

Columbia College

Substantive Change Proposal: Distance Education

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A. A Concise description of the proposed change and the reasons for it**A.1 A clear and concise description of the change**

Established in 1968 and first accredited in 1972, Columbia College is a small, rural, two-year community college in California. It is one of two institutions (including Modesto Junior College) comprising Yosemite Community College District (YCCD). The district is one of the largest in California, transecting more than 100 miles of the San Joaquin Valley from the Coast Range on the west to the Sierra Nevada on the east. Its boundaries encompass over 4,500 square miles, serving a population of more than 550,000 people. The college is located in Sonora, California, on 280 acres of forestland in California's historic Mother Lode gold country.

Columbia's service area consists of all of Tuolumne and Calaveras Counties and portions of Stanislaus County which include the towns of Oakdale, Knight's Ferry, Valley Home, Riverbank, and Waterford. The majority of Columbia students are from Tuolumne County, although an increasing percentage of students come from Calaveras County, with additional demand in the Oakdale area.

Surrounded by the Stanislaus National Forest, Columbia State Historic Park, and part of Yosemite National Park, the region's principal employment sector is government. In general, the three major counties Columbia serves fall below State and national averages in terms of economic prosperity and educational attainment.

Columbia serves many communities which are geographically spread out, at a significant distance from the main campus, and require driving to the main campus through treacherous terrain. In the Sierra Nevada foothills the terrain is very hilly, the roads are winding and the weather is often inclement. Some students must spend up to two hours in their vehicles just getting to and from the college. With its rural, isolated location and geographically large service area, the necessity for Columbia College to continue to expand distance education offerings in a response to increased demand and the need to offer more online student services is critical

Columbia College is preparing its second Substantive Change Proposal for Distance Education, to be submitted to the ACCJC for approval at its November 6, 2014 meeting. The college's first such proposal, approved by the ACCJC on July 1, 2011, identified 16 associate degrees and three certificates of achievement that were offered 50 percent or more through distance education, as well as 11 programs that were close to the 50 percent threshold at that time. The new proposal will identify a total of 42 programs listed below that have reached, or exceeded the 50 percent threshold: 37 associate degrees, two certificates of achievement, and three skills attainment certificates. In addition there are 11 programs that are approaching the fifty percent threshold.

Associate in Arts for Transfer (AA-T)

Anthropology 66.67%

Communication Studies 68.33%

English 83.33%

Kinesiology 68.33%

Psychology 65%

Associate in Science for Transfer (AS-T)

Early Childhood Education 73.33%

Associate in Arts (AA) Degrees

Fine Arts: Emphasis in Art 78.33%

Fine Arts: Emphasis in Photography 68.33%

Health and Human Performance: Sport Science 76.67%

Language Arts: Emphasis in Communication 73.33%

Language Arts: Emphasis in English 78.33%

Liberal Arts: Emphasis in Arts and Humanities 78.33%

Liberal Arts: Emphasis in Behavioral and Social Sciences 68.33%

Liberal Arts: Emphasis in Science 76.67%

Liberal Studies: Emphasis in Elementary Teaching Preparation 88.33%

Associate in Science (AS) Degrees

Allied Health 75%

Child Development 50%

Computer Science: Multimedia Technology 63.33%

Emergency Medical Services 70%

Fire Technology 83.33%

Hospitality Management: Emphasis in Hotel Management 61.67%

Post-Secondary Studies: Emphasis in Biological Sciences 73.33%

Post-Secondary Studies: Emphasis in Computer Science 68.33%

Post-Secondary Studies: Emphasis in Environmental Sciences 73.33%

Post-Secondary Studies: Emphasis in Physical Sciences 73.33%

Post-Secondary Studies: Emphasis in Pre-Engineering 68.33%

Science: Emphasis in Biology 61.67%

Science: Emphasis in Earth Science 63.33%

Science: Emphasis in Environmental Science 65%

Science: Emphasis in General Science 73.33%

Science: Emphasis in Physical Science 65%

Associate in Science Occupational Education (ASOE) Degrees

Fire Technology 56.67%

Hospitality Management: Dinner Line Cook 58.33%

Hospitality Management: Hotel Management 68.33%

Human Services 68.33%

Office Technology: Administrative Office Professional 50.83%

Office Technology: Medical Office Specialist 66.67%

Certificates of Achievement (COA)

Computer Science: Multimedia Technician – Web Development 60%

Emergency Medical Services 85.71%

Skills Attainment Certificates (SAC)

Emergency Medical Technician Training 100%

Safety and Sanitation 100%

Medical Coding 100%

Programs Nearing 50 Percent

Degrees (AS/ASOE)

Computer Science ASOE - 46.67%

Entrepreneurship AS - 45.00%

Forestry and Natural Resources: Natural Resources AS - 42.50%

Forestry and Natural Resources: Water Resources Management ASOE - 46.67%

Hospitality Management: Chef ASOE - 43.33%

Hospitality Management: Pantry and Dessert Chef - 48.33%

Hospitality Management: Restaurant Management ASOE - 46.67%

Certificates of Achievement (COA)

Computer Science: Multimedia Web Design COA - 45.00%

Skills Attainment Certificates (SAC)

Computer Science: Website Development for Entrepreneurs SAC - 47.06%

Office Technology: Office Technician SAC - 41.18%

A.2 Evidence of a clear relationship to the institution's stated mission

The mission of Columbia College includes this statement: “We prepare students to be fully engaged in an evolving world by offering comprehensive and high quality programs and services.” As part of these programs and services, the college has been offering distance education courses online since fall 2004. Columbia College’s distance education is a method of expanding our programs and accessibility to a population that may otherwise be unserved.

Title III grant funded a Distance Education Coordinator who facilitated training for online instruction. During this time, Columbia’s online offerings grew from 10 sections in 2006-2007 to 106 online sections in 2013-2014¹. There are currently 88 courses approved to be offered online covering 26 separate disciplines². At the end of the 2013-2014 academic year, 77 faculty had been trained in online instruction, online technologies, and enhancing classroom face-to-face instruction via technology. The training ensures that the same high quality standards are placed upon online instruction as face to face.

A.3 Discussion of the rationale for the change including labor market analysis

The continual growth in distance education offerings at Columbia College noted above is due to the increased demand most likely created by the combination of challenging geographical setting and severe economic limitations that still presently exist in our region. Local public transit is limited and this factor may also make online study attractive to many students who reside in the general college service area. High-speed internet service areas have expanded in the Central Sierra foothill region, the demand for accessible post-secondary education course offerings is likely to grow even faster as prospective students seek to obtain transfer degrees and/or improve job skills to better their economic situations.

Tuolumne County median household incomes translated into mean earnings, averaged \$48,169 for 2008-2012—meaning, most incomes fell well below the state average of \$61,400 for the same time period. The proportion of county inhabitants that fall below the poverty level is 13.1% which is lower than the state’s poverty proportion of 15.3%.³ The unemployment rate remained at double digits from 2008 through 2013. It has fallen to 8.1% in 2014 but still remains above the State average (7.6%). This data demonstrates the need for education and retraining.

A report of Projections of Employment by Industry and Occupation⁴ was published by the Employment Development Department which forecasts job openings by industry and required level of education for the period of 2010-2020. The report supports Columbia College alignment of curriculum with new jobs resulting from industry growth as well as largest growth within other industries based on new or replacement job needs. Columbia College offers the appropriate prerequisites, transfer programs or Career Technical Education degrees and certificates necessary

¹ Datatel Section Enrollment Capacity Report Accessed 08/06/2014

² DE Courses Report from CurricUNET <http://www.curricunet.com/columbia/> Accessed 08/01/2014

³ U. S. Census Bureau State and County QuickFacts, 2013. Accessed, 08/19/14:
<http://quickfacts.census.gov/qfd/states/06/06109.html>

⁴ EDD Labor Market Info http://www.calmis.ca.gov/file/indproi/mlr_highlights.pdf

to qualify for growing occupations. Industries included in the growth projection include education, various business and financial activities, health care, forestry, fire fighting and emergency medical responders.

The variety of the online course offerings support the occupations and industries. The full list of courses that have been approved for the fully online modality is shown in Appendix A. Of the online sections offered in spring of 2014, over 40% were vocational and 80% could be transferred and applied to a Bachelor's degree.

Realizing the economic and educational disadvantage many students face, our student and learning support programs have expanded their online presence and services in order to mitigate the risks associated with these barriers. Measures have been taken to ensure the online services are as equitable to those available on campus. Online student support services are listed in full in Appendix B, and many are described in detail in G.1.

In a spring 2010 Student Survey, 38% of students indicated that they were not satisfied with the number of fully online classes available at Columbia College. The College responded to this by increasing DE sections offered and the continuous enrollment has supported this expansion. The College Data Portal provides enrollment data for online courses and is shown in Figure 1⁵. This figure demonstrates the enrollment demand for online courses through spring 2014. Though online courses were impacted by the 2011-12 budget cutbacks that reduced the number of course sections, Figure 2 shows online enrollments have rebounded at a greater rate than the on-campus FTES. As of 2012-13, online FTES accounted for nearly 9% of all Columbia College enrollments.

⁵ Columbia College Data Portal Columbia College Course FTES, Enrollments, and Demand filtered by Internet offerings. Accessed 08/22/2014

Figure 1. Online Sections FTES, Enrollments, and Demand

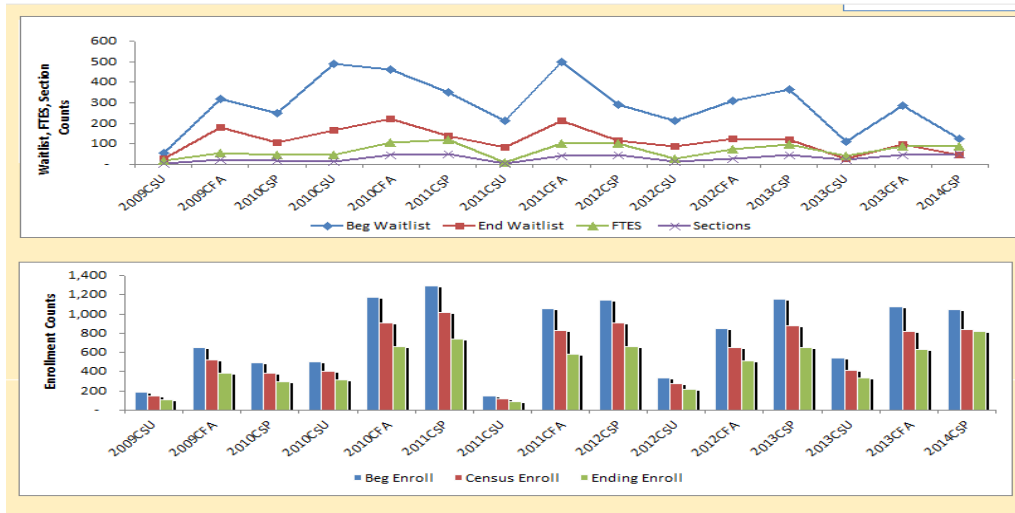
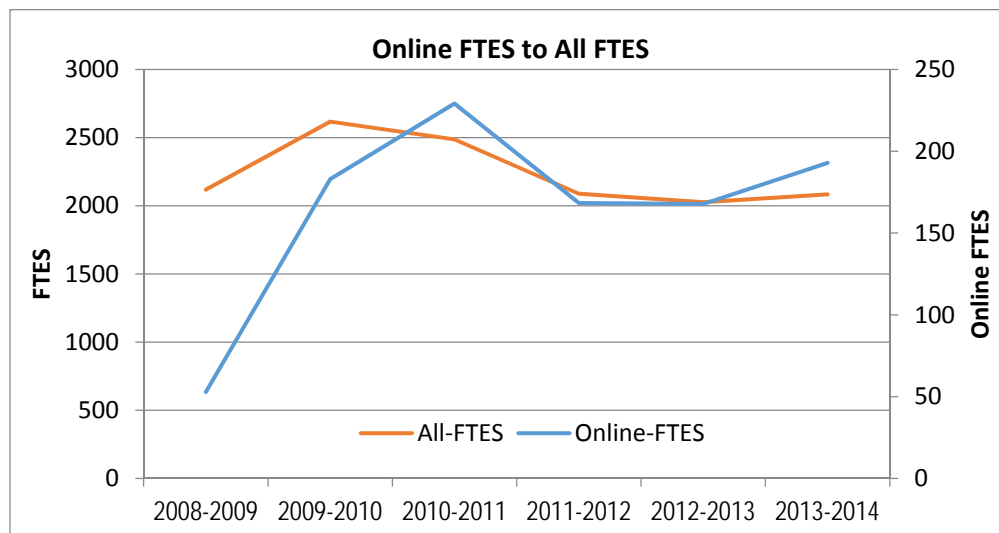


Figure 2. Online FTES to All FTES



B. A description of the program to be offered if the substantive change involves a new educational program, or change

All programs and most courses to be offered through the distance education mode of delivery are already offered at Columbia College through face-to-face, traditional methods of instruction and have continued to be offered in this modality.

