Substantive Change Proposal

New Instructional Delivery Mode:

Additional Online Degrees and Certificates

Sonoma County Community College District

Santa Rosa Junior College

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Substantive Change Proposal

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

A brief description of the change

This Substantive Change Proposal seeks approval to add additional online degrees and online certificates to the Santa Rosa Junior College Online Learning Program.   The growth of these new majors and certificates is a natural result of the rapid growth of interest in online learning among students in the District. Existing online degree programs approved by ACCJC include:

- University Transfer (39 units) Major discontinued Fall 2008
- Humanities (19 units)
- Natural Sciences (19 units)
- Social/Behavioral Sciences (19 units)

The District is seeking approval to add the following online degrees that have the potential to deliver 50 % or more of the required units online.

Major	Required Units	Approved for online	Percent
Business Administration	25.5	18	70%
Humanities and Fine Arts	19.0	19	100%
Interactive Media Design	35.0	17.5	50%
Liberal Studies: Multiple Subject Teacher Preparation	45.0	35.0	78%
Psychology	23.0	23	100%
Real Estate	25.0	22.0	88%

The District is seeking approval to add the following certificates for online delivery. These certificates have evolved so that 50% or more of the required units for the certificate have been approved for online delivery and could be offered online.

Certificate	Required Units	Approved for online	Percent
Account Clerk	13.3	10.0	75%
Administrative Support I	12.3	11.0	89%
Administrative Support II	23.3	18.5	79%
Adobe Applications Specialist	16.5	10.5	64%
Adobe Certification Training in Photoshop	13.0	6.0	45%
Bookkeeper Assistant	25.3	24.5	97%
Customer Service	5.5	5.5	100%
Dreamweaver Web Content Developer	16.0	9.0	56%
General Multimedia	16.5	7.5	45%
HTML Web Content Developer	10.0	6.0	60%
Interactive Media Design	34.0	16.5	49%
Microsoft Office Specialist	15.5	15.5	100%
Real Estate	24.0	21.0	89%
Virtual Assistant: Administrative Support	17.5	17.5	100%
Virtual Assistant: Bookkeeping	14.5	14.5	100%
Virtual Assistant: Promotional/Marketing	17.5	17.5	100%
Web Graphic Production	17.5	12.0	69%
Web Project Management	16.0	8.5	53%
Website Development: ASP Programmer	24.0	12.0	50%
Website Development: Web Graphic Designer	29.0	20.5	71%
Website Development: Java Programmer	31.5	20.5	65%
Website Development: JavaScript Programmer	30.0	19.0	63%
Website Development: PHP Programmer	31.5	23.5	75%
Website Development: Web Graphic Designer	29.0	13.0	45%

Most of courses in these majors and certificates are not new to the college, and thus they are not new enterprises nor do they represent new directions for the college beyond their new instructional delivery mode.

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

"Sonoma County Junior College District's Mission is to promote student learning throughout our diverse communities by increasing the knowledge, improving the skills and enhancing the lives of those who participate in our programs and enroll in our courses" (Board Policy 1.1). To achieve this mission, the college provides general education, transfer, career technical, and basic skills classes. Many of these are offered online. The college offers about 200 different online courses, about 500 sections per year.

Fifteen statements outlining the broad purposes of the college support SRJC's Mission. Adding more online degrees and certificates specifically addresses this aspect of the mission: "Promoting open access through actively eliminating barriers to a college education."

Board Policy 3.12.2, adopted July 10, 2007 and reviewed January 8, 2008, makes it clear why SRJC offers online instruction:

> Online instruction, as a core component of Distance Education at SRJC, is designed to benefit student and the college by providing alternatives to traditional "on-site education." Benefits and goals of such instruction shall include increased flexibility and convenience for students, as well as decreased use of impacted instructional space. Online teaching enables the college to better serve current and potential students both inside and outside its service area.

