

Columbia College

Distance Education Plan

2018 - 2020

Distance Education Program Mission:

In 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.



Active Members of the Distance Education Committee

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DE Plan Updated 4/2018

Table of Contents

Columbia College

Introduction:

I. Distance Education Program Status, Spring 2018:

II. Mission:

III. Overall Program Philosophy:

IV. Organizational Structure:

Distance Education Committee:

V. Distance Education Program Policies and Standards

VI. Institutional Support Standards

VII. Role of the Curriculum Committee

VIII. Teaching and Learning Standards

IX. Faculty Issues, Requirements and Expectations

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

Distance Education Program Implementation and Action Plans

Program Development Action Plan (Objective 1)

Funding priorities for course development funds (Objective 2)

Professional Development Action Plan (Objectives 3-4)

Program Evaluation Action Plan (Objective 5)

Technical Action Plan (Objective 6)

Student Support Services Action Plan (Objective 7)

Marketing Plan (Objective 8)

Appendices:

Waitlist Policy

“Open” Proctored Exam Guidelines



Introduction:

Members of the Columbia College educational community have collaborated as a Distance Education Committee to create this comprehensive Distance Education Plan. This plan **was** 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 stakeholders in a participatory governance setting.



I. Distance Education Program Status, *Spring 2018*:

Infrastructure: Columbia College currently hosts approximately **55-60 online and hybrid courses in the fall and spring**. The infrastructure has a capacity for increasing that number. There were continuous upgrades over the academic years and a transition from Blackboard to Canvas beginning in 2016. The necessity of this move was brought on by our participation in the Online Education Initiative as a pilot college for Online Tutoring. Columbia College will be entering courses in the Course Exchange in the fall of 2018. Columbia College has enjoyed the benefits of being a part of the pilot by being provided several support services the college has not had in the past such as Online Tutoring, Quest for Success, Online Remote Proctoring, and the adoption of the Online Course Design Rubric.

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 a grant, the course development materials may be shared by both faculty and district **per the cohort conditions agreement** and if the faculty member is paid to develop the course. Issues regarding class size for distance education courses will be reviewed in collaboration with the Academic Senate, Yosemite 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. Now that the Title III grant has been sunset, a 3 unit bearing course, EDUC 50 - Online Course Development course was created, with additional courses for enrichment, EDUC 51 - Emerging Technologies for Online Course Development and EDUC 52 - Universal Design for Online Course Development. There are continued workshops offered both face-to-face and virtually, and self-paced flex-activities that are available throughout the school

year.

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

II. Mission:

In 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). 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 progresses.

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, **Vice President of Instruction, Brian Sanders**

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; 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***. 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.

Local Technology Committee

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

District Technology Committee

The District Technology Committee has been revived during the fall of 2017, to unite forces with District, MJC and Columbia College Technology Committee members under the leadership of the Vice Chancellor of Technology.



Distance Education Committee:

The DEC is a standing committee of the Academic Senate with campus-wide membership. It is chaired by the 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 Vice President of Student Learning and Student Services.
- 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, every two years unless considerably changes and updates are required).
- Advises the Curriculum Committee and Academic Senate in matters involving distance education.
- Conducts periodic review of the online course design rubric and checklist used for training and mentoring purposes.
- Evaluates new online and classroom technologies to support regular and effective communication.

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, information dissemination, and course management system access.
- Student support services at a distance either exist or will be established including library, counseling, bookstore, orientation, tutoring, specialized support services, health services, 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 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 education 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 substantive 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

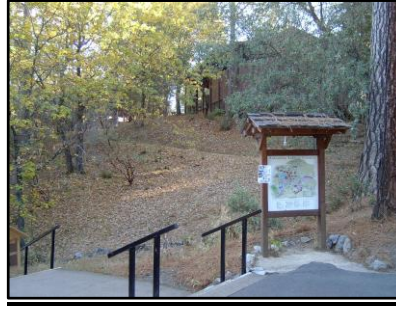
- Distance education students will be given advance information about course requirements, expectations regarding course work standards, equipment needs, and techniques for succeeding in a distance learning environment, as well as technical training and support throughout the course.
- Students will 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 and Course Management Tools for regular and ongoing instructor-initiated interaction between teacher and students and students to students within the learning environment ("regular and substantive 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 is 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 provide 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 students' 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 and /or Student Letter of Understanding contracts.