B.1 The educational purposes of the change are clear and appropriate

The Distance Education Committee has the following Mission Statement in its most recent plan⁶ dated December 10, 2010:

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.

The overall philosophy of the Distance Education Program is as follows:

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...planning ... [The Distance Education Plan] 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

B.2 The proposed program meets Eligibility Requirements, Accreditation Standards and Commission policies related to student learning programs and services and resources

Policy

Commission policy⁷ specifies that all learning opportunities provided by our accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites. Each policy element is marked with a bullet point below and is followed by a response.

Policy Elements

- Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.

⁶ Columbia College Distance Education Plan http://www.gocolumbia.edu/Distance%20Education/pdfs/DE_Plan.pdf

⁷ ACCJC Guide to Evaluating DE and Correspondence Education http://www.accjc.org/wp-content/uploads/2013/08/Guide_to_Evaluating_DE_and_CE_2013.pdf

This policy element is addressed under C.1., below, which gives a detailed description of the continued importance of the Distance Education Program for furthering the mission of Columbia College.

- Institutions are expected to control development, implementation and evaluation of all courses and program offered in their names, including those offered via distance education or correspondence education.

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

1. Students benefit from having access to the course via a distance offering.
2. The Course Outline of Record has been approved or revised within five years of the DE addendum request for approval.
3. A DE addendum has been submitted to the Curriculum Committee adequately designating the following:
 - a. 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.
 - b. 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 students⁸.

During spring of 2014 the Yosemite Faculty Association, (the District Faculty bargaining unit) made additions to their contract⁹ which ensured proper training was provided for all faculty who were assigned online courses, as well as the inclusion of an evaluation of online courses as part of an online instructor’s regular evaluation.

- Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

As with all Columbia College courses, those offered in a distance education format are subject to the same requirements regarding the creation, assessment and analysis of student learning outcomes for teaching and learning improvement. Regular reviews of student outcomes will

⁸ DE Plan http://www.gocolumbia.edu/Distance%20Education/pdfs/DE_Plan.pdf page 8

⁹ Current YFA Contract http://yfa.sites.yosemite.edu/contract_2013_toc.html

occur that will include review of student products and exams, as well as student evaluations of each course.

- Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

The same cycle of continuous assessment of student learning outcomes is expected for distance education courses as is expected for all courses. The college's new SLO Tracking Tool software will be used to document and track SLOs for distance education courses.

- Institutions are expected to provide the Commission advance notice of the intent to initiate a new delivery mode, such as distance education or correspondence education through the substantive change process.

Each year the college completes the ACCJC Annual Report that includes information about courses offered for the first time in a distance education format. This Substantive Change Proposal is being submitted to fulfill this policy element.

- Institutions are expected to provide the Commission advance notice of intent to offer a program degree or certificate in which 50 percent or more of the courses are via distance education or correspondence education, through the substantive change process. For purposes of this requirement, the institution is responsible for calculating the percentage of courses that may be offered through distance or correspondence education.

The most recent ACCJC mid-term report includes information about programs where 50% or more of the units required for completion are offered through distance education. This Substantive Change Proposal is being submitted to fulfill this policy element.

- Institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit. This requirement will be met if the institution verifies the identity of the student who participates in class or coursework by using, at the institutions discretion, such methods as a secure log-in and password, proctored examinations, other technologies and/or practices that are developed and effective in verifying each student's identification. The institution must also publish policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity 34 C.F.R. 602.17(g)

Columbia College distance education courses are offered through the Blackboard course management system. Columbia College uses a secure login and password protection to ensure

that student coursework and course records are kept confidential. Students are required to create a private personal password at first login helping to ensure that only the registered student is able to access the account. Further, Columbia College publishes its policies on the protection of student privacy in its Distance Education Plan¹⁰, its catalog¹¹ on the YCCD Policies and Administrative Procedures¹². Each of these policies are in alignment with Ed Code Section 76200,er seq and Title 5, Section 54600, et seq.

Student authentication strategies that distance education instructors may use include comparing student assessments to their own submitted written assignments and to their threaded discussion responses. Online tests are timed and instructors can employ a locked browser to reduce the academic dishonesty. There is also an option for open and on-site proctoring that requires a student to show photo ID to be admitted to an exam¹³. Online course sections that do not require a proctored exam insist that the student formally acknowledge and pledge adherence to the Student Standards of Conduct Board policy¹⁴ which is published in the college catalog¹⁵, and to the College Acceptable Use policy¹⁶ which applies to student use of district computers. In relation to this policy element, the Student Standards of Conduct policy specifically states:

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension or expulsion of a student

1. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.
2. Dishonesty; forgery; alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the District.
3. Pagers, cellular telephones and other similar electronic devices must be turned off in classrooms and other campus sponsored events unless authorized by an appropriate faculty or staff member.

There are a variety of policies in place to ensure regular and substantive contact is made by faculty instructing online courses. As stated previously, the Distance Education Addendum is reviewed by the Curriculum Committee each time a course offered online is modified or reviewed and 1. Sufficient consideration has been given to adaptations of methods

¹⁰ Columbia College Distance Ed Plan http://www.gocolumbia.edu/Distance%20Education/pdfs/DE_Plan.pdf

¹¹ Columbia College 14/15 Catalog http://www.gocolumbia.edu/catalog_schedules/Student_Admission_Procedure1415.pdf

¹² YCCD Policies and Admin Procedures

<http://www.yosemite.edu/Trustees/newpolicyandprocedures/5040%20Student%20Records,%20Directory%20Information%20and%20Privacy.pdf>

¹³ Columbia College Distance Ed Plan http://www.gocolumbia.edu/Distance%20Education/pdfs/DE_Plan.pdf (page 31)

¹⁴ YCCD Policies and Admin Procedures –Standards of Conduct

<http://www.yosemite.edu/Trustees/newpolicyandprocedures/5500%20Standards%20of%20Conduct.pdf>

¹⁵ Student Code of Conduct http://www.gocolumbia.edu/catalog_schedules/General_Information1415.pdf (page 17)

¹⁶YCCD Policies and Admin procedures-Computer Use

<http://www.yosemite.edu/Trustees/newpolicyandprocedures/3720%20Computer%20Use.pdf>

of instruction and methods of evaluation to ensure “regular and effective contact” as required in Title 5 and the approved Regular Effective Contact Policy. As part of the proposal¹⁷, the faculty must identify which methods will be used to ensure regular and substantive contact. The Distance Education Handbook¹⁸ defines this requirement and offers guidance to faculty in multiple methods for achieving the necessary level of substantive contact. Further, an Online Course Evaluation tool¹⁹ measure the achievement of this contact

C. A description of the planning process which led to the request for the change

Each of the District and College planning documents were referenced and aligned with the Distance Education Plan. The following component show their relation. All of the following listed documents are part Columbia College’s Strategic Planning Process Cycle and are reviewed regularly as part of the college’s Annual Planning Cycle. As part of the Strategic Planning Process Cycle, resource plans are evaluated and revised, goals are tracked and goal attainment status is monitored through projects and activities entered into the college’s Unit Planning Tool. As needs are prioritized in a participatory governance process involving the College Council, resource allocations beyond Title III monies could be designated for the Distance Education Program.

Each of the relevant planning documents and processes at both the district and college levels demonstrates that it is manifest that the Distance Education Program has clear links to the college mission and has been thoroughly integrated into existing planning processes at Columbia College. The cyclical nature of planning and evaluation will ensure the attainment of ongoing quality improvements in the distance education learning environment.

C.1 Evidence of the change’s relationship to the institution’s planning, evaluation, and stated mission

Yosemite Community College District Strategic Plan 2007-2015²⁰

The following goals and objectives from the YCCD Strategic Plan 2007-2015 are relevant to the current proposal and influenced planning documents and processes at the college level:

Goal 1: Student Success and Access

The Yosemite Community College District is the communities’ first choice for higher education and is recognized for its flexible, superior service that promotes student success through access to learning in an accommodating and responsive environment.

¹⁷ Example Distance Education Addendum evidencing the use of required regular and effective contact methods http://www.curricunet.com/columbia/reports/distance_ed_report.cfm?courses_id=2497

¹⁸ DE Handbook/Regular Effective Contact http://www.gocolumbia.edu/online_learning/DE_handbook.pdf page 6

¹⁹ Online Course Evaluation Tool for Faculty http://www.gocolumbia.edu/online_learning/Course_Evaluation_Tool.pdf

²⁰ Yosemite Community College District Strategic Plan 2007-2015 http://www.yosemite.edu/chancellor/STRATEGIC_PLAN_2015_FINAL%2005-12-11.pdf

Objective 1.2: Promote access to quality programs and support services

Goal 5: Technology

Objective 5.1: Assess and evaluate the technological needs of the District annually

Objective 5.3: Develop and formalize systematic communication channels for technological needs with the District and the colleges.

Distance education will increase student access to quality programs and services. The strong commitment of the district to annually review, prioritize and evaluate technological needs for budget allocation for continuous improvement will facilitate the ongoing success of the Distance Education Program at Columbia College. The Yosemite Community College District aligns human and financial resources to provide leading edge technology and support to meet the prioritized technological needs of the District and its students. The District IT Department is piloting a new Technology Advisory Committee in the spring of 2015 that will assess and prioritize needs. Locally, the college has a work order tracking system that formalizes and tracks technology requests.

Columbia College Educational Master Plan 2008-2015²¹

Influenced by and in support of the YCCD Strategic Plan, the college created its current Educational Master Plan (EMP) in 2008. The college Mission Statement²², which is also published in the EMP, expresses what Columbia College is, whom it serves, and how it is unique:

Columbia College is a dynamic institution of learners and creative thinkers dedicated to high standards of student success. We prepare students to be fully engaged in an evolving world by offering comprehensive and high quality programs and services. Columbia College is committed to a culture of improvement through measuring student learning across the institution. We strive for excellence, foster a spirit of professionalism and celebrate diversity.

Columbia College Vision Statement Adopted in 2012²³

We envision ourselves as an exceptional institution of higher education.

