Substantive Change Proposal: Distance Education

Columbia College

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Table of Contents

A concise description of the proposed change

Description

In 2011, the Commission, through the Substantive Change process, approved Columbia College to offer 19 associate degrees and seven certificate programs at 50 percent or more via distance education (DE) [Appendix A: ACCJC Approval of 2011 Substantive Change Proposal for DE]. In 2014, the Commission approved 44 associate degrees and 8 certificates at 50 percent or more via DE [Appendix B: ACCJC Approval of 2014 Substantive Change Proposal for DE]. Since that time, the distance education (DE) program has grown steadily as courses have been approved by the Curriculum Committee to be offered online or as a hybrid blend of online and face-to-face time. DE offerings have correspondingly increased as a component of both access for students and enrollment management. By offering certain classes online with 35-40 students, the College is better able to maintain courses on campus with more prerequisite courses and fewer enrolled students. In 2015-16, DE courses accounted for approximately 18% of Columbia College's full-time equivalent students (FTES) [Appendix O: Percent of FTES Earned by DE 2015-16].

The greatest growth in DE approvals and offerings has been in general education courses. A degree pattern generally consists of major-specific courses, general education courses, and electives. An audit of programs at Columbia College in December 2016 through January 2017 revealed that, effective with the 2017-18 College Catalog, the blend of major and GE courses for all but one Associate degree can be completed with in excess of 50% DE-approved coursework [Appendix E: DE Percentages for Programs in the Current Proposal – Summary]. The audit also revealed:

- Six additional certificates can be earned with at least 50% coursework via DE.

- Three programs previously approved as having at least 50% coursework via DE now have 100% of their requirements available through DE-approved courses.

- Through a fall 2016 department wide curriculum revision, the Child Development department received approval for all courses to be taught via DE modalities. As a result, 100% of the courses needed to complete three programs are now approved for DE delivery.

It is important to recognize that each degree or certificate noted below may *hypothetically* be earned via DE modalities for at least 50% of the coursework. However, this report was prepared based on existence of approvals, not actual course offerings (Appendix N: DE-Approved Courses as of Spring 2017). With limited course offerings at the College in each area, online or hybrid versions of every course are not offered every term. At this time, the College does not have any programs that are exclusively taught online. Should the College choose to pursue such a path, a Substantive Change Proposal to the Commission will be prepared at that time.

Proposal Request

This Substantive Change Proposal requests approval for the programs listed below to be offered with at least 50% of coursework available via DE. For clarity of Commission and College records, the list incorporates all programs at or near the 50% threshold, including those previously approved by the Commission, denoted as such in the table. The College has also identified five programs, delineated below, all of whose requirements can be met via courses approved for online or hybrid instruction.

Legend

AA – Associate in Arts
AS – Associate in Science
AA-T – Associate in Arts for Transfer
AS-T – Associate in Science for Transfer
COA – Certificate of Achievement

$$\text{DE Value} = \frac{\#\ DE-Approved\ Units}{\#\ Units\ in\ Program}$$

Degree Title	DE Value
AA-T: Elementary Teacher Education	56%
AA-T: History	78%
AA-T: Music	53%
AA-T: Political Science	62%
AA-T: Sociology	62%
AA-T: Studio Arts	70%
AS-T: Biology	70%
AS-T: Business Administration	59%
AS-T: Chemistry-new	79%
AS-T: Geology	63%
AS-T: Mathematics	53%
AA: Music	59%
AS: Business Administration: Professional	55%
AS: Business Management	62%
AS: Business/Web Development-Bus Emphasis	58%
AS: Business/Web Development-Web Emphasis	72%
AS: Entrepreneurship	60%
AS: Fire Science	90%
AS: Forestry	62%
AS: Geographic Information Systems	62%
AS: Hospitality Management: Restaurant Management	53%
AS: Natural Resources	75%
AS: Pantry and Dessert Chef	56%
AS: Post-Secondary Studies: Emphasis in Business Administration	80%

Degree Title	DE Value
AS: Programming	52%
AS: Restaurant Management	54%
AS: Water Resources Management	75%
COA: Administrative Office Professional	65%
COA: Medical Office Specialist	81%
COA: Multimedia Technician - Digital Media	63%
COA: Multimedia Web Design	71%
COA: Virtual Office Professional	67%
100% of the requirements for these programs can be met via DE-approved courses	
COA: Associate Child Development Teacher	100%
COA: Associate Infant/Toddler Teacher-new	100%
The following programs were previously approved by the Commission as having at least 50% DE-approved courses. 100% of their requirements can now be met via DE-approved courses.	
AA: Liberal Studies: Elementary Teaching Preparation	100%
AA: Sport Science	100%
COA: Emergency Medical Services	100%
Close to 50% of the requirements for these programs can be met via DE-approved courses	
AS: Automotive Maintenance Technician	46%
AS: Business Administration: Accounting	45%
AS: Hospitality Management: Culinary Arts	49%
AS: Post-Secondary Studies: Emphasis in Computer Science	48%
COA: Human Services	41%
The following programs were approved by the Commission as part of the College's 2014 Substantive Change Proposal. They are included here for clarity and to demonstrate the current percent of requirements that can be met via DE-approved courses.	
AA-T: Anthropology	77%
AA-T: Communication Studies	68%
AA-T: English	83%
AA-T: Kinesiology	74%
AA-T: Psychology	70%
AS-T: Early Childhood Education	89%
AA: Fine Arts: Emphasis in Art	95%
AA: Fine Arts: Emphasis in Photography	90%

Degree Title	DE Value
AA: Language Arts: Emphasis in Communication	80%
AA: Language Arts: Emphasis in English	90%
AA: Liberal Arts: Emphasis in Arts and Humanities	95%
AA: Liberal Arts: Emphasis in Behavioral and Social Sciences	76%
AA: Liberal Arts: Emphasis in Science	55%
AS: Allied Health	93%
AS: Child Development	97%
AS: Emergency Medical Services	93%
AS: Fire Technology	67%
AS: Human Services	78%
AS: Multimedia Technology	87%
AS: Office Technology: Administrative Office Professional	83%
AS: Office Technology: Medical Office Specialist	92%
AS: Post-Secondary Studies: Emphasis in Physical Sciences	90%
AS: Post-Secondary Studies: Emphasis in Pre-Engineering	87%
AS: Science: Emphasis in Earth Science	77%
AS: Science: Emphasis in Environmental Science	83%
AS: Science: Emphasis in General Science	88%
AS: Science: Emphasis in Physical Science	87%
COA: Multimedia Technician - Web Development	85%

The Columbia College Catalog delineates the requirements for associate degrees and certificates, defining both the unit requirement for each and the purposes of the awards in the college catalog [Columbia College Catalog 2016-17-Award Requirements, Catalog Addendum 2016-17]. Appendix C provides a description of the methodology used to determine which programs to include in this Proposal. Appendix E represents the summary of these findings. Appendix F provides the detailed analysis of each degree and certificate. The reader will note that these appendices also reference Skills Attainment Certificates. These are low-unit, non-transcripted, local awards that are not reviewed by the CCCCO. As such, they are not included in our list of programs with the Commission.

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

The Columbia College Mission (Approved by the YCCD Board of Trustees 5/11/16) states:

> Centered in the Sierra foothills, Columbia College offers students of diverse
> backgrounds many opportunities for discovery and success. Through a supportive and

engaging learning environment, students master foundational skills, explore their passions, attain degrees and certificates, and pursue career and transfer pathways. We collaborate with surrounding communities to cultivate intellectual, cultural and economic vitality. Columbia College inspires students to become inquisitive, creative, and thoughtful life-long learners.

The degrees and certificates available to students via online delivery not only support, but fulfill the mission by serving student learning needs through "…a supportive and engaging learning environment…" and by empowering students to "…master foundational skills, explore their passions, attain degrees and certificates, and pursue career and transfer pathways." The Columbia College Distance Education Plan, hereafter referred to as the DE Plan, includes the mission of the college's DE area in support of the overall college and district missions. The table below demonstrates alignment of these mission statements.