Discussion of the rationale for the change

SRJC's students are part of the increasing trend of students nationwide who are turning to online certificate and degree programs to complete or advance their educations. SRJC sees this trend as an opportunity to provide our students with many different ways to pursue their educational goals, while not changing the expectations that the college has established in regard to the importance of assuring that students meet course and program student learning outcomes.

Santa Rosa Junior College has been offering online courses since 1997. In the 2008/9 academic year, the Online Learning Program:

- Served 14,412 enrollments (duplicated headcount)
- Served 1,068 full-time equivalent students (FTES)

- Offered 200 different courses

- Offered 511 online sections

- Average class size 27.5 to 28.7

Over the past four years (spring 2005 to spring 2009), the Online Learning program has:

- Increased full-time equivalent students (FTES) from 648 to 1,068 FTES, or 64%

- Increased enrollment headcount (duplicated headcount) from 9,870 to 14,412, or 46%

- Increased the number of course sections from 357 to 511, or 43%

- Increased enrollment efficiency (% of seats filled at first census) to 80-90%

Generally speaking, online students GPA is about the same as other methods of instruction, but retention and completion rates are 5-12 percent lower:

- Grade Point Average (GPA): 2.52 to 3.05

- Retention: 63 to 70% compared to 75 to 78% all methods of instruction

- Student Success (Grade "C" or better): 61% to 68% compared to 71-76% all methods of instruction

B.   New Educational Program

All of the proposed online certificates and majors in this application already exist as Chancellor approved certificates and majors, previously taught by more traditional instructional methods, mostly face-to-face instruction. Only the instructional delivery method is new to the college.

C.   A description of the Planning process that led to the request for change.

How the change relates to the institution's planning process and stated mission. On an annual cycle, the Instructional Planning Council (IPC), the highest planning body of the District, develops College Initiatives that guide strategic planning. For the past several years, expansion of online learning and the creation of entirely online degrees and certificates have been included as a goal under College Initiative #1, Community Outreach, Development, and Involvement. This is related to this value statement in the College Mission: "Promoting open access through actively eliminating barriers to a college education."

The assessment of needs and resources that has taken place. As part of the Program and Resource Planning Process (PRPP), the Dean for Liberal Arts and Sciences includes an analysis of the Online Learning Program, its expansion, and its needs for resources. The data presented in the program review document shows continuous, sustained growth in online learning. The PRPP also identifies the need for additional resource as expansion continues. The need for a Director of Online Learning has been identified, and filling this position is considered a high priority of the college. The document also verifies that existing resources, primarily a server and an instructional systems designer, are adequate to present needs. As the program keeps growing, an additional server will be needed. In 2009/10, an additional part-time position, PC Trainer, was added to specifically support online learning and to train faculty on making online courses accessible to students with disabilities.

The anticipated effect of the proposed change on the rest of the institution. The District is accustomed to this rapid growth in online learning and anticipates no negative impact on the rest of the institution. Each of the seven division deans is accustomed to supporting and scheduling online courses. Making online certificates and majors available will reduce the impact on facilities and make scheduling easier. It also allows the college to continue to offer courses without the restriction of time and place, thus allowing more students to participate.

A clear statement of the intended benefits that will result from the change. The intended benefits of offering more online certificates and degrees include the following. We anticipate that the new online certificates and majors will:

- Generate less traffic congestion and less of a parking problem;
- Help alleviate impacts on facilities, including lack of classroom space during "prime time" (9 am to 3 pm);
- Allow more students to access classes that fit into their busy lives;
- Continue to serve large numbers of women who gravitate to online classes in part because work and family obligations. Seventy percent of our online students are women.
- Serve increased numbers of students with disabilities, given our emphasis on assuring that all of our online classes are accessible to persons with disabilities.

A description of the preparation and planning process. For the past thirteen years, SRJC has gradually geared up for offering online certificates and majors. Starting in 1997, the Center for Advanced Technology in Education (C.A.T.E.) was launched and an Instructional Systems Designer was hired to create and support the software, which is locally developed. Initially, most of the online offerings were simply courses, many in the business and technology area, but over the years more and more in the general education and transfer area. The creation of online certificate and degrees has largely been an evolutionary process.