²¹ Columbia College Educational Master Plan 2008-2015 <http://www.gocolumbia.edu/documents/EMP.pdf>

²² <http://www.gocolumbia.edu/about/mission.php>

²³ Columbia College Vision Statement <http://www.gocolumbia.edu/about/vision.php>

Columbia College will continue to provide comprehensive, exemplary educational programs and services which respond to the individual learning needs of our students and the collective economic and cultural needs of the diverse communities we serve.

Columbia College will be a center for transformational learning promoted through critical and creative thinking that is open to change and personal growth; civic, environmental, and global awareness and engagement; and individual and collective responsibility. We will adopt a holistic approach to promote a culture of support for student learning across the institution.

Columbia College will use effective technologies and showcase facilities to enhance teaching and learning. Our vision will be realized through outstanding employees who adhere to high standards of excellence while working in partnership with those we serve.

We envision ourselves developing a passion and capacity for lifelong learning.

In planning for the growth of distance education, a consultant was hired in 2007 to apply for a Title III grant. The need for increased Informational Technology support was also noted and steps were taken to increase the accessibility and amount of district and college IT resources for distance education. Needs for increased online student services, faculty training opportunities, more staff and more office space were also noted at that time. Progress has been made in all of these areas as noted in other sections of this proposal.

Columbia College Educational Master Plan 2008-2015 Update and Addendum Spring 2010²⁴

As part of its updated EMP, the college revised its goals and strategies which are linked to the YCCD Strategic goals. These describe the specific and measureable ways that the college will strive to carry out its mission. Two goals from the updated EMP directly support distance education and this Substantive Change proposal:

Goal 2 - Educational Programs and Services

Columbia College provides comprehensive, exemplary educational programs and services which respond to the individual learning needs of its students and the collective economic and cultural needs of its diverse communities.

Strategies to Achieve the Goal:

Expand distance education course offerings, programs, services and support.

Goal 5 - Technology

²⁴ Columbia College EMP Update and Addendum <http://www.gocolumbia.edu/documents/EMP-add.pdf>

Columbia College uses state of the art technology and technological support to provide students with innovative instruction and staff with high quality training and an efficient work environment.

Strategies to Achieve the Goal:

Expand distance education course offerings, programs, services and support.

Provide training for instructors and staff that illustrate new possibilities for incorporating innovative technology into instructional programs and support services.

These college-level goals and strategies indicate the strong commitment of Columbia College to continue to increase the accessibility of courses and services using alternate modes of delivery. This will benefit its rural student population as well as interested students in distant locales. The next two sections summarize the purpose and goals of two college planning areas that are particularly relevant to distance education.

Columbia College Technology Plan²⁵

The Technology Plan's purpose is to support the college EMP, specifically relating to college Goal 5, above.

The Technology Committee's Vision Statement describes how the technology needs of the college will be handled to facilitate the achievement of student success through distance education:

The successful implementation and maintenance completion of this Plan will establish a strong technological presence at Columbia College and give the faculty and staff the necessary tools to incorporate technology into instruction and day-to-day operations. It is imperative that Columbia College remains committed to the advancement of technology in order to provide a productive workplace and an exemplary educational environment where our students receive an education that is current both in content and in technology. Therefore, technology will be designed and supported to (only one of the objectives is listed here):

- Promote and expand alternative methods of education that integrate technology into instruction and extend that instruction beyond the physical campus; invest in staff development to increase use and application of technology resources.

Specific strategic goals have been identified within the Technology Plan, one of which is critical to the success of the Distance Education Program at Columbia College:

²⁵ Columbia College Technology Plan <http://www.gocolumbia.edu/technology/TechPlan2011.pdf>

Goal 1: Maximize access to educational opportunities for current and future students. Utilize technology to reach new and existing populations through a variety of methods with special emphasis placed on the creation of a distance education program to service students both locally and regionally.

Distance education at Columbia College has evolved into synchronous and asynchronous instruction. Synchronous delivery of distance education from Columbia College is delivered through video conferencing systems and asynchronous delivery is delivered through Blackboard. These two distinct instructional delivery methods allow the college to explore and develop educational initiatives using advanced communication and computing technologies to address student access issues related to geographical, cultural, disability or facility barriers. Distance education through synchronous delivery has been active since 2000-2001 and will continue at Columbia College for the foreseeable future to support local students enrolled in Modesto Junior College's Nursing Program.

However, due to the expensive nature of video conferencing, the limitations of the synchronous model, the growing technology available to students at home, and the shifting expectations and needs of the student population, the majority of distance education resources will be focused on increasing asynchronous (online) course offerings utilizing Blackboard

Currently, all instructors are encouraged to have a web presence through Blackboard for their courses and to use online technology to facilitate instruction. As of fall 2014 a Blackboard shell is available for each section for instructors to use as an enhancement for their face to face class.

Columbia College Distance Education Plan²⁶

During 2001-2002, Columbia College's Distance Education Committee was formed and recommendations by the Academic Senate Committee were made to help further interest and support for distance learning on campus, though there was no college-wide program at that time. When the committee was formed there was one online course and synchronous instruction for students enrolled in Modesto Junior College's Nursing Program.

The current mission statement of the Distance Education Committee was cited above under B.1. The Distance Education Plan is a sub-plan of the Technology Plan. The charge of the Distance Education Committee is to make collaborative decisions involving instructional issues for the Distance Education Program. The committee:

- Plans and coordinates distance education and general educational technology training efforts.
- Creates a "Development and Support Team" able to mentor faculty and review DE courses as they are developed.

²⁶ Columbia College Distance Education Plan http://www.gocolumbia.edu/Distance%20Education/pdfs/DE_Plan.pdf

- 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. [A Course Modification Checklist, approved by the Curriculum Committee, is available for the development of courses delivered through distance education which constitutes a major modification]
- Conducts periodic review of all distance education course offerings.

A formal Distance Education Plan was first created in March 2008, with the most recent version published in December, 2010. The DE Plan is designed to track distance education development 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 and suggestions for teaching and learning that will ensure student success. The Action Plan segment addresses specific items that the Distance Education Committee considers integral to the development of a high quality Distance Education Program; addressing faculty and staff training, infrastructure and staffing needs, marketing suggestions, and necessary student services issues. The college recognizes that technology is constantly evolving and the Distance Education Committee will review and revise the plan as needed; with the review process taking place no less than once per year.

This plan is critical for Columbia College to be able to move rapidly into more distributed learning modes and distance education's success is directly linked to the ability of Columbia College instructors to provide a high quality, inclusive, dynamic, feature-rich, structured online educational environment. It is clearly understood that for distance education to increase and succeed, technological support of distance education at the district and by the college will be critical.

Since one of the goals of the Columbia College is to provide comprehensive educational opportunities, the Distance Education Plan's mission statement aligns with the college mission by expanding opportunities to students that normally would not be able to attend college in the traditional sense. The online learning environment provides students with the flexibility to learn anytime, anywhere, thus expanding the mission of the college beyond the local community to the surrounding areas.

Distance education courses provides accessibility for students with disabilities, for example, 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, are now available to distance learning students, almost equivalent to services for students in on-campus environments.

Columbia College Title III Grant: Improving Instruction, Expanding Online Learning and Support and Increasing Resource Development Capacity

The Title III Grant planning and proposal development process, begun in 2007, is a direct extension of Columbia's strategic planning process which incorporated input from all the sources cited above and more. This proposal was directly coordinated by the Office of the President. An in-depth analysis of the strengths and weaknesses of the college's academic programs, student services, faculty development program, technology infrastructure, staffing levels and fundraising capacity revealed areas in need of remediation if the college was to sustain a viable Distance Education Program. The grant was awarded in fall 2008 and will conclude (with the one year no-cost extension) fall 2014. The intention of the grant objectives was to contribute to the growth and self-sufficiency of Columbia College through the strengthening of academic programs, institutional management and fiscal stability are presented below. Only those grant objectives which directly or indirectly impacted the Distance Education Program at Columbia College are listed here, and each have been met or, are on schedule:

- Objective 1: By September 30, 2014, increase the number of full-time and part-time faculty trained to use instructional technology and other appropriate pedagogy strategies for effective instructional delivery (through participation in a professional development cohort) from the 2007-2008 baseline of zero to 75.
- Objective 2: By September 30, 2014, 90% of trained faculty will apply pedagogical principles learned through participation in a faculty professional development cohort to one or more course sections compared to a baseline of zero in 2007-2008
- Objective 3: By the end of 2013-2014 academic year, increase FTE from fully online courses from the baseline of 39 (2006-2007 academic year) to 200.
- Objective 4: By September 30, 2013, increase the total number of new online student services and administrative processes available to distant earners to 25 from a baseline of zero in 2006-2007.
- Objective 5: By September 30, 2013, equip 25 additional classrooms with appropriate technology to allow faculty to pilot instructional innovations from a baseline of 3 in 2007-2008.

Each of these objectives contributed to Columbia's Distance Education Program by ensuring that an appropriate structure and adequate resources would remain in place for the growth and sustainability of a viable Distance Education Program. The first and second objectives ensure that faculty members are trained and are applying new instructional pedagogies in the online

and/or hybrid courses that they develop. Professional development is a critical resource that the Title III grant enabled Columbia to provide, thus ensuring online and hybrid courses are high quality, and that faculty are comfortable and supported as they learn to teach using online methods.

To improve instruction, the college in Year 5 of the grant continued a professional development program to train faculty in the use of instructional technology and other appropriate pedagogical strategies²⁷. A total of 11 additional faculty members who had not previously participated in any Title III-funded instruction participated in extensive training this year bringing the total to 77. In the most recent year, five more instructors completed development of online courses and three completed at least five hours of training to integrate the college's "Blackboard" instructional technology into their courses. Additional workshops and trainings attended by more than a dozen faculty and staff also helped build skills and improve use of technology.

The third objective tracks the increase in fully online FTES generated by online courses developed by faculty participating in the Title III DE cohort. This was an important element to the grant's sustainability plan in that the increased revenue anticipated from the increase in FTES would support continuation of grant activities. The online FTES over the course of the grant, is demonstrated in A.3. The 2013-2014 FTES generated by online courses was 192.88²⁸, however that number neared 300 in the 2010-2011 academic year. Overall enrollment has declined and the trend of online enrollment is consistent with face-to-face.

The fourth objective of the grant ensured that in addition to online courses, students would continue to have access to services that they need online— such as online tutoring, advising, and job placement services. The current list of online services are listed in full in Appendix B and are further detailed section G.1 of this report. This is critical to student success and to building a strong Distance Education Program, and Columbia College has increased online services

Objective five provided for the installation of instructional technology in campus classrooms. This activity has helped build a college culture of technological innovation, and to build a bridge from enhanced instruction such as hybrid courses, to fully online courses. As faculty became more comfortable using equipment such as webcams and Smart Boards in their classrooms, they have expressed greater interest in participating in further professional development, which ultimately led to involvement in teaching distance courses.

Distance education at Columbia College is moving forward with the increased development of online course offerings. Since Columbia College was awarded the Title III Grant in fall of 2008 appropriate support, training, staffing and infrastructure for our current distance education offerings have grown and helped to provide a new vehicle for student recruitment and retention resulting in higher FTES.

²⁷ DE Coordinator's List of Instructional Technology Trainings http://de_coordinator.sites.gocolumbia.edu/training.html

²⁸ Datatel Section Enrollment Detail Report Accessed 08/22/2014

C.2 Assessment of needs and resources

In the process of writing the Title III Grant Proposal a thorough assessment of the state of the college's needs and resources in 2007 was completed by the current Title III Grant Project Director. Significant limitations were identified relating to distance education offerings, on-line services and faculty training in 2007 which were designated to be remedied by the Title III Grant.

