Substantive Change Proposal:

Distance Education

Addition of Courses that Constitute 50% or More of a Program Offered Through Distance Education

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Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
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A. Description of Change and Reasons for Change

A.1. Description

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. Plans to develop centers in Stanislaus and Calaveras Counties are underway.

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 expand distance education offerings in response to increased demand and the need to offer more online student services is critical.

This Substantive Change Proposal is submitted to the ACCJC for approval to offer the following General Education requirements, Associate Degrees and Certificates through the distance education (DE) mode of delivery. Fifty percent or more of the coursework in each area is or may soon be available in fully online or hybrid modalities. (Throughout this Substantive Change Proposal, portions of the document that are indented and/or which appear in italics have been cited directly from existing district, college and commission documents.)

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1 See Appendix A for a complete listing of all courses that may be offered in a distance education format.
IGETC requirements for transfer to UC and CSU

General Education requirements for the AA and AS Degrees

General Education requirements for the ASOE Degree

General Education requirements for transfer to CSU

Associate of Arts Degrees
- Health and Human Performance
- Language Arts, Emphasis in English
- Language Arts, Emphasis in Communication
- Liberal Arts, Emphasis in Arts and Humanities
- Liberal Arts, Emphasis in Science
- Liberal Studies, Emphasis in Elementary Teaching Prep

Associate of Science Degrees
- Allied Health
- Emergency Medical Services
- Fire Technology
- Science, Emphasis in Biology (close to 50%)
- Science, Emphasis in Earth Science (close to 50%)
- Science, Emphasis in Environmental Science (close to 50%)
- Science, Emphasis in General Science (close to 50%)
- Science, Emphasis in Physical Science (close to 50%)

 Associate of Science Post-Secondary Studies Degree with Transfer to CSU
- Emphasis in Biological Sciences
- Emphasis in Computer Science (close to 50%)
- Emphasis in Environmental Sciences
- Emphasis in Physical Sciences
- Emphasis in Pre-Engineering (close to 50%)

State Approved Certificates of Achievement
- Child Development (close to 50%)
- Computer Support Technician
- Emergency Medical Services
- Computer Support Technician
- Multimedia Web Design (close to 50%)
- Network Support Technician (close to 50%)
- Website Development (close to 50%)
A.2. Relationship of Distance Education to Institutional 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 at least fall 2004. During that semester the college had 63 ending enrollments (not necessarily unduplicated) in two distance education courses. In fall 2010, there were 667 ending enrollments (not unduplicated) in 44 sections of 38 distance education courses (including fully online and hybrid offerings).

A.3. Justification and Rationale for Change

According to the Chronicle of Higher Education, in an article by Mary Helen Miller citing a survey conducted by the Instructional Technology Council, distance learning grew by 22% from 2007-08 to 2008-09 at community college campuses across the country. This represents a large increase over the 11% growth rate seen from 2006-07 to 2007-08 and is much larger than the average less than 2% growth rate for face-to-face enrollments nationally for 2008-09.

The following table displays ending enrollments (not unduplicated), FTES and number of sections for the Distance Education Program from fall 2004 through fall 2010.

Table 1. Distance Education at Columbia College

<table>
<thead>
<tr>
<th>Distance Ed</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ending Enrollments</td>
<td>63</td>
<td>136</td>
<td>167</td>
<td>132</td>
<td>246</td>
<td>565</td>
<td>667</td>
</tr>
<tr>
<td>Distance Education FTES</td>
<td>8.86</td>
<td>16.02</td>
<td>19.59</td>
<td>17.94</td>
<td>34.65</td>
<td>96.72</td>
<td>106.92</td>
</tr>
<tr>
<td>Number of Sections</td>
<td>3</td>
<td>17</td>
<td>18</td>
<td>12</td>
<td>17</td>
<td>34</td>
<td>44</td>
</tr>
</tbody>
</table>

* These figures could change somewhat, as this term recently ended and ending enrollments could change.

At Columbia College recent growth in distance education has been substantial. From fall 2004 to fall 2010 there was a 1367% increase in the number of sections offered in a distance education format (hybrid or fully online) and there was a 959% increase in distance education section enrollments.

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2 [http://www.gocolumbia.edu/about/mission.aspx](http://www.gocolumbia.edu/about/mission.aspx)
3 Source: Crystal Reports, Section Enrollment Summary Report by term and course type: Distance Education, run 1/11/11.
5 Source: Crystal Reports, Section Enrollment Summary Report by term and course type: Distance Education, run 1/11/11.
ending enrollments across this same time period\(^6\). There was an 1107% increase in the number of FTES generated by distance education enrollments from fall 2004 to fall 2010.

The following table displays ending enrollments (not unduplicated), FTES and number of sections for the college as a whole from fall 2004 through fall 2010.

**Table 2. Total Enrollments, FTES and Sections at Columbia College\(^7\)**

<table>
<thead>
<tr>
<th>College FTES</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ending Enrollments</td>
<td>7716</td>
<td>7163</td>
<td>6951</td>
<td>6992</td>
<td>7863</td>
<td>8823</td>
<td>7861</td>
</tr>
<tr>
<td>Credit FTES</td>
<td>1034.45</td>
<td>964.95</td>
<td>964.07</td>
<td>969.66</td>
<td>1,060.26</td>
<td>1,213.24</td>
<td>1156.64</td>
</tr>
<tr>
<td>Number of Sections</td>
<td>540</td>
<td>567</td>
<td>556</td>
<td>533</td>
<td>573</td>
<td>556</td>
<td>510</td>
</tr>
</tbody>
</table>

* These figures could change somewhat, as this term recently ended and ending enrollments could change.

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\(^6\) Source: Crystal Reports, Section Enrollment Summary Report by Term and Course type: Distance Education, run 1/11/11.

\(^7\) Source: Crystal Reports, Section Enrollment Summary Report by Term, run 1/11/11.
Figure 1, below, displays distance education enrollments, FTES and number of sections offered as a percent of the college as a whole. The Distance Education Program has increased in all areas, accounting for less than 1% of these college totals in fall 2004, growing to almost 10% by fall 2010.

**Figure 1. Distance Education Enrollments, FTES and Sections as a Percent of College Totals**

![Graph](image)

* These figures could change somewhat, as this term recently ended

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\(^9\). The need to continue to increase the availability of distance education courses at Columbia College is clear.

In its 2009 Distance Education Survey\(^10\), the Instructional Technology Council reported that 42% of responding community colleges cited the economic downturn as one reason for the robust growth in distance education. Columbia College is a small, rural school (4,259 unduplicated

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\(^8\) Source: Crystal Reports, Section Enrollment Summary Report by Term, run 1/11/11.


Graph on bottom right of page 16. Note: 38% figure was obtained by adding the number of “strongly disagree” and “somewhat disagree” responses to the survey item “I am satisfied with the number of fully online classes available” and dividing by the total number of responses to the item: 177/462=38%

headcount in fall 2010\textsuperscript{11}, located in an area hit particularly hard by the economic downturn in California. The local unemployment rate as of November, 2010, was approximately 14\%\textsuperscript{12}.

The rapid growth in distance education offerings at Columbia College noted above is most likely at least partly due to the increased demand created by the combination of challenging geographical setting and severe economic limitations that exist presently. 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.

The local economic outlook may improve somewhat in the near future, but most predicted local job growth is in the typically lower paying service/tourism sector. As high-speed internet service areas expand 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. In fall 2009 44\% of the sections offered through distance education were vocational, 100\% of the 26 courses offered were degree applicable and 85\% were transferable\textsuperscript{13}.

At Columbia College, distance education offerings may attract younger, probably more technologically savvy students. In fall 2009 the proportion of 18-34 year old enrollments (not unduplicated) in non-distance education courses was 75.89\%\textsuperscript{14}. The proportion of distance education enrollments among students 18-34 was slightly higher at 79.03\%\textsuperscript{15}. Distance education students at Columbia tend to be predominately female, at least recently: 64\% in fall 2009 compared with 52\% enrolled in non-distance education courses\textsuperscript{16}. More research is necessary to gain an accurate picture of the typical distance education student and a Needs Assessment survey is planned for online students in the near future. Differences between ethnic groups in distance education enrollments did not appear to be significant.

Since receiving a Title III grant in October of 2008, Columbia College has been able to escalate its development of distance education offerings and training of qualified faculty members to teach online. The ability to complete 50\% or more of the requirements for a transfer or associates degree or a certificate will improve the ability of Columbia College to meet the needs of its student population. Hence there is a need to submit this Substantive Change Proposal to the Accrediting Commission.

\textsuperscript{11} Central Services Office of Research & Planning: http://www.yosemite.edu/research/Term\%20Enrollment\%20with\%20annual\%20FTES\%20for\%20Web61.pdf

\textsuperscript{12} California Employment Development Department, http://www.labormarketinfo.edd.ca.gov/

\textsuperscript{13} Excel spreadsheet curricunetexportforcc6-23-10 updated to include all DE courses through 2011csp.

\textsuperscript{14} https://misweb.cccco.edu/mis/onlinestat/ret_sucs_de.cfm

\textsuperscript{15} https://misweb.cccco.edu/mis/onlinestat/ret_sucs_de.cfm

\textsuperscript{16} https://misweb.cccco.edu/mis/onlinestat/ret_sucs_de.cfm
B. Description of Educational Programs to be Offered

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 will continue to be offered in this modality. A few distance education courses are brand new and have gone through all of the prescribed curriculum approval processes that will be discussed below in the section describing the Distance Education Plan in section C.1.

B.1. Educational Purpose of the Proposed Change

The Distance Education Committee has the following Mission Statement in its most recent plan 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, anywhere17.

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 progress18.

B.2. Commission Distance Education Policy Elements (January, 2010) Addressed

This section provides detailed information regarding how Columbia College will address each ACCJC Distance Education Policy Element by directly describing processes and procedures that are in place or by referencing different sections of the proposal that discuss the policy element specifically.