Planning for many of the proposed online certificates occurred in the Business and Professional Services division, where faculty have for many years taken a strong interest in online teaching. For this reason, there has typically been adequate numbers of offerings in business and computer studies to serve all interested students.

The Dean for Liberal Arts and Sciences led planning for online transfer degrees utilizing data that showed how many students attempted to enroll in online courses after the course was closed. The data showed that more students were being turned away from online courses in the liberal arts than were actually being served. Over the past four years, the Online College Course Development Project has provided stipends and support for faculty to develop new online classes that were part of existing occupational certificates and transfer degrees. The goal, documented and approved in the planning process, was to move toward offering degrees entirely or substantially online, thus giving students the maximum flexibility in completing their program of study.

D. *Evidence that the institution has provided adequate human, administrative, financial, and physical resources and processes to the initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:*

Evidence of sufficient and qualified faculty, management and support staffing:

Academic Affairs is responsible for Online Learning. Department Chairs are responsible for all courses in their disciplines, regardless of location or delivery methodology. Department chairs play a major role in scheduling, faculty evaluation, hiring, discretionary expenditures, and other processes designed to address instructional quality. The Dean for Liberal Art and Sciences provides administrative supervision of the Online Learning program. He or she reports directly to the Vice-President for Academic Affairs.

The Curriculum Review Committee approves all courses offered at the college, regardless of the method of instruction. Online courses are approved for inclusion in the academic curriculum following policies and procedures outlined in the *Program and Course Approval Handbook* as mandated by The California Community College Chancellor's Office California Code of Regulations, Title 5. This procedure generally involves initiation of a proposed curriculum offering or curriculum change by a faculty member, approval by Supervising Administrator, and review and approval by Curriculum Review Committee (CRC).

The Distance Education Advisory Committee (DEAC) was created in 2002 to review proposals for online courses before they are developed. Title 5 (55213) requires that all courses proposed for distance education undergo a separate review process to ensure that the course meets all the standards for courses in general and for distance education listed in Title 5. DEAC reviews online course proposals to determine if a particular course is *suitable* for online delivery.

The District Online Committee comprised of administrators, faculty, classified staff and students, meets monthly to discuss issues related to online teaching and learning. The committee helps introduce faculty to the pedagogy and technology of online instruction, guides experienced faculty in utilizing advanced technical tools and sophisticated teaching methods, and recommends standards, guidelines, and best practices for students and faculty in online classes.

The **Center for Advanced Technology in Education** (CATE) hosts SRJC's online classes as well as web-based instructional materials created for face-to-face classes by SRJC faculty. Most faculty members utilize CATE's proprietary courseware management system to create and maintain their Web-based materials. CATE provides a cluster of instructional support services and facilities, focusing on the use of technology in the instructional program at SRJC. CATE performs the following in support of online learning:

- Acts as the central portal for online learning and maintains the necessary infrastructure, including hardware and software to support online instruction.
- Provides training and direct support to faculty and staff in use of its online instructional software system.
- Investigates and implements emerging technologies relevant to meeting the needs of the instructional program.

- Provides professional development opportunities and trainings for online faculty.
- Works collaboratively with other campus service providers, such as Media Services, Academic Computing, and Computing Services to ensure the quality of the services that it provides.

Online Instructional Faculty. Currently, SRJC has about 130 faculty members actively teaching online courses. Online faculty members are required to meet the same minimum qualifications and teaching loads that apply to on-campus instructors. Human Resources handle recruiting new instructors with job announcements approved by academic departments. The hiring of both part-time and full-time online faculty follow the established procedures used for hiring of all faculty. Evaluation of instruction for online classes follows the same contractual procedure as evaluation for more traditional forms of teaching, including a survey of students.