By providing faculty development and training resources, the college has been able to improve instructional innovation, integration of research-based best practices, and infusion of technology into the teaching and learning process. Technological alternatives for delivering distance education have been updated in order to meet the demand for access from students facing geographic and other obstacles. Online distance education offerings have greatly improved student access.

Columbia College recognizes the need to support faculty members who have the desire to develop and teach technology-based courses through online, hybrid, and blended distance education modalities that integrate effective pedagogy. Developing a course to be taught at a distance over the Internet is a difficult process. It requires not only that content be carefully crafted into accessible and informative web pages, but also that the tools to support self-directed learning and assessment be created and used effectively and consistently across campus. The college has hired a full-time faculty Distance Education Coordinator that assists with training, provides faculty support, and develops consistent methods for creating, managing, supporting, and providing quality control of online courses. Faculty members need to have access to appropriate training in order for online and hybrid course development to keep pace with the college's growth in FTES and outreach expansion plans.

During the primary phase of expanding Distance Education at Columbia College, there were monthly and annual Title III Grant evaluation activities. The Technology and Distance Education plans also continue to include regular, periodic detailed assessment of the current state of college needs and resources in important areas. Annually updated Action Plans document the accomplishment of major goals and track progress of ongoing activities. This will allow the college to continuously grow and improve the Distance Education Program as it demonstrates institutional effectiveness in this important area

C.3 Anticipated effect of the proposed change on the institution

With the successful awarding to Columbia College of the \$2 million Title III Grant, the expansion of the Distance Education Program has already resulted in significant changes in many areas of the college. The college surpassed its goal to increase the number of FTES in fully-online courses in both years 1 and year 2 of the five-year grant. The increased online services that are now in place have become a model for other departments to follow. We anticipate that the expansion of courses offered online will continue to increase access and FTES

at Columbia College. The Title III grant goals (shown below) and related benchmarks have been met, but the college anticipates continual growth.

- Increased enrollments, FTES and revenue to the college
- Increased access to technology & resources for students
- Increased online services for campus-based & online students
- Increased number of administrative processes online to streamline work flow
- Increased instructional technology opportunity & training for instructors
- Gradual and eventual institutionalization of new positions created by the grant
- Increase in amount of regular and effective contact with students
- Increased demand on facilities for proctoring exams

C.4 Clear statement of the intended benefits that will result from the change

Background

The increase in distance education offerings has already greatly improved access for students in the college's geographically dispersed service area. The provision of online services benefits both online and face-to-face students, as well as staff and faculty by increasing efficiency. Over 30 online services are available to distance education students as well as those learning face-to-face.

In addition to the extra support provided to students, a "culture of technological innovation" has been embraced across the college, as opportunities to train and use instructional resources grow. Technology trainings hosted by the Teaching and Learning Center Coordinator are open to all staff and faculty, and have been very well attended. Combined with the installation of SmartBoards, webcams, and other classroom technology throughout campus, college employees have become more familiar with and skilled in the use of technology, which allows them to do their jobs better. At the same time, students are exposed to increased technology in the classrooms, affording them the opportunity to experience and learn to use tools that they are likely to encounter in their careers following graduation or transfer.

Preparation for the Substantive Change Proposal

As a result of the Title III Grant award, the Distance Education Program at Columbia College has been dramatically accelerated. The monthly Title III Steering Committee meetings that involved VPSL, IT, Research, Distance Learning Coordinator, Dean Student Services, College &

Administrative Services (CFO) provided valuable updates and nimble time-sensitive strategies in training faculty and serving more students with both online instruction and online student services. The grant also funded the upgraded infrastructure and technology to broaden online offerings.

Many faculty members, classified and administrative staff participate in the ongoing management and implementation of college goals in this area. The Distance Education Committee, the Technology Committee, the Title III Steering Committee and the Online Services Workgroup meet regularly to discuss and guide the process of meeting grant objectives and college distance education and technology goals. The Academic Senate and the Curriculum Committee are involved with the Distance Education Program where course approvals and major modifications of curriculum are needed.

Strengthening Internal Processes

As the Title III grant period concludes, the college institutionalized the Distance Education Coordinator position. The continued support for online instruction and instructional technology proves to strengthen the growth and quality of distance education at Columbia College. The cohorts that receive training now serve as faculty mentors and the Distance Ed Committee that is also a Development and Support Team able to mentor faculty and review DE courses in development.

To further assess internal processes, an Institutional Effectiveness Report²⁹ is produced each year. This research is a comprehensive review of Columbia College through ongoing and systematic cycles of improvement that lead to the accomplishment of the College Mission and guide the allocation of its resources. Distance education enrollments, retention and success rates are one of the components evaluated and published in the report that is reviewed annually by the College Council and available online to the public.

The average rate for students who successfully complete Columbia College's online courses (60.6%) compares favorably to the state rate (59.2%). Students remain in their online course to receive a grade at a lower rate than the state (64.0% compared to the state rate of 79.5%) which would indicate that a higher ratio of Columbia College students formally withdraw from their online course rather than remain in the course and receive a failing grade.

D. Evidence that the institution has analyzed and provided for adequate human, physical, technology and financial resources necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality

D.1 Adequate and accessible student support services

²⁹ Columbia College Institutional Effectiveness Report http://www.gocolumbia.edu/institutional_research/ier2014.pdf

Columbia College is committed to meeting the needs of distance learning students. Since the 2011 comprehensive accreditation evaluation, the college has made significant progress toward developing counseling and advising opportunities for online students. Expansion of the college's distance education program was a key component of Columbia's \$2 million Title III grant. Since the grant was awarded in fall 2008, more than 30 online services have been developed to support distance learning students. An Online Services Workgroup was established, comprised of faculty, staff, and administrators from various departments on campus, which meets regularly to assess the needs of online students and develop appropriate solutions. Some of the most pertinent supportive services that have been deployed in the past three years include: embedded online tutoring, online student orientation, online course orientation, student e-portfolios, enhanced online services for the bookstore, online job placement services, video tutor tips, and Health Office advice for online students.

In addition to college-wide evaluative processes such as program review, Columbia's Distance Education program is reviewed on a monthly basis by the Title III Steering Committee and evaluated annually by an external evaluator. This includes an annual site visit by the evaluation consultant, culminating with an in-depth written report regarding strengths, areas for improvement, and an analysis of the college's progress toward meeting its stated objectives. Faculty who participate in trainings to teach online complete pre- and post-surveys regarding the skills they have acquired, and how they are applying those skills in their courses.

Columbia College uses Blackboard, a web-based Course Management System and tool that allows our instructors to develop and support online education. In fall 2012, e-advising services and links to the counseling webpage and Facebook was placed on the main page of Blackboard where all online students will access. Additionally, an announcement regarding these services is posted in each online class.

Orientation is now available online for all Columbia College students. The schedule and catalog are accessible online for students seeking distance learning opportunities. The schedule clearly defines the difference between online and hybrid (blended) courses. The counseling website (www.gocolumbia.edu/counseling) has recently received a major revision in order to be a valuable resource for all students, including our online student population. The goal for the development of the website is to enable students to obtain accurate and up-to-date information, to self-serve where appropriate, to understand the benefit of meeting with a counselor, and to be better prepared when they do meet with a counselor. Counselors have collaborated and provided a variety of material that is valuable to students. Counselors continue to engage in dialogue about what information will go on the website, and they will continue to update and improve the website with students' feedback.

During the spring 2012 semester, the counseling department developed a Facebook page (www.facebook.com/ccounseling). The goal in using Facebook is to give students quick information in a format they are familiar with, to provide links and access to counselors for quick and/or general

questions, and to enable the counselors to ‘be where students are’ with the information that is needed. There is a designated counselor assigned to post information and answer questions, but all counselors have access to do this as well. The project is in a preliminary stage and will be advertised over the summer and fall semesters during orientation sessions and in counseling sessions and classes. There is a direct link to the Facebook page on the Columbia College Counseling webpage. Reference to Facebook will be listed in the next schedule and catalog.

Alternative formats for counseling services are currently in place. When a student cannot physically attend an on campus appointment, they are scheduled for a phone appointment. Additionally, counselors will correspond with students via email, which is now publicized on the updated counseling website. Currently, very few students take advantage of this, as the counselors preferred modality is a face-to-face meeting. The counselors Google Hangout web conferencing technology as the online counseling platform as it has a document sharing visual component which allows the counselor to explain course planning with examples. In addition there is a live chat/drop in system that the Counselors are currently using.

Columbia College is currently implementing a degree audit system that will help counselors to electronically facilitate educational plans with students. The purpose of degree audit is to inform the counselor and the student of the courses required for the degree program, and their progress toward that goal. Counselors can access Degree Audit through Datatel and students can access degree audit through Web Advisor, via the e-advising program that accompanies degree audit. The five most recent Columbia College catalogs have been entered into the degree audit program (summer 2012) and will be ready for implementation during the fall 2012 semester. Counselors will be trained on how to use the system no later than October 2012. The e-advising component will also accompany the degree audit system that will allow students to access “what-if” scenarios on their chosen program of study.

In fall of 2014 the College was selected to participate in the Online Education Initiative³⁰ (OEI) initial pilot program for online tutoring. Participation in this pilot and initiative increases the resources to online faculty and students. The goals of the OEI is to:

- Increase the number of college associate degree graduates and transfers to four-year colleges
- Improve retention and success of students enrolled in Online Course Exchange courses
- Increase California Community Colleges education for the underserved and underrepresented including individuals with disabilities and those with basic skills needs
- Increase ease of use and convenience of the online experience
- Decrease the cost of student education

³⁰ Online Education Initiative <http://ccconlineed.org/>

- Significantly increase demand for online course delivery

The college library services have also increased to provide resources accessible to distance learners. There is a large selection of ebooks and peer reviewed journals available through the library web page³¹. Additionally students have online access to photos, current and historical news reports, citation assistance, and library resource video tutorials. There is a 1 unit online course offering (LIBR 1) that provides an introduction to the use of electronic library resources and teaches strategies for evaluating information sources.

D.2 Sufficient and qualified faculty, management, and support staffing

Distance Education Committee:

The Distance Education Committee is a standing committee of the Academic Senate with campus wide membership. It is chaired by the Distance Education Coordinator. 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. *(The original document references an Online Services Developer, however currently that position is no longer filled, and the Columbia College Technology Director took over some of the responsibilities and now some of the work has been diverted to the district IT. Some of the online service development was also assisted with 3rd party solutions.)*
- 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 and Academic Senate in matters involving distance education.
- Conducts periodic review of all distance education course offerings.
Title III Grant Steering Committee

³¹ Columbia College Library <http://www.gocolumbia.edu/library/>

At each monthly Title III Steering Committee meeting, staff reported progress toward objectives based on the pertinent data elements. This regular and continuous accountability was an assurance that potential problems were identified early and data was used effectively for formative evaluation and improvements. This strategy was strongly recommended by the external evaluation consultant to assure that problems with achievement of objectives are identified soon enough to initiate remedial actions.

