director, Title III Steering Committee, Faculty	Completed initial surveys fall '08 & spring '09  Innovation Post Survey deployed 10/14/10	Spring 2013 negotiate new Blackboard contract
1B. Ensure that all appropriate administrators are familiar with DE regulations, guidelines, and effective practices	<ul style="list-style-type: none"> <li>All College In-service</li> <li>Adjunct In-service</li> <li>Informational Workshops</li> <li>Distance Education Committee</li> <li>Flex-Activities</li> </ul>	DEC	Ongoing meetings with VPSL	



Item	Action	Responsible	Date	Cost
1C. Ensure that all student support services are available	<ul style="list-style-type: none"> <li>• Include Student Services Administration and VP in Managers' workshop and appropriate staff in all professional development activities               <ul style="list-style-type: none"> <li>○ Title III Orientations</li> <li>○ CSEB Visit (Bridge to CSU)</li> <li>○ Title III Steering Committee                   <ul style="list-style-type: none"> <li>▪ Online Services Committee</li> <li>▪ Annual External Evaluation</li> <li>▪ APR (Annual Performance Report)</li> </ul> </li> </ul> </li> <li>• Set up "Open Proctoring" Protocol               <ul style="list-style-type: none"> <li>○ See Appendix</li> </ul>               Hire Online Services Developer             </li> <li>• Create List of Online Support Services Needed and Completed               <ul style="list-style-type: none"> <li>○ See Appendix</li> </ul> </li> </ul>	DEC, Dean of Student Services, Online Services Developer, Librarians, Counselors, Enrollment Personnel, Etc.	<p>started fall '08 &amp; ongoing</p> <p>spring '10</p> <p>hired spring '09 (currently unfilled '12-'13)</p> <p>Ongoing</p>	Possible facility in the future for proctoring
1D. Increase student access to online learning.	<ul style="list-style-type: none"> <li>• Create Student Distance Education Orientations</li> <li>• Face-to-face and Online Orientations               <ul style="list-style-type: none"> <li>○ Fall &amp; Spring 1 hour orientations</li> <li>○ Virtual 1 hour orientations w CCC Confer</li> </ul> </li> <li>• 10-15 orientation tutorial (revised)</li> <li>• How to Succeed As An Online Student (Hybrid)</li> </ul>	DEC, OSD	<p>summer '09 &amp; updated &amp; ongoing</p> <p>spr'09 &amp; ongoing virtual started fall '10 spr'11</p> <p>completed and offered fall, spr &amp; sum (not offered '11-'12)</p>	

Item	Action	Responsible	Date	Cost
1E. Ensure that all instructors have access to training resources	<ul style="list-style-type: none"> <li>• Develop Online Teaching and Learning Program               <ul style="list-style-type: none"> <li>○ Cohort Training 30 hours</li> <li>○ Instructional Technology Workshops</li> </ul> </li> <li>• Blackboard Online Resource Training Shell</li> </ul>	DEC, Distance Education Committee	Started fall '08 & ongoing  completed spr '09 (ongoing and revised fall 2012)	
1F. Start with what we have and create model courses.	<ul style="list-style-type: none"> <li>• Assess current courses that could be fully online               <ul style="list-style-type: none"> <li>○ Map out a GE Plan</li> </ul> </li> </ul>	DEC, Distance Education Committee, Administrators	Fall '08 & ongoing	
1G. Maximize our own expert potential	<ul style="list-style-type: none"> <li>• Set-up an informal "Peer Supporter" Program               <ul style="list-style-type: none"> <li>○ Modeled within the Cohort Training</li> </ul> </li> <li>• Develop Summer Mentor Program to assist faculty during the summer</li> </ul>	DEC, Faculty Cohorts	Started spr '09  started sum '09 & ongoing	
1H. Add a representative discipline sample of courses to our existing offerings	<ul style="list-style-type: none"> <li>• Develop "natural" online course migrations: find people who are inclined to do online instruction               <ul style="list-style-type: none"> <li>○ Flex-Activities</li> <li>○ Instructional Technology Workshops</li> <li>○ Adjunct In-services</li> </ul> </li> </ul>	DEC	Started fall '08 & ongoing recruitment	
1I. Provide access to students completely online	<ul style="list-style-type: none"> <li>• Develop degree and certification programs online               <ul style="list-style-type: none"> <li>○ Liberal Arts Degree Goal</li> <li>○ Apply for Substantive Change</li> </ul> </li> </ul>	DEC, Distance Education Committee, Administrators	started spr '09 goal by 'spr '14  Sub change spr '11 completed	