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Policy

ACCJC policy specifies that all learning opportunities provided by our accredited institutions have the same quality, accountability, and focus on student outcomes, whether they are delivered electronically or by more traditional means. The intent of the policy is to provide a framework that allows institutions flexibility...while maintaining quality. Any institution offering courses and programs electronically is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

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.

This policy element is addressed under C.1., below, which gives a detailed description of the 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 programs 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:

• Students benefit from having access to the course via a distance offering.

• The Course Outline of Record has been approved or revised within five years of the DE addendum request for approval.

• A DE addendum has been submitted to the Curriculum Committee adequately designating the following:

  1. Sufficient consideration has been given to adaptations of methods of instruction and methods of evaluation to ensure “regular and effective contact” as required in Title 5 and the approved Regular Effective Contact Policy.

2. Accessibility is ensured as required by Section 508 guidelines. All Title 5 mandates have been met and followed. Class size as recommended by the curriculum committee will be considered as the established face-to-face size not to exceed 35 students. It is suggested that the first time a course is offered by a particular instructor, that the instructor be given the option to set the maximum at 20 students.

During the official faculty evaluation cycle, an approved online version of the Yosemite Faculty Association evaluation instrument will be provided with the course to ensure student feedback regarding the organization and content of the course and instructor performance.

- **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 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.**

The college’s Title III grant provides various resources to assist with accomplishing outcomes, as described throughout this proposal. Resource allocation and planning committee structures are in place to support the ongoing success of the Distance Education Program (see section C.1. below.)

- **Institutions are expected to demonstrate that their students achieve these outcomes through application of rigorous 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. Strategies are being developed for employing authentic methods to assess distance education student learning outcomes and success and retention rates for distance education courses will be tracked. See

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23 [http://www.gocolumbia.edu/SLO/](http://www.gocolumbia.edu/SLO/)
section D.4. of this proposal for more information on the plan for monitoring the Distance Education Program.

Columbia College is currently participating in a student distance education survey being conducted by the Chancellor’s Office. The purpose of this survey is to determine the reasons that students drop distance education courses. There are approximately 57 colleges participating in this study. About 58,000 email invitations were sent to students on January 10, 2011. System wide summary results will be included in the Chancellor’s Office report on distance education to the Board of Governors in May, 2011. The college is participating in this survey as part of its efforts to improve retention and success rates in distance education.

- **Institutions are expected to provide the ACCJC reasons to believe that these outcomes will continue to be accomplished.**

College planning and evaluation processes to ensure that desirable outcomes will continue to be achieved are in place. See final paragraph in section C.1. below. In addition, the college has a well-documented plan to institutionalize the activities currently funded by the Title III grant. Through a series of procedures (including regular oversight meetings with top college administrators, monthly steering committee meetings, monthly progress reports, and on-going evaluation procedures), the college is documenting progress, tracking outcomes, and planning for the continuation of grant-funded efforts after its five-year term is complete.

- **Institutions are expected to provide the ACCJC advance notice of 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 ACCJC advance notice of intent to offer a program in which 50% or more of the courses are via distance education or correspondence education, through the Substantive Change process.**

The ACCJC Annual 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 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**

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25 See Appendix B.
and completes the course or program and receives the academic credit. This requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution’s discretion, such methods as a secure log-in and password, proctored examinations, and/or new or other technologies and/or practices that are developed and effective in verifying each student’s identification.

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 private information is kept secure. 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. See section D.2. below for more detailed information about distance education security.

Security strategies that distance education instructors may use include comparing student assessments to their own submitted written assignments and to their threaded discussion responses. There is an option for open and on-site proctoring that requires a student to show photo ID to be admitted to an exam. Online course sections that do not require a proctored exam insist that the student formally acknowledge and pledge adherence to the Student Conduct Board policy which is published in the college catalog, and to the College Acceptable Use policy which applies to student use of district computers. The student conduct policy specifically states:

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student:

Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.

Dishonesty; forgery; alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the District.

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.

Some online instructors employ open-book tests and students in hybrid distance education courses can be required to come onto campus for exams. The Title 5 requirement for distance education instructor and student to engage in “regular and effective contact” can be met through the use of multiple online communication tools.

27 http://www.yosemite.edu/trustees/policyandprocedures/5500%20Standards%20of%20Conduct.pdf
Proctoring procedures are provided to students who reside out of the area to accommodate them as needed. The college will continue to stay abreast of new technologies designed to enhance distance education security.

- The institution must also publish to their students, 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.

Columbia College publishes its policies on the protection of student privacy in its Distance Education Plan\textsuperscript{29}, its catalog\textsuperscript{30} on the YCCD Board of Trustees website.\textsuperscript{31}

B.3. Meeting of Accreditation Standards related to Student Learning Programs, Services and Resources

This area is addressed under section “G.”

C. Planning Processes that Led to Substantive Change Proposal

C.1. Changes Relate to Institution’s Planning Processes and Mission

Yosemite Community College District Strategic Plan 2007-2013\textsuperscript{32}

The following goals and objectives from the YCCD Strategic Plan 2007-2012 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.

Objective 1.2: Promote access to quality programs and support services.

\textsuperscript{29} http://www.gocolumbia.edu/documents/de/DE_Plan.pdf, page 11.
\textsuperscript{30} http://www.gocolumbia.edu/catalog_schedules/catalog11/admissions.pdf
\textsuperscript{31} http://www.yosemite.edu/trustees/policyandprocedures/5040%20Student%20Records%20and%20Privacy.pdf
\textsuperscript{32} http://www.yosemite.edu/research/StrategicPlanFinal.pdf
Goal 5: Technology

The Yosemite Community College District aligns human and financial resources to provide state of the art technology and support to meet the prioritized technological needs of the District.

Objectives:

5.1 Assess the technological needs of the District annually.

5.2 Evaluate the results of the annual assessment to identify and prioritize the technological needs for continuous improvement.

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.

Columbia College Educational Master Plan 2008-2015

Influenced by and in support of the YCCD Strategic Plan, the college created its current Educational Master Plan (EMP) in 2008.

The college Mission Statement, which is 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.

Two parts of the college’s Vision Statement are particularly relevant to the current proposal:

Columbia College will continue to provide 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.

Columbia College will use leading edge 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.

At the time the EMP 2008-2015 was written there were three English courses, four Child Development courses and five Office Technology courses available fully online, as well as several hybrid courses.

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 2010

When the EMP was updated in spring 2010 significant progress towards goals set in 2008 relating to distance education had been made. The college was in its second year of implementing the Title III grant and an increase in FTES generated by distance education was noted (see Table 3.)

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**

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.

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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 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 Plan

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:

**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. The protocol for requesting Blackboard shells is clearly defined on the college website.

**Columbia College Distance Education Plan**

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.

37 [http://www.gocolumbia.edu/online/faculty.aspx](http://www.gocolumbia.edu/online/faculty.aspx)
• **Reviews online services for students and faculty and makes recommendations for additions and improvements as needed to the Online Services Developer.**

• **Creates a “Development and Support Team” able to mentor faculty and review DE courses as they are developed.**

• **Oversees the development and revision of the college Distance Education Plan (as needed but no less than once per year.)**

• **Advises the Curriculum Committee in matters involving distance education.** [A Course Modification Checklist\(^4\), approved by the Curriculum Committee, is available for the development of courses delivered through distance education which constitutes a major modification\(^4\).]

• **Conducts periodic review of all distance education course offerings.**

A formal Distance Education Plan was created in March 2008 and revised in 2009. The most recent DE Plan was 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 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

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\(^4\)[http://www.gocolumbia.edu/curriculum/cchndbk/CCH2010_crsemodchklst.pdf](http://www.gocolumbia.edu/curriculum/cchndbk/CCH2010_crsemodchklst.pdf)

\(^5\)[http://www.gocolumbia.edu/curriculum/cchndbk/prpslmjr.aspx](http://www.gocolumbia.edu/curriculum/cchndbk/prpslmjr.aspx)
anytime, anywhere, thus expanding the mission of the college beyond the local community to the surrounding areas.

Distance education courses will provide 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, will be available to distance learning students 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. Grant objectives that 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 will directly or indirectly impact the Distance Education Program at Columbia College are listed here:

- **Objective 1:** By September 30, 2013, 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, 2013, 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 the 2011-2012 academic year, increase FTE from fully online courses from the baseline of 39 (2006-2007 academic year) to 200.

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43 Columbia College Title III Project Abstract, 2008. See Appendix C.
- **Objective 4:** By September 30, 2013, increase the total number of new online student services and administrative processes available to distant learners 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.

- **Objective 7:** By the end of fiscal year 2012 (June 30, 2012), increase competitive grant awards to Columbia from the fiscal year 2007 baseline of $222,320 to $700,000, excluding Title III.

Each of these objectives contributes to Columbia’s Distance Education Program by ensuring that an appropriate structure and adequate resources 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 enables 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.

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 fourth objective of the grant ensures that in addition to online courses, students will have access to services that they need online—such as online tutoring, advising, and job placement services. This is critical to student success and to building a strong Distance Education Program. Objective five provides 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 have become more comfortable using equipment such as webcams and “SmartBoards” in their classrooms, they have expressed greater interest in participating in further professional development, which ultimately may lead to involvement in teaching distance courses.

A continued focus and development of student support services is working with specialized services, such as with the DSPS department to ensure students that are taking online classes have equal opportunity and access to materials and content. Some of the collaborative approaches have been jointly sponsored accessibility trainings for instructors, addressing accessibility issues in the faculty cohort trainings and staff and faculty flex-activities, as well as sending out multimedia to be closed-captioned and having instructors provide alternative formats and text-based transcripts for audio, video and multimedia.
Finally, the sixth objective positions the college to be able to maximize other available resources such as State, Federal, and private grants. Several grants have been submitted in the first few years of the Title III grant term that will assist with ongoing support of the Distance Education Program, including a Fund for the Improvement of Postsecondary Education Course Materials Rental grant (funded in 2010) and a National Science Foundation (NSF) Advanced Technological Education grant (currently pending.)