	MISSION STATEMENTS
YCCD	The Yosemite Community College District is committed to responding to the needs of our diverse community through excellence in teaching, learning and support programs contributing to social, cultural, and economic development and wellness.
Columbia College	Centered in the Sierra foothills, Columbia College offers students of diverse backgrounds many opportunities for discovery and success. Through a supportive and engaging learning environment, students master foundational skills, explore their passions, attain degrees and certificates, and pursue career and transfer pathways. We collaborate with surrounding communities to cultivate intellectual, cultural and economic vitality. Columbia College inspires students to become inquisitive, creative, and thoughtful life-long learners.
Columbia College Distance Education	In support of the mission of Columbia College, the Distance Education Program will develop uses of technology in teaching and learning that enable students to access a quality education, anytime, anywhere.

These clearly delineated connections between the mission statements ensure that all DE programming at Columbia College is aligned with the student support, service, and learning objectives articulated in the college mission.

Rationale for the change

Distance education is an important way in which the College "offers students of diverse backgrounds many opportunities for discovery and success," as described in its mission. Student demographic data indicates that our DE program primarily serves students in the College's service area. The Fall 2016 Distance Education Enrollments report [Appendix G: Fall 2016 Distance Education Enrollments Report] indicates the residency of Columbia College distance education students. The data in Table 2 reveal that 50.9% of online students resided in Tuolumne County, 21.5% of total DE students resided in Calaveras County, and 20.1% resided in Stanislaus County. Together, these three total 92.5% of the college's total online enrollments. 15 students from San Joaquin County and 10 from Mariposa County together constitute 3% of total enrollments and no other county provides student counts in double digits. The data in Table 5 indicate that 23% of Columbia's students enrolled in both face-to-face and online courses in Fall 2016. Collectively, these data illustrate the value of online education opportunities to our local community and students within the College's designated service area.

Program Offerings via DE Delivery Modes

Each of the programs proposed for distance delivery have already been approved for delivery in the traditional face-to-face modality. Only the modality of instruction differs; there are no differences in general education, major, or graduation course requirements between programs offered via distance education and those offered in a traditional classroom. The courses share a common Course Outline of Record, Course Student Learning Outcomes (CSLOs), and are vetted through the same rigorous Curriculum Committee approval process. Each modality of offering is separately considered by the Curriculum Committee to ensure that the course's content and objectives can be satisfactorily addressed via DE. The committee also ensures that regular and effective instructor-student contact is developed and maintained in each modality. The DE Plan provides clear local definitions for DE that comply with the definitions released in 2008 by the California Community Colleges Chancellor's Office (CCCCO). The chart below reflects the distinctions between delivery modes and a helpful description for each. This information is intended to clearly communicate to students the type of course in which they are enrolling.

Descriptor	Columbia Definition	Approvals	Notes and training required
Fully Online	Courses in which students work entirely online without having to come to any college facility. Arranged proctored tests are available in this modality (students do not have to come to Columbia College to take tests); orientations and/or face-to-face class meetings are optional. Synchronous activities are not required but if synchronous events are scheduled, they may be posted as required archives for asynchronous access.	Requires separate Curriculum Committee approval with Distance Education Addendum (DEA) and follows all quality measures as outlined in the DE Plan. Outline follows the Online Education Initiative's rubric for effective online classes.	Requires faculty readiness standards are met as outlined in the DE Plan prior to online teaching. If proctoring is required, it cannot be required that students come to campus. Rather, instructors must arrange for a proctoring location in collaboration with the student.
Hybrid (Blended)	Any course whose instructional hours are offered partly face-to-face and partly via distance education. This designation is also given whenever students are required to come to the Columbia College campus site for any reason (testing, orientation, etc.).	Requires separate Curriculum Committee approval with Distance Education Addendum (DEA) form and follows all quality measures as outlined in the DE Plan. Hybrid courses are encouraged to use the OEI Rubric to structure the online components of the course.	If students are required to come to the college for any reason, the course is declared a hybrid course to notify students of this requirement. Hybrid courses are distinguished from online courses in the class search tool.
Enhanced (face-to- face with web enhancement)	Face-to-face courses that require the student to access the Internet and/or learning management system (LMS) as part of the course work.	Students are expected to be able to access the internet and the LMS infrastructure either at home or from campus learning centers (e.g. Library, Academic Achievement Center) where assistance for using these technologies is available.	

Planning Process for this Change Request

Columbia College serves a rural student population in a region with declining overall population and declining high school enrollments. As a result, enrollments at the College have declined as well. The College recognized its need to develop new ways to serve adult learners in the community in order to better meet their needs for education and training. Many Columbia students work and face the challenges of childcare, eldercare, and balancing course work with

other elements of their lives. Moreover, the College serves an area of roughly 2500 square miles from the floor of the central valley in the Stanislaus County town of Oakdale through the high mountain communities along Highways 4, 108, and 120 in Tuolumne and Calaveras Counties. Many residents live "off the grid" in self-sufficient homes. Yet they maintain connections through satellite and/or cellular internet service. Enrollment data indicates that distance education plays a key role providing access to higher education for residents living in the geographical area served by the College.

Demographic data show that 92.5% of students served by the DE program at Columbia reside in the three primary counties of the College's service area, and that 23% of Columbia's students enroll in both face-to-face and DE courses [Appendix G: Fall 2016 Distance Education Enrollments Report]. These data indicate that Columbia has increased access and service to students who benefit from asynchronous education and the flexibility of online learning despite their residing within the College's service area. To best serve the community, Columbia continues to carefully expand its online learning as a component of its overall enrollment management.

The College has invested substantially in professional development and faculty support to ensure high quality distance education opportunities for students. A fulltime faculty member serves as Distance Education Coordinator. The Academic Senate adopted the Online Education Initiative's Course Design Rubric as the standard for its online courses to provide the highest-quality offerings to serve its students. The addition of the proposed programs to the DE offerings at Columbia will increase opportunity for students with little expected impact on the institution. It is anticipated that the online option will draw new students into the programs thereby enhancing sustainability. Online offerings are selected in part based on unmet needs within the Yosemite Community College District. That is, Columbia strategically offers online classes appealing to students who are unable to secure enrollment in a comparable course at its sister institution, Modesto Junior College (MJC). These higher-enrolled online courses, with a blend of Columbia and MJC students, are mutually beneficial to both institutions. MJC benefits in that its students are better able to progress through their programs at their college. Columbia benefits by securing larger enrollments online to balance smaller face-to-face courses whose enrollments are limited by declining local populations, as previously discussed.

All curriculum at the College is overseen and approved by the Curriculum Committee and the Board of Trustees. Required components are forwarded to the CCCCO for approval. Should curriculum changes reflect a substantive change in the direction of the institution, that action is forwarded to the ACCJC as a Substantive Change Request. No such changes in direction have taken place recently, as documented on the College's Accreditation website [http://www.gocolumbia.edu/accreditation/default.php] other than the 2011 and 2014 approved changes regarding distance education. Once fully approved, all course descriptions and program requirements are included in the catalog or, when necessary, in an electronic catalog addendum provided alongside the main catalog online [http://www.gocolumbia.edu/catalog_schedules/default.php]. The programs proposed in this substantive change process are planned to be in effect fall 2017.

Planning for submission of this substantive change report began with an analysis of the College's offerings by its new Vice President of Instruction, Dr. Brian Sanders, who began in his current role in June of 2016. Initial review revealed that online coursework had steadily expanded since the College's most recent Substantive Change Proposal was approved by the ACCJC in 2014. Recognizing the need for an audit of DE program offerings, Dr. Sanders worked with the College's curriculum management system's vendor, CurricUNET, to develop effective reports showing which courses had been approved for each DE modality. In fall 2016, the full revision of the Child Development curriculum, including approval of all courses to be offered online and/or hybrid, reiterated the need for a Substantive Change Proposal. Dr. Angela Fairchilds, president of Columbia College, consulted with the Commission during Team Chair Training in December and learned that this Proposal was required. Key faculty leaders, including Curriculum Chair Katherine Schultz, Senate President Wendy Griffiths-Bender, and Faculty Accreditation Co-Chair Nathan Rien were consulted. The matter was discussed with the full Curriculum Committee, the Academic Senate, and the College Council.

Using the new CurricUNET reports, Instruction Office staff members conducted a thorough audit of all programs at the College to ascertain which program requirements could be fulfilled by courses approved for either online or hybrid instruction. The audit began in December 2016 and concluded in mid-January 2017. The Proposal was prepared in February and submitted in March of 2017.