D.3 Professional development for faculty and staff to effect the change

Columbia College has trained 77 faculty over a five year period for online course development. In the Instructional Technology Center, Melissa Colon, the DE Coordinator, and her staff provide continuous consultation and training on a breadth of instructional technology, including, but not limited to online instruction. The training provided for those in the original cohort created a body of faculty mentors who will help others in their online course development. Columbia College faculty have attended conferences related to online instruction such as Blackboard World, the Online Learning Consortium (SLOAN) conference, and the Curriculum Institute. In the spring of 2014, Columbia College hosted a Distance Education Summit. The summit was attended by faculty and staff from Columbia College, Modesto Junior College as well as the K-12 system. The DE Summit was a forum for dialogue about distance education for all attendees and the conversation was facilitate by online instruction experts, Pat James-Hanz and the State Academic Senate President, Beth Smith. This was an opportunity to develop ideas while considering the future of distance education. Methods of online discussion were discussed and shared in detail. Many faculty who currently taught on line as well as those who have not attended and were able to learn from their colleagues.

D.4 Appropriate equipment and facilities

Instructional Technology Center

The Instructional Technology Center is a place faculty, staff and students can receive assistance with producing multimedia, office applications, online classes, and general technology skills. The ITC provides a variety of equipment from scanners, printers, video equipment, laptops, computers (PC & Macs) and software. The multimedia equipment such as the camera equipment and laptops can be checked out by instructors and staff for technology related projects and usage on a limited time basis. The ITC is currently staffed with a 19 hour classified technology specialist.

Multimedia Labs

The multimedia lab has been combined with the ITC due to the construction and remodeling of the campus labs and classrooms. The ITC hosts a state-of-the art iMac & PC lab, iPads for the classroom, industry-standard software such as the Adobe Cloud and video production equipment to support the multimedia classes offered. In addition to the multimedia classes offered, instructors have benefitted from using the facility to develop

online content, attend instructional technology trainings, (one-on-one, workshops, cohorts). Students have benefitted from online learning and general technology support.

Training Resource Center Facility

The TRC has been utilized for a variety of trainings from general IT to online development training and online peer mentoring meetings.

Title III Equipment

The Title III has helped to equip 25 plus classrooms around the campus with interactive smart board technology. The ITC was able to purchase equipment and software in order for online instructors to develop multimedia and content for their online courses with a variety of funding sources such as Title III, ITC Budget and a Multimedia Grant. Additional supplies and tangible resources were purchased for each of the participants that joined an online training cohort.

Complete Remodel for Student Services in Manzanita

Currently the primary administrative and Student Services building is undergoing a complete renovation funded by a Bond Project (YCCD Measure E³²). The renovation will supply the technology infrastructure required to support expansion of services, which includes but is not limited to online services. The project replaces 30-40 year old electrical and communications systems and adds capacity for future growth.

D.5 Evidence of sustainable fiscal resources including the initial and long term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

The Columbia College's Title III grant ended on September 30, 2014. The Title III grant funded a Distance Education Coordinator in the Instructional Technology Center needed to expand the online learning opportunities for students, with the expectation the position would be phased in over the grant into Columbia College's general fund. Columbia College general fund budget was developed and funded the entire costs of the Distance Ed Coordinator position in the current fiscal year. Columbia College also made the decision to fund a permanent Instructional Support Assistant to assist in the Instructional Technology Center that was previously filled with a part-time position in the past. The College general fund has the financial resources to support the two positions.

| | |
|---------------------------------|------------------------------------|
| Distance Education Coordinator | \$120,206 includes benefits |
| Instructional Support Assistant | <u>\$ 25,229 includes benefits</u> |

³² YCCD Measure E Projects <http://www.yosemite.edu/bond/columbiacollege/default.asp>

Total \$145,435

D.6 Comparative analysis of the budget, enrollment and resources, identifying new or reallocated funds

Instructional Technology Center – Comparative Analysis of General Fund Expenditures

| | 2013-14 Actual | 2014-15 Budget |
|---------------------|-----------------|-----------------|
| Academic Salaries | \$ 65,016 | \$ 91,638 |
| Classified Salaries | \$ 0 | \$ 21,044 |
| Employee Benefits | \$ 21,039 | \$ 32,753 |
| Supplies | \$ 227 | \$ 560 |
| Other Expenses | <u>\$ 2,612</u> | <u>\$ 2,422</u> |
| Total | \$ 88,894 | \$ 148,417 |

Note: Title III covered a portion of the Distance Education Coordinator in 2013-2014

D.7 Evidence of plans for monitoring achievement of the desired outcomes of the proposed changes

Objectives are systematically monitored for achievement through the Student Learning Outcomes assessment³³. Faculty are responsible for these assessments for both face-to-face and distance education courses. Further, the Institutional Effectiveness Reports systematically evaluate progress and achievement of many facets of the institution including distance education. In all areas of data collection, the ability to draw data specifically to online based courses is available with a side-by-side comparison of traditional courses. Student surveys³⁴ are also routinely conducted to assess the enrollment and course offering needs of students and can be used in relation to the proposed distance education substantive change.

D.8 Evaluation and assessment of student success, retention, and completion

The most current Institutional Effectiveness Report contained an assessment of online student success, retention and completion. While the success rate is in line with the State percentages, Columbia College’s retention rate has declined. The intention of the increased online student services is to mitigate the withdraw rate.

Faculty are now contacting students when pre-determined parameters of participation are not reached. They are doing so through the Early Alert notification to student and/or faculty via e-

³³ Student Learning Outcomes Tools and Resources <http://www.gocolumbia.edu/SLO/default.php>

³⁴ Columbia College Student Survey http://www.gocolumbia.edu/institutional_research/cc_planning/IER-Student.pdf

mail. In addition, Counselors are contacting students when pre-determined parameters of participation are not reached. Many faculty are
 Instructional redesign of the curriculum to assure more learner centered engagement of students.

Retention efforts 1 : Regular and Effective Communication within the online learning environment

Retention efforts 2 : Start Here First Learning Module with safety nets

Retention efforts 3 : Online and Face to Face Orientations

Retention efforts 4 : Instructional Technology Center drop-in or call-in

Retention efforts 5 : Blackboard Help Desk 8am - 8pm

| | Success in Online Credit Courses | | | | Total | Retention in Online Credit Courses | | | |
|----------|----------------------------------|------------|-------------|-------------|-------|------------------------------------|-------------|--------------|-------|
| | Statewide | CC Success | Non-Success | Withdrawals | | Statewide | CC Retained | Not Retained | Total |
| 2009CFA | 55.8% | 63.4% | 16.2% | 20.4% | 100% | 76.8% | 66.1% | 33.9% | 100% |
| 2010CSP | 57.6% | 69.2% | 15.1% | 15.7% | 100% | 77.8% | 72.8% | 27.2% | 100% |
| 2010CFA | 57.1% | 58.5% | 22.1% | 19.5% | 100% | 77.4% | 67.4% | 32.6% | 100% |
| 2011CSP | 57.6% | 60.7% | 19.3% | 20.0% | 100% | 77.6% | 66.7% | 33.3% | 100% |
| 2011CFA | 58.4% | 60.6% | 18.2% | 21.2% | 100% | 77.7% | 65.0% | 35.0% | 100% |
| 2012CSP | 59.2% | 58.8% | 14.2% | 27.0% | 100% | 78.7% | 57.5% | 42.5% | 100% |
| 2012CFA | 60.7% | 59.4% | 17.0% | 23.6% | 100% | 80.3% | 61.8% | 38.2% | 100% |
| 2013CSP | 62.2% | 62.7% | 14.4% | 22.9% | 100% | 84.0% | 76.5% | 23.5% | 100% |
| 2012CFA | 60.7% | 61.3% | 16.1% | 22.6% | 100% | 83.1% | 77.4% | 21.9% | 100% |
| 2013CSP | 61.4% | 60.5% | 17.7% | 21.9% | 100% | 80.3% | 76.5% | 23.5% | 100% |
| 2013CFA | 60.7% | 61.9% | 14.4% | 23.6% | 100% | 80.3% | 61.8% | 38.2% | 100% |
| 2014CSP | TBA- | 60.6% | 16.1% | 23.4% | 100% | -TBA | 62.1% | 37.9% | 100% |
| Averages | 59.2% | 60.6% | 17.4% | 22.0% | 100% | 79.5% | 64.0% | 36.0% | 100% |

E. Evidence that the institution has received all necessary internal or external approvals

E.1 Clear statements of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained

Faculty, Governance and Board of Trustees Approval

All courses offered in a distance education modality have received departmental and separate curriculum committee approval. The Academic Senate and the Yosemite Community College District Board of Trustees approves all courses that are required for degrees or certificates pursuant to Board Policy 602070. All courses are approved by the California Community College Chancellor’s Office except as provided for in California Code of Regulations, Section 55100(b) and 5516071. The Curriculum Committee meeting minutes³⁵ are published on the college website which evidences the necessary faculty approval of all distance education addendums to made to new and existing face-to-face courses.

³⁵ Curriculum Committee Meeting Minutes http://www.gocolumbia.edu/curriculum_committee/agendas_minutes/default.php

E.2 Evidence that legal requirements have been met

According to Title 5 of the California Code of Regulations, Section 5520668:

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between the instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

E.3 Governing Board action to approve the change and budget detail supporting the change

This proposal involves offering existing courses of established curriculum and newly approved courses in a distance education modality. The YCCD Board of Trustees approves all new courses and programs. Additionally, the YCCD Board approved the Columbia College Educational Master Plan and the application for Columbia College's successful Title III Grant proposal. Board approval included the budget plan for the Title III Grant. Columbia College has institutionalized the Distance Education Coordinator into the general fund as detailed in the Title III narrative.

F. Evidence that each Eligibility Requirement will still be fulfilled specifically related to the change

In January 2013 the ACCJC removed Columbia College from Warning and reaffirmed accreditation without sanction³⁶.

F.1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

The 2013 visiting team confirmed that Columbia College receives State approval of its programs/services and is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association for Schools and Colleges. The college is authorized to operate as an educational institution and to offer undergraduate education. The college has

³⁶ ACCJC Notification Removal from Warning <http://www.gocolumbia.edu/accreditation/ACCJCletter02-07-2014.pdf>

been accredited since 1972. Columbia College is scheduled for its next Comprehensive Accreditation Evaluation in October of 2017.

F.2. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The visiting team confirmed that the Columbia College mission statement is clearly defined and is consistent with the mission of the California Community Colleges. The mission statement is reviewed every two years by the College Council. If changes are made, the mission statement is submitted to the Board of Trustees for approval.

The most recent version of the mission was Board approved in March of 2012. The mission is publicized in the college catalog and class schedule. The mission is displayed on many of the walls throughout the campus. The ability of Columbia College to fulfill its mission will be enhanced by the change being proposed.

F.3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweighs the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The visiting team confirmed that Columbia College has a functioning governing board responsible for the quality, integrity, and financial stability of the institution. The governing board consists of seven members, elected from five trustee areas comprising the district. The governing board is an independent policy-making body and has and adheres to a conflict of interest policy that assures that a board member does not have a financial interest in actions taken by the board. The governing board holds monthly meetings that are open to the public with notices and agendas posted in advance. Distance education is supported by the governing board as an important vehicle for accomplishing the mission of Columbia College.

F.4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, who's full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

The visiting team confirmed that Columbia College has a chief executive officer who is appointed by the governing board and whose primary responsibility is to the institution. The current president of Columbia College is Dr. Angela Fairchild.

F.5. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

The visiting team confirmed that Columbia College has an administrative staff that supports the necessary services for an institution of its size, mission, and purpose. With the institutionalization of new positions that originated under the Title III Grant, the college has adequate qualified administrative staff to provide oversight to the Distance Education Program.