## **Funding priorities for course development funds (Objective 2)**

In order to be consistent with how potential course development costs are applied, the Distance Education Committee has developed criteria for the allocation of funds. It is likely that a rubric for granting approval for funded course development will be necessary when requests for development funds become more than the existence of available funds. When development funds are available, course development will be funded based on priorities as established below:

1. Courses that are initially hybrid can be developed into full time offerings
2. Courses that have large waitlists in their face-to-face counterparts
3. Courses that are needed for comprehensive program development for which no local faculty can be found
4. Courses that complete patterns where some DE courses already exist
5. Courses that complete General Education requirements

### Professional development Action Plan (Objectives 3-4):

Possible resources: Peer training model; @ONE Certification Program; Consultants,

Type of Training	Who should be Trained	How the training will be accomplished	Date	Cost
3A. Orientation and Overview	<ul style="list-style-type: none"> <li>All Faculty, Staff, Management</li> </ul>	Convocation	started fall '08 & ongoing	
3B. Curriculum Committee Review Workshop	<ul style="list-style-type: none"> <li>All members of the Curriculum Committee               <ul style="list-style-type: none"> <li>Standard DEA Language &amp; Help Materials Available for DEA forms</li> </ul> </li> </ul>	DEC and Curriculum Committee Chair	Completed fall '10	
3C. Managers' DE Workshop	<ul style="list-style-type: none"> <li>All Instructional Student Services, and IT Managers</li> </ul>	IT Director, DEC and the Distance Education Committee	Started fall '08 & ongoing	
4A. How to be an effective online teacher (Includes Columbia College Policies and Procedures)	<ul style="list-style-type: none"> <li>All online instructors</li> </ul>	30 hours of Cohort Training Continued Workshops Outside Trainers  <a href="#">Distance Learning Handbook</a>	Started fall '08 & ongoing	
4B. How to Make Your Online Materials Accessible	<ul style="list-style-type: none"> <li>All online instructors</li> <li>Anyone who wants to put instructional materials on the web</li> <li>Multimedia               <ul style="list-style-type: none"> <li>Closed Captioning Grant</li> <li>CCC Confer - CC Ability</li> </ul> </li> </ul>	DEC, Alternative Media Technician	Started fall '08 & ongoing	Closed Captioning Grant & CCC Confer – No Cost –
4C. Course Management Tools - Beginning	<ul style="list-style-type: none"> <li>Instructors who don't know how to use the CMS - online or FTF               <ul style="list-style-type: none"> <li>Online Orientations</li> <li>Instructional Technology Workshops</li> </ul> </li> </ul>	Cohort Training & Online Developers Training or F2F Orientation as needed	Started fall '08 & ongoing	

