



**Substantive Change Proposal**  
**New Distance Education Programs**  
**Associate Degrees and CTE Certificates**

**Sonoma County Junior College District**

1501 Mendocino Avenue  
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To

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

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## A. OVERVIEW OF SUBSTANTIVE CHANGE

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### 1. Description of the Proposed Change

In February 2010, the Sonoma County Junior College District submitted a Substantive Change Proposal and received approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) to offer 30 degrees and certificates with 50% or more of the classes for those degrees and certificates offered through distance education. In April 2012, the District submitted a Substantive Change Proposal and received approval to offer 20 degrees and certificates with 50% or more of the classes for those degrees and certificates offered through distance education. A complete list of all degrees and certificates approved by ACCJC is identified in [Appendix A: ACCJC Approved Online Degree Programs Offered at SRJC](#). The purpose of this proposal is to report additional degrees and certificate programs where 50% or more of units are available through the distance education mode.

This proposal seeks approval to add 21 additional online degrees and 12 online certificates to the Santa Rosa Junior College online learning program. These majors and certificates now have the potential to deliver 50% or more of the required units through distance education:

#### Online Degree and Certificate Programs

Associate Degrees	Required Units	Units Approved for Online	Percent Online
Agriculture Business Management Major (AS)	31	16	52%
Anthropology Major (AA)	20	10	50%
Anthropology for Transfer Major (AA - T)	18	13	72%
Art History for Transfer Major (AA - T)	21	12	57%
Communication Studies for Transfer Major (AA - T)	18	15	83%
Elementary Teacher Education for Transfer Major (AA - T)	53.5	35.5	66%
Environmental Studies Major (AA)	21	13	62%
Fire Technology Major (AS)	18	12	67%
French Major (AA)	18	18	100%
Global Studies Major (AA)	22	16	73%
History for Transfer Major (AA - T)	18	18	100%
Journalism Major (AA)*	21	10	48%
Journalism for Transfer Major (AA - T)	20	12	60%
Journalism: Digital Major (AS)	24	13	54%
Latin American Studies Major (AA)	18	18	100%
Paramedic Major (AS)*	55.25	25	45%
Political Science for Transfer Major (AA - T)	18	13	72%
Psychology for Transfer Major (AA - T)	20	16	80%
Religious Studies Major (AA) Religious Studies Major (AA)	19	19	100%
Spanish for Transfer Major (AA - T)	19	19	100%
Women's and Gender Studies Major (AA)	22	16	72%

Certificates	Required Units	Units Approved for Online	Percent Online
Administrative Assistant Certificate*	30	13.5	45%
Agriculture Business Management Certificate	21	13	62%
Child Development: Associate Teacher Certificate	12	6	50%
Children in the Justice System Certificate	18	15	83%
Computer Studies: Adobe Certification Training in Illustrator Certificate	6	3	50%
Corrections Certificate	21	15	71%
Hospitality: Front Office Management Certificate	16	12	75%
Journalism: Digital Certificate	23	12	52%
Law Enforcement Certificate	18	12	67%
Paramedic Certificate*	53.25	25	47%
Real Estate Sales Certificate	9	9	100%
Water Utility Operations Certificate*	16	7.5	47%

The degrees and certificates with an asterisk have not quite achieved online course availability at 50% status; however, they are at or above 45% and are therefore included in this proposal.

**2. Evidence of a Clear Relationship to the Institution’s Stated Mission**

The mission of the Sonoma County Junior College District is articulated as follows:

SRJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.

- We focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students’ foundational skills.
- We provide a comprehensive range of student development programs and services that support student success and enrich student lives.
- We support the economic vitality, social equity and environmental stewardship of our region.
- We promote personal and professional growth and cultivate joy at work and in lifelong learning.
- We foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities.
- We regularly assess, self-reflect, adapt, and continuously improve (1).

To achieve this mission, the District provides general education, transfer, career technical, and basic skills classes, many of which are offered online. The expanding range of degrees and certificates available through online instruction support the District’s focus on student learning to fulfill these identified curriculum needs while providing a dynamic innovative educational environment to meet the

ever-changing populations and workforce needs of Sonoma County and neighboring communities. In 2014, the District offered 534 online sections, registering 16,045 students at first census (2).

Board policy makes clear the strong commitment of SRJC online instruction programs to student learning and student success:

Sonoma County Junior College District, through the Distance Education program, is committed to offering high quality, student-centered, interactive learning experiences in online, hybrid, and blended courses.

The purpose of distance education is to support the overall mission of the District and its strong commitment to student learning and success through:

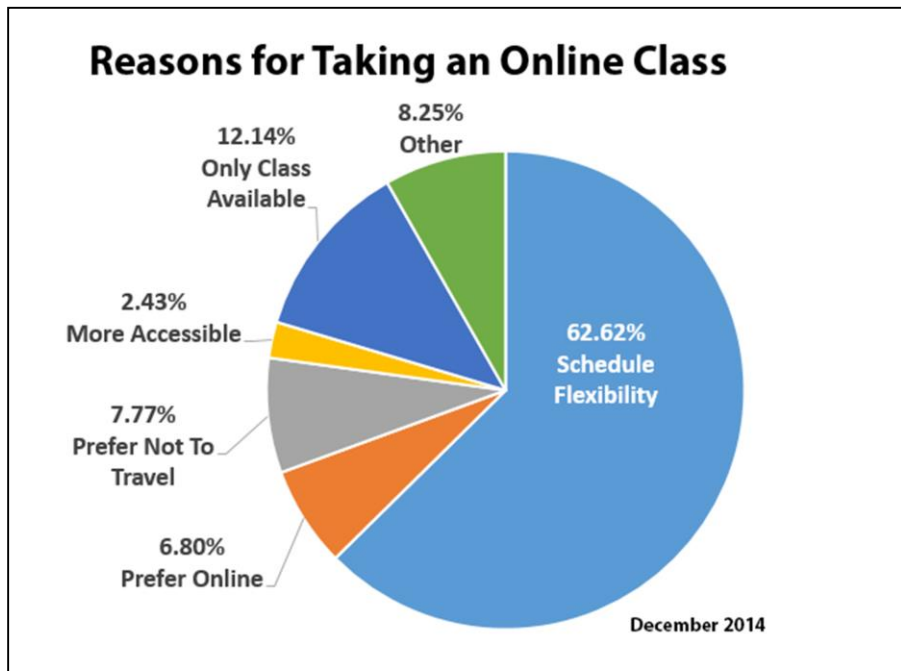
- Flexible course scheduling to meet student needs.
- Current and proven delivery formats which equip students to be successful in an ever-changing technological environment.
- Comprehensive support services that are appropriately funded to promote student success.
- Commitment to ongoing professional development, including assessment and review of new learning opportunities afforded by new technologies.
- Course content, communications tools, gradebooks, and other components that adhere to all laws, regulations, requirements, and procedures with regard to authentication of students, tracking and reporting student activity data, privacy and security issues, and accessibility compliance.
- Focus on regular and effective student contact as a core component of all online and hybrid classes (3).

In addition to policy alignment of online instruction with the SRJC mission, an Educational Master Plan was developed in 2014 to further support the vision that drives the initiatives of the College (4). The strategic goals for distance education at SRJC articulated in this plan focus on providing a high quality student-centered learning experience in several ways:

1. **Support Student Success:** Provide high quality educational opportunities for all of our students via our online offerings.
2. **Increase Student Access:** Provide and increase the number of online and hybrid courses offerings from which students may choose.
3. **Simplify Student Experience:** Provide a seamless online environment through the adoption of a single CMS that simplifies online learning for students and faculty.
4. **Student Support:** Identify & implement responsive instructional practices that increase the collaboration and interaction between the instructor and learner. Integrate academic and student support services across the college, including help desk services and online tutoring.

### 3. Rationale for the Change

The Sonoma County Junior College District serves a diverse student population that is geographically located in all of Sonoma County plus areas of Marin and Mendocino. The availability of distance learning plays a key role in meeting the need to provide critical access to higher education for residents living in the geographical area serviced by the District, as well as for those challenged with family and work obligations who may find it difficult to attend physical classes. In a survey of just over 200 SRJC students taking online classes in 2014, 73% indicated schedule convenience, accessibility, and transportation concerns as reasons why they sought online instruction.



#### Reasons for Taking an Online Class

Survey Question: The Most Important Reason for Taking Course in Online Format

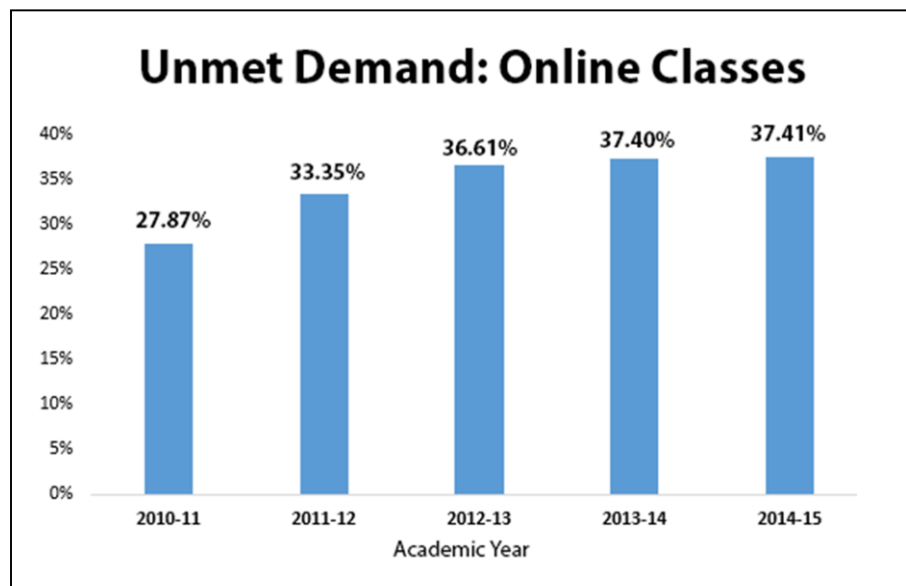
Source:  
District Online Committee.  
Online Student Survey,  
December 2014 (5).

Of the 8.25% of respondents who selected “Other” as a reason for taking an online class, nearly 65% offered concerns relevant to schedule flexibility and geographical limitations.

Recent growth in distance learning at SRJC mirrors and exceeds growth trends in distance education in California community colleges as a whole. According to the Chancellor’s Office, Full-Time Equivalent Student (FTES) enrollment in distance education increased by 6.74% when comparing enrollments in academic year 2014-15 against enrollments in 2009-10. SRJC shows 11.52% FTES growth when comparing this same academic time span (6).



This growth in distance education is evident by SRJC student demand for more online classes. Online classes close immediately after registration begins each semester, and “hits after close” reports for online classes indicate that since the 2011-12 academic year, one third or greater of unmet demand for courses came from SRJC students wishing to take advantage of distance education as an instructional modality.



**Unmet Demand: Online Classes**

Unmet Demand for Online Courses as a Percentage of all Unmet Demand

Source:  
Unmet Demand for Courses.  
Sonoma County Junior  
College Fact Book 2014 (7).

The District sees this continuing demand as an opportunity to provide students with a variety of options to pursue their educational goals, while not changing established expectations about the importance of meeting course and program student learning outcomes.

**B. DESCRIPTION OF THE PROGRAM TO BE OFFERED**

**1. The Educational Purposes of the Program are Clear and Appropriate**

The certificates and degrees proposed supplement existing instructional programs and to provide alternative access for students. The District is not proposing any new programs or courses in the distance education modality, and the change in delivery mode does not constitute the creation of new educational programs. All of the proposed courses and programs have been previously taught by more traditional instructional methods, primarily face-to-face instruction, and only the instructional delivery method is new to the District.

Aside from modality of instruction, there are no differences in general education, major or graduation requirements between programs offered via distance education and those offered in a traditional classroom. The courses share a common Course Outline of Record, student learning outcomes, and are vetted through the same curriculum review approval process.

## **2. Proposed Program meets Eligibility Requirements, Accreditation Standards, and Commission Policies Related to Student Learning Programs and Services and Resources**

Distance education courses at SRJC, as with all District courses, have clearly defined and appropriate student learning outcomes, which are reviewed and vetted through the curriculum approval process (8). In addition, student learning outcome assessments are evaluated and discussed in academic department annual program reviews. Distance education instruction at SRJC has equivalent quality, accountability and focus on student learning outcomes as its counterpart face-to-face courses.

The programs proposed in this application are already offered by the District in traditional face-to-face delivery of instruction. Majors, general education and graduation requirements are identical for both distance education and face-to-face programs. Courses, regardless of their method of delivery, share a common curriculum and officially approved Course Outline of Record (COR). The Sonoma County Junior College District College Catalog determines graduation requirements and individual major requirements for majors and certificates (9). In addition, Sonoma County Junior College District has Board-approved procedures in place to ensure that rigor, breadth, objectives, student learning outcomes and academic quality of courses and programs offered in the distance education mode meet the same standards as those offered in traditional, face-to-face delivery mode.