Evidence of appropriate equipment and facilities, including adequate control over any off-campus site. The nature of online instruction minimizes traditional physical facilities. The main piece of hardware required is a server, which SRJC houses in a secure and locked facility in the Doyle Library. Courses that require laboratory space, such as science labs, are typically not taught online or the laboratory component is taught face-to-face.

Evidence of fiscal resources including the initial and long term amount and sources of funding for the proposed change. The District regularly updates a 5-year technology plan that guides the District in meeting its technology needs. Funds from a $251 million bond measure continue to support technology upgrades, and these technology funds will support the needs of the online program for at least another five years. Currently the cost of supporting an Instructional Systems Designer is about $100,000 per year. Because the software is developed "in house," the average cost per student enrolled is only $10. In the Program and Resource Planning Process (PRPP), requests for additional resources over the next three years include a Director position and increased hours for the PC Trainer position.

Evidence of a plan for monitoring achievement of the desired outcomes of the proposed change. All programs, including Online Learning, participate in the Program and Resource Planning Process (PRPP). In program review, the supervising administrator considers FTES

trends, average class size, program efficiency, retention rates, full-time/part-time instructor ratios, budgets, and prior planning documents in developing a plan for Online Learning. The dean also generates specific data on student enrollment in courses by certificate or major. He/she can also determine if sufficient online courses are being offered to meet the needs of students who embark on an online program.

Each Vice President prioritizes resource requests and new initiatives (including expansion of Online Learning). The Institutional Planning Council (IPC) reviews resource priorities to assure they align with the Mission and College Initiatives. The President and the Vice-Presidents make final decisions about the allocation of resources to programs. Currently, the Online Learning program is considered a high priority in the planning process.

E: Evidence that the institution has received all necessary internal or external approvals, including:

A clear statement or what faculty, administrative, governing board, or regulatory agency approvals that are needed. The creations of online degrees and certificates have received all necessary internal approvals. The Curriculum Review Committee approval, the Distance Education Advisory Committee, and the Board of Trustees have approved all courses that are required for the degree. They also approve all certificates and degrees. All career certificates and degree programs are also approved by the California Community College Chancellor's Office.

Evidence that any legal requirements have been met. Distance education is subject to the American with Disabilities Act, Section 508 of the Federal Rehabilitation Act, California law, and Community College Chancellor's Office Guidelines with regards to access for persons with disabilities. The college has approved and implemented a Board Policy for accessibility of online courses and web-based instructional materials (see Attachment C).

Evidence of governing board action to approve the change and any budget supporting the change. The Board of Trustees approves all new curriculum, including curriculum proposed for online delivery. The Board of Trustees approves all new majors and certificates. An annual report to the Board identifies any new certificates and majors that are over 50% online delivery. The report also details student enrollment and success data compared

to other methods of instruction. See Attachment D for a typical report on Distance Education made to the Board.

F. *Evidence that each Eligibility Requirement will still be fulfilled after the change. Any requirements that are particularly impacted by the change should be addressed in detail*

1. **Authority:** Santa Rosa Junior College has the authority to operate as a degree-granting institution based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission of Recognition of Postsecondary Education and the U.S. Department of Education. This authority is published on page 5 of the College Catalog. Adding additional online certificates and degrees will not change that.

2. **Mission:** The Mission Statement, most recently revised and approved by the Board of Trustees on October 14, 2008, defines the college as an institution of higher education and outlines its broad educational purposes appropriate for the constituency of the college community. Revisions to the Mission Statement are based on input from diverse segments of the college and are formally recommended by the Institutional Planning Council (IPC.) The mission is published on the district's Web site, in the College Catalog, and in the Schedule of Classes. "Sonoma County Junior College District's Mission is to promote student learning throughout our diverse communities by increasing the knowledge, improving the skills and enhancing the lives of those who participate in our programs and enroll in our courses" (Board Policy 1.1). To achieve this mission, the college provides general education, transfer, career technical, and basic skills classes. Many of these are offered online. The creation of additional online degrees and certificates does not change the College's mission. As mentioned earlier, increasing access for students is one of the values supporting the mission.