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.

To sum up the descriptions of the planning documents and processes discussed above, all of these college 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, particularly when grant funding ends (although the college may reapply for this grant.)

From the foregoing descriptions of all of the relevant planning documents and processes at both the district and college levels, 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.2. Needs and Resources Assessment Completed

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.


http://www.gocolumbia.edu/Research/cc_planning_home/CC%20Annual%20Planning%20Cycle.JPG

http://www.gocolumbia.edu/Research/cc_planning_home/CC%20UNIT%20PLAN%20Goal%202010%20Progress%2020102910.pdf
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.

While a number of student forms are available online, such as transcript requests and enrollment forms, all students will greatly benefit from the addition of other online support services such as orientation, advising, tutoring, counseling, transfer assistance and financial aid. Some of these services exist and others are currently in development. Distance education students, in particular, will benefit from additional online services. (See section C.4. of this proposal.)

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.

In addition to the Title III Grant monthly and annual evaluation activities, the Technology and Distance Education plans also 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 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.
Additionally, the Title III Grant will meet the following goals:

- 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. Expected Intended Benefits that Will Result from Proposed Change

First, increasing 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. Since the beginning of the grant term, 16 newly online services have been created including the ability to apply to the college and pay fees online 47, online new student orientation 48, online registration and access to assessment test scores 49. Some services have helped the college to become more administratively efficient, such as the ability to review, appeal, and pay parking tickets online. Instructors can access an “early alert” system online to intervene with students who are having academic difficulties 50. Another five online services are currently in the planning and/or development phases in this third grant-year.

In addition, a “culture of technological innovation” is being 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. In Year 2 of the grant alone, sign-in sheets tracked 142 staff and faculty participants (some may be duplicated). Combined with the installation of SmartBoards, webcams, and other classroom technology throughout campus (Grant Objective 6: not described in this proposal in detail), college employees are becoming 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. By the end of the current five-year grant period in 2013, virtually every classroom on campus will be equipped with updated instructional technology.

47 https://columbia.yosemite.edu/OnlineApp/
48 http://www.gocolumbia.edu/student_orientation/default.aspx
49 https://connect.gocolumbia.edu/WebAdvisor/WebAdvisor?&TYPE=M&PID=CORE-WBMNCC&TOKENIDX=3017425277
50 http://www.gocolumbia.edu/counseling/SARSinstructions.aspx
Finally, the college is committed to institutionalizing the four positions that were created and funded by the Title III grant. This will positively impact the campus by providing permanent staff to ensure that the Distance Education Program continues evolving to meet student needs in years to come.

C.5. Description of Preparation and Planning Process for Proposed Change

As a result of the Title III Grant award, the Distance Education Program at Columbia College has been dramatically accelerated. The Vice President of Student Learning worked with the institutional researcher, college administrators, faculty members and the DE, Technology and Title III Steering Committee chairs to develop this Substantive Change Proposal.

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. The Academic Senate reviewed the subject of Substantive Change at its January, 2011 meeting.  

D. Evidence of Institutional Provision for Human, Administrative, Financial and Physical Resources and Ongoing Quality Assurance Processes

D.1. Evidence of Sufficient and Qualified Faculty, Management and Support Staffing

The Title III grant funded four new positions at the college, each of which helps to support the Distance Education Program. The two most relevant positions are the Distance Education Coordinator, and Online Services developer. Each of their primary responsibilities is described below.

**Distance Education Coordinator:** Recruit faculty for professional development cohorts; coordinate and lead collaborative professional development training for cohorts; coordinate additional all-faculty professional development opportunities; lead faculty review committee for

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51 See Appendix D.
instructional pilot proposals and evaluation; assist faculty one-on-one with development of appropriate instructional technologies and pedagogy; lead the development and implementation of online student services in collaboration with other departments.

**Online Services Developer:** Develop online solutions to student and college needs; provide technical expertise to deliver services and information to distant learners; collaborate with departments developing online services and District Information Technology Department to assure successful implementation; create forms and associated databases to be completed online; map online data fields to Colleague integrated MIS; develop virtual advisor and early academic warning and follow-up capability; monitor and maintain online services.

The other two positions, Director of Development and Administrative Specialist, provide support to the Distance Education Program through researching and securing external resources that can be used to further support the program.

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

- complete a **30 hour** cohort basic training program as defined by the Distance Education Committee; or

- For experienced online instructors from other institutions they must have a certificate of completion in online teaching from a reliable institution such as UCLA online teaching program or the Cerro Coso Online Educators certificate; or the @ONE Certification Program; and attend a 5 hour Columbia College Online Orientation to review core values, and regular and effective student contact requirements and be approved by the Teaching and Learning Center/DE Coordinator.

Columbia College also provides a variety of other training opportunities, including informal “lunch and learn” sessions, drop-ins, virtual trainings using CCC Confer, one-on-one scheduled training, cohort training opportunities, and instructional technology training opportunities based upon need and specific requests. The ITC (Instructional Technology Center) is also available for faculty to prepare multimedia projects and content for online and face-to-face courses. The college provides training in May and August, and summer mentor support for online faculty52.

The Distance Learning Menu on the college website provides a link to faculty resources listing resources, tutorials, additional online development Information, models of rubrics and

52 [http://www.gocolumbia.edu/online/Instructor_Resources.pdf](http://www.gocolumbia.edu/online/Instructor_Resources.pdf)
guidelines for online communication tools. Additional tutorials are added as needed and upon request\(^\text{53}\).

District support of professional growth activities is required so that staff and faculty can be trained in the most effective technological tools available for delivering distance education. The YCCD Strategic Plan 2007-2013 includes the goal of “fostering education advancement of staff by supporting professional growth\(^\text{54}\).” This goal is reflected at the college level as well. College administrators are strongly committed to the support of distance education and sit on all relevant planning and oversight committees.

The college Distance Education Organization Chart depicts the relationships between staff members involved in ensuring that the Distance Education program has the proper oversight and links to planning processes\(^\text{55}\).

Three resource committees form the foundation for the development and sustainability of the Distance Education program at Columbia College:

**Technology Committee\(^\text{56}\):**

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

In order for the Technology Plan to maintain currency and effectiveness it will be reviewed annually. The Technology Committee will schedule a review of the Technology Plan during the spring semester. In the review process the Technology Committee will evaluate the progress the College has made since the last review, identify current trends in technology and education, and make recommendations for modifications or additions to any part of this Plan. Once the review is complete, all modifications will be submitted by the Technology Committee for review by College Council before being submitted to the President of Columbia College.

\(^{53}\) [http://www.gocolumbia.edu/online/faculty.aspx](http://www.gocolumbia.edu/online/faculty.aspx)

\(^{54}\) [http://www.yosemite.edu/research/StrategicPlanFinal.pdf](http://www.yosemite.edu/research/StrategicPlanFinal.pdf)

\(^{55}\) See Appendix E.

\(^{56}\) See Appendix F.
Distance Education Committee\(^{57}\):

The Distance Education Committee is a standing committee of the Academic Senate with campus wide membership. It is chaired by 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 to the Online Services Developer.
- Creates a “Development and Support Team” able to mentor faculty and review DE courses as they are developed.
- Oversees the development and revision of the college Distance Education Plan (as needed but no less than once per year).
- Advises the Curriculum Committee in matters involving distance education.
- Conducts periodic review of all distance education course offerings.

Title III Grant Steering Committee\(^{58}\):

At each monthly Title III Steering Committee meeting, staff will report progress toward objectives based on the pertinent data elements. This regular and continuous accountability will assure that potential problems are identified early and data is 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. All reports related to evaluation will be distributed to the Title III Project Director, Activity Directors, Director of Institutional Research and Planning, external evaluator, and reviewed by the President and Title III Steering Committee.

\(^{57}\) See Appendix F.
\(^{58}\) See Appendix F.
The formative evaluation data collected throughout the grant will be used to
detect problems, stimulate alternatives, and through resolution of problems,
genenerate a more positive summative evaluation at the conclusion of each grant
year.

Columbia will prepare a comprehensive summative evaluation including: 1)
budget expenditures (projected vs. actual), 2) an analysis of the grant’s original
objectives versus actual objective accomplishment, and 3) a summary of the
ways the successful completion of this activity has strengthened Columbia
College.

The Project Director will detail ways 4) the grant has accomplished the goals set
out in the CDP, 5) the ways the Activity has affected Columbia’s faculty
development, enrollment and resource development, and 6) the ways the
Activity has shaped plans for future actions. The summative evaluation will be
shared with the College President, the DOE Program Officer, Title III Steering
Committee and YCCD Board of Trustees.

The staff positions together with the availability of faculty training and the presence of the three
resource committees ensure that the college will continue its ongoing commitment of support
of the Distance Education Program into the future.

D.2. Evidence of Appropriate Equipment and Facilities

The Blackboard LMS is hosted by Blackboard via their “ASP Hosting Services”. District IT services
provide the programming support allowing for the integration of the Datatel system with the
Blackboard LMS. The District contract allows Columbia College and its sister college, Modesto
Junior College, to use the Blackboard LMS. The district is currently in the third year of a five-year
contract with Blackboard which provides both colleges the use of the LMS and its related
hosting and support services. Numerous on campus labs are available for students wishing to
access the Blackboard system. These labs are supported via a Dell-lease program that assures
students have access to robust and well-provisioned computers for accessing the system. The
Technology department has a budget that provides for additional software support for the use
of programs designed to help faculty to create content for use in the Blackboard environment.
Examples of these software programs are – “The Respondus Lock-down Browser” for assuring
test security via a campus-wide license; “The Respondus Test Creation Software” for simplifying
the Blackboard test creation process; and “The Turnitin Building Block” which allows faculty to
embed Turnitin Plagiarism protection assignments directly within their Blackboard course
environment.
The advantages of a hosted system are:

- Increased reliability.
- Increased availability for both faculty and students.
- The system is up-to date with current release and patch levels.
- Instructor coursework is secured and backed up daily.