Type of Training	Who should be Trained	How the training will be accomplished	Date	Cost
4D. Course Management Tools - Advanced	<ul style="list-style-type: none"> <li>• Instructors who have been using the CMS for a while.               <ul style="list-style-type: none"> <li>○ Advanced Technology Trainings and Workshops</li> <li>○ Guest Speakers</li> <li>○ Trainers</li> </ul> </li> </ul>	DEC, , Faculty Experts, IT Director, Consultants	Started fall '08 & ongoing	
4E. Development Skills Training	<p>All F2F &amp; Online Instructors:</p> <ul style="list-style-type: none"> <li>• Web Design</li> <li>• Accessible Documents/Materials</li> <li>• Image Preparation for the Web</li> <li>• Audio/Video Production</li> <li>• MS Office</li> <li>• Adobe Acrobat (PDFs)</li> <li>• CCC Confer – Conferencing Tool</li> <li>• CMS Tools</li> </ul>	DEC, Cohort Training, IT Director, Faculty Experts, Outside Training, @ONE	Started fall '08 & ongoing	
4F. Provide <b>ongoing</b> professional development opportunities	<p>All Faculty Using a CMS shell or electronic materials in their classes:</p> <p><a href="#">Web page for Technology Training</a></p>	<p>DEC, IT Director, Faculty Experts, Consultants</p> <ul style="list-style-type: none"> <li>• 30 hour Cohorts Training &amp; Online Developers</li> <li>• Consultant for Adv. Online Course Development</li> <li>• Attend Online T&amp;L Conferences</li> <li>• General Technology Training</li> <li>• Develop a mentor training program (summer) 30 hours per mentor</li> <li>• Instructional Technology Cohort</li> <li>• Train the Trainers</li> </ul>	<p>spring '09</p> <p>May '09</p> <p>Started sum '09 ongoing</p> <p>Started sum '09</p> <p>Start spr '11 ongoing</p>	<p>Honorarium varies ~\$1000 a day</p> <p>Cost varies \$450 \$1000 stipend</p> <p>Needs additional funding Stipend TBD</p>

Type of Training	Who should be Trained	How the training will be accomplished	Date	Cost
4G. Maintain mentor/support relationship among participants	<ul style="list-style-type: none"> <li>• All Online Instructors</li> </ul>	<ul style="list-style-type: none"> <li>• Cohort Training Resource Shell</li> <li>• Participate in the @ONE Communities of Interest</li> <li>• Lunch &amp; Learn Workshops</li> <li>• Flex-Activities</li> <li>• One-on-One Appointments</li> <li>• Drop-in Sessions</li> </ul>	fall '08 & continual update of materials ongoing opportunities every semester	

**Program Evaluation Action Plan (Objective 5):**

Goal	Activity	Who	Date	Cost
5A. Ensure that quality course development standards have been applied to each course prior to first offering.	<ul style="list-style-type: none"> <li>• Develop a checklist tool that evaluates the structure and design of the course during the development process               <ul style="list-style-type: none"> <li>○ Quality Matters Rubric</li> <li>○ National Standards for Quality Online Teaching</li> </ul> </li> </ul>	DEC, DE Committee, Cohorts	Completed & updated sum '11 Ongoing	
5B. Provide evidence of effective teaching.	<ul style="list-style-type: none"> <li>• Develop a peer observation tool that is comparable to traditional course observation tool.               <ul style="list-style-type: none"> <li>○ 7 "Best Practices" Evaluation</li> <li>○ YFA Student Evaluation Process for Student Feedback</li> </ul> </li> </ul>	DEC, Academic Senate, Distance Education Committee	completed	
6C. Evaluate Student Satisfaction with teaching	<ul style="list-style-type: none"> <li>• Develop a student evaluation tool that is comparable to traditional course observation tool.               <ul style="list-style-type: none"> <li>○ Student Survey completed, needs to be available online with security protection</li> <li>○ College-wide student survey tool</li> </ul> </li> </ul>	DEC, Academic Senate, IT Director, Online Services Developer	completed  automated fall '09  fall '11	
5D. Provide for timely evaluation of online teaching and course design	<ul style="list-style-type: none"> <li>• Set observation and evaluation timeline that is comparable to traditional courses (process in place)</li> </ul>	DEC, Academic Senate, Deans	fall '09	
5E. Ensure student outcomes are appropriate to discipline standards	<ul style="list-style-type: none"> <li>• Develop research strategies for assessing student learning outcomes (SLO), retention and success rates for DE Program</li> <li>• SLO Tool</li> </ul>	SLO committee in collaboration with DEC/Senate and college researcher & planner	ongoing – fall '09 start authenticate SLOs  completed	

