

REDWOODS COMMUNITY COLLEGE DISTRICT

REGULAR MEETING OF THE ACADEMIC SENATE

College of the Redwoods

- **Eureka: 7351 Tompkins Hill Road– Board Room – SS 202**
- **Crescent City: 883 W Washington Blvd, Room E-3**

December 2, 2016 – 1 PM

AGENDA

1. Call to Order
2. Introductions and Public Comments: Members of the audience are invited to make comments regarding any subject appropriate to the Academic Senate.
3. Approve November 18, 2016 Academic Senate Minutes: Connie Wolfsen (Attachment)
4. Action Items
   - 4.1 None
5. Discussion
   - 5.1 Accreditation Update (Standard I.A.1-4): Angelina Hill and or George Potamianos (Attachment to be posted Thursday, Dec. 1)
   - 5.2 Distance Education Substantive Change Draft Plan: Angelina Hill and Cathy Cox (Attachment)
   - 5.3 Spring 2017 Distance Education Summit Planning: Connie Wolfsen and Todd Olsen
   - 5.4 Student Technology Survey Results Regarding Instructors: Angelina Hill (Attachment to be provided)
6. Reports
   - 6.1 Associated Students of College of the Redwoods (ASCR) Update: Brian Ariolla
   - 6.2 Retention Alert Pilot and Future Plans: Sheila Hall
   - 6.3 College Update: Angelina Hill
   - 6.4 Fall 2016 Plenary Report, Part Two: Todd Olsen
7. Future Agenda Items: Senators are encouraged to request to place an item on a future agenda
8. Announcements and Open Forum
   - 8.1 CRFO/Senate Joint Planning Committee: Work-to-Contract
   - 8.2 Academic Senate Website http://internal.redwoods.edu/Senate/
   - 8.3 District Meeting Calendar/Website - http://internal.redwoods.edu/
9. Adjourn

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Next Spring Meetings:
January 20, 2017
February 3
February 17
March 3
April 7 (late start at 1:30)
April 21
May 5



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November 18, 2016 – 1 PM

MINUTES

Members Present: Connie Wolfsen, Todd Olsen, Stuart Altschuler, Brian Arriola, Kristy Carlsen, Mike Dennis, Chris Gaines, Angelina Hill, Erik Kramer, Kerry Mayer, Will Meriwether (by phone), Ruth Moon, Hillary Reed, Mike Richards, Wendy Riggs, Sandra Rowan, Tony Sartori, Lisa Sayles, and Sally Urban.

Members Absent: All Present.

Guest Speakers: George Potamianos, Marla Gleave, Lupita Martinez, Renee Saucedo

1. Call to Order: Co-President Wolfsen called the meeting to order at 1:03 pm.
2. Introductions and Public Comments: Co-President Wolfsen welcomed everyone and asked for any comments pertinent to Senate business.
3. Approve November 4, 2016 Academic Senate Minutes: On a motion by Mike Richards, seconded by Erik Kramer, the minutes were approved.
4. Action Items
   - 4.1 Approve *BP/AP 4103 Work Experience*: On a motion by Mike Richards, seconded by Sally Urban, the procedure was discussed. There was some confusion over possibly not having the latest revision, but it was determined that the version presented was the latest. There were suggested revisions from the floor (be consistent with CWE/CWEE designation, a couple of missing commas, and clarification of one piece in the second-to-last paragraph). With those updates being made, and review of the final document by the Co-Presidents, the policy and procedure were approved by roll call vote: Altschuler – y; Carlsen – y; Dennis – y; Gaines – y; Kramer – y; Mayer – y; Meriwether – y; Moon – y; Reed – y; Richards – y; Riggs – y; Rowan – y; Sartori – y; Sayles – y; Urban – y.
5. Discussion
   - 5.1 Accreditation Update (Standard II.B.1-4 and II.C.4): George Potamianos took notes as to suggestions for content and evidence. He thanked Ruth Moon and Cathy Cox for their review/revisions to the Library Services Standard. George will be bringing *Standard IV: Leadership and Governance* next and the AOC will begin work on *Standard I: Mission, Academic Quality and Institution Effectiveness, and Integrity*.
   - 5.2 CTE Strong Workforce Funding & Criteria: Marla Gleave presented a PowerPoint demonstration on the Workforce funding process. She walked the Senators through the presentation and then answered questions. Notes: State data is used for employment and earnings information. Using allocated funds isn't a free-for-all; the team has been working all term and getting input from faculty regarding what's going to happen today, tomorrow, next year… There is no indication/promise that we'll get more funding in 3 years. Success is measured by FTE growth. CR can't be seen as supplanting any part of current functions with these allocations. Funding could affect the general fund after three years. What are the current Programs? Marla only recently received them, and hasn't had the opportunity to read them all. The program needs can involve equipment, new courses, etc. as long as it doesn't supplant. It does not replace CTEA and has no effect on CTEA money. Everything that qualifies will be marketed. Are there funds allocated to DN? The funding is not site-specific; funding depends on the growth of CTE overall.

5.3 Noncredit Curriculum Approval: Co-Presidents Wolfsen and Olsen explained that a discussion occurred regarding the problem of faculty not having oversight over noncredit programs and whether we want to put them on moratorium until the problems can be reviewed per *AP 4021 Revitalization or Discontinuation Process.* Co-President Olsen is already assembling the committee and setting up meetings. Who will be sad/mad if we put them on moratorium? What is the impact? One impact would be that new courses would not be being developed. Would it include revisions of current courses and how long would the AP 4021 process take? Honors took a couple months, but this would probably take longer; the timeline is prescribed in the procedure. George Potamianos remembers we did this with GE, and the Senate put a moratorium on GE courses until it got sorted out. One opinion is that the process is messy and needs some oversight and so all courses under the program should be under the halt. Rick Jordan was in the audience and said that there are no new courses being developed, but that there are several under revision that will be impacted if the moratorium affects revisions to existing courses. He also likes the idea of the 4021 process, as they have had other problems. The Senate can create the parameters of the moratorium based on today's input. The local industry would be impacted if the moratorium goes very long… The Co-Presidents could write up a statement for action on December 2; but the discussion should involve others, such as Ahn Fielding, Marla Gleave, Rick Jordan, Connie Lorenzo… Marla will talk to a few people. Trish Blair and Joe Hash also oversee a lot of the noncredit courses. **Noncredit is held to the same standards as credit courses**, and our own accreditation makes it necessary to get these problems resolved. Fiscal needs and local industry impact must be part of the conversation. If the entire program is under review by 4021, it could solve many of the concerns.

6. Reports

6.1 Associated Students of College of the Redwoods (ASCR) Update: Brian Ariolla reported that ASCR is under a transition, and wanted to thank "rock star and angel" Angelina Hill for her excellent help, especially enabling ASCR Senators to attend the General Assembly early this month. She is also helping them find a new Advisor, so there may be other changes coming along.

6.2 CR Outreach Team – Recruiting Volunteers: Lupita Martinez of the Outreach Team came to ask the Senators to assist the Team in finding Volunteers for the Spring 2017 "I've Been Admitted to College" sessions that are scheduled for March 10, March 24, and April 7. They are expecting 1200 students (400 at each of three events), and would like faculty to volunteer to SHOWCASE their programs for 1 hour sessions that are geared to show 7th graders that going to college is a possibility for everyone. Please let the Team know of your availability by email to outreach@redwoods.edu. Asked if the Team could offer an example of which schools will be attending the events, Lupita answered that the Humboldt County Office of Education (HCOE) does all the planning, but that if she can acquire that information, she will share it with the Senate. Angelina Hill offered her thanks to the Outreach Team, and that she is hearing great things about their efforts.

6.3 College Update: Angelina Hill began her report with the announcement that Will Meriwether will be the new ASCR advisor, which is exciting due to his being on the Del Norte campus, and they will figure out how to make it all function well. She reported that the AT building closure for next summer will happen, but it will also be closed during summer 2018 in order to do HVAC and other work not done in summer 2017. Her third point was that there have been four Visioning Sessions, and that there is a community event on November 30. #4: she reported that with help from Tony Sartori and lab personnel, they are making efforts at alleviating the toxic water problem on campus. In the meantime, they are being extremely diligent with all their waste liquids going into buckets, etc. #5: There will be a Faculty Prioritization meeting on November

19. #6: We will have another Professional Resource Team (PRT) visit like we had last month. They've given us a set of options called "Menu of Options" that includes implementing a Curriculum Management System (CMS), recommendations for audit processes, management, etc. They will return to discuss these options and provide resources for implementing the CMS. #7: HSU recently received an Innovation Award that at the time did not include CR, but yesterday Keith Snow-Flamer and Angelina met with HSU personnel and we are now "seated at the table" for the Award. Some components are marketing funding and expansion of the "I've Been Admitted to College" event, etc. This is in collaboration with HCOE and the Humboldt Area Foundation (HAF). All involved have contracts with Bi-Coastal Media. The next Innovation Award is specifically for California Community Colleges. She left time for questions and was asked when we would be getting a Visioning report; she responded that after the last one, they will put it through a data tool and a document will be presented as part of the Education Master Plan (which has been on hiatus, but has two sections added for Klamath/Trinity and Del Norte sites).

6.4 Student Equity and Plans: Renee Saucedo presented her report. She had a PowerPoint presentation, but it was not given to support in time to share with phone Senator. A copy of the PowerPoint will be sent to Senators after the meeting. After she went through her points, she asked "How can faculty and Senate support the work?" They can help by attendance and participation in events and/or bring your classes to events. An upcoming events list: December 2 faculty meeting with a lively student panel. Attendees will hear from underrepresented students. Also on December 8, there will be an Equity Dinner from 6 to 8 pm in the Board Room, leading a conversation on classroom dynamics including "Micro Aggressions and Unconscious Bias.". Faculty must be the front line for student equity. The President's Advisory Board that includes representatives from several different communities on campus is moving forward.

6.5 Fall Plenary Update: Co-President Olsen went through his PowerPoint presentation that highlighted what he learned at Plenary, including some pointers for Accreditation visits, a visit with the Interim Chancellor and many valuable ideas and new knowledge of the workings of the ASCCC (Academic Senate for California Community Colleges). He also expressed his opinion that Resolutions by this Senate are a valuable tool for communicating Senate values to the Board of Trustees, and feels the Senate should be constructing regular Resolutions in future, not just for divisive issues, but also for sending positive issues about Senate to the Board. He will present part two of his Plenary overview at a future meeting.

7. Future Agenda Items: There was a request for a Pelican Bay report, and for a discussion about expanding curriculum. Also, Rick Jordan may provide an Adult Education overview at a future date.

8. Announcements and Open Forum
   - 8.1 Thursday and Friday November 24 & 25 – Thanksgiving Holiday
   - 8.2 Academic Senate Website http://internal.redwoods.edu/Senate/
   - 8.3 District Meeting Calendar/Website - http://internal.redwoods.edu/

9. Adjourn: On a motion by Kerry Mayer, seconded by Wendy Riggs, the meeting was adjourned at 3:04 pm.

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SUBSTANTIVE CHANGE PROPOSAL – Distance Education

Request to Deliver 50% or more of course offerings for
AA/AS Degree and Certificate Programs via
Distance Education

Submitted by

College of the Redwoods
7351 Tompkins Hill Rd
Eureka, CA 95501

Submitted to

The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Date of Submission:

Prepared by

Dr. Angelina Hill, Interim Vice President for Instruction and Student Development
Ms. Catherine Cox, Director, Library and Technology Enhanced Instruction

DRAFT

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A. Description of Proposed Change

The Redwoods Community College District covers 10,000 square miles and is home to many people who are unable to come to a campus or site for instruction. In an effort to enhance educational access to all students, College of the Redwoods (CR) is proposing to offer online learning options for AA/AS/AS-T/AA-T degree and Certificate programs. These options provide 50% or more of the program course work via distance learning modalities which may include both synchronous and asynchronous on-line and hybrid delivery methods. These methods will include web-based learning management systems, video, and web-conferencing systems.

In response to student demand and attempts to provide needed access to all of the District's constituencies outside of the campus locations or site areas, College of the Redwoods (CR) has been developing an array of distance education courses that allow students to fulfill more of their AA/AS and transfer degree goals. In addition, as research around teaching and learning has moved toward more interactive modalities that engage the learner, and away from the primarily face to face lecture formatted instruction, our instructors are working to provide the most interactive experience possible in each of the distance delivery modalities. In some cases, we believe the best option may be a mix of the modalities instead of reliance on only one delivery methodology (hybrid).

This proposal will detail the need for substantive change approval, and how this need relates to the District's mission, Strategic Plan for 2012-2017, and Education Master Plan for 2012-2017. This proposal will also detail how the District plans to deliver quality programs via DE through subsequent organizational planning, resource allocation, course approval processes, instructor certification, and related assessment and evaluation.

Relationship to College Mission

All offerings at the College of the Redwoods, including Distance Education offerings, are aligned with its Mission.

MISSION

College of the Redwoods puts student success first by providing accessible and relevant developmental, career technical, and transfer education.

The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area.

The College continually assesses student learning and institutional performance and practices to embrace diversity, to encourage a healthy community environment, and to improve upon the programs and services we offer, all to promote student learning.

The Distance Education Program at College of the Redwoods is dedicated to using the creative application of technology to extend student access to higher education. While maintaining the College's standards of quality, distance education creates successful learning environments and decreases barriers to student learning such as time constraints and long commutes to campus. The

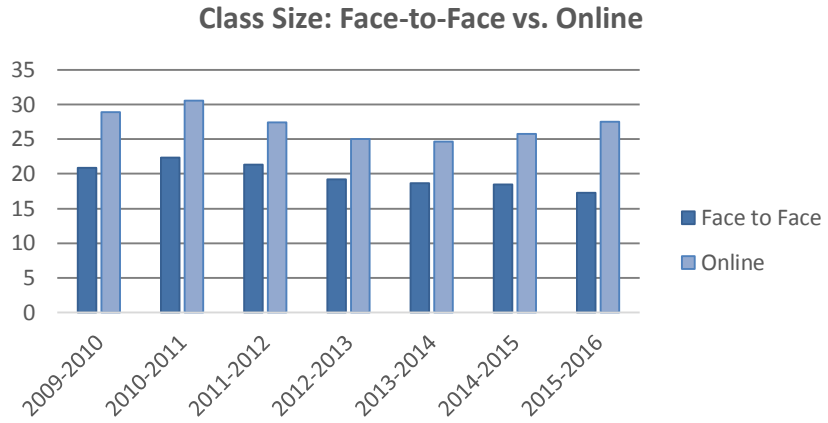
mission supports these priorities by "putting student success first" "partnering with the community" and providing "accessible and relevant developmental, career and technical, and transfer education".

To date, there have been more than 20,000 enrollments in distance education courses at the college. When an online section of a course is offered, it often fills before its classroom-based section, indicating a strong demand for this option. Faculty who teach online courses have indicated that many of their online students include working adults, single parents, and students having physical disabilities that limit their mobility or hearing which makes it more convenient to interact through the Web. CR has long offered instruction using alternative delivery methods such as telecourses and videoconferencing to other campuses and instructional sites to meet the needs of our rural students. For over ten years now, web-based online instruction has been the dominant mode of distance education delivery, although the College also offers a number of courses using interactive video-based synchronous course delivery ("TelePresence™") between instructional sites. We will continue to offer a variety of distance delivery methodologies that best meet the needs of our large District service area.

Rationale for Proposed Change

Students located at the Del Norte campus and Klamath-Trinity site take advantage of online courses and courses offered via TelePresence™. Most online courses receive more enrollments than face-to-face, evidenced by a larger average class size in online courses at census compared to face-to-face courses (Figure 1).

Figure 1



A large number of students now show the online campus as their primary, or "home", location (Table 1). Each academic year, about a quarter of students identified a primary campus location other than the main Eureka Campus.