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 online 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.

Updated Fall 2017 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 do 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 in spring of 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 cohort basic training course, which is currently EDUC 50, Online Course Education as defined by the Distance Education Committee.

or

- Experienced online instructors from other institutions must have a certificate of completion in online teaching from a reliable institution such as Cal State East Bay; 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 substantive** student contact requirements with 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	<p>Curriculum Process Review and Possible Revision <i>if needed</i></p> <p>Locate development resources (software and technology)</p> <p>Develop appropriate review and evaluation of tools and processed for program review</p>	<p>DEC (MJC, CC & District) Curriculum Committee</p> <p>Deans, DEC, VPs</p>	<p>Ongoing</p> <p>Continuous improvement cycle</p>	<p>Spring 2015 negotiated new contract with Blackboard for 2 years. In 2016, the college was accepted into the OEI Pilot the CMS Canvas overlapped with our Bb contract for no cost for Canvas.</p>
1B. Ensure all appropriate administrators are familiar with DE regulations, guidelines and effective practices.	<p>All College & Adjunct In-service</p> <p>Distance Education Committee</p> <p>Trainings & Flex-Activities</p>	<p>DEC, VPSL, VPSS & Deans</p>	<p>Ongoing meetings with VPSL and DE Committee</p>	
1C. Ensure that all student support services are available	<p>Continue to develop equivalent Online Student Services that are currently offered face-to-face such as online counseling, proctoring, online tutoring, CMS Help Desk, Quest for Success</p>	<p>DEC, VPSL and VPSS Librarians, Counselors, Enrollment Personnel, Etc.</p>	<p>Started Fall '08 & ongoing</p>	<p>Spring 2014 - Invited to the Online Education Initiative to pilot online tutoring</p> <p>Starting Summer 2105</p>

				<p>Online Tutoring for all online courses</p> <p>~Fall 2015 to pilot Online Readiness Modules</p> <p>Dependent upon costs per services requested</p> <p>Spr 2018 the Support Services are still being paid for under the OEI.</p>
<p>1D. Increase student access to online learning.</p>	<p>Student Resource Web page</p> <p>Online & F2F Orientations</p> <p>Recorded Orientations</p> <p>Instructor Resources</p> <p>Social Media</p>	<p>DEC, Distance Education Committee, Divisions, Deans, VPSL & VPSS</p>	<p>Started Sum '09 & ongoing</p> <p>Fall 2016 all faculty have access to Canvas Courses</p>	
<p>1E. Ensure that all instructors have access to training resources</p>	<p>Developed Online Teaching and Learning Program</p> <p>EDUC 50, EDUC 51, EDUC 52</p> <p>Instructional Technology Workshops & Tutorials</p>	<p>DEC, Distance Education Committee</p>	<p>Started Fall '08 & ongoing throughout the school year</p>	

	<p>offered both F2F and Virtually</p> <p>Canvas Cohort Training Online Flex-activities, self-enrolled course</p>		<p>Fall 2016 all faculty have access to Canvas Courses for every section number created</p>	
<p>1F. Start with what we have and create model courses</p>	<p>Assess current courses that could be fully online</p> <p>Map out a GE Plan</p>	<p>DEC, Distance Education Committee, Deans, Administrators</p>	<p>Started Fall '08 & ongoing</p>	<p>Spr '18, \$500 Stipends to encourage additional online courses and for the Course Exchange was initiated.</p> <p>4 Steps: Development, Teaching, Course Review, Exchange. Faculty can start on the step they qualify for and/or earn all 4 stipends.</p>
<p>1G. Maximize our own expert potential</p>	<p>Set-up an informal "Peer Supporter" Program</p> <p>Modeled within the Cohort Training</p> <p>Develop Summer Mentor Program to assist faculty</p>	<p>DEC, Faculty Cohorts</p>	<p>Started Spr '09 started Sum '09 & ongoing</p>	<p>Dependent upon funding & resources</p>

