Substantive Change Proposal

Change in Courses or their Mode of Delivery that Represents a Significant Departure from Current Practice.

Addition of courses that constitute 50% or more of a program offered through a mode of distance or electronic delivery.

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March 24, 2010

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Southwestern College Distance Education
Substantive Change Proposal–Table of Contents

A. DESCRIPTION OF PROPOSED CHANGE AND RATIONAL 4

1. DESCRIPTION OF CHANGE 4
2. RELATIONSHIP TO SOUTHWESTERN COLLEGE'S MISSION 10
3. RATIONALE FOR THE CHANGE 10

B. DESCRIPTION OF THE PLANNING PROCESS LEADING TO THE CHANGE 11

1. HOW THE CHANGE RELATES TO SWC'S PLANNING PROCESS & MISSION 11
2. ASSESSMENT OF NEEDS AND RESOURCES CONDUCTED 11
3. ANTICIPATED EFFECT OF THE PROPOSED CHANGE ON SWC 12
4. STATEMENT OF INTENDED BENEFITS RESULTING FROM THE CHANGE 13
5. DESCRIPTION OF THE PREPARATION AND PLANNING PROCESS FOR THE CHANGE 14

C. EVIDENCE THAT SWC HAS ANALYZED AND PROVIDED FOR ADEQUATE HUMAN, ADMINISTRATIVE, FINANCIAL, AND PHYSICAL RESOURCES AND PROCESSES 14

1. EVIDENCE OF SUFFICIENT AND QUALIFIED FACULTY, MANAGEMENT, AND SUPPORT STAFFING 14
2. EVIDENCE OF APPROPRIATE EQUIPMENT AND FACILITIES 15
3. EVIDENCE OF FISCAL RESOURCES AND SOURCES OF FUNDING FOR THE CHANGE 16
4. EVIDENCE OF PLAN FOR MONITORING ACHIEVEMENT OF DESIRED OUTCOMES OF PROPOSED CHANGE 16

D. EVIDENCE OF ALL NECESSARY INTERNAL OR EXTERNAL APPROVALS 18

1. CLEAR STATEMENT OF WHAT FACULTY, ADMINISTRATIVE, GOVERNING BOARD, OR REGULATORY AGENCY APPROVALS ARE REQUIRED AND HAVE BEEN OBTAINED 18
2. EVIDENCE THAT ANY LEGAL REQUIREMENTS HAVE BEEN MET 18
3. EVIDENCE OF GOVERNING BOARD ACTION TO APPROVE THE CHANGE AND ANY BUDGET SUPPORTING THE CHANGE 25

E. EVIDENCE THAT EACH ELIGIBILITY REQUIREMENT WILL STILL BE FULFILLED 18

1. ANY REQUIREMENT PARTICULARLY IMPACTED BY THE CHANGE SHOULD BE ADDRESSED IN DETAIL 18

F. EVIDENCE THAT EACH ACCREDITATION STANDARD WILL STILL BE FULFILLED 18

1. ANY STANDARDS PARTICULARLY IMPACTED SHOULD BE ADDRESSED IN DETAIL 18
2. DESCRIPTION OF THE PROCESS FOR MONITORING AND EVALUATING THE EFFECTIVENESS AND LEARNING 34

G. CONCLUSION 34

H. APPENDICES 35

1. COURSES AND PROGRAMS SUBMITTED FOR DISTANCE EDUCATION APPROVAL (SEPARATE ATTACHMENT) 36
2. ONLINE LEARNING PLAN 37
3. TECHNOLOGY PLAN 45
4. ONLINE LEARNING ENROLLMENT DATA (2003, 2006, 2009) 63
5. DISTANCE EDUCATION ORGANIZATIONAL CHART 72
6. 2009 ANNUAL SURVEY OF ONLINE STUDENTS AND FACULTY (SEPARATE ATTACHMENT) 73
7. DISTANCE EDUCATION COURSE OUTLINE OF RECORD EXAMPLES 74
8. GUIDELINES FOR WRITING STUDENT LEARNING OUTCOMES 76
9. DISTANCE EDUCATION RETENTION AND SUCCESS CHART 88
10. STAFF DEVELOPMENT TRAINING OPPORTUNITIES 89
11. SAMPLE CURRICULUM COMMITTEE MINUTES 91
12. 2009-2010 CATALOG, ONLINE LEARNING PAGES AND SPRING 2010 SCHEDULE OF CLASSES DE PAGE 93
13. CURRICULUM APPROVAL FLOWCHART 96
14. SIGNATURE VERIFICATION PAGE 99

Participant List

The following Southwestern College community members participated in the research, discussion, and preparation of this proposal. As part of the Accreditation Oversight Committee, Work Group Five was formed to follow up on the Substantive Change Proposal for Distance Education Programs. The group prepared this proposal then presented it to a variety of shared governance committees and college constituency groups from October 2009 to February 2010. Feedback from ACCJC staff was incorporated and the final version was approved by the Accreditation Oversight Committee of the Shared Consultation Council on March 24, 2010.

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A. DESCRIPTION OF PROPOSED CHANGE AND RATIONALE

1. Description Of Change

The Southwestern Community College District, located south of San Diego and extending to the U.S.-Mexico border, is one of 72 community college Districts in the California Community College system. It serves as the primary source of public higher education for approximately 400,000 residents of the South San Diego County area including the communities of Bonita, Chula Vista, Coronado, Imperial Beach, National City, Nestor, Otay Mesa, Palm City, San Ysidro, and Sunnyside.

In an effort to expand access to quality postsecondary education through delivery of academic programs via distance education, Southwestern College has assisted faculty in developing many online courses that allow students to fulfill their AA/AS and transfer degree goals. Student demand for distance education options has led to the development of over 200 programs with distance education options. The requested change is for approval to offer 50% or more of courses in specific programs via Distance Education.

Southwestern College is seeking approval to offer General Education courses and 203 degree programs and certificates offering 50% or more of courses via Distance Education (see Appendix 1 for a detailed listing. Note: Due to the size of the document it has been attached separately).

Graduation requirement courses that are offered online

Southwestern College is committed to providing general education encompassing communication skills, natural sciences, arts and humanities, and social and behavioral sciences, which are basic to effective living and full participation in a democratic society.

The College believes that a comprehensive education introduces the student to the fundamentals of human experience and knowledge in the context of a global society. Such experience provides a common base of learning for all students and seeks to meet the needs of a student body diverse in social, cultural, and educational background. It also serves to develop creativity and critical thinking skills essential to the attainment of personal goals and the ability of the individual to make a positive contribution to society.

The purpose of general education is to enhance learning and to add breadth to the college experience in order to compliment the specialization in the major. The general education curriculum thus provides coherence to undergraduate education, affording the student the opportunity to develop an integrated overview of the diverse fields of human knowledge.

The following requirements are delivered through online education and apply to the degrees listed within this substantive change proposal.

<u>Computer Literacy Requirement</u>
CAD 220, CL 120, CIS 101, MUS 100

<u>Health Education Requirement</u>
HLTH 204

General Education courses that are offered online

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. The quality and rigor of these courses is consistent within the academic standards appropriate

to higher education. The general education component of programs is consistent with statewide standards. The following general education courses are delivered through online education and apply to the degrees listed within this substantive change proposal.

Language and Analytical Thinking
ENGL 115, ENGL 116, CIS 101, RDG 158, MATH 60 or 65, MATH 130, PSYC/SOC 270, PHIL 103, GEOG 150

Natural Science
ANTH 101, BIOL 100, BIOL 145, BIOL 180, GEOG 100, GEOL 104

Humanities
MUS 105, MUS 106, MUS 107, TA 100, TA 101, ENGL 117A, ENGL 170A, ENGL 175A, ENGL 220, ENGL 240, ENGL 241, ENGL 255, ENGL 260, ENGL 265, ENGL 270, ENGL 272, ENGL 273, ENG 274, ENGL 280, HUM 101, HUM 102, HUM 104, HUM 140, MAS/SOC 150, PHIL 101, PHIL 106, PHIL 107, PHIL 120, SOC/MAS 150

Social, Political, and Economic Institutions and Behavior, Historical Background
ANTH 102, ANTH 103, ANTH 110, ANTH 112, BUS 121, ECON 100, ECON 101, ECON 102, AFRO/HIST 110, AFTO/HIST111, AFRO/SOC 151, ASIA/HIST 112, ASIA/HIST 113, ASIA/HIST 114, ASIA/SOC 115, MAS/HIST 141, MAS/HIST 142, MAS/SOC 150, HIST 132, BIOL 143, HIST 100, HIST 101, HIST 104, HIST 105, HIST 106, HIST 107, HIST 121, HIST 122, HIST 1322, HIST/AFRO 110, HIST/AFRO 111, HIST/ASIA 112, HIST/ASIA 113, HIST/ASIA 114, HIST/MAS 141, HIST/MAS 142, CD 170, CD 284, PS 101, PS 102, PS 103, PS 104, PSYC 101, PSYC 106, PSYC/SOC 116, PSYC 211, PSYC 230, PSYC 250, PSYC 260, SOC 101, SOC 110, SOC116/PSYC 116, SOC 135

Degree and Certificate programs that are offered online

The following Associate Degrees and Certificates offer 50% or more courses through the distance education mode:

Programs	Type	Major Code #	Effective Date
Accounting	A.A.	01110	2006–2007
Accounting	A.S.	02011	2006–2007
Accounting	Cert. of Achievement	02012	2006–2007
Administration of Justice—Corrections Emphasis	A.S	02521	2008–2009
Administration of Justice—Corrections Emphasis	Cert. of Achievement	02700	2008–2009
Administration of Justice—Forensics Emphasis	A.S.	02522	2008–2009
Administration of Justice—Forensics Emphasis	Cert. of Achievement	02713	2008–2009
Administration of Justice—Law Enforcement Emphasis	A.S.	02523	2008–2009
Administration of Justice—Law Enforcement Emphasis	Cert. of Achievement	02710	2008–2009
Administrative Office Assistant—Bilingual	Cert. of Proficiency	02045	2009–2010
African-American Studies	A.A.	01700	2009–2010
Asian-American Studies	A.A.	01202	2009–2010
Baja California Studies	Cert. of Proficiency	02891	2007–2008
Broker License	Cert. of Achievement	02131	2007–2008
Business Administration	A.A	01100	2007–2008

Child Development	A.A.	01750	2009–2010
Community, Economic and Urban Development	A.S.	01061	2009–2010
Community, Economic and Urban Development—Basic	Cert. of Achievement	01062	2009–2010
Community, Economic and Urban Development—Intermediate	Cert. of Achievement	01063	2009–2010
CIS—Computer Programming With an Emphasis on Applications	A.S.	02273	2007–2008
CIS—Computer Programming With an Emphasis on Applications—Basic	Cert. of Achievement	02274	2007–2008
CIS—Computer Programming With an Emphasis on Applications—Adv.	Cert. of Achievement	02275	2007–2008
CIS—eCommerce Emphasis	A.S.	02071	2004–2005
CIS—eCommerce Emphasis—Basic	Cert. of Proficiency	02072	2004–2005
CIS—eCommerce Emphasis—Advanced	Cert. of Achievement	02073	2004–2005
CIS—Entry-Level Database Administrator	Cert. of Achievement	02017	2008–2009
CIS—Internet Emphasis	A.S.	02083	2008–2009
CIS—Internet Emphasis—Basic	Cert. of Proficiency	02074	2005–2006
CIS—Internet Emphasis—Advanced	Cert. of Achievement	02093	2005–2006
CIS—Internetwork Technician Emphasis	A.S.	02088	2006–2007
CIS—Internework Technician Emphasis—Basic	Cert. of Proficiency	02089	2006–2007
CIS—Internetwork Technician Emphasis—Advanced	Cert. of Achievement	02097	2006–2007
CIS—Microcomputer Applications Emphasis	A.S.	02335	2006–2007
CIS—Microcomputer Applications Emphasis—Basic	Cert. of Proficiency	02337	2007–2008
CIS—Microcomputer Applications Emphasis—Advanced	Cert. of Achievement	02338	2006–2007
CIS—Operations/PC Support Specialist	A.S.	02079	2007–2008
CIS—Operations/PC Support Specialist Emphasis—Basic	Cert. of Proficiency	02082	2009–2010
CIS—Operations/PC Support Specialist Emphasis—Advanced	Cert. of Achievement	02098	2009–2010
CIS—Systems Programming Emphasis	A.S.	02090	2008–2009
CIS—Systems Programming Emphasis	Cert. of Achievement	02099	2008–2009
CIS—Web Database Programmer/Administrator—LAMP (Linux, Apache, MySQL,PHP	Cert. of Proficiency	02107	2004–2005
CIS—Web Designer	Cert. of Proficiency	02108	2008–2009
CIS—Web Flash Designer	Cert. of Proficiency	02109	2004–2005
CIS—Web Flash Developer and Gaming Animator	A.S.	02129	2006–2007
CIS—Web Flash Developer and Gaming Animator	Cert. of Achievement	02134	2005–2006
CIS—Web Site eCommerce Administrator	A.S.	02127	2005–2006
CIS—Web Site eCommerce Administrator	Cert. of Achievement	02128	2005–2006
CIS—Web Site Designer and Developer	A.S.	02121	2007–2008
CIS—Web Site Designer and Developer	Cert. of Achievement	02122	2005–2006
CIS—Web Storefront Builder Using Miva	A.S.	02123	2005–2006
CIS—Web Storefront Builder Using Miva—Basic	Cert. of Proficiency	02124	2005–2006
CIS—Web Storefront Builder Using Miva—Advanced	Cert. of Achievement	02126	2005–2006
CIS++	Cert. of Proficiency	01064	2009–2010
Computer Science	A.S.	02190	2008–2009
Computer Science	Cert. of Achievement	02191	2008–2009
Computer Systems Intensive Certification Training	A.S.	02135	2005–2006
Computer Systems Intensive Certification Training—Basic	Cert. of Achievement	02242	2009–2010
Computer Systems Intensive Certification Training—Advanced	Cert. of Achievement	A2136	2005–2006

Criminal Justice	A.A.	01250	2006–2007
Culinary Arts—Cooking and Baking	A.S.	01825	2008–2009
Culinary Arts—Cooking and Baking—Advanced	Cert. of Achievement	01824	2008–2009
Culinary Arts—Cooking Essentials—Basic	Cert. of Proficiency	01826	2008–2009
eBusiness	A.S.	02456	2007–2008
eBusiness—Basic	Cert. of Proficiency	A2444	2007–2008
eBusiness—Intermediate	Cert. of Achievement	02457	2007–2008
Electrical and Electronics Test Technician	A.S.	A2893	2005–2006
Electrical and Electronics Test Technician Intensive Training	Cert. of Achievement	B2894	2007–2008
Electrical Test Technician—Intensive Training	Cert. of Achievement	A2896	2007–2008
Electronics—Computer Technician Emphasis	A.S.	02907	2004–2005
Electronics—Computer Technician Emphasis—Advanced	Cert. of Achievement	02916	2004–2005
Electronics—Electronics Technician Emphasis	A.S.	02915	2005–2006
Electronics—Electronics Technician Emphasis	Cert. of Achievement	02917	2004–2005
Electronics—Internetwork Technician Emphasis	A.S.	02911	2006–2007
Electronics—Internetwork Technician Emphasis—Basic	Cert. of Proficiency	02912	2006–2007
Electronics—Internetwork Technician Emphasis—Advanced	Cert. of Achievement	02918	2006–2007
Electronics—Network Administrator Emphasis	A.S.	02913	2009–2010
Electronics—Network Administrator Emphasis—Advanced	Cert. of Achievement	02919	2009–2010
Entrepreneurship and Small Business	A.S.	01156	2007–2008
Entrepreneurship and Small Business—Basic	Cert. of Proficiency	A2442	2007–2008
Entrepreneurship and Small Business—Intermediate	Cert. of Achievement	01155	2007–2008
English	A.A.	01405	2004–2005
Event and Convention Planning—Basic	Cert. of Proficiency	02966	2006–2007
Event and Convention Planning—Advanced	Cert. of Achievement	02967	2006–2007
Family Support Specialist—Geriatric	Cert. of Proficiency	B2728	2006–2007
Finance	A.A.	01120	2007–2008
Financial and Investment Services—Basic	Cert. of Proficiency	A2027	2004–2005
Geographic Information Science—Continuing Students and Working Professionals	Cert. of Proficiency	01771	2007–2008
Geographic Information Science—GIS Technician	Cert. of Proficiency	01772	2007–2008
History	A.A.	01790	2002–2003
Hospitality: Culinary Arts—Food Services Management	A.S.	A1821	2008–2009
Hospitality: Culinary Arts—Food Services Management—Basic	Cert. of Achievement	A1822	2008–2009
Hospitality: Culinary Arts—Food Services Management—Advanced	Cert. of Achievement	A1823	2008–2009
Hospitality: Event and Convention Management	A.S.	02994	2007–2008
Hospitality: Event and Convention Management—Basic	Cert. of Achievement	02995	2007–2008
Hospitality: Event and Convention Management—Advanced	Cert. of Achievement	02996	2007–2008
Hospitality: Hotel Operations Management	A.S.	02991	2007–2008
Hospitality: Hotel Operations Management—Basic	Cert. of Achievement	02992	2007–2008
Hospitality: Hotel Operations Management—Advanced	Cert. of Achievement	02993	2007–2008
Hospitality: Travel and Tourism Management	A.S.	02997	2007–2008
Hospitality: Travel and Tourism Management—Basic	Cert. of Achievement	02998	2007–2008
Hospitality: Travel and Tourism Management—Advanced	Cert. of Achievement	02999	2007–2008
Humanities	A.A.	01320	2009–2010