The Curriculum Review Committee separately approves each course proposed for distance education delivery to ensure that the following are met:

- Regular and effective contact is maintained between instructor and students through group or individual meetings, orientation, review sessions, study sessions, field trips, library workshops, chat rooms, telephonic contact, email or other methods of contact.
- Instructors employ effective pedagogical techniques appropriate to the distance education mode to achieve the quality and rigor of instruction equivalent to that of traditional, face-to-face version of the course.
- Appropriate technologies and tools are used to achieve course objectives and student learning outcomes.
- Multiple measures are used to achieve and assess student learning. These include student enrollment, retention, and average GPA data as shown in [Appendix C: SRJC Online Student Assessment and Demographic Information](#).

## **C. DESCRIPTION OF THE PLANNING PROCESS**

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### **1. The Change's Relationship to the Institution's Planning, Evaluation, and Stated Mission**

As articulated in the SRJC Institutional Information Report prepared for ACCJC in 2015, the expansion of online courses and continued shift toward providing students with online resources has been an institutional focus since 2009 (10). Planning for growth and support of online programs is integrated into several high-level District strategic planning activities. The Strategic Enrollment Management Plan

2015-2018 identifies online students as a target population and includes several strategies for supporting and augmenting distance education opportunities (11). These include, but are not limited to the following actions:

- Make the necessary financial investment to support rapid increases in online programs
- Investigate, collaborate, and implement statewide initiative to increase and support online learning
- Increase online offerings in identified areas, including general education, CTE, and disciplines slow to develop online courses
- Promote the online program
- Enhance or create entirely online majors
- Find faculty willing and able to teach online courses
- Provide comparable support services to online students

Planning for the expansion and growth of distance education programs has been a central component of District technology vision as well. The Institutional Technology Group, a multi-constituent Presidential advisory committee tasked with providing recommendations regarding District needs as they relate to the integration of technology prepared a five-year Strategic Master Plan for Information Technology that calls for allocation of resources and support for distance education (12). The needs of distance education related to services, programs, and resources are outlined and discussed in full. In particular, the plan calls for the selection and migration to a new Course Management System and the expansion of support staff and services to assist with online course development and delivery.

Sonoma County Junior College District has well-established policies and procedures for the development, delivery, and evaluation of distance education courses. All distance education courses and programs of study are approved by the District's Curriculum Review Committee and all online courses and programs of study undergo a separate approval by the Committee as per requirement by Title 5 of the California Code of Regulations. Policies, procedures, and course approval guidelines related to online program approval are contained in distance education policies posted on the Distance Education Department website (13).

## **2. Assessment of Needs and Resources**

As part of the annual Program and Resource Planning Process (PRPP), distance education is assessed in terms of its need for resources in alignment with District strategic plans. Specific needs including staffing, technology, instructional equipment and facilities are listed, discussed and forwarded to the Senior Vice President of Academic Affairs for further prioritization and decision-making. This program review process allows for appropriate and integrated resource allocation that meets the needs of students and helps to achieve the institution's mission and strategic goals.

This program review process helps to identify the need for additional resources in distance education as the online program continues to grow at SRJC. As the District has been intentionally growing online degrees and certificates to meet student demand, parallel plans for resource allocation have been occurring in tandem as part of the PRPP process. Starting in 1997, the Center for Advanced Technology in Education (CATE) was launched and an Instructional Systems Designer was hired to create and

support a locally developed Course Management System (CMS). During the 2011-12 academic year, based on faculty feedback, the District introduced Moodle, an open source CMS. The PRPP process also identified staffing needs, including a Director of Distance Education and an Instructional Designer. By 2015, a shared vision among District constituents had developed to transition distance education classes to a single platform for delivery of online course content, motivated by a wish to participate in the statewide Online Education Initiative (14). A Director of Distance Education was hired in June 2015 and District authorization to hire a full time Instructional Designer followed shortly thereafter.

In July 2015, the District became a participant in the State of California’s Online Education Initiative and began to implement the Canvas Course Management System. District staff are actively assisting faculty in the conversion of online courses from the two existing legacy systems so that all instruction will be delivered in Canvas. The District has provided necessary resources to facilitate this migration.

In addition to expanding the support for online instruction by way of infrastructure and staffing resources, the District has also allocated funds to stimulate online course production. The creation of online certificate and degrees has largely been an evolutionary process. Initially, most of the online offerings were stand-alone courses, many in the business and technology areas. Over the years, more courses were developed in the general education and transfer areas. The District formally established the Online College Project to provide stipends and support for faculty to develop new online classes that were part of existing certificate and transfer degrees (15). The goal, documented and approved in the planning process, was to move toward offering certificates and degrees entirely or substantially online, thus giving students maximum flexibility in completing their programs of study.

### **3. Anticipated Effect of the Proposed Change on the Institution**

Since all programs of study are already approved by the California Community College Chancellor’s Office and are currently offered successfully online, this Substantive Change Proposal will have no adverse effect on the institution. In addition, the District is accustomed to this rapid growth in online learning and anticipates no negative impact on the rest of the institution. Instructional “cluster” program deans are accustomed to supporting and scheduling online courses. Making online certificates and majors available will reduce the impact on facilities and provide SRJC students with more options to access their higher education.

### **4. Benefits Resulting from the Change**

The intended benefits of offering more online certificates and majors include the following:

- Address continued student demand for online classes
- Support District growth targets of 10% per year
- Generate less traffic congestion and alleviate parking demand
- Alleviate facilities space demand, particularly during the popular “prime time” period of 9AM to 3PM
- Allow more students to access classes that fit their schedules

- Continue to serve a large number of students who gravitate to online classes because of work and family obligations
- Serve increased number of students with disabilities, in alignment with District emphasis on assuring that all online classes are fully accessible to all student populations

## **5. Description of the Preparation and Planning Process for the Change**

Preparation and planning for SRJC’s online learning programs and the resources needed to support them involves a variety of entities at the District. Participatory governance committees participate in planning activities that include discipline deans, department chairs and other representatives of Academic Affairs. Planning expertise, leadership, and resources are provided by the Office of Institutional Research, the Institutional Planning Council, Institutional Technology Group, Academic Senate, District Online Committee, and Curriculum Office. The Instructional Technology Department provides both infrastructure support and access to critical student enrollment data for trend analysis. The Curriculum Review Committee and Distance Education Advisory Committee are directly involved in the curriculum preparation and review process. The outcomes of this multi-constituent and participatory effort support curriculum planning activities and provide the necessary assurance that required technology infrastructure, course management systems and professional development training are effectively supported and sustainable.

As detailed in this proposal, District planning for online learning occurs in several ways. Course development typically occurs at the department level with the collaboration of faculty, discipline deans, and the Senior Vice President of Instruction. The Academic Affairs Council and the Curriculum Review Committee both play a key role in the review of new courses. A rigorous supplemental review of distance education courses occurs by the Distance Education Advisory Committee. Ultimately, final course approval rests with the Board of Trustees.

## **D. EVIDENCE OF HUMAN, PHYSICAL, TECHNOLOGY AND FINANCIAL RESOURCES NECESSARY TO INITIATE, MAINTAIN, AND MONITOR THE CHANGE, AND TO ASSURE THAT ACTIVITIES ARE UNDERTAKEN WITH ACCEPTABLE QUALITY**

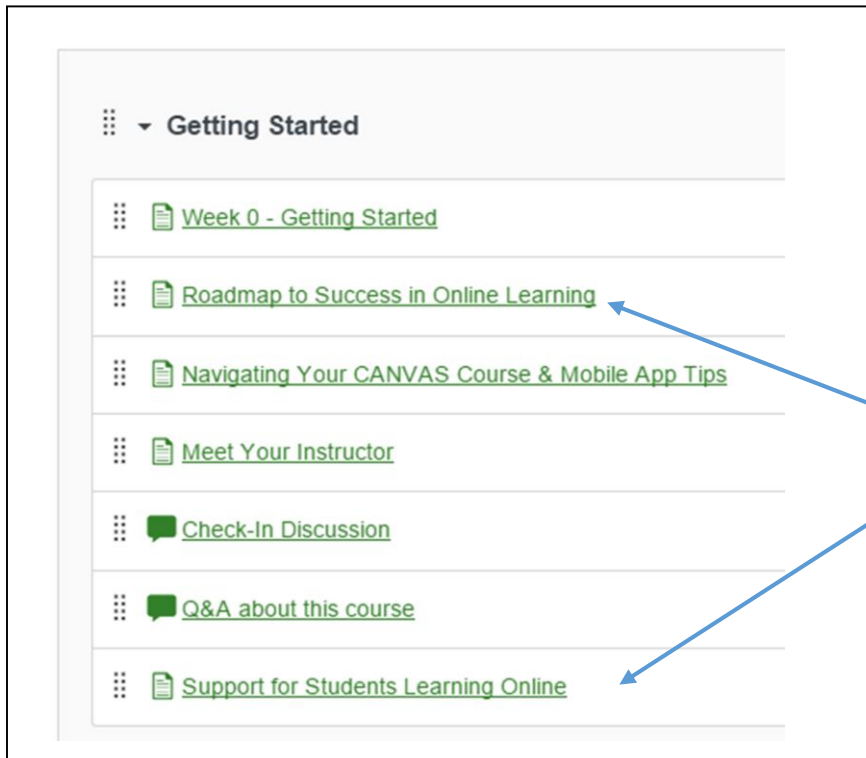
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### **1. Adequate and Accessible Student Support Services**

Students have reasonable and adequate access to the range of student services appropriate to support their online learning.

**Student Readiness and Student Orientations:** SRJC does not require mandatory orientations but offers several ways students may increase their college readiness and improve their opportunity to succeed in all modalities of instruction. Students taking online classes have access to a series of online student readiness tutorials developed by the State of California’s Online Education Initiative that are specifically intended to help students increase their chances of success in any online course. SRJC has made these available to each student by embedding them directly into the Canvas Learning Management System class template. Each class template includes a built in Student Readiness Module called “Roadmap to

Success in Online Learning” and a link to support resources tailored for students who are planning to take classes online.



### SRJC Standard Online Class Template

Each new class created in the SRJC Canvas LMS includes embedded resources to promote student readiness and provide quick access to support materials.

Online readiness tutorials

Online support resources

The “Roadmap” includes a set of online-learner readiness tutorials designed to help students decide if online learning is right for them. The tutorials provide tips and strategies for succeeding in online courses. The interactive, easily accessible tutorials address the following topics:

- Introduction to Online Learning
- Getting Tech Ready
- Organizing for Online Success
- Online Study Skills and Managing Time
- Communication Skills for Online Learning
- Online Reading Strategies
- Career Planning
- Educational Planning
- Instructional Support
- Personal Support
- Financial Planning

In addition, the Distance Education website provides a student tour of Canvas videos to help students become familiar with the online learning platform as well as an “Online Preparedness Quiz” for readiness self-assessment.

**Student Services:** Student Service departments are represented by a Student Services Council comprised of deans, directors, faculty chairs and the Vice President of Student Services. In response to ACCJC Recommendations of the 2015 Visiting Team this Council conducted an in-depth assessment of online services that are provided for all students via the SRJC website and the Student Information System student portal. Student services information, such as financial aid, admissions and records, and counseling are available to students online. Students can apply to the college, register, apply for financial aid, contact a counselor, and order transcripts online. The SRJC schedule of classes is available online. Links to student support services are presented in [Appendix D: Student Support Services](#).

**Online Learning Services:** The District offers robust programs of in-person and web-based academic tutoring services to students. Recognizing that online tutoring is a key academic support service for students who are unable to take advantage of on-campus academic tutoring resources, the District offers Smarthinking Tutorial service. While online students clearly benefit from having the Smarthinking Tutorial service, it is important to note that the service is also of value to all SRJC students who may not be able to come to the District’s on-campus tutorial facilities.

The Distance Education Department has a newly redesigned distance learning website which is an effective portal for student information about online learning resources. A direct link from the SRJC main campus page directs students to information and resources for taking online and hybrid classes. This includes online, e-mail, and phone support, technology requirements, information about finding available online degrees and certificates, student responsibilities, and online readiness tutorials to assist students with successful preparation for online study. Links to online learning services are presented in [Appendix D: Student Support Services](#).

**Library and Learning Resources:** The SRJC libraries provide online access to quality information for academic research, including web-based access to search library books, e-books, and research databases containing full-text articles, statistical and visual information resources through a discovery service interface. Students also have access to faculty librarians for reference and research assistance through an online “Ask a Librarian” chat service and a dynamic database of frequently asked questions that students can use to locate information about library services. Interlibrary loan service is available on the library website as well as embedded in the search results of the library’s discovery search service. Specially prepared library resource guides direct students to resources selected to support instruction. Online orientation videos, a virtual library tour, and Guide on the Side online tutorials are also available to help familiarize students with both physical and electronic library services and resources.