Evidence of Adequate Human, Administrative, Financial and Physical Resources for Quality Programs

Student Support Services

Columbia College provides thorough options for online student services comparable to those available to students on campus. Each of these support areas has clear goals with measurable targets aimed at providing the best support services possible for all students both face-to-face and online. The following services are available to students online:

- Apply for Admissions Online
  - http://www.gocolumbia.edu/admissions/application.php

- Online Orientation – a brief synopsis of becoming a student at the college
  - http://www.onlineorientation.net/gocolumbia

- Online Counseling – both academic and personal counseling online
  - http://www.gocolumbia.edu/counseling/online_counseling_services/default.php

- College Forms – including substitution, prerequisite, and complaint forms
  - http://www.gocolumbia.edu/admissions/forms.php

- Canvas Log In – LMS for online courses
  - http://www.gocolumbia.edu/online_learning/canvas.php

- Online HelpDesk – service provided by the Yosemite Community College district
  - http://studenthelpdesk.yosemite.edu/default.htm

- Electronic Add Card
  - https://apps.gocolumbia.edu/addcard/

- Student Email Help
  - http://studenthelpdesk.yosemite.edu/demo_files/SetUpStudentEmailPasswordRESET%20copy.pdf

- ConnectColumbia – student information system and class search tool
  - https://apps.gocolumbia.edu/ClassSearch/

- Register for Classes (Fall/Spring)
  - http://www.gocolumbia.edu/admissions/register.php

- Online Student Readiness Tutorials
  - http://apps.3cmediasolutions.org/oei/

- Student Handbook for Online Learning
  - https://docs.google.com/document/d/1rWI4nqDVmBxQl_MLJdim5-kWR7yadcbJS1wa7g3O3OE/edit?pli=1

- Student Online Classes "Quick Guide"
  - http://www.gocolumbia.edu/Distance%20Education/pdfs/Quick_Guide_to_Blackboard_9.1.pdf

- Online Tutoring through the Academic Achievement Center and NetTutor
  - http://www.gocolumbia.edu/aac/onlinetutoring.php

- Financial Aid – a plethora of resources online
  - http://www.gocolumbia.edu/financial_aid/default.php

- Computer Technical Requirements
  - https://docs.google.com/document/d/1hg_dEn-uuPmUltEXh2S1fksxycTeiQcUIuLD8bElmCU/edit

- Registration Process FAQs
  - http://studenthelpdesk.yosemite.edu/registration_process_faq.htm

- Scholarships
  - http://www.gocolumbia.edu/scholarships/default.php

- Columbia College Student Handbook
  - http://www.gocolumbia.edu/student_services/Columbia2015.pdf

- Columbia College Catalog
  - http://www.gocolumbia.edu/catalog_schedules/default.php

- List of Additional Resources
    - http://www.gocolumbia.edu/online_learning/students.php

- Library Services
    - http://www.gocolumbia.edu/library/
    - Off-Campus Access page [http://www.gocolumbia.edu/library/off-campus.php].

Students are encouraged to access services online and on campus regardless of the modality of the courses in which they are enrolled. Students have ease of access through non-password required electronic links to student support websites.

Disabled Student Programs and Services (DSPS) provides assistance to students with disabilities. Assistive technology has been placed in designated locations, such as the library and computer labs throughout the campus, to ensure accessibility. A full time alternative media access specialist assists students and faculty in meeting the requirements mandated by the Americans with Disabilities Act of 1990, Sections 504 and 508 of the Rehabilitation Act of 1973, and applicable regulations in Title 5. In addition to these offerings for students, there is a segment of faculty training in the DE Plan dedicated to online accessibility and the best practices involved in online teaching and learning for students with disabilities. OEI Pilot Instructors are encouraged and trained to follow the online course rubric guidelines for accessibility [https://ccconlineed.instructure.com/courses/770] which address elements that are required by Section 508 of the Rehabilitation Act of 1973. By incorporating the elements of this rubric, courses are designed so that students using assistive technologies have access to the course content.

Students are prepared for online courses at Columbia College in a number of ways. Online and hybrid courses in the schedule are linked to a page of resources about online learning, including login information and tutorials. They are encouraged to enroll in the Quest for Success Program from the OEI. This is a free, self-enrolled, self-paced, online training that introduces students to the main components of the Canvas LMS and the skills and behaviors necessary to be successful as online learners. OEI Pilot instructors are required to have students complete this course. An invitation was sent to all students via a campus email blast in Spring 2017 to enroll in the course to maximize their success in online learning.

Faculty, Management, and Support Staffing

Columbia College began offering full-time support and training for instructional technology and online course development in 2008 when the College was awarded a Title III grant. There are a variety of training opportunities offered year round through workshops, one-on-one training appointments, drop-in training and coursework leading to a Learning Design and Technology Skills Attainment Certificate. Columbia College requires the fully online course, EDUC 50, Online Course Development to be completed by faculty in order to teach online or hybrid courses. The coursework covers online pedagogy, authentic assessment development, regular and effective communication strategies and "best practices" for universal design. Since 2008 there have been 85 full time and adjunct faculty trained to be able to teach fully online or hybrid courses. Faculty have been compensated for this intensive effort through continuing education credit, course units, flex-credit or stipends depending upon available funding. Columbia College maintains a full-time Distance Education Coordinator to support faculty, staff and students in the

Instructional Technology Center.

Columbia College ensures that academic deans are knowledgeable and current in distance learning through the hiring process and through ongoing professional development. The Dean of Arts, Sciences, and Human Performance, who supervises the majority of online course offerings, serves as a member of the Distance Education Committee and as the college's liaison to the Online Education Initiative. The College was selected to participate in phase 2 of the OEI with its first direct participation in Fall 2017. The College commitment to excellence in distance education is further supported through staff development and training to expand understanding of the challenges faced by online learners, best practices in online support service delivery, and new technology. Regular meetings of the Distance Education Committee attend to these important pedagogical issues and promote continued professional development.

The Vice President of Instruction's duties include overseeing distance education including supervising the Distance Education Coordinator and Instructional Technology Center, coordinating training and resources for deans in online evaluation measures, and reviewing online faculty certification. The Vice President of Student Services ensures online delivery of student services. The Distance Education Coordinator, a faculty member, provides training and support in online pedagogy and course design, develops online quality standards and measures and guides faculty in aligning their courses with the OEI Rubric, and assists in developing and approving FLEX activities related to online teaching. The faculty contract supports engagement of faculty in the online certification programs through Article 37 of the YFA/YCCD Contract [https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/YFA%20Agreement%2020 15%202016%20Final%20w%20signatures.pdf].

Technology and Infrastructure

The Columbia College website and the DE Plan exemplify the institution's commitment to technology and infrastructure. The institution utilizes Canvas for its Learning Management System (LMS) and provides Turnitin anti-plagiarism software for faculty to support instruction. The College infrastructure is adequate to meet the needs of the proposed distance education programs.

Fiscal Resources

Columbia's commitment to support distance education is reflected by the class schedule which shows approximately 14% of the course sections offered in fall 2016 were delivered in a fully online format and two courses were offered in a hybrid modality. Rather than set aside budget for a specific number of online course sections, the budget for course sections is not specifically delineated allowing deans to make decisions on delivery modality according to student demand and department preparedness for online course offerings. This flexibility of resources has allowed for quick expansion of online offerings in areas of high demand, provided each course has been approved for the slated DE modality by the Curriculum Committee.

Budget

The College, in partnership with the District to support instruction at both MJC and Columbia, has established a budget that supports effective delivery of online programs and student success. The budget outlined below provides a general estimate of college and district expenditures:

Category	Title/Item	Description	Cost
Personnel 3.5 FTE	Distance Education Coordinator (Faculty)	Develops and coordinates faculty academy; course design assistance, design assessment standards	$100,000
	Vice President of Instruction	Administration	$185,000
	Dean of Arts, Sciences, and Human Performance	Administration	$150,000
	Instructional Support Specialist – Instructional Technology Center (47.5%)	Coordinates online delivery of student services	$40,000
	Help Desk	Responds to general LMS questions	$50,000
Software	Tegrity	Lecture capture system	$14,000
	Turnitin	Provides analysis of papers for plagiarism	$20,000
	Proctorio	Provides increased test security within Canvas	$0 Provided free through OEI participation
	NetTutor	Online tutoring	$0 Provided free through OEI participation
	SoftChalk	Easy-to-Use method to create structured learning modules in online courses	$15,000
Training	Faculty Academy training and support	Includes stipends for faculty mentors	$20,000
Professional Development	Conferences	Stay current with effective practices	$5,000
Total Funding			**$599,000**

As noted under Fiscal Resources, the academic deans have opportunity to increase or reduce the number of online course offerings to align with student demand. The budget above and dean discretion in offering online courses provides evidence of sufficient funds to properly support the activities of the College's online programs.