Information Systems	A.A.	01130	2007–2008
Insurance	A.S.	02181	2007–2008
Insurance—Basic	Cert. of Proficiency	02182	2007–2008
Insurance—Advanced	Cert. of Achievement	02183	2007–2008
International Business Emphasis	A.A.	01101	2007–2008
International Business	A.S.	02038	2007–2008
International Business—Basic	Cert. of Proficiency	A2119	2007–2008
International Business—Intermediate	Cert. of Achievement	02039	2007–2008
Leadership and Supervision	A.S.	02114	2007–2008
Leadership and Supervision—Basic	Cert. of Proficiency	A2117	2007–2008
Leadership and Supervision—Intermediate	Cert. of Achievement	01154	2007–2008
Legal Office Assistant—Bilingual (English/Spanish) Intensive Training	Cert. of Achievement	B2455	2009–2010
Legal Office Management	A.S.	02461	2008–2009
Legal Office Management—Basic	Cert. of Achievement	02462	2008–2009
Legal Office Management—Advanced	Cert. of Achievement	02463	2008–2009
Legal Office Professional	A.S.	B2155	2008–2009
Legal Office Professional—Basic	Cert. of Achievement	C2355	2008–2009
Business Law Specialty	Cert. of Achievement	A2252	2008–2009
Civil Litigation Specialty	Cert. of Achievement	A2253	2008–2009
Criminal Law Specialty	Cert. of Achievement	A2254	2008–2009
Family Law Specialty	Cert. of Achievement	A2256	2008–2009
Immigration Law Specialty	Cert. of Achievement	A2257	2008–2009
International Business Law Specialty	Cert. of Achievement	A2258	2008–2009
Wills, Trusts, and Estates Specialty	Cert. of Achievement	A2259	2008–2009
Legal Office Professional—Bilingual (English/Spanish)	A.S.	B2165	2008–2009
Legal Office Professional—Bilingual (English/Spanish)—Basic	Cert. of Achievement	C2355	2008–2009
Civil Litigation Specialty	Cert. of Achievement	A2263	2008–2009
Criminal Law Specialty	Cert. of Achievement	A2264	2008–2009
Family Law Specialty	Cert. of Achievement	A2266	2008–2009
Immigration Law Specialty	Cert. of Achievement	A2267	2008–2009
International Business Law Specialty	Cert. of Achievement	A2268	2008–2009
Wills, Trusts, and Estates Specialty	Cert. of Achievement	A2269	2008–2009
Liberal Arts: Social and Behavioral Sciences Emphasis	Non Transfer Transfer	01377 01730	2009–2010 2009–2010
Literature	A.S.	A1400	2004–2005
Logistics and Transportation	A.S.	01141	2008–2009
Logistics and Transportation—Basic	Cert. of Achievement	01143	2008–2009
Logistics and Transportation—Intermediate	Cert. of Achievement	01144	2008–2009
Management	A.A.	01150	2007–2008
Management	A.S.	01151	2007–2008
Management—Basic	Cert. of Proficiency	01152	2007–2008
Management—Intermediate	Cert. of Achievement	01153	2007–2008
Marketing	A.A.	01160	2007–2008
Medical Assistant: Administrative	A.S.	02314	2007–2008

Medical Assistant: Administrative—Basic	Cert. of Achievement	02315	2007–2008
Medical Assistant: Administrative—Intermediate	Cert. of Achievement	02316	2007–2008
Medical Assistant: Clinical	A.S.	02321	2007–2008
Medical Assistant: Clinical—Basic	Cert. of Achievement	02322	2007–2008
Medical Assistant: Clinical—Intermediate	Cert. of Achievement	02323	2007–2008
Medical Assistant: Clinical—Intensive Training	Cert. of Achievement	02324	2007–2008
Medical Assistant: Coding and Insurance—Basic	Cert. of Achievement	02317	2007–2008
Medical Assistant: Coding and Insurance—Intermediate	Cert. of Achievement	02318	2007–2008
Medical Interpreter: Basic—(English/Spanish)	Cert. of Achievement	02325	2007–2008
Medical Interpreter—Intermediate (English/Spanish)	Cert. of Achievement	02326	2007–2008
Medical Office Assistant—Bilingual (English/Spanish) Intensive Training	Cert. of Achievement	B2055	2009–2010
Medical Office Management	A.S.	02311	2007–2008
Medical Office Management—Basic	Cert. of Achievement	02312	2007–2008
Medical Office Management—Advanced	Cert. of Achievement	02313	2007–2008
Mexican-American Studies	A.A.	01810	2008–2009
Microcomputer Office and Technical Support Skills	A.S.	02331	2007–2008
Microcomputer Office and Technical Support Skills—Basic	Cert. of Proficiency	02139	2008–2009
Microcomputer Office and Technical Support Skills—Advanced	Cert. of Achievement	02141	2007–2008
Micro Technician Bookkeeper	Cert. of Proficiency	02320	2008–2009
Microsoft Certified Systems Intensive Training—Basic	Cert. of Achievement	02137	2006–2007
Microsoft Certified Systems Intensive Training—Advanced	Cert. of Achievement	02138	2006–2007
OIS: Office Information Systems Professional	A.S.	02046	2004–2005
OIS: Office Information Systems Professional—Basic	Cert. of Proficiency	02047	2004–2005
OIS: Office Information Systems Professional—Advanced	Cert. of Achievement	02048	2004–2005
OIS: Microsoft Office Specialist (MOS)—Basic	Cert. of Proficiency	02052	2004–2005
OIS: Microsoft Office Specialist (MOS)—Advanced	Cert. of Achievement	02053	2004–2005
OIS: Office Information Systems Professional—Bilingual	A.S.	02041	2004–2005
OIS: Office Information Systems Professional—Bilingual—Basic	Cert. of Achievement	02042	2004–2005
OIS: Office Information Systems Professional—Bilingual—Advanced	Cert. of Achievement	02043	2004–2005
Payroll Clerk	Cert. of Proficiency	02142	2006–2007
Philosophy	A.A.	01830	2009–2010
Political Science	A.A.	01840	2008–2009
Professional Baking and Pastry	Cert. of Achievement	01820	2008–2009
Project Management	Cert. of Proficiency	02276	2007–2008
Psychology	A.A.	01850	2001–2002
Public Administration	A.A.	01860	2007–2008
Real Estate	A.A.	01170	2007–2008
Real Estate	A.S.	02130	2007–2008
Real Estate	Cert. of Achievement	02133	2007–2008
Real Estate—Basic	Cert. of Proficiency	01022	2007–2008
Salesperson License	Cert. of Achievement	02132	2007–2008
Social Work	A.A.	01890	2006–2007
Spanish-to-English Associate Teacher Certificate	Cert. of Proficiency	02723	2008–2009
Travel and Tourism	A.S.	02961	2006–2007

Travel and Tourism—Basic	Cert. of Achievement	02964	2006–2007
Travel and Tourism—Advanced	Cert. of Achievement	02965	2006–2007
Virtual Office Professional	A.S.	02454	2008–2009
Virtual Office Professional—Basic	Cert. of Achievement	02458	2008–2009
Virtual Office Professional—Intermediate	Cert. of Achievement	02459	2008–2009
Women Studies	A.A.	01201	2007–2008

Programs in 2010/2011 with 50% or More Distance Education Units

Programs	Type	Major Code #	Effective Date
Entrepreneurship Education (Areas of Emphasis)			
Automotive Technology Emphasis	Cert. of Proficiency	02192	2010–2011
Event and Convention Planning Emphasis	Cert. of Proficiency	02968	2010–2011
Web Designer Emphasis	Cert. of Proficiency	02339	2010–2011
CIS—Web Search Engine Marketer	Cert. of Achievement	02334	2010–2011
CIS—Web Shopping Cart Developer	Cert. of Achievement	02333	2010–2011
Medical Assistant: Administrative Intensive Training	Cert. of Achievement	02327	2010–2011
Software Quality Assurance	Cert. of Achievement	02013	2010–2011

2. Relationship to Southwestern College's Mission

Southwestern College Mission Statement:

"Southwestern College is committed to meeting the educational goals of its students in an environment that promotes intellectual growth and develops human potential."

Southwestern College provides access to all students, recognizes the strategic importance of information technologies, and offers a technology environment that is reliable, flexible and functional to enhance educational learning for all users.

Many Southwestern College students find that the distance education delivery method meets their needs better than on-campus courses, including the college's population of active duty military, other working adults, single parents, and students with physical disabilities limiting their mobility.

In order to meet the needs of these student populations, Southwestern College has offered courses through the distance education mode since the 1988 and has also developed a comprehensive array of instructional and student support services available in a distance education format.

3. Rationale for the Change

Southwestern College began offering Distance Education courses in 1988. Unfortunately, because of an incorrect interpretation of the need to submit a Substantive Change Proposal for Distance Education when 50% or more of the courses in a program were available through DE, Southwestern College found that it has not met this eligibility requirement for Accreditation. This was revealed at the exit interview by the ACCJC Visiting Team on October 8, 2009. As soon as the error was revealed, the college immediately began the process to submit the Substantive Change Proposal.

a. Description of the analysis undertaken to determine need for the new instructional delivery mode.

Interest in online courses at Southwestern College has been increasing over the years. The decision to move to increased online instruction was based on a 2004 faculty developed Online Learning Plan (see Appendix 2), informal surveys of students, expanding waitlists, diminishing facilities, and a growing student population unable to attend on-campus courses. To meet the educational needs of students who work full-time or have other needs or preferences that prevent on-site class attendance, faculty determined that online instruction, either hybrid or in full, was an effective mode for delivery of course content as it allows students to fulfill course requirements largely in their own time frame, and within reasonable parameters in order to maximize flexibility. The need has been justified by enrollments and waitlists that have more than doubled since 2005/2006.

B. DESCRIPTION OF THE PLANNING PROCESS LEADING TO THE CHANGE

1. How the change relates to SWC's planning process & mission

Interest in online courses at Southwestern College (SWC) grew out of the pursuit of faculty dedicated to technology. As the mode of delivery was perfected and the student demand for online course increased, SWC began the process of planning for this expansion of this nontraditional curriculum. Sabbatical leaves as early as the 2001/2002 academic year through the current academic term include instructors developing online courses in a variety of programs. In 2004 a task force was assigned to develop an Online Learning Plan. They were charged with writing a comprehensive plan for online instruction at SWC, as well as identifying a consultation process to ensure that the entire college community was involved in the careful review of this plan. The plan includes Institutional Context and Commitment, Curriculum and Instruction, Faculty Support, Student Support, and Evaluation and Assessment.

An analysis followed the report, under the direction of the Title V Project Director. This group conducted interviews with all areas of the College. The conclusions of the interviews resulted in a strong recommendation that the College continue with the online offerings and seek ways to expand this area.

As a result, the District invested in the professional development of instructors by providing staff development workshops related to the topic. An online learning center was established and the space and technology were approved and provided for in the budget. Registration and application processes moved to the online mode as well when the District was able to purchase WebAdvisor; then moved toward the online application CCCApply. In addition, the School of Counseling and Personal Development now offers online academic and educational counseling. Online counseling software, E-Counselor, provides for this service. Additionally orientations may be taken online, the library resources have online access, financial aid forms are available online, and the catalog and schedule of classes are made available online.

The assessment of student achievement and the evaluation of the overall program take on added importance as new techniques evolve. The results of such inquiry are used to guide curriculum design and delivery, pedagogy, and the educational processes, and may affect future policy and budgets and perhaps have implications for the District's roles and mission.

2. Assessment of needs and resources conducted

Online learning has achieved a level of critical interest due to the nature of the expanding Internet and its implications for teaching and learning. With this boom, online learning has undergone a shift from the instructional periphery to more mainstream instructional delivery.

Due to reduced resources and increased enrollments and services, SWC has recognized the need to turn to online learning. This new level of commitment is supported by faculty and students, as well as other stakeholders, who are keenly aware of the competition who already provide comprehensive online offerings within their market area.

All of these factors have come together to put online learning in the proper perspective. Educators are seeking training in, and additional understanding of online learning. Other California community colleges are already positioned to reap institutional rewards in providing this method of instruction for the Information Age of higher learning. Similarly, SWC has responded to meet its students' demands and continues to take on the challenge of providing online degree and certificate programs.

In preparing for this new format, SWC committed to the establishment of the Online Learning Center. Located in one place and housing the faculty, staff, and technical support, they oversee the operations involved in maintaining a successful online learning program. The Online Learning Plan was developed in 2004 to help organize and support this transition.

The Online Learning Plan was drafted in response to the Vice President of Academic Affairs' initiative to expand online offerings and establish online degrees and certificates. This initiative was in response to the rapid growth and demand of technologically mediated instruction offered at a distance and in the interest of maintaining the quality of and access to education and services provided to students at SWC.

3. Anticipated effect of the proposed change on SWC.

Supporting a strong Distance Education delivery system, Southwestern College expects that:

Technology is readily accessible to all students, faculty, and staff of the college. The College ensures that all students, faculty, and staff, including those with disabilities, have required access to computers, software, and technology services.

Capabilities have been developed to provide fully functional accessibility to the college and community we serve.

The college provides current, up-to-date hardware, software and communication materials. Policies, procedures, and budgets have been established to ensure technology currency at the College.

Information and instructional technology accessibility is delivered via a secure, solidly established, centrally operated, redundant, and robust network and computer infrastructure.

In August 2008 the SWC Board of Trustees approved the 2008/2009 budget which included an expenditure of $1.5 million for college computer network upgrades. This benefits the whole technology infrastructure, which supports online education.

Though the current Technology Plan (see Appendix 3) is due to expire at the end of 2010, a new plan that will integrate with the Strategic Plan and college goals; relies on Program Review; and provides reliable budgetary process for renewing technology and for providing appropriate technology staffing, support and training college wide will be implemented by October 2010.

4. Statement of intended benefits resulting from the change.

Online learning is an approach to education that makes use of technology such as the internet. Online learning has become increasingly popular. As a result, many of the curriculum and programs that were previously available in traditional face-to-face modes are now also being offered via the Internet. Such a medium provides a number of different advantages and benefits.

Flexibility
Online learning is a viable option because of its flexibility. Students are able to make and work around a schedule that is suitable to them personally, which means they have the ability to do the coursework at their own pace.

Accessibility
Accessibility of the courses and materials are beneficial for students who are working or have other obligations that preclude them from attending traditional face-to-face classes. Students who are not able to attend classes on campus due to illness, work or location can now be served. In addition, the growing population of military students can continue to be served even if students happen to be deployed during their educational career. They can attend anytime, from anywhere.

Course material is available 24/7. Students may read lecture material, discussions, and comments as often as they need to. In-class distractions are also reduced so the student may concentrate without being disturbed by others arriving late or because they are tired or bored.

A broader spectrum of content is available to the instructor designing an online course with access to the school's library from their PC for research, e-books, and other materials. Students do not have to worry that the material is not available because it is already "checked out".

Environment
The online learning environment also provides a number of benefits. It does not have the potential for distractions; it can also be less intimidating. Students who have trouble participating in a traditional classroom setting will have the occasion to thrive. Due to a student-centered teaching approach, student interaction is increased as they are required to participate. Instructors and classmates both become more approachable so communication is enhanced.

Potential
There are no geographic barriers within the online learning space. This gives students the opportunity of engaging and working with people from all walks of life, which may result in the students being exposed to a broader knowledge base.

Benefits
Another advantage of online learning is that it helps to advance a person's computer skills and proficiency which are critical in today's world. Students gain familiarity with various online databases, resources and communication etiquette.

Additionally, the impact on the District's facilities will be reduced allowing more students to be served without relying on building space. There will be additional reduction in the need for course material copies, saving on the cost of paper, copiers and staff. Syllabi, exams, lecture materials, textbooks, etc., are all available online for the student to save electronically or print out as they desire.

5. Description of the preparation and planning process for the change.

The plan to offer distance education courses was initially implemented through the creation of the Southwestern College Online Learning Plan developed in September 2004. This plan recommended that the Academic Senate encourage faculty to take the leading role in the development of educational master plans, ensuring that such plans address technology mediated instruction and distance learning. In addition, conclusions of the analysis indicated that Southwestern College's online program had the potential for becoming a viable, highly functional program that could meet the educational needs of students.

Further, the Technology Plan for Southwestern College adopted in 2005 states that "Southwestern College provides equal access to all students, recognizes the strategic importance of information technologies, and offers a technology environment that is reliable, flexible and functional to enhance educational learning for all users." The plan indicates that the College's technology direction is organized around certain core activities: "teaching, learning, support services, student life, and administration." This plan also requires that Southwestern College "provide systems, staffing, budget and training needed to offer online degrees and certificates."