In addition to the libraries and their targeted services, all students may access the tutoring services available in the District. These services are available for a variety of areas:

1. **Tutorial Centers:** The Santa Rosa Junior College Tutorial Centers provide tutoring for SRJC students needing assistance with coursework in many subject areas, at all academic levels, to individuals and small groups in a supportive, interactive environment that fosters student success and independence.

2. **Research Assistance Program Library Tutoring:** Students may make appointments to meet with librarians for personal, one-on-one assistance in formulating their research and preparing bibliographies for research assignments.
3. **Subject Oriented Tutorial Centers:** SRJC offers students subject and discipline oriented learning support through services including the English Writing Center and Math Lab. Most provide textbooks for use in the center or lab, and have computers to access software and online programs to provide further self-paced explanation and practice

Links to library and learning resources are provided in [Appendix D: Student Support Services](#).

## **2. 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 of Learning Resources and Educational Technology provides administrative supervision of distance education programs. The dean reports directly to the Senior Vice President of Academic Affairs.

The **Curriculum Review Committee** approves all courses offered by the District, regardless of 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 and Title 5 of the California Code of Regulations. This procedure generally involves initiation of a proposed curriculum offering or curriculum change by a faculty member, approval by the supervising administrator, and review and approval by the Curriculum Review Committee.

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 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. DEAC is advisory to the Curriculum Review Committee and makes recommendations as to the suitability of specific courses for online delivery as proposed by faculty.

The **District Online Committee** (DOC) is comprised of administrators, faculty, classified staff, and students. This committee meets regularly to discuss issues related to online teaching and learning. The DOC helps introduce faculty to the pedagogy and technology of online instruction, and it develops and recommends District policies and procedures in the area of online learning. In addition to maintaining a set of best practice recommendations for online instruction, the DOC also provides leadership in the area of more advanced technical tools and sophisticated teaching methods, and recommends standards, guidelines, and best practices for students and faculty in online classes.

The **Distance Education Department** includes a Distance Education Director, Instructional Systems Administrator, Instructional Designer, Assistive Technology Specialist, and temporary Canvas Upgrade Team members to assist faculty as the District transitions to the previously mentioned new Course



Management System that is being adopted statewide. The Department is a component in the cluster administered by the Dean of Learning Resources and Educational Technology and works to fulfill the District vision for distance education. The vision for distance education supports the overall mission of SRJC with a strong commitment to student learning and access through:

- High quality, student-centered, interactive learning experiences in online, hybrid, or blended courses.
- Collaborative and interdisciplinary approaches to learning that help students develop meaningful and relevant connections in their lives.
- Pedagogy that encourages critical and independent thinking and is responsive to a spectrum of learning styles.
- Flexibility in the scheduling of course offerings to meet student needs.
- Up-to-date delivery formats which equip students to be successful in an ever-changing technological environment.

The Distance Education Department enforces policies and procedures related to the online course development and delivery. The Department also provides the tools, training, and resources necessary to ensure the quality of the SRJC online instruction program.

**Online Instructional Faculty.** SRJC has an active and growing cadre of faculty members actively teaching online courses. Currently, SRJC has approximately 125 faculty members teaching online courses in any given semester. Sonoma County Junior College District uses the same standards and processes for the hiring and evaluation for all faculty regardless of delivery mode. Online faculty members are required to meet the same State minimum qualifications that apply to all instructors. Human Resources recruits new instructors with job announcements approved by academic departments. Hiring part-time and full-time online faculty follows the established procedures used for hiring of all faculty. Evaluation of instruction for online classes follows the same contractual procedure as evaluation for traditional forms of teaching, including a survey of students. Departments adopt this or more stringent recommended language regarding instructor online expertise to indicate online class assignment qualifications:

Must have either 1) taught a total of 6.0 online semester units for an accredited college or university within the last 5 years or 2) passed a class or classes totaling at least 2.0 semester units at an accredited college or university on the pedagogy of online teaching within the last 5 years or 3) demonstrate successful completion of SRJC online teaching training within the last 5 years or 4) demonstrate successful completion of at least 30 hours of certified training in teaching online from @One (or comparable organizations as determined by SRJC) in the last 5 years.

### 3. Professional Development for Faculty and Staff

An outcome of a District-wide mission and vision planning exercise undertaken in 2014 was the creation of a series Strategic Plan Goals, including one calling the District to “Cultivate a Healthy Organization.” This goal is accomplished in part by including ongoing professional development programs to support faculty training in pedagogy, discipline expertise, and online instruction. In accordance with this goal, the Distance Education Department offers a wide range of professional development opportunities for faculty wishing to cultivate special expertise in online instruction. Face-to-face workshops, online tutorials, and drop-in sessions with the Instructional Designer are offered to give faculty maximum flexibility in meeting their instructional needs. Instructors may peruse the ongoing training options on the Distance Education Department website and sign up at their convenience and as best suits their teaching schedules. The District is also providing individual migration assistance and customized training to faculty to facilitate successful transition to the new online learning platform.

In addition to providing an ongoing schedule of training opportunities and access to Instructional Designer support, the Distance Education Department works closely with District professional development programs. This includes collaborating with the New Faculty Professional Development program to educate newly hired tenure-track faculty in online instruction and effective use of technology in the classroom. The Distance Education Department also regularly participates in professional development training days by training workshops in a variety of aspects of online education. An overview of faculty training resources and online instruction support is presented in [Appendix E: Professional Development Resources for Online Instructors](#).

### 4. Appropriate Equipment and Facilities, Including Adequate Control over Off-Campus Sites

**Equipment and facilities:** The nature of online instruction minimizes the need for and the use of traditional physical facilities. The server that supports the legacy Course Management Systems of CATE and Moodle is housed in a secure and locked facility on the SRJC Santa Rosa Campus. The Instructional Systems Administrator of the Distance Education Department manages oversight of the legacy course software systems that will be phased out over the next 2-3 years, while a Systems Administrator from the Instructional Computing Department maintains the server supporting these systems. Regular and comprehensive backup routines are in place to ensure that materials are both backed-up and restorable. Once the District has completed its transition to Canvas as part of the Online Education Initiative, this investment in equipment infrastructure will not be required. Canvas is remotely hosted under the Online Education Initiative’s contractual arrangements, allowing the District to eventually no longer require ongoing maintenance of and provision for a local server. Upgrades will be completed on a system-wide basis and additional resources will be integrated by the State over time. This presents a significant cost reduction with regard to the resources required to maintain the Course Management System that is subsidized by the OEI.

Sonoma County Junior College District requires that all instructors use the District-supported online learning platforms, whether CATE, Moodle, or Canvas. These online learning platforms house hybrid and blended learning courses in addition to supporting fully online instruction.

Students are required to log on to the online learning platforms using a District established identification system.

The District’s attendance policy stipulates that students log in and start participating in the online classrooms on the official start date of the course (16, 17).

The District also requires instructor-initiated discussion forums in online classes to address course content and to engage regular and effective contact with students. Additionally, students must submit testing and assignments via the District-supported online learning platforms. These practices ensure the ongoing active participation of all students. The use of multiple measures of assessment are encouraged at all professional development training activities for online faculty. Board policy and procedure includes explicit provision of faculty obligations to maintain “frequent regular student contact” and specifies the nature of that contact:

Maintain frequent regular student contact, in asynchronous and /or synchronous mode, equal to that of a similar face-to-face section over the course of each week. Initiate direct contact and interaction to determine that students are accessing and comprehending course material and participating regularly in the activities in the course. This includes:

1. Threaded discussion forums with appropriate instructor participation.
2. General email.
3. Weekly announcements in the course management system.
4. Timely feedback for student work.
5. Instructor prepared e-lectures or, alternatively, instructor-prepared material to supplement publisher-created materials (18, 19).

These practices as a whole constitute a holistic set of policies and best practices to ensure students participate fully in online classes.

**Integrity and student authentication:** The District supports user login and password authentication to uniquely identify each student. Students each have a unique user ID and password for access to online classes that is tied into the SRJC student registration system.

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
- Verified student participation in online courses as in instructor-initiated discussion forums that address course content

## **5. Sustainable Fiscal Resources – Initial and Long-Term Sources of Funding and Fiscal Impact**

**Initial and long-term funding sources:** Sonoma County Junior College District has sufficient fiscal resources to cover the costs associated with the continued maintenance of the District’s distance

education program. As is the case with other instructional modalities, online for-credit classes generate revenue through FTES apportionment. In addition to the general fund, the District utilizes categorical funds obtained from Career and Technical Education grants for program-specific online course development in qualified areas.

Distance education administrators use program planning and development processes to establish the fiscal resources needed for the operation of all academic programs. Funding for staffing and supplies is provided through the District's general fund. Recent staffing increases have allowed for the provision of a full-time Distance Education Director and a full-time Instructional Designer to better support the growing demands of this vital program. Funds from a \$251 million bond measure continue to support technology upgrades, and these technology funds will support the needs of the Distance Education Department and programs as it transitions to the OEI remotely hosted learning management platform.

**Analysis of fiscal impact on the institution's budget:** The on-going budget process includes annual program reviews for faculty-identified needs and other program obligations related to providing appropriate levels of qualified faculty and resources to meet all program objectives. Distance education courses are supported by the same fiscal processes as traditional face-to-face courses. No new funds are required for the proposed changes.

#### **6. Comparative Analysis of Budget, Enrollment, and Resources – New or Reallocated Funds**

There are no new or reallocated funds required for the proposed certificates and majors. No new faculty or resources are required to implement the proposed changes. Current allocations in the annual department budget provide Distance Education Department staff to support the development and delivery of online instruction, and current technical and operational allocations provide for the cost of maintaining the infrastructure to operate and manage the learning platforms. Additionally, financial support for distance education is spread across a variety of academic departments and operational units.

#### **7. Plan for Monitoring Outcomes**

Santa Rosa Junior College District is dedicated to helping the diverse SRJC student population achieve educational and occupational goals by focusing on establishing, implementing, and assessing clear educational learning outcomes. The Curriculum Review Committee reviews and approves all online courses to ensure appropriate content, length, and levels of quality and rigor. Student learning outcomes (SLOs) and methods of evaluation are determined for courses, regardless of delivery methodology. Instructors use the student learning outcomes to assess the effectiveness of teaching and learning in the classroom and to assist them in ongoing program improvement. Courses and programs offered online use the same student learning outcomes assessments as their face-to-face counterparts. Assessment of student learning outcomes is ongoing, whether in online or face-to-face classes. SLOs apply to all students regardless of the campus or location in which they enroll and regardless of mode of delivery. The District has established mechanisms and procedures in place to collect and house all SLO assessment data (20).

All programs participate in the Program and Resource Planning Process (PRPP). In program review, the Director of Distance Education and the Dean of Learning Resources consider FTES trends, average class

size, program efficiency, retention rates, full-time/part-time instructor ratios, budgets, and prior planning documents in planning for online learning programs. Specific data on exactly how many students are enrolled in each online course is generated, and often helps 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 potential expansion of distance education programs. The Institutional Planning Council (IPC) reviews resource priorities to assure they align with the District mission and college initiatives. The President and Vice Presidents make the final decisions about the allocation of resources to programs. Currently, distance education is considered a high priority in the planning process.