3. **Governing Board:** A seven member Board of Trustees that represents the five geographic regions of the single-college district governs the Sonoma County Junior College District. Trustees serve four-year staggered terms. The student body elects a Student Trustee, who serves a one-year term on the Board and who votes on college business (except for closed-session issues) in an advisory capacity. The function of the Board is to authorize official college policy

and establish procedures consistent with the goals and operation of the district. The monthly meetings of the Board of Trustees are open to the public. Notices and agendas are widely posted in advance, and there is a standing item on the agenda for public comment. The Academic Senate, Classified Senate, and Associated Students provide reports to the Board on a regular basis. The majority of Board members do not have employment, family, or personal financial interests in the decisions they make on behalf of the institution. The Board of Trustees approves all new certificates and majors, whether delivered online or by traditional methods of instruction. The Board of Trustees approves all new curriculum, whether delivered online or by traditional methods of instruction. The Board receives an annual report on the Online Learning program.

4. Chief Executive Officer: The Board of Trustees selects the President/Superintendent. Dr. Robert F. Agrella, Superintendent/President of Santa Rosa Junior College, is the college's chief executive officer who possesses the requisite authority to administer board policies. This will not be changed by the creation of online certificates or degrees.

5. Administrative Capacity: The administration is adequate in number, experience, and qualifications to provide appropriate administrative oversight and to support the college's mission and purpose. Attached to this application are organizational charts for the Management Team and for Academic Affairs. (Attachments A and B) The Dean of Liberal Arts and Sciences supervises the Online Learning program. The Dean reports to the Vice-President for Academic Affairs, who reports to the President/Superintendent of the College. In addition each division dean ("cluster" dean) supervises the online classes in their division, providing the same administrative support, budgets, supplies, and office staff as provided to all other programs in the division.

6. Operational Status: Santa Rosa Junior College is operational and currently enrolls approximately 36,000 students (unduplicated headcount) each semester in its credit and noncredit curricula. Students are enrolled in a variety of courses leading to the associate degree, occupational certificates, skill development, personal enrichment, and/or university transfer. The creation of additional online certificates and degrees does not change the operational status. The College normally serves about 20,000 full-time equivalent students. The Online Learning

program serves about 1,000 full-time equivalent students, about 5% of the total FTES of the district.

7. Degrees. The majority of Santa Rosa Junior College's educational offerings lead to the associate in arts, associate in science, or university-level degree completion. A substantial proportion of students enroll in degree- applicable courses. In academic year 2007-2008, associate degrees were awarded to 1,070 students. There were also approximately 2,800 occupational certificates awarded. The implementation of online degrees and certificates will most likely increase the number of students who are able to successfully complete their programs.

8. Educational Programs: Santa Rosa Junior College offers a wide variety of educational programs for its students including general education, transfer, and vocational programs and certificates consistent with the mission of the college. The associate degree requires a minimum of 60 units of degree-applicable coursework, 23 units of specified general education, and completion of major requirements in one of the college's approximately 80 announced majors. Degree content, length, quality, and rigor are subject to review by the Curriculum Committee and approval by the Board of Trustees. Online certificates and majors are identical to those delivered by more traditional instructional methods, and they have identical student learning outcomes. All online degrees require at least 23 units of general education courses, and all require at least two years of academic study. Online certificates and majors are built upon courses approved by the Curriculum committee, and student learning outcomes are identical to courses delivered by more traditional methods of instruction.

9. Academic Credit: Santa Rosa Junior College conforms to the appropriate California Education Code sections in its award of college credit. The Course Outline of Record (COR) describes classroom hours and unit credit, and new or revised CORs identify student learning outcomes for each course. The College Catalog describes institutional policies and requirements relating to the awarding of credit. Credits are based on the Carnegie formula of one credit per 18 hours of lecture per semester. The Curriculum Review Committee reviews all courses for compliance with Title 5 of the California Administrative Code. College credit is awarded for

online courses in the same way as more traditional methods of delivery. For example, if a face-to-face course requires 52 hours of lecture, the online course must provide at least 52 hours of content, either through written text, videos, exercises, or various forms of student online interaction.