The college is currently relying on password-related authentication. Students each have a user ID and a unique password. This information is used to login to the Blackboard Online System. Password protected logins ensure that faculty and student information and coursework is secure and private. Blackboard is available to all faculty members at Columbia College, not just online instructors. A faculty member teaching a face-to-face class may request an enhancement shell to augment instruction within their class. This also increases the availability of information to students. The use of Blackboard has made online instruction facilities independent by allowing faculty and students to build and participate in a course from anywhere on almost any web enabled device.

Columbia College is currently exploring other authentication-related processes in order to help maintain the integrity of instruction at the college in response to changing technology.

With the award of the Title III grant in 2008, Columbia College has the opportunity to convert 25 of our classrooms to technology-enhanced classrooms. Columbia College is committed to distance education and providing all of the tools necessary for faculty members to succeed. The classroom improvements include the tools necessary for faculty to create coursework and components of their online or hybrid courses.

The ITC Instructional Technology Center (ITC) is a facility available to faculty, staff, and students for the production of multimedia projects such as video, audio, animations, and multimedia presentations. The center features audio equipment, scanners, copiers, cameras, a green screen and instructional technology such as a SmartBoard and video-projectors. The Instructional Technology Center is also used for online development training for faculty. At the beginning of semester and for late starting classes face-to-face orientation sessions for students are available.

The college is working to expand the use of the ITC in a pilot program this spring by setting up time slots for proctoring assessments as part of our “Open Proctoring” option for midterms and finals (in the DE Plan as an addendum). At this time the ITC also hosts 12 multimedia-ready computer stations and several laptops. In order to accommodate online student testing needs, morning and afternoons time slots are scheduled for them during midterm and finals week. The

http://de_coordinator.sites.gocolumbia.edu/contact.html
Distance Education Committee has sent additional requests to the Facilities Master Plan Update Committee for increased proctoring and computer lab space due to the increased demand for student training and student proctoring space requested by online instructors.

**D.3. Evidence of Provision of Fiscal Resources to Support Initial Change and Long Term Sustainability: Amount and Sources of Funding for Proposed Change**

The majority of the $2 million Title III grant is directly used to support the Distance Education Program through costs related to staff, technology (both software and hardware), and training-related expenses. Remaining funds were used to establish a Development Office, which will support the Distance Education Program through its efforts to obtain additional funding from other sources into the future.

The Title III grant’s institutionalization plan involves phasing salaries and benefits for the Online Services Developer, Distance Education Coordinator, Director of Development, and Administrative Specialist gradually over the course of the grant term from the grant budget into the college’s budget. The college has begun this process and will continue to work towards institutionalizing these positions by the end of the five year grant. Increased revenue from new grants and private donations, as well as from the projected increase in FTES from online courses, is expected to provide the fiscal stability that will allow the college to assume the cost of these new staff and faculty positions.

As previously mentioned, several grants have been written during the first two years of the Title III grant that will support the Distance Education Program. Most notably, a Fund for the Improvement of Postsecondary Education (FIPSE) Course Materials Rental grant (funded in September 2011) will support the purchase of 50 laptops that will be rented to students. This will allow greater student access to online courses, online services, and will increase student use of eBooks. In addition, a pending NSF grant is intended to build a Multimedia Technician Program that will incorporate existing and new online and hybrid courses. If funded, this grant will boost the Distance Education Program by increasing offerings available to students online.

**D.4. Plan for Monitoring Achievement of Desired Outcomes of Proposed Change**

The Title III grant has a well documented evaluation plan that is tied to the overall monitoring of the Distance Education Program. Data is collected and analyzed on a regular basis as outlined in the grant evaluation plan. An external evaluator has been hired, who conducts annual site visits and completes extensive reports each year regarding the college’s progress towards its stated
objectives. Monthly progress reports and Time & Effort sheets are submitted by Title III staff to the Project Director. A Steering Committee meets monthly to review progress, discuss issues, and come up with solutions to any challenges. The Committee includes the Project Director, Title III support staff, Distance Education Coordinator, Director of Technology, Director of Institutional Research and Planning, Dean of Student Services, Vice President of Student Learning, and District Vice Chancellor of Information Technology. Formal meeting agendas and minutes are posted to the college website. Finally, an annual newsletter is prepared by the Project Director, which is distributed campus-wide, to ensure that staff and faculty are informed of the project activities and outcomes.

Currently, students fill out an anonymous survey if an online instructor is scheduled to be officially evaluated. Department Deans administer the survey and send out a letter/email to students explaining the reason and purpose of the survey. All other instructor evaluations are voluntary and are administered by the instructor. The information is used by the instructor and may be shared with the Distance Education Coordinator if there are concerns. The instructor and Distance Education Coordinator may strategize additional training and resources for improvement as needed. When an instructor is trained to teach online there is a peer review segment and the course content is reviewed by the Distance Education Coordinator before a stipend is issued and before the course is scheduled to be taught.

For some years there has been debate in the educational research literature regarding the sometimes lower retention rates observed for online students as opposed to those enrolled in face-to-face classes. As seen in Figure 2 which follows, in fall 2009 (at the time of writing this proposal, data for fall 2010 were not yet available), Columbia College’s average retention rate for distance education (internet asynchronous instruction) was 75.28%. This compares to 77.98% retention for the California Community College system on average for internet asynchronous courses. The distance education average success rate for the college was 57.22% in fall 2009, compared with 56.58% on average statewide. So, while Columbia’s retention rate was slightly lower than the statewide average, its success rate for distance education was slightly higher than the statewide average.

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61 See Appendix G.
62 “Online Drop Rates Revisited,” David P. Diaz. This article was originally published in The Technology Source (http://ts.mivu.org/) May/June 2002.
63 [https://misweb.cccco.edu/mis/onlinestat/ret_sucs_de.cfm](https://misweb.cccco.edu/mis/onlinestat/ret_sucs_de.cfm) run 1/12/11
64 [https://misweb.cccco.edu/mis/onlinestat/ret_sucs_de.cfm](https://misweb.cccco.edu/mis/onlinestat/ret_sucs_de.cfm) run 1/12/11
65 [https://misweb.cccco.edu/mis/onlinestat/ret_sucs_de.cfm](https://misweb.cccco.edu/mis/onlinestat/ret_sucs_de.cfm) run 1/12/11
Figure 2. Average Retention and Success Rates for Columbia College Distance Education and the CCC System

Average retention and success rates for non-distance education and distance education offerings at Columbia College from fall 2004 through fall 2009 are summarized in Table 4.

Table 3. Average Retention and Success Rates for Non-DE and DE Courses at Columbia College Fall 2004-Fall 2009

<table>
<thead>
<tr>
<th></th>
<th>Columbia College</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
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<tbody>
<tr>
<td>Non-DE Retention</td>
<td>84.96%</td>
<td>85.49%</td>
<td>84.25%</td>
<td>81.82%</td>
<td>83.76%</td>
<td>83.81%</td>
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<tr>
<td>DE Retention</td>
<td>79.75%</td>
<td>69.35%</td>
<td>82.76%</td>
<td>73.96%</td>
<td>74.53%</td>
<td>75.28%</td>
<td></td>
</tr>
<tr>
<td>Non-DE Success</td>
<td>69.94%</td>
<td>66.86%</td>
<td>65.92%</td>
<td>64.35%</td>
<td>65.95%</td>
<td>67.08%</td>
<td></td>
</tr>
<tr>
<td>DE Success</td>
<td>72.15%</td>
<td>61.29%</td>
<td>70.69%</td>
<td>63.54%</td>
<td>63.21%</td>
<td>57.22%</td>
<td></td>
</tr>
</tbody>
</table>

66 https://misweb.cccco.edu/mis/onlinestat/ret_sucs_de.cfm run 1/12/11
Figure 3 displays average retention data from Table 4 for distance education versus face-to-face course sections at Columbia College over six fall semesters. While the rates for retention have been consistently lower for distance education courses, the large differences in number of sections offered in face-to-face versus distance education formats (see Tables 1 and 2) could have allowed extraneous variables to have affected the rates observed.

**Figure 3. Retention Rates for Distance Education and Face-to-Face Courses at Columbia College**

More research is needed to control for possibly important variables such as type of course offered and difficulty levels of courses, etc. Student variables may also be important and may influence observed retention and success rates. As noted above, Columbia College is participating in a system wide student survey through the State Chancellor’s Office to discover factors that may influence student retention rates in distance education.
In Figure 4, average success rates are shown to have been higher for distance education in fall 2004 and fall 2006. However, there has been a trend since fall 2007 for success rates to be lower for distance education course sections. Again, extraneous uncontrolled variables may have influenced these data and more research is needed in order to gain a better picture of variables that influence success in distance education. This may lead to the creation of targeted interventions specifically designed to improve student success.

**Figure 4. Success Rates for Distance Education and Face-to-Face Courses at Columbia College**

As Columbia College employs technology more effectively and trains instructors more thoroughly in distance education technology and pedagogy, retention and success rates may begin to approach that seen for face-to-face instruction, especially if student preparedness variables are controlled for or student online skills are improved through screening and training. Columbia College is addressing these concerns through offering online student services including student tutorials\(^\text{67}\) that assess whether students possess the necessary technological skills and personal characteristics (e.g., motivation for taking a course online, importance of face-to-face interaction for student) and online new-student orientation cited above.

In addition to enrollments, FTES and number of courses and sections offered in distance education formats, success and retention statistics will continue to be tracked by the college researcher each semester through the Yosemite Community College District’s Datamart and Datatel Crystal Reporting systems as part of the Program Review process. Data will be

\(^{67}\) [http://www.gocolumbia.edu/online/tutorials.aspx](http://www.gocolumbia.edu/online/tutorials.aspx)
distributed to the appropriate constituencies for review and consideration of interventions to improve retention and success rates.

Again, as mentioned above in section B.2., at Columbia College student learning outcomes standards are the same for distance education courses as for sections offered face-to-face. The use of the SLO Tracking Tool will greatly assist the college in being able to monitor and evaluate quality improvement activities designed to improve student learning outcomes. 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 recorded in the SLO Tracking Tool and available for review by the entire campus community.