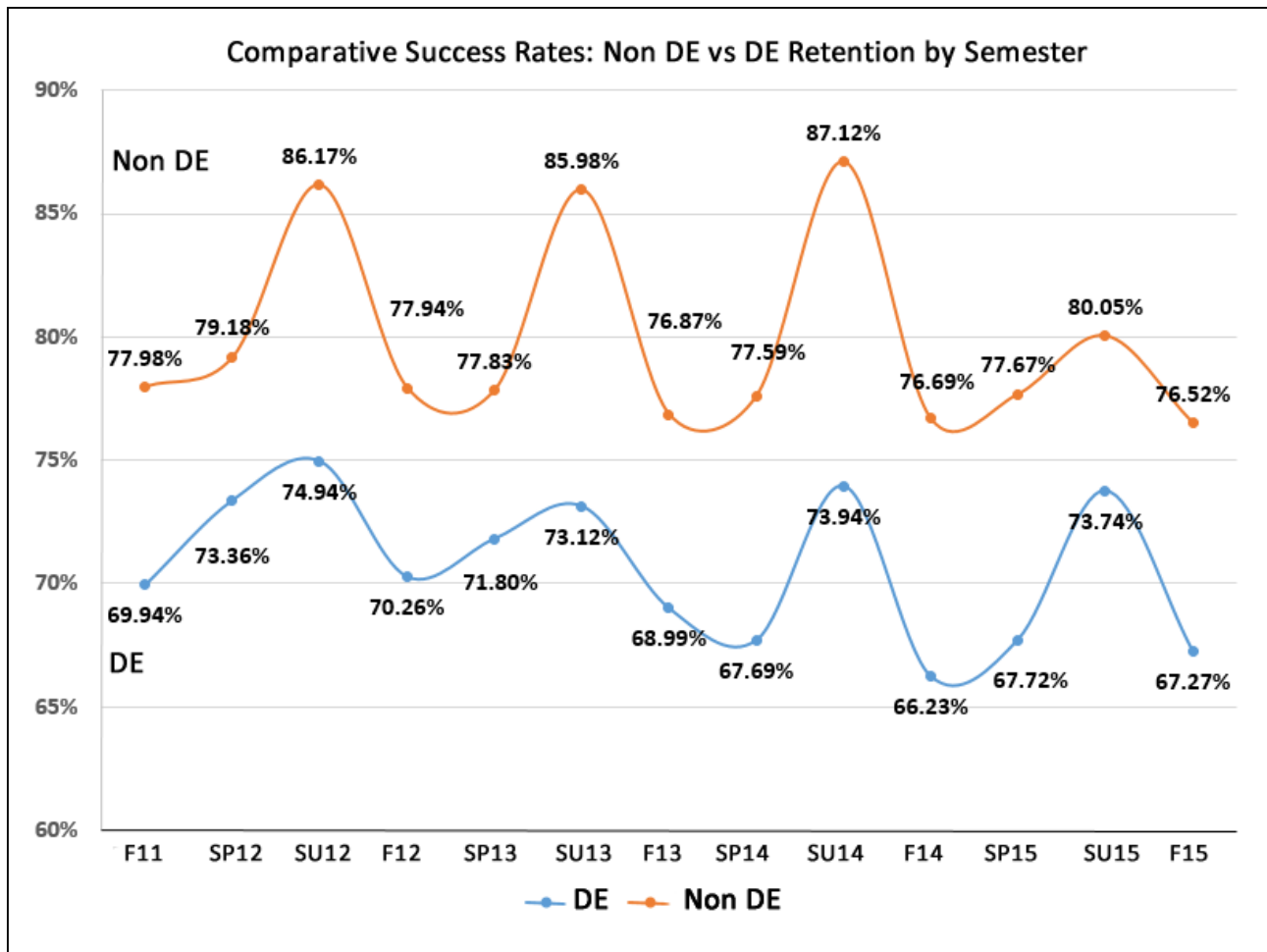
## **8. Evaluation and Assessment of Student Learning Outcomes, Achievement, Retention, and Completion**

Evaluations of student success, retention and completion are conducted for distance education programs in the same manner in which they are conducted for traditional modalities of instruction. The District's Office of Institutional Research and Information Technology Department prepare a variety of data sets that inform the program review process, as well as mandated reports. Success, retention and completion are assessed on an annual basis via the Student Success Scorecard, as part of the California Community Colleges Chancellor's Office Student Success Initiative. An evaluation of success in meeting student needs also occurs through analysis of annual Accountability Reporting for the Community Colleges (ARCC) data. This performance data includes an assessment of student progress toward degree and certificate achievement, participation rates, and Basic Skills/ESL college readiness improvement. The District makes a concerted effort to assess institutional effectiveness by establishing measures with which to assess programs, and engages in an annual planning cycle and a three-year program review cycle. The District Online Committee also assesses student satisfaction, student readiness, and student workload issues in online classes. See [Appendix B: Summary Findings of the Online Student Survey 2014](#) for the executive summary of the latest student online survey.

Annual program review drives efforts to increase student success measures and SRJC administrators, faculty and staff strive in a variety of ways to improve retention and success rates for all instruction. As previously described, student learning outcomes assessment is an ongoing activity. Evidence regarding the achievement of student learning outcomes is shared by departments to inform instruction program review. The District is currently investigating adopting elumen student learning outcomes tracking and management software in order to gain the ability to disaggregate student learning assessment data by instructional modality.

Student retention rates for distance education courses tend to track in parallel to face-to-face retention rates. Between fall 2011 and fall 2015, the average overall difference in retention between online instruction and other modalities was 9.12%.

## Comparative Success Rates



Distance education retention rates by semester compared to non-distance education retention rates.

Student grade point averages between fall 2011 and fall 2015 showed distance education student GPAs generally in the range of 1% to 6% lower than those earned by students in face-to-face classes. The average variance of distance education GPAs over this time period was 3.44% less than student GPAs in face-to-face classes. Interestingly, students in the summer sessions often earned better GPAs than their face-to-face peers, dropping the average variance to 1.39% difference in performance if summer terms are included in the overall average.

## Comparative Grade Point Averages

	F 11	SP 12	F 12	SP 13	F 13	SP 14	F 14	SP 15	F 15
<b>Non DE Classes</b>	2.63	2.65	2.64	2.63	2.62	2.63	2.63	2.63	2.65
<b>DE Classes</b>	2.54	2.66	2.60	2.59	2.46	2.47	2.47	2.52	2.51
<b>Percent Change</b>	-3%	-1%	-1%	-1%	-6%	-6%	-6%	-4%	-5%

Comparative Success Rates and Comparative Grade Point Averages chart and table data source: Santa Rosa Junior College. Datamine (21).

## **E. EVIDENCE OF INTERNAL AND EXTERNAL APPROVALS**

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### **1. Faculty, Administrative, Governing Board, and Regulatory Agency Approvals**

All courses, degrees and certificates offered by the Sonoma County Junior College District have been approved by the District's Curriculum Review Committee, the Sonoma County Junior College District Board of Trustees and by the California Community College Chancellor's Office. The online degrees and certificates contained in this proposal are no exception—they have received all necessary internal approvals. The Curriculum Review Committee with the recommendation by the Distance Education Advisory Committee provides monthly updates to the Academic Senate and posts all curriculum actions on a web-accessible location for District-wide access. The Board of Trustees approves all courses including those that comprise the degrees and certificates listed in this Proposal. The Board of Trustees also approves all Substantive Change Proposals, which, if successfully approved by ACCJC, are shared with the Academic Senate and are posted on a web-accessible location for District-wide access. Externally, the programs, inclusive of all their courses, have been approved by the California Community College Chancellor's Office.

The District makes available and maintains on the Distance Education Department website all relevant policies, approval applications and guidelines, as well as all other applicable distance education course-related materials for ready access. Approvals for a variety of policies and functions for distance education are generally accomplished through the shared governance process that may include the Academic Senate, the Curriculum Review Committee, the Distance Education Advisory Committee, the District Online Committee, the Educational Policies and Planning Committee and the College Council.

### **2. Legal Requirements Met**

Sonoma County Junior College District keeps abreast of all changes in regulations for distance education through a variety of means, including Chief Instructional Officer communications as well as participation in the Distance Education Coordinator meetings and on the Online Education Initiative Steering Committee. Any regulatory and legal requirements updates are communicated to faculty and academic administrators at department chair and Academic Affairs Council meetings, respectively. The District has exercised due diligence in complying with regulatory requirements and legal mandates.

Distance education is subject of the Americans with Disabilities Act, Section 508 of the Federal Rehabilitation Act, California Law, and Community College Chancellor's Office Guidelines with regard to access for persons with disabilities. The District has approved and implemented Board policy and procedure for accessibility of online courses and web-based instructional materials (22, 23). The Distance Education Department works to ensure that instructional online materials comply with all regulations. All online classes undergo an accessibility compliance review with the Assistive Technology Specialist every six years. Faculty must undertake corrective actions before the class under review can be taught online.

The Distance Education Department provides best practices for accessibility compliance to help instructors accommodate varying degrees of student preparedness, learning styles, and disabilities. This

is further supported with web links to a variety of online resources to facilitate instructor adherence to accessibility regulations.

### **3. Governing Board Approvals**

All SRJC degrees, certificates, and supporting courses are reviewed for approval by the Board of Trustees regardless of instructional modality. These are submitted to the Board by way of regular Curriculum Review Committee Recommendations as Board of Trustee meeting agenda items. The Board of Trustees approves all new majors and certificates, including curriculum proposed for online delivery. As such, the Board approves any new programs that may be offered with 50% or greater online delivery. The Board minutes reflecting Board of Trustee approval are posted on the District website. Substantive Change Proposals are reviewed for approval by the Board of Trustees and are then shared with District constituent bodies including the Academic Senate and Institutional Planning Council.

## **F. EVIDENCE THAT EACH ELIGIBILITY REQUIREMENT WILL BE FULFILLED SPECIFICALLY RELATED TO THE CHANGE (2014 STANDARDS)**

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The Accreditation Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges (WASC) have prescribed 21 eligibility requirements for community and junior colleges.

### **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 in the District Catalog and is stated in full as follows:

Santa Rosa Junior College is officially accredited by the Western Association of Schools and Colleges and also has the approval of the State Department of Education. The University of California, and other highly ranked colleges and universities, give full credit for appropriate courses completed at Santa Rosa Junior College. This College is approved for veterans. All occupational curricula the College offers in fields in which there are other evaluating agencies are accredited or approved (9).

The authority of Sonoma County Junior College District is not affected in any way by this proposal.

### **2. Operational Status**

Santa Rosa Junior College is operational and currently enrolls approximately 25,000 students (non-duplicated headcount) each semester in its credit and noncredit programs. Students enroll 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 majors does not change the operational status. Classes available in online and hybrid formats are easily located in web-based Schedule of Classes (24). The College schedules classes at all District sites as well as online so



that all students have the opportunity to complete degree and/or certificate programs in a manner that meets their individual needs.

### **3. 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. The implementation of online degrees and certificates provides the students with an additional modality of instruction with which to complete their programs.

### **4. Chief Executive Officer**

The Board of Trustees selects the chief executive officer for the District. Dr. Frank Chong, Superintendent/President of Santa Rosa Junior College, has primary responsibility for the District and has executive responsibilities for administering Board policies.

### **5. Financial Accountability**

The District 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 College 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.

### **6. Mission**

The mission statement, most recently revised and approved by the Board of Trustees on October 8, 2013, defines the District as an institution of higher education and outlines its broad educational purposes appropriate for the constituency of the District community. Revisions to the mission statement are based on input from diverse segments of the District and are formally recommended by the Institutional Planning Council (IPC.) The mission is published on the District website, in the District Catalog, and in the Schedule of Classes.

To achieve its mission, the District 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 District's mission. As mentioned earlier, increasing access for students is one of the core values supporting the District's mission.

### **7. 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 District business (except for closed-session issues) in an advisory capacity. The function of the Board is to authorize official 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. Information about the Sonoma County Junior College District Board of Trustees including calendar, meeting agendas and minutes is available on the District Governance website (25).

## **8. Administrative Capacity**

District administration is adequate in number, experience, and qualifications to provide appropriate program oversight and to support the District's mission and strategic goals, including oversight and administration of distance education. Organization charts for all District divisions and units including District management are published on the District website (26). The organization chart for Academic Affairs is included in [Appendix E: Academic Affairs Organization Chart](#).

The Director, Distance Education has primary administrative responsibility for online education. This includes all programs and services provided by the Distance Education Department within the District, including the selection and evaluation of staff, program budget development, working with vendors and statewide agencies, and monitoring operational activities. The Dean of Learning Resources and Educational Technology supervises the Director of Distance Education and provides leadership and direction for all aspects of online/distance education programs and services, policy articulation and interpretation. The Dean reports to the Senior Vice President of Academic Affairs, who reports to the Superintendent/President of the District. In addition, each division dean supervises the online classes in their disciplines, providing the same administrative support, budgets, supplies, and office staff as provided to all other programs in each division. All administrators in the Sonoma County Junior College District meet or exceed the minimum qualifications for their positions in terms of education, training and experiences. They have the appropriate preparation and experience to provide administrative services necessary to support the District's mission and purpose. This substantive change proposal does not require any additional administrative capacity.

## **9. 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 District. 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 District'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 majors required at least 23 units of general education courses and all require at least two years of academic study. The Curriculum Review Committee approves online certificates and majors, and student learning outcomes are identical to courses delivered by more traditional methods of instruction.

## **10. 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 District 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. Online courses receive college credits in the same way as do more traditional methods of delivery. For example, if a face-to-face course requires 52.5 hours of lecture, the online course must provide at least 52.5 hours of content, either through written text, videos, exercises, or various forms of student online interaction.

## **11. Student Learning and Student Achievement**

Santa Rosa Junior College has established institutional learning outcomes for all students who attend the District. All courses and programs also have student learning outcomes (SLOs) associated with them. The District's Program and Resource Planning Process includes sections that require departments to report annually on the development and assessment of student learning outcomes, and Project LEARN, the District's student learning outcomes initiative, oversees the development of new assessment projects on at the course, program, and institutional level. Faculty assess online courses at the same time as equivalent face-to-face courses. For example, if department faculty assess 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. The District maintains extensive SLO web resources to help faculty, including a showcase of models that show how faculty have used student learning outcomes assessment results to confirm effective practices and to improve learning (27).

## **12. General Education**

The College faculty clearly design General Education courses 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 include online courses. The District 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. Academic Freedom**

The District's academic freedom policy for faculty and students is set forth in Board policy and the District's statement on academic freedom appear in its catalog (28). The District's academic freedom policy is applicable regardless of location or method of instruction.