Monitoring Achievement of the Desired Outcomes of the Proposed Change

The faculty, staff, deans, and vice president work with the District to investigate and recommend formal policies and procedures that address federal and state regulations and ensure the highest level of integrity, access, and assessment for distance learning as delineated in the DE Plan. The College Council established the Distance Education Committee as the standing committee with a focus on all matters pertaining to online education. The enrollment, retention, and success of students in the proposed DE programs will be monitored by the faculty, dean, vice president of instruction, and Distance Education Committee. Regular reports will be provided by the Director of Research and Planning. The multifaceted approach allows for broad discussion leading to program improvement.

Through establishing and maintaining minimum qualifications for faculty to teach online, Columbia College ensures that distance education faculty reflect competency in online pedagogy and course design. Multiple training opportunities are available including the Columbia online instructor courses or via other vendors such as @ONE.

Online course evaluation tools have been developed and incorporated into the YFA contract ensuring that evaluation of distance education programs aligns with recommendations in the Higher Education Opportunity Act of 2008 (Sec. 1107, p. 418). The evaluation includes interactivity, course design, and student assessment with respect to student achievement. The evaluation is valued as a critical tool supporting the College's opportunity to identify the benefits and limitations of distance education programs including student demographics, access, job placement rates, and graduation rates. The contract also includes timeframes in which to evaluate the effectiveness of DE courses and instruction. This enables the College to assess the impact of online education on college infrastructure, particularly student services and counseling. This allows the College to provide effective best practices to address identified needs. The evaluation also helps to ensure that all online courses are in compliance with requirements of the ADA Section 508 guidelines for accessibility, and are delivered in compliance with FERPA.

Evaluation and Assessment

The Curriculum Committee ensures that course standards are equivalent to on-campus offerings. Online, hybrid, and other distance learning modalities meet the same objectives and outcomes and are assessed with the same rigor as traditional courses. DE faculty and staff are encouraged to vigorously pursue knowledge and application of effective technology and pedagogy that support student learning. Faculty teaching online course sections will assess student learning outcomes at the course and program level at the same frequency as the face-to-face courses and programs. All learning outcome, achievement, retention, and completion data will be disaggregated to ensure that equity gaps in student achievement outcomes can be addressed.

Internal and External Approvals

The College's Curriculum Committee, the YCCD Board of Trustees, and the CCCCO approve all courses, degrees, and certificates of achievement offered by Columbia College. Courses taught in a DE modality, either as a hybrid or fully online, have been reviewed and approved by the Columbia College Curriculum Committee using a separate review process in accordance with regulations and best practices. The YCCD Board of Trustees approves all new and modified degrees and certificates on a monthly basis and evidence of these approvals are found in Board minutes. Programs are then sent to the CCCCO for approval. Dates on which approvals were obtained are displayed in Appendix H. The current program inventory on file at the CCCCO is included as Appendix M.

Eligibility Requirement Fulfillment

A summary of the eligibility requirements and the impact, if any, of this substantive change on each of the 21 eligibility requirements follows. Documentation either appears in this proposal, is referenced, or provided as a link for each requirement.

1.   Authority

Columbia College is part of the Yosemite Community College District and is fully accredited by the Accreditation Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. Most recently, full accreditation was reaffirmed in a [letter from the Commission](#) dated February 7, 2014. Based on the 2013 Accreditation Follow-Up Report with a visit in November of 2013, the Commission acted to remove Columbia from warning status and reaffirm accreditation. The College is listed in the directories of the United States Office of Education, American Council on Education, and Western Association of Schools and Colleges and is part of the California Community Colleges system. The University of California and the California State University systems and other public and private universities and colleges grant credit for transfer courses completed at Columbia College.

2.   *Operational Statu*s

According to the [2016 Student Success Scorecard](#) available through CCCCO, Columbia served 3,912 students (unduplicated headcount) with the equivalent of 1,887.9 FTES. Of the students starting first time in 2009-10 and tracked for six years through 2014-15, 445 had completed a degree, certificate, or transfer-related outcome. These data indicate that the College remains fully operational, in accordance with this requirement.

3.   Degrees

The degrees and certificates offered at Columbia College are listed on pages 72-73 of the [2016-17 Catalog](#) (available in hard-copy and online), with full descriptions of each degree on subsequent pages. Effective in the 2017-18 Catalog, program learning outcomes will be listed in the catalog as well. To assist students in planning their pathways, course requirements, general education courses and requirements, and rules and policies for transfer are included in the catalog. Columbia offers non-degree applicable courses primarily intended to assist students in basic skills development, including both credit and non-credit opportunities.

4.   Chief Executive Officer

Columbia College has a Board-appointed chief executive officer whose full-time responsibility is to the institution. Board Policies [2430 – Delegation of Authority to the Chancellor](#) and Policy [2430.1 – Delegation of Authority to the Presidents](#) outline the responsibilities of the chancellor and the president and how those responsibilities connect from the District level to the institutional level. The president of Columbia College, Dr. Angela Fairchilds, has served in this capacity since February, 2014.

5.   Financial Accountability

An independent audit firm performs annual audits to ensure YCCD's compliance with all regulations of the CCCCO and the United States Department of Education. The Board of Trustees reviews each audit report, and the district responds to any exceptions or findings. The district's budget reports are generated annually and reviewed by both the YCCD Board of Trustees and the College**.**

6.   Mission

The College Mission Statement was revised and approved by the Board of Trustees on May 11, 2016. The statement can be found in the college catalog, on the college web page, and in the college's strategic plan. The mission states:

> Centered in the Sierra foothills, Columbia College offers students of diverse backgrounds many opportunities for discovery and success. Through a supportive and engaging learning environment, students master foundational skills, explore their passions, attain degrees and certificates, and pursue career and transfer pathways. We collaborate with surrounding communities to cultivate intellectual, cultural and economic vitality. Columbia College inspires students to become inquisitive, creative, and thoughtful life-long learners.

This statement is both appropriate and consistent with California Educational Code and the college's vision and strategic plan.

7.   Governing Board

Columbia College is one of two institutions comprising the Yosemite Community College District (YCCD). YCCD has a governing board of seven trustees responsible for the quality, integrity, and financial stability of both institutions and the district. The Board of Trustees also ensures that the mission of the institution and the district are carried out. The YCCD Board of Trustees homepage lists board membership and their constituent areas. Also available on this page are agendas and minutes of meetings as well as board policies. Particularly relevant to this substantive change proposal is Board Policy 4020 addressing program and curriculum development. This policy begins by stating:

> The programs and curricula of the district shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.

This pertains to all modalities of instruction, and the district and Columbia College are committed to delivering high quality education.

8.   Administrative Capacity

The administrative staff at Columbia College is adequate in number, experience, and qualification to provide appropriate supervision to the courses and programs offered through

DE. The DE Plan delineates how the Distance Education Committee and the Distance Education Coordinator fit into the leadership and decision-making structures of the College. There is sufficient technology support at Columbia available both online and face-to-face to facilitate these additional offerings, and when necessary, YCCD Information Technology managers also provide technical support. All support and instructional staff meet or exceed the minimum qualifications for their respective positions in terms of education, training, and experience, and all pertinent supporting materials for each are on file in the Human Resources office at YCCD.