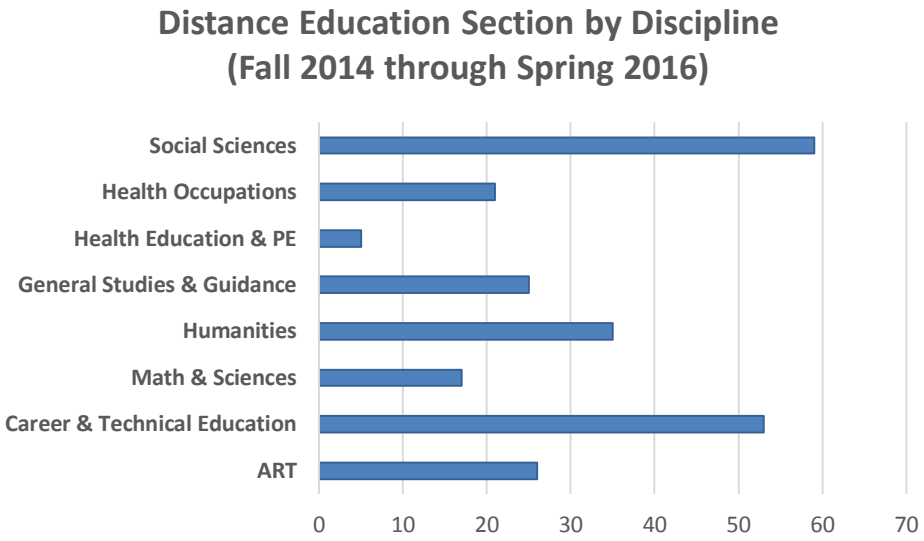
Table 1
Distribution of Students Taking Online Courses, by location

Year	Eureka	Del Norte	Klamath-Trinity	Virtual Campus
2011-2012	74%	12%	2%	7%
2012-2013	74%	9%	3%	8%
2013-2014	74%	11%	2%	9%
2014-2015	76%	12%	2%	9%
2015-2016	77%	12%	2%	8%

Percentages correspond to unduplicated student headcount by home campus location.

Regardless of whether they are offered online or through TelePresence™, DE courses provide an efficient way of offering students at other CR campuses and sites a wider array of course options so that they can complete degrees and certificates. CR currently offers DE courses in a range of sections including science, humanities, health occupations, and career and technical education (Figure 2). Board of Trustees members and local School District Superintendents have asked that the District provide access to the College's full array of degrees for students not located in Eureka (i.e., students at Del Norte, Klamath-Trinity, and students in the southern parts of Humboldt County).

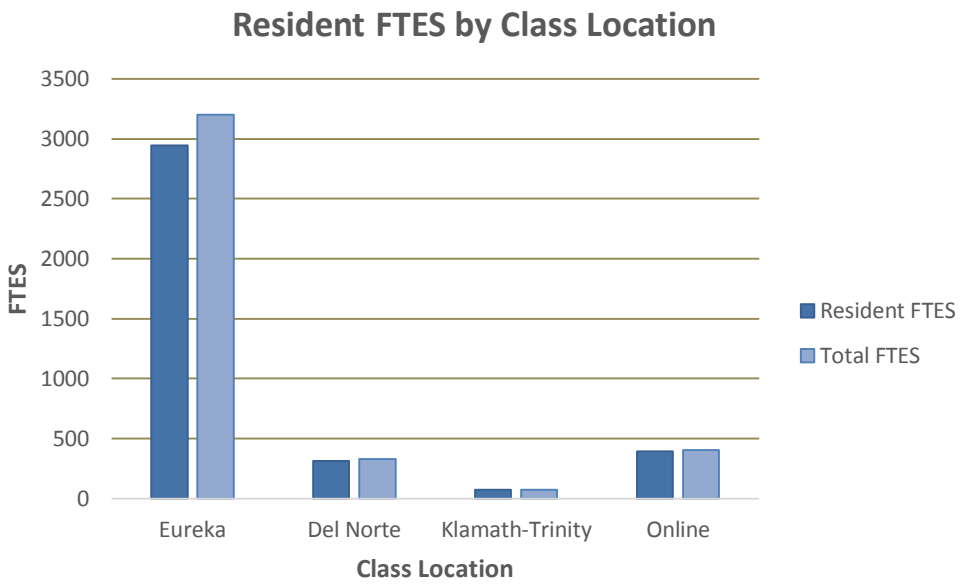
Figure 2



Nearly all students taking online courses reside in California (Figure 3). Most CR students taking online courses live within CR's service district, but take online courses because they better fit their work, home, and transportation schedules. The most effective and economical way the District can provide access to many students is through distance learning. It is not fiscally sustainable to provide a full complement of degrees at every campus and instructional site. Furthermore, without a wide ranges of distance learning options the rural communities within the District would be limited to only one or two degree options. It is important to provide access to a broad cross-section of educational options offered by the Redwoods Community College District. Consequently, as many courses as pedagogically appropriate within a degree program should be provided at a distance to allow for students not located in Eureka or who may have professional or personal restrictions to not

only begin a degree, but to also complete it without having to attend a face-to-face class on the main campus.

Figure 3



Because of the rural nature and widely dispersed population of the district, the most effective and economical way the district can provide access to courses for many students is through distance learning. It is not financially sustainable to provide a full complement of courses at every campus and instructional site. It is important to provide access to a broad cross-section of the educational options offered by the Redwoods Community College District to meet the educational needs of students and the community, and for this reason CR offers as many courses as are pedagogically appropriate through distance education modalities. Both TelePresence™ and online courses can provide access to students who are not located near the main Eureka campus, or who may have personal or professional restrictions that impede their access to classroom-based courses. TelePresence™ instruction, in particular, has been beneficial for students at the smaller instructional sites, as it allows access to courses which could not be effectively taught via online delivery but which also are not cost-effective to teach in a traditional classroom modality.

Online courses, because they are asynchronous, also offer an alternative for students who may live near a campus or site, but who are limited to when they can take classes. The Student Satisfaction Inventory (SSI) administered in 2012 showed that approximately half of all students reported working full- or part-time off campus. A 2009 survey of entering students also showed 74% of respondents planned to work during the semester. More than 40% of entering students intended to work more than 20 hours/week, and 18% intended to work more than 30 hours/week. Desire for a flexible schedule provides another reason why students are motivated to take online courses and why CR should continue to expand and improve its distance education program.

Institutional research indicates that online education is an effective way of offering quality education. A recent review of student achievement across the institution based on assessment reports from 2012-2013, 2013-2014, and 2014-2015 showed that students achieved outcomes at a similar rate in distance education courses compared to face-to-face courses. Only two out of seven

major academic areas resulted in somewhat lower outcome attainment ratings, and students in several disciplines demonstrated outcome attainment at a higher level in online than face-to-face courses (Table 2).

Table 2

Learning Outcome Attainment: 2012-2013 through 2015-2016 Assessment Activity

	Online Courses				Face-to-Face Courses			
Area	% Below	% Met	% Above	N	% Below	% Met	% Above	N
Fine Arts	10.5%	28.6%	60.9%	180	8.2%	42.3%	49.5%	1512
Career & Technical Education	10.3%	44.8%	44.9%	172 9	10.2%	31.9%	57.9%	5138
Sciences	11.1%	46.4%	42.5%	99	17.2%	72.9%	10.0%	949
General Studies & Guidance	8.1%	59.9%	31.9%	255	10.0%	76.9%	13.1%	1344
Humanities	5.8%	43.3%	51.0%	65	13.1%	43.5%	43.4%	430
Health Occupations	12.4%	73.6%	14.0%	257	15.7%	73.6%	10.7%	1149
Behavior & Social Science	13.8%	23.2%	63.0%	722	14.2%	43.3%	42.5%	1050
Grand Total	**10.8%**	**46.0%**	**43.1%**	**330 7**	**11.8%**	**53.6 %**	**34.5%**	**1157 2**

Course success and retention of students in online courses is somewhat lower than in face-to-face courses, but the gap is no larger at CR than it is on average across the state (Table 3). In fact, success in online courses is closer to that of face-to-face courses at CR than for many peer institutions. (Refer to Appendix C for additional success and retention data in online vs. face-to-face classes.)

Table 3

Success in Online vs. Face-to-Face Classes (Fall 2015)

Fall 2015		Face-to-Face	Online	Gap	# Online Students
CR	Transfer	74.9%	68.6%	6.3%	1,499
	CTE/ Vocational	80.9%	69.2%	11.7%	519
	Credit	73.9%	68.5%	5.4%	1,589
		Face-to-Face	**Online**	**Gap**	**# Online Students**
Statewide	Transfer	71.6%	62.8%	8.8%	36,048
	CTE/ Vocational	77.4%	64.4%	13.0%	17,107
	Credit	70.8%	62.3%	8.5%	41,958

B. Description of the Change in Delivery Mode

CR is requesting approval to offer more than 50% of the following 9 degrees and 4 certificate programs in one or more distance modalities.

AA degrees with the following specializations:
Agriculture

AS degrees with the following specializations:
Computer Information Systems
Dental Assisting

ADT degrees with the following specializations:
Anthropology
Business Administration
Communication Studies
Geology
Kinesiology
Sociology

Certificate Programs:
Addiction Studies
Basic Law Enforcement Academy
Network Technician
Small Business Management

All programs proposed to be offered through the distance education mode are already offered through the traditional on-campus mode of instruction. There are no differences in the general education, major, or graduation requirements between the distance education and on-campus versions of the programs. This Substantial Change Proposal is intended to address the mode of delivery of already existing instructional programs. In addition, CR has procedures in place to ensure that the rigor, breadth, objectives, learning outcomes, and academic quality of courses and programs offered in the distance education mode meet the same standards of those offered in the traditional on-campus mode.

C. Planning Process

Relationship to Institutional Planning

College of the Redwoods has offered distance education courses in various delivery modes for many years, as evidenced by two prior Substantive Change Proposals for Distance Education, and distance education is both an explicit and implicit part of the College's institutional planning processes.

The College's Distance Education Action Plan, developed in 2008 by a cross-constituent committee of faculty, staff, and administrators, recommended developing administrative policies and procedures to support distance education growth. As a direct result of this recommendation, distance education is a standard part of the College's ongoing Education Master Planning efforts. The 2012-2017 Education Master Plan contains goals related to enhancing distance education and technology in teaching **(Appendix A)**, with the most direct being Goal 4.3, "Enhance Distance Education". The College also measures progress towards the goals contained in the Education Master Plan through annual progress updates, as shown below.

Figure 4
2014-2015 Annual Plan

Strategic Plan (SP)	**Goal 4: Technology**	Education Master Plan (EP)
SP.4 Technological Relevance		EP.4 Maintain Technological Relevance
Objectives		
SP.4.1. Improve technology infrastructure to support all college operations. SP.4.2. Improve instructional labs to support effective teaching and learning. SP.4.3. CTE programs will have technology relevant to their disciplines **SP.4.4. Improve efficiency through technology.** **SP.4.5. Improve data gathering and utilization to support instructional, student service, & administrative decision making.**		**EP.4.1. Lab equipment and technology effectively supports instructional needs.** EP.4.2. Update the comprehensive technology replacement plan. EP.4.3. Enhance distance education or eLearning. **EP.4.4. Effectively utilize technology in teaching.**

Annual Planning Actions		
Annual Action Plan	Progress Update	Status (mark one)
Develop videoconferencing capabilities for meetings and classes.	New courses are scheduled fall 2015 using interactive live video. Live instruction can be broadcast at one campus location to another so that students at the Eureka and Del Norte Campuses can benefit from a single instructor. Cisco WebEx™ conferencing tool has started being used to host videoconference meetings for a limited number of users. Additional licenses are needed to use the tool with a broader audience.	_x_ *In progress,* __ *Completed* __ *Change in direction*
Provide training of effective use of classroom technologies.	Trainings to use the new learning management system Canvas took place throughout the year, and culminated with a series of training sessions during the fall 2015 Convocation. Distance Education related trainings were also given for the use of PowerPoint, video and audio. Trainings to use smart boards in the classroom were also provided during the year.	_x_ *In progress,* __ *Completed* __ *Change in direction*
Make progress implementing student self-service (Datatel student planning module).	Ellucian's Student Planning Module has been installed, and a team of student services and technology staff have been trained to use the module. Training sessions took place in the summer, and additional trainings are scheduled to train all Counseling and Advising staff in the fall. Counselors will being creating education plans using the module in spring 2016. Ellucian is quickly upgrading the new module, and we expect new features in the future in areas where the module did not meet our state reporting requirement needs.	_x_ *In progress,* __ *Completed* __ *Change in direction*
Develop a comprehensive plan for offering DE courses.	The Deans and Director of DE developed a short term plan to get several degrees and certificates approved for 50% or more online through the ACCJC. A comprehensive DE plan is being developed through the DESC.	_x_ *In progress,* __ *Completed* __ *Change in direction*

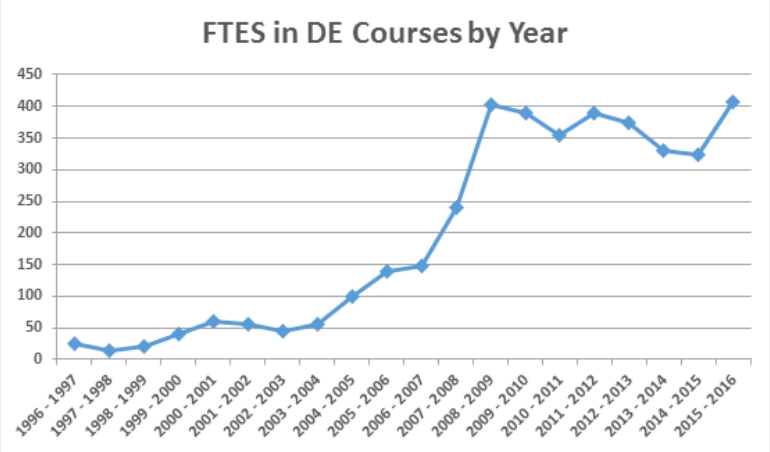
Institutional planning has motivated the District to develop and implement curricula that respond to student learning needs, provide broader access to our rural populations without access to a training site, and respond to economic realities and identified workplace "targets of opportunity." Distance education helps the District address this important planning initiative.

In 2015, the College's Distance Education Planning Committee (DEPC) approved the Distance Education Functional Plan, which aligns with both the District's Strategic Plan and the Education Master Plan and which spells out specific objectives and actions to be taken to accomplish those objectives. **(C1)**

Assessment of needs and resources

The College purchased its first learning management system in 2003, and began offering online courses on an experimental and voluntary basis. As student demand increased, and as more faculty volunteered to try this delivery modality, the number of course sections and enrollments increased dramatically.

Figure 6



Investment in Distance Education resources was reduced as the District went onto Show Cause accreditation sanction, although enough resources were consistently invested to sustain current course offerings and maintain the existing DE platform while the college addressed financial stability issues. Following the removal of accreditation sanctions and the development of a balanced financial plan, the District was able to devote more resources to DE.

This resulted in substantial investment in personnel to support faculty and students and testifies to the District's recognition that distance education is a critical component in improving student access to the curriculum. In 2014, the District hired a full-time instructional technologist to support Distance Education. A faculty member receives 40% reassignment to serve as the Distance Education Coordinator, and in 2015 a Director position was created to jointly manage the DE program and the college library. All three positions sit on the College's Distance Education Planning Committee (DEPC), which includes additional faculty representatives as well as

representatives of the Information Technology department and the Director of Admissions and Records, and which provides guidance and input on DE resources. **(C2)**

Due to widespread faculty and administrative dissatisfaction with the previous learning management system (Sakai), a task force of faculty and staff researched and evaluated several different systems in spring 2014 and made a recommendation that the District move to Instructure's Canvas™ platform. The District reallocated funds to pilot Canvas in fall 2014 with 25 faculty participating in the pilot, and following the pilot the District contracted with Instructure. The subsequent selection of Canvas as the LMS platform for the state's Online Education Initiative (OEI) has validated the work of the task force. As of fall 2015, Canvas became the sole LMS in use at CR.

Information Technology services (IT) continues to support the mission of Distance Education by operating the LMS. This support includes integration of student information services and the learning management system, coordination with the Distance Education program to provide appropriate web page links to services, and technical support to both students and faculty regarding access issues and general computer questions for using distance education software.