## **14. Faculty**

The District has a substantial core of highly qualified full-time faculty who provide the ongoing expertise for academic instruction, supplemented by highly qualified adjunct faculty. The District employs roughly 300 full-time faculty members and approximately 1,000 adjunct faculty members. The District Catalog

lists all full-time faculty academic credentials. The Office of Academic Affairs and the Human Resources Department maintain information about adjunct faculty. The Sonoma County Junior College District Faculty Handbook provides information on faculty responsibilities, resources and other relevant information regarding teaching and learning (29). References to primary responsibilities are also contained in the faculty contract between the District and All Faculty Association (30). Faculty who meet minimum qualifications as established by the California Community College Chancellor's Office are assigned to teach at all District locations.

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

### **15. Student Support 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. Detailed information about student services and learning support is readily available on the District website (31). Student services are robust and finely tuned to address areas of student need. Services include but are not limited to:

- Admissions & Records
- Articulation
- Assessment Services
- CalWORKS
- Career Development Services
- College Skills
- Counseling
- Disability Resources
- EOPS (Extended Opportunity Programs and Services)
- Financial Aid
- High School Equivalency Program
- High School Career Pathways
- Foster Youth Support
- International Students
- Matriculation
- New Student Programs
- Scholarship Programs
- Student Affairs
- Student Health Services
- Student Housing
- Transfer Center
- Tutorial Center
- Veterans Affairs

These programs and services support the District’s mission by providing students with an integrated pathway through their academic experience. Detailed commentary below in the section addressing Standard IIB concerns student services available to online students.

## **16. Admissions**

The District’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 , Schedule of Classes, on the District website, and in appropriate department brochures. Online courses, certificates, and degrees follow the same admissions procedures as all other courses and programs.

## **17. Information and Learning Support Services**

SRJC provides sufficient information and learning support services to its students in support of its mission and all educational programs including those offered in a distance education modality. The District maintains two full-service libraries for student use and faculty support. There are substantial resource materials in a wide range of formats that provide support for all of the District’s educational programs at its two campuses and multiple instructional sites. There are 165,000 print volumes and 210,000 e-books in the library collections, and close to 45 online databases available to students and faculty regardless of geographical location or time of day. SRJC was the first community college library system in the State of California to adopt a discovery research interface that enables students to perform a single search for all library resources, whether print or online. The SRJC libraries also maintain an active interlibrary loan program, both for on-campus and online students. All students are able to receive individualized research assistance with a faculty librarian through the web-based eReference “Ask-a-Librarian” service.

## **18. Financial Resources**

The District is predominately funded by local property taxes and state apportionment. Additional operations funds are obtained from federal, state, and private sources. The District 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 District in a material or notable way, and does not represent a substantial change or redirection of the institution’s resources. Distance education generated 1,366 FTES in the 2014-15 academic year, or approximately \$6.38 million in apportionment revenue. This revenue is sufficient to support all of the costs of the program.

## **19. Institutional Planning and Evaluation**

The District demonstrates its emphasis on appropriate planning in a variety of ways. The SRJC Planning website 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 resource allocation. The Office of Institutional Research and Project LEARN provide leadership in documenting and analyzing the key performance indicators regarding student learning

outcomes, student achievement, and overall institutional effectiveness. The Dean of Learning Resources and Educational Technology and the Director of Distance Education include distance education and online learning in annual program review and planning activities. This annual planning cycle includes an analysis of online student enrollment and online student success data.

## **20. Integrity in Communication with the Public**

The College Catalog 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. This is published both in print and online for maximum distribution and accessibility. Online certificates and degrees are highlighted in the Catalog and the Class Schedule. Online and hybrid classes are also listed in the web-based schedule, and a search function allows students to easily locate them. In addition, The Distance Education Department website contains information to assist students in locating online classes (32).

The following information can be located in the 2015-16 SRJC College Catalog (9):

### **General Information**

- Official Name, Addresses, Telephone Numbers, and Website Address of the Institution (page 6, pages 9-11)
- Educational Mission (page 4)
- Representation of accredited status with ACCJC and with programmatic accreditors (page 5)
- Course, Program, and Degree Offerings (pages 61-291)
- Student Learning Outcomes for Programs and Degrees (pages 72-174)
- Academic Calendar and Program Length (page 2, pages 72-174)
- Academic Freedom Statement (page 22)
- Available Student Financial Aid (pages 45-46)
- Available Learning Resources (pages 48-49, 53)
- Names and Degrees of Administrators and Faculty (pages 294-299)
- Names of Governing Board Members (page 294)

### **Requirements**

- Admissions (pages 14-19)
- Student Fees and Other Financial Obligations (pages 16-18)
- Degree, Certificates, Graduation and Transfer (pages 62-70)

### **Major Policies Affecting Students**

- Academic Regulations, including Academic Honesty (pages 22-23)
- Nondiscrimination (page 14)
- Acceptance and Transfer of Credits (pages 14-16)
- Transcripts (page 40)
- Grievance and Complaint Procedures (pages 31-34)
- Sexual Harassment (page 31)
- Refund of Fees (page 18)

## 21. Integrity in Relations with the Accrediting Commission

The Board of Trustees provides assurance that the District 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. In June 2015 SRJC received a letter from the Accrediting Commission for Community and Junior Colleges reaffirming SRJC's accreditation based on a comprehensive evaluation. As demonstrated above, the implementation of additional online degrees and certificates does not alter the District's continued ability to meet the eligibility requirement.

## G. EVIDENCE THAT EACH ACCREDITATION STANDARD WILL BE FULFILLED SPECIFICALLY RELATED TO THE CHANGE AND THAT ALL RELEVANT COMMISSION POLICIES ARE ADDRESSED

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

**Mission:** Through rigorous dialogue and participation in a multi-constituent, college-wide process, a new vision, mission, and values statement was proposed to the District and formally adopted by the Board of Trustees on October 8, 2013. The mission of Sonoma County Junior College District articulates a strong commitment to student learning and student achievement. As previously noted in this proposal, SRJC's mission "passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community." This commitment includes a "focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills," and providing a "comprehensive range of student development programs and services that support student success and enrich student lives" (1).

This Substantive Change Proposal is evidence of SRJC's commitment to its institutional mission. To foster student learning, the District provides general education, transfer, career technical, and basic skills classes. Many of these classes are offered online. The awarding of additional online degrees and certificates does not alter the mission or effectiveness of the District and directly supports the inclusive nature of the District's vision statement, "SRJC aspires to be an inclusive, diverse and sustainable learning community that engages the whole person." The proposed degrees and certificates promote open access to all students through actively eliminating barriers to a college education and enhance SRJC's ability to address this value.

**Academic Quality:** All distance education courses included in certificates and majors are held to the same rigorous approval and evaluation process as face-to-face courses undergo in order to ensure academic quality. All courses, regardless of their method of delivery, share a common curriculum, officially approved Course Outline of Record, and student learning outcomes. In addition, the Curriculum Review Committee of the District separately approves each course proposed for distance education delivery to ensure academic quality and rigor of instruction, effective pedagogical techniques

appropriate to distance education modality, and use of multiple measures to achieve and assess student learning.

**Institutional Effectiveness and Integrity:** The District has a history of self-evaluation and continuous improvement of institutional effectiveness through a well-established integrated process for planning, resource allocation, implementation, evaluation and re-evaluation. Through the oversight of the Institutional Planning Council and through the Program Review and Planning Process, institutional effectiveness is continuously reviewed, evaluated and improved in ways that support and encourage the incorporation of data analysis and the evaluation of measurable outcomes. The institution as a whole measures its effectiveness with instruments such as the Institutional Effectiveness Assessment Report and the Strategic Plan Scorecard (33, 34). These planning tools identify and incorporate the demographics of the student population and set targets for improving District benchmarks to ensure that all students, including underrepresented populations are served. All instructional programs are included in the ongoing planning and evaluation process, including courses delivered in online and hybrid modalities.

## **Standard II: Student Learning Programs and Support Services**

### **Standard IIA: Instructional Programs**

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 (SLOs). The District has systems in place to ensure that courses and their learning outcomes are at appropriate levels of depth and rigor. These systems include the curriculum review through the multi-constituent Curriculum Review Committee; a collaboratively developed Program Review Policy for majors and certificates (35); SLO assessments conducted and reported by every department; and the PRPP for ensuring that department goals, programs, and resource requests are aligned with the District’s mission and strategic plan goals. Quality is further insured through policies on curriculum development, academic freedom, academic integrity, and general education. The faculty contract and hiring processes also contribute to the high quality of teaching, the range of teaching strategies, and the conscious support for diverse learners.

**Curriculum and SLOs:** Student learning outcomes are assessed for courses regardless of the method of delivery. Most of courses in these online certificates and majors are not new to the District, and thus they are not new enterprises nor do they represent new directions for the District 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 methods. All courses are taught with the most appropriate pedagogy and methodology with respect to the official course outline of record (COR) and with the use of state-of-the-art instructional technology as previously noted in the “Facilities and Equipment” section of this proposal. All sections in a discipline, regardless of where or how they are offered, adhere to appropriate depth and rigor. Sections are always scheduled with consideration for what is in the best interest of students, offering choices that will enhance students’ ability to complete degrees or certificates in a reasonable time frame.



**Online Instructor Qualifications and Evaluation:** Faculty members teaching online courses are required to have the same qualifications as instructors who teach face-to-face courses and the same hiring process is used. Online faculty members are evaluated using the same evaluation procedures used for traditional methods of delivery. In Spring 2011, the Distance Education Department, in collaboration with the District Online Committee, began advocating for all academic departments to adopt online special expertise requirements as part of their procedures when assigning online instructors as a way to further ensure the quality of instruction in online classes.

By April 2012, most departments had adopted the recommended or more stringent language and in March 2014 Board Policy on Distance Education was revised to require all instructors who teach online to “acquire and maintain online special expertise for online and hybrid course delivery” (19).

**Supervision and Support:** The Dean of Learning Resources and Educational Technology, in coordination with the Director of Distance Education, assures that the online learning programs continuously improve through program review, self-evaluation, and development of instructor training programs that provide pedagogical and technical support. The District Online Committee, consisting of faculty, student services and IT support services appointees, addresses pedagogical and support issues. Support services include a student help desk staffed by SRJC and a web-based Canvas help service available 365 days per year and 24 hours per day as a component of the statewide Online Education Initiative to assist students who are having technical difficulties, login problems, or challenges with the new Canvas Learning Management System.

**Information and Marketing of Online Courses for Students:** Because online courses are in such high demand, as evidenced by the previously mentioned “hits after close” reports and the fact that many online classes fill during the priority registration period, it could be argued that there is minimal need for marketing, and that demand exceeds supply. Despite this high demand, the Distance Education Department has developed and implemented a series of marketing strategies to make students fully aware of online course options. This includes the creation of a series of brief videos showcasing online instructors sharing information about their classes in the “SRJC Course QuickLooks” series, as well as social media campaigns launched to increase awareness (36). The Distance Education Department website provides a wealth of information for students to enroll and participate successfully in online classes. Existing certificates and degrees taught 50% or more online are listed with a link to the appropriate description of each. The College Catalog and the Schedule of Classes also have special sections listing online majors and certificates. The Schedule of Classes has a search function that allows students to locate all online classes. In addition, the Distance Education Department offers a web search interface to allow students to locate online classes.

**Student Satisfaction:** The District Online Committee conducts a series of student surveys to gauge the student experience in hybrid and online instruction. A survey administered in December 2014 to online students who were taking courses during the fall semester indicated over 75% overall satisfaction with the online classroom experience. Students especially appreciated the opportunity to interact with other students in the online environment and a sense of belonging is high among the online students in this regard. An executive summary of the survey results indicating student motivation for taking online

courses and perceived need, satisfaction with support services and online class experience are included in [Appendix B: Summary Findings of the Online Student Survey 2014](#).

### **Standard IIB: Library and Learning Support Services**

Students may obtain support to aid them in successful completion of their online and face-to-face course objectives through a variety of learning resources and services. The District supports student learning through its two libraries, Media Services, tutorial centers, and instructional computer labs. The libraries, one on each campus, share an exceptional collection of both print and online materials and provide computers and study areas. The SRJC libraries offer an extensive website and provide access to thousands of online resources in the form of books, e-books, journal article databases, visual and statistical databases as well as support services, such as online training guides to assist students in using complex research tools. Faculty librarians are available to provide research assistance to online students through a web-based eReference “Ask a Librarian” program. Online instruction is fully supported through a concerted effort by Learning Resources to ensure access to web-based academic materials as well as services for both face-to-face and online students.

Media Services provides media support for classrooms, faculty, and the District at all campuses and learning sites and includes a large collection of media materials. In coordination with library collection development efforts, students taking online classes are able to search, access and view streaming videos relevant to their areas of study as well as request and access common media content that may be searched through the unified web-based discovery search interface.