	<p>during the summer</p> <p>Developed Flex-activity course</p> <p>Featured “Exemplary” Online Instructors in DE Newsletters</p> <p>Spr ‘18 Coaches to assist faculty that are going to be entering their courses in the Course Exchange</p>			
1H. Add a representative discipline sample of courses to our existing offerings	<p>Develop “natural” online course migrations: find people who are inclined to do online instruction</p> <p>Flex-Activities</p> <p>Instructional Technology Workshops</p> <p>Adjunct In-services</p>	DEC	Started Fall ‘08 & ongoing recruitment	
1I. Provide access to students completely online	<p>Develop degree and certification programs online</p> <p>Liberal Arts Degree Goal</p> <p>Apply for Substantive Change</p>	DEC, Distance Education Committee, Administrators	<p>started Spr ‘09 goal revised by ‘Spr ‘17</p> <p>Sub change Spr ‘11 completed</p> <p>Renewed sub change Fall ‘14</p>	

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: EDUC 50,51,52, Face-to-Face and Online Orientations, Flex-Training Opportunities, Peer to Peer Training Model, @ONE Certification, OEI Training Opportunities

Type of Training	Who should be trained	How will the training be accomplished	Date	Cost
3A. Orientation and Overview	All Faculty, Staff, Management	Convocation, Workshops, Online Training Shell	Started Fall '08 & ongoing	

3B. Curriculum Committee Review Workshop	All members of the Curriculum Committee Standard DEA Language & Help Materials Available for DEA forms	DEC and Curriculum Committee Chair	DEA Form Language Completed Fall '10	
3C. Managers' DE Workshop	All Instructional Student Services, and IT Managers	IT Director, DEC and the Distance Education Committee	Started Fall '08 & ongoing as requested	
Objective 4				
4A. How to be an effective online teacher (Includes Columbia College Policies and Procedures)	All Online Instructors	3 unit EDUC 50 Online Course Development or equivalent Adopting OEI - Online Course Design Rubric	Started Fall '08 & ongoing Fall '14 Approved Adopting the OEI Online Course Design Rubric	
4B. How to Make Your Online Materials Accessible	All online instructors Anyone who wants to put instructional materials on the web Closed Captioning Grant 3C Media CCC Confer - CC Ability	DEC, Alternative Media Technician	Started Fall '08 & ongoing	Closed Captioning Grant, 3C Media Account & CCC Confer (No Cost) or manually created by instructor
4C. Course Management Tools - Beginning	Instructors who don't know how to use the CMS - online or F2F	Cohort Training & Online Developers	Started Fall '08 & ongoing	

	<p>Online Orientations</p> <p>Instructional Technology Workshops</p> <p>Flex-Activity Online Course</p>	<p>Training or F2F Orientation as needed</p>		
4D. Course Management Tools - Advanced	<p>Beginning Training & Orientations F2F & Virtually</p> <p>Advanced Technology Trainings</p> <p>Flex-Activity Opportunities in Cohort Training</p> <p>Workshops: Guest Speakers / Trainers / DEC Faculty Experts / IT Director / Consultants</p>	<p>DEC, Cohort Training, IT Director, Faculty Experts, Outside Training, @ONE</p>	<p>Started Fall '08 & ongoing</p>	
4E. Development Skills Training	<p>All F2F & Online Instructors: • Web Design • Accessible Materials • Image Preparation for the Web • Audio/Video Production • MS Office • Adobe Acrobat (PDFs) • CCC Confer – Conferencing Tool • CMS Tools</p>	<p>DEC, Cohort Training, IT Director, Faculty Experts, Outside Training, @ONE</p>	<p>Started Fall '08 & ongoing</p>	
4F. Provide ongoing professional development opportunities	<p>All Faculty Using a CMS shell or electronic materials in their classes:</p>	<p>DEC, IT Director, Faculty Experts, Consultants • Cohorts Training & Online Developers • Adv. Online Course Development • Attend Online T&L Conferences • General Technology Training</p>	<p>Started Spr '09 May '09</p> <p>Started Sum '09 ongoing</p> <p>Started Sum '09 Start Spr '11 ongoing</p>	<p>Honorarium varies ~\$1000 a day</p> <p>Cost varies \$450 - \$1000 stipend</p> <p>Needs additional funding</p>

		<ul style="list-style-type: none"> • Develop a mentor training program • Instructional Technology Cohort • Train the Trainers 		stipend
4G. Maintain mentor/support relationship among participants	All Online Instructors	<ul style="list-style-type: none"> • Cohort Training • EDUC 50 • Participate in the @ONE Communities of Interest • Lunch & Learn Workshops • Flex-Activities • One-on-One Appointments • Drop-in Sessions 	Started Fall '08 & continual update of materials ongoing opportunities every semester - year round	Spr '18 Coaches to assist faculty for Exchange Review, stipends per course \$300