E. Evidence that Institution has Received all Necessary Internal and External Approvals

E.1. Faculty, Administrative, Governing Board and Regulatory Agency Approvals Needed and Obtained

According to Title 5 of the California Code of Regulations, Section 55206:

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

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 6020. 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 55160.

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69 [http://www.gocolumbia.edu/curriculum/cchndbk/default.aspx](http://www.gocolumbia.edu/curriculum/cchndbk/default.aspx)


E.2. Evidence that Legal Requirements Have Been Met

There are no separate legal requirements for distance education courses.

E.3. Evidence that Governing Board Approved the Proposed Change and Budget Information 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.

F. Evidence that all Accreditation Eligibility Requirements Will Continue to be Fulfilled

The Accrediting Commission has 21 eligibility requirements for community colleges. After a Comprehensive Evaluation site visit in October 2005, the Accrediting Commission sent an evaluation report to Columbia College. The ACCJC found that Columbia College met eligibility requirements. The Substantive Change proposal being submitted will not affect the continued fulfillment of any accreditation eligibility requirement. These are stated below.

F.1. Authority

The institution is authorized or licensed to operate as an 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 2005 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

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operate as an educational institution and to offer undergraduate education. The college has been accredited since 1972.

Columbia College is scheduled for its next Comprehensive Accreditation Evaluation in October of 2011.

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 approved in May 2007. The mission is publicized in the college catalog and class schedule. The mission is displayed on many of the walls throughout the campus. The 2007 mission statement was readopted unchanged on September 11, 2009.

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.

73 http://www.gocolumbia.edu/about/mission.aspx
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, whose 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. Richard Jones, Interim President.

**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 begun under the Title III Grant (discussed under section D.1. above, 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.
The visiting team confirmed that Columbia College is operating with students actively pursuing its degree programs.

The operational status of Columbia College will not be changed by the Distance Education Program.

**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.*

In 2005, the visiting team confirmed that Columbia College offered Associate in Arts degree in six areas, Associate in Science in eighteen areas. These degrees are in addition to the transfer options.

There are currently 69 courses at Columbia College that are approved to be offered in a distance education format. Not all of these approved courses are offered on a regular basis, although many are.

Since the last Comprehensive Accreditation Evaluation in 2005, Columbia College has increased its offerings to include 43 Associate of Science degrees (including 6 transfer degrees), 14 Associate of Arts degrees (including 4 transfer degrees) and 23 Chancellor-approved certificates of between 19 and 43 units. The college also offers many skills attainment certificates that are locally approved, require fewer than 18 units, but do not appear on official transcripts.

Fifty percent (or close to 50%) of the units required for 19 degrees and 7 certificates of achievement, as well as general education for degrees and transfer, as listed on page 7 of this document, may now be obtained through distance education.

**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, are based on recognized higher education fields of study and are sufficient in content and length.

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74 See Appendix A.
75 [https://misweb.cccco.edu/webproginv/prod/collegelist_n.cfm](https://misweb.cccco.edu/webproginv/prod/collegelist_n.cfm)
A listing of all of Columbia College’s degrees and certificates may be found in the current college catalog along with course descriptions. 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 which is called connectColumbia.

**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 based on generally accepted practices in degree granting institutions of higher education.

The addition of a Distance Education Program has not affected the way the college awards academic credits.

**F.10. Student Learning and 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 2005, the visiting team confirmed that Columbia College defines and publishes the programs of study leading to an associate degree, certificate, and program of study leading to transfer. Program expected learning and achievement outcomes, however, had yet to be developed or published.

Columbia College responded to the recommendation regarding SLOs as evidenced by the acceptance of the college’s Focused Midterm Report and SLO Planning Timeline submitted in August, 2008.

77 [http://www.gocolumbia.edu/spring11/default.aspx](http://www.gocolumbia.edu/spring11/default.aspx)
78 [http://www.gocolumbia.edu/online/spring11.aspx](http://www.gocolumbia.edu/online/spring11.aspx)
With the recent creation of the SLO Tracking Tool software, the ability of all instructors to create SLO’s, assess them, analyze the results, document actions taken for course improvement and report on improvements made or observed as a result of these actions, has been greatly enhanced for both face-to-face and distance education courses.

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 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 into its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry.

As noted in section F.7., 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 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.

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 visiting team confirmed that Columbia College provides appropriate student services and develops programs consistent with supporting student learning and development within the context of a California community college, the mission of the college, and the nature of the student population.

The development of 25 new online student services, by the end of academic year 2012-2013 (from a reported baseline of zero in 2007-2008) is a required goal of the Title III Grant. At the present time, the college is well ahead of meeting its annual objectives for Years I and 2, with 16 online student services (or administrative processes) already operating. Several more, including degree audit, are in the development phase.

80 http://www.yosemite.edu/trustees/policyandprocedures/6030%20Academic%20Freedom%20(Faculty).pdf

81 http://www.yosemite.edu/trustees/policyandprocedures/5580%20Academic%20Freedom%20(Students).pdf
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.

The visiting team confirmed that Columbia College’s admissions policies are consistent with its mission.

Columbia College admissions policies have not changed with the addition of distance education courses.

F.16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The visiting team confirmed that Columbia College provides specific, long-term access to sufficient information and learning resources and services to support its mission and instructional programs regardless of where they are or in what format.

Great strides have been made by the Columbia College Library faculty and staff in increasing the number and accessibility of online library resources\(^\text{82}\) which benefits all students regardless of the modality of instruction in a particular course.

F.17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

The visiting team confirmed that Columbia College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services to improve institutional effectiveness and to assure financial stability.

The Title III Grant has allowed the Distance Education Program to begin to flourish. The goal of increasing the amount of competitive grant funding to the college to $700,000 annually by the end of 2012-2013 will generate a significant amount of new funding, some of which will doubtless aid in supporting the continued growth of the college’s Distance Education Program.

\(^\text{82}\) [http://www.gocolumbia.edu/library/](http://www.gocolumbia.edu/library/)
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. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

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

This eligibility requirement can only be enhanced by the college, district and rigorous federal scrutiny of all obtained grant budgets, including the Title III grant.

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 and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The visiting team confirmed that Columbia College has a documented Educational Master Plan, Facilities Master Plan and Technology Master Plan. Planning processes and outcomes, however, needed to be integrated, consistent, and evaluated.

Columbia College responded to this requirement as evidenced by the acceptance of the college’s Focused Midterm Report submitted in August, 2008.

Columbia College is committed to evaluating and monitoring the quality and success of its Distance Education Program in the context of its commitment to institutional effectiveness in general. Since 2007, the college has developed a new EMP 83, a Strategic Planning Process Cycle 84

83 http://www.gocolumbia.edu/documents/planning/EMP.pdf
84 http://www.yosemite.edu/research/StrategicPlanFinal.pdf
and an Annual Planning Calendar. The participatory governance body, the College Council, reviews all plans and monitors achievement of college goals. Unit Planning Goal Reports provide evidence of accomplishment of goals in all college planning units. All instructional areas participate in annual Program Review activities which require the assessment and evaluation of course and student data for all courses.

The Office of Institutional Research and Planning cooperates with the Distance Education Committee and the Title III Steering Committee to carry out evaluation and quality assurance activities. Each time a new faculty cohort participates in the intensive distance education training discussed in section D.1. above, a pre- and post-survey is completed that assesses the knowledge base of faculty participants and the growth in knowledge and skill as a result of training.

Brief but formal evaluations of all other training opportunities are also completed, shared with the Distance Education Coordinator and the Title III Project Director and stored in the research office. Most recently, faculty members were surveyed for their fulfillment of Title III grant objective number 2. 100% of trained faculty surveyed had “used innovative technological pedagogy” in at least one course.

The results of all evaluation activities for distance education under the Title III grant are given to the grant external evaluator and are reported in the Annual Performance Review that is submitted to the federal granting agency by the Project Director.

Columbia College is currently participating in a student distance education survey being performed by the Chancellor’s Office. The purpose of this survey is to determine the reasons that students drop distance education courses.

86 [http://www.gocolumbia.edu/Research/cc_planning_home/CC%20UNIT%20PLAN_%20Goal%20Progress%2020102910.pdf](http://www.gocolumbia.edu/Research/cc_planning_home/CC%20UNIT%20PLAN_%20Goal%20Progress%2020102910.pdf)
87 See Appendix I and [http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_NOT_USE_THIS_LINK_FOR_COLLECTION&s=m=csOEavXxf9jIpw%2fFeR7cOT42r%2f2f2WNelcV0F40pfyAy%3d](http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_NOT_USE_THIS_LINK_FOR_COLLECTION&s=m=csOEavXxf9jIpw%2fFeR7cOT42r%2f2f2WNelcV0F40pfyAy%3d)
88 See Appendix I and [http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_NOT_USE_THIS_LINK_FOR_COLLECTION&s=m=0wM%2fw5YKd9HRVPdIDA0YO%2fImhuhVpwC%2bAhlcEVnck%3d](http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_NOT_USE_THIS_LINK_FOR_COLLECTION&s=m=0wM%2fw5YKd9HRVPdIDA0YO%2fImhuhVpwC%2bAhlcEVnck%3d)
89 See Appendix I, survey item 5.
90 See Appendix B.
F.20. Public Information

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning...general Information, requirements and major policies affecting students and locations or publications where other policies may be found.

The visiting team confirmed that Columbia College publishes in its catalog, class schedule, and other publications information concerning the college’s mission, objectives, admission requirements and procedures, rules and regulations affecting students, degrees requirements, et cetera.

All of the college documents mentioned in this requirement are available, not only on paper, but on the college’s recently redesigned and enhanced website91 which is updated frequently.

F.21. Relations with the Accrediting Commission

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, 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 carry out its accrediting responsibilities. The institution will comply with 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, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

The visiting team confirmed that Columbia College adheres to the eligibility requirements, standards, and policies and complies with the Accreditation Commission requests, directives, decisions, and policies.