**Technical Action Plan (Objective 6)**

Goal	Activity	Who	Date	Cost
6A. Fulfill Title 5 reporting requirements	<ul style="list-style-type: none"> <li>Create and present DE report to the Board of Trustees each year</li> <li>Complete System Office DE Survey</li> <li>Complete Substantive Change Report</li> </ul>	Administration, DEC, and DSPS Coordinator DE Coordinator  Administration – VP of Student Learning	As required  ongoing spring '09 as required review fall '09 – and request required for spr '11	
6B. Ensure smooth semester to semester transition and course development timeline	<ul style="list-style-type: none"> <li>Organize new course shell distribution and request link for new Blackboard 9.1</li> <li>Update DE Handbook to reflect new CLS &amp; Changes</li> </ul>	YCCD IT, DEC	fall '10 & ongoing  scheduled spr '13	
6C. Ensure deployment of publisher or other specialized material	<ul style="list-style-type: none"> <li>Create and distribute timeline for publisher content requests (case by case basis)</li> </ul>	DEC, cohorts, individual instructors	fall '09 & ongoing	
6D. Ensure adequate infrastructure resources and establish a growth plan that allows for maintenance and scalability of infrastructure	<ul style="list-style-type: none"> <li>Track numbers of courses housed in the system; test server capacity; add appropriate storage and working infrastructure (Host Managed)</li> </ul>	DEC, IT and YCCD IT staff with Administration	Status in spring '09 & ongoing	Blackboard Hosted and Managed additional cost may occur in future
6E. Ensure the availability of faculty course development technical resources	<ul style="list-style-type: none"> <li>Develop resource needs</li> <li>Hire Instructional Designer</li> </ul>	DEC and IT  DEC and Administration	Ongoing  Grant Funded	Additional Grant funding



### Student Support Services Action Plan – Objective 7

Goal	Activity	Who	Date	Cost
7A. Provide stability of the infrastructure for hosting a secure program: Staff Server  Web space for content  24/7 Help Desk	<ul style="list-style-type: none"> <li>• Hire DE Full Time Coordinator and appoint DE Administrator</li> <li>• Blackboard Hosted <ul style="list-style-type: none"> <li>○ Servers for content and courses</li> </ul> </li> <li>• Streaming Servers for Multimedia <ul style="list-style-type: none"> <li>○ EduStream Service</li> <li>○ District Media Share Server</li> </ul> </li> <li>• Help Desk <ul style="list-style-type: none"> <li>○ Student</li> <li>○ Faculty</li> </ul> </li> </ul>	VP of Instruction	completed  completed  fall '09 fall '12	District Media Share Server          <b>Possible Grant funded</b>
7B. Student Support Services Online	<ul style="list-style-type: none"> <li>• Application and Registration</li> <li>• Library</li> <li>• Counseling</li> <li>• Tutoring (Embedded)</li> <li>• Financial Aid</li> <li>• DSPS</li> <li>• Online &amp; F2F Orientation</li> <li>• Proctoring</li> <li>• Health Services</li> <li>• F2F Tutors for online in the Library (See Appendix for list of services already developed)</li> </ul>	Dean of Student Learning, IT Director, Online Services Developer, DEC          DEC Coordinates Students	ongoing - hired OSD & Dean SL- spr '09          Pilot spr '11 Ongoing	
7C. Information access for students	<ul style="list-style-type: none"> <li>• Schedule &amp; Catalog online</li> <li>• Email Blast with default email information for students</li> </ul>	IT Director and Administration	completed  completed spr '10	
Goal	Activity	Who	Date	Cost

7D. Online Services Workgroup	<ul style="list-style-type: none"> <li>Prioritizes online student services</li> </ul>	Dean of Student Learning, IT Director, DEC, DE Committee, OSW Committee, Online Services Developer	Started spr '10 & ongoing, meets once a month	
7E. Student Orientations	<ul style="list-style-type: none"> <li>Student Face to Face &amp; Virtual Orientations beginning each semester</li> </ul>	DEC, DE Committee	Started fall face to face '09 & started virtual orientation fall '10 & ongoing	

**Marketing Plan (Objective 8):**

Columbia College will begin to market the Distance Education Program as soon as courses have been developed and are implemented according to the standards set forth in the DE Plan. Suggestions for marketing are listed below. An action plan will be developed by the appropriate members of the college administration and faculty as the DE Program develops.