10. Student Learning and Achievement. Santa Rosa Junior College has established institutional learning outcomes for all students who attend the college. At this time, about 88 programs and over 1,000 courses have identified SLOs. All academic departments and student services are in the process of assessing at least one program or course outcome. The college's Program and Resource Planning Process includes sections on the development and assessment of student learning outcomes, and Project LEARN, the Student Learning Outcomes initiative, oversees the development of new assessment projects on the course, program, and institutional level. Online courses are assessed at the same time as equivalent face-to-face courses. For example, if an assessment is undertaken of Psych 1A, the online instructors of the course also participate in that assessment. Program assessments for both certificates and majors include any online students as well. In addition, the Online Learning Program also assesses student learning outcomes. The project for 2009/10 is focused on student readiness.

11. General Education: General Education courses are clearly defined and are designed to ensure breadth of knowledge and to promote intellectual inquiry. The courses include demonstrated competence in writing and computation skills, and reflect a quality and rigor consistent with the academic standards of higher education. The general education requirements are identical for online degrees as they are for face-to-face degrees.   Current policy and criteria used to evaluate courses proposed for placement in a general education category will not be altered. The college is able to support online degree programs with an appropriate selection of general education requirements that applied towards the Associate's degree and toward the CSU or the IGETC general education patterns.

13. Faculty: The College has a substantial core of highly qualified full-time faculty who provide the ongoing expertise for academic programs, supplemented by highly qualified adjunct faculty. The college employs about 300 full-time faculty members and approximately 1,500 adjunct

faculty members. *The College Catalog* lists all full-time faculty academic backgrounds. The establishment of additional online certificates and degrees will not significantly affect the present number of faculty employed at the College. Both full-time and part-time online instructors are hired through the exact same hiring procedures as face-to-face faculty, and many faculty members teach both face-to-face and online.

14. Student Services: Santa Rosa Junior College provides a comprehensive array of services and student development programs that meet the educational support needs of its diverse student population. By reinforcing the college mission, these programs and services ensure an integrated student pathway through the academic experience. Detailed below in the commentary for Standard IIB are the student services available to online students.

15. Admissions: The College's admission policies are consistent with its mission and conform to California Education Code and adopted college requirements. These policies are published in the College Catalog and Schedule of Classes, on the college Web site, and in appropriate department brochures. Online courses, certificates, and degrees follow the same admissions procedures as all other courses and programs.

16. Information and Learning Resources: The College maintains two full-service libraries/learning resource centers for student use and faculty support. There are substantial resource materials in a wide range of media that provide support for all of the college's educational programs at its two campuses and multiple instructional sites. Online students have access to learning resources electronically, through online electronic databases and online search functions. The library also provides an online "Ask a Librarian" service.

17. Financial Resources: The College is predominately funded by local property taxes and state apportionment. Additional operations funds are obtained from federal, state, and private sources. The college maintains prudent financial management practices, including a reasonable reserve fund for contingencies, assuring financial stability for the foreseeable future. The creation of additional online degrees and certificates will not impact the financial resources of the College in a material or notable way, and does not represent a substantial change or redirection of the

institution's resources. The online program generates approximately 1,000 FTES per year, about $4.5 million in apportionment revenue. This revenue is sufficient to support all of the costs of the program.

18. Financial Accountability: The College is audited on an annual basis by an independent accounting firm. Certification of the audit report is recorded by the Board and transmitted to local and state educational authorities. The external audit firm adheres to standard California Community Colleges regulations. A statement of audit procedures and findings is on file in the Business Services Office. A copy of the audit is available for review during accreditation. The addition of new online certificates and degrees will not change these procedures.