IT also provides critical support for the TelePresence™ system, which allows the delivery of courses to remote sites via synchronous interactive streaming. TelePresence is a proprietary system from Cisco Systems, Inc. that was implemented at CR in Summer 2015, to allow delivery of courses between instructional sites. While the system represents a considerable investment of resources for the College, TelePresence provides CR with the ability to schedule courses at the Del Norte and Klamath-Trinity centers which would otherwise be difficult or impossible to offer due to low enrollment at those locations. This directly responds to goals

As Distance Education continues to expand, it represents an increasing portion of the college's overall FTES. As evidenced by recent faculty surveys, 66% of full time faculty and 72% of part time faculty support an increase in online education offerings. Online course offerings have wide appeal to CR students, and they have options as to where they can take these courses. Approximately 45% of students surveyed in fall 2013 reported that they were likely to take online courses from another college if CR doesn't offer the program they want. These results indicated a clear desire for students to receive online education to complete their programs, and the College has responded by developing more online courses and improving support for online learners.

Anticipated effects and benefits

With approval of the two previous proposals to deliver more than 50% of other programs through distance education, CR has been able to observe the impact of the implementation of that change. By adding the programs listed in this proposal, we anticipate:

- Increased degree and certificate completion due to an expansion of sequential course availability
- Increased availability of courses needed for program completion
- Increased access to coursework for students in remote areas of our district
- Increased access for students with physical limitations and other disabilities
- Increased access for students from communities outside our district
- Increased district wide collaboration on degree, certificate and course development
- Increased student interest in completing course and program work

- Increased availability of student support services through the college website
- Increased interest among faculty to engage in and adopt new course delivery technology

Planning process for the change

Preparation and planning for this change have been carried out for the past several years on an ongoing basis through established College committees and processes.

The College has established the Distance Education Planning Committee (DEPC). The charge of the committee is stated in the college's *Committee Handbook*:

"The Distance Education Planning Committee plans and recommends innovative and creative opportunities that use distance learning to meet the diverse needs of the District's students. The committee serves as a resource to the Distance Education department. It engages with and makes recommendations to the Academic Senate, faculty, staff and administrators in matters of policy, practice and pedagogy regarding distance learning and technology-enhanced instruction."

The DEPC meets at least monthly to coordinate and plan for the implementation of services and tools to promote the success of DE students and to address the future and ongoing needs of DE at College of the Redwoods.

The college's Curriculum Committee also meets at least monthly to discuss and evaluate proposals for curriculum and program changes, including proposals for delivery of courses through the various DE delivery methods.

D. Evidence of Analysis and Provision of Institutional Resources

Adequate and accessible student support services

CR has implemented a variety of practices to ensure that the same level of services and support are available for DE and on-campus students. All students can access the following services through the CR website:

- Application for Admission
- Class Schedule
- College Catalog
- Financial Aid Services including the online application for the Board of Governors Grant (e-BOGW)
- Course registration

DE students applying to CR are able to make arrangements for proctored placement tests at local educational institutions through the Academic Support Center's "Testing at a Distance" service. **(D1)**

The College's 2015-16 Credit Student Support Services Program (SSSP) plan submitted to the Chancellor's Office in fall 2015 outlined the college's ongoing delivery of online orientation. This orientation delivers the same outcomes as face-to-face orientation, and includes as one outcome that students demonstrate proficiency with CR technology tools including student email and online registration system, and the district's online learning management system. In 2014-15, 1134 students received orientations, of which 72 orientations were delivered online. That number rose significantly the following year, to 306. The SSSP also provides various counseling, advising, and other educational planning services online, in person, individually and in group settings. **(D2, D3)**

Other services available online to help students progress to their education goals include: career exploration and job search resources, transfer resources, articulation agreements, library resources and research assistance, and program evaluation or degree audit. Assistance from counselors and advisors is available for all aspects of the enrollment process via distance (phone and/or email). Special programs including EOPS, DSPS, CalWORKs, Veterans, and TRiO provide services delivered through group sessions, individual appointments, as well as online resources.

Due to fiscal limitations, the District no longer has a full-time advisor assigned to Distance Education. However, Counseling and Advising has taken a more integrated service approach to serving students holistically. Advisors are available by phone for those who are new to technology and/or need extra assistance to learn the technology to access services.

CR has an online application, registration and payment system used by all students. It also has an online book ordering and payment system through the campus bookstore. Tutoring services for online students are provided through a contract with LinkSystems International for their NetTutor.com service. Access to NetTutor is available to online students through a link in their Canvas course shell, and tutoring is available in over 20 different disciplines. **(D4)**

Listed below are student services programs and a brief description of how they support the mission of distance education.

- *Academic Support Center***:** The Academic Support Center (ASC), located in the Learning Resource Center, provides proctored testing services for distance education courses. The Eureka campus ASC is equipped with group and individual testing rooms. In addition, there are computers dedicated for testing purposes. Similar services are available at the Del Norte and Klamath/Trinity locations.
- *Admissions and Records:* Prospective students can apply to the college using the online services available on the college's website. Students can also register and pay for classes using Web Advisor accessible from the college's website. Admissions and Records, Counseling & Advising, and Special Programs also provide phone and email support for student inquiries regarding distance education courses.
- *Bookstore:* The Districts contracts with Follett Higher Education Group to deliver bookstore services. A student can have their books shipped to a campus and/or site with no handling or mailing fees or shipped to their home. Book orders can be placed online or in person at the Eureka campus.
- *Career Development and Student Employment:* Information is available online to assist students in their career planning. In addition, resources available at the Eureka campus are described. The Employment Center advertises District and regional job announcements.
- *Counseling and Advising Services:* Students can get online information about the Counseling Center, Transfer Center, CalWorks, and articulation, staff contact information and degree and transfer requirements. The complete college catalog is available online.
- *Disabled Students Programs and Services (DSPS):* The DSPS website offers a description of its services, related publications, and web links to relevant information and a DSPS Student Online Orientation. DSPS Staff inform DE instructors of students requiring accommodations and provide assistance and support to students and faculty alike. DSPS Staff also consult with faculty to provide accessible courses in compliance with Federal, State, and Board of Trustees regulations. For example, specific instructions how to create accessible online documents and web pages are available to faculty online. **(D5, D6)**
- *Financial Aid:* Website information is available regarding scholarship programs and services including downloadable forms and links. Staff contact information includes a financial aid services email address.
- *Health Services Center:* Information about health services available on the Eureka campus are posted online.
- *Library:* The Library, located on the main Eureka campus, provides reference and instruction services by faculty reference librarians. A rich range of electronic, audio-visual, and print resources is available to support both on-site and distance curricula. Library resources are selected specifically to meet course and program needs. Computers are available in the Library for those DE students who use the Eureka campus or the branch library at the Del Norte Education Center. All electronic or online library resources are accessible from on- or off-

campus, and most are mobile compatible and meet standards of accessibility for persons with disabilities. Online resources accessible from the library include over 160,000 eBooks, as well as numerous periodical and reference databases. Information about these databases is available at http://redwoods.libguides.com/az.php. Instructional and informational resources are posted on the library web site, and reference librarians provide help to students both by phone and through email submitted through the College Ask-A-Librarian service. **(D7, D8)**

- *Tutoring:* Tutoring services are available for students in person at both Eureka and Del Norte in the Academic Support Center, as well as through the EOPS and TRiO programs. In addition, beginning in Fall 2016, online tutoring been provided to students in all online courses through a contract with LinkSystems International using their NetTutor service. Students can access tutoring in their online courses through a link in their Canvas course, and tutors are available in over 23 different subject areas. **(D9)**

In addition, the college also provides the following to support Distance Education:

CR-Online Website: The College maintains an extensive website, **CR Online** (http://www.redwoods.edu/online), specifically to support online instruction. The website is available through a prominent link on the College home page, and includes links to online readiness modules, student resources for online success, help and technical support pages, online tutoring, and other services.

Ongoing Technology Assessment and Upgrades: The College began using Blackboard in 2003 and consistently committed funds both for licenses and training for faculty, as well as IT support of a single server installation. Based on the need for funding sustainability, the College changed to an open source Learning Managing System (LMS), Sakai. Sakai was implemented in summer 2009 in a dual-server hosted environment. Sakai was discontinued in 2015 due to ongoing problems with technical support and faculty dissatisfaction, and the College adopted Canvas effective Fall 2015.

Captioning Services: Federal and State regulations, and Board of Trustees policy, require the captioning of all DE course materials. Videos developed for use in online courses are captioned through a DECT grant from the State Chancellor's Office.

Sufficient and qualified faculty, management, and support staff

The DE program is managed by the Director, Library and Technology Enhanced Instruction. This position co-chairs the DE Planning Committee along with the Faculty DE Coordinator. The DE Planning Committee is made up of a cross representation of District employees – DE faculty appointed by the Academic Senate from various disciplines, representatives from the technology department, staff from student enrollment services. This group informs the other functional planning groups, as well as administration and the Academic Senate, of the resources and actions that need to take place to meet accreditation standards. The District committed additional resources to the Distance Education Program by hiring an Instructional Technologist to enhance course delivery and

provide training resources to faculty and staff. This staffing structure will ensure that the required faculty selection and training process are effective and well institutionalized. Academic administrators are strongly encouraged to complete the same DE training as the faculty who teach online.

In addition to the personnel in the DE department, the Information Technology department provides technical support staff to administer the learning management system, provide integration between student information systems (Datatel) and the learning management system, and provide level one support for faculty and students with access and basic computer integration questions.

Physical Resources

In 2002 College of the Redwoods opened its 39,000-square-foot Learning Resource Center (LRC), which houses a wide variety of instructional support services. The LRC houses the Library, which combines both traditional and electronic resources to support student learning and provides over 100 general use computers as well as laptops for student use. It also houses the Academic Support Center, a Writing Center, Extended Opportunity Programs and Services (EOPS), and the Distance Education program.

The Del Norte Educational Center also has a Library and an Academic Support Center, which although considerably smaller than those at the Eureka campus are able to access the same extensive array of online resources to support instruction. All instructional sites provide computer lab access to students.

Two classrooms in the Eureka LRC are dedicated to courses offered via TelePresence™, a technology purchased from Cisco Systems which allows the college to offer synchronous interactive streaming of courses between sites. The larger classroom, LRC 105, is equipped to allow origination of courses for transmission to other sites. Instructors in this classroom can see, hear, and interact directly with students at all instructional locations in real-time, and can "share" presentations and/or the instructor's computer screen with students as well. Another origination classroom with identical equipment is located at the Del Norte site and can stream classes to Eureka and to Klamath-Trinity. Both Eureka and Del Norte have a second, smaller classroom which is capable of receiving courses originating from the other site, allowing for courses to flow in both directions based on the enrollment and availability of faculty. Klamath-Trinity is capable of receiving courses from both Del Norte and Eureka, but cannot originate.

Technology Resources

All campuses and instructional sites have wide area network access to the college's central network and the college's Internet gateway. Students have web-based access to course registration, advising, and tutorials at each instructional site and anywhere they can access the Internet (e.g., home, local libraries, smart phones, Internet cafes, etc.)

The Canvas learning management system is hosted remotely. The learning management system provides a secure and scalable hosting environment. Using Canvas, faculty and students can access

courses anywhere there is internet access. Faculty and students can get technical support from the College Instructional Technology staff Monday-Friday by email or, during normal business hours, by phone. The college Instructional Technologist is available to assist faculty and students with the use of Canvas during business hours, and evening and weekend support for Canvas-specific issues is also available by phone from the vendor. Contact information for all support is located on the College website.

In 2012, the District implemented a voice over IP system using Cisco technology. This new technology has allowed CR to purchase and install Cisco's Webex-enabled TelePresence system at each instructional site as noted above.

All students are provided by the college with a college email account through Google.



Administration and Governance

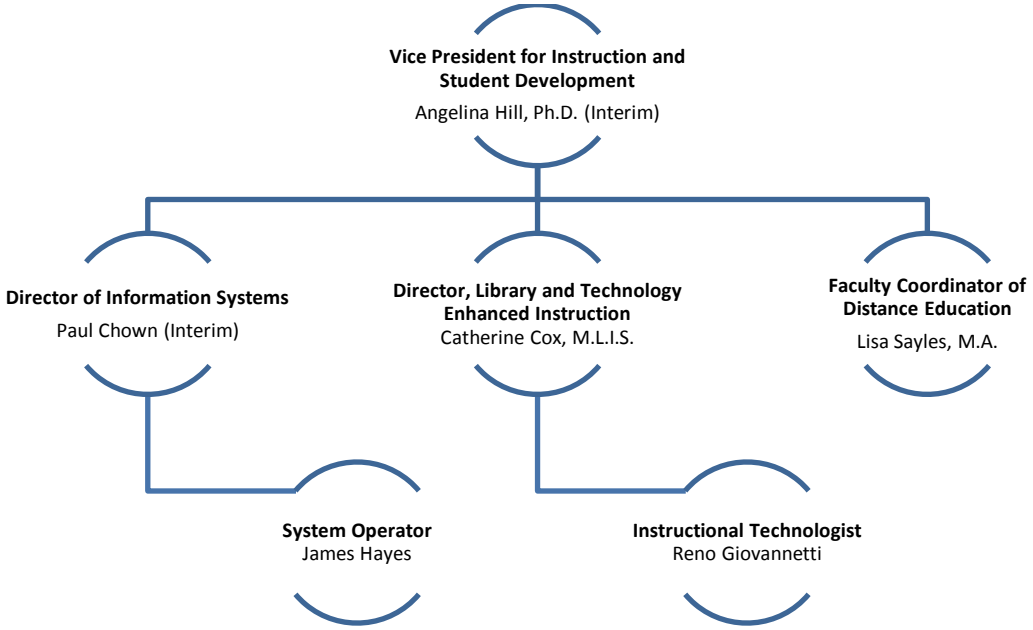
The Distance Education Program has administrative oversight and management. The Director of Technology Enhanced Instruction oversees general operations, including contracts, budgeting, personnel, and maintenance of all related support structures. This Director reports to and coordinates extensively with the Vice President of Instruction and Student Development. The Director interfaces regularly with the Academic Senate and its committees. All technology matters are handled jointly by the Office of Instruction and Student Development and the Information Systems Department, which is also under the supervision of the Vice President of Instruction and Student Development. Both the Director of Technology Enhanced Instruction and the DE Faculty Coordinator have a variety of participatory roles in distance education governance matters pertaining to the District, the Board of Trustees, the DE Planning Committee, and various faculty governance committees.

Personnel Resources

College of the Redwoods has made a serious institutional commitment to distance education as demonstrated through the organizational structure that supports administration, training and technical support. Distance education is under the authority of the Vice President of Instruction and Student Development. A total of 1.9 full time equivalent staff have been assigned to the Distance Education Office. This includes .5 FTE for the Director (a full-time position shared with the Library), 0.4 FTE faculty DE Coordinator, and a 1.0 FTE Instructional Technologist. This comprehensive staffing structure ensures that the required faculty selection and training process are effective and well institutionalized. The Division Deans are responsible for enforcing the

requirement that all faculty assigned to teach online courses be trained and certified to do so.

Figure 7
Distance Education & Information Systems Organization Chart



Hiring of quality faculty

The college maintains the same employment requirements when hiring faculty teaching distance education courses as for faculty teaching face to face at on-campus sites, as required by the California Code of Regulations (Title 5). All full-time faculty hires are approved by the Board of Trustees. Associate faculty must meet the minimum qualifications in their respective disciplines. Associate faculty hiring decisions are made by the academic Deans in accordance with HR hiring policies, and following Faculty Contract guidelines. Faculty office hours can be on-site or online using information technology tools such as real-time chat or web conferencing tools like CCCConfer and Cisco WebEx.

All online instructors are expected to meet minimum standards for teaching online (see **Appendix B**). Faculty certification for online instruction is monitored by the appropriate academic administrator with the assistance of the DE Director and Faculty Coordinator.