9.   Educational Programs

All educational programs, the required and elective courses that support them, and required and suggested curricular sequencing are found in the college catalog. Successful completers are awarded associate of arts degrees, associate of science degrees, certificates of achievement, or locally approved skills attainment certificates consisting of fewer than 18 units. All such programs are based on recognized postsecondary education fields of study, of sufficient content and length, and conducted at levels of quality and rigor appropriate to the degree or certificate offered. The College's Curriculum Committee, a standing committee of the Academic Senate, approves courses and programs by its codified processes which adhere to California Education Code and appear on the Curriculum Committee web page. Since the last substantive change report in 2014, the institution proposes adding 27 additional associate degrees and five certificates of achievement that can be completed 50% or more by enrolling in DE courses. In addition, the institution proposes adding two associate degrees and three certificates in which 100% of the required components can be completed via coursework approved for DE delivery modalities. Finally, the College requests approval for four associate degrees and one certificate that are close to the 50% threshold. Columbia College has developed and approved course student learning outcomes (CSLOs) and program student learning outcomes (PSLOs) for all degrees and certificates, and its institutional student learning outcomes (ISLOs) address the general education learning expected of program graduates.

10.   Academic Credit

Columbia College awards college credit based on the guidelines provided by the CCCCO to align with Title 5 Regulations. One unit of academic credit is earned based on 18 hours of instruction and 36 hours of independent work per semester or 54 hours of laboratory work per semester. This generally-accepted practice in degree-granting institutions of higher education is referred to as the Carnegie Unit Standard with two hours of work outside of class for every hour of lecture. The college catalog contains policies on awarding and transfer of credit and is available both in hard copy and online.

11.   Student Learning and Student Achievement

The Student Learning Outcomes Workgroup at Columbia College has led a transformation of the institution with regard to outcomes assessment and student learning. The SLO Workgroup site transparently conveys data regarding assessment practices and results across the campus. The SLO Workgroup is comprised of representatives from instructional areas, student support areas, and administration.

- CSLOs are assessed every two or three years on a cycle established in consultation with faculty in each area.

- PSLOs are assessed every two years based on compiled results of applicable CSLO assessments using CSLO-PSLO maps populated into the College's eLumen SLO assessment management system.

- ISLOs are assessed cyclically based on compiled results of applicable CSLO assessments using CSLO-ISLO maps in eLumen. Results of ISLO assessment will be reported to College Council each term.

The College employs a four-year integrated cycle of program review and assessment as diagrammed in the figure below.
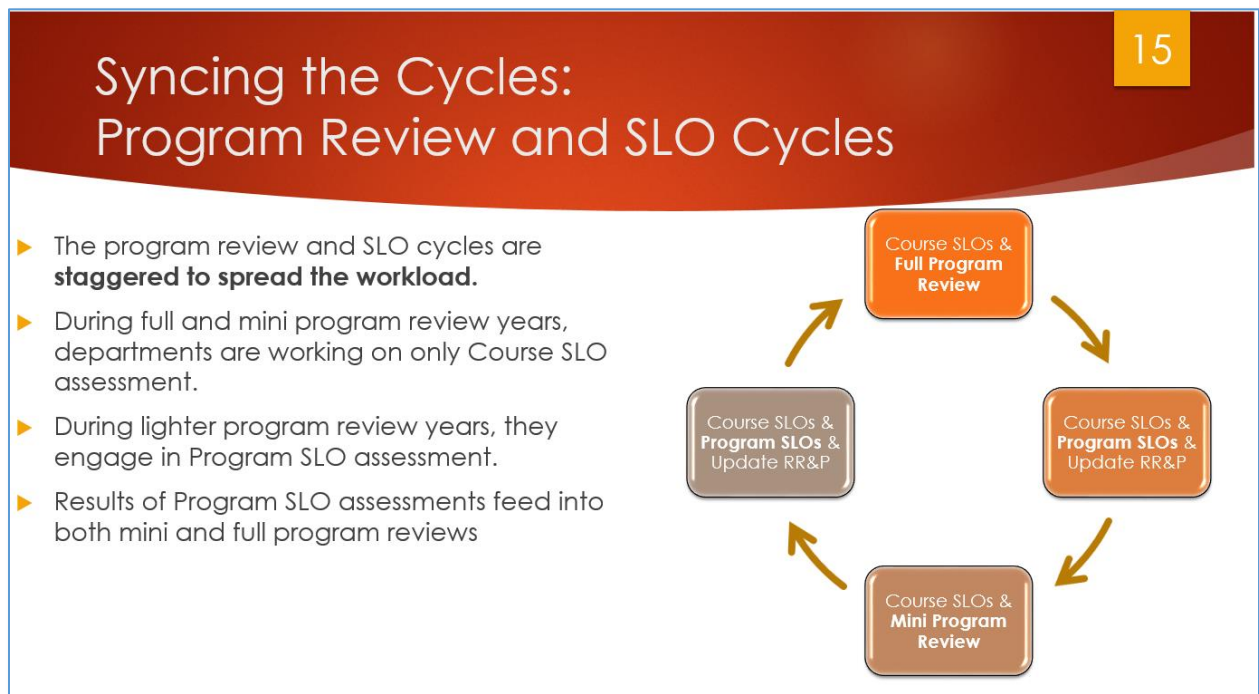
12. General Education

All degree programs at Columbia College must have a substantial component of general education courses designed to ensure breadth of knowledge and promote intellectual inquiry. Minimum requirements for the Associate Degree are provided in Title 5 section 55063. The College has also established 17 Associate Degrees for Transfer (ADT) requiring the more thorough General Education requirements of the California State University system (CSU-GE or IGETC). Students are required to complete courses in language and rationality, the natural sciences and mathematics, arts and humanities, the social sciences, and physical activities and health. All courses, as a result of the curriculum review process, are consistent with the levels of quality and rigor appropriate to institutions of higher education and are monitored by the

Academic Senate's Curriculum Committee. These courses are identified and described in the catalog. The audit of DE offerings in preparation for this Substantive Change Proposal revealed that 100% of the local GE requirements can be fulfilled by courses approved for DE. The CSU-GE pattern can be completed with 83% DE-approved coursework, and the IGETC pattern with 78% DE-approved courework [Appendix D: DE Percentages for General Education patterns].

13.   Academic Freedom

YCCD Board Policy 4030 addresses Academic Freedom and ensures faculty members 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. Board Policy 5-8081 ensures that students are free to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Intellectual freedom and independence are core values of the institution.

14.   Faculty

All of the faculty of Columbia College meet or exceed state-mandated minimum qualifications. The document *Minimum Qualifications for Faculty and Administrators in California Community Colleges,* published by the CCCCO, is used to make these determinations. The Academic Senate produces a Faculty Handbook, available online, to delineate the roles and responsibilities of faculty. The YFA/YCCD Contract provides a thorough description of professional responsibilities of faculty members and outlines salary and working conditions. The YFA is the collective bargaining unit representing Columbia faculty. The College uses the same standards and processes for hiring and evaluation of all faculty regardless of delivery modality. While the right of assignment belongs to the deans, all faculty who wish to teach online must participate in the online training offered by the Distance Education Coordinator. A list of Certified Online Instructors is provided to deans to ensure only trained instructors are assigned DE courses [Appendix I]. The Columbia catalog lists faculty degrees and dates of appointment while central services' human resources office has personnel files for all faculty members containing supporting documentation that verifies the meeting of minimum qualifications. Students may also search the Faculty and Staff Directory on the Columbia website and find information about faculty members, including office hours and contact information.

15.   Student Support Services

The College provides appropriate student services for all of its students, regardless of their learning modality. These services support student learning and development within the context of a California community college, the mission of the college, and the nature of the student population. A full listing and description of student services is provided on the Student Services website. Information for online students is located on the website under each area. Available online services are delineated earlier in this report and represent the full slate of support needs for students at the college, whether taking classes online or face-to-face.

16.   Admissions

Consistent with its own mission, the mission of the California Community Colleges, and Title 5 of the California Education Code, Columbia College maintains an open admissions policy. Admission policies are published in the college catalog, the online class schedule and on the college's website.

17.   Information and Learning Support Services

Columbia College provides information and learning support services that support its mission, instructional programs, and students. The Library is the primary repository of books, periodicals, and electronic databases. The library's website provides students, staff, and faculty with 24/7 access to support academic and personal research needs, and the librarian is available to assist students through a variety of methods (e.g. email, phone, in person, and through library courses). Users can search the online catalog and the library's collection of books (both print and eBooks), videos, and periodicals. After authenticating via proxy server, students can search multiple periodical databases and utilize other services to assist with research. Students can access library research guides that provide research assistance, subject guides, and useful resources in both text and video format compiled by Columbia's librarian. Tutoring is provided through the Academic Achievement Center and the Math Learning Center. Supplemental instruction is offered through the AAC in select areas. Online tutoring is provided through NetTutor as a component of the College's participation in the OEI.