The Strategic Plan for Southwestern College includes as its vision that "Southwestern College serves as a hallmark institution of higher education preparing students to be engaged global citizens and to possess the necessary skills to effectively work within international settings…Most importantly, SWC's programs and services, are accessible to all learners and serve diverse communities and learners through on-campus courses, distant education, on-line information, and community-based education centers."

Distance Education delivery began as early as 1988 with ASTR 100 Principles of Astronomy and has grown steadily ever since (see Appendix 4). As the Strategic Plan and other essential plans have continued to develop, distance education has become a key component to all aspects of the College.

Today, distance education planning, including assessments of needs and resources, is within the purview of several shared governance committees: Academic Technology Committee (ATC), Curriculum Committee, Shared Consultation Council, and the Enrollment Management Committee.

C. EVIDENCE THAT SWC HAS ANALYZED AND PROVIDED FOR ADEQUATE HUMAN, ADMINISTRATIVE, FINANCIAL, AND PHYSICAL RESOURCES AND PROCESSES.

1. Evidence of sufficient and qualified faculty, management, and support staffing

SWC has committed to supporting the distance education program and provides faculty and management support. The Dean of Instructional Support Services oversees the distance education program. In addition, a full-time Online Instructional Support Specialist, with distance education expertise, is part of the Online Learning Center and assists faculty and staff with technical expertise, course design, system administration and training. SWC provides faculty with training and support related to teaching using electronic means, including:

- Academic Technology Committee: Discuss all academic/instructional related technology and make recommendations to the Academic Senate.
- Curriculum Committee: Advises and reviews all curriculum elements related to distance education to ensure rigor, compliance with State mandates, and accessibility.
- Online Instructional Support Specialist: Full-time distance education technician who provides support and training.
- A full-time dean and the Dean's staff provide administrative support.
- Online and phone help desk is provided.

- Distance Education webpages with links to all relevant information and support services, both on and off-campus.
- Faculty training provided by the Staff Development office and the Online Learning Center. Staff Development works with the Online Learning Center to provide technical and pedagogical training for distance education faculty.
- Training is also available through @One Online Teaching Certification.
- Blackboard online education software is maintained through a regular instructional budget process.
- Each SWC faculty member has a PC available with internet access in her/his office.
- Students have access to personal computers and the internet on campus, in the library, computer labs, Cesar E. Chavez Student Services Center, the public library or through their own arrangements.

The core of human resource support occurs through Instructional Support Services (ISS). The Dean of ISS has more than fifteen years of experience managing and developing online programs at collegiate and university levels. Computer Support Services, Marketing, Student Services, and Finance provide additional support for the Distance Education Efforts (see Appendix 5 for the Distance Education Organizational Chart).

2. Evidence of appropriate equipment and facilities

The Learning Resources building on the main Chula Vista campus, opened in January 2003. It encompasses the Library, a computer lab, Staff Development, Online Learning Center, and other programs. It has 54,236 sq. ft. assigned to library operations.

There is seating for 820 in the Library part of the building, including the twenty five study rooms. The Library classroom has seats and computers for 55. There are 190 computer workstations, including those dedicated to multimedia, express email, and quick checks of the catalog and specific Reserve collections.

Wireless access is available throughout the Learning Resources building. The building is located along the perimeter of the College to promote access from the college community and the public

The Online Learning Center (OLC) was opened in 2004 as a physical location where faculty and students can receive technical support and training in the SWC Online Learning System, which is currently Blackboard. Faculty can receive specific pedagogical support and training via workshops provided by the OLC and on-site visits. To enhance the OLC, in 2007, the College outsourced its distance education infrastructure support to Blackboard. The reason for this change was to improve availability and reliability. Blackboard is contractually bound to provide 99% availability. Blackboard has also incorporated Southwestern College into their comprehensive disaster recovery plans.

With the development of an Online Learning Plan, the establishment of an Online Learning Center, installation of "SMART classrooms," increases in the number of computers in student open labs, and a process for the acquisition, upgrade and replacement of classroom computers, peripherals, and software –including a plan for funding – all the elements of a quality delivery system for Distance Education are provided.

The Teaching and Learning Center (TLC) is a resource center designated for the faculty and staff of Southwestern College. Working in conjunction with Staff Development; the TLC provides faculty and staff with training and access to a variety of professional resources. The center contains a wide selection of hardware, software, and equipment that support both PC and Mac platforms. The TLC is part of the Staff Development Program and is coordinated and managed by the Staff Development Coordinator and program staff. Many TLC activities may be used for Hurdle and Educational Incentive credit as well as Flex

credit. The Resource Library collection includes books and printed materials, videos, CDs, and audio cassettes. Materials may be used in the TLC or checked out.

3. Evidence of fiscal resources including initial and long-term amount and sources of funding for the change.

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

In addition, as required by law, Southwestern College undergoes regular financial audits. The audits are conducted by external auditors who are certified public accountants and have no other relationship to the District or college.

Southwestern College has committed to providing the fiscal resources required for a high quality distance education program using unrestricted funds. Funding for distance education programs and services is incorporated into the regular School and office budgets. Operation of the Blackboard interface is handled through the Online Learning Center. The schedule process controls the number of sections and seats offered.

4. Evidence of plan for monitoring achievement of the desired outcomes of the proposed change.

The State Chancellor's Office (CO) requires that SWC maintain records and report data for course sections in which instruction is provided through distance education for at least 51 percent of the hours of instruction in the course or course section. All data is submitted electronically through the State Management Information System at the conclusion of each term. In addition, SWC is required to provide to the local governing board, no later than August 31st of each year, a report on all distance education activity. Section 55219 of Title 5 also requires Districts to report annually all DE activity to their local governing board and respond to any CO request for data on DE. To the extent possible local reports should compare and contrast DE to traditional instructional delivery. The annual report to the local governing board should, to the extent possible, address the following questions:

Purpose

• What was the intent in offering the course by DE? How was learning enhanced by the use of technology?

Student Access

• What is the evidence, if any, that the new methodology increased the number of students served, or extended services to students with disabilities?

• What student services were provided to support student success for DE?

• In what ways were the goals of the District's Student Equity Plan furthered?

Faculty

• How were faculty selected to teach each DE section and what relevant professional development activities and support services were provided to them?

• What was their perception of the experience, as expressed by instructors and student services professionals? Which new approaches were judged effective?
Which were judged non-effective?

Quality

• How did student satisfaction compare with that in courses offered in a traditional mode?

• How did student achievement compare with that in courses offered in a traditional mode?

• How did the type and quantity of student-faculty interaction in each course compare with that in courses offered in the traditional mode?
• What types of instructional support and student services were provided to students and students with disabilities?
• How appropriate and effective was the courseware for each course?
• Was equipment satisfactory for each course?
• Which technological mix was used most effectively?
• What differences, if any, were there in the level of student achievement in transferable verses nontransferable DE courses? How does this compare with any differences between transferable and nontransferable traditional courses?

Other Costs

• How did start-up costs for DE compare with other modes of instruction?
• How did continuing costs for DE compare with other modes of instruction?
• In what ways, if any, does faculty and staff load differ for DE sections?

Recommendations

• What suggestions can be made for the improvement of DE?

The Chancellor's Office will continue to provide a survey electronically with instructions and information regarding timelines, formats, and the reporting instrument annually for the Title 5 Distance Education (DE) Institutional, Student and Faculty Satisfaction surveys Community Colleges (CCC). The results of the annual surveys will be available on the Chancellor's Office (CO) website. The survey consists of questions relevant to distance education courses/programs offered at CCC campuses.

Southwestern College has also maintained an annual survey of students and faculty using online instruction since 2002. A copy of the 2009 survey is attached (see Appendix 6, attached separately due to size of the document).

a. Evidence that delivery systems and modes of instruction are designed to and do in fact meet student need.

The Course Outline of Record includes a separate development and approval process for Distance Education modes required by Title 5 section 55376. A sample course outline has been attached (see Appendix 7).

The Curriculum Handbook for Southwestern College includes the following information about Distance Education requirements:

GUIDELINES FOR DISTANCE EDUCATION

College Policy 6081 "…supports the use of Alternate Media as an accommodation for students with disabilities to provide access to college course materials, distance education…"

The Southwestern College Online Learning Plan states "Southwestern College will comply with all legal and regulatory requirements for services for those with disabilities, copyright law, state and national requirements for institutions offering educational programs."

When a course is considered for offering as an online course, access for students with disabilities must be included. The following are examples of student needs:

1. Students who are blind or vision impaired need to use screen reading or print enlarging software to "read" the text and navigate the screen.
2. Students who are deaf or hearing impaired must be able to 'read' audio materials with captioned text.

3. Students with physical disabilities need to use alternative keyboard technology to complete their assignments.
4. Students may need extended time for any timed tests.

These examples of reasonable accommodations must be planned for and built into any online course, Web site, and sites that are linked to a college course or Web site.

To comply with federal and state law, the Alternate Media policy, and Southwestern College Online Learning Plan, All Web and Distance Education design or sites that are linked by a college course or Web site must meet Section 508 requirements. The following are examples of these requirements:

1. A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).
2. Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.
3. Web pages shall be designed so all information conveyed with color is also available without color, for example from context or markup.
4. Documents shall be organized so they are readable without requiring an associated style sheet.
5. Redundant text links shall be provided for each active region of a server-side image map.
6. Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.
7. Row and column headers shall be identified for data tables.
8. Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.
9. Frames shall be titled with text that facilitates frame identification and navigation.
10. Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.
11. A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.
12. When pages utilize scripting languages to display content or to create interface elements, the information provided by the script shall be identified with a functional text that can be read by assistive technology.
13. When a web page requires an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(1) through (12).
14. When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.
15. A method shall be provided that permits users to skip repetitive navigation links.
16. When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.

Testing to see if all functions for online instruction are accessible can be done using special programs such as A-Prompt, Bobby, and WAVE.

Disability Support Services has set forth guidelines for universal design for online accessibility.

GUIDELINES FOR PRODUCTION OF ALTERNATE MEDIA

The Chancellor's Office guidelines for the production of alternate media (April 2000) refer to the terms "alternate media" or "accessible formats" as methods of making information accessible to persons with disabilities. The most common types of alternate media include captioning for video and audio formats, Braille, tactile graphics, large print, and electronic text. Classroom and distance education instruction may include the use of textbooks, video/CD, audio, and print handouts.

These materials are used to communicate important instructional information. The Office of Civil Rights (OCR) has determined alternate media produced must include these three basic components of effective communication: "timeliness of delivery, accuracy of translation, and provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability." (OCR Docket No. 09-97-2145, January 9, 1998.)

To ensure timely and accurate provision of alternate media and to comply with federal and state regulations, the Southwestern Community College District Governing Board passed policy 6081. This means colleges must identify procedures in a timely manner for students to obtain instructional materials in an alternate media. In addition, all new videos purchased must be captioned, or the District must bear the cost of captioning once the publishers approval has been obtained. This section will identify procedures and processes for faculty to assist in the development of curriculum planning for access to all instructional materials used in class.

Videos and DVDs

All new videos and DVDs purchased must have captioning or be captioned at program/District expense. As faculty preview these materials for instructional purposes, they must check for captioning. If any of these materials under consideration for purchase is not captioned, the instructor must:

1. look for other captioned videos and DVDs with similar content.
2. obtain approval from the publisher to caption the video, then obtain approval by the college for the cost of captioning.

Printed Material

The Disability Support Services Office has a procedure to process requests for production of print material in alternate media in a timely manner. Students eligible to use DSS should have the production of alternate media identified as an accommodation. Students will receive an orientation to the procedures and forms needed for requesting alternative media.

The process: For textbooks, the student must purchase the college text and bring the receipt at the time of request. Options for alternate media include use of Recording for the Blind and Dyslexia, E-text, Kurzweil, Braille, and Tactile Graphics.

For production of handouts, the student must work with Disability Support Services to have the text converted. These may be converted into e-text using Kurzweil software, Braille, or other accepted formats, depending on the disability

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES FOR CLASSES ON-SITE AND DISTANCE EDUCATION

When students provide verification of a disability and related functional learning limitations, they have the right to request reasonable accommodation from their class instructors. Instructors are responsible for responding to the request in a timely manner. This responsibility includes classes both taught face-to-face and via distance education.

The DSS office is the resource for students, faculty, and the District regarding disability accommodations. Disability Support Services (DSS) is the office charged with the responsibility of verifying in writing, a student's disability and functional limitations that impact learning. A DSS Specialist then authorizes reasonable accommodations for the student in each class.

The right to request and receive reasonable accommodations is based on both federal disability laws and state regulations. The Office of Civil Rights (OCR) and civil case law also guide provisions for accommodations. The purpose of the following section is to provide guidance to the discussion, identification, and provision of reasonable accommodations. Below one can find the Title 5 section that refers to this area:

In addition, historical data confirms that wait lists for Distance Education course sections are in high demand and exceed those for face-to-face classes. In addition, Distance Education course sections close first in the registration process. With enrollments increasing, Distance Education sections help meet student need without having to add new classrooms. Students who find it difficult to come to a college site for classes, Distance Education offers them a quality alternate delivery mode.

b. Description of how satisfaction of the need will be assessed.

In an effort to continuously provide the best service to our online community, the Online Learning Center conducts annual surveys of faculty and students who use the SWC Blackboard Online Learning System. The 2009 survey received 1, 700 student responses and 81 faculty responses.

The survey was designed to elicit candid responses regarding online learning experiences, use of the learning system and the resources available for supporting it. Both technological and pedagogical issues were surveyed and responders were directed to answer the questions with positive, negative or no opinion responses.

The surveys help ensure that students are able to successfully access the online learning modules they are enrolled in and whether or not they are satisfied with the online technology. Of 1,700 respondents in 2009, 1,210 indicated that they would like to see more online courses and programs offered, 1,184 were satisfied with their online learning experience, and 1,437 would recommend online learning to other students.

Enrollment in online courses has also continued to climb. Recently section count has grown from 336 sections offered in 2006 to 499 sections offered in 2008. The College is in the process of collecting retention data and expects to be able to analyze this data starting in academic year 2010–2011.

c. Description of how effectiveness of the delivery mode will be assessed; how the delivery mode will be reviewed compared with other modes.

Southwestern College monitors the achievement of the desired outcomes of the college's distance education program in a similar way to how it does any other mode of delivery. First, the online faculty evaluation process facilitates the college's monitoring of quality instruction, appropriate use of technology, and appropriate pedagogy in the delivery of education programs. The faculty evaluation process incorporates input from students, peers, administrators and the evaluated faculty member. Second, student services areas monitor student use of their distance education services. For example, the library has a tracking system in place to monitor student use of online books and periodicals. Third, each course and program has developed Student Learning Outcomes (SLO). SLOs are developed for all courses and there is no distinction between the SLO for a face to face course and its online course offering option (see Appendix 8 for Guidelines for Writing Student Learning Outcomes and sample SLOs). Online courses are also part of a regular program

review. Fourth, the Southwestern College Institutional Research and Planning office regularly reports on student enrollment, success, retention and other factors. These reports are made available to faculty to monitor, plan and improve the college's course and program offerings, including distance education courses (see Appendix 9 for a Distance Education Retention and Success Chart).

d. Description of student and faculty support for the mode of delivery.

Technology was a top Southwestern College budget priority for 2008–2009 and 2009–2010. The most recent budget priority focuses on institutional operational systems and a 4-year rotation for computer replacement. Technology resources will continue to be a priority as the college facilities change, online learning offerings expand, and the urgency to remain current in the rapidly, ever-changing state of technology are faced. Southwestern College is committed to supporting students to become efficient, independent learners.

Under the leadership of the Academic Technology Committee (ATC) under the Academic Senate, interest in online learning and the use of Blackboard in face-to-face classes has continued to grow among faculty over the last eight years. Due to the ever-expanding and ever-advancing world of Internet options, faculty have recognized the need to make changes in teaching and learning pedagogies The first critical step in moving in this direction was the 2004 establishment and funding of the Online Learning Center, a one-stop center providing a full range of services and assistance for faculty and students involved in the online arena, as well as for technical support for online learning Blackboard courses.

The Online Learning Center assists students, faculty, and staff requesting assistance in the online environment. Students with minimal exposure to computers can use the Online Learning Center as a resource to improve their computing skills in order to use the College's systems more effectively. The Online Learning Center has been a vital tool in assisting students, faculty, and staff in their desire to upgrade technology skills.

The ACCJC Accreditation Team Report dated December 10, 2009 praised the Online Learning Center stating: "the Online Learning Center continues to offer services that meet student needs and should be applauded for providing a physical environment that is well appointed, collegial, and conducive to learning, mentoring, and training."

The partnership between library faculty and the Online Learning Center to provide drop-in orientations for online students is also successful. The orientations are well-attended and many individual questions and problems are solved during the orientation sessions. The program is now expanding to provide orientations at the Higher Education Centers.

Southwestern College's Academic Program Review (APR) includes response information on Distance Education. A review of recently completed APRs indicates strong support for Distance Education by the faculty. Programs such as Real Estate, Psychology, Business Administration, Economics, and Hospitality & Tourism Management have included information on distance education and request continued or added support for their online programs and expansion of online sections to meet perceived student need.

e. Plan for equipment acquisition and maintenance.