The faculty evaluation criteria and student evaluation form are the same for online classes as for face-to-face classes. District Administrative Procedure 4105, *Distance Education*, requires that instructors teaching online classes are systematically evaluated using the same criteria applied to all classes, in addition to criteria specific to online instruction. Through the District contract negotiation process, an online version of the student evaluation tool for instructors has been developed and members of the evaluation committee are given access to online classes to conduct peer evaluations.

Feedback on the effectiveness of online instruction is communicated to division deans. In rare cases where there are technology limitations or issues with instructor communication or feedback, students are asked to inform their instructor. Issues that are not resolved at the department level are brought to the attention of the division dean. Deans work with the instructor and support staff, if necessary, to resolve student concerns. If the student concerns are still not resolved, there is a formal grievance process that moves from the Dean to the Vice President of Instruction and Student Development. This process is identical for problems encountered in on-campus classes.

Professional Development for Faculty and Staff

All faculty teaching online at College of the Redwoods are required to meet established standards for instructor preparation and professional development. These standards have been agreed upon between the District and the faculty bargaining unit in a memorandum of understanding **(Appendix B)**. To help more faculty achieve these standards, an online course – the Online Teaching and Learning Training (OTLT) - is taught by the faculty DE Coordinator multiple times each semester. Faculty development in appropriate pedagogy and technology use is also available through the @ONE Chancellor's Office project which provides online and hands-on training in distance education pedagogy. Technical development and assistance has been provided through College of the Redwoods IT department.

Faculty development also includes ongoing micro-training opportunities around specific topics of best practices and new technology options, as well as one-on-one training opportunities during course design and development. Faculty at district campuses and sites outside of Eureka also have access to all these same opportunities through online courses, interactive video training via Cisco Telepresence, and WebEx-enabled web-conferencing. **(D10)**

For self-paced learning, both faculty and staff have access to video and web-conference recorded trainings, web-based tutorials, frequently asked questions, and text-based help files. These are generated and/or updated every semester as new needs are identified or changes in the learning management system are implemented. **(D6)**

Online instructors participating in the initial Canvas LMS pilot in Fall 2014 received formal training from Canvas to effectively use the LMS, and they were invited to work together in groups so that those experienced with the tool could instruct others. Since Canvas became the sole LMS used at CR in Fall 2015, additional faculty trainings have been provided through Flex activities and stand-alone workshops. Every faculty teaching an online class is encouraged to meet with the DE Instructional Technologist as well as with the DE Faculty Coordinator for assistance developing effective online course materials.

Sustainable fiscal resources

Hosting of the College's Canvas CMS is provided by the State Online Education Initiative through 2017-18, which has allowed the College the ability to provide an operational budget for the DE program which provides for professional development, equipment, software for course development, and contract services such as online proctoring, tutoring, and the implementation of student

readiness tools. Additional funding is allocated through the College's integrated planning and resource allocation process as necessary and available.

Personnel costs associated with benefits and overhead of DE Staff, salaries and overhead of Information Technology Division support, student services support and Library support for the distance delivery all fall within the institutional budget for salaries and equipment related to general district-wide program administration.

Budget analysis

Recent investment in both the tools for online delivery and in equipment for interactive video-based synchronous streaming of courses has allowed College of the Redwoods to expand degree offerings and transfer degree capabilities to a larger market throughout the region.

Comparative Section Data, Online vs. Total

	Active Sections	Res FTES	FTES per Section	TLU Cost	FTES Revenue	Cost/FTES
2015-16						
Total	1,522	3537.19	2.32	$9,032,259.14	$16,147,272.35	$2,387.22
Online	113	290.53	2.57	$658,783,.86	$1,326,269,45	$2,197.85
2014-15						
Total	1,410	3,605.76	2.56	$ 9,278,061.40	$16,460,294.40	$ 2,426.72
Online	96	234.00	2.44	$ 596,958.39	$ 1,068,210.00	$ 2,479.99
2013-14						
Total	1,419	3,740.12	2.64	$ 9,629,534.80	$17,073,647.80	$ 2,452.57
Online	110	252.26	2.29	$ 711,180.75	$ 1,151,566.90	$ 2,772.09

As of 2015-16, the DE program generated more FTES revenue per online section than the College average, and preliminary data for fall 2016 show that this trend is continuing. The DE program generates sufficient revenue to support increasing the number of quality online courses, student services, and degrees and certificates available to students in the district and region. This increase in offerings and availability of offerings will significantly bolster enrollment and allow the district to more consistently meet current enrollment targets and apportionment generated funding levels.

College of the Redwoods has analyzed economic data for the North Coast and participated in surveys and committees which identified key targets of opportunity for employment both now and in the future. The College is also using labor market data to inform proposals for the Chancellor's Office Strong Workforce Initiative, some of which may involve the development of additional online courses to meet the economic and workforce needs of the region. The ability to meet the needs of the community will require extensive development of online delivery options. This delivery methodology not only provides access to a significantly wider population, but it also provides important skill building in the use of technology and how to be a life-long learner in our

knowledge economy that is critical to the types of positions that are most likely to provide family wage jobs and longer term stability in the North Coast region.

Upgrade of equipment and software is a part of the regular budgeting process. This includes the ability to keep current with computer technology and to have an environment which tests new technologies and, based on faculty and staff input, provides for appropriate distribution of development software to take advantage of those technologies for the enhancement of quality in course development and delivery. Decisions and ongoing budgeting for upgrades are part of the Integrated Planning Process which includes program review requests from instruction, long term technology planning from the Technology Planning Committee, prioritization of technology requests from the Technology Planning Committee, budget prioritization and allocation from the Budget Planning Committee, and approval or rejection by the Board of Trustees in the final budget approval process. **(D11)**

Plan for monitoring achievement of outcomes

The district currently evaluates student learning outcomes across all instructional modalities. Student Learning Outcomes (SLOs) in all courses are formally assessed within a regular assessment cycle. The assessment report contains a mechanism for faculty to indicate the specific mode of instruction for the assessment results reported. Instructors indicate the extent to which students exceed, meet, or fail to meet expectations for each outcome. These results are stored in a database from which reports are generated comparing student achievement of outcomes across learning modalities. A recent review of student achievement showed that students were achieving the outcomes at a similar rate in distance education courses compared to face-to-face courses.

The institution holds assessment dialogue sessions each year so that faculty can review achievement of learning outcomes and devise plans for improving performance in the future. The assessment committee held a dialogue session during spring 2014 to collectively review performance in DE and compared to other modalities.

Success and retention tend to be lower in DE courses than in comparable face-to-face courses. Many of the initiatives incorporated in the state Online Education Initiative are being developed to address this trend for DE courses which holds true across the state. CR's success and retention rates have been reviewed in several discussion venues such as the Institutional Effectiveness Report presented to the Board of Trustees on November 1, 2016. **(D12)**

A comparison of achievement in DE courses vs. non-DE courses was reviewed by the Enrollment Management Committee, and presented to the District as part of an institutional planning discussion at Convocation **(Appendix C).**

Outcomes achievement in DE courses is also evaluated as part of the program review process. The program review dataset developed for each instructional area contains achievement data (success and retention by equity group) that is disaggregated by location **(Appendix D)**. The virtual campus is included as a location and consists of performance in all distance education courses, which can be compared to performance in face-to-face courses at the various physical campus locations.

Evaluation, assessment, and plans to increase student success, retention, and completion

Distance education planning, including assessments of needs and resources, rises from two areas in the current structure: 1) from faculty who see a need and have a desire to offer more distance education options in their discipline; and 2) from the Distance Education department which tries to identify programs and certificate programs that seem to be popular and are most frequently requested by students to be fully online.

Planning related to distance education is also within the purview of several participatory governance committees, and is analyzed annually through the program review process. The Distance Education Committee is responsible for identifying program and support needs for students, faculty and staff. The Instructional Council is primarily responsible for determining program level needs and identifying the numbers of sections offered in which disciplines, locations, and modalities across the district. The Technology Planning Committee (TPC) is responsible for updating the three-year Technology Plan, providing the technology infrastructure for the College in support of instruction and student services. The TPC has been involved in planning College of the Redwoods' distance education technology, equipment, and infrastructure needs, including development of and improvements to the college's website and District faculty and student resources. Finally, college resource allocation is overseen by the Budget Planning Committee. This participatory governance committee coordinates planning and budget allocation for the college, and is tasked with allocating resources in support of distance education. **(D13)**

E. Internal and External Stakeholders

College of the Redwoods adheres to all required internal and external regulations and approval processes as required by the College's Board of Trustees, shared governance bodies of the college, State and Federal laws and regulations, and Accrediting Commission policies and processes. These include governing board policies and administrative procedures related to course and programs development and delivery.

College of the Redwoods adheres to the same internal policies and procedures for all instruction, regardless of delivery method.

Approval processes and compliance with policies and regulations

To be approved for delivery, all curriculum, including all DE course curriculum, must be regularly reviewed on a 5 year curriculum review cycle pursuant to Title 5, section 55201. After courses are approved by the department/division, the College Curriculum Committee reviews each proposed and existing course offered through DE separately in accordance with the provision of Title 5, sections 55002, 55200, 55202, 55204, and 55206.

Per Administrative Procedure 4105 Distance Education (Appendix E), each section of a course delivered through distance education shall include regular effective contact between instructor and student. The College requires that the instructor responsible for course development and Curriculum Committee approval define "regular effective contact" through the DE Addendum; Title 5, Section 55206 requires that each proposed or existing course, if delivered by DE, shall be separately reviewed and approved according to a District's course approval process. The College has a local policy for regular effective contact **(Appendix F)**.

Documentation of contact hours in distance education courses

The Redwoods Community College District has codified the guidelines on contact hours and credit awarded in the college's operational procedures. An amount of work represented in the intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time.

For asynchronous online courses, where no classroom instruction takes place per se, the assignment of credit hour is based on the equivalent amount of work as represented by the definition above. An existing face to face course may be taught in an online format for the same credit hours provided the amount of work expected remains the same per Title 5 section 58003.1(b). For asynchronous online courses, contact hours are defined as the credit units awarded for the course, as stated in Title 5 section 58003.1(f)(1).

Instructors are asked when they develop a DE course proposal to describe how the course will address accessibility and how students not on campus will have contact with the instructor during office hours. Courses proposed for online delivery must indicate what students in the course may do in a typical week, what the nature and frequency of instructor to student interaction will be and the nature and frequency of student to student interactions. The DE course approval form asks specifically how the course design of online courses will ensure regular effective contact by means of activities such as discussion forums, weekly announcements, and instructor-prepared materials **(Appendix G)**.

Student authentication

Administrative Policy 4105 states that the Chief Instruction Officer (CIO) shall authorize one or more methods to authenticate or verify the student's identity approved by federal regulation. For the Redwoods Community College District (RCCD), authentication uses secure credentialing/login and password within applicable course management systems, which is specifically referenced in the federal regulation as an appropriate and accepted procedure for verifying a student's identity. The importance of authentication is stressed throughout faculty professional development training programs. Technical strategies for authentication is an area that the Distance Education Committee has been reviewing by examining tools offered by a number of vendors to determine their feasibility and potential for verifying student identity in distance education.

All students who are enrolled in distance education courses at College of the Redwoods are issued a username and password for secure access to Canvas. The username and password are generated from the student information system registration rosters and are unique to each student. Access to the user database for assisting students with login issues is restricted to several key staff members of the distance education department and to the Information Technology Helpdesk personnel.

Until a tested and proven secure authentication system beyond username and password is identified, the Distance Education department promulgates practices that discourage practices such as use of plagiarism, unpermitted collaboration, unauthorized help, impersonation and cheating among online students. At present, the District is confident that our policies including AP 4105, DE Course Proposal Form, the Regular Effective Contact Policy, and the Proctoring Policy will mitigate student authentication issues.

F. Evidence of Meeting June 2014 Eligibility Requirements

Reference: http://www.accjc.org/wp-content/uploads/2014/06/Eligibility_Requirements_Adopted_June_2014.pdf

1. Authority
College of the Redwoods' authority to operate as a degree granting institution is the accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. This authority is noted in the College Catalog and on the college website.

2. Operational Status
The College is in full and continuous operation. Students are actively pursuing the degree programs offered by the institution. Courses have been offered using distance education modalities on a continuous basis since 2006. Students are enrolled in a variety of courses that lead to two-year degrees, certificates of proficiency, specializations, skills certificates, transfer degrees, and community education courses.

3. Degrees
The majority of College of the Redwoods offerings are in programs that lead to degrees as described in the College of the Redwoods Catalog. All degree opportunities, certificate programs, transfer courses, and community education programs are clearly identified in the college catalog and reiterated in the schedule of classes each term.

4. Chief Executive Officer
Dr. Keith Snow-Flamer is the Interim President/Superintendent of the Redwoods Community College District, and the college's chief executive officer. Dr. Snow-Flamer was appointed to his position by the governing board in 2015, and reappointed for a second academic year in 2016. His primary responsibility is to the institution. He is committed to increasing student access through delivery of courses via distance education modalities.

5. Financial Accountability
The college is audited on an annual basis by an independent audit firm. The firm is selected by evaluating the scope of their experience, the size of the firm and their ability to provide backup personnel and a wide range of expertise. References are carefully evaluated. The audit firms employ *Audits of Colleges and Universities,* published by the American Institute of Certified Public Accountants. The Governing Board reviews the audit findings, exceptions, letter to management, and any recommendations made by the contracted audit firm. **(F1)**

6. Mission
The College of the Redwoods mission statement is reviewed annually by the Board of Trustees, and was most recently revised in June 2016 to better reflect the college's commitment to diversity and equal access. The mission statement may be found on the College of the Redwoods website, in the College Catalog, in the Strategic Plan, and is one of the elements in the Education Master Plan. The mission statement is reviewed every five years as part of the Coordinated Planning Council change process. The Distance Education Program is well aligned with the college's mission. **(F2)**

7. Governing Board
College of the Redwoods is governed by the Board of Trustees, which consists of seven area representatives. The area representatives are divided into geographical districts which encompass 10,000 square miles, including all of Del Norte and Humboldt counties, and the residents of coastal Mendocino. In addition the Board has one non-voting student trustee member who is seated with the Board and recognized as a full member of the Board at meetings. The student member is entitled to participate in discussion of issues and receive all materials presented to members of the Board (except for closed session).

Trustees are elected to the Governing Board by qualifying voters in their area. They are elected for four-year terms commencing on the first Friday in December following the election (BP 2100). The terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election. The student trustee serves a term of one year (BP 2105) and is elected by a plurality vote of those voting in a regular election of the student body (AP 2105). **(F3, F4)**

The Governing Board holds monthly meetings open to the public with notices and agendas widely posted in advance. In order to be accessible to members of the large tri-county area, the Board holds one meeting annually at the Del Norte Campus and one at the Klamath-Trinity site respectively. The agenda contains an oral comments section for community comment. The College administration and Academic Senate provide reports to the Board on a regular basis.

8. Administrative Capacity
College of the Redwoods is staffed by a sufficient number of administrators to provide the services necessary to support the college's mission and purposes. Administrators are selected competitively and all possess the appropriate preparation, qualifications, and experience to fulfill their roles. In addition, this distance education proposal is supported by administrative and support staff under the Vice President of Instruction and Student Development, as well as the President/Superintendent of the college.

9. Educational Programs
College of the Redwoods' educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length and maintain appropriate levels of quality and rigor for the degrees and programs offered. Basic skills programs in reading, writing and math help students develop the proficiencies necessary to advance to college-level curricula or to qualify for entry-level employment. Those with limited English proficiency may enroll in ESL courses. All programs are developed based on needs assessments and recommendations from discipline experts and input from industry advisory committees and transfer institutions. Students are required to show evidence of identified achievement outcomes to complete degrees and certificates. The college's degree programs are a minimum of 60 units, as required by state regulations, and are two years in length. The availability of programs via distance education modalities will greatly enhance educational opportunities for our students.

College of the Redwoods has 28 academic programs, run through 43 departments that lead to degrees and certificates. These departments offer eight A.A. degrees, 31 A.S. degrees, and 15 Associate Degrees for Transfer. In addition, 53 credit certificate programs are offered including both Certificates of Achievement and Certificates of Completion, as well as six noncredit Certificates of

Competency. Data for the number of degrees and certificates awarded over the past five years is available at the College of the Redwoods Institutional Research web site: http://public.tableau.com/profile/angelina.hill#!/vizhome/Completions_3/Dashboard1.