F.6. Operational Status

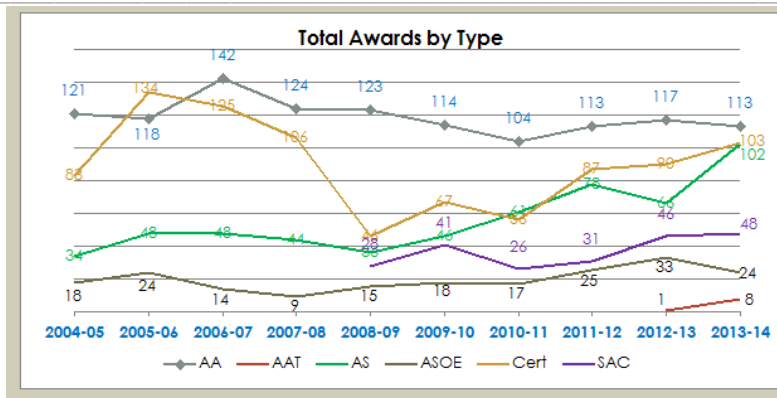
The institution is operational, with students actively pursuing its degree programs.

According to the Student Success Scorecard³⁷, during the 2012-2013 academic year, Columbia College has 2104.1 Full time equivalent students. During the most recent academic year, 2013-2014 Columbia College awarded 247 Associate Degrees, and 151 Vocational Certificates³⁸. Figure 3 shows the total awards by type and the majority of those being pursued are degree programs.

Figure 3

³⁷ Student Success Scorecard- Columbia College <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=591>

³⁸ Columbia College Data Portal/Awards, Certificates, Degrees Accessed 09/22/2014



| Year | AA | AAT | AS | ASOE | Cert | SAC | Total |
|--------------|-------------|----------|------------|------------|------------|------------|-------------|
| 2004-05 | 121 | | 34 | 18 | 83 | | 256 |
| 2005-06 | 118 | | 48 | 24 | 134 | | 324 |
| 2006-07 | 142 | | 48 | 14 | 125 | | 329 |
| 2007-08 | 124 | | 44 | 9 | 106 | | 283 |
| 2008-09 | 123 | | 36 | 15 | 46 | 28 | 248 |
| 2009-10 | 114 | | 46 | 18 | 67 | 41 | 286 |
| 2010-11 | 104 | | 61 | 17 | 56 | 26 | 264 |
| 2011-12 | 113 | | 78 | 25 | 87 | 31 | 334 |
| 2012-13 | 117 | 1 | 66 | 33 | 90 | 46 | 353 |
| 2013-14 | 113 | 8 | 102 | 24 | 103 | 48 | 398 |
| Total | 1189 | 9 | 563 | 197 | 897 | 220 | 3075 |

F.7. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

Students can choose majors and degrees (AA, AS, ASOE and AA-T) in 38 disciplines including liberal studies and vocational degrees. The Columbia College Catalog is published annually and lists both the degrees and all of the courses leading to degrees. Courses not leading to a degree are limited, as extra scrutiny is given to the justification provided for doing so. Historically, local approval of stand-alone courses was in line with State mandates, and currently the State reviews and approves those courses with the same level of scrutiny.

F.8. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The visiting team confirmed that Columbia College's principle degrees are congruent with its mission in its 2011 Evaluation Report³⁹ recognized higher education fields of study, and are

³⁹ 2011 ACCJC Visiting Team Evaluation Report <http://www.gocolumbia.edu/accreditation/FINAL10-24-27-2011.pdf>

sufficient in content and length. The college Curriculum Committee and approval process ensures programs of study are congruent with the college mission and meet all legal requirements related to length, content, quality, and rigor, regardless of location or modality.

A listing of all of Columbia College's degrees and certificates may be found in the current college catalog along with course descriptions⁴⁰. Every semester the class schedule identifies the method of instruction for each course section offered. Course sections that are offered in a distance education modality are listed on the college website in addition to being specifically designated as fully online or hybrid in the college's online registration tool.

F. 9 Academic Credit

The institution awards academic credits based on generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

The visiting team confirmed that Columbia College awards academic credits Columbia College awards academic credit in a manner conventional for community colleges and consistent with generally accepted good practice in higher education and with state regulations.

F.10. Student Learning and Student Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

In 2011, the visiting team confirmed that Columbia College defines and publishes Course outlines for both degree credit and non-degree credit include student learning outcomes and plans for the assessment of these student learning outcomes is at the beginning stages. Student learning outcomes are published in the catalog, and are accessible to faculty through the SLO tool⁴¹. Assessment data is available in educational programs reviews.

F.11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit

⁴⁰ Current listings of catalogs and schedules: http://www.gocolumbia.edu/catalog_schedules/default.php

⁴¹ SLO Assessment Tool <http://www.gocolumbia.edu/SLO/default.php>

for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

The visiting team confirmed that Columbia College defines and publishes specific requirements for incorporating general education into its degree programs. A substantial component of general education is designed to ensure breadth of knowledge and promote intellectual inquiry. General education programs and courses meet the requirements of Title 5 (55806), requirements of the California Community College system. The quality and rigor of Columbia College general education is consistent with the academic standards appropriate to higher education.

Many of the distance education courses offered at Columbia College fulfill general education or transfer requirements. The addition of distance education sections of necessary courses means that more students can fulfill degree, certificate or transfer requirements in a timely manner and allows students for whom access to the physical campus presents barriers to accomplish their education goals more easily.

F.12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

The visiting team confirmed that Columbia College promotes academic freedom, free inquiry and intellectual independence as a central feature of its programs and certificates. Further, college faculty and students are free to examine and test knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

The Academic Senate is responsible for ensuring that the same standards of academic freedom are applied equally to courses offered in distance education and/or face-to-face formats. The governing board publishes policies for academic freedom for both faculty and students.

F.13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

The visiting team confirmed that Columbia College employs full-time faculty that is sufficient in size and experience to support the college's educational programs. Faculty members are qualified to conduct the institution's programs and meet State mandated minimum requirements. Currently the college has invested its training resources from the Title III Grant in instructors

who have volunteered to teach in either of the two distance education modalities available (hybrid or fully online.) The same minimum qualifications apply to all college instructors, regardless of the modality used for delivering instruction. Columbia College employs 48 full-time and approximately 37 part-time faculty members. All meet or exceed state minimum qualifications. Over 43% of the courses are taught by part-time faculty and several full time faculty have taken responsibility for programs without full time faculty representation (i.e., programs without a full time faculty member) outside of their field of study. Of the faculty, 14 hold Doctoral degrees, 2 are Fulbright Scholars, 4 hold double Master's Degrees, and 5 are Columbia College alumni.

F.14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

The team reviewed the size and scope of student services provided by Columbia College and found them to be consistent with the needs of the student body and the college's mission statement. The online services have expanded in order to provide the same support to distance learners. Those services are listed in Appendix B.

F.15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

F.16. Information and Learning Support Services

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)

F.17. Financial Resources

The institution documents a funding base, financial resource, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)

The Columbia College budget and allocation processes ensure the stability of all departments, including the Instructional Technology Center that supports distance education. At the start of the budgeting process all positions are reviewed and projected costs are calculated for both salaries and benefits. Any new positions that have been recommended and approved by the allocation process are included.

The remaining budget, after salaries and benefits, are then allocated to ensure the needed supplies, services and other expenditures are covered for the fiscal year. Columbia College has been able to set aside funding for contingencies and additional resource allocation for the past several years. The budget narrative for Title III funds related to Distance Education through end of fiscal year 2013 is shown in Appendix E.

F.18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The visiting team confirmed that Columbia College's financial management is evaluated through an annual audit conducted by an independent certified public accounting firm.

F.19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing systematic cycle of evaluation, integrated planning, resources allocations, implementation, and reevaluation. (Standard I.B.9 and I.C.3)

F.20. Integrity in Communication with the Public

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information [concerning all established requirements listed in June 2014 ACCJC Eligibility Requirements⁴²]

F.21. Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with the Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself,

⁴² ACCJC June 2014 Eligibility Requirements http://www.accjc.org/wp-content/uploads/2014/06/Eligibility_Requirements_Adopted_June_2014.pdf

*for the Commission to impose a sanction, or deny or revoke candidacy or accreditation.
(Standard I.C.12 and I.C.13).*

District Policy 2430⁴³ states the role of the Chancellor is to ensure that all relevant laws and regulations are complied with. Accreditation policies, status, and reports are published on the College website⁴⁴ along with all relevant evidence. Further, the college catalog publishes information regarding discloses information regarding

G. Evidence that each accreditation standard will still be fulfilled specifically related to the change and that all relevant Commission policies are addressed

G.1 Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A Institutional Mission

Columbia College is a dynamic institution of learners and creative thinkers dedicated to high standards of student success. We prepare students to be fully engaged in an evolving world by offering comprehensive and high quality programs and services. Columbia College is committed to a culture of improvement through measuring student learning across the institution. We strive for excellence, foster a spirit of professionalism and embrace diversity.

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally.

Part of the mission of Columbia College is to “prepare students to be fully engaged in an evolving world by offering comprehensive and high quality programs and services.” The Distance Education Program helps the college to accomplish this by encouraging training in and the use of state-of-the-art instructional technology by both students and instructors. Access to opportunities to attain educational goals by students who might not otherwise be served is greatly enhanced by distance education.

Standard I.B Institutional Effectiveness

The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

⁴³ YCCD Board Policy 2430

<http://www.yosemite.edu/Trustees/newpolicyandprocedures/2430%20Delegation%20of%20Authority%20to%20the%20Chancellor.pdf>

⁴⁴ Columbia College Accreditation Evidence webpage http://www.gocolumbia.edu/vp_student_learning/evidence.php# & <http://www.gocolumbia.edu/accreditation/#>

All courses at Columbia College, regardless of mode of delivery, are subject to the same rigorous approval and evaluation processes including curriculum review, Program Review, and continuous quality improvement through the SLO cycle. Both qualitative and quantitative data are used to improve institutional effectiveness in the Distance Education Program. Additional monitoring of the Distance Education Program is provided by the Distance Education Committee through the annually updated Distance Education Plan and by the Technology Committee through the annually updated Technology Plan. These plans are linked to overall college planning actions through alignment with goals in the Educational Master Plan, which is, in turn, aligned with the YCCD Strategic plan. Each resource committee establishes, tracks and evaluates goals set by faculty and staff in a highly collaborative and cooperative process through use of specific Action Plans and Program Review. College Council follows the college Integrated Plan for Resource Allocation Process in the Strategic Planning Process Cycle to evaluate Program Review requests and to make resource allocation recommendations to the president⁴⁵. Progress towards goals is communicated to the entire campus community through the college website⁴⁶ where general plans, specific action plans and committee meeting minutes are posted.

At this time it, there is no data to assess for students who enroll in fully online programs and their success and retention rate in comparison to students enrolled in the same programs through face to face delivery. There are only 3 Skills Attainment Certificates offered 100% online thus far, and the remainder are partial programs. Since students utilize the online delivery options as needed and when available, there is no comparison by programs, only by course.

G.2 Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A Instructional Programs

Distance education is mindfully selected by faculty as a delivery tool compatible with course objectives. Distance education courses are subject to a rigorous, separate approval process by the Curriculum Committee and undergo annual Program Review by department area to ensure that high quality of course content is maintained. Separate review of distance education course

⁴⁵ Columbia College Integrated Planning Documents http://www.gocolumbia.edu/institutional_research/cc_planning/default.php

⁴⁶ Columbia College website / Committees, Groups and Planning <http://www.gocolumbia.edu/governance/default.php>

sections through systematic analysis of student retention and success allows for targeted interventions for improvement.