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.	Develop a checklist tool that evaluates the structure and design of the course during the development process Quality Matters Rubric National Standards for Quality Online Teaching OEI Online Course Design Rubric	DEC, DE Committee, Cohorts	Completed & updated Sum '11 Ongoing Fall '14 - More recently using the OEI Online Course Design Rubric	
5B. Provide evidence of effective teaching.	Develop a peer observation tool that is comparable to traditional course observation tool. Informed by:	DEC, Academic	Dependent upon evaluation cycle	

	<ul style="list-style-type: none"> ● 7 “Best Practices” Evaluation ● YFA Student Evaluation Process for Student Feedback ● OEI Online Course Design Rubric as supplement ● OEI Checklist informed by the OEI rubric 	Academic Senate, Distance Education Committee	and mentoring new online instructors	
5C. Evaluate Student Satisfaction with teaching	<p>Develop a student evaluation tool that is comparable to traditional course observation tool.</p> <ul style="list-style-type: none"> ● Student Survey completed, needs to be available online with security protection ● In-class Surveys throughout the semester ● College-wide student survey tool 	DEC, Academic Senate, IT Director, College Researcher	<p>Completed automated Fall '09 Fall '11</p> <p>Continued student surveys administered college wide and within individual online classes</p>	
5D. Provide for timely evaluation of online teaching and course design	Set observation and evaluation timeline that is comparable to traditional courses (process in place) dependent upon review cycle	DEC, Academic Senate, Deans	Started Fall '09 and ongoing	
5E. Ensure student outcomes are appropriate to discipline standards	<p>Develop research strategies for assessing student learning outcomes (SLO), retention and success rates for DE Program</p> <p>SLO Tool</p>	SLO committee in collaboration with DEC/Senate and college researcher & institutional planner	<p>Started Fall '09 ongoing</p> <p>SLOs completed</p>	

Technical Action Plan (Objective 6)

Goal	Activity	Who	Date	Cost
6A. Fulfill Title 5 reporting requirements	<ul style="list-style-type: none"> • Create and present DE report to the Board of Trustees each year • Complete System Office DE Survey • Complete Substantive Change Report as required 	Administration, DEC, and DSPS Coordinator DE Coordinator Administration – VP of Student Learning	As required ongoing Spr '09 as required review Fall '09 – and request required for Spr '11 Ongoing	
6B. Ensure smooth semester to semester transition and course development timeline	Organize new course shell distribution and request link for new Blackboard 9.1 <ul style="list-style-type: none"> • Update DE Handbook to reflect new CLS & Changes 	YCCD IT, DEC	Fall '10 & ongoing scheduled Spr '13 Transitioned to Canvas summer 2017	The Online Education Initiative has covered the costs until an undetermined time

6C. Ensure deployment of publisher or other specialized material	Create and distribute timeline for publisher content requests (case by case basis)	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	Track numbers of courses housed in the system; test server capacity; add appropriate storage and working infrastructure (Host Managed)	DEC, IT and YCCD IT staff with Administration	Status in Spr '09 & ongoing OEI is providing CMS	Canvas may incur a cost in the future when the OEI no longer supports the full cost
6E. Ensure the availability of faculty course development technical resources	<ul style="list-style-type: none"> • Develop resource needs • Hire Instructional Designer 	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	Hire DE Full Time Coordinator and appoint DE Administrator <ul style="list-style-type: none"> • Blackboard Hosted Servers for content and courses • Streaming Servers for Multimedia -YCCD District Media Share Server • Help Desk for Students and Faculty 	VPSL, District IT, Local Tech Team	completed completed Fall '09 Fall '12	District Media Share Server Possible Grant funded Working with OEI to provide possible cost savings
7B. Student Support Services Online	<ul style="list-style-type: none"> • Application and Registration • Library • Counseling • Tutoring (Embedded & Online) • Financial Aid 	Dean of Student Learning, IT Director, Online Services Developer, DEC DEC	ongoing - hired OSD & Dean SL- Spr '09 Pilot Spr '11	Dependent upon cost saving via the OEI