10. Academic Credit
Academic credit is based on Title 5, section 55002.5 of the California Administrative Code.

11. Student Learning and Student Achievement
College of the Redwoods defines and publishes course learning outcomes in the course outlines of record, in course syllabi, in the college catalog, in occupational brochures, and in instructional planning documents that are reviewed and updated annually. The college catalog, available both online and in printed from through the bookstore, defines expected student learning and achievement outcomes. The catalog includes course and program prerequisites, course numbers, names, and units, as well as descriptive course and program information.

Student achievement data is tracked and published on the District's Institutional Research website. Program Review includes an assessment of students' achievement of outcomes. Student learning and achievement are developed and assessed using the same criteria for online and on-campus classes.

12. General Education
General education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competence in writing and computational skills and serve as an introduction to major areas of knowledge (Title 5, section 55806). The quality and rigor of these courses is consistent with the academic standards appropriate to higher education. The general education component of programs is consistent with statewide standards.

College of the Redwoods has defined consistent learning outcomes for students who complete general education courses that are consistent with levels of quality and rigor appropriate to higher education. Expectations for quality and rigor are consistent regardless of delivery modality.

13. Academic Freedom
The College's Board of Trustees has adopted Board Policy 4030, *Academic Freedom*, which is included in the faculty handbook and which states:

"It is the responsibility of the Redwoods Community College District to provide an institutional environment that encourages academic freedom and instills respect and commitment to the obligations required to maintain these freedoms." **(F5)**

14. Faculty
College of the Redwoods has 71 full-time faculty and approximately 202 adjunct instructors teaching for the Redwoods Community College District. The names, degrees, and years of employment of full-time faculty are listed in the college catalog. The faculty serves approximately 7,300 students by providing them with quality programs in transfer and occupational education and in the mastery of basic skills and English as a second language. Faculty responsibilities are stated in the College of the Redwoods Faculty Handbook and in the contract between the Redwoods Community College District and the College of the Redwoods Faculty Organization (CRFO).

15. Student Support Services
College of the Redwoods provides appropriate services to students and develops programs that meet the educational support needs of its diverse student population. The college provides services in the following areas: Academic Support Center, Admissions and Records, Career Development and Student Employment Center, Child Care Services, Counseling and Advising, Course Articulation, Financial Aid, Transcripts, Graduation Evaluation, Student Health Center and Services, the Library, Scholarship Office, Orientation, and Campus Security. Special programs include: CalWorks, Cooperative Agencies Resources for Education (CARE), Disabled Students Programs and Services (DSPS), Extended Opportunities Programs and Services (EOPS), Honors Program, International Students Information, the Transfer Center, and the Veterans Program. **(F6)**

16. Admissions
The college's admissions policies are consistent with its mission and conform to parameters outlined in state law and college regulations. They are published in the college catalog, the schedule of classes, and on the College of the Redwoods website. To enroll at College of the Redwoods, a student must satisfy the published requirements. **(F7)**

17. Information and Learning Support Services
College of the Redwoods provides specific long-term access to information and learning resources and services to support its educational mission. These resources and services are provided for and delivered by many different divisions, departments, and centers, but in general they primarily are the responsibility of the Library and the Academic Support Center as identified earlier in this proposal.

The financial resources of College of the Redwoods are sufficient to support student learning programs and services and to improve institutional effectiveness. Fiscal planning takes place at both the College and the District levels and is evaluated and modified as appropriate. Financial resources support the mission and provide financial stability. Financial resources dedicated to online learning have been allocated at the District level to meet the needs of students who elect to learn through distance education throughout the 10,000 square mile rural district.

18. Financial Resources
Most of the financial resources of the college come from the State of California. Additional funding is obtained from federal, state, and private grant sources. All funds coming to the college are carefully tracked and documented. The college maintains adequate reserve levels for contingencies. The college maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future.

19. Institutional Planning and Evaluation
The 2012-2017 Strategic Plan and the Education Master Plan demonstrate the wide-ranging basic planning for the development of the college, as does the 2015-2017 DE Functional Plan. The results of goals, strategies and outcomes of the Education Master Plan are reviewed on an annual basis. The Education Master Plan is considered a living document that provides a foundation for decision-making, new program development, and may change to accommodate new information, stakeholder needs, and technology access. **(F8)**

College of the Redwoods' integrated process of planning, program review, assessment, budget development and resource allocation consists of:

- Regular review of the philosophy, mission statement, and institutional priorities.
- Creation and evaluation of the institution's annual plan.
- Regular review of the criteria for faculty and classified staff hiring.
- Prioritizing requests for instructional equipment over $500.
- Prioritizing requests for facilities improvement, infrastructure, and maintenance.
- Annual review of student learning outcomes as part of department program review and planning processes.
- Participating in the development of a district strategic plan and incorporating it into College of the Redwoods' planning process.
- Recommending spending and hiring priorities for all schools in Instruction, all departments in Student Services, and all departments in Administrative Services.
- Completing the Budget Development Process.
- Self-evaluating the planning, program review, assessment, and resource allocation process against the themes (dialogue; student learning outcomes; institutional commitments; evaluation, planning, and improvement; organization; and institutional integrity) in preparation for the 2017 Accreditation Site Visit.

A variety of data sources are used to inform this process. The College of the Redwoods' Institutional Research office provides useful information related to program review and planning, including survey results; comprehensive reports of student demographics and academic progress; data relating to access such as course availability and prerequisite eligibility; and data relating to success such as student retention, persistence, graduation, and transfer rates. The college also generates its own data through the program review and student learning outcome assessment cycles, in which programs, including student services and administrative services programs, are regularly assessed.

Budget data is provided by the college's Administrative Services division, and includes an annual review of the college's current and expected budget, grants and contracts, and prospective funding sources. College of the Redwoods' institutional effectiveness is regularly evaluated through a series of satisfaction surveys which solicit student, faculty, and staff feedback and through the collection and analysis of data on student demographics, success, persistence, degrees, certificates, and transfer. The data is incorporated into the college's planning processes, including program review. The institutional effectiveness data and longitudinal student outcomes data is published on the district research website and is accessible to the public. **(F9)**

In addition to following the same evaluation requirements of all programs, the Distance Education Department collects ongoing data on degrees and certificates that can be obtained in a distance education format including:

- Number of courses offered online annually.
- A full review of enrollment data for DE courses.
- Review and assessment of baseline data versus percentage increase each year.
- Analytics for a variety of student assistance resources, such as help pages, orientation resources, and tutoring services.

20. Integrity in Communication with the Public

The mission statement of the college is clearly articulated in the College of the Redwoods catalog, on the website, and in both the Strategic Plan and Education Master Plan. The college catalog, the district schedule of classes, and the Distance Education web site within the college web site provides the public with current information on degrees and curricular offerings, student fees, financial aid, refund polices, admissions policies, transfer requirements, hours of operation and appropriate contact information such as phone numbers and specific web pages where needed. The college also provides information and reminders about various activities, such as school performances and important deadlines such as late registration and financial aid, by direct mail and email. The college works with local media to ensure publication of important dates and activities of interest in various community and media calendars. The names and academic preparation of the faculty and administration are listed in the back of the college catalog. The names of the Governing Board members are also listed in the catalog.

21. Integrity in Relations with the Accrediting Commission

The Board of Trustees of College of the Redwoods provides assurance that the college adheres to the eligibility requirements and accreditation standards and policies of the Commission in its policies (*Board Policy Manual, Section 1: Bylaws of the Governing Board)* and actions and in its validation of the Self-Study.

G. Evidence of meeting June 2014 Accreditation Standards

Reference: http://www.accjc.org/wp-content/uploads/2014/07/Accreditation_Standards_Adopted_June_2014.pdf

The college holds all programs, courses, and all operations related to distance education to the same standards and requirements as those for on-campus face to face classes.

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

A. Mission

The Board approved mission statement which guides College of the Redwoods applies to the Distance Education Program and all DE students. The college has established a distance education program aligned with the broad-based purpose of the mission in meeting the needs of our students. The Distance Education Program aligns with the college mission by further emphasizing the commitment of putting students first and providing accessible and relevant developmental, career and technical, and transfer education that is specific to the needs of the greater student population.

B. Assuring Academic Quality and Institutional Effectiveness

In its conscious effort to support student learning, College of the Redwoods has established and maintains a comprehensive institutional planning model that supports annual assessment and dialogue at the course, program, division, and institutional levels. This process allows a comprehensive look annually at those areas related to planning, program delivery and student achievement that are in need of improvement. The Distance Education Program will be integrated into this planning and assessment process to ensure an accurate review of program function and effectiveness.

The Distance Education Program will vastly improve our institutional effectiveness by providing enhanced course, program, and student service access to students unable to physically be on our campuses. The comprehensive planning and development of our Distance Education Programs is consistent with and addresses our goals related to assuring academic quality and institutional effectiveness.

C. Institutional Integrity

Complying with all of the Eligibility Requirements as set forth by the Accrediting Commission, College of the Redwoods provides clear, accurate, precise and consistent information to the public about the college's mission, learning outcomes, educational programs and student services in its college catalog and on the college's website. The College of the Redwoods catalog and website describe the degrees and certificates in terms of the expected learning outcomes, purpose, content and course requirements. The College adheres to the accreditor's requirements for public disclosure, institutional reporting and prior approval of substantive changes.

Standard II: Student Learning Programs and Support Services

All programs proposed to be offered through the distance education mode are already offered through the traditional on-campus mode of instruction. There are no differences in the general

education, major, or graduation requirements between the distance education and on-campus versions of the programs. This Substantial Change Proposal is intended to address the mode of delivery of already existing instructional programs. In addition, CR has procedures in place to ensure that the rigor, breadth, objectives, learning outcomes, and academic quality of courses and programs offered in the distance education mode meet the same standards of those offered in the traditional on-campus mode.

Specifically, in accordance with California Code of Regulations (Title 5), the CR Curriculum Committee separately reviews and approves each course proposed for delivery via the distance education mode to ensure the following criteria are met **(See Appendices E, F, and G).**

- Regular effective contact (regular and substantive interactions) is maintained between the instructor and students through online or in person group or individual meetings, orientation and review sessions, study sessions, threaded discussions, live chats, web conferencing, telephone contact, email, or other activities.
- Effective pedagogical techniques appropriate to the distance education mode are used to ensure the quality and rigor of instruction mirrors that of the on-campus version of the course.
- Appropriate technology is used to achieve the Student Learning Outcomes/objectives of the course.
- Multiple measures are used to achieve and assess student learning, including reading, writing, and critical thinking assignments along with objective testing.
- All delivery methods used are accessible to individuals with disabilities in accordance with state and federal law.

A. Instructional Programs

College of the Redwoods offers high quality instructional programs, student services, and access to learning resources that meet the needs of our student population regardless of delivery modality of course location. The college will continue to offer high-quality instructional courses and programs via distance education with the primary purpose of leading to AA/As degrees, transfer degrees, or to improve access to occupational courses. Courses will adhere to the established course approval process specific to DE courses, and adhere to the course outlines for use throughout the district, with imbedded student learning outcomes that mirror those in the curriculum taught in campus-based courses. All courses will be taught with the most appropriate pedagogy for the respective curriculum of each course and with the use of state-of-the-art instructional technology. All sections will adhere to the appropriate depth and rigor of those taught throughout the district and will be scheduled in timeframes appropriate to the subject matter. The assessment of SLOs and PLOs for courses that are delivered via DE will be included in the established assessment reporting and dialogue process currently employed district wide.

Online faculty also follow additional measures to ensure high-quality instruction:

- All faculty include a statement about academic integrity in their course syllabi.
- Student assignments are checked for plagiarism and for cheating through the TurnItIn tool integrated within the learning management systems.

- All faculty require some type of written work from the student (e.g., papers, online discussions, exam essay questions).
- The majority of faculty use a variety of assessments (e.g., quizzes, projects, portfolios, group work).
- Information (such as specific instruction on how to cite sources) is included in most courses requiring written papers so as to help students avoid academic dishonesty (e.g. plagiarism).
- High stakes exams (i.e., midterms and finals) can have a time limit set. In addition, faculty may choose to randomize the quiz or exam questions so that no two students receive the same set of questions.
- Some instructors choose to administer proctored exams at an instructional site or an arranged exam site (e.g., military facility, church, K-12 school) to ensure positive student authentication. The Distance Education staff help online faculty establish proctoring for such exams.
- Many instructors require multi-part projects or progressive submissions of in-process work. This allows the instructor to recognize student's work through trends and writing styles.
- Some instructors engage their class in peer reviews of essays, including asking students to explain their work in the online class discussions.

These strategies for promoting academic integrity and student verification reflect those reported in "Best Practice Strategies to Promote Academic Integrity in Online Education, Version 2.0, June 2009, http://www.wiche.edu/pub/13441

In accordance with California Code of Regulations (Title 5), all courses and programs, regardless of delivery method, are approved by the College of the Redwoods Curriculum Committee prior to submission to the Board of Trustees and the California Community Colleges System Office. These bodies ensure that all courses and programs are appropriate to the mission of College of the Redwoods; serve a demonstrable student need; meet quality standards, are feasible to offer with the college's resources; and are compliant with all applicable laws and regulations. The Curriculum Review Committee process is faculty driven in that each course must be sponsored by faculty and approved by Instructional Deans and a Faculty DE Expert appointed by the Curriculum Committee. The division Dean must approve all requests for courses to be delivered in a Distance modality before going before the Curriculum Committee for review. Members of the community are also welcome to attend and comment on pending curricular decisions at all meetings. **(G1)**

The Curriculum Committee is also responsible for separately approving each course proposed for delivery via the distance education mode. This approval is contingent on the demonstration of high quality standards for each distance education course, as described in Section B above. Documentation of approval for each course, program, and distance education delivery method is available upon request.

The maintenance of quality for courses is the responsibility of the faculty, whether delivered on-campus or via distance education. Courses and programs are reviewed for currency and updated by faculty on a regular basis (at least every two years for career technical courses and programs and six

years for other courses and programs). Courses and programs are also assessed by faculty as part of the Student Learning Outcome Assessment Cycle and Program Review. Quality standards for courses offered through distance education are further scrutinized by the Curriculum Review Committee to ensure that course standards are met in the areas of accessibility, regular effective interaction between the instructor and students, multiple measures of evaluation, appropriate use of technology, and sound pedagogy. Finally, the faculty evaluation process provides for student and peer evaluation of faculty performance for all courses regardless of delivery method. **(G2)**

The college provides sufficient security to protect student online accounts and personally identifiable information. The technology used is state-of-the-art and the college maintains the hardware and software in support of high quality instruction. The technology infrastructure is sound and will is maintained through systematic review and upgrades as necessary.

B. Library and Learning Support Services

The College makes a strong commitment to providing all students adequate and equal access to learning resources. We employ a full time faculty librarian, a library director, and several part-time faculty reference librarians. All of the departments within the Learning Resource Center, including library, testing, tutoring and others, participate in assessment of student learning outcomes and the annual program review process, as well as other college-wide planning initiatives and activities.

C. Student Support Services

The student support services for DE students provides students access to the college, guidance in the admissions and registration process, financial aid advice and assistance, orientation to the college, and individual academic counseling, including the development of an individual educational plan, and access to the student complaint process. The students will access online library resources via the Internet. Student Support Services participates in the annual program review process to further ensure that student needs are being met and adequate resources are allocated to support student needs regardless of location,

Standard III: Resources

A. Human Resources

As described previously, the college has 2.5 full time personnel dedicated to administration and support of the Distance Education mission: a Director of Distance Education, a Faculty DE Coordinator, and an IT multimedia support person. This team coordinates the DE technology facilities, interfaces with academic and administrative departments, liaisons with Academic Senate and its committees, provides faculty and staff development through online and classroom-based trainings, develops and maintains online tutorials and help systems, and provides the technical support for creation and uploading of complex learning objects to enhance courses and student engagement. One classified staff member will provide clerical and organizational support to both DE and adjunct instructors Monday through Friday, 8 hours per day.