Distance Education instructors develop SLOs for courses and use a variety of methods to assess learning outcomes in order to continuously improve courses. These are published in the SLO Tracking Tool⁴⁷ and are available for review by the entire campus community. Intensive faculty development activities begun under the Title III grant and ongoing training in the latest instructional technology and pedagogical methods have improved the quality of programs and services offered by faculty and staff to all Columbia College students. The ongoing cohort peer mentoring

Standard II.B. Student Support Services

Student Support Services for online learners has increased in both quality and quantity as the online offerings have increased in order to enhance achievement of the mission of the institution. A full list of online service is shown in Appendix B. It should be noted that these services benefit all students and provides flexibility in access to valuable resources. Each of the resources are listed in detail in D.I of this report.

Columbia College provides all of the required catalog information for students in both hard copy and electronic form⁴⁸. The catalog provides precise, accurate and current information concerning each of the standards requirements. Further, all Student Services undergo a systematic program review which assesses needs and progress and results in service improvements. As part of the review, services for distance learners are evaluated and improved upon. The results of program reviews are available to the campus community, and are used in the Institutional Effectiveness Report⁴⁹

Standard II.C Library and Learning Support Services

As also noted in D.I of this report. Columbia College offers sufficient access to library and research materials to online learners, and are of adequate quality and depth. In addition to the research databases, ebooks, and library instruction, the Librarian, and support staff are available to answer questions not only in person, but by phone, email, or by a web chat tool referred to as “Ask a Librarian⁵⁰” which provides real time answers during business hours.

The Library, as with all student support services systematically conducts a full program review which evaluates adequacy in meeting student’s needs. This review allows service to improve and meet evolving demands.

G.3 Standard III: Resources

⁴⁷ Columbia College Student Learning Outcome Web Page and Tracking Tool <http://www.gocolumbia.edu/SLO/default.php>

⁴⁸ Current and historical Columbia College Catalogs http://www.gocolumbia.edu/catalog_schedules/default.php

⁴⁹ Columbia College Institutional Research Program Review and Institutional Effectiveness http://www.gocolumbia.edu/institutional_research/default.php

⁵⁰ Columbia College Ask a Librarian <http://www.gocolumbia.edu/library/ask.php>

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A Human Resources

Columbia College and YCCD have shown a strong commitment to the continued support and development of distance education as evidenced by their most recent planning documents. The Title III grant provided for the initial hiring of new staff to support the Distance Education Program and has since been institutionalized. A detailed description of the quality faculty, management and support staffing was provided in D.2 of this report. Measures in place that ensure the quality and qualifications of online faculty and ongoing professional development are also described in D.3 of this report.

Standard III.B Physical Resources

The physical resources and infrastructure has been provided to support increased distance education and necessary support services. These resources were described in detail in D.4 of this report. As such, the technology infrastructure included in the Manzanita Building remodel⁵¹ ensures growth potential for online services and distance education.

Facilities are systematically assessed to ensure that the demands are met. They are assessed through specific program reviews. Further, the Facilities Committee⁵² is the College-wide shared governance body responsible for making recommendations to ensure that the College facilities are safe, maintained and improved to meet the changing needs of staff and students. This includes advocacy for high-quality learning environments, offices, support services spaces, and informal meeting areas for students. The Facilities Committee is responsible for reviewing and making recommendations on facilities issues of College-wide or significant scope. The Facilities Committee also provides guidance and recommendations on facility-use protocol, major remodels and other changes in the College facilities or grounds as well as major changes in facility usage. The Facilities Committee reviews and recommends changes to the College Facilities Master Plan.

Standard III.C Technology Resources

Technology resources that are used to support student learning programs and specifically, distance education are integrated into institutional planning. Technology resources is noted and ties directly into the District Strategic Plan, and the College Master Plan. The Technology Plan, Distance Ed Plan and their respective Committees are active and used to assess and existing technological resources necessary for the expansion of distance education, and used to identify areas of improvement. These plans as they relate to distance education and technology are detailed in C.1 of this report.

⁵¹ Columbia College Bond Improvements <http://www.yosemite.edu/bond/columbiacollege/default.asp>

⁵² Columbia College Facilities Committee <http://www.gocolumbia.edu/governance/facilities2013.php>

Standard III.D Financial Resources

G.4 Standard IV: Leadership and Governance

Standard IV.A Decision-Making Roles and Process

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Strong participatory governance processes to support student learning are in place that apply equally to the Distance Education program and to all other programs at the college. The Title III Steering Committee, Distance Education Committee, Technology Committee, College Council, college administrators and many district employees work together to forward the Title III goals in particular, and Distance Education Program plans in general. Strong cooperation among the leadership team, faculty, staff and students has helped bring the Distance Education Program at Columbia College to its current successful state and will continue to guide its direction well into the future.

Standard IV.B Board and Administrative Organization

The colleges of the Yosemite Community College District are governed by a seven-member board of trustees elected to represent the wide geographical and culturally diverse area encompassed by the district. A Faculty Consultant to the Board, elected by faculty, sits with the Board for advisory purposes. A student representative, appointed annually by an associated students' committee alternating between Columbia College and Modesto Junior College, serves the Board in a non-voting capacity. The district's Board of Trustees and Chancellor play a critical role in the annual comprehensive plan which, along with the district budget, serves as a blueprint for the next year's activities. Their role begins with assessing state and local issues in order to identify key planning guidelines. Their role concludes with final approval of both the District budget and comprehensive plan as developed by district staff. The planning process thus begins and ends with approval from the officials elected to serve and represent residents in the communities within the districts service area.

Appendix A: Complete List of all Courses Approved for Online Delivery

| COURSE ID | COURSE TITLE |
|------------------|--|
| ART 2 | Basic Color and Design |
| ART 12 | History of Art: Renaissance, Baroque, and Modern |
| BIOL 50 | Nutrition |
| BIOL 150 | Elementary Anatomy and Physiology |
| BUSAD 135 | Computerized Accounting (QuickBooks) |
| CHEM 2A | General Chemistry |
| CHEM 2B | General Chemistry II |
| CHEM 4A | Organic Chemistry I |
| CHEM 4B | Organic Chemistry II |
| CHEM 5 | Introductory Chemistry: Environmental Emphasis |
| CHEM 14 | Fundamental Chemistry for Allied Health |
| CHEM 16 | Fundamental Organic and Biochemistry |
| CHEM 20 | The Chemistry of Everything |
| CHILD 4 | Observation and Assessment |
| CHILD 17 | Adult Supervision Practicum |
| CHILD 19 | Introduction to Children With Special Needs |
| CHILD 26 | Health, Safety and Nutrition |
| CHILD 31 | Advanced Child Care Administration |
| CHILD 35 | Introduction to Curriculum |
| CHILD 36 | Teaching in a Diverse Society |
| CHILD 40 | Creative Activities in Motor Development |
| CHILD 126 | School-Age Child Care |
| CMPSC 5 | Introduction to Programming |
| CMPSC 10 | Internet Essentials |
| CMPSC 11 | Presentations Using Computers and Multimedia |
| CMPSC 13 | Introduction to HTML and CSS |
| CMPSC 14 | Advanced Topics in Website Development |
| CMPSC 17 | Advanced Internet Research |
| CMPSC 36 | Introduction to Digital Multimedia |
| CMPSC 37 | Writing for Multimedia |
| CMPSC 56 | Typography |
| CMPSC 63 | GIS and Making Maps: The Essential Skills |
| CMPSC 64 | ArcGIS: Creating a Basic Map |
| EDUC 50 | Online Course Development |
| EMS 4 | Emergency Medical Technician Training |
| EMS 12 | Pre-Paramedic Training |
| EMS 109 | Online Emergency Medical Technician Refresher |

| | |
|------------|---|
| ENGL 1A | Reading and Composition: Beginning 1A |
| ENGL 1B | Advanced Composition and Introduction to Literature |
| ENGL 1C | Critical Reasoning and Writing |
| ENGL 10 | Creative Writing |
| ENGL 11 | Film Appreciation |
| ENGL 49 | California Literature |
| ENGL 81 | Introduction to World Literature: 1500 to Present |
| ENGL 151 | Preparation for College Composition |
| ESC 1 | Energy: Uses and Alternative |
| FIRE 2 | Fire Prevention Technology |
| FIRE 3 | Fire Protection Equipment and Systems |
| FIRE 4 | Building Construction for Fire Protection |
| FIRE 5 | Fire Behavior and Combustion |
| GEOGR 63 | GIS and Making Maps: The Essential Skills |
| GEOGR 64 | ArcGIS: Creating a Basic Map |
| GUIDE 1 | Career/Life Planning |
| GUIDE 18 | Life Skills for Higher Education |
| GUIDE 107 | Orientation to College |
| HHP 1 | Introduction to Physical Education, Fitness, and Sport |
| HHP 2 | Women's Health Issues |
| HHP 3 | Introduction to Kinesiology |
| HHP 5 | Introduction to Recreation and Leisure |
| HHP 60 | Health and Fitness Education |
| HHP 63 | Sociology of Sport |
| HHP 66 | Mental Aspects of Sport |
| HHP 74 | Introduction to Sport Management |
| HHP 100 | College Success for Athletes |
| HPMGT 120 | Safety and Sanitation |
| HPMGT 152 | Restaurant Planning |
| HUMAN 1 | Old World Culture |
| HUMAN 2 | Modern Culture |
| HUMAN 4 | World Religions |
| LIBR 1 | Introduction to Library and Information Resources |
| MATH 8 | Trigonometry |
| MUSIC 12 | American Popular Music: Blues and Jazz to Rock 'n' Roll |
| NARTC 163 | Waste for Consumption |
| OFTEC 50 | Medical Terminology |
| OFTEC 142 | Desktop Publishing Essentials |
| OFTEC 149 | Electronic Health Records |
| OFTEC 150 | Medical Law and Ethics |
| OFTEC 152A | Medical Billing and Coding |
| OFTEC 152B | Medical Coding II |

| | |
|------------|--|
| OFTEC 152C | Advanced Medical Coding |
| OFTEC 168 | Creating and Managing a Virtual Office |
| OFTEC 215 | Word Processing for Personal Use |
| OFTEC 216 | Intermediate/Advanced Word Processing for Personal Use |
| PHYCS 2 | Conceptual Physical Science: A Starshop Voyage |
| PSYCH 10 | Lifespan Human Development |
| PSYCH 30 | Psychology of Adjustment |
| SPAN 1A | Spanish: Beginning |
| SPAN 1B | Spanish: Beginning |

Appendix B: Online Student Services Implemented as of October 2014

Student Email

Online Oral History collection

Student e-Portfolios

Early Alert and follow-up

Online Course orientation

Electronic Student Performance Report

Online Course Orientation

Emergency Contact System (Alert U)

Re-design of Website for online learners

E-book collection in the Library

Email Blast

Enhanced Online Services for Bookstore

Academic Integrity posters on website

Online Job Placement services

Online Video Tutor Tips

Health Office Advice for Online Students

Online Browser Testing

Self- Assessment for Online Readiness

Online Advising/Counseling

Ability to change mailing address

Events Calendar

BOG waiver

Degree Audit

Appendix C: Live Web Links to Current Course Catalogs and Recent Course Schedules

[2013-2014 Columbia College Catalog](#)

[2014-2015 Columbia College Catalog](#)

[Summer 2014 Course Schedule](#)

[Fall 2014 Course Schedule](#)

Appendix D: CCCC Approval Letters for New AS-T and AA-T Degrees

STATE OF CALIFORNIA
CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
1102 Q street
Sacramento, Ca 95811-6549
(916) 445-8752
<http://www.cccco.edu>



12/17/2013

Admin, COLUMBIA
College CIO
COLUMBIA

Dear Colleague:

In compliance with California Education Code section 70901 and California Code of Regulations, Title 5, Subchapter 2. Approval by the Chancellor, the California Community Colleges Chancellor's Office Academic Affairs Division has reviewed and approved the following instructional program:

CURRICULUM INVENTORY RECORD

College: 591
Credit Status: Credit
Program Title: Anthropology
Program Award: AA.-T Degree
Program Control Number: 32348
TOP Code: 220200
Program Goal(s): Transfer

For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a substantive change. Once a program is approved by the California Community Colleges Chancellor's Office (CCCCO), colleges must follow the steps outlined in the ACCJC Manual (www.accjc.org). Please note: colleges are not eligible to collect state apportionment or federal support for granting this award without first receiving approval from the Chancellor's Office and the ACCJC.