**Suggestions for Marketing the Columbia College Distance Education Program:**

Strategy	Considerations	Who	When	Cost
8A. Printed Class Schedule	<ul style="list-style-type: none"> <li>• Initially include all online courses within the discipline areas of the schedule.</li> <li>• Clearly mark online courses as such with an icon or emphasis on the word ONLINE or HYBRID.</li> <li>• As the program progresses, a separate section for online courses should be developed. Initially, one page devoted to DE should include the following:                             <ul style="list-style-type: none"> <li>○ Definition of online vs. hybrid</li> <li>○ Definition of proctored exams</li> <li>○ Description of the characteristics of online students and link to student self assessment.</li> <li>○ Instructions for registering for and accessing DE Courses</li> <li>○ Instructions about adding distance education courses and a description of wait list procedures.</li> <li>○ Include a phone number and email address where students may obtain assistance in registering for online courses.</li> </ul> </li> </ul>	DEC, Web Master	completed  completed  completed fall '09 fall '09  fall '09  fall '09  completed	
Goal	Activity	Who	Date	Cost

8B. Online Schedule	<ul style="list-style-type: none"> <li>• Create a way to access online selection from the data base of classes.</li> <li>• All of the above information (printed schedule) should be available in the online schedule, either with the courses or from a page that is easily accessible from the online schedule of courses.</li> <li>• Create one page that lists all of the courses and links each section to the instructor's home page. (Make sure instructors have a least one page outside of password protection that describes their online course—link each instructor's page to the online course registration site.)</li> </ul>	IT	summer '09  completed  completed	
8C. Columbia College Website	<ul style="list-style-type: none"> <li>• Create a prominent link to an online learning site or page that describes your program and the qualities of a successful online student.</li> <li>• Create a highlighted space on the home page that advertises the fact that Columbia College offers online courses and then link it to the online learning pages.</li> <li>• Make sure there is a link to an email address where students can ask questions and make sure someone is available in enrollment services or instruction to check the email from this link.</li> </ul>	DEC	sum '09 & being revised  completed spring '09 schedule  summer '09 Blackboard Help Desk Extended Hours	\$1500
8D. Media	<ul style="list-style-type: none"> <li>• Contact local media to promote the benefits of the distance education program</li> <li>• Update information as the program grows</li> <li>• Add student testimonials to the media content as the program grows.</li> </ul>	Marketing Director	spring '09  ongoing  completed & ongoing	
Goal	Activity	Who	Date	Cost

8E. General	<ul style="list-style-type: none"> <li>• Make a decision regarding provision of a course shell for every section, whether online or not, so that faculty and students can become accustomed to using the course management system. This will also get students used to using the CMS.</li> <li>• Register Columbia College online courses with the California Virtual Campus catalog of online courses. <a href="http://www.cvc.edu">http://www.cvc.edu</a></li> </ul>	IT YCCD & DEC	TBD  Completed & ongoing as courses increase	
8F. Banners & Printed Materials	<ul style="list-style-type: none"> <li>• Create banners that only list Columbia College Online and the website.</li> <li>• Put "Columbia College Online" and the website address on every item of printed material that is distributed to the Columbia College community.</li> </ul>	Marketing Director and DEC	summer '09  summer '09	
8G. In person Marketing	<ul style="list-style-type: none"> <li>• Flyers to all face-to-face classes with listing of online courses or descriptions of online courses</li> <li>• In all college presentations to the community, mention that Columbia College Online is being aggressively developed.</li> <li>• Create small business cards with "Columbia College Online" and the url – pass them out everywhere.</li> </ul>	Marketing Director, DEC, Splash Page, Student Newsletter	Started summer '09  summer '09 & fall '09  spring '10 – still in progress	

Appendices:

- List of New Online Services
- Open Proctoring Guidelines
- Waitlist Policies

## New Online Services Developed

By September 30, 2009, increase the total number of new online student services and administrative processes available to distant learners by five (10 in 2010, 15 in 2011, 20 in 2012, 25 in 2013).