The ongoing and approved contract with Blackboard contains both maintenance and upgrade components. A new Technology Plan, which will include a component for equipment acquisition and maintenance to support online learning is being developed and will be implemented by October 2010.

f. Description of faculty training needed and implemented.

Training for online instruction has been provided through the Online Learning Center, and in partnership with Staff Development, through a variety of workshops and training sessions (see Appendix 10 for examples). Training has included Blackboard site design and maintenance, Technology, Planning, Measuring Student Learning, Designing Quizzes and Exams online, Assessment, and pedagogy. Training is provided online and face-to-face. The Online Learning Center, in partnership with the Staff Development Center, is well-equipped to handle all of the training needs for distance education faculty. In addition, there is an extensive informal peer-mentoring system in place. Whether or not to require certification continues to be debated and may be implemented in the future.

g. Description of how mode is considered in curriculum development process.

As per California Education Code, Title 5, all courses being proposed for distance education mode, whether as a hybrid (51%) or full online course, are required to undergo separate review in the Curriculum Committee (see Appendix 11). The local curriculum process handles this by requiring the following as outlined in the Curriculum Handbook:

Procedure for DE Implementation:
For Courses Previously Approved by the Curriculum Committee:

- If the department is satisfied with the class maximum listed in CurricUNET, nothing needs to be done.
- If the department feels that the number is not correct or not consistent with the new Curriculum Committee policy, they can change the class maximum in one of two ways:
  1. Submit a course modification proposal and put a new number in the field for class size. It is up to the Curriculum Committee to approve the maximum. If the committee feels there are extenuating circumstances and chooses to not follow its policy that is their prerogative.
  2. Follow the steps outlined in 9.3.1.2 – 9.3.1.4 of the contract. This process goes through the department and the Dean for consensus and, if there is no consensus about what the maximum should be, calls together a standard SCEA committee for disputes comprised of 2 Association members and 2 District members.

For New DE Courses:

- New courses should follow the Curriculum Committee policy and use this number when the new course outline is submitted. Again, if there are extenuating circumstances, the department may choose to not follow the policy.
- If the department cannot get consensus from the Dean and/or Chair, they may utilize the same steps outlined in the contract in sections 9.3.1.2 – 9.3.1.4.
  Any course approval that contains a DE class maximum different from the approved curriculum committee policy will contain a valid reason for deviation noted.

Guidelines for Compliance with Section 504, 508 and ADA

In compliance with Sections 504 and 508 of the Federal Rehabilitation Act and the Americans with Disabilities Act, and to create an educational environment where students with disabilities have equal access to programs of instruction, the Curriculum Committee developed guidelines to assist in the development of accessible curricula. Universal Design is defined by the Center for Universal Design at North Carolina Sate University as "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." (http://www.design.ncsu.edu/cud/univ_design/ud.htm). The following guidelines promote the concept of Universal Design in the development of courses:

1. Guidelines for Distance Education

2. Guidelines for Production of Alternate Media
3. Academic Accommodations for instruction on-site and distance education
4. Field Trips and Access

In 2000 the Chancellor's Office, in cooperation with the Office of Civil Rights, produced and distributed two documents statewide:

a) *Distance Education: Access Guidelines for Students with Disabilities* (March 2004).
b) *Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities* (April 2000).

If complaints by students with disabilities arise because of inaccessible instruction and/or instructional materials, the Chancellor's Office will apply these guidelines in determining if a District has met Title 5 section 55370 and 59300 obligations. The Chancellor's Office, Office of Civil Rights, and Judicial System will not respond leniently to complaints if colleges do not respond to the guidelines. Every school received an orientation to these guidelines, and every dean has a copy of both sets of guidelines for faculty reference. In addition the following college policy was approved for implementation:

h. Evaluation of marketing efforts and evidence of their integrity.

Distance Education (DE) courses are referenced in the college catalog and appear in each semester class schedule and the college website, along with information about what it is, how to enroll, what to expect, etc. Institutional advertisements marketing the college often include references to the availability of online classes. The college does not generally market Distance Education courses separately, but rather includes them as an option for students. Actual DE course offerings do not differ from the marketing advertising, but accurately represent what is available (see Appendix 12 for sample pages from the SWC Catalog and Schedule).

i. Evaluation of information provided to students regarding the new delivery mode (e.g., equipment requirements; access to help desk).

At the onset of the login process, students are offered a tutorial. By clicking the link the student is presented with a tutorial which provides both visual and auditory instruction.

The Blackboard home page also provides a direct link to our online Student Support website which provides students with several tutoring opportunities. The entire website is designed to support student success in online instruction. One of the Blackboard tools is Blackboard Learn which offers a robust set of tools, functions, and features for learning.

In addition, the Online Learning Center website provides students with the opportunity to request online technical assistance, frequently asked questions, download tools, and information about online orientations.

j. Description of college accommodations for any requirements that students in distance learning courses come to campus.

A small percentage of online courses offered at Southwestern College require students to meet with the instructor on campus for an orientation to the course. In the event that a student is not able to travel to the campus, the student can make arrangements with the instructor to review the course orientation by telephone or email. Many instructors have incorporated downloadable audio files that students can listen to. Some include videos. Blackboard also has an online orientation.

If an instructor requires that their students take proctored exams, the Southwestern College faculty can

arrange to have a room reserved for testing. If a student is not able to travel to the Southwestern College campus, alternative arrangements can be made with the instructor, including arranging for proctoring services at a more convenient and appropriate location.

D. EVIDENCE OF ALL NECESSARY INTERNAL OR EXTERNAL APPROVALS

1. Clear statement of what faculty, administrative, governing board, or regulatory agency approvals are required and have been obtained.

As per California Education Code, Title 5, all courses being proposed for distance education mode, whether as a hybrid (51%) or full online course, are required to undergo separate review in the Curriculum Committee. The local curriculum process handles this by requiring the following:

- The Course Outline of Record (COR) for any course being proposed for distance education must be revised for currency requirements.
- The faculty author fills out a separate supplemental Distance Education form that details regular effective contact, assignments, contact modes and hours, and all other required information.
- The proposal is reviewed and signed off by the Accreditation Officer, Library, Dean, Department Chair, and the instructional technicians.
- The full curriculum committee reviews both the COR and the Distance Education form simultaneously to ensure continuity of content, objectives and outcomes between face-to-face and online course sections.
- Once approved, the proposal is signed off by the Vice President of Academic Affairs and the Vice President of the Academic Senate
- The item is then submitted to the Governing Board for approval and, when required, is submitted to the Chancellor's Office for final approval.

2. Evidence that any legal requirements have been met.

The review and approval process at SWC is handled through an online database management system, CurricUNET, with electronic approvals for all requisite parties. The attached curriculum flowchart reflects this local approval process (see Appendix 13).

The Higher Education Act of 2008 requires that "the agency or association requires an institution that offers distance education or correspondence education to have processes through which the institution establishes that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit." In compliance with this act, Southwestern College employs a challenge authentication process.

The Southwestern Community College District community of students, faculty and staff is currently served by multiple Southwestern computer applications such as: Datatel, Outlook (Exchange), WebAdvisor, Blackboard, SARS, etc. Students enrolled in online courses go through a triple layer authentication process. First they must apply for admission, verifying their identity. They declare that all the information on the application applies to them, and that it is true and correct. (see Appendix 14).

Next they register for classes by challenge authentication. They enter their user name and password into WebAdvisor. The registration process creates a student record within the student database system and that database is used to upload student identification numbers into Blackboard. Once a student registers for an online course, their information is then available to be uploaded into Blackboard where they will again be authenticated through Blackboard Challenge by entering their user name and password every time they access their classes.

Southwestern College continues to actively evaluate the latest technology or other practices that are effective in verifying student identification for future considerations.

3. Evidence of governing board action to approve the change and any budget supporting the change.

Monthly curriculum summary reports and all budget requests are submitted to the Governing Board for approval.

a. Evidence of official approval by the Governing Board.

Instructional Support Services prepares a Curriculum Summary report for Governing Board approval each month. The Summary report lists the courses reviewed and approved by the Curriculum Committee. Course proposals that are approved to be offered through Distance Education are notated on the summary report.

The following is a list of summary reports and the dates they were approved by the Governing Board:

Curriculum Summary Report Date	Annual	Monthly	Approval Date
2001–2002	X		May 08, 2002
2002–2003	X		June 11, 2003
2003–2004	X		July 14, 2004
September–October 2004		X	November 10, 2004
October–November 2004		X	December 8, 2004
February 2005		X	February 11, 2005
March 2005		X	March 10, 2005
April 2005		X	April 13, 2005
May 2005		X	May 11, 2005
June 2005		X	June 8, 2005
November 2005		X	November 9, 2005
December 2005		X	December 14, 2005
March 2006		X	March 8, 2006
May 2006		X	May 10, 2006
June 2006		X	June 14, 2006
October 2006		X	October 11, 2006
November 2006		X	November 8, 2006
December 2006		X	December 13, 2006
January 2007		X	January 10, 2007
May 2007		X	May 9, 2007
June 2007		X	June 13, 2007
October 2007		X	October 10, 2007
November 2007		X	November 14, 2007
December 2007		X	December 12, 2007
February 2008		X	February 13, 2008
May 2008		X	May 14, 2008
April 2008		X	June 11, 2008

June 2008		X	June 11, 2008
August 2008		X	October 8, 2008
October 2008		X	October 8, 2008
November 2008		X	November 12, 2008
December 2008		X	December 10, 2008
February 2009		X	February 11, 2009
April 2009		X	April 15, 2009
May 2009		X	May 13, 2009
July 2009		X	July 8, 2009
September 2009		X	September 9, 2009
October 2009		X	October 14, 2009
November 2009		X	November 18, 2009

b. Evidence of sufficient fiscal and physical resources to initiate and maintain the new delivery mode.

The Annual budget includes contracts for Blackboard and Presidium, the Blackboard outsourced technical support center. Presidium is designed to provide a comprehensive multi-channel contact center to support students. In addition to providing 24/7 help-desk support for students, access is provided to a privately branded and managed support portal, including knowledge base, chat engine, animated tutorials and related support resources and knowledge base. Detailed monthly reports are provided with metrics and diagnostics that provide support for offering e-learning over time.

Southwestern College also maintains an Online Learning Center with a dedicated budget for supplies, equipment and salaries for one full-time classified employee and a part-time student worker.

All faculty members have a PC or MAC assigned to their office as well as internet access. Students have access to computers at the SWC Library, the Online Learning Center, the Academic Success Center, and Computer Labs throughout the District. In addition, students can utilize the public library, their own home computers or make other arrangements on their own. The Technology Plan that is currently under development will contain a section ensuring sufficient fiscal and physical resources to maintain the online program.

E. EVIDENCE THAT EACH ELIGIBILITY REQUIREMENT WILL STILL BE FULFILLED.

1. Any requirement particularly impacted by the change should be addressed in detail.

All eligibility standards continue to be fulfilled as described in the 2009 SWC Accreditation Self Study. However, SWC was out of compliance with the Commission's eligibility requirements on distance learning and substantive change, as the college had not completed a Substantive Change Proposal for Distance Education. This was due to an erroneous interpretation of the "50% or more course sections in a program offered through DE" requirement.

Authority

Southwestern College, the only college of the Southwestern Community College District, is one of seventy-two Districts within the State of California's community college system. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) has continuously accredited Southwestern College. The authority from WASC to operate as a degree-granting institution is noted in the college catalog.

Mission
The Mission Statement, originally developed in 1993, has been reviewed several times, but was reviewed most recently as part of the strategic planning process in 2007. On August 13, 2008, the College's Governing Board, as part of its ongoing review and revision of policies, upheld the Mission Statement cited in District Policy 1200. The Mission Statement appears in the college catalog, on the website and on the back of college business cards. It is highlighted in the Strategic Plan, the Educational and Facilities Master Plan and the Technology Plan. Online courses support the mission of the college.

Governing Board
A five-member elected Governing Board governs the Southwestern Community College District. There is also one non-voting student trustee. Board members serve staggered four-year terms and none have any financial interest, employment or family employed in the District. Governing Board meetings are scheduled monthly with special meetings held as needed. All meetings follow the Brown Act and the meeting notices and agendas are widely posted in advance. The Governing Board approves each course that is submitted to the Curriculum Committee, including those to be offered online.

Chief Executive Officer
The Superintendent/President, Raj K. Chopra, Ph.D. was appointed in 2007 by the Governing Board of Southwestern Community College District and serves as the College's Chief Executive Officer. A revised District Policy 2430: Delegation of Authority to the Superintendent/President was approved by the Governing Board on March 12, 2008. This policy gives full authority, responsibility, and accountability for the proper conduct of college business and educational programs to the Superintendent/President. Dr. Chopra has approved the inclusion of online courses to the curriculum of the college.

Administrative Capacity
Southwestern College has an experienced and qualified administration to support the college and achieve its mission. Administrative personnel include four Vice-Presidents, Deans, Directors, Managers, and Supervisory staff. The Dean of Instructional Support Services provides administrative oversight to online instruction.

Operational Status
The college offers a comprehensive curriculum, with students actively pursuing degrees and certificates. With approximately 20,000 credit students enrolled each year, opportunities for attainment of student goals including transfer, completion of associate degree programs, career employment, and career advancement are viable. Online instruction enhances the comprehensive curriculum delivery systems at the college.

Degrees
Southwestern College offers Associate in Art and Associate in Science degree programs in more than 100 different majors with a majority of students enrolled in courses leading to degrees or certificates. The college catalog clearly lists and describes the requirements for these programs.

Educational Programs
Southwestern College's degree programs meet the mission of the institution and are of sufficient content, length, quality and rigor for an institution of higher education, and include student learning outcomes.

Academic departments are organized within eight schools with some signature programs housed at three higher education centers. A broad array of educational opportunities are available to students, from noncredit continuing education to basic skills enhancement; from career technical degree and certificate programs to general education and transfer programs.

Academic Credit
Title 5 of the California Administrative Code, § 55002.5, governs the basis for awarding of academic credit. The college catalog documents institutional policies for transfer and course and degree credit. Academic credit for online courses is awarded the same as for face-to-face courses.

Student Learning Achievement
Southwestern College publicizes its program and course student learning outcomes and course objectives. Program and course information, including SLOs is housed in CurricUNET, a software development and inventory management system utilized by the college. All online courses utilize the same system, CurricUNET, and SLOs are included.

Through the three-year Academic Program Review process and through the work of the college Curriculum Committee, courses and programs are evaluated on a regular basis to determine if they are achieving their stated learning outcomes. While infusion of student learning outcomes at the program level is still a work in progress much positive progress has been made.

General Education
Southwestern College is committed to providing general education encompassing communication skills, natural sciences, arts and humanities, and social and behavioral sciences, which are basic to effective living and full participation in a democratic society. The purpose of general education is to enhance learning and add breadth of knowledge and promotion of intellectual inquiry to the college experience. Demonstrated competence in writing and computational skills is also a requirement at Southwestern College. A complete list of general education courses and requirements, for degree and transfer, including online courses, is contained in the college catalog.

Academic Freedom
Southwestern College Policies 7027: Academic Freedom and 7029: Academic Integrity ensure that faculty and students are free to examine and reflect on all knowledge presented, protecting them in the learning process. Online courses and the faculty and students involved, follow the same college policies.

Faculty
Southwestern College employs (Spring 2008) 244 full-time faculty members and 640 adjunct instructors. The college catalog includes the names, degrees, and from which institution of higher learning their degrees were earned. The faculty serves approximately 20,000 credit and non-credit students providing quality programs, certificates and courses for general education, transfer, and career technical. The core of full-time faculty is sufficient in size and experience to support the mission and the college's educational programs. Full-time faculty responsibilities are clearly stated and expressly outlined in the union contract. All faculty teaching online courses must meet the same minimum qualifications as other faculty hired to teach courses at the college.

Student Services
Southwestern College provides quality support services meeting the needs of its diverse student body. Services are evaluated and assessed through a variety of measures to ensure the programs are relevant to students. Programs and services include: Admissions and Records, Articulation, Assessment, Career Center, Cashiering, Counseling, Disability Support Services, Extended Opportunities Programs and Services, CalWORks, Women's Resource Center, Center for Technical Education and Career Success, Evaluations, Financial Aid, International Student Program, Matriculation, Outreach, Scholarships, Student Activities, Student Clubs, Student Employment Services, Transfer Center, and Veterans Services. Online student services include online catalog and schedules, admissions, registration, counseling, orientation, financial aid, library, tutoring, and technical assistance.

Admissions
The District admits students based on Policy 5010: Admissions and Concurrent Enrollment, as well as Education Codes §76000, §76001, §76002 and Labor Code §3077. As stated in Policy 5010, the District admits students who are capable of benefiting from the instruction offered and who meet the admission requirements as published in the college catalog, website, and in the schedule of classes. Online students are admitted based on the same standards listed in these same college policies.

Information and Learning Resources
Southwestern College is committed to supporting students to become efficient, independent learners. The Learning Resources building on the main campus encompasses the Library, computer labs, Staff Development, and the Online Learning Center. The Library provides materials in print and electronic formats to support course work and needs of life-long and online learners.