For questions regarding this review please submit your written inquiry to curriculum@cccoc.edu.

Sincerely,

Academic Affairs Division
California Community Colleges Chancellor's Office

STATE OF CALIFORNIA
CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
1102 Q street
Sacramento, Ca 95811-6549
(916) 445-8752
<http://www.cccco.edu>



08/12/2011

Admin, COLUMBIA
College CIO
COLUMBIA

Dear Colleague:

In compliance with California Education Code section 70901 and California Code of Regulations, Title 5, Subchapter 2. Approval by the Chancellor, the California Community Colleges Chancellor's Office Academic Affairs Division has reviewed and approved the following instructional program:

CURRICULUM INVENTORY RECORD

College: 591
Credit Status: Credit
Program Title: Communication Studies
Program Award: A.A.-T Degree
Program Control Number: 30767
TOP Code: 150600
Program Goal(s): Transfer

For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a substantive change. Once a program is approved by the California Community Colleges Chancellor's Office (CCCCO), colleges must follow the steps outlined in the ACCJC Manual (www.accjc.org). Please note: colleges are not eligible to collect state apportionment or federal support for granting this award without first receiving approval from the Chancellor's Office and the ACCJC.

For questions regarding this review please submit your written inquiry to curriculum@cccco.edu.

Sincerely,

Academic Affairs Division
California Community Colleges Chancellor's Office

STATE OF CALIFORNIA
CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
1102 Q street
Sacramento, Ca 95811-6549
(916) 445-8752
<http://www.cccco.edu>



02/06/2014

Admin, COLUMBIA
College CIO
COLUMBIA

Dear Colleague:

In compliance with California Education Code section 70901 and California Code of Regulations, Title 5, Subchapter 2. Approval by the Chancellor, the California Community Colleges Chancellor's Office Academic Affairs Division has reviewed and approved the following instructional program:

CURRICULUM INVENTORY RECORD

College: 591
Credit Status: Credit
Program Title: Kinesiology
Program Award: AA-T Degree
Program Control Number: 32444
TOP Code: 127000
Program Goal(s): Transfer

For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a substantive change. Once a program is approved by the California Community Colleges Chancellor's Office (CCCCO), colleges must follow the steps outlined in the ACCJC Manual (www.accjc.org). Please note: colleges are not eligible to collect state apportionment or federal support for granting this award without first receiving approval from the Chancellor's Office and the ACCJC.

For questions regarding this review please submit your written inquiry to curriculum@cccoco.edu.

Sincerely,

Academic Affairs Division
California Community Colleges Chancellor's Office

Appendix E: Title III Grant Budget Narrative

| BUDGET NARRATIVE | | | | | | |
|---|----------------|------------------|------------------|------------------|------------------|------------------|
| <i>The extent to which the proposed costs are necessary and reasonable in relation to the project's objectives and scope.</i> | | | | | | |
| A. Personnel | | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| Title III Project Director | | \$0 | \$0 | \$0 | \$0 | \$0 |
| Instructional Activity Director/ Teaching & Learning Ctr Coord. | Title 3 | \$63,000 | \$64,890 | \$50,128 | \$34,421 | \$17,727 |
| | CC | \$0 | \$0 | \$16,709 | \$34,421 | \$53,180 |
| Online Services Developer | Title 3 | \$39,465 | \$54,199 | \$41,868 | \$28,750 | \$14,806 |
| | CC | \$0 | \$0 | \$13,956 | \$28,750 | \$59,224 |
| Development Activity Director/ Director of Development | Title 3 | \$78,750 | \$97,335 | \$77,976 | \$57,368 | \$35,454 |
| | CC | \$0 | \$10,815 | \$33,418 | \$57,368 | \$82,725 |
| Administrative Assistant | Title 3 | \$17,410 | \$23,909 | \$24,626 | \$16,742 | \$8,622 |
| | CC | \$0 | \$0 | \$0 | \$8,624 | \$17,244 |
| Faculty (cohort participation) | Title 3 | \$15,000 | \$15,000 | \$15,000 | \$15,000 | \$15,000 |
| Faculty (online course devlpmnt) | Title 3 | \$12,000 | \$12,000 | \$12,000 | \$12,000 | \$12,000 |
| Personnel Total | Title 3 | \$225,715 | \$267,333 | \$221,598 | \$164,281 | \$103,609 |
| | CC | \$0 | \$10,815 | \$64,083 | \$129,163 | \$212,373 |
| <i>Salaries/wages are the same as those paid to existing Columbia personnel with similar job titles/functions. Faculty involved in cohorts and online course development will receive stipends. The Instructional Activity Director/TLC Coordinator is listed at replacement cost. Salaries/wages increase by 3% each year to allow for cost of living adjustments.</i> | | | | | | |
| Title III Project Director (0.3 FTE, 12 month): This 100% College-funded position will end when the project ends and not be continued post-grant. | | | | | | |
| Instructional Activity Director (0.4 FTE)/Teaching & Learning Center Coordinator (0.6 FTE), 9 month: This new position is 100% Title III funded initially. It will be phased onto College funding beginning in Year 3 (at 25% per year) and will be institutionalized post-grant as the full-time Teaching and Learning Center Coordinator. | | | | | | |
| Online Services Developer (1.0 FTE, 12 month): This new position is 100% Title III funded initially. It will be phased onto College/District funding beginning in Year 3 (at 25% per year) and will be institutionalized post-grant as a shared position with the District Office (50/50). <i>NB: only 9 month's salary & fringes budgeted in Year 1 due to lag time for hiring new positions.</i> | | | | | | |
| Development Activity Director/ Director of Development (1.0 FTE, 12 month): This new position is 100% Title III funded initially. It will be phased onto College funding beginning in Year 2 (10%), Year 3 (30%), Year 4 (50%), Year 5 (70%) and will be institutionalized post-grant. <i>NB: only 9 month's salary & fringes budgeted in Year 1 due to lag time for hiring new positions.</i> | | | | | | |
| Administrative Assistant (0.8 FTE, 12 month): This new position is 100% Title III funded initially & phased onto College funding beginning in Year 4 (at 33% per year) and will be institutionalized post-grant to support the Director of Development. <i>NB: only 9 month's salary & fringes budgeted in Year 1 due to lag time for hiring new positions.</i> | | | | | | |
| Faculty Stipends (cohort participants): Fifteen faculty per year will be paid \$1,000 stipends for participating in the collaborative cohort training (30 hours). Faculty must also pilot and evaluate a project implementing their new learning (as part of their regular course load). | | | | | | |
| Faculty Stipends (online course development): Twenty stipends per year (\$600 each) will be paid to faculty for developing online courses. | | | | | | |

| B. Fringe Benefits | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|------------------------------|----------|-----------|----------|----------|----------|
| Fringe Benefits Total | \$86,317 | \$103,370 | \$94,430 | \$84,501 | \$73,301 |

All fringes have been calculated at actual cost (not an average). They include FICA (7.65% for non-faculty only), disability (0.74%), unemployment (0.36%), retirement (8.25% or 9.306%), workers' comp (2.1%), STD (0.3%) & medical/dental/vision/life insurance at \$1,099.92/month.

| C. Travel | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---------------------|---------|---------|---------|----------|----------|
| Travel Total | \$5,466 | \$5,466 | \$9,466 | \$11,466 | \$11,466 |

Title III Project Director attendance at Title III Director's meeting (Yrs 1-5). Airfare (\$700), ground transportation (\$50), 3 nights lodging @ \$180 night in Washington, DC (\$560), 4 days per diem for meals @ \$39/day (\$156) = \$1,466. Foundation Board participation in conferences [registration (\$500), travel, hotel, per diem (\$1,500) X 2 people in Year 3; and X 3 people in Years 4-5]. Director of Development and TLC Coordinator professional development conference attendance [registration (\$500), travel, hotel, per diem (\$1,500)] X 2 persons (Years 1-5).

| D. Equipment | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|------------------------|----------|---------|---------|---------|----------|
| Equipment Total | \$16,000 | \$0 | \$0 | \$0 | \$20,000 |

Two servers at YCCD to increase online course capacity (\$8,000 each Year 1); Benefactor® MIS-integrated donor management software, consulting and training (\$20,000 Year 5).

| E. Supplies | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-----------------------|----------|---------|----------|----------|-----------|
| Supplies Total | \$40,500 | \$3,500 | \$49,500 | \$95,500 | \$130,800 |

Equip smart classrooms with workstation (\$1,000) + PC with video card (\$1,750) + wireless headset and camera (\$200) + video projector, mount, cables and screen (\$2,250) + document imager (\$3,800) + Smartboard® (\$2,500) = \$11,500 (2 in Year 1; 4 in Year 3; 8 in Year 4; 11 in Year 5). Equip TLC with 2 PCs (\$1,750 each), scanner (\$100), color laser printer (\$1,000), digital video camera (\$900), digital camera (\$500), appropriate software for curriculum development (\$3,200) in Year 1. Miscellaneous supplies for instructional pilots and Title III staff (\$500 per year). Printing and postage for donor/prospect communications (\$3,000/year), grant resource library materials (\$800/yr Year 1 & 5), planned giving software (\$4,000 Year 1).

| F. Contractual | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--------------------------|----------|----------|----------|----------|----------|
| Contractual Total | \$20,000 | \$14,000 | \$19,000 | \$38,000 | \$54,000 |

Electricity and connectivity wiring in smart classrooms (\$2,000 each) per above schedule. Comprehensive resource development audit (\$7,000 Year 1), Foundation Board strategic planning facilitation (\$3,000 Year 1), Foundation Board training (\$3,000/yr Years 1, 2 & 5), Foundation web site development (\$5,000 Year 2); online giving capability (\$3,000 Year 2); donor recognition wall (\$11,000 Year 4); feasibility study for major fundraising campaign (\$18,000 Year 5); Presidium 24/7 help desk for online learners (\$8,000/year Years 3-5); 2 visiting instructional experts/year @ \$1,500 each for cohorts and general faculty (Years 1-5).

| G. Construction | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---|---------|---------|---------|---------|---------|
| Construction Total | \$0 | \$0 | \$0 | \$0 | \$0 |
| The college requests no funds for construction. | | | | | |

| H. Other | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---|---------|---------|---------|---------|---------|
| Other Total | \$6,000 | \$6,000 | \$6,000 | \$6,000 | \$6,000 |
| Funds each year for formative external evaluation (Years 1-4) & summative evaluation (Year 5) | | | | | |

| TOTAL | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|
| Federal Funds Requested | \$399,998 | \$399,669 | \$399,994 | \$399,748 | \$399,176 |