In addition to the personnel in the DE department, the Information Technology department provides technical support staff to administer the learning management system, provide integration between student information systems (Datatel) and the learning management system, and provide level one support for faculty and students with access and basic computer integration questions.

B. Physical Resources

In 2002 College of the Redwoods opened the 39,000-square-foot Learning Resource Center (LRC) which combines a traditional and electronic library with 140 general-use computers, an Academic Support Center, a Writing Center, and a High-Tech Center for students served by the college's Disabled Students Programs and Services. This facility provides a wide variety of tutorial and instructional support activities and media services to College of the Redwoods students and the surrounding communities. The LRC was conceived and designed to be a focal point of teaching and learning. This modern, integrated learning center enables the college to significantly enhance the learning opportunities it is committed to providing for the citizens of the North Coast. The Del Norte Educational Center also has a Learning Resource Center and Library with similar capabilities, though not as large. Its connection to the main campus provides access to all resources.

In addition, each district instructional site contains at least one computer lab for site-based access to the Internet and an equipment loan program, managed by administrative staff at each location, for faculty and staff that can be used for training, workshop development, and conference attendance or presentations. This equipment includes check out of laptops, projectors, digital recorders, and digital cameras.

C. Technology Resources

All campuses and instructional sites have wide area network access to the College's central network and internet gateway. Students have web-based access to course registration, advising, and tutorials at each instructional site and anywhere they can access the Internet (e.g., home, local libraries, smart phones, Internet cafes, etc.)

The Canvas learning management systems is hosted remotely. The agreement for hosting provides a reliable, secure, and scalable hosting environment.

Online course delivery is relatively decentralized with support from a faculty Distance Education Coordinator. Using the College's course delivery system (Canvas), faculty and students can be located anywhere there is internet access. Faculty and students can get assistance from a "help desk" staffed by IT personnel. IT personnel also staff and support some Canvas functions. IT hours are limited to M-F during normal business hours, but additional help and support for Canvas is available through "after-hours" support provided through the State's Online Education Initiative.

D. Financial Resources

Hosting of the College's Canvas CMS is provided by the State Online Education Initiative through 2017-18, which has allowed the College the ability to provide an operational budget for the DE program which provides for professional development, equipment, software for course development, and contract services such as online proctoring, tutoring, and the implementation of student readiness tools. Additional funding is allocated through the College's integrated planning and resource allocation process as necessary and available.

Personnel costs associated with benefits and overhead of DE Staff, salaries and overhead of Information Technology Division support, student services support and Library support for the distance delivery all fall within the institutional budget for salaries and equipment related to general district-wide program administration.

As of 2015-16, the DE program generated more FTES revenue per online section than the College average, and preliminary data for fall 2016 show that this trend is continuing. The DE program generates sufficient revenue to support increasing the number of quality online courses, student services, and degrees and certificates available to students in the district and region. This increase in offerings and availability of offerings will significantly bolster enrollment and allow the district to more consistently meet current enrollment targets and apportionment generated funding levels.

College of the Redwoods has analyzed economic data for the North Coast and participated in surveys and committees which identified key targets of opportunity for employment both now and in the future. The College is also using labor market data to inform proposals for the Chancellor's Office Strong Workforce Initiative, some of which may involve the development of additional online courses to meet the economic and workforce needs of the region. The ability to meet the needs of the community will require extensive development of online delivery options. This delivery methodology not only provides access to a significantly wider population, but it also provides important skill building in the use of technology and how to be a life-long learner in our knowledge economy that is critical to the types of positions that are most likely to provide family wage jobs and longer term stability in the North Coast region.

Upgrade of equipment and software is a part of the regular budgeting process. This includes the ability to keep current with computer technology and to have an environment which tests new technologies and, based on faculty and staff input, provides for appropriate distribution of development software to take advantage of those technologies for the enhancement of quality in course development and delivery. Decisions and ongoing budgeting for upgrades are part of the Integrated Planning Process which includes program review requests from instruction, long term technology planning from the Technology Planning Committee, prioritization of technology requests from the Technology Planning Committee, budget prioritization and allocation from the Budget Planning Committee, and approval or rejection by the Board of Trustees in the final budget approval process.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

The Distance Education Program is part of the responsibility of the Vice President of Instruction and Student Development and has adequate staffing and oversight during to operate at an effective level to meet student needs. The college has hired a new Director, Library and Technology Enhanced Instruction to oversee general operations of both the DE program and the Library, including contracts, budgeting, personnel, and maintenance of all related support structures. The Director reports to and coordinates extensively with the Vice President of Instruction and Student Development. The Director and the DE Planning Committee interface regularly with the Academic Senate and its committees. All technology matters are handled jointly by the Office of Instruction and Student Development, the Distance Education Coordinator, and the Information Technology Department which is directed by the Vice President of Administrative Services. Both the Director and Coordinator have a variety of participatory roles in distance education governance matters pertaining to the District, the Board of Trustees, the DE Steering Committee, and various faculty governance committees.

All of College of the Redwoods' DE courses and services – culminating with this proposal – have been initiated, planned, developed, and implemented through cross-constituent support using a variety of committees and planning processes described above and through the Integrated Planning model. This process includes the development and approval of courses and programs that are ultimately approved by the board of trustees

B. Chief Executive Officer

The full implementation of our Distance Education Program will not affect the administrative structure of the College or the reporting expectations of the Superintendent/President. All courses offered via a distance modality and programs being proposed to be offered at greater than 50% DE are approved by the Board of Trustees as well as all Board Policies and Administrative Policies that relate to the DE modality.

C. Governing Board

The full implementation of our Distance Education Program will not affect the College Board of Trustees or their reporting expectations of the President/Superintendent. All courses offered via a distance modality and programs being proposed to be offered at greater than 50% DE are approved by the Board of Trustees as well as all Board Policies and Administrative Policies that relate to the DE modality.

Appendix A – Education Master Plan

EDUCATION MASTER PLAN

COLLEGE OF THE REDWOODS

GOALS & OBJECTIVES 2012-17

The Education Master Plan identifies educational program and service goals and measurable objectives in support of the college's mission and strategic plan.

Goal 1 **Ensure Student Success** | College of the Redwoods will employ programs, services, and organizational structures to meet the needs of learners and ensure student success.

Objectives
1.1 Provide structured academic pathways
1.2 Improve support for students
1.3 Improve effectiveness of basic skills education
1.4 Increase transfers and degree and certificate completions
1.5 Professional development programs will be focused on improvement of educational effectiveness
1.6 Improve success among underrepresented populations

Goal 2 **Develop Programs and Services to Meet Community Needs** | College of the Redwoods will provide, in partnership with the community, training and education to contribute to the economic vitality and lifelong learning needs of the community.

Objectives
2.1 Enhance community education program
2.2 Enhance incumbent worker and contract training
2.3 Develop not-for-credit programs
2.4 CTE programs respond to community training needs
2.5 Develop non-credit programs

Goal 3 **Practice Continuous Quality improvement** | College of the Redwoods will continually assess student learning and institutional performance and practices to improve upon the programs and services we offer.

Objectives
3.1 Improve tools for assessment reporting
3.2 Student learning will be a visible priority in all practices and structures.
3.3 Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.
3.4 Systematically use data to inform decision making.
3.5 Provide continual and inclusive training opportunities regarding assessment.
3.6 Increase the number of institutional employees who have accreditation experience.

Goal 4 **Maintain Technological Relevance** | College of the Redwoods will support the learning environment through appropriate technology and facilities.

Objectives
4.1 Provide lab equipment and technology to effectively support instructional needs
4.2 Update the comprehensive technology replacement plan
4.3 Enhance distance education or eLearning
4.4 Effectively utilize technology in teaching

Goal 5 **Increase Student Participation in Campus Activities** | College of the Redwoods will support student success by engaging students in the college environment.

Objectives
5.1 Improve student engagement among all students.
5.2 Develop a vibrant student center.
5.3 Increase student engagement in the community.
5.4 Faculty and staff will model positive engagement in the college community

Appendix B – Memorandum of Understanding

2013-16-7

Memorandum of Understanding
Redwoods Community College District (District)
College of the Redwoods Faculty Organization (C.R.F.O.)

Instructor Preparation and Professional Development

Faculty shall meet **any** of the following three criteria prior to teaching an online course for College of the Redwoods:

1. **Complete College of the Redwoods Online Teaching and Learning Training** sponsored by the DE Committee in consultation with the Academic Senate.
2. **Certificate of Completion in Online Teaching** from an accredited college or university, such as UCLA online Teaching Program, Cerro Coso Online Educators Certificate Program, or @One Teaching Certification Program.
3. **Demonstrate prior successful experience** in teaching online course(s) with a copy of a Faculty Evaluation Report (A-5/AF-5) or equivalent that includes one or more online sections.

As Faculty Evaluation Reports for online instructors may not be available for current online faculty, all current and past online College of the Redwoods faculty shall be provisionally certified to teach online until their next regularly scheduled evaluation. Full certification would occur after meeting [one of] the above criteria.

The district shall provide ongoing training and professional development in support of distance education.

The District and CRFO further agree that this MOU will expire on June 30, 2016 unless mutually agreed to by the District and CRFO.

For the District

Kathryn J Smith
Kathy Smith – President

Ahn Fielding – Director Human Resources

8-30-14
Date

For C.R.F.O.

Peter Blakemore – President

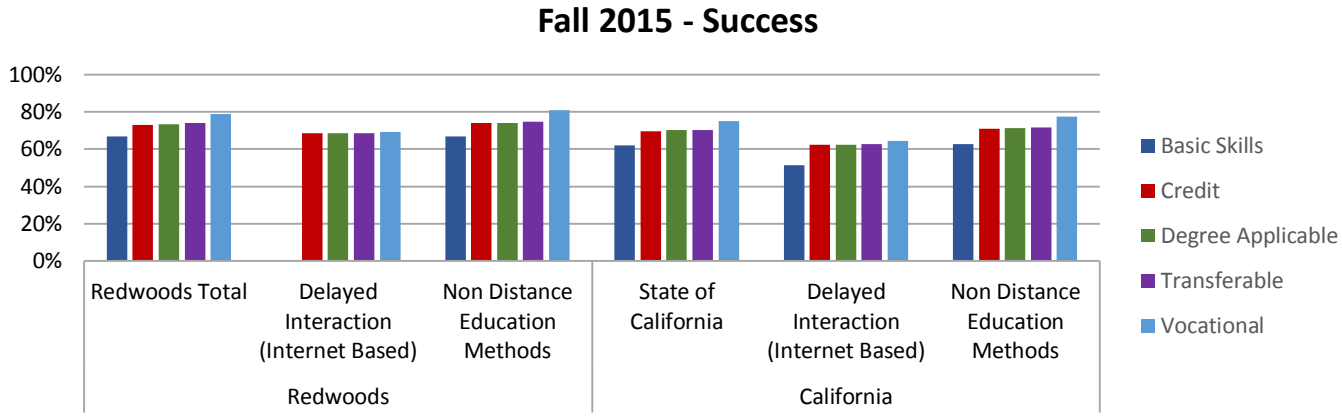
John Johnston – Chief Negotiator

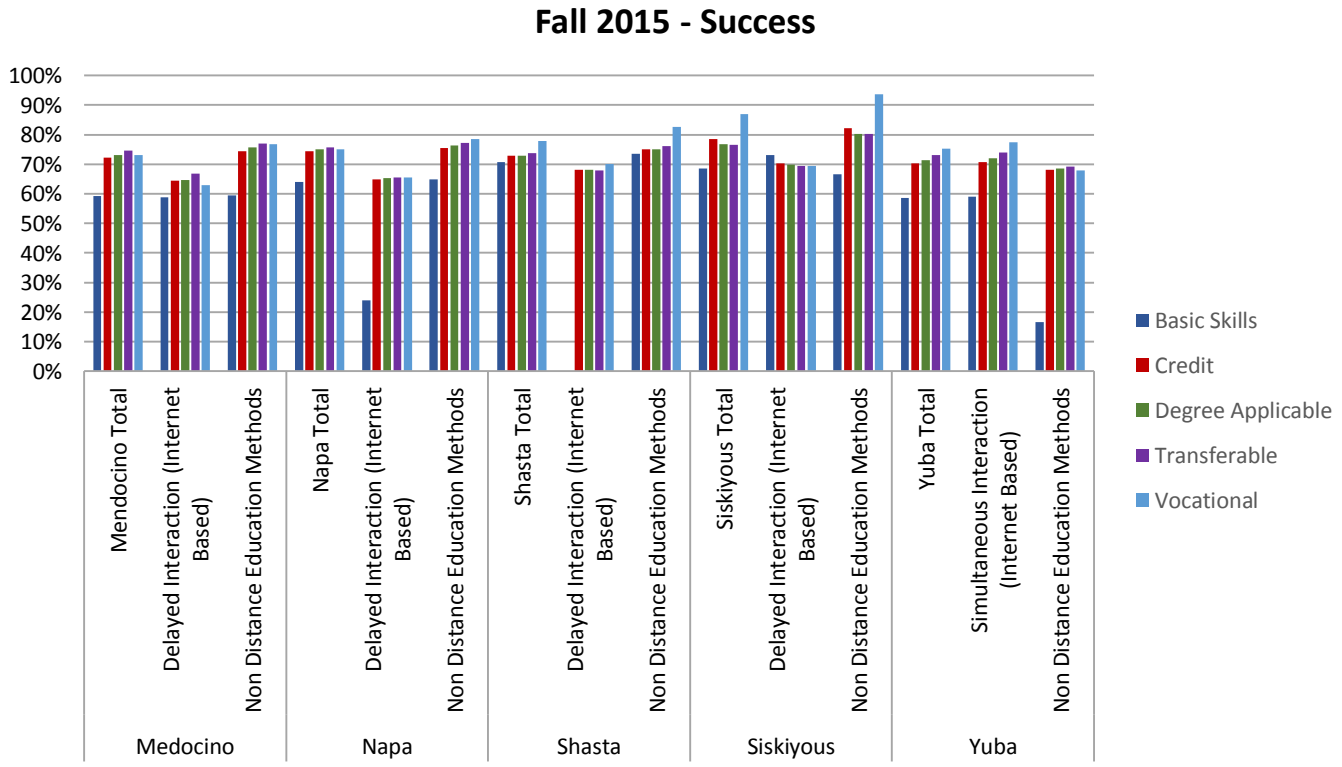
8/27/14
Date

Appendix C – Success and Retention in Online vs. Face-to-Face Courses

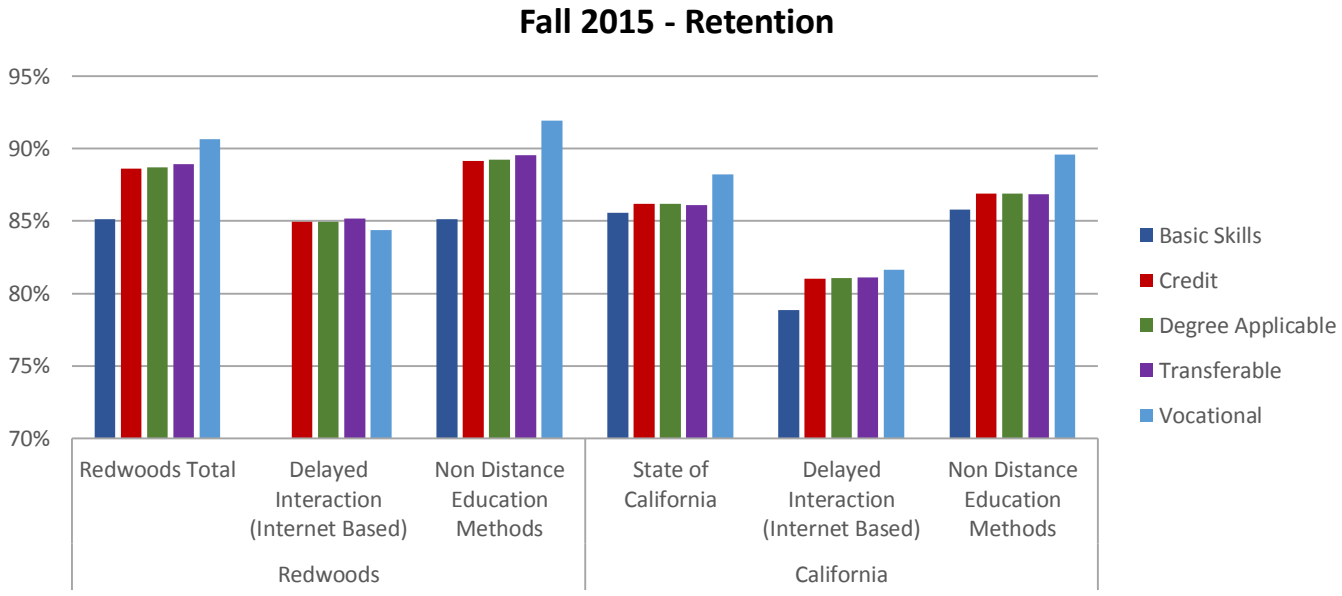
Success & Retention in Online (Internet Based) vs. Face-to-Face (Non Distance Based) Classes – IR, 10/27/2015