The Library, both on the main campus and at the three higher education centers, contains more than 90,000 print titles, 16,000 electronic books, 2,400 audiovisual titles and 170 periodicals subscriptions. The Library joined QuestionPoint 24/7 which allows access to a librarian no matter the day or time.

Learning Assistance Services (LAS) provides tutorial services for students designated in response to diverse student needs and feature a variety of instructional approaches. LAS utilizes computer resources to supplement conventional classroom instruction, distance learning, and hybrid course work. Included in LAS are the Interdisciplinary Tutoring Center, Writing Center, Reading Center, Online Writing Lab, Math Center, Power Study Program, and Test Proctoring. LAS provides online tutoring especially available for our online students.

Financial Resources
Southwestern College relies on funding from the State of California for a majority of its general fund budget. Other sources of funding include a percentage of local property taxes, other federal and state sources, grants and contracts, and the College Foundation. The College maintains a budget reserve and conservatively manages its finances to support student learning programs and services. Online instruction is funded through the Instruction Support Services budget and resources are adequate to support online instruction and student support.

Financial Accountability
The Southwestern Community College District undergoes an annual audit by an experienced independent audit firm. There have been no major audit exceptions reported in the last ten years. The auditor submits the report and makes a presentation to the Governing Board each year. The Board reviews all findings and requests follow-up action by the administration, if deemed necessary.

Institutional Planning and Evaluation
In April 2006, Southwestern College, adopted a Strategic Plan that outlined priorities, goals, and mission/vision/value statements. Designed to serve as a parameter for decision-making and a guide for future planning, the document includes strategies to help the College effectively serve its expanding community. Input from faculty, staff, students, and community members was solicited and included when developing the document. Within the Plan, six areas were identified as strategic priorities that need to be addressed in the next three-to-five years: Student Success; Access; Community, Workforce, and Economic Development; Fiscal Resources and Development; Organizational Effectiveness; and Human Resources and Professional Development. The official shared governance committee, Shared Consultation Council is charged with implementation of the Plan and is moving forward with assessment measures and renewal cycles are being developed. The new Dean of Instructional Support Services is conducting a full review of the college's online program to ensure its viability and quality of instruction, as well as reviewing student success data.

Public Information
Southwestern College uses a variety of media to inform the public about the college's programs and services. The college catalog is published annually in print and can be found on the college website as well. It contains precise, accurate, and current information about the college, its mission, its courses, programs and degree offerings and its academic calendar. Information about financial aid, learning resources, admissions, fees, degree/certificate requirements is all included. Major policies affecting students can also be found in the catalog. In addition, the names of governing board members, administrators, and full-time faculty are included. The college website, in addition to posting the catalog, offers current information on class schedules, Educational and Facilities Master Plan, Technology Plan, Strategic Plan, Study Abroad Programs, online learning, co-curricular events, and much more. Southwestern College's Community and Media Relations Department provides news outlets with information about the college, important dates for governing board meetings and college events. Online instruction is included in all of these public information efforts.

Relations with the Accrediting Commission
Southwestern College, accredited since 1965, adheres to the eligibility requirements and Accrediting Commission for Community and Junior Colleges (ACCJC), except as noted for Distance Education. Submitting the Distance Education Substantive Change Proposal, and obtaining approval, should result in adherence to all the requirements and policies of the Commission.

Governing Board policy and administration directives, including for Distance Education, ensure that the college complies with all Commission requests, directives, decisions, and policies.

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

1. Any standards particularly impacted should be addressed in detail

All four Accreditation Standards will be fulfilled as detailed in the 2009 Accreditation Self Study. Distance Education is an alternative delivery mode that must meet the same quality and academic integrity requirements as all other approved courses (All require Curriculum Committee approval and are part of the Academic Program Review process).

Within the last six years, Southwestern College has written an Educational and Facilities Master Plan, an Institutional Strategic Plan, an Online Learning Plan, and a Technology Plan; built a new Cesar E. Chavez Student Center, constructed a new Learning Resource Center and Library, opened a new Higher Education Center at Otay Mesa; reconstructed the Higher Education Center at San Ysidro and has a new senior management team. With the passage of a local bond measure (Proposition R) in 2008, Southwestern College has received strong community support of the college's mission and Educational and Facilities Master Plan for a multi-phase major reconstruction of the entire District over the next several years. Major priorities for the next several years will include allocating resources and providing faculty and staff to support new facilities, expanding programs to meet the fast growth of enrollment, and remaining current with the fast pace of technological change.

Standard I A: Mission

The Southwestern College Mission Statement was revisited during the year-long Strategic Plan development, but upon review of multiple options through the collegial consultation process, it was decided by the College community that the current mission met the needs of the institution. The commitment to revisit the mission, vision and goals of the college, periodically through continued changes is needed for assessment of

institutional effectiveness. The college's core competencies were established during the development of Student Learning Outcomes during college-wide dialog. SLOs are developed for all courses and there is no distinction between the SLO for a face to face course and its online course offering option (see Appendix 8 for Guidelines for Writing Student Learning Outcomes and sample SLOs). Distance Education, as part of student access, is included in the Mission Statement and continues to be a well-received alternative instructional delivery system.

Standard I B: Improving Institutional Effectiveness

The college continues to formalize and discuss processes that encourage dialog in an effort to expand decision-making through more inclusive college constituencies. New leadership has been established in every function of college operations and will be a deciding factor in the overall College institutional effectiveness. Southwestern College's acknowledgement of the need for detailed processes and integrated planning as a means of assessing institutional effectiveness will be a comprehensive dialog necessary during times of continued growth. Distance Education is an integral part of the college's instructional delivery system, is included in the overall planning documents, including the very specific Online Learning Plan, and is monitored and evaluated by the Academic Technology Committee and the overall college Technology Committee.

Standard IIA: Instructional Programs

Curriculum and instruction is the strength of Southwestern College through its course offerings, quality faculty, and a variety of programs focused on the needs of the diverse student population. Learning communities, academic program review, and the early success of the basic skills initiative are promoting positive teaching and learning environments throughout the College. Committees consisting of a variety of interest groups ensure quality checks on instructional programs, such as Curriculum, Academic Program Review, Academic Technology, Technology, Enrollment Management and Student Learning Outcomes. Focused efforts to promote effective instruction are evident in the Writing Center, Math Center, and the Academic Success Center. Distance Education is an important focus of these committees and student support programs. Through the Curriculum and Program Review processes, the college evaluates delivery and modes of instruction on a regular basis. Each course/program designated to be offered through Distance Education must be separately approved by the college's Curriculum Committee and then submitted for approval to the Governing Board. Distance Education as an appropriate instructional delivery system to maintain rigor and integrity is discussed in depth at Curriculum Committee meetings as well as the above mentioned college standing committees. Once approved for DE, funding is authorized to ensure the mode of instruction and necessary student services are in place to support the delivery. An effort to ensure quality online instruction is supported by the Office of Research, Evaluation, and Planning as well as by the Staff Development Office.

Staff Development sends a global e-mail each month to advertise their offerings, and their website lists workshops scheduled for the entire semester. A recent workshop entitled, "Fundamentals of Online Instruction" examined the psychosocial and structural elements of a sound online class. Faculty are also provided e-mail alerts when new issues of selected journals are published, with accompanying e-mails containing links to the articles.

The college continues to make audiovisual, computerized, and other technology-based teaching/learning aids available for faculty. The Teaching Learning Center provides opportunities for faculty to receive training in the use of computer-based delivery systems. Faculty are progressively exploring interactive and collaborative modes of teaching and learning. The College uses CurricUNET, a web-based software application for course development, which guides the faculty initiator through the process. Faculty utilizes course outlines in CurricUNET in constructing syllabi. Student Learning Outcomes are housed in

CurricUNET. The faculty within each respective discipline determines the SLO's for each course. Courses and programs are evaluated through Academic Program Review, which is on a three-year cycle with annual outcomes data reviewed and updated. Academic Program Review (APR) has its own website www.swccd.edu/3rdLevel/index.asp?L2=368.

Standard II B: Student Support Services

Southwestern College provides a comprehensive, one-stop approach to Student Services that strives to meet the needs of its diverse student population in alignment with the College's Mission Statement. Student support services are provided at each of the four campus sites. On the Chula Vista campus, broad student services are provided within the walls of two major buildings, the Student Center and the Cesar E. Chavez "One-Stop" Student Services Center. The state-of-the-art Student Services Center, located in the heart of the Chula Vista campus, is designed to guide students through the matriculation path-of-travel from admission to graduation. The Higher Education Centers at National City, San Ysidro, and Otay Mesa also provide modern facilities for inclusive student services with personnel and procedures that serve students both on site and online.

Online services for admissions, counseling, and registration provide alternate means of supporting students seeking matriculation and support services. Online services provided through the District website and through the Colleague Student Record System include:

- Application and admissions information in English and Spanish
- Assessment testing information with sample test guides
- Registration and admissions deadlines
- Student financial aid and award letters
- Transcript and semester grade access
- Registration fees and payment instructions
- Downloadable forms such as graduation and leave of absence petitions
- Online orientation
- Counseling appointments
- Tutoring

Student Services Program Reviews are conducted every five years and the various programs are staggered with three to four programs being evaluated simultaneously. Committees are established for the purpose of identification of each program's strengths and weaknesses; survey development and review of results; and collection of supporting data for improvement and/or change. DE services are reviewed and analyzed as part of Program Review to insure quality and appropriateness to online learners.

SLO's have been completed for all Student Services programs and services. The SLO's have been developed by each department with the emphasis on how to better serve students and measure methods of service for improvement. Development of SLOs incorporates the use of the college Mission Statement, components of the Strategic Plan and the four campus wide core competencies approved by Southwestern College. Areas such as Counseling and Student Employment have developed Mission Statements consistent with the Colleges Mission Statement.

The spring 2008 student services survey results indicated perceived effectiveness, with more than 70% of the students expressing satisfaction. Each department uses this data as a component for measuring SLO's. Evaluation of student services includes a review of SLOs, as defined by each program and services, for the purpose of closing the loop. Through retreats and meetings with the various constituent groups, assessment measurements are developed or modified. Data received from the SARS will work in concert with this system to provide verifiable student driven data that is useful to faculty, staff, and students. SARS and

eLumen will track Distance Education course information and student outcomes to insure equality of delivery systems.

The Learning Resource Center and Cesar E. Chavez Student Center centralizes many of the student support services on the Southwestern College Chula Vista campus. The Learning Resource Center houses the Library, the Staff Development Program Office and the Online Learning Center. The Cesar E. Chavez Student Center houses all student support services and has become the focal point for students as a one-stop location for admission, counseling, EOPS, Veteran's support, Disabled Student Services, Financial Services, and others. Surveys of students show a high level of student satisfaction in the quality and quantity of services provided.

Standard III A: Human Resources

Technology upgrades in Human Resources for the 2008-09 academic year was a major step for improving efficiency and service in this area. Southwestern College received affirmation of successful hiring practices in January 2009, after one year of monitoring by the Chancellor's Office of hiring procedures and practices. New leadership in the Vice President's position and continued efforts to establish process and procedures for operational function have been vital to Human Resource services and their effectiveness.

Standard III B: Physical Resources

An Educational Facilities Master Plan was adopted in 2007 and will actively be pursued with funding from Proposition R that was passed in 2008. Upgrades in the perimeter road, the construction and operational start of the Higher Education Center Otay Mesa, destruction then rebuilding of the Higher Education Center San Ysidro, and a 1.3 million technology budget approval for 2008-09 have enhanced the college's physical resources. Instructional needs and continued enrollment growth and management issues both continue to provide challenges to the District.

Standard III C: Technology Resources

A top Southwestern College budget priority for 2008-09 was technology. The Technology Plan was approved in 2007 and is being utilized to establish a systemic plan to upgrade ever-changing and aging technology within the District. SMART classrooms and technically-capable meeting rooms with multi-media conferencing were major additions to the college in recent years. The most recent budget priority focuses on institutional operational systems function and a 3-year rotation leasing College computers. Challenges in technology resources will continue as the College facilities evolve, online learning offerings expand, and the urgency to remain current in the rapidly, ever-changing technology is ongoing.

Standard III D: Financial Resources

With the passing of Proposition R in November 2008, the District received a long-term solution to funding of the recently adopted Educational Facilities Master Plan. Financial planning and vision has been hampered with the vacant Vice President of Business and Fiscal Service position since 2007. A renewed College Leadership Council Budget Task Force is the apex of institutional budget planning, after input from the School faculty and Deans through the respective Vice Presidents. An apparent need for transparent processes awaits the new Vice President who was hired summer 2009. Distance Education budget needs are included in the budget planning cycles and monitored by the Academic Technology Committee and the overall college Technology Committee.

As described in several earlier sections of this document (specifically pages 11-13, 15, 21, 26), SWC funds the Distance Education program through the annual budget of the Office of Instructional Support Services. This includes the annual license for the Blackboard Learning Management System, the Presidium technical

support center and staffing for the Online Learning Center (which supports Distance Education faculty, staff, and students). As shown in the Distance Education Organizational Chart (Appendix 5), additional support for Distance Education activities is provided by Student Services (online admissions, registration and counseling), and through the individual schools (curriculum development and teaching of Distance Education courses).

Southwestern College is fully committed to expanding the role of Distance Education and the success and accessibility of courses to its students. Future funding for Distance Education and its planned sustainability is a priority for the SWC Technology Committee and has been incorporated into the Enrollment Management Plan. These committees are actively involved in the budget process.

Standard IVA: Decision-Making and Processes

A continued emphasis on a shared governance environment and transparent decision making has been District dialogue amongst staff and faculty. The need for integrated planning has created a District-wide awareness for process improvement and will be an important step toward stability and assessment of institutional effectiveness. A long-term contract was extended for the current Superintendent/President, establishing the college with the means for consistent executive leadership. Four Vice President positions were hired in the 2008-2009 academic years, which will further stabilize the college. Reorganization of District operations to streamline processes and show fiscal efficiency has occurred in key areas at Southwestern College. Technology is now under the purview of the Vice President for Business and Financial Affairs and has been given a high priority.

Standard IV B: Board and Administrative Organization

The Governing Board has revised board policies over the last several years in an effort to establish distinct parameters of their roles. Governing Board retreats, forums and workshops have periodically occurred and continue to be scheduled. A number of interim and acting Superintendent/Presidents and Vice Presidents since 2003 created an unstable organization environment, but the hiring of these key positions shows the promise of a more effective organization. Southwestern College will be challenged with how to effectively measure the effectiveness of its mission, vision and goals. The Superintendent/President and the Governing Board support and approve the college's Distance Education Program.

2. Description of the process for monitoring and evaluating the effectiveness and learning outcomes expected through the proposed change.

Distance Education is evaluated through three processes. 1) The Online Learning Center conducts a regular survey that is summarized in an annual report. 2) An annual report outlining retention, success, satisfaction, and other parameters is submitted to the Governing Board for evaluation. 3) Program Review incorporates an evaluation of Distance Education modes within programs.

G. CONCLUSION

Southwestern College's Curriculum Committee has adopted procedures to monitor and track courses being submitted for Distance Education approval. These procedures will ensure that the College obtain the necessary substantive change approvals from the ACCJC prior to any new DE programs being offered.

We appreciate your consideration and approval of this Southwestern Community College District Substantive Change Proposal.

H. APPENDICES

The following pages contain appendices specifically referenced in the Substantive Change Proposal. Additional documentation of evidence has also been included. A full listing of appendices follows below:

1. Courses and Programs submitted for Distance Education Approval—*Due to the size of this document it has been attached separately.*
2. Online Learning Plan
3. Technology Plan
4. Online Learning Enrollment Data (Fall 2003, 2006, 2009)
5. Distance Education Organizational Chart
6. 2009 Annual Survey of Online Students and Faculty—*Due to the size of this document it has been attached separately.*
7. Distance Education Course Outline of Record Examples
8. Guidelines for Writing Student Learning Outcomes
9. Distance Education Retention and Success Chart
10. Staff Development Training Opportunities
11. Sample Curriculum Committee Minutes
12. 2009–2010 Catalog, Pages 27-28; Spring 2010 Schedule of Classes, page 119
13. Curriculum Approval Flowchart
14. Signature Verification Page

APPENDIX 1 – Courses and Programs Submitted for Distance Education Approval

Due to the size of this document, it has been attached separately.

APPENDIX 2 – Online Learning Plan

Southwestern College Online Learning Plan

Introduction

Online learning has achieved a level of critical interest over the last ten years due to the nature of the ever expanding Internet and its implications for teaching and learning. With this boom, online learning has undergone a shift from the instructional periphery to more mainstream instructional delivery.

It is with this preface that a new Southwestern College Online Learning Plan has been drafted. Against the backdrop of reduced resources and increased enrollments and services, Southwestern College has recognized the need to turn to online learning. This new level of commitment supported by faculty and students, as well as other stake holders, who are keenly aware of the competition already providing comprehensive online offerings within their market area.