18. Institutional Planning and Evaluation: The College demonstrates its emphasis on appropriate planning in a variety of ways. The SRJC Planning Web site contains evidence of a comprehensive approach to strategic planning that involves faculty and staff from all organizational components of the institution. The Institutional Planning Council (IPC) reviews the operational goals of each component and their midyear and final reporting of goal outcomes. The Program and Resource Planning Process (PRPP) requires evaluation of each instructional and student services program for currency and effectiveness and provides a direct link between planning and budget. The Office of Institutional Research and Project LEARN provide leadership in documenting and analyzing the key performance indicators regarding student learning outcomes, achievement, and institutional effectiveness. The Dean for Liberal Arts and Sciences includes the Online Learning program in his/her program review document, including enrollment and student success data.

19.   Public Information: The College publishes the *College Catalog* that accurately describes the mission, admission requirements, enrollment procedures, matriculation guidelines, programs and courses, degree and certificate requirements, costs and refund policies, grievance procedures, the academic credentials of faculty and educational administrators, and all other areas required for accreditation. The Schedule of Classes reproduces most of this information each semester, as does the college Web site. Online certificates and degrees are highlighted in the *College Catalog* and the *Class Schedule*. Online classes are listed in the web-based schedule,

and a search function allows students to easily locate online classes. In addition, an Online Learning website walks students through the information they need to register for online classes. The website had over 23,000 visits last year.

20. Relations with Accrediting Commission: The Board of Trustees provides assurance that the college adheres to the eligibility requirements and accreditation standards and policies of the Accrediting Commission. The Board agrees to disclose information required by the Accrediting Commission to carry out its accrediting responsibilities. As demonstrated above, the implementation of additional online degrees and certificates does not alter the College's continued ability to meet the eligibility requirement.

G. Evidence that each accreditation standard will still be fulfilled after the change and that all relevant Commission policies are addressed. Any standards that are particularly impacted by the change should be addressed in detail. Description of the process for monitoring and evaluating the effectiveness and learning outcomes expected through the proposed change

Standard I: Institutional Mission and Effectiveness

The awarding of additional online degrees and certificates does not alter the mission or effectiveness of the District. As noted earlier, the SRJC mission statement includes the value of "Promoting open access through actively eliminating barriers to a college education." Online learning actively eliminates barriers of time and space for students to access classes, certificates and degrees at SRJC.

Standard II: Student Learning Programs and Services

Standard IIA

Online degrees and certificates conform to all aspects of Standard II, as do all certificates and degrees at SRJC. Online courses conform to the approved Course Outline of Record, including stated student learning outcomes.

Curriculum and SLOs. Student learning outcomes are assessed for courses regardless of the method of delivery. In addition, the Online Learning program assesses SLOs for online

learning, such as student readiness and retention. Most of the courses in these online certificates and majors are not new to the college, and thus they are not new enterprises nor do they represent new directions for the college beyond their mode of delivery. Although delivered entirely or in part online, the student learning outcomes and objectives are the same for online courses as they are for courses delivered by traditional means. They share the same Course Outline of Record. Supervision and oversight of online courses are the same as for courses taught by traditional methods. Curriculum development for online courses is the same as for traditional courses.

Integrity and student authentication. The institution ensures the integrity of student work and verifies credits earned, and awards degrees and certificates on the same basis as campus-based certificates and degrees.

Online instructors authenticate student work by the following methods:

- Access to courses is limited to students with identification and passwords
- Proctored face-to-face exams
- Online timed exams with random selection of questions
- Familiarity with student work (particularly student writing)
- Turn-it-in plagiarism checking software

Online instructor's qualifications and evaluation. Faculty members teaching online courses are required to have the same qualifications as instructors who teach campus-based courses, and the same hiring process is used. Online faculty members are evaluated using the exact same evaluations procedure used for more traditional methods of delivery.

Faculty Training. Periodic faculty surveys determine the training needs of online instructors. The last survey was conducted in Fall 2009, and the results help to guide the scheduling of training opportunities. Workshops and training sessions are delivered by the Center for Advanced Technical Education (CATE) Instructional Design Specialist, two PC Trainers, and faculty experts. These individuals assist faculty as they develop their online materials and course structure, support best practices in pedagogy, and assure that courses are accessible to students with disabilities.