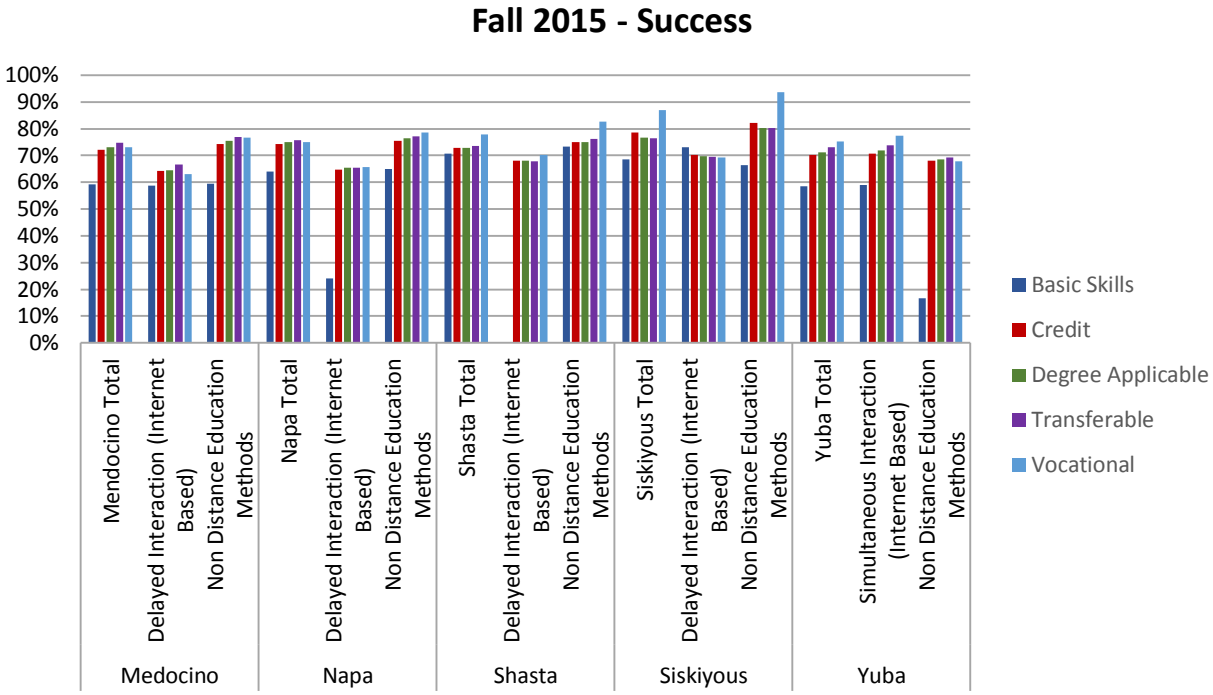
Success in online vs. face-to-face classes at CR is on average 5% lower in online classes, as compared to statewide average performance which is about 10% lower in online courses. Vocational course success at CR, however, is about 12% lower in online courses than face-to-face. Vocational online subject offerings: AJ, BT, BUS, CIS, DM, ECON, HO, HRC, LVN, MA, WAT. About 3.3% of Basic Skills courses across the state are offered online, compared to zero at CR.



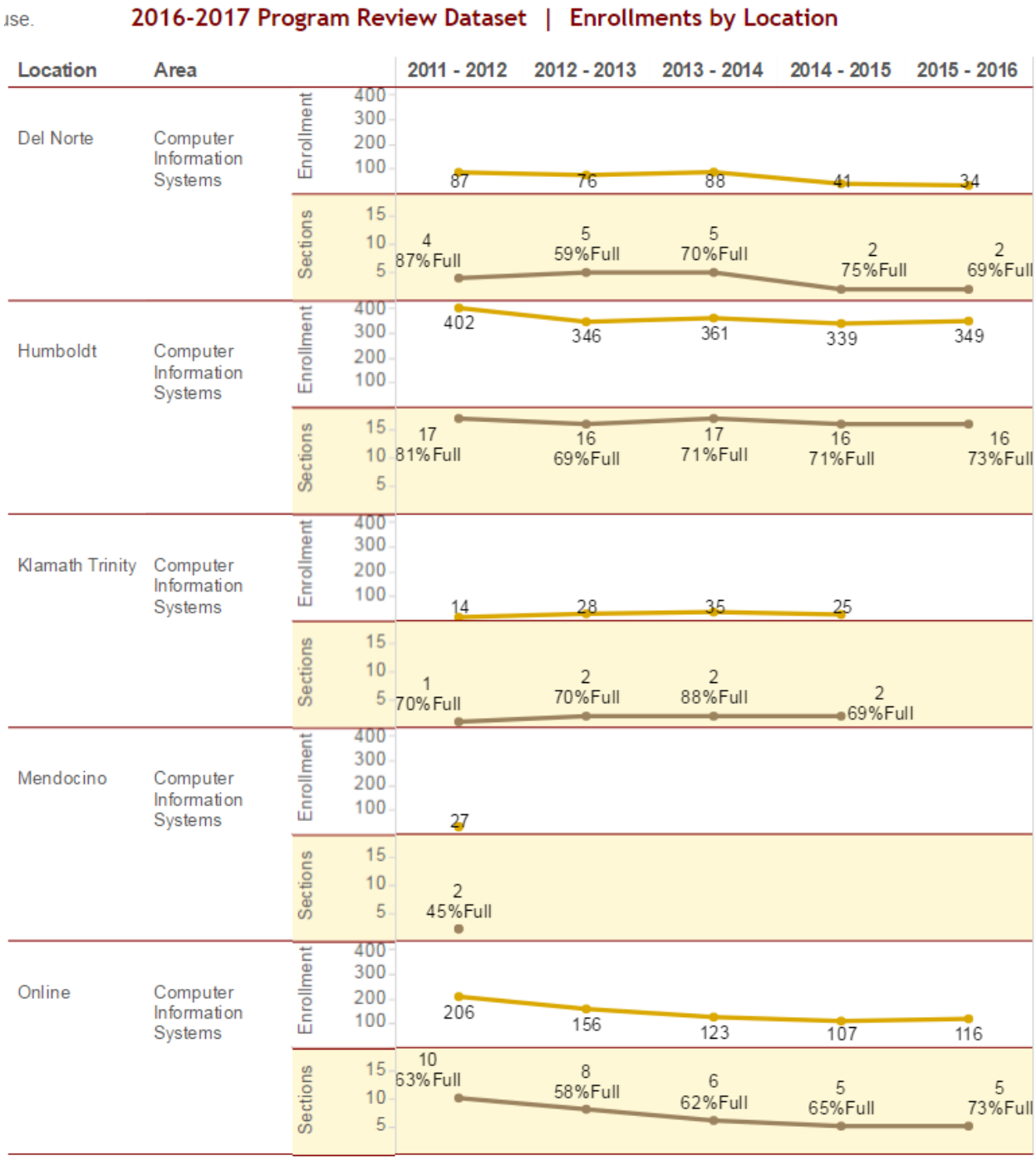


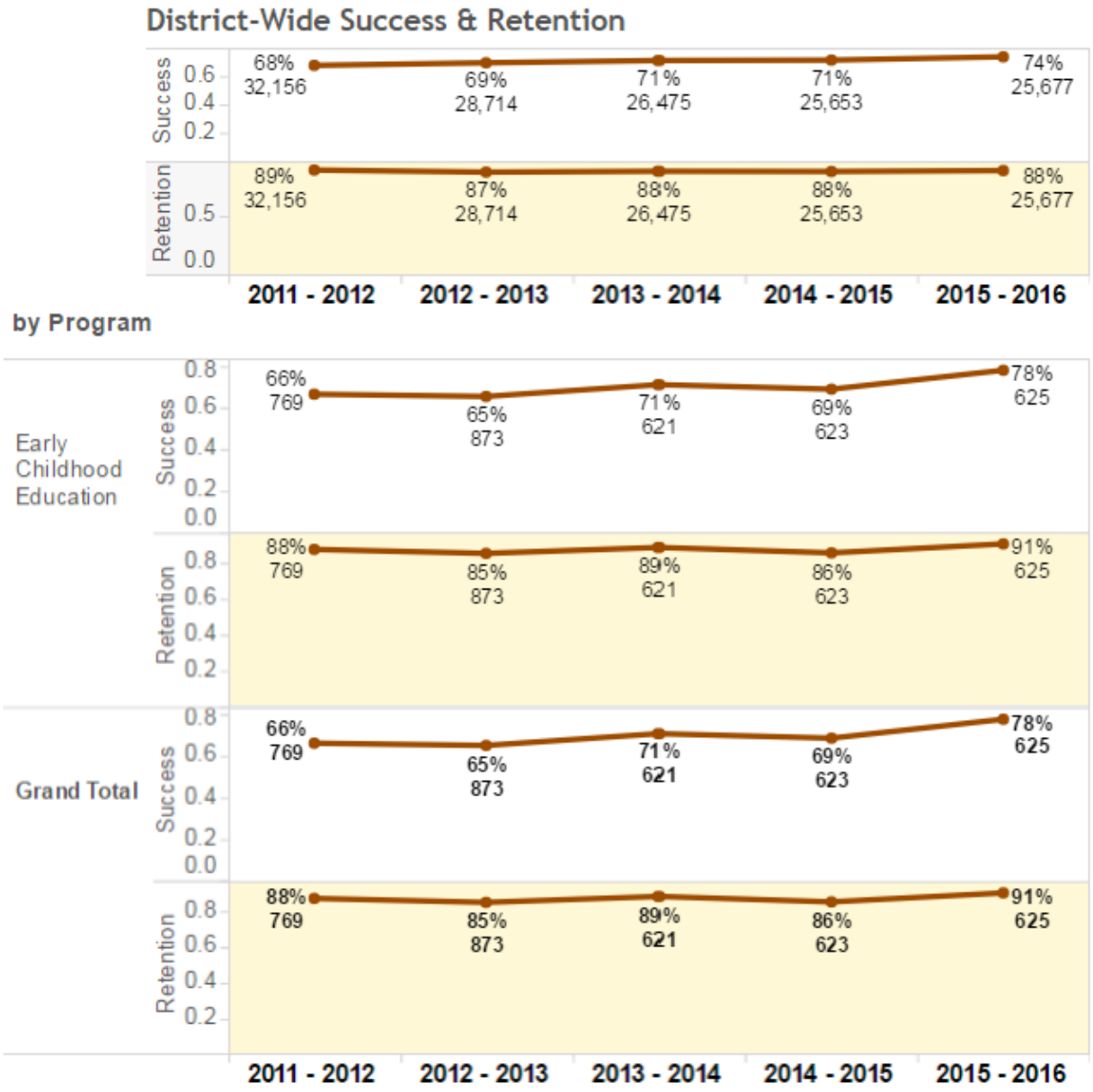
State-wide retention in online courses is about 6% lower in online than in face-to-face courses. Retention at CR is only about 4% lower in online than in face-to-face courses, except for vocational courses, where it is about 8% lower. Overall retention at CR is higher than for the state.





Appendix D – Program Review Datasets with disaggregated online enrollments




District-Wide Success & Retention
Success
Retention
68%
32,156
69%
28,714
71%
26,475
71%
25,653
74%
25,677
89%
32,156
87%
28,714
88%
26,475
88%
25,653
88%
25,677
2011 - 2012
2012 - 2013
2013 - 2014
2014 - 2015
2015 - 2016
by Program
Early Childhood Education
Grand Total
66%
769
65%
873
71%
621
69%
623
78%
625
88%
769
85%
873
89%
621
86%
623
91%
625

Appendix E – AP 4105 Distance Education

REDWOODS COMMUNITY COLLEGE DISTRICT AP 4105

Administrative Procedure

DISTANCE EDUCATION

"Distance education is defined…as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously" (ACCJC, 2013).

Course Quality Standards
The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses. Refer to the Curriculum Handbook.

Separate Course Approval
Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020 Program and Curriculum Development and the Curriculum Handbook.

Instructor Contact
Each section of the course that is delivered through distance education shall include regular effective contact between instructor and students. Instructor contact guidelines can be found on the Curriculum Committee website.

Student Authentication Process
Consistent with federal regulations pertaining to federal financial aid eligibility, the District shall authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit.

The Chief Instruction Officer (CIO) shall authorize one or more methods to authenticate or verify the student's identity approved by federal regulation. For the Redwoods Community College District (RCCD), authentication uses secure credentialing/login and password within applicable course management systems, which is specifically referenced in the federal regulation as an appropriate and accepted procedure for verifying a student's identity.

Online Course Proctoring
Instructors of online classes are encouraged to have important exams proctored. For enrolled students, proctoring is available at any College location. Students distant from a College location may use a proctor not affiliated with the College who meets any of the following criteria: librarian, testing

coordinator, administrator, or teacher at an elementary or secondary school, community college, or university. In addition, military chaplains, testing administrators, education services officers, or prison officials are acceptable.

These or other alternatives must be approved by the instructor and supervising administrator. It is the student's responsibility to make arrangements with the proctor using the College "Student/Proctor Agreement Form" and to pay all costs for proctoring.

Privacy
The District shall provide to each student at the time of registration a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

ADA Compliance
All distance education is subject to the requirements of Title 5 as well as the requirements imposed by the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d). Also, see Administrative Procedure 3412 Access to Programs and Facilities.

Instructor Preparation and Professional Development
Faculty shall meet qualification criteria as outlined in the Collective Bargaining Agreement (CBA).

Evaluation of Instructors
Instructors teaching online classes shall be systematically evaluated using criteria applied to all classes, in addition to criteria specific to online instruction.

Student Grievances
The CIO or designee will maintain a file of all student grievances related to distance education and their resolutions. This file will not be used for the purpose of evaluating faculty.

REFERENCES:
"Guide to Evaluating Distance Education and Correspondence Education" ACCJC publication, July 2013
Title 5 Sections 55200 et seq.
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended
Title 34 Code of Federal Regulations - Section 602.17
Certification Standards for Online Teaching

Approved: June 3, 2014

Appendix F – Regular Effective Contact Policy

College of the Redwoods
Distance Education
Regular Effective Contact
Endorsed by the Curriculum Committee-03/22/13
Approved by the Academic Senate-04/05/13

Ensuring **Regular Effective Instructor/Student Contact** guarantees that the student in an online or hybrid course receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face to face course the instructor is present at each class meeting and interacts with class announcements, lectures, activities and discussions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face to face office visits.

Title 5 regulations do not make a distinction between regular and distance education (DE) courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Title 5 and the Distance Education Guidelines for the California Community Colleges require each community college to have a policy regarding regular effective contact between instructor and student including "the type and frequency of interaction appropriate to each DE course/section or session."