The tutorial centers on the Santa Rosa and Petaluma campuses provide free tutoring for students across a range of disciplines. Instructional computer labs allow students to complete online homework and other assignments for their classes. In response to recognized demand for online tutoring services to support the instructional needs of students taking distance education courses, the District offers Smartthinking Tutorial services available to all students in a wide range of disciplines. The online tutoring is easily accessible through links from each student’s personal web-based portal as well as on the District website.

### **Standard IIC: Student Support Services**

The range of student services programs meet the needs of SRJC’s diverse student population by providing information about and access to College programs; placement testing, counseling, and educational plans; financial aid and scholarships; specialized services for international students, students with disabilities, veterans, economically disadvantaged students, foster youth, and other groups; career information; and opportunities to engage in extra-curricular activities and student leadership. SRJC ensures the effectiveness of its student services program through faculty trainings and evaluation, SLO assessment, student surveys, student feedback, and self-reflection. Services and student related policies are fully explained in the College Catalog, Schedule of Classes, and SRJC websites. The District has made a concerted effort to ensure that most information, functions, and services that students require are available online. Information and services includes but is not limited to:

- Admissions and Records provides online application, registration and transcript requests.
- 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**

The District has sufficient resources to support online learning, including human resources, physical resources, technology and fiscal resources. The Distance Education Department, through the operational guidance of the Director of Distance Education and under the leadership of the Dean of Learning Resources and Educational Technology, achieves its vision by doing the following:

- Acts as the central portal for online learning and maintains the necessary infrastructure, including hardware, software, and contractual vendor relationships to support online instruction.
- Provides training and direct support to faculty and staff in use of online instructional software systems.
- 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, Instructional Computing, and Information Technology to ensure the quality of the services that it provides.

**Human Resources:** Sonoma County Junior College District 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 most academic departments include language requiring instructors to possess special online expertise prior to teaching online. The District has approved policies and procedures to ensure that qualified faculty and staff are hired, with a commitment to diversity in recruiting and hiring, and adherence to continued professional evaluation processes while creating ongoing access to professional development opportunities. To streamline processes and to provide potential applicants with an efficient application process, an online application system is used.

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.

**Physical and Technology Resources:** The District provides adequate technology infrastructure to support the online learning platforms in use for distance education, including the two legacy systems (CATE and Moodle) which are being phased out, as well as Canvas, the new statewide system that is being adopted and will be the sole platform. In addition, each fulltime faculty member has a computer as well as Internet access; adjunct faculty have access to shared office space. Students have access to computers in the campus libraries and computer laboratories. Students who prefer to use their own computers to access the District's online learning platform and learning resources may do so by connecting to the secure wireless Internet connection offered on both campuses and ancillary learning locations.

In November 2014, the District passed a \$210 million bond measure that contains language supporting the technology infrastructure needs for the District. This includes improvements to computer labs and campus Internet access to directly support and improve student connectivity to online learning resources and the District web-based Course Management System. In addition, the District plans to upgrade the student portal to include integrated access to the statewide student online orientation that is being developed.

**Fiscal Resources:** Sonoma County Junior College District has sufficient financial resources to cover the costs associated with the licensing and continual maintenance of distance education programs. The budget development process occurs through an integrated Program Planning and Review Process that occurs annually, and the budget is managed by the Director of Distance Education with the support of the Dean of Learning Resources and Educational Technology.

#### **Standard IV: Leadership and Governance**

**Decision-making Roles and Processes:** The District's participatory governance process includes faculty, staff, administration, and students and constituents engage in a systematic and collaborative decision-making process. Distance education planning is fully integrated into the strategic planning and decision-making processes and online learning programs fit 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. The Dean of Learning Resources and Educational Technology, reporting to the Senior Vice President of Academic Affairs, provides oversight of the program and works collaboratively with a Director of Distance Education, who maintains operational oversight of program infrastructure, and faculty and student services. The District Online Committee, a shared-governance committee, provides support and recommendations for the pedagogical aspects of the program.

Established processes exist to monitor and evaluate the effectiveness and learning outcomes expected through the proposed change. It is the responsibility of the Dean of Learning Resources and Educational

Technology, in collaboration with the Director of Distance Education, and in coordination with the Senior Vice President of Academic Affairs, to monitor and evaluate the effectiveness of programs conducted online. This includes participation in the annual program review process is conducted for all District programs and entails assessment of the effectiveness of the programs, assessment of student achievement measures, strengths and weaknesses, and identification of resource needs. After review and approval of this evaluation and planning process, decisions are made by the Vice Presidents to allocate requested resources and make any required program adjustments to ensure that program needs are met and that program objectives are attained. SRJC is committed to supporting distance education as it provides a sustainable option for students to complete their educational goal in a reasonable time frame.

**Chief Executive Officer:** The president is the chief executive and administrative officer of the District, as defined in Board Policy 2.21 and Procedure 2.21P and Board Policy 5.2 (37, 38, 39). These policies and procedures describe the president's duties as both an over-arching set of responsibilities and a series of specific leadership activities within the College. In his central leadership role, the College president plans and oversees an administrative structure outlined in Policy 2.2.2 (40). He maintains close contact with all aspects of the College through his Cabinet, advisory committees, and other governance groups. The proposed increase in course and program offerings and will not change, alter, or affect SRJC's ability to continue to meet this standard.

**Governing Board:** The Board of Trustees of the Sonoma County Junior College District is the governing board of the District. The Board reviews and maintains a Board Policy Manual that covers all aspects of the College's learning programs, student services, and finances, as well as its policies regarding the chief administrator. The Policy manual defines and reflects the Board's involvement in the establishment and revision of policies within the scope of the California State Constitution and acts of the State Legislature. The Board affirms District commitment to support and extend DE courses in all areas to offer more learning opportunities for students (18, 19).

## H. LIST OF APPENDICES

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### Appendix A: ACCJC Approved Online Degree Programs Offered at SRJC

#### Majors

- Administration of Justice
- Business Administration
- Business: Real Estate
- Chicano and Latino Studies
- Digital Media: Interactive Media
- Economics
- English – *Revised 2013; no longer 50% Online*
- Humanities
- Humanities and Fine Arts – *Discontinued 2015*
- Liberal Studies: Multiple Subject Teacher Preparation - *Discontinued 2011*
- Natural Sciences
- Political Science
- Psychology
- Social/Behavioral Sciences
- Sociology for Transfer
- Spanish
- University Transfer Major - *Discontinued 2008*

#### Certificates

- Account Clerk
- Accountant Assistant
- Administrative Support I – *Discontinued 2013*
- Administrative Support II – *Discontinued 2013*
- Bookkeeper
- Bookkeeper Assistant
- Business: Entrepreneurship
- Business: Payroll
- Business: Real Estate
- Computer Studies: Adobe Applications Specialist
- Computer Studies: Adobe Certification Training in InDesign
- Computer Studies: Adobe Certification Training in Photoshop
- Computer Studies: Cisco Certification Training in CCNA
- Computer Studies: IT Support
- Computer Studies: Microsoft Office Specialist
- Computer Studies: Web Designer
- Computer Studies: Web Fundamentals
- Computer Studies: Web Programmer
- Computer Studies: Web Project Management
- Customer Service – *Discontinued 2013*

#### Certificates (Continued)

- Digital Media: Interactive Media Design
- Dreamweaver Web Content Developer – *Discontinued 2014*
- General Multimedia – *Discontinued 2015*
- Legal Office Support
- Office Assistant
- Retail Management
- Tax Assistant Clerk
- Virtual Assistant: Administrative Support – *Discontinued 2013*
- Virtual Assistant: Bookkeeping - *Discontinued 2013*
- Virtual Assistant: Promotional/Marketing - *Discontinued 2013*
- Web Graphic Production – *Discontinued 2015*
- Website Development: ASP Programmer – *Discontinued 2015*
- Website Development: Java Programmer – *Discontinued 2015*
- Website Development: JavaScript Programmer – *Discontinued 2015*

## Appendix B: Summary Findings of the Online Student Survey 2014

**Introduction:** In order to learn more about the demographic make-up, the needs of and the challenges faced by online students, the District Online Committee surveyed 206 online students in fall 2014. The survey instrument was based on a survey previously delivered to online students in spring 2011 which had been developed working collaboratively with the Office of Institutional Research and with the support of the IT department. The survey gave students an opportunity to make comments on a number of questions.

**Student Motivation:** The majority of the responding students took online classes because of the scheduling flexibility (63%) and not having to travel to campus (8%). Of an additional 8.25% who reported “other” reasons for taking an online class, nearly 65% offered concerns relevant to schedule convenience and transportation as motivating factors. The majority of comments presented for the prompt, “Please select the most important reason for taking this course in the online format,” were *geographical, convenience, and efficient use of time*. The majority of the classes are completely online (80%) and nearly all of the students completed their online classes in the fall of 2014 (99%).

**Technology Skill Levels:** Students self-reported that they possess very high technology skill levels; 74% of the responding students reported that their overall comfort level with technology is high or very high. Whether it is email, web browsing, attaching documents or word processing, over 70% of the students reported that their skill level is either high or very high. Students indicated less comfort in skills such as creating video/audio recordings (31% comfort level high or very high), adjusting system preferences (55% comfort level high or very high), and uploading and downloading software files (56% comfort level high or very high).

The majority of students self-reported as receiving little technical assistance for their online classes. When needed the instructor is who students seem to turn to for assistance; students reported receiving a lot (19%) or some (26%) technical assistance from their instructor.

**Student Readiness:** The majority (70%) of students responded that they did not attend a face-to-face orientation with the instructor. Of those that did, 14% attended an optional orientation and 16% attended a mandatory orientation

The majority of students (90%) said they did not take SRJC’s College Skills 334 (“How to Take an Online Course”) before or during the semester and of the 10% who indicated they took College Skills 334, 50% indicated it was very useful to them.

**Satisfaction with Online Services and Online Classroom Experience:** The online support services reported highest use were the majors and certificates website (42%), accessing library resources and services online (31%), making bookstore textbook purchases (38%) and seeking financial aid information (31%).

As to specific aspects of the online classroom, students are satisfied with the majority of them (about 75%) except for online textbook and chat services, which both hovered around 35%. In regards to the learning community aspects of the online class students reported just over 50% satisfaction with interactions with other students and a sense of belonging in the class. However, collaboration in group

projects showed a low rate of use reflecting that only 23% were satisfied with their experience participating in a group project. Over 80% expressed satisfaction of ease of communicating with their instructor.

The types of office hours students used varied with over 55% using one of these methods: email and message list; face-to-face in Santa Rosa; and synchronous online (Chat).

The satisfaction level was high for students who self-identified as a person with a disability with 91% responding that all or some of their needs were being met in regards to the required or reasonably necessary portions of their course being provided in an accessible format.

Students responded that the greatest challenges for participating in online classes were cost of text books (35%) or job pressures (39%) (time/schedule conflicts) while 19% listed communicating with the instructor, family pressure or responsibilities and distractions/conflicts at home. 16% listed lack of self-discipline to study and go to the class site and 9% listed easy access to course related information and materials.

**Workload:** The majority of students responded (61%) that the workload of courses matched their expectations while 32% said it was more work than expected and 7% claimed there was less work than expected.

The majority of students (59%) responded that the time requirements of the course matched their expectations while 35% felt more time was required than they expected and 6% claimed less time was required than expected.

**Overall Satisfaction with Online Courses:** The majority of students (77%) claimed overall satisfaction with the quality of the online courses. Based on their experiences in online classes 80% stated they would you take another online course at SRJC with 12% stating maybe and 8% stating they would not.

**Student Demographics:** In regards to the total number of college units completed prior to the online course, 14% reported taking 1 to 15 units, 15% reported 16 to 29 units, 23% reported 30 to 59 units and 48% reported 60+ units.

As to the number of online college units completed prior to the online course, 69% reported taking 1 to 15 units, 13% reported 16 to 29 units, 11% reported 30 to 59 units and 7% reported 60+ units.

In the area of the number of hours per week students work, 10% reported none, 11% reported 1-10 hours, 13% reported 11-20 hours, 20% reported 21-30 hours, 19% reported 31- 40 hours, and 27% reported over 40 hours.