**Detail Table: Objective 4**

<b>Year</b>	<b>No.</b>	<b>New Online Service Description</b>	<b>Status</b>
1	1	Embedded online Tutoring	Completed
1	2	Financial Aid Online Correspondence	Completed
1	3	Student Email	Completed
1	4	Online Oral History collection	Completed
1	5	Student e-Portfolios	Completed
1	6	Early Alert and follow-up	Completed
2	7	Online Course orientation	Completed
2	8	Electronic Student Performance Report	Completed
2	9	Online Course Orientation	Completed
2	10	Emergency Contact System (Alert U)	Completed
2	11	Re-design of Website for online learners	Completed
2	12	E-book collection in the Library	Completed
2	13	Email Blast	Completed
3	14	Enhanced Online Services for Bookstore	Completed
3	15	Academic Integrity posters on website	Completed
3	16	Online Job Placement services	Completed
3	17	Online Video Tutor Tips	Completed
3	18	Health Office Advice for Online Students	Completed
3	19	Online Browser Testing	Completed
4	20	Self- Assessment for Online Readiness	Completed
4	21	Online Advising/Counseling	Started
4	22	Ability to change mailing address	Completed
4	23	Events Calendar	Not yet started
4	24	Financial Aid Workshops	Not yet started

4	<b>25</b>	BOG waiver	In progress
4	26	Degree Audit	In progress
4	27	Scholarship Video Clips	Not yet started
4	28	Student Government Voting	In progress

## Waitlist Policy

Here are a few reasons why online instructors have requested the option to cap waitlists:

- To help instructors manage their large online classes without the barrage of email requests (from the online add card function).
- Since we are not, at this time, able to create additional sections when a waitlist is of sufficient size, a capped wait list will not lead students to anticipate an added section.
- Students that are farther down on the waitlist may not exercise their options to seek out other, open classes.

The Distance Education Committee would like to encourage each individual online instructor to discuss with their department and dean the option for limiting their waitlist to a certain size if they deem appropriate.

Since one size does not fit all, it is recommended that based on a number or percentage over the normal enrollment for the class that the waitlist may be capped.

The decision to cap a waitlist will be considered on a case by case basis and should not impede planning of additional sections and/or factoring new faculty hiring and adversely affect program review data.



## “Open” Proctored Exam Guidelines

### **What is a proctored exam or activity?**

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A proctored exam or activity is one that is overseen by an individual (called a proctor) who monitors or supervises a student while he or she is taking an exam or completing the activity. The proctor requires a valid ID and ensures the security and integrity of the process.

A proctor oversees the process to ensure the guidelines for an exam or activity are followed. For example, the test may be open book, closed book, may allow the use of the calculator, or may have additional stipulations listed by the instructor.

### **How are proctored exams or activities done?**

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Students are responsible to make arrangements for on campus, locate a proctoring center or individual to complete their proctored exam or activity. They will be required to show a valid ID (Student ID Card or Photo ID Card) and to know the instructor's name, the course name and which exam or activity they need to complete.

### **Who could be approved to serve as a Proctor?**

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In the event that a student cannot travel to an on-campus site or testing area, the student is responsible to arrange for a Proctor prior to the onset of the activity. Most proctors will proctor an exam at no charge, however if a fee is required it will be the responsibility of the student to assume the cost.

Acceptable proctors include, but are not limited to:

1. college or university personnel: administrators, faculty members, counselors, librarian or any official testing center employee if a testing center is available;
2. public or private school personnel: superintendent, principal, guidance counselor, librarian or teacher;
3. organization or institution education personnel (e.g., training coordinator, human resources personnel);
4. minister or member of the clergy;
5. US Embassy officials.

### **What are the student's responsibilities?**

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The student is responsible for traveling to the proctoring site, for bringing a valid ID (Student ID Card or Photo ID Card), and for knowing their instructor's name, the course name, and the assessment name. It is requested that the student allow at least 2 weeks for processing the request.