The meeting of this requirement is not affected by the current Substantive Change Proposal for Distance Education other than that the result may be that Columbia College meets commission requirements for a substantive change. The college is dedicated to adhering to the Accrediting Commission’s standards in every area.

G. Evidence that Each Accreditation Standard will Continue to be Fulfilled in Relation to the Proposed Change

As evidenced by the Accreditation Commission’s acceptance of the college’s Focused Midterm Report which was submitted in August 2008 Columbia College currently meets all the standards of accreditation. The next interaction with the ACCJC will be during a Comprehensive Evaluation

91 http://www.gocolumbia.edu/
A site visit in fall, 2011 after submission of a Self-Study in August, 2011. The Substantive Change being proposed will provide more opportunities for Columbia College to provide evidence of meeting accreditation standards set by the Accrediting Commission.


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.

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.

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 the Unit Planning Tool. College Council follows the college Integrated Plan for Resource Allocation Process in the Strategic Planning Process Cycle to evaluate Unit Plan requests and to make resource allocation recommendations to the president.

Progress towards goals is communicated to the entire campus community through the college website where general plans, specific Action Plans and committee meeting minutes are posted.

Unit Plan summary reports that link projects, activities and resource requests to specific college goals are posted regularly on the Integrated Planning webpage. The Title III Steering Committee regularly reviews data regarding progress towards grant objectives and the external evaluator provides independent oversight of the grant for added accountability.

The most recent Student Survey indicated that additional research may be required to more accurately assess the needs of online students and to better characterize the population of distance education students attending Columbia College. Results of ongoing research will be used to improve courses, programs and services available to distance education students.

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

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

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 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 Tool 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 will improve the quality of programs and services offered by faculty and staff to all Columbia College students.

The development of accessible online student services is an important focus of college planning for the success of the Distance Education program. As these services become available they will benefit all students. Currently 16 services exist and 9 more are either in development or in the planning stages. The Library has many online resources that are used by both distance education and campus-based students.

93 http://www.gocolumbia.edu/Research/cc_planning_home/default.aspx
94 http://www.gocolumbia.edu/SLO/
95 http://www.gocolumbia.edu/library/
G.3. Standard III: Resources

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.

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 hiring of new staff to support the Distance Education Program and plans for institutionalizing these positions are in place. Budgets are continually monitored by the Project Director, the external evaluator and district personnel as appropriate. The Technology Committee continuously assesses, evaluates and makes needed changes to documented resource needs as available products and services improve. Within realistic budget constraints, ongoing institutional commitment to support the Distance Education Program at Columbia College is solid.

G.4. Standard IV: Leadership and Governance

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.

H. Other Information Requested by the Commission Pertinent to the Specific Nature of the Change

Specific additional information was requested regarding the organization and support of the Distance Education Program. This has been integrated into section D.1., along with a college organizational chart and Distance Education organization chart in Appendix E, and lists of the supporting resource committees in Appendix F.
Additional requested information regarding the long-term budgetary sustainability of the Distance Education Program has been included under Standard III, above.

More detail requested regarding the authentication of students has been integrated into section D.2. above.
Appendix A: Columbia College Distance Education Courses

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<thead>
<tr>
<th>COURSE SUBJECT &amp; NUMBER</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>CART 56</td>
<td>Typography</td>
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<tr>
<td>CBIOL 10</td>
<td>Human Anatomy</td>
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<tr>
<td>CBIOL 150</td>
<td>Elementary Anatomy and Physiology</td>
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<tr>
<td>CBIOL 50</td>
<td>Nutrition</td>
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<tr>
<td>CCHEM 10</td>
<td>Fundamentals of Chemistry</td>
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<tr>
<td>CCHEM 11</td>
<td>Fundamentals of Organic and Biochemistry</td>
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<tr>
<td>CCHEM 1A</td>
<td>General Chemistry</td>
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<tr>
<td>CCHEM 20</td>
<td>The Chemistry of Everything</td>
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<tr>
<td>CCHILD 126</td>
<td>School-Age Child Care</td>
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<tr>
<td>CCHILD 17</td>
<td>Adult Supervision Practicum</td>
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<tr>
<td>CCHILD 31</td>
<td>Advanced Child Care Administration</td>
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<td>CCHILD 4</td>
<td>Observation and Assessment of Young Children</td>
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<td>CCHILD 7</td>
<td>Child Health and Safety</td>
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<tr>
<td>CCHILD 26</td>
<td>Health Safety and Nutrition</td>
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<tr>
<td>CCMPS 10</td>
<td>Internet Essentials</td>
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<tr>
<td>CCMPS 101</td>
<td>How to Succeed As an Online Student</td>
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<tr>
<td>CCMPS 11</td>
<td>Presentations Using Computers and Multimedia</td>
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<tr>
<td>CCMPS 13</td>
<td>Introduction to HTML</td>
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<td>CCMPS 17</td>
<td>Advanced Internet Research</td>
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<td>CCMPS 5</td>
<td>Introduction to Programming</td>
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<td>CCMPS 56</td>
<td>Typography</td>
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<td>CEMS 109</td>
<td>Online Emergency Medical Technician: Refresher</td>
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<td>CEMS 12</td>
<td>Pre-Paramedic Training</td>
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<tr>
<td>CEMS 157</td>
<td>First Responder and CPR</td>
</tr>
<tr>
<td>CEMS 20</td>
<td>Basic Cardiology and Cardiac Dysrhythmias</td>
</tr>
<tr>
<td>CEMS 4</td>
<td>Emergency Medical Technician Training</td>
</tr>
<tr>
<td>CENGL 10</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>CENGL 151</td>
<td>Preparation for College Composition</td>
</tr>
<tr>
<td>CENGL 1A</td>
<td>Reading and Composition: Beginning</td>
</tr>
<tr>
<td>CENGL 1B</td>
<td>Advanced Composition and Introduction to Literature</td>
</tr>
<tr>
<td>CENGL 1C</td>
<td>Critical Reasoning and Writing</td>
</tr>
<tr>
<td>CENGL 81</td>
<td>Introduction to World Literature: 1500 to Present</td>
</tr>
<tr>
<td>CENGL 11</td>
<td>Film Appreciation</td>
</tr>
<tr>
<td>CFIRE 2</td>
<td>Fire Prevention Technology</td>
</tr>
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</table>
Columbia College
Substantive Change Proposal: Distance Education
Spring 2011

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>CFIRE 3</td>
<td>Fire Protection Equipment and Systems</td>
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<tr>
<td>CFIRE 4</td>
<td>Bldg Construction for Fire Protection</td>
</tr>
<tr>
<td>CFIRE 5</td>
<td>Fire Behavior and Combustion</td>
</tr>
<tr>
<td>CHHP 6</td>
<td>Introduction to Kinesiology</td>
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<tr>
<td>CHHP 5</td>
<td>Introduction to Recreation and Leisure</td>
</tr>
<tr>
<td>CHHP 60</td>
<td>Health and Fitness Education</td>
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<tr>
<td>CHHP 1</td>
<td>Introduction to Physical Education, Fitness, and Sport</td>
</tr>
<tr>
<td>CHHP 63</td>
<td>Sociology of Sport</td>
</tr>
<tr>
<td>CHHP 74</td>
<td>Introduction to Sport Management</td>
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<td>CHHP 100</td>
<td>College Success for Athletes</td>
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<td>CHHP 3</td>
<td>Introduction to Kinesiology</td>
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<td>Kitchen Management</td>
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<td>CHPMGT 190</td>
<td>Culinary Arts Internship</td>
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<tr>
<td>CHUMAN 4</td>
<td>World Religions and Spirituality</td>
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<tr>
<td>CINDIS 110</td>
<td>Peer Tutoring</td>
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<tr>
<td>CINDIS 278</td>
<td>Basic Skills for Occupational Success</td>
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<td>CNARTC 163</td>
<td>Water for Consumption</td>
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<td>COFTEC 100</td>
<td>Computer Keyboarding I</td>
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<td>Computer Keyboarding II</td>
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<td>Computer Keyboarding III</td>
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<td>COFTEC 132</td>
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<td>COFTEC 141</td>
<td>Intermediate Word Processing</td>
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<td>COFTEC 152B</td>
<td>Medical Coding II</td>
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<td>Beginning Medical Transcription</td>
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<td>COFTEC 210</td>
<td>Typing Speed and Accuracy Building</td>
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<td>COFTEC 168</td>
<td>Creating and Managing a Virtual Office</td>
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<tr>
<td>COFTEC 215</td>
<td>Word Processing for Personal Use</td>
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<td>CPHILO 4</td>
<td>World Religions and Spirituality</td>
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<td>CPHYCS 2</td>
<td>Conceptual Physical Science: A Starship Voyage</td>
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<td>CPSYCH 1</td>
<td>General Psychology</td>
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<td>CPSYCH 30</td>
<td>Psychology of Adjustment</td>
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<td>CSKLDV 610</td>
<td>Introduction to Computer Access</td>
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<tr>
<td>CSPAN 1A</td>
<td>Spanish: Beginning</td>
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<tr>
<td>CSPAN 1B</td>
<td>Spanish: Beginning</td>
</tr>
</tbody>
</table>
Appendix B: Student Letter for Chancellor’s Office DE Survey

January 10, 2010

Dear [contact ("first name")],

In an ongoing effort to improve the quality of distance education courses, the Chancellor’s Office for the California Community Colleges is conducting a survey of students who dropped distance education courses. You are receiving this e-mail because records at [contact ("organization")]) indicate that you dropped the distance education course, [invite ("custom 1")], with a “W” (Withdrawal) in the fall term 2010.

Please take a few minutes to tell us why you dropped [invite("custom 1")]. Your response to this survey is extremely important to our efforts to improve distance education programs and courses throughout the California Community Colleges System. The Chancellor's Office's goal is to strengthen college distance education offerings for students so they can pursue their education using this form of instructional delivery. Your feedback will be tremendously useful as we plan for future semesters and quarters.