College of the Redwoods Policy:

All DE courses at CR, whether hybrid or fully online, will include regular effective contact as described below:

- **Initiated interaction**: Instructors will regularly initiate interaction with students and determine that they are accessing and comprehending course material and participating regularly in the activities in the course. Providing students with an open ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.
- **Frequency**: DE courses are considered the equivalent to face to face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face to face course. At the very least, the number of instructor contact hours per week that would be available for face to face students will also be available, in asynchronous and/or synchronous mode, for DE students. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course.
- **Establishing expectations and managing unexpected instructor absence:** An instructor- and/or department-established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially

opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.

Minimum Contact: Regarding the type of contact that will exist in all CR DE courses, instructors will, at a minimum, use the following resources to initiate contact with students:

- Threaded discussion forums (or equivalent) with appropriate instructor participation.
- General email/messages.
- Weekly announcements in the Learning Management System.
- Timely feedback for student work.
- Instructor-prepared materials (text-based, audio files, and/or video files), in addition to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the "virtual equivalent" of the face to face class.

Other Types of Contact: Instructors may also choose to use other forms of communication, as mentioned in Section 55204 of Title 5. *("…through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail. e-mail, or other activities.*") and/or CCCConfer, video conference, pod cast, or other synchronous technologies may also be included. CCCConfer is a web conferencing tool that is free to the California Community College System.

It is suggested that instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.

Regulations: Title 5/Distance Education Guidelines for the California Community Colleges state:

55202. Course Quality Standards.
The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2. **NOTE**: Authority cited: Section 66700 and 70901, Education Code. References: Sections 70901 and 70902, Education Code.

Guideline for Section 55202
This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of DE courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 which it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.

55204. Instructor Contact.
In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include ***regular effective contact*** between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail. e-mail, or other activities. (b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. ***Regular effective contact*** is an academic and professional matter pursuant to title 5, section 53200. **Note**: Authority cited: Sections 70901 and 66700, Education Code. Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55204.
This section defines what contact must be maintained between instructor and student: Subsection (a) stresses **the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status.** The use of the term "regular effective contact" in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record. Subsection (b) establishes the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts will need to define "effective contact**, "including how often, and in what manner instructor-student interaction is achieved."** It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

Resources:

College of the Desert, Distance Education Regular Effective Content Policy.
Mt. San Jacinto College, Regular Effective Contact Policy.
Mendocino College, Distance Education Procedures Regular Effective Contact

Appendix G – Curriculum Proposal for Distance Education Course

Date:

1. Division: **Select**

2. Course ID and Number:

3. Course Title:

4. Please select the distance education methods that describe how the course content will be delivered. *NOTE: Please check ALL methods that will be used for offering this course, even if previously approved.*

   ☐ **Online –** *course delivered fully online using online LMS with no face-to-face meetings.*

   ☐ **Hybrid –** *course has a portion, but not all, of the regular student contact conducted online.*

   ☐ **Interactive Video (Simultaneous interaction)** – *course is conducted synchronously over the internet with simultaneous video interaction between instructor and remote students.*

5. What perceived need will this distance education course address?

For ALL distance education courses:

6. Describe the proctoring policy for this course. Will you require proctored exams? If yes, please review the Instructor Proctoring FAQ (in the Resources at the end of this form) and explain how proctoring will be implemented in your DE course.

7. How will this course design address student accessibility? Course design may include: captioned videos, transcripts for audio files, and alternative text for graphics (refer to Accessibility Checklist - attached):

8. If a student is not able to come on campus, how will you provide contact during office hours?

For distance education course methods using online delivery (Online or Hybrid):

9. Describe how your online course design will differ from face-to-face delivery to ensure that the instructor will maintain **Regular Effective Contact** (refer to Regular Effective Contact guidelines) by including:
   a. Threaded Discussion Forums (or equivalent)
   b. Weekly Announcements (or equivalent)
   c. Instructor-Prepared Materials (e.g., text-based, video &/or audio files) in addition to publisher-created materials to create a virtual equivalent of the face-to-face class.

10. To illustrate the description in #9, describe what students in this course will do in a typical week of this course

11. What is the course "statement" to be included in the syllabus for instructor frequency and timeliness of instructor-initiated contact and student feedback? (refer to Regular Effective Contact guidelines)

12. How is this course designed to address Student Authenticity? Preventive measures may include: multiple assessment techniques, written assignments, threaded discussions, exams based on randomly drawn test bank items, timed exams, and raising student awareness of the College's Code of Conduct.

Submitted by: Tel. Ext: Date:

Approvals:

Distance Education Faculty Appointee Review Date:

Division Dean or Director: **Select** Review Date:

DISTANCE EDUCATION FACULTY COORDINATOR USE ONLY

Will approval of this proposal result in >50% of a program, degree, and/or certificate being available via Distance Education?

No ☐ **Yes** ☐

CURRICULUM COMMITTEE USE ONLY

Approved by Curriculum Committee: No ☐ **Yes** ☐ **Date:**

Academic Senate Approval Date: **Board of Trustees Approval Date:**

Resource List for Distance Education Courses

Accessibility Checklist
http://www.redwoods.edu/Portals/72/Documents/DistanceEd/AccessibilityChecklist_000.docx

OEI Course Design Rubric
Online version:
https://sites.google.com/site/coursedesignrubricoeifinal/
PDF: http://ccconlineed.org/wp-content/uploads/2015/11/oei-ocdr_r1-20150501-CC-license.pdf

@ONE Standards for Quality Online Teaching
http://ccconlineed.org/wp-content/uploads/2015/12/@ONE_SQOT_CC.pdf

CR *Regular Effective Contact* Guidelines:
http://inside.redwoods.edu/curriculum/CR%20Curriculum%20Resources/DE%20Regular%20Effective%20Contact%20.pdf

CR *Regular Effective Contact* Checklist*:*
http://evoq.redwoods.edu/Portals/72/Documents/Distance%20Ed/RegularEffectiveContactChecklist.docx

CR *Online Course Syllabus Checklist*:
http://evoq.redwoods.edu/Portals/72/Documents/Distance%20Ed/OnlineCourseSyllabusChecklist.docx

AP 4105, *Distance Education:*
http://www.redwoods.edu/Portals/50/boardpolicies/Chapter4/AP4105.pdf

Test Proctoring:
https://redwoods.instructure.com/courses/739/pages/instructor-proctoring-faq

Appendix H – Evidence

C1 Distance Education Functional Plan, 2015-2017, http://inside.redwoods.edu/senate/documents/6.1plan2015-12-03DEFunctionalPlan-Final.pdf
C2 Distance Education Planning Committee website, http://www.redwoods.edu/de/Home
C3 *College of the Redwoods Committee Handbook*, http://internal.redwoods.edu/Portals/23/CommitteeHandbook2015.pdf?ver=2016-01-20-141858-210

D1 "Testing At A Distance" webpage , http://www.redwoods.edu/asc/Placement-Testing-Testing-at-a-Distance
D2 *2015-16 Credit Student Support Services Program (SSSP) Plan*, http://inside.redwoods.edu/SSSP/documents/2015-16CreditSSSPPlanFINAL11.19.15.pdf
D3 "Online Orientation" webpage, http://www.redwoods.edu/orientation
D4 "Apply to DSPS at CR", http://www.redwoods.edu/dsps/Apply-to-DSPS-at-CR
D6 "Faculty Resources", http://www.redwoods.edu/online/Help/Faculty
D7 A-Z Databases, http://redwoods.libguides.com/az.php
D8 "Ask A Librarian", http://www.redwoods.edu/library/Get-Help/Ask-A-Librarian
D9 NetTutor information webpage, http://www.redwoods.edu/online/NetTutor
D10 Professional Development Committee website, http://internal.redwoods.edu/pdc/Resources
D11 2015-16 DE Program Review Report, available at https://webapps.redwoods.edu/ProgramReview/adminservicesview.aspx
D12 Board of Trustees Meeting Packet, November 1, 2016, p. 113
D13 *College of the Redwoods Committee Handbook*, http://internal.redwoods.edu/Portals/23/CommitteeHandbook2015.pdf?ver=2016-01-20-141858-210

F1 Board of Trustees review of annual audit,
F2 Board of Trustees Meeting Packet, June 7, 2016, p. 239, http://www.redwoods.edu/DesktopModules/EasyDNNNews/DocumentDownload.ashx?portalid=50&moduleid=10215&articleid=356&documentid=411
F3 BP 2100, *Board Elections*, http://www.redwoods.edu/Portals/50/BoardPolicies/Chapter2/BP2100BoardElections_001.pdf
F4 BP/AP 2105, *Election of Student Member*, http://www.redwoods.edu/board/Board-Policies/Chapter-2-Board-of-Trustees
F5 BP 4030, *Academic Freedom*, http://www.redwoods.edu/Portals/50/boardpolicies/Chapter4/BP4030AcademicFreedom_000.pdf
F6 Student Services website, http://www.redwoods.edu/services
F8 Admissions and Records website, http://www.redwoods.edu/admissionsandaid
F9 Integrated Planning website, http://internal.redwoods.edu/planning

DRAFT

G1 Curriculum Routing Flow, http://internal.redwoods.edu/LinkClick.aspx?fileticket=8qNhoEVjN-E%3d&portalid=159

G2 Curriculum Stoplight, http://www.redwoods.edu/ir/Curriculum-Stoplight

November 29, 2016

Institutional Research

Student Feedback Regarding Technology in Instruction

A technology survey was administered to students in 2014-2015 and 2015-2016. In addition to gathering student's satisfaction with various technology-related services, the survey also asked the following question:

- Is there any one thing that your instructors can do with technology to better support your academic success?

A total of 68 students provided written comments to this question.

- 32.4% of students indicated that there is nothing that the instructors need to do differently.
- 7.4% of students indicated that the instructors should be using better equipment.
- 27.9% of students made reference to instructors use of Canvas

Student comments about Canvas:

- If all teachers used canvas, but I understand that not everyone is tech-savvy so its not always possible.
- Faculty instruction on Canvas needs to be MANDATORY. There are still many instructors who either do not utilize Canvas to its potential or just don't know what they are doing with it. The tool is right there- make them learn how to use it.
- All instructors should be required to use Canvas, it greatly improves success. Some instructors have no idea how to use canvas, some barely even know how to use a computer. They need to be taught
- Post all lecture material (.ppt, media links, etc.) on canvas prior to class.
- Open the class site to Canvas and post their power points for easy review of the lectures.
- Continue using web advisor a d canvas as well as optimath
- …having all my due dates in one spot (canvas) would have (without a doubt) saved me from missing this assignment. I'm a Del Norte student.
- Online classes should come out of the Dark ages and incorporate Canvas with online line classes.
- I wish all my instructors used Canvas the same ways
- Actually use canvas.
- Know how to use canvas better/ correctly.
- Every instructor should use Canvas!
- Some instructors don't seem to be able to use Canvas or the Smart Boards. Would be helpful if all instructor were required to use Canvas
- Actually learn how to use Canvas before the semester starts so I don't have to deal with duplicate assignments, unsubmittable assignments, tests that show the answer key, etc.
- Professors need to be reachable EVERY BUSINESS DAY. None of this "I don't check Canvas messages and I check my email once a week" BS.
- At this time, I think that instructors should have a better communication technology available to them when giving feedback. A lot of the time when I go to check a grade for an assignment I did, there is no feedback on canvas and there is a feedback tab on canvas to let me know what I'm doing wrong or right. As a student, feedback is critical to know if I am mastering the course content correctly or what do I need to improve on. Without it, I feel like I'm just guiding by my own sails and if I get lost, then it could end up a catastrophic failure. If it in the being a failure of the class, then I have to spend another 16 weeks retaking a class.
- Make it so all instructors use Canvas
- More consistent methods of using Canvas, preferably modeled after how [redacted] and [redacted] utilize it.
- Git gud at canvas.
- Utilize Canvas! Stay on top of uploading files and grading assignments.

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

FALL SESSION 2016

Honoring the past, Navigating the present, Imagining the future



Westin South Coast Plaza
November 3rd to 5th, 2016

Todd's Plenary Report Part 2

What is plenary?

- Assumption is that every college sends a delegate thus the meeting becomes a plenary session of the whole.
- Every college gets exactly one delegate. Faculty at smaller colleges have a bigger voice.
- Resolutions are the voice of the system faculty. They ultimately become the position of the approximately 50,000 California Community College faculty.

Resolutions

- Anybody can write a resolution as long as they can get four official delegates to sign the petition. This signatures are checked with the official delegates' signatures in the "book."
- Anybody can suggest an amendment to any resolutions again if they can get four delegates to sign the petition.

Debate

All resolutions and suggested amendments are debated and voted on by the delegates. This happens traditionally on the last day of the plenary session.

- Three mics – pro, con, parliamentary.
- Yea/nay voting, or standing, or serpentine.
- Majority rules.

Wednesday Night Caucus

Katie Hern contacted me via email two days before I was to leave for plenary. The issue was three resolutions being introduce involving MMAP and CAP.

Met with Cleavon Smith ASCCC Executive Committee member, Area B Representative, and 3CSN Regional Coordinator and Robert Anness chemistry professor and delegate from CuyaMaca College.

Wednesday Night Caucus

15.01 F16 California State University Quantitative Reasoning Task Force Report

Resolved, That the Academic Senate for California Community Colleges urge local academic senates and curriculum committees to disseminate the *Academic Senate of California State University Quantitative Reasoning Task Force Report*; and

Wednesday Night Caucus

15.01 F16 California State University Quantitative Reasoning Task Force Report

Resolved, That the Academic Senate for California Community Colleges consult with local senates, discipline faculty, and other appropriate constituents to determine an appropriate response to the *Academic Senate of California State University Quantitative Reasoning Task Force Report.*

Wednesday Night Caucus

18.01 F16 Local Senate Approval for Participation in Multiple Measures Assessment Project (MMAP)

Resolved, That the Academic Senate for California Community Colleges urge local senates to facilitate discussions among faculty about the use of multiple measures, including high school transcript data used by the Multiple Measures Assessment Project (MMAP), and determine which measures will best serve the needs of students without creating barriers to courses outside of English, reading, English as a Second Language, and mathematics; and

Wednesday Night Caucus

18.01 F16 Local Senate Approval for Participation in Multiple Measures Assessment Project (MMAP)

Resolved, That the Academic Senate for California Community Colleges work with representatives from the Multiple Measures Assessment Project (MMAP) to require that participation as an MMAP college must have local academic senate approval by including the signature of the academic senate president on any forms indicating a college's intent to participate.

Wednesday Night Caucus

18.02 F16 Validation of Statewide Multiple Measures

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop validation standards, similar to those for assessment tests, for any multiple measures that are included in the Common Assessment System; and

Wednesday Night Caucus

18.02 F16 Validation of Statewide Multiple Measures

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that any multiple measures included in the Common Assessment System go through a statewide validation process prior to the full deployment of the common assessment to the California Community Colleges.

Dual Enrollment

9.02 Faculty Involvement in the Creation of Dual Enrollment Programs

Resolved, That the Academic Senate for California Community Colleges urge local senates to engage in discussions with their administrations to ensure that the development and implementation of dual enrollment programs occur with endorsement through collegial consultation with the academic senate;

Dual Enrollment

9.02 Faculty Involvement in the Creation of Dual Enrollment Programs

Resolved, That the Academic Senate for California Community Colleges urge local senates to consult with their administrations to assure dual enrollment course offerings are within the capacity of the college to maintain without adversely affecting local programs; and

Dual Enrollment

9.02 Faculty Involvement in the Creation of Dual Enrollment Programs

Resolved, That the Academic Senate for California Community Colleges work with the Career Ladders Project, the Research and Planning Group for California Community Colleges, and other interested stakeholders to ensure that dual enrollment programs are created for the benefit of students and not solely for the benefit of a college's fiscal growth.

Saturday
Resolution Voting

21.0 CAREER TECHNICAL EDUCATION.

11 resolutions submitted on Thursday by the same person – Lynn Shaw, Community College Chancellor's Office.

Resolutions and Local Senates

- Should our senate make better use of resolutions?
- Idea hit on Friday so I made some limited inquiries. One person I did talk with was ASCCC past president, David Morse (2014-2016).
- Based on very limited data, the impression that I have is that some local senates pass a few resolutions per year.

Local Senates Handbook

Please take some time to review the following –

LOCAL SENATES HAND BOOK