18.   Financial Resources

YCCD and Columbia College have a funding base that supports student learning, student services and institutional effectiveness. The District and the College maintain financial stability. The College has a separate budget established to cover staffing, equipment and software programs for DE. As the program grows, more fiscal resources will be allocated as needed through the college's program review and resource allocation model in accordance with the DE Plan. The College also receives financial support from the Columbia College Foundation and multi-year grants.

19.   Institutional Planning and Evaluation

The College's planning structure is centralized under College Council, the primary participatory decision-making body. College Council is currently discussing modifications to the governance structure to institute an Institutional Effectiveness Council and a Student Success Council to provide broader participatory opportunities and better attend to these two critical needs. The Columbia College Strategic Plan sets forth the strategic goals and objectives for the college in fulfilling the mission. The College regularly conducts program review for units: instructional, student services and administrative. The DE Committee ensures that resource allocation requests meet the needs of students in online courses, work toward the college's strategic goals, and are supported by evidence gathered by authentic assessments.

20.   Integrity in Communication with the Public

All annual publications by the College are reviewed for accuracy and currency. The Columbia College catalog encapsulates all key policies, descriptions, and information to promote student access and success. The catalog is available in hard copy throughout the college and community as well as online. Columbia uses both online resources and social media to inform the community, including the website, Facebook, and press releases as appropriate to the information to be conveyed.

21.   Integrity in Relations with the Accrediting Commission

YCCD Board Policy 2430 specifically charges the Chancellor with the responsibility to "…ensure that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion." The College's accreditation status is provided in the catalog and on the Accreditation website, together with information about institutional/regional accreditation, both recent and current. Specialized/Program accreditations are also listed in the catalog under applicable program headings and on the accreditation webpage. Columbia College's Vice President of Instruction, Dr. Brian Sanders, serves as the College's Accreditation Liaison Officer. He is directly responsible for full compliance with the Commission's requests, reports, directives, decisions, and policies. All disclosures by the college are complete, accurate, and honest.

Accreditation Standards and Commission Policies

Columbia College is fully accredited by the ACCJC [see letter from the Commission dated February 7, 2014]. This letter provides evidence that the College had rectified items of concern raised in the 2011 site visit that resulted in Warning status. The College's Fall 2014 Midterm Report was accepted by the Commission, as noted in their letter to the College on February 6, 2015. The College submitted and was approved for Substantive Change Proposals to offer programs via distance education modalities in 2011 and 2014.

Standard I: Mission, Academic Quality, Institutional Effectiveness, and Integrity

Columbia College is committed to its institutional mission. The College Mission, approved by the Board of Trustees on May 11, 2016, is published in the catalog and can be found on the college website. The mission states:

> Centered in the Sierra foothills, Columbia College offers students of diverse backgrounds many opportunities for discovery and success. Through a supportive and engaging learning environment, students master foundational skills, explore their passions, attain degrees and certificates, and pursue career and transfer pathways. We collaborate with surrounding communities to cultivate intellectual, cultural and economic vitality. Columbia College inspires students to become inquisitive, creative, and thoughtful life-long learners.

This mission is appropriate for an institution of higher learning as described in California Education Code, and consistent with the college vision statement, and the YCCD mission statement. The mission statement is reviewed regularly by College Council, and the newest

version was discussed thoroughly from October 2015 through its adoption by College Council on April 22, 2016.

All of the DE courses that lead to programs and awards are held to the same rigorous approval and evaluation process as the face-to-face courses leading to programs and awards. The implementation of CSLOs in all courses and programs fosters a commitment to student learning. CSLO measurement is a key part of program review that also fosters discussion among faculty and classified staff regarding the effectiveness of programs and services. Program review explicitly references the college's mission statement, and all reviewed activities are compared to that mission statement. Resource needs are recorded in program reviews and the College allocates resources in light of compiled lists of needs across the institution, linking the mission statement to budgeting decisions. The institution as a whole measures its effectiveness with instruments such as the Community College Survey of Student Engagement (CCSSE), the Campus Climate Survey, and via its Institutional SLOs. The College's Student Success and Equity Advisory Committee (SSEAC) is deeply engaged in building an integrated plan and budget for SSSP, Student Equity, Basic Skills Initiative, Adult Education, and Strong Workforce initiatives. Many special programs exist to assist students from underrepresented populations, such as Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), and TRiO programs. Institutional support of the Grants and Resource Development Office is evidence of commitment to innovative instructional and student support programs. The list of successful grant applications shared at the February Board meeting provides evidence that the college's efforts are meaningful, aligned with its mission, and worthy of support.

Standard II: Student Learning Programs and Support Services

Instructional Programs

Columbia College utilizes face-to-face, online, hybrid, and web-enhanced delivery methods of instruction to ensure attainment of the CSLOs as approved by departments and the curriculum committee. The variety of delivery modalities enable students to complete their educational goals, whether it is in preparation for transfer to university, degree attainment, job retraining, or personal enrichment.

Traditional face-to-face classes start as early as 6:30 AM and end as late as 11:00 PM on weekdays to accommodate the scheduling challenges students face. Many students at Columbia work in addition to attending classes. Early morning, evening, or weekend classes are vital for the success of those students.

The college mission states, "Columbia College offers students of diverse backgrounds many opportunities for discovery and success." Distance education offerings, coupled with creative face-to-face scheduling practices, are used to support this aspect of the college's mission. The DE modality provides opportunities to students for whom traditional offerings are impossible or especially difficult. The College has increased DE offerings to meet student needs and provide students flexibility to meet their educational goals. Many of Columbia's students take DE

because they are not otherwise able to further their education due to issues relating to schedule conflicts, work and/or family commitments, as well as the inability to physically attend on-campus classes due to physical disabilities or challenges with transportation.

Students are able to complete 100% of the local general education requirements online, 83% of the CSU-GE requirements online, and 78% of the IGETC requirements online. Columbia offers 70 programs for which 50% or more of the units can be earned via courses approved for delivery via some type of DE modality.

The DE program is designed to increase student access to Columbia College through the use of asynchronous modalities. The College endeavors to provide students with the opportunity to participate in DE and to have the same level of student support services as is enjoyed by those students taking courses using more traditional instructional methods.

Columbia College maintains sound practices in the course approval process and reviews and approves DE proposals separately from the course outline of record. Faculty must complete the appropriate DE fields in CurricUNET for each course proposal requesting any form of DE (online and/or hybrid). Their responses to these questions are included in the DE addendum to delineate how effective student/instructor contact is accomplished, how the methods of instruction ensure students meet the course learning objectives, how methods of evaluation differ (if any) from the traditional face-to-face course, and how online and face-to-face time is allotted for hybrid courses. The division curriculum representative, the division dean, and technical review committee members carefully scrutinize these fields. Finally, the entire Curriculum Committee reviews to ensure effective instructor/student contact is present and course objectives may be met.

The institution offers extensive training and support to instructors designing and teaching DE courses. The Distance Education Coordinator provides opportunities for faculty to participate in a thorough training program, offered as a three-unit course. The course provides faculty with the needed pedagogical knowledge and course-design skills related to teaching an online or a hybrid class. The coordinator provides training and technical support to all staff involved in supporting students regardless of the instructional delivery method.

Students may obtain support to aid them in successful completion of the course objectives. The District provides the Online Help Desk services primarily to those students enrolled in online or hybrid courses and who are using the Learning Management System (LMS), Canvas, that has been licensed for use at Columbia College. In addition, the Online Help Desk is available to help those students whose instructors may be using the LMS to enhance their face-to-face course offerings. The Online Help Desk staff provides answers to a variety of technical questions such as how to log in to Canvas, resetting passwords, answering questions regarding how to use various Canvas tools, troubleshooting any operating system and/or browser-related problems students may encounter, and general computer-related questions for students using the Canvas system. The Online Help Desk is staffed for 53.5 hours/week for the first two weeks of each semester and 40 hours/week for the remainder of the semester.