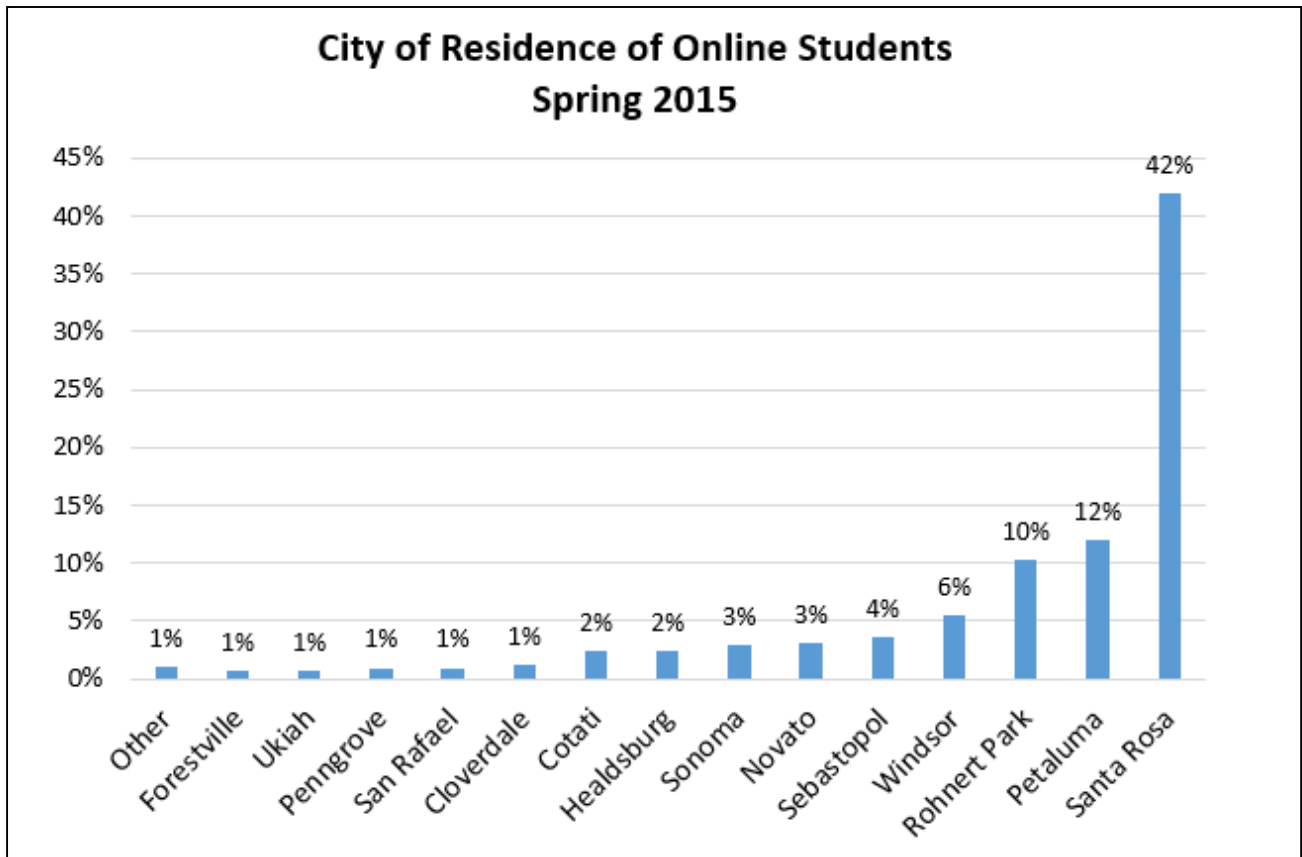


## Appendix C: SRJC Online Student Assessment and Demographic Information

	F 11	SP 12	F 12	SP 13	F 13	SP 14	F 14	SP 15	F 15
<b>Online Enrollment</b>	6512	5989	5694	5720	5595	6601	5862	6865	6385
<b>Online FTES</b>	529	492	455	449	439	563	504	605	571
<b>Online Retention</b>	72%	70%	70%	72%	69%	68%	66%	68%	67%
<b>Online GPA</b>	2.71	2.54	2.66	2.59	2.46	2.47	2.47	2.52	2.51

**Online enrollment, FTES, Retention and GPA data from fall 2011 through fall 2015.**

Source: Santa Rosa Junior College. Datamine. Student Success Spreadsheet and Enrollment Trend Spreadsheets, January 2016 (21, 41).



**City of residence for online students enrolled in SRJC in spring 2015.**

Source: Santa Rosa Junior College. Instructional Technology Department. Student Information System Spring Registration Excel Spreadsheet, January 2016 (42).

## Appendix D: Student Support Services

Student Services	
Admissions & Records	<a href="http://admissions.santarosa.edu/">http://admissions.santarosa.edu/</a>
Assessment	<a href="http://www.santarosa.edu/app/placement/">http://www.santarosa.edu/app/placement/</a>
Counseling	<a href="http://counseling.santarosa.edu/">http://counseling.santarosa.edu/</a>
Counseling-Ask A Counselor	<a href="http://counseling.santarosa.edu/online-counseling">http://counseling.santarosa.edu/online-counseling</a>
Counseling-Orientation Options	<a href="http://counseling.santarosa.edu/orientation-options">http://counseling.santarosa.edu/orientation-options</a>
Career Development Services	<a href="http://www.santarosa.edu/for_students/student_resources/career-development-services/">http://www.santarosa.edu/for_students/student_resources/career-development-services/</a>
Student Financial Services	<a href="http://financialaid.santarosa.edu/welcome-financial-aid-office">http://financialaid.santarosa.edu/welcome-financial-aid-office</a>
Disability Resources	<a href="http://drd.santarosa.edu/">http://drd.santarosa.edu/</a>
International Student Programs	<a href="http://international.santarosa.edu/international-student-program">http://international.santarosa.edu/international-student-program</a>
Schools Relations & Outreach	<a href="http://schools-relations.santarosa.edu/">http://schools-relations.santarosa.edu/</a>
Student Affairs	<a href="http://www.santarosa.edu/for_students/student_affairs/">http://www.santarosa.edu/for_students/student_affairs/</a>
Student Affairs-Bearfacts	<a href="http://www.santarosa.edu/for_students/student_affairs/bearfacts/">http://www.santarosa.edu/for_students/student_affairs/bearfacts/</a>
Student Affairs-Forms	<a href="http://www.santarosa.edu/for_students/student_affairs/forms.shtml">http://www.santarosa.edu/for_students/student_affairs/forms.shtml</a>
Student Affairs-Calendar	<a href="http://www.santarosa.edu/for_students/student_affairs/event-calendar/index.shtml">http://www.santarosa.edu/for_students/student_affairs/event-calendar/index.shtml</a>
Student Affairs-Complaints/Grievances	<a href="http://www.santarosa.edu/for_students/rules-regulations/student-complaint.shtml">http://www.santarosa.edu/for_students/rules-regulations/student-complaint.shtml</a>
Student Employment	<a href="http://www.santarosa.edu/for_students/student_resources/career-center/student-employment/">http://www.santarosa.edu/for_students/student_resources/career-center/student-employment/</a>
Student Health	<a href="http://shs.santarosa.edu/">http://shs.santarosa.edu/</a>
Student Portal	<a href="https://portal.santarosa.edu/SRWeb/SR_Login.aspx?ReturnUrl=/SRWeb/Portal.aspx">https://portal.santarosa.edu/SRWeb/SR_Login.aspx?ReturnUrl=/SRWeb/Portal.aspx</a>
CalWORKs	<a href="http://calworks.santarosa.edu/">http://calworks.santarosa.edu/</a>
Transfer Center	<a href="http://www.santarosa.edu/instruction/prepare_for_transfer/">http://www.santarosa.edu/instruction/prepare_for_transfer/</a>

## Appendix D: Student Support Services (Continued)

Online Learning Services and Online Student Readiness Support	
Tutorial Centers	<a href="http://college-skills.santarosa.edu/tutorial-centers">http://college-skills.santarosa.edu/tutorial-centers</a>
SmartThinking Tutorial Services	<a href="http://www.smarthinking.com/">http://www.smarthinking.com/</a>
How to Access SmartThinking Online Tutorial Services	<a href="http://de.santarosa.edu/free-online-tutoring-srjc-students-0">http://de.santarosa.edu/free-online-tutoring-srjc-students-0</a>
Distance Education	<a href="http://de.santarosa.edu/">http://de.santarosa.edu/</a>
Student Information	<a href="http://de.santarosa.edu/student-information">http://de.santarosa.edu/student-information</a>
Requirements for New Online Learners	<a href="http://de.santarosa.edu/new-online-learning">http://de.santarosa.edu/new-online-learning</a>
Online Student Readiness	<a href="http://online-learning.santarosa.edu/student-readiness">http://online-learning.santarosa.edu/student-readiness</a>
Online Preparedness Quiz	<a href="http://online.santarosa.edu/catedocs/assessment.html">http://online.santarosa.edu/catedocs/assessment.html</a>
Student Help Desk Information	<a href="http://de.santarosa.edu/student-help-desk">http://de.santarosa.edu/student-help-desk</a>
Online Technical Requirements	<a href="http://online-learning.santarosa.edu/technical-requirements">http://online-learning.santarosa.edu/technical-requirements</a>
Online Degrees and Certificates	<a href="http://de.santarosa.edu/online-degrees-certificates">http://de.santarosa.edu/online-degrees-certificates</a>
SRJC Online Course QuickLooks	<a href="http://www.3cmediasolutions.org/playlists/616">http://www.3cmediasolutions.org/playlists/616</a>

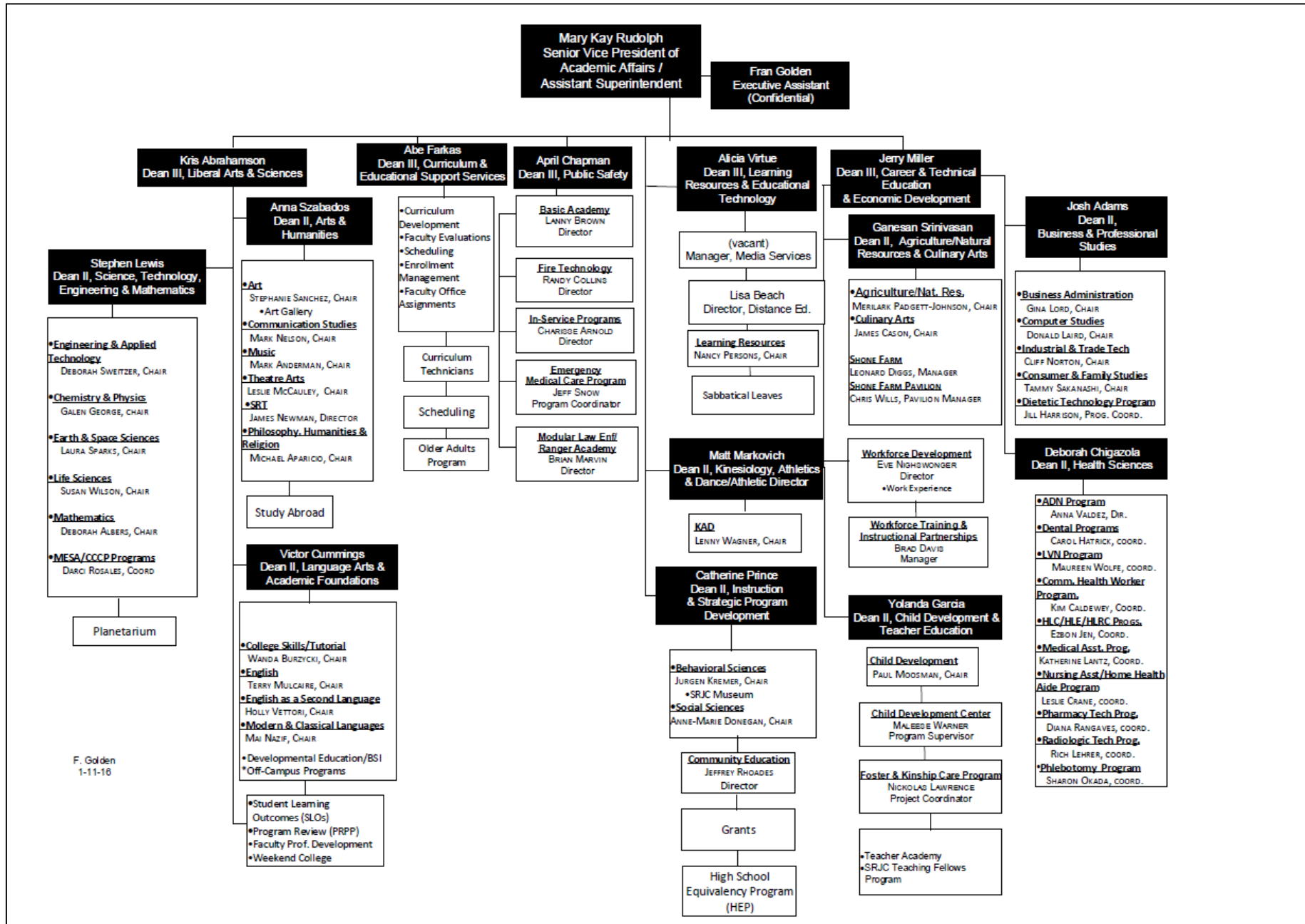
Library and Learning Resources	
SRJC Libraries	<a href="http://www.santarosa.edu/library/">http://www.santarosa.edu/library/</a>
Library Discovery Service Search (Databases, E-Books, E-Resources)	<a href="http://search.ebscohost.com/login.aspx?direct=true&amp;setup=1&amp;custid=s8482554&amp;groupid=main&amp;profid=eds&amp;mode=and&amp;lang=en&amp;authtype=ip,guest">http://search.ebscohost.com/login.aspx?direct=true&amp;setup=1&amp;custid=s8482554&amp;groupid=main&amp;profid=eds&amp;mode=and&amp;lang=en&amp;authtype=ip,guest</a>
Library Books and Media Search	<a href="http://library.santarosa.edu/vwebv/searchAdvanced">http://library.santarosa.edu/vwebv/searchAdvanced</a>
Ask a Librarian Chat and FAQ	<a href="http://libanswers.santarosa.edu/">http://libanswers.santarosa.edu/</a>
Guide on the Side Online Library Research Tutorials	<a href="http://www.santarosa.edu/library/services/lsp.html">http://www.santarosa.edu/library/services/lsp.html</a>
LibGuide Library Resource Finders	<a href="http://libguides.santarosa.edu/index.php">http://libguides.santarosa.edu/index.php</a>
New Library Titles	<a href="http://www.santarosa.edu/library/features/new.html">http://www.santarosa.edu/library/features/new.html</a>
Library Virtual Tour	<a href="http://www.santarosa.edu/library/about/doyletour1.html">http://www.santarosa.edu/library/about/doyletour1.html</a>
Library Orientation Videos	<a href="http://www.youtube.com/watch?v=1vi3WUfZmXY&amp;feature=c4-overview-vl&amp;list=PLa85ueDNAmDGDiaTv5tZ_CF-9nM3q7D7E">http://www.youtube.com/watch?v=1vi3WUfZmXY&amp;feature=c4-overview-vl&amp;list=PLa85ueDNAmDGDiaTv5tZ_CF-9nM3q7D7E</a>