Below you will find a link to a secure electronic online survey designed to allow you to share the reason(s) why you withdrew from [invite ("custom 1")] last term. The survey will only take 8 minutes to complete. All responses are confidential and only summary data will be published.

[invite ("survey link")],

Thank you in advance for completing the survey by February 10, 2011.

LeBaron Woodyard, Dean
Academic Affairs
Chancellor's Office, California Community Colleges
Appendix C: Columbia College Title III Project Abstract

Columbia College, California

COLUMBIA COLLEGE TITLE III PROJECT ABSTRACT

Contact Person: Dr. Joan Smith, President, Columbia College. Phone: (209) 588-5115; email: smithj@yosemite.edu.

Established in 1968, Columbia College (Columbia) is a small, public, comprehensive, two-year 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 fertile San Joaquin Valley from the Coast Range on the west to the Sierra Nevada on the east. The boundaries encompass over 4,500 square miles, serving a population of more than 550,000. Columbia’s service area consists of all of Tuolumne and Calaveras Counties and portions of Stanislaus County which include Oakdale, Knight’s Ferry, Valley Home, Riverbank, and Waterford. The majority (64%) of Columbia students are from Tuolumne County although an increasing percentage of students (19%) come from Calaveras County, with additional demand in the Oakdale area. YCCD delineates and communicates operational responsibilities to Columbia College and Modesto Junior College (MJC). There are a number of centralized support functions that are controlled by the District rather than each separate college. These include human resources, fiscal control, technology support, grant support, research and planning and facilities, among others.

Columbia College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

Title III Activity: Improving Instruction, Expanding Online Learning and Support and Increasing Resource Development Capacity: This single Activity is designed to: 1) improve student learning through enhanced pedagogy and appropriate uses of technology, 2) expand online access to courses and student services, and 3) expand resource development capacity. These strategies should positively impact the institution’s fiscal stability as State-reimbursable FTE and tuition revenue grows from online courses, retention improves from increased student satisfaction and more private gifts and public grants are secured. The Activity has six major components:

- Improve learning
- Expand effective online learning opportunities
- Expand online student services
- Expand teaching and learning innovation and application
- Expand fundraising capacity and stewardship
- Expand grant development capacity and compliance.
Appendix D: Columbia College Academic Senate Agenda, 1/06/11

COLUMBIA COLLEGE ACADEMIC SENATE
AGENDA

DATE: January 6, 2011
TIME: 3:00-4:30
PLACE: Cedar 1

I. CALL TO ORDER: President, Raelene Juarez

II. APPROVAL OF THE MINUTES: * November 19, 2010

III. GUESTS/SPECIAL PRESENTATIONS: 15 Min (5 Min each guest)
A. Dr. Jones - Welcome
B. Dr. Campbell - Substantive Change
C. Dr. Gervin - Curriculum Resolutions

IV. ACTION AND DISCUSSION ITEMS: 40 Min (10 Min each item)
A. *Resolution SP11-A, Adopt College Level Examination Program (CLEP) for G.E.-First Reading-Randy
B. *Resolution SP11-B, Accept DD-214 Units and Certification for General Education in Area E-First Reading-Randy
C. *Resolution SP11-C, Adopt International Baccalaureate (IB) for G.E.-First Reading-Randy
D. *Academic Integrity-Lahna

V. OTHER INFORMATION ITEMS: 10 Min (5 Min each item)
A. FLEX Day/Adjunct In-service/Seventh Inning Stretch-Raelene
B. Faculty Hiring Proposals - Raelene

VI. REPORTS: 20 Min (5 Min each report)
A. Representative to the Board- Sam Pierstorff
   1. Board/District Council
B. Curriculum-Randy Barton
   1. Updates
C. President Elect- Brian Greene
   1. District F.H.P.
   2. Constitution/Bylaws and Election
D. President- Raelene Juarez
   1. SLO Mentor Position
   2. Senate Council/College Council
   3. Accreditation
   4. Updates

VII. ADJOURNMENT:
* = handout attached
Next Senate meeting January 28, 2011

There will be an YFA meeting following the Senate.
Appendix E: Columbia College and Distance Education Organizational Charts
Columbia College
Substantive Change Proposal: Distance Education
Spring 2011
### Appendix F: Distance Education Resource Committees

**Technology Committee Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian DeMoss</td>
<td>Director Information Technology and Media Services</td>
</tr>
<tr>
<td>Melissa Colón</td>
<td>Instructional Technology Center Coordinator and Faculty, Information Technology Distance Education Coordinator</td>
</tr>
<tr>
<td>Craig Johnston</td>
<td>AAC Coordinator</td>
</tr>
<tr>
<td>Brian Greene</td>
<td>Librarian – Library</td>
</tr>
<tr>
<td>Robert Gritz</td>
<td>Fiscal Services Supervisor - Business Services</td>
</tr>
<tr>
<td>Marnie Shively</td>
<td>Director of Student Financial Services</td>
</tr>
<tr>
<td>Wendy Link</td>
<td>Media Services Technician – Technology &amp; Media Services</td>
</tr>
<tr>
<td>Karin Rodts</td>
<td>DSPS Coordinator</td>
</tr>
<tr>
<td>Gary Whitfield</td>
<td>Vice President, Administration</td>
</tr>
<tr>
<td>Ida Ponder</td>
<td>Faculty - Computer Science</td>
</tr>
<tr>
<td>Nate Rien</td>
<td>Faculty – Health and Human Performance</td>
</tr>
<tr>
<td>Don Smith</td>
<td>Faculty - Computer Science</td>
</tr>
<tr>
<td>Mike Torok</td>
<td>Dean - Arts and Sciences</td>
</tr>
<tr>
<td>Susan Vegter-Slake</td>
<td>Executive Secretary to the Vice President, Student Learning Support</td>
</tr>
<tr>
<td>Carol Billigmeier</td>
<td>Recorder – Technology &amp; Media Services</td>
</tr>
<tr>
<td>Student Senate president</td>
<td></td>
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**Distance Education Committee Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Colón</td>
<td>Distance Education Coordinator</td>
</tr>
<tr>
<td>Judy Reiman</td>
<td>Faculty Office Technology</td>
</tr>
<tr>
<td>Brian DeMoss</td>
<td>Director Technology and Media Services</td>
</tr>
<tr>
<td>Sylvia Watterson</td>
<td>Faculty EMS</td>
</tr>
<tr>
<td>Joan Canty</td>
<td>Adjunct Instructor English</td>
</tr>
<tr>
<td>Teresa Borden</td>
<td>Adjunct Instructor Spanish</td>
</tr>
<tr>
<td>Alexandra Campbell</td>
<td>Director Institutional Research and Planning</td>
</tr>
<tr>
<td>Katherine Schultz</td>
<td>Faculty Computer Science</td>
</tr>
<tr>
<td>Kasey Fulkerson</td>
<td>Administrative Specialist</td>
</tr>
<tr>
<td>Peter Lee</td>
<td>Instructor Humanities</td>
</tr>
<tr>
<td>Kirsti Dyer</td>
<td>Instructor Biology</td>
</tr>
<tr>
<td>Roberta Worth</td>
<td>Student</td>
</tr>
<tr>
<td>Jake Beck</td>
<td>Online Services Developer</td>
</tr>
</tbody>
</table>
## Title III Steering Committee Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beccie Michael</td>
<td>Director of Development, Title III Project Director</td>
</tr>
<tr>
<td>Melissa Colón</td>
<td>Distance Education Coordinator</td>
</tr>
<tr>
<td>Brian Demoss</td>
<td>Director Information Technology and Media Services</td>
</tr>
<tr>
<td>Kasey Fulkerson</td>
<td>Administrative Specialist</td>
</tr>
<tr>
<td>Alexandra Campbell</td>
<td>Director Institutional Research and Planning</td>
</tr>
<tr>
<td>Dennis Gervin</td>
<td>VP Student Learning</td>
</tr>
<tr>
<td>Gina Rose</td>
<td>Asst. Vice Chancellor Information Technology</td>
</tr>
<tr>
<td>Melissa Raby</td>
<td>Dean of Student Services</td>
</tr>
</tbody>
</table>
Appendix G: Title III Grant Highlights Spring 2010

**Celebrating our First Year Successes!**

It was an exciting first year for Distance Learning since the award of the Title III grant. We kicked off the year with informational presentations and recruited our first cohort for spring 2009. The cohort spent 30 hours in a classroom setting working on the design of their online classes and online pedagogies. The collegial collaboration of the cohort fosters innovative approaches and helps first-time online instructors implement and apply their knowledge.

**Consistent Core Values** such as regular and effective contact with students’ learning styles with a variety of teaching modalities is emphasized to promote continuity and exemplary teaching techniques.

The Title III grant has provided additional opportunities such as embedding tutors in online classes, a “Dear Student” Email Blast, Academic Integrity Awareness, and Disability Awareness Training.

**Technology Training Workshops** for all faculty and staff and a soon-to-be pilot program in online counseling with CCCConfer, a virtual conferencing tool. We have also been able to purchase additional multimedia equipment and software to enhance technology for all classes and instruction.

We look forward to the placement of several SmartBoards, an interactive whiteboard that can interface with a computer and a projector, across the campus in Feb 3, Jumonj 4, Reific 8 & 9, the new Child Development classrooms, Manzana 2, and Oak 9. The goal of equipping our classrooms with innovative technology range from notes that can be saved and printed, emailed or posted on a Wiki site to a touch executive option or electronic pens that make instruction more interactive. Training on Smartboards will be taking place in April.

To continue to stay connected and informed a Distance Learning Newsletter is sent each month highlighting “Need to Know” information, a featured online instructor, and tips for classroom instruction.

Contact Melissa Colon, Distance Education Coordinator, for more information.

**Development Office secures external funding for college**

Beccie Michael, Director of Development, and Kasey Fullkerson, Administrative Specialist, were hired in 2009 to implement the Title III Development Activity objectives.