At Columbia College, student learning outcomes and authentic assessments are in place for

programs, degrees, and courses. Currently, all courses offered at the College have CSLOs developed and recorded for public access as a component of the course outline of record. Additionally, CSLOs are included on every course syllabi and distributed to students in this manner, whether in a face-to-face learning environment or online. The college catalog lists the Institutional SLOs (ISLOs) approved last year. The College's 2017-18 catalog will also list Program SLOs (PSLOs) for all degrees and certificates, with the exception of those currently under scrutiny for inactivation due to insufficient student enrollment.

The SLO Workgroup has established assessment cycles for all CSLOs, PSLOs, and ISLOs. Results of assessment are housed in eLumen software. Analysis of results is housed on the SLO Workgroup website.

Program reviews ask faculty members to draw connections between assessment results and resource requests. These requests then form the foundation of budget development and as guiding documents in the allocation of resources for the improvement of instructional programs and student and administrative services. The program review process is designed to ensure that decisions for allocation are driven by the analysis of programmatic strengths and weaknesses in addressing student learning. Progress toward achieving the goals identified in the Strategic Plan and the assessment of CSLOs are addressed in each unit's program review to facilitate the indication of trends over time.

Columbia College does not offer any of its DE courses, degrees, or certificates exclusively online. The College reports DE program success and retention data to the state DataMart and those data are presented in Appendix J: DE Student Success and Retention – Columbia versus Statewide. These data indicate that Columbia's success rates have been at or above state values since 2012, with an especially high success rate of 70.8% in Fall 2016, compared with 63.4% statewide. Retention rates generally fall 1-2% below statewide retention for DE coursework. As indicated by Appendix K: DE Student Success and Retention – Course-by-course DE vs. Face-to-face at Columbia courses offered at Columbia online had 6% lower success on average than face-to-face versions in Fall 2015 and 13% lower on average in Fall 2016. These values are on par with statewide averages of "around 10% lower success in online courses." The data in Appendix K will be used to explore rationale as to why some courses achieve better results online than others.

The College has established authentication practices for students that meet the requirements established in the Higher Education Act of 2008, Part H, including secured credentialing that includes a unique username to login and a password. In addition, the College trains faculty to use academic integrity software such as Respondus LockDown Browser and Turnitin. Faculty are also trained to get to know their students as individuals through email, regular announcements, discussions, and written and other non-traditional assignments. These types of interactions help faculty identify students and recognize fraudulent or suspicious activity in the course.

The College also publishes its Academic Integrity Policy, which applies to all courses including DE. This policy asserts academic integrity as a fundamental value of teaching, learning and scholarship. This is in alignment with college efforts to ensure equitable implementation of college and district academic integrity policies.

Library and Learning Support Services

Columbia College provides high quality access to information through the Library and to tutoring and other learning support services through its Academic Achievement Center and Math center. The Library web page is designed to support both on-campus and remote access to information resources. Students have access at all times to the following: subscription databases; the online catalog of the library's print, electronic, and audio-visual collections; and the learning tools on the website, including LibGuides (extensive research guides) covering a variety of subjects and video tutorials. To access the databases from off- campus, students, staff, and faculty log in with their college credentials. All resources on the library's web site, including databases, are accessible from all on-campus computers without the need for remote authentication. The College also participates in the interlibrary loan service, which facilitates lending and borrowing of materials to and from other libraries worldwide. This allows Columbia to provide students, staff, and faculty with materials even when they are not in the library's collection. Users can quickly and easily submit interlibrary loan requests online.

Reference assistance by the college librarian is available in person, by phone, or by email. The library is open daily at 7:45 am and closes Monday through Thursday at 7:45 pm and Fridays at 4:30.

Knowledgeable instructional support assistants staff the learning labs and assist students with operating college equipment and computer software applications as well as with connecting their personal computers to the internet via the district's wireless network. Students who prefer to use their own computers to access the library's electronic resources can do so by connecting to the secure Wi-Fi connection offered on campus.

The Academic Achievement Center and Math Lab provide learning support services to Columbia's students. Services include personal and group tutoring and Supplemental Instruction sessions. Tutoring is available in math, science, English, and many of the general education areas where students struggle. The Math Lab, situated within the mathematics faculty office area, provides a learning environment for group work, problem-solving, and engaging with the course material with ready access to faculty assistance. Online tutoring is provided to all students at the college through NetTutor. This service provides fully trained tutors, with at least a bachelor's degree, on a wide variety of subjects encompassing the primary general education coursework taught at the college and through its online courses. Through NetTutor, the College ensures that online students are provided learning assistance comparable to that provided on campus.

Student Support Services

Columbia College is committed to offering an array of student support services and programs that identify and address the needs of students. The student support services and programs are consistent with the mission statements of the district and the college. Responding to the diverse needs of the constituent student population, Student Services has increased its online student services. Columbia's student support services and programs fall within the administrative

responsibility of the Vice President of Student Services, Dr. Melissa Raby, and are systematically evaluated through program review, student learning outcomes assessment, point of service surveys, and broader campus-wide surveys. Each program is also evaluated using the appropriate measures based on respective governing regulations, as some fall under state and/or federal legislative management laws.

Evaluation and improvement of student support services and programs are guided by the strategic plan, which is also aligned with the college's budget planning process and program review. The general fund allocation for each student services department is coordinated with the college's mission and priorities, which are reviewed annually.

Columbia assures equitable access for students, providing the following services through a range of different methods, including face-to-face interaction campus and online. Services available online include the following:

Admissions and Records:

The Admissions and Records office is located in the Manzanita Building along with all other essential services, including financial aid, counseling, special programs, and business services. Services provided include processing educational records, such as transcripts and grade reports, enrollment verifications, name and address change, determining residency, processing transcript requests and graduation petitions. All these activities can be accomplished through forms and tools provided on the website. Students are able to apply to the college and register for their classes in person or online on the college website. All students are provided an e-mail account, allowing another method of communication between staff, faculty and students.

Veteran Services:

Veterans Services include assistance completing and filing VA claim forms for federal and state education assistance programs and with the Columbia College application and registration process. Columbia awards priority registration to military and veterans. In-person and by-phone counseling appointments are offered with a counselor dedicated to serving veterans. The College offers an online orientation to veteran students. The College provides a dedicated study and convening room with assistive technology for use by veterans and veterans' dependents while on campus. Additionally, VA Work-study Program participants are tasked with working to engage and support military and veteran students.

Assessment Testing:

Assessment services include math, English, and ESL assessment testing. Accommodations are provided for students with disabilities. Sample questions are available online for assessment tests. The College also utilizes multiple measures of students' math and English backgrounds for placement into courses, thereby ensuring students begin at the level most appropriate to their knowledge and skills.

Orientation and Advising:

Orientation for new and returning students is offered before the fall and spring semesters, as well as before the summer session. Orientation helps to familiarize students with campus policies, procedures and student rights and responsibilities. Online orientation is offered to provide DE students with comparable opportunities for this critical service. Arrangements can be made for students with disabilities and limited English-speaking students who require accommodations.

Disabled Student Program and Services (DSPS):

Students with special needs are served by DSPS staff and faculty, including a full-time alternate media access specialist. The mission of DSPS is to provide students with disabilities access to postsecondary education through supportive services and/or instruction as well as promote better understanding of the needs of individuals with disabilities. The DSPS Program provides support services, specialized instruction, and educational accommodations to students with disabilities so they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. Computer workstations, assistive listening, and other services are provided as needed to meet students' needs. The specialized software and adaptive equipment provide students with learning differences, physical disabilities, and vision impairments the means to succeed in courses and use the library and other learning resources.

Services offered include: access to an arrangement for adaptive educational equipment, materials and supplies; liaison with campus and/or community agencies; priority registration; assistance with registration; special parking; supplemental specialized orientation; test taking facilitation; assessment; counseling; career planning; interpreter services; mobility assistance (classroom); note taker services; reader services; speech services; transcription services; specialized tutoring services; outreach services; accommodations for participation in co- curricular activities; purchase and repair of DSPS equipment, such as adaptive equipment, and materials or supplies; assist the college with the legal requirements of accessibility and the use of Web Content Accessibility Guidelines [WCAG 2.0].

Career and Transfer Center:

The Career and Transfer Center is located in the Manzanita building. Students can explore career options through career assessment tests and by finding career information through books, software programs (Eureka) and internet access. Information is available online for students to explore. As part of the college's Strong Workforce Program, staffing and services in the Career and Transfer Center will be significantly augmented, including more thorough and more easily accessed online resources.