All of these factors have come together to put online learning in the proper perspective. Educators are seeking training in, and additional understanding of, online learning. Other California community colleges are already positioned to reap institutional rewards in providing this method of instruction for the Information Age of higher learning. Southwestern College is ready to meet its students' demands as it rises to the challenge of providing online degree and certificate programs. The first critical step in moving in this direction will be the establishment of an Online Learning Service Center located under one roof and consisting of faculty, staff, and technical support, to oversee the operations involved in maintaining a successful online learning program.

This plan presents an outline of what constitutes fundamentally sound parameters, as outlined in the *Best Practices for Electronically Offered Degree and Certificate Programs* as developed by the eight regional accrediting commissions.

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Southwestern College Online Learning Plan

The *Southwestern College Online Learning Plan* has been drafted in response to the Vice President of Academic Affairs' initiative to expand online offerings and to establish a plan and timeline for implementing online certificates and degrees by the end of the Fall 2005 semester at SWC. This initiative is in response to the rapid growth and demand of technologically mediated instruction offered at a distance, hereafter referred to as online learning, and in the interest of maintaining the quality of and access to education and services provided to students at Southwestern College. The plan as outlined in this document shall apply to new online learning courses and programs, as well as to existing courses and programs in which the method of delivery has changed significantly from that approved in the original curriculum proposal leading to the relevant course, certificate, or degree. For the purposes of this document, the term "program" can refer to offerings ranging from a single course offered online to a complete online certificate or degree, and the term District will refer to Southwestern College. Timelines for the implementation of several key components can be found at the end with a brief description of objectives, funding sources and accountable parties. Measurable outcomes will be reviewed each year during the first fall meeting of the ATC and each fall by the Office of Instruction to ensure implementation and assessment of this plan. All resources used in preparing this document are listed in the appendix.

The *Southwestern College Online Learning Plan* commits to the following principles:

1. While maintaining academic freedom and the encouraging of innovation in instruction, the faculty has a collective responsibility to ensure the academic quality and integrity of Southwestern College's courses, programs, certificates, and degrees. This responsibility extends to all online learning courses and programs and their delivery.
2. Faculty and students have the right to know the mode of delivery and technical requirements of all courses, programs, certificates, and degrees and shall have access to this information before teaching or enrolling in a course or program.
3. Online courses shall be consistent with the role and mission of the college.
4. Each course and program shall provide students with the opportunity for substantial, personal, and timely interactions between faculty and students and among students.
5. Access to library and student services shall be comparable for students on and off campus.
6. Admissions criteria and access shall be comparable for students on and off campus.
7. Budgeting for program delivery shall be pre-approved.
8. The college shall offer and require appropriate training, support services and compensation to faculty who teach online learning courses and programs.
9. Online learning is a mode of instruction. Nothing in the *Southwestern College Online Learning Plan* shall imply that online learning is a preferred or required mode of instruction nor that any faculty member be required to teach using this mode of instruction.

The *Southwestern College Online Learning Plan* is divided into the following components, each of which addresses a particular area of institutional commitment to online learning:

I. Institutional Context and Commitment
II. Curriculum and Instruction
III. Faculty Support
IV. Student Support
V. Evaluation and Assessment

I. Institutional Context and Commitment:

With the evolving face of the community college student population, Southwestern College continues to strive to provide quality and equitable education for all students.

The Southwestern College Online Learning Plan (SWCOLP) is committed to upholding the integrity, quality, and academic rigor of education offered at SWC.

a. In its content, purposes, and organization, the SWCOLP is consistent with the District's role and mission to provide quality education and service to all constituents.
b. The SWCOLP shall comply with accreditation requirements. The programs shall be reviewed as a part of college-wide accreditation review process and in accordance with Title V regulation 55378.
c. District budgets and policy statements shall reflect their commitment to the student population for whom online programs are being designed, and the district will set aside funding to maintain and update existing services for online learning (See attached Estimated Annual Cost of Ownership for Online Learning Program and Facility budget).
d. Southwestern College commits to adequate technical and physical infrastructure including appropriate staffing and technical assistance to support its online programs. The district will set aside funding to maintain and update existing technology for online learning.
e. The District's organizational structure will enable development, support, coordination, and oversight of online educational programs. This will be inclusive of the functions as defined in section 1e of the attached "Best Practices Offered Degree and Certificate Programs" document.
f. All Southwestern College online programs will be subject to the same transfer and articulation policies as set forth by the State Chancellor's Office.
g. All online courses in the District online program shall maintain a consistent and coherent technical framework for students and faculty as defined by the ATC and supported by the Online Learning Service Center (see Appendix III section b). Any proposed change in technology and course delivery (e.g., new course management system) must be approved and adopted by the ATC in a way that minimizes the impact on students and faculty.

h. The District will provide students with reasonable technical support for all educational technology, hardware, software, and delivery systems required in the online programs.
i. The selection of technologies used in the online programs will be based on appropriateness for students and curriculum and will be reviewed and recommended by the ATC.
j. Southwestern College will comply with all legal and regulatory requirements for services for those with disabilities, copyright law, and state and national requirements for institutions offering educational programs.

II. Curriculum and Instruction

Maintaining the quality of education at Southwestern College is the highest priority, regardless of the mode of delivery. The important issues in delivery of instruction are curriculum-driven and are focused on sound pedagogy and andragogy, not technology. The decisions surrounding these issues are made by qualified professionals and focus on learning outcomes for an increasingly diverse student population.

a. Academically qualified faculty and administrators shall participate fully in the decisions concerning curricula and program oversight. The substance of the program, including its presentation, management, and assessment are the responsibility of people with appropriate academic qualifications.
b. A coherent plan for access to all courses necessary to complete a degree or certificate shall be provided to the student. The student shall be clearly notified of all requirements and of options if for any reason required courses are not included in an online delivery mode.
c. The performance of all elements of online degree and certificate programs is the responsibility of Southwestern College. Therefore, the criteria for selecting consortial partners and contractors shall be based on such issues as assuring the enhancing of service to students as a primary consideration and not to incentives that may compromise the integrity and quality of education provided at Southwestern College. Examples of consortial and contractual relationships include, but are not limited to
    - Faculty qualifications and support
    - Course material
        - acquired or licensed from other colleges
        - provided by partner colleges in a consortium
        - commercially produced materials (textbooks, course cartridges)
    - Course Management Systems and components
    - Library related services
    - Bookstore services
    - Technical support
    - Administrative services
    - Services related to orientation, advising, counseling or tutoring
    - Online payment arrangements

- Student privacy considerations

d. The Online Learning Service Center, the ATC, and Curriculum Committee will provide the oversight of all agreements concerning courseware, system reliability, emergency backup and guarantees for all technology services, and the provisions for protecting confidentiality and privacy in services involving personal information.
e. The importance of appropriate interaction (synchronous or asynchronous) between instructor and students and among students is reflected in the design of the program and its courses, and the technical facilities and services provided.

III. Faculty Support

The role of the instructor in distance learning is paramount to the students' academic success. Faculty roles are increasingly diverse and reorganized. For example, the same person might not perform both the tasks of course development and direct instruction to students.

a. In the development of an online learning program, the college and all stakeholders have considered issues of workload, compensation, ownership of intellectual property, and faculty members' professional evaluation. Decisions regarding these areas are contractual, as agreed upon by the union and the district.

b. The district will continue to provide appropriate technical, design, and production support in alternate delivery of instructional content.

c. The district will provide orientation and training to help participating faculty become proficient in the use of all program technologies. This includes changes in course design and management over the life of the program.

IV. Student Support

a. The college has a commitment, administratively, financially, and technically to the continuation of the program for a period sufficient to enable all admitted students to complete a degree or certificate in a publicized timeframe.

b. Prior to admitting a student to the program, the college

- Ascertains by a review of pertinent records and/or personal review that the student is qualified by prior education or equivalent experience to be admitted to that program, including in the case of international students, English language skills.
- Informs the prospective student concerning required access to technologies used in the program.
- Informs the prospective student concerning technical competence required of students in the program.

- Informs the prospective student concerning estimated or average program costs including costs of information access and associated payment and refund policies.
- Informs the prospective student concerning curriculum design and the timeframe in which courses are offered, and assists the student in understanding the nature of the learning objectives.
- Informs the prospective student of library and other learning services available to support learning and the skills necessary to access them.
- Informs the prospective student concerning the full array of other support services available from the college.
- Informs the prospective student about arrangements for interaction with the faculty and fellow students.
- Assists the prospective student in understanding independent learning expectations as well as the nature and potential challenges of learning in the program's technology based environment.
- Informs the prospective student about the estimated time for program completion.

c. The college recognizes that appropriate services must be available for students of electronically offered courses, using the assumption that these students will not be physically present on campus. With variations for specific situations and programs, these services, which are possibly coordinated, may include the following list of requirements and offerings.

- Accurate and timely information about the college, its programs, courses, costs, and related policies and requirements.
- Pre-registration advising.
- Application for admission.
- Develop online placement testing procedures.
- Enrollment/registration in programs and courses.
- Financial aid, including information about policies and limitations, information about available scholarships, processing of applications, and administration of financial aid and scholarship awards.
- Secure payment arrangements.
- Academic advising.
- Develop timely intervention regarding student progress.
- Develop tutoring options for students.
- Career counseling and placement.
- Develop academic progress information, such as degree completion audits.
- Develop library resources appropriate to the program, including, reference and research assistance; remote access to data bases, online journals and full-text resources; document delivery services; library user and information literacy instruction, reserve materials; and institutional agreements with local libraries.

6

- Training in information literacy including research techniques.
- Bookstore services: ordering, secure payment, and prompt delivery of books, course packs, course-related supplies and materials, and college memorabilia.
- Develop ongoing technical support, preferably offered during evenings and weekends as well as normal college working hours.
- Develop referrals for student learning differences, physical challenges, and personal counseling.
- Access to grievance procedures.

d. The college recognizes that a sense of community is important to the success of many students, and that an ongoing, long-term relationship is beneficial to both student and college. The design and administration of the program takes this factor into account as appropriate, through such actions as encouraging study groups, providing student directories (with the permission of those listed), including off-campus students in college publications and events, including these students in definitions of the academic community through such mechanisms as student government representation, invitations to campus events including graduation ceremonies, and similar strategies of inclusion.

V. Evaluation and Assessment

The assessment of student achievement and the evaluation of the overall program take on added importance as new techniques evolve. The results of such inquiry are used to guide curriculum design and delivery, pedagogy, and educational processes, and may affect future policy and budgets and perhaps have implications for the district's roles and mission. The following safeguards for the evaluation and assessment of online learning and retention mirror the current college's standards of traditional teaching and learning outcomes:

a. As a component of the college's overall assessment activities, documented assessment of student achievement is conducted in each course and at the completion of the program by comparing student performance to the intended learning outcomes. As student learning outcomes are developed for courses college-wide, measurable outcomes for online courses will also be determined

b. When examinations are employed (paper, online, demonstrations of competency, etc.), they take place in circumstances that include firm student identification. The college otherwise seeks to assure the integrity of student work and security of personal information.

c. Overall program effectiveness is determined by the following measures:
- Student retention rates as consistent with college standards.
- Student satisfaction, as measured by regular surveys.

- Faculty satisfaction, as measured by regular surveys and by formal peer review processes.
- The extent to which access is provided to students not previously served, measured by surveys.
- Measures of the extent to which library and learning resources are used appropriately by the program's students. Assessment will be determined as student learning outcomes assessment cycles are determined at the college.
- Cost effectiveness of the program to its students, as compared to campus-based alternatives.

d. The college conducts a program of continual self-evaluation directed toward program improvement. The program and its results are reflected in the college's on-going self-evaluation process and are used to shape the future plans of the college and inform those responsible for its academic programs.

e. College evaluation of electronically offered programs takes place in the context of the regular evaluation of all academic programs.

APPENDIX 3 – Technology Plan

SOUTHWESTERN COLLEGE

Technology Plan

2005 – 2010

Submitted by:
Bob Edelbrock, Ed.D.
Dean, Academic Information Services
and the Technology Planning Taskforce
Approved November 17, 2005 by CLC and President/Superintendent

Table of Contents

Introduction
Overview 1
Purpose 1
Background 1
Methodology 1
Definition 2
Taskforce/Retreat Members 2

Vision, Direction, and Values
Technology Vision 3
Technology Direction 3
Guiding Values and Principles 3
- Access 3
- Currency 3
- Reliable Technical Services 3
- Customer Service 4
- Staffing and Resources 4
- Planning 4
- Speed 4
- Innovation and Leveraging Technology 4

Technology Goals
Establish a Permanent Technology Steering Committee 5
Conduct an Annual Evaluation of the Technology Plan 5
Establish a Reliable Source of Funding for Technology and Staff 5
Provide Access to Technology 5
Provide Current and Reliable Technology to Students and Staff 5
Provide Support for Online Degrees and Certificates 6
Provide Technology Training and Support 6
Provide Access to Assistive Technology 6
Establish and Maintain a Robust and Redundant Network and Infrastructure 6
Provide Information Resources and Materials Online and In Classrooms 6
Encourage Innovative Uses of Technology District-wide 6
Provide Communications Systems and Services 6

Criteria for Evaluating Technology Projects 7

Action Items
- Infrastructure and Equipment 8
- Administrative/Student Services Applications 9
- Learning and Teaching Applications 10
- Support for Technology 11

Evaluation Schedule and Process 13

Technology Steering Committee Communication Chart 17

Introduction

Overview

Information and instructional technologies are now considered essential components to fulfill the mission of a college. Technology is changing how we access, organize, analyze, and process information. It is considered instrumental for improving information exchange, enhancing teaching and learning, and increasing productivity.

Technology is conceptually changing how we conduct business and how we communicate. Technology's influence, impact, and presence are reshaping our society, our commerce, our work life, our leisure life, and our education. The growth and expansion of technology brings continuous change. Planning for technology is difficult when the landscape changes every day.

Purpose

The following plan makes recommendations to prepare the institution for the next five years. The plan is a working document that identifies those goals and objective intended to move the College closer to its strategic plan and vision. It should be considered a living plan that will need to be modified and improved upon as objectives are realized.

Background

The last officially approved Southwestern College (SWC) technology plan was adopted in 1998 and was developed internally. A second technology plan was drafted in 2001 by CampusWorks Inc. (CWI), a Florida-based technology consulting and facilities management company but did not go through the consultation process and, as a result, was never adopted. Both of these plans reached similar conclusions and made similar recommendations about how Southwestern College should integrate technology into its administrative and academic processes. They both established technology goals, objectives and actions plans the district should implement, and their methodologies were similar in that they attempted to scan the environment and create consensus support for plan recommendations.

The origin of this plan began in January, 2004 when a Technology Taskforce was initiated in preparation for an accreditation site visit from the Western Association of Schools and Colleges. The constituency included SWC faculty, staff, students, and administrators from a wide variety of schools, departments and centers. The purpose of the taskforce was to: 1) review and contrast the previous SWC technology plans; 2) research technology plans used in other California community colleges; 3) collect a list of technology projects underway at the college; 4) document and record any and all concerns and recommendations related to technology hardware, software or support; and 5) document and identify a list of current and future technology goals and objectives.

Methodology

The Technology Taskforce began its work by comparing the 1998 technology plan with the technology plan delivered to the College by CampusWorks in 2001. The taskforce also searched for reviewed technology plans within the state of California and nation-wide. A status report was provided to the visiting WASC accreditation team.

In November 2004, a Technology Planning retreat was held off campus. The retreat focused on: 1) identifying the College's technology strengths, weaknesses, opportunities, threats, and trends; 2) developing a set of technology visions for the College; 3) identifying and ranking a list of technology values for the College; and 4) reviewing and identifying a list of current and future technology projects and action plans.

The participants at the retreat represented a wide variety of constituent groups from across the district. Attendees went through a five step process to establish the colleges' technology strengths, weaknesses, opportunities, threats and trends. The retreat members then went through a process to establish the SWC Technology Visions and Values. The last step was to spend some time reviewing and identifying a list of technology projects and action plans.

Definition

Technology is a generic term used to describe the technical, mechanical or scientific means people use to assist and improve their surroundings, and includes such things as tools, machines, instruments, hardware, software, and systems.

Taskforce/Retreat Members

Members of the SWC Technology Taskforce/Retreat were:

- Andrew MacNeill — Academic Senate & Academic Technology Committee
- Bob Edelbrock — Academic Information Services
- Elena Lattarulo — Academic Technology Committee
- Georgia Copeland — Admissions and Student Affairs
- Homer Lopez — Disabled Student Services and Student Affairs
- Irma Alvarez — School of Business & Information Systems & IAC
- John Vinson — Lab Technician
- Joi Blake — Staff Development
- Martha Graham — Institutional Research
- Korky Myers — Fiscal Services
- John Wagstaff — Computer Systems & Services
- John Wilson — Business and Operations
- Judith Bornholdt — Title V
- Larry Lambert — Staff Development and Online Learning
- Li-Lan Fishel — Lab Technician
- Naomi Trapp-Davis — Library
- Scott Finn — Counseling and Student Affairs
- Shelly Hess — Academic Affairs
- Teri Ashabraner — Human Resources
- Viara Giraffe — Academic Technology Committee & IAC

Vision, Direction, and Values

Technology Vision

How will Southwestern College respond to the influence and impact of technology? What is the vision of technology for Southwestern College? Provided below are the vision statements developed at the Southwestern College Technology Planning Retreat.