The Development Office coordinates the college’s grant seeking activities, and oversees the Columbia College Foundation.

In 2009, several grant proposals were developed by college staff under the guidance of the development office. This includes some that are still pending funding, such as:

- **NSF STEP**—support expansion of higher level math courses, as well as outreach and extra curricular activities to promote student success in math.

- **TRIO SSS**—will provide a variety of supportive services to第一天 generation, low-income, and/or disabled students, including transfer assistance, peer mentoring, field trips, and counseling.

**The Columbia College Foundation developed a 2010-2011 Action Plan that outlines specific goals and activities for the next two years. This includes raising $55,000 by June 2011 for the Osher Scholarship Initiative, a statewide initiative that provides matching funds to build a permanent scholarship endowment for community college students.**

In December 2009, a donor gifted $40,000 towards this goal, the second largest gift in the college’s history.

Visit us on the web: [www.gocolumbia.edu](http://www.gocolumbia.edu/development)
Appendix H: Columbia College Online Course Cohort/Developer Faculty Post-Training Assessment Fall 2009

Note: While written responses are not shown here, they are available upon request.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are you participating in the online faculty training as part of the cohort ($1000 stipend) or the online developer training ($600 stipend)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Online Cohort (30 hour training), never been Developer</td>
<td></td>
<td>66.7%</td>
<td>10</td>
</tr>
<tr>
<td>New Online Developer, never been in Cohort, never been Developer</td>
<td></td>
<td>8.7%</td>
<td>1</td>
</tr>
<tr>
<td>Was in Cohort, now a Developer</td>
<td></td>
<td>8.7%</td>
<td>1</td>
</tr>
<tr>
<td>Was a Developer, now in Cohort</td>
<td></td>
<td>13.3%</td>
<td>2</td>
</tr>
<tr>
<td>Repeat Developer, never in Cohort</td>
<td></td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Repeat Developer, have been in Cohort in past</td>
<td></td>
<td>6.7%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>answered question</td>
<td>15</td>
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<tr>
<td></td>
<td></td>
<td>skipped question</td>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Low skill level</th>
<th>Moderate skill level</th>
<th>High skill level</th>
<th>Rating</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>2. How would you assess your technology skill level today?</td>
<td></td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.7% (1)</td>
<td>40.0% (6)</td>
<td>46.7% (7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>answered question</td>
<td>15</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Low comfort level</th>
<th>Moderate comfort level</th>
<th>High comfort level</th>
<th>Rating</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. How would you rate your comfort level with learning and using new technology today?</td>
<td></td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>6.7% (1)</td>
<td>33.3% (5)</td>
<td>13.3% (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>answered question</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>skipped question</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4. How familiar are you with each of the following:

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<thead>
<tr>
<th>Task</th>
<th>Not at all familiar</th>
<th>Moderately familiar</th>
<th>Very familiar</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS Outlook Email</td>
<td>0.0% (0)</td>
<td>0.7% (1)</td>
<td>0.0% (0)</td>
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<td>20.0% (3)</td>
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<td>20.0% (3)</td>
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<td>20.0% (3)</td>
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<td>0.0% (0)</td>
<td>20.0% (3)</td>
<td>20.0% (3)</td>
</tr>
<tr>
<td>Cutting and pasting text</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>20.0% (3)</td>
<td>20.0% (3)</td>
</tr>
<tr>
<td>Saving images and inserting them into a document</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>14.3% (2)</td>
<td>21.4% (3)</td>
</tr>
<tr>
<td>Web Page development</td>
<td>13.3% (2)</td>
<td>6.7% (1)</td>
<td>26.7% (4)</td>
<td>20.0% (3)</td>
<td>26.7% (4)</td>
</tr>
</tbody>
</table>

**Answered question:** 15

**Skipped question:** 0

### 5. Do you feel that you have received the training and support needed this semester to complete your online course as scheduled?

<table>
<thead>
<tr>
<th>Perceived support level</th>
<th>Not at all supportive</th>
<th>Moderately supportive</th>
<th>Very supportive</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>20.0% (3)</td>
<td>13.3% (2)</td>
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</table>

**Comments?** 3

**Answered question:** 15

**Skipped question:** 0
### 6. Are you familiar with your primary learning style? (Choose one)

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>13.3%</td>
<td>2</td>
</tr>
<tr>
<td>Aural</td>
<td>6.7%</td>
<td>1</td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>13.3%</td>
<td>2</td>
</tr>
<tr>
<td>Read/Write</td>
<td>6.7%</td>
<td>1</td>
</tr>
<tr>
<td>Multi-Modal</td>
<td>60.0%</td>
<td>9</td>
</tr>
<tr>
<td>Not sure</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Comments:
- answered question 15
- skipped question 0

### 7. Which of the following methods will you be using to measure success in your online class(es) next fall or spring? (Check all that apply)

<table>
<thead>
<tr>
<th>Method</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes Assessments</td>
<td>40.0%</td>
<td>6</td>
</tr>
<tr>
<td>Tests</td>
<td>93.3%</td>
<td>14</td>
</tr>
<tr>
<td>Assignments</td>
<td>93.3%</td>
<td>14</td>
</tr>
<tr>
<td>Online Assessments</td>
<td>80.0%</td>
<td>12</td>
</tr>
<tr>
<td>Projects</td>
<td>53.3%</td>
<td>8</td>
</tr>
<tr>
<td>Subject Area Knowledge Surveys</td>
<td>26.7%</td>
<td>4</td>
</tr>
<tr>
<td>Pre- and Post Skill Assessments</td>
<td>26.7%</td>
<td>4</td>
</tr>
<tr>
<td>Rubrics</td>
<td>48.7%</td>
<td>7</td>
</tr>
<tr>
<td>Feedback</td>
<td>48.7%</td>
<td>7</td>
</tr>
<tr>
<td>Research Papers</td>
<td>33.3%</td>
<td>5</td>
</tr>
<tr>
<td>Discussions</td>
<td>88.7%</td>
<td>13</td>
</tr>
</tbody>
</table>

Other (please specify):
- 1

Comments:
- answered question 15
- skipped question 0
### Substantive Change Proposal: Distance Education

**Spring 2011**

#### 10. What additional trainings throughout the year do you believe are needed to add to your success in being an online instructor?

<table>
<thead>
<tr>
<th>Training</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Development</td>
<td>53.8%</td>
<td>7</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>38.5%</td>
<td>5</td>
</tr>
<tr>
<td>Word Processing</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>CCCConfer</td>
<td>38.5%</td>
<td>5</td>
</tr>
<tr>
<td>Adobe Acrobat</td>
<td>30.9%</td>
<td>4</td>
</tr>
<tr>
<td>Desktop Capture Software</td>
<td>38.5%</td>
<td>5</td>
</tr>
<tr>
<td>Audio Recording Software</td>
<td>69.2%</td>
<td>9</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

- Answered question: 13
- Skipped question: 2

#### 11. Would you consider developing another online course?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>80.0%</td>
<td>12</td>
</tr>
<tr>
<td>No</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Not Sure</td>
<td>20.0%</td>
<td>3</td>
</tr>
</tbody>
</table>

- If yes, what class, if no or not sure, please explain:

- Answered question: 15
- Skipped question: 6

#### 12. Was the blend of face-to-face (F2F) and online instruction helpful?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.0%</td>
<td>15</td>
</tr>
<tr>
<td>No</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Not Sure</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

- Please explain: 5

- Answered question: 15
- Skipped question: 0
Columbia College

Substantive Change Proposal: Distance Education

Spring 2011

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Were the training times flexible enough to meet your schedule needs?</td>
<td>Yes</td>
<td>93.3%</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>6.7%</td>
<td>1</td>
</tr>
</tbody>
</table>

Suggestions for improvement and enhancement?

- answered question: 15
- skipped question: 0

14. Any additional comments?

- answered question: 5
- skipped question: 10
Appendix I: Columbia College Title III Faculty Use of Innovative Pedagogy Survey

Note: While written responses are not shown here, for survey item 5, all 18 (100%) of trained faculty responded. Detailed responses are available upon request.
3. Have you taught hybrid courses, fully online courses or both types?

<table>
<thead>
<tr>
<th>Type</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hybrid</td>
<td>22.2%</td>
<td>4</td>
</tr>
<tr>
<td>Online</td>
<td>44.4%</td>
<td>8</td>
</tr>
<tr>
<td>Both</td>
<td>33.3%</td>
<td>6</td>
</tr>
</tbody>
</table>

Type in names of course(s) and section numbers:

- answered question: 18
- skipped question: 0

4. Which trainings did you attend? (Check all that apply)

<table>
<thead>
<tr>
<th>Training Type</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 hour cohort training</td>
<td>94.4%</td>
<td>17</td>
</tr>
<tr>
<td>1 hour technology training workshops</td>
<td>50.0%</td>
<td>9</td>
</tr>
<tr>
<td>4 day intensive Blackboard Training (May or August)</td>
<td>50.0%</td>
<td>9</td>
</tr>
<tr>
<td>Drop-in training sessions</td>
<td>61.1%</td>
<td>11</td>
</tr>
<tr>
<td>One on one training sessions</td>
<td>50.0%</td>
<td>9</td>
</tr>
<tr>
<td>Blackboard orientation for students</td>
<td>5.6%</td>
<td>1</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>5.6%</td>
<td>4</td>
</tr>
</tbody>
</table>

- answered question: 18
- skipped question: 0
5. Pick an example of one innovative teaching technique or teaching pedagogy that you learned in the cohort trainings or other training workshops and applied to your online or hybrid class and describe in detail:

Response Count
18

- answered question 18
- skipped question 0

6. Are you satisfied with the outcomes?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>72.2%</td>
<td>13</td>
</tr>
<tr>
<td>No</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Somewhat</td>
<td>27.8%</td>
<td>5</td>
</tr>
</tbody>
</table>

Please describe why or why not:
17

- answered question 18
- skipped question 0

7. If not fully satisfied what might you do differently?

Response Count
8

- answered question 6
- skipped question 12