Counseling:

Counseling offices are located in the Manzanita Building. Academic advising, career counseling, personal counseling, and crisis counseling are available to students by appointment or on a walk-in basis during regular business hours, with limited evening counseling available. Online advising is available to answer students' questions. Academic alert is an electronic program that provides intervention for students at the earliest signs of academic problems and is

facilitated through the use of the Scheduling and Reporting System (SARS) software program. Faculty members can refer students to the services on campus, which then provide follow-up on an individual basis. Students are made aware of their academic status through e-mail messages when they are placed on academic probation, progress probation, or dismissal. Probation workshops are made available for students on second semester probation status. Dismissed students must make an appointment with a counselor to be considered for re-admission. Pamphlets and other information are available online. Students can also make appointments for fully online or telephone counseling sessions.

Financial Aid:

The Financial Aid Office is located in the Manzanita building. Students may also submit financial aid documents through e-mail. The Financial Aid Office provides assistance in applying for grants, federal work-study, and the Board of Governor's (BOG) fee waiver. Thorough information and forms are available online.

Standard III: Resources

Human Resources

Columbia College uses the same hiring and evaluation standards and processes for all faculty regardless of delivery modality. All faculty must meet the minimum qualifications in their respective disciplines and are required to undergo training in order to use the college's LMS, Canvas, prior to teaching online. Deans have the right of assignment, and online teaching assignments are monitored through the Office of Instruction.

YCCD has developed and approved many district policies and procedures to ensure that the district hires qualified staff and faculty, maintains a commitment to diversity in recruiting and hiring, and adheres to continued professional evaluation processes while creating access to professional development.

The district's Human Resources Office, Columbia's administration, the Academic Senate, the Classified Senate, the Associated Students of Columbia College, the California School Employees Association (CSEA) and the Yosemite Faculty Association (YFA) work through participatory governance to coordinate and approve policies, such as education and adherence to the district's Equal Employment Opportunity (EEO) plan; compliance with federal, state, and local laws; encouragement and access to a wide variety of professional development workshops and seminars; open discussion and dialogue on issues of civility and ethics; and a commitment to confidentiality throughout these processes. When there are openings, the YCCD Human Resources Office coordinates with Columbia in recruitment and hiring. To streamline district processes and to provide potential applicants with an efficient and user-friendly application process, the district uses an on-line application submittal and tracking system from PeopleAdmin.

The College relies on state minimum qualifications for faculty positions, and all position announcements clearly identify minimum qualifications, education, and experience. Applications that fail to meet the minimum qualifications or equivalency are removed from

consideration.

Input from the hiring committee chosen for each faculty position helps identify preferred qualifications, characteristics, job duties and responsibilities for inclusion in the position announcement. The Human Resources Office works with the College's Academic Senate to ensure that all candidates meet the minimum qualifications or demonstrate equivalency. Furthermore, the vice chancellor of human resources and the EEO officer work with the selection committee's chair to resolve any clarifications if a position's desirable qualifications are deemed questionable.

Finally, the YCCD ensures that faculty are significantly involved in the hiring of new faculty. The Academic Senate coordinates with human resources in approving faculty membership on selection committees. The district's Recruitment and Hiring Process requires a minimum of three members for faculty hiring committees, including the dean and two faculty approved by the Academic Senate. For tenure-track faculty hiring, at least three faculty members serve, including at least one in the discipline being hired or sufficiently similar to gauge the interviewee's knowledge base.

The faculty evaluation process includes peer and manager observations, student surveys, and a mandatory self-evaluation. The manager's assessment of performance attends to fulfillment of professional obligations, including participation in student learning outcomes assessment. Faculty members may include their participation in SLO activities as part of their self-evaluations, if they so choose.

In December 2013, the faculty ratified [YFA Article 37: Online Instruction](). This article deals with all aspects of online teaching, and it clearly delineates expectations for faculty with regard to office hours, class load, and class sizes as well as other pertinent issues.

Physical Resources

Columbia College has acquired the equipment and resources necessary to support DE programs and students. Each full-time faculty member has a computer in his/her office with high speed internet access; adjunct faculty who teach online are provided access in shared office space. Students have access to computers at the Library, Academic Achievement Center, Math Lab, Career and Transfer Center, the Student Center, and at various other locations throughout the college in order to register, enroll and/or do coursework.

The district passed a $326 million bond measure in 2004 (Measure E) that contains bond language supporting both the short-term and long-term technology infrastructure needs for the district and Columbia. The College encumbered some of these general bond funds to upgrade instructional equipment and support DE instruction.

Technology Resources

The College uses Canvas online education software for its LMS. Knowledgeable instructional support assistants staff the learning labs and assist students with operating equipment and

computer software applications as well as with connecting their personal computers to the Internet via the district's wireless network.

Columbia provides technology support to meet the needs of learning, teaching, college communications and operational systems. Licensing and hosting costs associated with the deployment of the district Canvas learning management system (LMS) are paid by the state's Online Education Initiative. The district Information Technology Services Department also supports the Canvas system with programming and operational support.

Financial Resources

Columbia and YCCD have sufficient financial resources to cover the costs associated with the licensing and continual maintenance of the college's DE program.

As mentioned earlier in this report, the College has an established budget and structure for dealing with governance and resource matters. Columbia assures that financial resources are sufficient to support online instructional programs and services through the integrated planning process in place at the institution. The online instructional budget is managed by the Vice President of Instruction; the budget supporting online services for students is overseen by the Vice President of Student Services. Columbia's College Council is charged with recommending the college budget annually, including allocating resources to DE through the budget development process and strategic planning.

Standard IV: Leadership and Governance

Decision-Making Roles and Processes

Distance education planning is fully integrated into the strategic planning and decision-making processes at the College. All of the College's DE courses leading to programs as well as student services have been planned, implemented and assessed with the full participation and support of Columbia's participatory governance and leadership bodies as deemed appropriate by their roles and responsibilities.

This Substantive Change Proposal was developed using the participatory governance structure, processes and procedures of the college. College Council, the College's lead participatory governance committee, has reviewed and provided input on this proposal. There are standing accreditation updates on the agendas of the Academic Senate, College Council, and the YCCD Board of Trustees. This proposal has been shared in each venue.

Chief Executive Officer

Columbia College has a Board-appointed chief executive officer whose full-time responsibility is to the institution. Board Policy 2430, Delegation of Authority to the Chancellor, and Policy 2430.1, Delegation of Authority to the Presidents, outline the responsibilities of the chancellor and the president and how those responsibilities connect from the District level to the institutional level. Dr. Angela Fairchilds has serves as president of Columbia College since February 1, 2014.

Governing Board

The YCCD Board of Trustees, in accordance with district administrative procedures, has approved courses, programs, and services that comprise Columbia's DE mode of instruction. The district maintains and regularly updates district policy and procedures as posted on the district website. All policies that go to the Board for adoption or revision are first vetted through a review process. The process consists of a policy and procedures committee which is represented by all constituency groups, including: Academic Senates of both Columbia and MJC, YFA, CSEA, a Columbia College administrator, an MJC administrator, students, and the chancellor's office staff.

Multi-College Districts or Systems

Columbia College is one of two colleges, along with Modesto Junior College, in the Yosemite Community College District (YCCD). The District is headed by Interim Chancellor Jane Harmon, who oversees District-led operations such as human resources, payroll, facilities, information technology and public affairs. A constituent-based District Council makes recommendations to the Chancellor regarding the existence of needs, the establishment of priorities, and the allocation of resources on a broad, district-wide basis. The District Council also serves as the coordinating body for the review of the District Strategic Plan.

List of Appendices

Reference Links

Columbia College Website
Columbia College Distance Education Plan
Columbia College Catalog
Services for Distance Learners
Board of Trustees Agendas and Minutes
Board Policies Website
Library Website
Academic Achievement Center (tutoring) Website
Curriculum Committee Website
SLO Workgroup Website
Student Services Website
Counseling Website
Orientation Website
DSPS Website
Accreditation Website – including all reports and action letters
YFA/YCCD Contract
Direct link to Article 37 in YFA Contract regarding Distance Education
Columbia College CCCCO Scorecard Results