Supervision and support. The Dean of Liberal Arts and Sciences, who supervises Online Learning, assures that the Online Learning program continuously improves through program review, self-evaluation, and assessment of student learning outcomes. The District Online Committee, consisting largely of Academic Senate appointees, assures that pedagogical issues are addressed. Support services (a student "help desk") are available to assist students who are having technical difficulties, login problems, or software functionality questions.

Information for Students. The Online Learning program does not require much marketing because currently the demand exceeds the supply, and many online classes close during priority registration. An Online Learning website launched in March 2009 had 23,000 visits in its nine months of operation. At the website, students learn how to enroll in online classes. Existing degrees taught 50% or more online are listed with a link to the appropriate description of the majors. The *College Catalog* and the *Class Schedule* also have special sections listing online majors and certificates. The class schedule has a search function that allows students to find all online classes. In addition, the college has a "help desk" for online students five days a week and Saturdays.

Student Satisfaction. SRJC participates each year in the online student satisfaction survey administered by the Chancellor's Office. The District Online Committee is currently working on a student learning outcomes project that will assess student satisfaction and student readiness by surveying all online students.

Standard IIB

Santa Rosa Junior College provides a full range of student services for online students, including the following:

- Admissions and Records provides online application, registration and transcript requests.
- Adult Re-entry provides information and links to online services.
- Art Gallery offers online access to art exhibits.
- Articulation answers frequently asked questions online.
- Assessment Services provides online study guides and forms.
- Bookstore offers online ordering for textbooks.
- Cal Works provides eligibility and contact information online and works with students by phone.

- Career Development Services offers a virtual Career Center.

- Disability Resources offers online forms and phone consultations.

- EOPS offers information online and assistance by phone.

- Financial Aid offers online application information, resources, links, and assistance by phone.

- Jesse Peter Multicultural Museum offers online exhibits.

- Libraries make online databases available to all students, and an "Ask the Librarian" web feature allows students to ask questions online.

- Matriculation provides online information and can be contacted by phone.

- Orientation is available online.

- Scholarship programs offer online forms and are available by phone.

- Student Health Services provide online forms, resource links, and are available by phone.

- The Transfer center offers many helpful online links and resources, and it is available by phone.

- Veterans Affairs offers online information and phone contact.

- Work Experience offers online information, an online orientation video, and telephone contacts.

- Writing Center offers online modules to improve writing.

Standard III: Resources

As explained earlier, the District has sufficient resources to support online learning, including a technology infrastructure, well trained staff, and a Technology Plan. The Center for Advanced Technology in Education (CATE) hosts SRJC's online classes as well as web-based instructional materials created for face-to-face classes by SRJC faculty. Most faculty members utilize CATE's proprietary courseware management system to create and maintain their Web-based materials. CATE provides a cluster of instructional support services and facilities, focusing on the use of technology in the instructional program at SRJC. CATE performs the following in support of online learning:

- Acts as the central portal for online learning and maintains the necessary infrastructure, including hardware and software to support online instruction.
- Provides training and direct support to faculty and staff in use of its online instructional software system.
- Investigates and implements emerging technologies relevant to meeting the needs of the instructional program.
- Provides professional development opportunities and trainings for online faculty.
- Works collaboratively with other campus service providers, such as Media Services, Academic Computing, and Computing Services to ensure the quality of the services that it provides.

Standard IV: Leadership and Governance

As noted earlier, the Online Learning Program fits well within the established leadership and governance structures. Faculty members create the curriculum. The Distance Education Advisory Committee reviews applications to determine suitability for online delivery. The Curriculum Review Committee approves courses for online delivery. The Board of Trustees then approves those actions. An Academic Dean, reporting to the Vice-President of Academic Affairs, supervises the Online Learning Program. The District Online Committee, a shared-governance committee, provides support and recommendations for the pedagogical aspects of the program.