## Appendix E: Professional Development Resources for Online Instructors

The Distance Education Department is co-located with the Center for Excellence in Teaching in Learning and provides a broad range of training opportunities for instructors. Workshops and training sessions in online pedagogy and effective use of educational technology in online and hybrid instruction are delivered by an Instructional Designer, Assistive Technology Assistant, and several Canvas Upgrade Team members. Faculty experts help deliver special topic training in conjunction with the Center for Excellence in Teaching and Learning. The Distance Education Department assists faculty in the development of online materials and course structure, supports best practices in pedagogy, and assures that courses are accessible to students with disabilities.

Professional Development Resources for Online Instructors	
<b>Faculty Information: Developing and Teaching Online Courses</b>	<a href="http://de.santarosa.edu/faculty-information">http://de.santarosa.edu/faculty-information</a>
<b>Resources for Teaching Online</b>	<a href="http://de.santarosa.edu/teaching-online">http://de.santarosa.edu/teaching-online</a>
<b>Moving a Face-to-Face Class into an Online Environment</b>	<a href="http://de.santarosa.edu/moving-face-face-class-online-environment">http://de.santarosa.edu/moving-face-face-class-online-environment</a>
<b>Best Practices</b>	<a href="http://de.santarosa.edu/content/best-practices-overview">http://de.santarosa.edu/content/best-practices-overview</a>
<b>Best Practices – Course Design</b>	<a href="http://de.santarosa.edu/content/best-practices-course-design">http://de.santarosa.edu/content/best-practices-course-design</a>
<b>Best Practices – Communication Strategies</b>	<a href="http://de.santarosa.edu/content/best-practices-communication-strategies">http://de.santarosa.edu/content/best-practices-communication-strategies</a>
<b>Best Practices – Assessment</b>	<a href="http://de.santarosa.edu/content/best-practices-assessment">http://de.santarosa.edu/content/best-practices-assessment</a>
<b>Best Practices – Learner Support</b>	<a href="http://de.santarosa.edu/content/best-practices-learner-support">http://de.santarosa.edu/content/best-practices-learner-support</a>
<b>Best Practices - Syllabus</b>	<a href="http://de.santarosa.edu/content/best-practices-syllabus">http://de.santarosa.edu/content/best-practices-syllabus</a>
<b>Canvas Trainings and Tutorials</b>	<a href="http://de.santarosa.edu/content/canvas-training-tutorials">http://de.santarosa.edu/content/canvas-training-tutorials</a>
<b>Canvas Help</b>	<a href="http://de.santarosa.edu/content/faculty-help-canvas">http://de.santarosa.edu/content/faculty-help-canvas</a>
<b>Distance Education Policies</b>	<a href="http://de.santarosa.edu/distance-education-policies">http://de.santarosa.edu/distance-education-policies</a>

# Appendix F: Academic Affairs Organization Chart



**Appendix G: Sonoma County Junior College District Board of Trustees Action to Approve the Substantive Change Proposal Request**



# Santa Rosa Junior College

TO:	BOARD OF TRUSTEES	ITEM NO.
FROM:	PRESIDENT	
SUBJECT:	Substantive Change Proposal for Twenty-One (21) Online Degrees and Twelve (12) Online Certificates	DATE 2-9-2016
REASON FOR BOARD CONSIDERATION	<b>CONSENT</b>	ENCLOSURES 1 of 1

**BACKGROUND**

The Accrediting Commission for Community and Junior Colleges/Western Association for Schools and Colleges (ACCJC/WASC) requires member institutions to submit requests for approval of substantive change proposals when programs change substantively, especially in cases when the programs meet the threshold of 50% or more in terms of Distance Education delivery. With the continued expansion of the District’s online program, SRJC is submitting such a proposal for twenty-one (21) new online majors in Agriculture Business Management, Anthropology, Anthropology for Transfer, Art History for Transfer, Communication Studies for Transfer, Elementary Teacher Education for Transfer, Environmental Studies, Fire Technology, French, Global Studies, History for Transfer, Journalism, Journalism for Transfer, Journalism: Digital for Transfer, Latin American Studies, Paramedic, Political Science for Transfer, Psychology for Transfer, Religious Studies, Spanish for Transfer and Women’s and Gender Studies. The proposal also includes twelve (12) new online certificates in Administrative Assistant, Agriculture Business Management, Child Development: Associate Teacher, Children in the Justice System, Computer Studies: Adobe Certification Training in Illustrator, Corrections, Hospitality: Front Office Management, Journalism: Digital, Law Enforcement, Paramedic, Real Estate Sales and Water Utility Operations.

The complete proposal will be provided to the Board under separate cover.

**BUDGET IMPACT**

None.

**ADMINISTRATIVE RECOMMENDATION**

A recommendation that the Board of Trustees approve the submission of a Substantive Change Proposal to the Accrediting Commission for Community and Junior Colleges/ Western Association of Schools and Colleges (ACCJC/WASC).

## I. LINKS TO EVIDENCE

**1. Sonoma County Junior College District Board Policy 1.1: Vision, Mission Statement, Values**

<http://www.santarosa.edu/polman/1mission/1.1.pdf>

**2. Santa Rosa Junior College Fact Book 2014. Class Size by Cluster, Class Size, and Class Location**

<http://fact-book.santarosa.edu/class-sizes-cluster-class-type-and-class-location>

**3. Sonoma County Junior College District Board Policy 3.28: Distance Education**

<http://www.santarosa.edu/polman/3acadpro/3.28.pdf>

**4. Educational Master Plan (2014-2017), page 23**

<http://accreditation.santarosa.edu/files/EducationPlansCombined.pdf>

**5. District Online Committee. Online Student Survey Results Fall 2014**

<https://bussharepoint.santarosa.edu/committees/district-online/Committee%20Documents/Fall%2014%20Online%20Student%20Survey%20Results.pdf>

**6. California Community Colleges Chancellor's Office. Data Mart. Distance Education (DE) Full Time Equivalent Students (FTES) Summary Report. Excel Spreadsheet.**

**7. Santa Rosa Junior College Fact Book 2014. Unmet Demand for Courses.**

<http://research.santarosa.edu/unmet-demand-courses>

**8. Curriculum Review Committee. Curriculum Review Process**

<http://curriculum.santarosa.edu/sites/curriculum.santarosa.edu/files/Approval%20Path%20and%20Steps%20for%20New%20Course%20Proposal.pdf>

**9. SRJC College Catalog, 2015-16**

<http://admissions.santarosa.edu/sites/admissions.santarosa.edu/files/2015-16%20SRJC%20Catalog.pdf>

**10. SRJC Institutional Information Report, page 10.**

<http://accreditation.santarosa.edu/sites/accreditation.santarosa.edu/files/01-AccreditationWeb-Institutional-Information-20150116.pdf>

**11. Strategic Enrollment Management Plan (2015-18), pages 32-34.**

<http://www2.santarosa.edu/f/?nARDTFXK>

**12. Institutional Technology Group. Strategic Master Plan for Information Technology, pages 6-8**

<https://bussharepoint.santarosa.edu/committees/institutional-technology/Committee%20Documents/ITG%20Tech%20Plan%202015%20Final.pdf>

**13. Distance Education Policies Webpage**

<http://de.santarosa.edu/distance-education-policies>

**14. Online Education Initiative Webpage**

<http://ccconlineed.org/>

**15. Online College Project Webpage**

<http://de.santarosa.edu/online-college-project>

**16. Sonoma County Junior College District Board Policy 8.1.5: Attendance Requirements**

<http://www.santarosa.edu/polman/8stuserv/8.1.5.pdf>

**17. Sonoma County Junior College District Board Policy 8.1.5P: Procedures for Attendance Requirements**

<http://www.santarosa.edu/polman/8stuserv/8.1.5P.pdf>

**18. Sonoma County Junior College District Board Policy 3.28: Distance Education**

<http://www.santarosa.edu/polman/3acadpro/3.28.pdf>

**19. Sonoma County Junior College District Board Policy 3.28P: Procedures for Distance Education**

<http://www.santarosa.edu/polman/3acadpro/3.28P.pdf>

**20. Student Learning Outcomes Assessment Webpage**

<http://slo.santarosa.edu/>

**21. Santa Rosa Junior College. Datamine. Student Success Excel Spreadsheet**

**22. Sonoma County Junior College District Board Policy 8.1.5: Accessibility of Online and Web-based Instructional Materials**

<http://www.santarosa.edu/polman/3acadpro/3.12.3.pdf>

**23. Sonoma County Junior College District Board Policy 8.1.5: Procedures for Accessibility of Online and Web-based Instructional Materials**

<http://www.santarosa.edu/polman/3acadpro/3.12.3P.pdf>



**24. Schedule of Classes Website**

[https://portal.santarosa.edu/SRWeb/SR\\_ScheduleOfClasses.aspx](https://portal.santarosa.edu/SRWeb/SR_ScheduleOfClasses.aspx)

**25. Sonoma County Junior College District Board of Trustees District Governance Website**

<http://trustees.santarosa.edu/>

**26. District Information. Organizational Charts Webpage**

<http://www.santarosa.edu/hr/district-information/>

**27. Student Learning Outcomes Showcase of Examples Webpage**

<http://slo.santarosa.edu/showcase>

**28. Sonoma County Junior College District Board Policy 3.8: Academic Freedom**

<http://www.santarosa.edu/polman/3acadpro/3.8.pdf>

**29. Faculty Handbook**

<http://pd.santarosa.edu/faculty-and-staff-handbook>

**30. All Faculty Association Webpage**

<https://www.santarosa.edu/afa/articles.shtml>

**31. Online Student Services**

<http://de.santarosa.edu/online-student-services>

**32. Locating Your Online Course Webpage**

<http://de.santarosa.edu/find-your-online-course>

**33. Institutional Effectiveness Assessment Report: Benchmarks for Santa Rosa Junior College**

<http://planning.santarosa.edu/sites/planning.santarosa.edu/files/IE%20Assessment%20Report%202014%20-%20Oct%2014%202014.pdf>

**34. 2014-19 Strategic Plan Scorecard Website**

<http://strategic-planning.santarosa.edu/2014-19-strategic-plan-scorecard>

**35. Sonoma County Junior College District Board Policy 3.6: Program Review, Evaluation, Revitalization and Discontinuance**

<https://www.santarosa.edu/polman/3acadpro/3.6.pdf>

**36. SRJC Course QuickLooks (Videos) Webpage**

<http://www.3cm mediasolutions.org/playlists/616>

**37. Sonoma County Junior College District Board Policy 2.21: Development and Adoption of District Policies and Administrative Procedures**

<http://www.santarosa.edu/polman/2govern/2.1.pdf>

**38. Sonoma County Junior College District Board Policy 2.21P: Procedures for Developing and Revising District Policies and Procedures**

<http://www.santarosa.edu/polman/2govern/2.1P.pdf>

**39. Sonoma County Junior College District Board Policy 5.2: Superintendent/President's Budget Activities**

<http://www.santarosa.edu/polman/5finance/5.2.pdf>

**40. Sonoma County Junior College District Board Policy 2.2.2: Administrative, Classified Management and Confidential Positions**

<http://www.santarosa.edu/polman/2govern/2.2.2.pdf>

**41. Santa Rosa Junior College. Datamine. Enrollment Trend Excel Spreadsheet.**

**42. Santa Rosa Junior College. Instructional Technology Department. Student Information System Spring Registration Excel Spreadsheet.**