### **What part does faculty play in this process?**

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1. Faculty are responsible for providing the Testing Proctor with a Proctored Exam Request Form stating how and when the activity is to be completed, and with any additional material needed such as paper tests Blackboard test passwords if applicable.
2. In addition, faculty need to provide information on the Proctored Exam Request Form for the assessment material that states the circumstances under which the assessment is to take place (open book, closed book, use of calculator or notes, etc.)

### **What are the Proctor's responsibilities?**

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1. Proctors are required to keep all testing material if provided in a safe/secure place until the student requests them.
2. The proctor must provide a testing-conducive environment for students.
3. They must check the student's ID (Student ID Card or Photo ID Card) prior to beginning of the assessment.
4. They must monitor the taking of the assessment according to the instructor's instructions.
5. The proctor must report any problems or issues for taking the tests to the Instructor.

### Directions for Person Serving as Proctor of Online Exam

Thank you for agreeing to proctor an online examination for a Columbia College Student. The examination will be completed online under your supervision.

**Policies and procedures for proctoring online examinations are as follows:**

#### If you receive a Password for the Examination

You may receive a password from the instructor of the student. Please keep the password in a safe and confidential place. You will need to enter the password in order for the student to access the examination.

**Please type the password yourself and do not give the password to the student.**

#### Examination Procedures

At the time agreed upon for the examination, the student will log into Blackboard to access his/her course. Upon following a link to the examination, he/she will be prompted to enter a password to gain access to the examination. At that time, you should enter the password that was sent to you via email. **Please enter the password yourself and do not give the password to the student.** The password will allow access to the examination.

Please do not enter the password until the student is ready to take the exam, as this starts the clock on the exam. Timed exams will deny access to the student when the time expires.

While testing is occurring, please guard against academic misconduct.

- ❖ Monitor the student during the examination.
- ❖ Unless specified on the examination, the student should not have access to the textbook or any other supplemental material or equipment.
- ❖ The student should have only one browser window open during the exam. In other words, the computer monitor should display the exam only, and no other parts of the course or other websites.

If you have any questions about this procedure, please contact \_\_\_\_\_ at \_\_\_\_\_@yosemite.edu or (209) 588-XXXX before the date of the examination.

#### Proctored Testing Form for Online Course

Please complete the information listed below:

STUDENT NAME: \_\_\_\_\_ STUDENT ID: \_\_\_\_\_  
 EMAIL ADDRESS: \_\_\_\_\_

HOME PHONE: (\_\_\_\_) \_\_\_\_\_ WORK PHONE: (\_\_\_\_) \_\_\_\_\_

MAILING ADDRESS (include city, state and zip):

\_\_\_\_\_

COURSE # AND TITLE:

\_\_\_\_\_

EXAM (example: Midterm, Test 2, etc):

\_\_\_\_\_

SPECIAL INSTRUCTIONS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Examinations must be taken under the supervision of a proctor. You may use a proctor from any regionally accredited 2- or 4-year college. Most institutions have testing services available or you may use a current staff or faculty member. In addition, a local librarian, Minister or Police Officer may agree to proctor your exam. If you have any questions, you should contact **Instructor's Name**.

PROCTOR NAME /TITLE:

\_\_\_\_\_

INSTITUTION: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

\_\_\_\_\_

PHONE NUMBER: (\_\_\_\_) \_\_\_\_\_ FAX NUMBER: (\_\_\_\_) \_\_\_\_\_

PROCTOR E-MAIL (REQUIRED):

\_\_\_\_\_

I agree to serve as a proctor for the above mentioned student. I also agree to abide by the special instructions provided in this form.

PROCTOR SIGNATURE: \_\_\_\_\_ DATE \_\_\_\_\_

*Please return completed form to:* Columbia College, 11600 Columbia College Drive, Sonora, CA 95370

ATTN: **Instructor's Name**

11600 Columbia College Drive

Sonora, CA. 95370

209.588.XXXX

or

Fax Number: 209.588.XXXX