- Southwestern College provides equal access to all students, recognizes the strategic importance of information technologies, and offers a technology environment that is reliable, flexible and functional to enhance educational learning for all users. The institutional leaders are committed to providing all necessary resources including staffing, budget allocations, and current equipment to achieve this goal.

Technology Direction

The College's technology direction is organized around certain core activities: teaching, learning, support services, student life, and administration. The use of technology for each of these areas depends on a solid technology infrastructure with appropriate support services. It is expected that over the next five years, faculty, staff, and students will demand more sophisticated technology opportunities to handle their responsibilities and enhance their learning. Additionally, an increasing number of faculty, students, and staff will come to Southwestern College with higher expectations of information technology. These factors place greater demand on the college's capabilities and resources.

Guiding Values and Principles for Technology

The College's commitment to technology is translated into a set of guiding values and principles for how technology should be created, managed, and supported. These values and principles will serve as the foundation of any technology development in the district, and they will guide discussions on the suitability of future technology action plans.

- **Access**
  Technology will be readily accessible to all students, faculty, and staff of the college. The College will ensure that all students, faculty, and staff, including those with disabilities, have required access to computers, software, and technology services. Capabilities will be developed to provide fully functional accessibility to the college and community we serve.

- **Currency**
  The college will provide current, up-to-date hardware, software and communication materials. Policies, procedures, and budgets will be established to ensure technology currency at the College.

- **Reliable Technology Services**
  Information and instructional technology accessibility will be delivered via a secure, solidly established, centrally operated, redundant, and robust network and computer infrastructure.

- **Customer Service**
  The district will provide customer service and training to help the college community access and use technology.

  Access to Information Technology support will be provided to the college community through a variety of venues (e.g., phone, fax, e-mail, online, in person). The availability of customer support will be continually monitored to provide appropriate staffing and coverage to meet the needs of the college community.

  The College will review its technology support based on the following dimensions of customer service:

  1. **Flexibility:** Ability to adapt and adjust when and as needed.
  2. **Responsiveness**: Willingness to help and provide prompt service.
  3. **Reliability**: Ability to perform the promised service dependably, accurately and in a timely manner.
  4. **Assurance**: Knowledge, courtesy and the ability to convey trust and confidence.
  5. **Empathy**: Ability to provide caring, individualized attention

- **Staffing and Resources**
  The College will provide the staffing and resources necessary to support and maintain the technology infrastructure including hardware, software, systems, services, and training.

- **Planning**
  The technology objectives of the college need to be aligned with institutional priorities, and the technology planning process of the college needs to ensure a high level of inclusion and interaction. The technology planning process provides an opportunity to:
  1. Determine the fundamental technology directions of the College.
  2. Identify key strategies in taking the next steps.
  3. Clarify the actions needed to help departments, divisions, and the college to achieve their broad missions and goals.
  4. Articulate what leadership and services the district can expect from college technology organizations.
  5. Disseminate knowledge about existing technology services, technology needs, and technology constraints.
  6. Evaluate current services and practices and revise and expand services as needed

- **Speed**
  The college will make every effort to ensure the speed of its network, computers and telecommunications equipment are in keeping with college and state-wide standards.

- **Innovation and Leveraging Technology**
  The district will encourage the college community to explore how to use, leverage, and integrate innovative uses of technology in teaching, learning, and college operations.

Technology Goals

Establish a Permanent Technology Steering Committee

The College will establish a permanent Technology Steering Committee responsible for providing oversight of standards, practices, and budget planning for new academic and administrative technology projects and activities. Membership in the technology steering committee will include one appointee each by the VP for Academic Affairs, VP for Administrative Affairs, VP for Student Affairs, VP for Human Resources, President of the Academic Senate, and a mutually agreed upon Classified Staff member appointed jointly by the President of the Classified Senate and President of the CSEA, a total of six members. The committee will be charged with ensuring that any new technology projects or objectives are aligned with the district's institutional priorities, including an evaluation process.

The committee will ensure a high level of inclusion and interaction. The committee will review all technology proposals, initiatives, and projects which should include: 1) the responsible position or office; 2) complete cost estimate including hardware, software, maintenance, and staffing; 3) complete description; 4) justification for the project; 4) action items; 5) timelines; and 6) evaluation method. The committee will evaluate, prioritize, establish timelines, and submit recommendations to the President, President's Cabinet, Instructional Administrator's Council, College Leadership Council, and/or Executive Leadership Team, as appropriate, for consideration and approval.

The committee will utilize a variety of non-voting resource members including but not limited to: 1) Director of CSS; 2) Dean of Academic Information Services; 3) Director of Institutional Research; 4) Instructional Lab Technicians: and 5) others as needed basis. The committee will review, evaluate, and update the district technology plan annually.

Conduct an Annual Evaluation of the Technology Plan

The Technology Steering Committee will conduct an annual evaluation of all action items contained in the Technology Plan. The evaluation will include an assessment of progress, barriers and modifications completed, underway, or pending. The results of the evaluation will be included in an annual update of the Technology Plan that will be distributed campus-wide.

Provide a Reliable Source of Funding for Technology and Staff

The College will establish a permanent budget source to fund instructional and administrative technology, including hardware, software, infrastructure, and staffing.

Provide Access to Technology

The College will provide technology that is readily accessible to all students, faculty, and staff. The College will take the steps necessary to ensure students, faculty, and staff, including those with disabilities, have access to computers, software, and technology services. The district will provide fully functional access to students, faculty, staff and the college community.

Provide Current and Reliable Technology to Students and Staff

The College will provide current, up-to-date hardware, software and communication materials. Information and instructional technology accessibility will be delivered via a secure, solidly

established, centrally operated, redundant, and robust network and computer infrastructure. Policies, procedures, and budgets will be established to ensure technology currency district-wide.

Provide Support for Online Degrees and Certificates
The College will provide the systems, staffing, budget and training needed to offer online degrees and certificates, including compliance with ADA laws and standards. The College will establish an online learning plan, render technical and pedagogical support for online learning, and provide online learning students with the same quality and breadth of courses and services as their peers who take classes in classrooms.

Provide Technology Training and Support
The College will provide ongoing training and support for information and instructional technology for all employees. The college will establish a technical support Helpdesk and hotline for online learning as well as for instructional technology.

Provide Access to Assistive Technology
The College will provide assistive technology and identify mechanisms to provide equal access and quality of instruction to students and employees with disabilities or limitations.

Establish and Maintain a Robust and Redundant Network and Infrastructure
The College will provide information systems and instructional technologies delivered via a secure, solidly established, centrally operated, redundant, and robust network and computer infrastructure to ensure operational stability according to industry standards (99.4% reliability.)

Encourage Innovative Uses of Technology District-wide
The college will research and develop creative and innovative uses of technology as well as endeavor to leverage and integrate innovative uses of technology in teaching, learning, and college operations.

Provide Information Resources and Materials Online and in Classrooms
The college will provide information resources, reference materials, computers, multimedia and other technology resources online and in classrooms to support online and classroom instruction and professional development for all employees.

Provide Communication Systems and Services
The College will provide and support communication systems and services including but not limited to electronic mail, voice mail, and portal system delivered via the district network, Internet, and telephone systems.

Criteria for Evaluating Technology Projects

The following is a list of criteria to be used when evaluating and prioritizing technology projects and action items.

1. How does the project align with the College's vision, mission, and goals?
2. How does the project align with the College's technology vision, direction, principles and goals?
3. What are the purchase and implementation costs associated with the project, including but not limited to hardware, software, installation, and training?
4. What are the long term funding issues, including but not limited to staffing, maintenance, projected growth, and potential to expand (licenses, additional features and functions)?
5. Has a budget been established for each item? What is the source of funding?
6. How many students, faculty and/or staff will be affected by the project?
7. Are there legal issues associated with the project (ADA, union, licensing)?
8. Is there a state or federal mandate for the project (ADA, and 508 requirements)?
9. What effect, if any, will there be on student learning?
10. What effect, if any, will there be an effect on student retention?
11. Will an academic program be affected? If so, describe how.
12. Who will be responsible for installation, operation, and maintenance?
13. Are there staffing implications? If so, what are they and how will they be addressed?
14. Has a projection of return on investment been done? Will there be any savings or revenue generated?
15. What are the infrastructure implications (network, computers, facilities, and staff)?
16. Will the current infrastructure support the project or will additional resources be required?
17. Will the project integrate and be compatible with existing systems?
18. What impact, if any, will there be on other projects or systems? If approved, will another project have to be cancelled or another system discontinued?
19. How will it benefit the College?
20. Who will be impacted by the proposal and have they been consulted?
21. Is the project related to a program review? If so, describe findings and recommendations.
22. How will the project be evaluated to determine progress, barriers and modifications?

Action Items

The technology action items shown in the table below have been organized into four groupings: 1) Infrastructure and Equipment; 2) Administrative/Student Services Applications; 3) Learning and Teaching Applications; and 4) Support for Technology. The action items listed under each of these areas include the unfinished objectives and action items from earlier technology plans, as well as those identified by the Technology Taskforce or at the Technology Retreat.

The tables below include a list of technology action items with descriptions/justifications, responsible person (lead), and timeline/status. While most of the action items have already begun or will begin within the next year, others are more tentative and subject to the availability of funds.

The status column has three designations: 1) Ongoing; 2) Pending; and 3) No Action Taken. The Ongoing designation indicates constituent activity is underway but additional steps or activities must be completed before the objective can be completed. The Pending designation indicates the item is in the discussion or planning stage, is undergoing the consultation and approval process, or is waiting for funding. The No Action Taken is used when an action item has not received funding support as yet.

Action Item One: Infrastructure and Equipment		
Action Item With Description	**Responsible Person (Lead)**	**Timeline /Status**
1.1 Develop a plan for the replacement of desktop hardware and software, including adaptive technology. Develop the process for acquiring, upgrading and replacing desktop hardware and software. Develop a budget and policy to address the replacement of desktop hardware and software.	VP Admin. Affairs, Dean AIS, Director CSS, and DSS representative	Pending Policy Review by HR
1.2 Develop a plan to improve network security and management.	Director CSS and CSS Staff	No Action Taken
1.3 Develop a plan to upgrade and/or replace network and infrastructure equipment as needed.	Director CSS and CSS Staff	No Action Taken
1.4 Develop a plan to upgrade operating systems and applications that support on-going district operations as new versions of the software become available. Examples include e-mail, desktop applications, virus protection, backup and recovery applications and network support applications.	Director CSS and CSS Staff	Email Services Upgrade Currently Under Review.

Action Item Two: Administrative/Student Services Applications		
Action Item With Description	**Responsible Person (Lead)**	**Timeline /Status**
2.1 Review the results of the Action Plan recommendations developed with Datatel and identify new Colleague functionality for the Finance department that will be scheduled for implementation. Possible applications include Budget Management, Fixed Assets, On Line Purchasing, Reporting, etc.	VP Admin. Affairs and Director CSS,	Initial Review Complete
2.2 Review the results of the Action Plan recommendations developed with Datatel and identify new Colleague functionality for the Human Resources department that will be scheduled for implementation. Possible applications include Leave Plan Setup, Applicant Tracking, Assignment Contracts, Reporting, etc.	VP HR and Director CSS	Initial Review Complete
2.3 Investigate the implementation of the Continuing Education module within the Datatel Colleague system.	Dean Cont. Ed. & Econ. Dev., Director Cont. Ed. And Director CSS	No Action Taken
2.4 Investigate the development of a Financial Aid Credit Book Link System with the Bookstore to allow students to purchase books and supplies.	Dir. Fin. Aid, Dir Bookstore, Asst. Dir. Fiscal Srvcs., and Dir. CSS	No Action Taken
2.5 Investigate the implementation of an Electronic Student Educational Plan (SEP) and Degree Audit reporting for the School of Counseling and Personal Development, and Evaluations office. Review the existing and planned functionality of Datatel and other vendors related to their SEP and e-Advising to support this requirement.	Dir. CSS, Dean Personal Dev. & Counseling, and CSS Staff	Investigation currently in process
2.6 Investigate and recommend the implementation of an end user reporting tool that will augment the existing reports developed from Colleague. This will require investigating several alternatives and making a recommendation based on input from offices that have a need for this type of reporting.	Director CSS and CSS Staff	No Action Taken
2.7 Continue the deployment of WebAdvisor functionality in support of student, faculty and staff needs.	Vice Pres. of Academic Affairs, Student Affairs, Administrative Affairs and Dir. of CSS	Ongoing As Planned

Action Item Two: Administrative/Student Services Applications		
Action Item With Description	**Responsible Person (Lead)**	**Timeline /Status**
2.8 Automate, streamline and track the curriculum development and approval process by installing the CurricUNET System. Goal is have an Internet-based workflow system designed to automated and enhance the developments and approval of curriculum, including e-mail notification to authorities when curriculum is in the queue for their approval, and to provide status reports on demand.	Director Instructional Services	Initial Install Complete. Now Adding Features
2.9 Provide scheduling and enrollment management information to school and college administrators by installing the Pegasus system. Goal is to develop and install a Web-based, real time system that provides scheduling and enrollment management information at the desktop in a variety of formats.	Dean SSIS, Dir. Instr. Services. and Computer Support Tech.	Initial Install Complete. Now Evaluating Alternatives
2.10 Provide a positive attendance tracking and pay-for-print system in labs by installing the Blackboard Transaction System. Goal is to provide self service systems using student identification cards.	Dean AIS and Dir. Instr. Tech. Support	Initial Install Complete. Now Adding Features
2.11 Web-enable as many student and administrative services as possible by investigating the installation of the Blackboard Community Portal system. Establish a Portal Committee to lead effort to install a district-wide, Web-based Community Portal system with single log on access to a variety of databases, calendars, services and systems, based on the role of the user.	Dir. Comm. & Media Relations, Dir. CSS, and Dean AIS	Committee Formed. Investigation and Installation Pending Return of Web Technologist

Action Item Three: Learning and Teaching Applications		
Action Item With Description	**Responsible Person (Lead)**	**Timeline /Status**
3.1 Develop an online learning plan including: 1) institutional context and commitment; 2) curriculum and instruction; 3) faculty support; 4) student support; and 5) evaluation and assessment.	ATC Co-Chairs	Completed
3.2 Develop a list of assignments, responsible person (lead) and timelines to execute the approved online learning plan.	ATC Co-Chairs	Ongoing
3.3 Establish an Online Learning Center staffed with an Instructional Designer, Online Instructional Support Specialist, Web Designer, and classified contract online support assistants; establish a telephone hot line, online help system and Helpdesk tracking system; and establish an operating budget to run the Online Learning Center.	Title V Director (Administrative Designee October 1, 2006)	Completed

Action Item Four: Support for Technology		
Action Item With Description	**Responsible Person (Lead)**	**Timeline /Status**
4.2 Establish an Administrative Systems Advisory Committee (ASAC) responsible to review, recommend and prioritize administrative systems projects that representatives of CSS will be responsible for completing. Membership in the ASAC will include Vice Presidents (or appointees) from Academic Affairs, Administrative Affairs, Student Affairs, and Human Resources.	Vice President's of Acad. Affairs, Admin. Affairs, Student Affairs, Human Affairs, and Dir. of CSS	No Action Taken
4.3 Establish an Online Learning Steering Committee (a sub-committee of the Technology Steering Committee) responsible for providing direction, oversight, and standards for online learning projects and activities. Membership in the steering committee will include ATC Co-Chairs, Dean from IAC, Director of Admissions, CSS staff member appointed by the VP for Administrative Affairs, Dean Counseling & Pers. Dev., Director Title V, Dir. Comm. & Media Relations, and Staff Development Coordinator.	Chair of Technology Steering Committee	Committee Established
4.4 Review the personnel structure in Computer Systems and Services (CSS) to create a strong technology support department. Make recommendations regarding the current staff assignments, additional positions not currently identified and restructure the department personnel as necessary to meet the ongoing support needs.	VP Admin. Affairs and Dir. CSS	Initiated in Fall 2005
4.5 Establish a classroom technology support department including establishment of a telephone hotline, Helpdesk staffed by classified contract technical support staff, installation of a Helpdesk tracking system, and an operating budget.	Dean AIS and Dir. Instr. Tech. Support	Department Established in 2005. Awaiting establishment of a budget.
4.6 Install the HEAT Helpdesk tracking system in the maintenance department, online learning support center, and instructional technology support departments.	CSS staff, Exec. Dir. Bus. & Ops, Dir. Instr. Tech. Serv., and Online Instr. Supp.Spec.	Ongoing. Maintenance Department Next to Receive System
4.7 Develop a plan to establish a training facility to provide technology training to faculty and staff in the use of desktop applications and the Datatel Colleague system.	Dir. CSS and CSS Staff	No Action Taken

Evaluation Schedule and Process

Action Item One: Infrastructure and Equipment			
Action Item/Activity	**Evaluation Process**	**Person Responsible**	**Completion Date**
1.1 Develop a plan for the replacement of desktop hardware and software	To Be Determined (TBD) by March 2006	VP Admin. Affairs, Dean AIS, Director CSS, and DSS representative	Pending Policy Review by HR
1.2 Develop a plan to improve network security and management.	TBD	Director CSS and CSS Staff	No Action Taken
1.3 Develop a plan to upgrade and/or replace network and infrastructure equipment as needed.	TBD	Director CSS and CSS Staff	No Action Taken
1.4 Develop a plan to upgrade operating systems and applications that support on-going district operations as new versions of the software become available.	TBD	Director CSS and CSS Staff	Email Services Upgrade Currently Under Review.