	<ul style="list-style-type: none"> • DSPS • Online & F2F Orientation s • Proctoring • Health Services • F2F Tutors for online in the Library 	<p>Coordinates Students</p> <p>Working with the OEI for future online services</p>	<p>Sum '15 Ongoing - working on Online Tutoring for all online students</p> <p>Spr '17 working on a DSPS plan for the OEI Exchange and serving our online students out of the area</p>	
7C. Information access for students	<ul style="list-style-type: none"> • Schedule & Catalog online • Email Blast with default email information for students 	IT Director and Administration	<p>completed completed Spr '10</p> <p>Ongoing Solutions are being addressed</p>	
7D. Online Services Workgroup	<p>Prioritizes online student services Dean of Student Learning, IT Director, DEC, DE Committee, OSW Committee, Online Services Developer</p> <p>Started Spr '10 & ongoing, meets once a month</p>	<p>Dean of Student Learning, IT Director, DEC, DE Committee, OSW Committee, Online Services Developer</p> <p>Started spr '10 &</p>	<p>Services Developer Started spr '10 & ongoing, meets once a month</p>	

	Research and provides online student services equivalent to face to face	ongoing, meets once a month Ongoing with District IT	*Currently is not meeting, working with District IT Technology Services	
7E. Student Orientations	Student Face-to-Face & Virtual Orientations beginning each semester	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:

Goal	Activity	Who	Date	Cost
8A. Printed Class Schedule	<ul style="list-style-type: none"> Initially include all online courses within the discipline areas of the schedule. Clearly mark online courses as such with an icon or emphasis on the word ONLINE or HYBRID. As the program progresses, a separate section for online courses should be developed. Initially, one page devoted to DE should include the following: 	DEC, Designated Web Master	Completed Fall '09 Spring 2015 - New	

	<ul style="list-style-type: none"> • Definition of online vs. hybrid • Definition of proctored exams • Description of the characteristics of online students and link to student self assessment. • Instructions for registering for and accessing DE Courses • Instructions about adding distance education courses and a description of wait list procedures. • Include a phone number and email address where students may obtain assistance in registering for online courses 		<p>solutions are being explored for additional marketing strategies</p> <p>NOTE: Starting Spring 2015 - Columbia had a searchable online schedule only</p>	
8B. Online Schedule	<ul style="list-style-type: none"> • Create a way to access online selection from the database of classes. • 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. • 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.) 	Administration VPSL & VPSS		
8C. Columbia College Website	<p>Create a prominent link to an online learning site or page that describes your program and the qualities of a successful online student.</p> <ul style="list-style-type: none"> • 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. • 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 	VPSL	<p>Started Sum '09 & being revised completed Spr '09</p> <p>Departments and Administrative Assistants taking care of their own Web pages</p>	

	check the email from this link.			
8D. Media	<ul style="list-style-type: none"> • Contact local media to promote the benefits of the distance education program • Update information as the program grows • Add student testimonials to the media content as the program grows. 	IT Tech, VPSL and VPSS	Started Spr '09 ongoing	Costs dependent upon requests and services
8E. General	<p>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.</p> <ul style="list-style-type: none"> • Register Columbia College online courses with the California Virtual Campus catalog of online courses. http://www.cvc.edu 	IT YCCD & DEC	<p>Starting Summer 2015 universal shells will be created for all section numbers.</p> <p>Continuous update dependent upon courses developed and offered</p>	
8G. In person Marketing	<ul style="list-style-type: none"> • Flyers to all face-to-face classes with listing of online courses or descriptions of online courses • In all college presentations to the community, mention that Columbia College Online is being aggressively developed. • Create small business cards with “Columbia College Online” and the url – pass them out everywhere. 	Marketing Director, DEC, Splash Page, Student Newsletter	New ideas still be explored	<p>Started Summer '09 Summer '09 & Fall '09 Spring '10 –</p> <p>still in progress</p>

Appendices & Resources:

- [Title 5 ,CA Code of Regulations](#)
- [Online Education Initiative](#)
- [Online Course Design Rubric](#)
- [Previous DE Plan 2012](#)

- [Columbia College's Online Learning Web page](#)
- Waitlist Policies
- Open Proctoring Guidelines

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?

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?

Students are responsible to make arrangements on-campus and 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?

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?

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?

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 what, if any, additional materials are needed, such as paper tests, or Canvas 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?

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 Canvas 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

[Back to Top of Document](#)