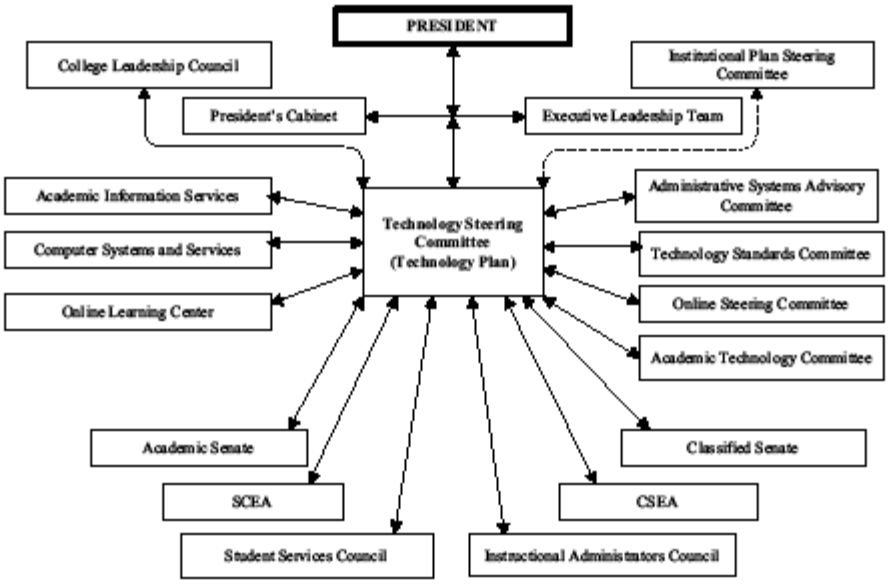
Action Two: Administrative/Student Services Applications			
Action Item/ Activity	**Evaluation Process**	**Person Responsible**	**Completion Date**
2.1 Review the results of the Action Plan recommendations developed with Datatel and identify new Colleague functionality for the Finance department that will be scheduled for implementation	TBD	VP Admin. Affairs and Director CSS,	Initial Review Complete
2.2 Review the results of the Action Plan recommendations developed with Datatel and identify new Colleague functionality for the Human Resources department that will be scheduled for implementation.	TBD	VP HR and Director CSS	Initial Review Complete
2.3 Investigate the implementation of the Continuing Education module within the Datatel Colleague system.	TBD	Dean Cont. Ed. & Econ. Dev., Director Cont. Ed. And Director CSS	No Action Taken
2.4 Investigate the development of a Financial Aid Credit Book Link System with the Bookstore to allow students to purchase books and supplies.	TBD	Dir. Fin. Aid, Dir Bookstore, Asst. Dir. Fiscal Srvcs., and Dir. CSS	No Action Taken

Action Two: Administrative/Student Services Applications			
Action Item/ Activity	**Evaluation Process**	**Person Responsible**	**Completion Date**
2.5 Investigate the implementation of an Electronic Student Educational Plan (SEP) and Degree Audit reporting for the School of Counseling and Personal Development, and Evaluations office.	TBD	Dir. CSS, Dean Personal Dev. & Counseling, and CSS Staff	Investigation currently in process
2.6 Investigate and recommend the implementation of an end user reporting tool that will augment the existing reports developed from Colleague.	TBD	Director CSS and CSS Staff	No Action Taken
2.7 Continue the deployment of WebAdvisor functionality in support of student, faculty and staff needs.	TBD	Senior Mgmnt and Dir. CSS	Ongoing As Planned
2.8 Automate, streamline and track the curriculum development and approval process by installing the CurricUNET System.	TBD	Director Instructional Services	Initial Install Complete. Now Adding Features
2.9 Provide scheduling and enrollment management information to school and college administrators by installing the Pegasus system.	TBD	Dean SSIS, Dir. Instr. Services. and Computer Support Tech.	Initial Install Complete. Now Evaluating Alternatives
2.10 Provide a positive attendance tracking and pay-for-print system in labs by installing the Blackboard Transaction System.	TBD	Dean AIS and Dir. Instr. Tech. Support	Initial Install Complete. Now Adding Features
2.11 Web-enable as many student and administrative services as possible by investigating the installation of the Blackboard Community Portal system and establish a Portal Committee.	TBD	Dir. Comm. & Media Relations, Dir. CSS, and Dean AIS	Committee Formed. Investigation and Installation Pending Return of Web Technologist

Action Three: Teaching and Learning Applications			
Action Item/Activity	**Evaluation Process**	**Person Responsible**	**Completion Date**
3.1 Develop an online learning plan.	TBD	ATC Co-Chairs	Completed
3.2 Develop a list of assignments, responsible person (lead) and timelines to execute the approved online learning plan.	TBD	ATC Co-Chairs	Ongoing
3.3 Establish an Online Learning Center.	TBD	Title V Director (Administrative Designee October 1, 2006)	Completed
3.4 Install smart classrooms district-wide.	TBD	Dean AIS and Dir. Instr. Tech. Support	First Half of Installations Complete.
3.5 Provide software license management in large open labs using an application server system.	TBD	Dean AIS and Dir. Instr. Tech. Support	Testing of Hardware & Software Underway
3.6 Provide students with additional access to technology by increasing the number of computers in open labs in the library and academic success center, and by expanding the hours they are accessible.	TBD	Dean AIS and Dir. Instr. Tech. Support	Expanded Number of Computers in Labs and Hours – Ongoing
3.7 Standardize the process of acquiring, upgrading and replacing classroom hardware and software, by creating budgets for: 1) annual classroom computer replacement; 2) annual classroom software replacement; 3) smart classroom equipment; and 4) instructional technology support.	TBD	Dean AIS and Dir. Instr. Tech. Support and CLC Budget Committee	Two Years Into Project. Additional Funding is Needed Since Title V No Longer Provides Funding Support.

Action Four: Support for Technology			
Action Item/ Activity	**Evaluation Process**	**Person Responsible**	**Completion Date**
4.1 Establish a Technology Steering Committee responsible for providing oversight of standards, practices, and budget planning for academic and administrative technology projects and activities.	TBD	President, Vice Presidents, President of Academic Senate, President of Classified Senate, and President of CSEA.	Pending Creation of Committee.
4.2 Establish an Administrative Systems Advisory Committee (ASAC) responsible to review, recommend and prioritize administrative systems projects that representatives of CSS will be responsible for completing.	TBD	Vice President's of Academic Affairs, Administrative Affairs, Student Affairs, Human Affairs, and Director of CSS	No Action Taken
4.3 Establish an Online Learning Steering Committee (a sub-committee of the Technology Steering Committee) responsible for providing direction, oversight, and standards for online learning projects and activities.	TBD	Chair of Technology Steering Committee	Committee Established
4.4 Review the personnel structure in Computer Systems and Services (CSS) to create a strong technology support department and make recommendations.	TBD	VP Admin. Affairs and Dir. CSS	Initiated in Fall 2005
4.5 Establish a classroom technology support department including staffing, hotline, tracking system, and operating budget.	TBD	Dean AIS and Dir. Instr. Tech. Support	Department Established. Awaiting establishment of budget.
4.6 Install the HEAT Helpdesk tracking system in the maintenance department, online learning center, and instructional technology support departments.	TBD	CSS staff, Exec. Dir. Bus. & Ops, Dir. Instr. Tech. Serv., and Online Instruction Support Specialist	Ongoing. Maintenance Department Next to Receive System
4.7 Develop a plan to establish a training facility to provide technology training to faculty and staff in the use of desktop applications and the Datatel Colleague system.	TBD	Dir. CSS and CSS Staff	No Action Taken

Technology Steering Committee
Communication Chart
September 2005



17

APPENDIX 4 – Online Learning Enrollment Data (Fall 2003, 2006, 2009)

ENROLLMENT REPORT FOR ONLINE LEARNING CLASSES ALL SCHOOLS

03/FA

Online Learning Classes

Course:	Start Date:	End Date:	Max:	Used:	Wait:	FTES:	CAP:	PCT	LHE	Instructor Name	Units:
08/25/03											
AJ-111-D1	08/25/03	12/20/03	30	20	0	2	3	67%	3.00	Selby, Edward H	3.00
ANTH-101-D1	08/25/03	12/20/03	30	22	0	2.2	3	73%	3.00	Couch, Denise D	3.00
ANTH-102-D1	08/25/03	12/20/03	30	23	0	2.3	3	77%	3.00	Gonzalez, Laura T	3.00
CIS-101-D1	08/25/03	12/20/03	30	19	0	3.799	6.001	63%	5.40	Grimes, Julie L	4.00
CIS-101-D2	08/25/03	12/20/03	30	20	0	4.001	6.001	67%	5.40	Lingvall, Robert J	4.00
CIS-101-D3	08/25/03	12/20/03	30	25	0	5	6.001	83%	5.40	Lingvall, Robert J	4.00
CIS-152-D1	08/25/03	12/20/03	30	12	0	0.6	1.5	40%	1.30	Grimes, Julie L	1.00
CIS-226-D1	08/25/03	12/20/03	30	17	0	2.933	5	57%	4.40	Luibel, Thomas J	3.00
CIS-252-D1	08/25/03	12/20/03	30	9	0	1.801	6.001	30%	5.40	Grimes, Julie L	4.00
ECON-101-D1	08/25/03	12/20/03	30	20	0	2	3	67%	3.00	Crane, Peggy	3.00
HIST-100-D1	08/25/03	12/20/03	30	17	0	1.699	3	57%	3.00	Haro, Peter J	3.00
HLTH-101-D1	08/25/03	12/20/03	30	6	0	0.6	3	20%	3.00	Shim, Andrew L	3.00
MAS-141-D1	08/25/03	12/20/03	30	26	0	2.601	3	87%	3.00	Gomez, Alexander N	3.00
MAS-142-D1	08/25/03	12/20/03	30	17	0	1.699	3	57%	3.00	Gomez, Alexander N	3.00
PSYC-101-D1	08/25/03	12/20/03	30	15	0	1.5	3	50%	3.00	Canaday, Barbara K	3.00
PSYC-101-D2	08/25/03	12/20/03	30	22	0	2.2	3	73%	3.00	Canaday, Barbara K	3.00
PSYC-101-D3	08/25/03	12/20/03	30	22	0	2.2	3	73%	3.00	Canaday, Barbara K	3.00
PSYC-106-D1	08/25/03	12/20/03	30	24	0	2.399	3	80%	3.00	McAneney, Danielle L	3.00
PSYC-109-D1	08/25/03	12/20/03	30	26	0	2.601	3	87%	3.00	Canaday, Barbara K	3.00
SOC-101-D1	08/25/03	12/20/03	30	20	0	2	3	67%	3.00	Ballesteros, Elizabeth	3.00
SOC-101-D2	08/25/03	12/20/03	30	20	0	2	3	67%	3.00	Ballesteros, Elizabeth	3.00
SOC-101-D3	08/25/03	12/20/03	30	17	0	1.699	3	57%	3.00	Ballesteros, Elizabeth	3.00
SOC-270-D1	08/25/03	12/20/03	30	29	0	2.9	3	97%	3.00	Lawson, Gabriel S	3.00
TA-101-D1	08/25/03	12/20/03	30	26	0	2.601	3	87%	3.00	Newhouse, John W	3.00
Totals:			720	474	0	55.23	84.50	65%	81.30	*Total Number of Sections*	24
Grand Totals:			720	474	0	55.23	84.50	65%	81.30	*Total Number of Sections*	24

Tuesday, March 23, 2010 *Page 1 of 1*

ENROLLMENT REPORT FOR ONLINE LEARNING CLASSES ALL SCHOOLS

06/FA

Online Learning Classes

Course:	Start Date:	End Date:	Max:	Used:	Wait:	FTES:	CAP:	PCT	LHE	Instructor Name	Units:
08/22/06											
FS-20-501	08/22/06	12/20/06	40	17	0	1.699	4.001	42%	3.00	Hall, Darren M	3.00
ACCT-101-501	08/22/06	12/20/06	30	9	0	1.201	4.001	30%	4.00	Jorgensen, Vern F	4.00
ACCT-101-502	08/22/06	12/20/06	30	10	0	1.334	4.001	33%	4.00	Jorgensen, Vern F	4.00
ACCT-101-503	08/22/06	12/20/06	30	11	0	1.467	4.001	37%	4.00	Arteaga, Elena D	4.00
ACCT-102-501	08/22/06	12/20/06	30	13	0	1.733	4.001	43%	4.00	Jorgensen, Vern F	4.00
ACCT-102-502	08/22/06	12/20/06	40	2	0	0.266	5.334	5%	4.00	Jorgensen, Vern F	4.00
AJ-111-501	08/22/06	10/21/06	30	18	0	1.801	3	60%	3.00	Selby, Edward H	3.00
AJ-156-501	08/22/06	12/20/06	30	31	0	3.099	3	103%	3.00	Selby, Edward H	3.00
ANTH-101-501	08/22/06	10/14/06	45	32	0	3.201	4.499	71%	3.00	Couch, Denise D	3.00
BUS-120-501	08/22/06	10/21/06	30	18	0	1.801	3	60%	3.00	Lucas, Yvonne I	3.00
BUS-120-502	08/22/06	12/20/06	30	11	0	1.101	3	37%	3.00	Kansas, Ginny M	3.00
BUS-121-501	08/22/06	12/20/06	30	16	0	1.6	3	53%	3.00	Sandoval, Ramiro	3.00
BUS-121-502	08/22/06	12/20/06	30	11	0	1.101	3	37%	3.00	Sandoval, Ramiro	3.00
BUS-122-501	08/22/06	12/20/06	30	13	0	1.3	3	43%	3.00	Weisblat, Irina A	3.00
BUS-134-501	08/22/06	10/14/06	30	8	0	1.068	4.001	27%	3.80	Grimes, Dennis R	3.00
BUS-140-501	08/22/06	12/20/06	30	20	0	2	3	67%	3.00	Shapiro, Elisabeth K	3.00
BUS-140-502	08/22/06	12/20/06	30	14	0	1.4	3	47%	3.00	Shapiro, Elisabeth K	3.00
BUS-142-501	08/22/06	10/14/06	30	24	0	0.8	0.999	80%	1.00	Shields, John B	1.00
BUS-150-501	08/22/06	12/20/06	30	11	0	1.101	3	37%	3.00	Lucas, Yvonne I	3.00
BUS-177-501	08/22/06	12/20/06	30	8	0	0.8	3	27%	3.00	Bonilla, George L	3.00
BUS-182-501	08/22/06	10/14/06	30	34	0	3.4	3	113%	2.80	Sweezey, Rebecca E	2.00
BUS-183-501	08/22/06	12/20/06	30	20	0	2	3	67%	3.00	Luibel, Thomas J	3.00
BUS-183-502	08/22/06	12/20/06	30	19	0	1.901	3	63%	3.00	Lingvall, Robert J	3.00
BUS-200A-501	08/22/06	10/21/06	25	25	0	3.334	3.334	100%	3.60	Scott, Tanya E	2.50
BUS-206-501	08/22/06	12/20/06	30	9	0	1.201	4.001	30%	3.60	Rader, Kimberlie A	2.50
BUS-210-501	08/22/06	12/20/06	30	13	0	1.3	3	43%	3.00	Sands, Sandra S	3.00
BUS-211-501	08/22/06	12/20/06	30	18	0	1.801	3	60%	3.00	Duver, Stephanie A	3.00
BUS-211-502	08/22/06	12/20/06	30	18	0	1.801	3	60%	3.00	Duver, Stephanie A	3.00
CIS-101-501	08/22/06	12/20/06	30	15	0	3	6.001	50%	5.40	Grimes, Julie L	4.00
CIS-101-502	08/22/06	12/20/06	30	22	0	4.4	6.001	73%	5.40	Luibel, Thomas J	4.00
CIS-101-503	08/22/06	12/20/06	30	17	0	3.4	6.001	57%	5.40	Lingvall, Robert J	4.00
CIS-101-504	08/22/06	12/20/06	30	12	0	2.399	6.001	40%	5.40	Luibel, Thomas J	4.00
CIS-101-505	08/22/06	12/20/06	30	17	0	3.4	6.001	57%	5.40	Lingvall, Robert J	4.00
CIS-101-506	08/22/06	12/20/06	30	9	0	1.801	6.001	30%	5.40	Grimes, Julie L	4.00
CIS-108-501	08/22/06	12/20/06	30	12	0	4.001	10	40%	9.00	Luibel, Thomas J	6.00
CIS-122B-501	08/22/06	10/21/06	30	22	0	1.101	1.5	73%	1.40	Gangloff, Elizabeth D	1.00
CIS-146-501	08/22/06	10/21/06	24	14	0	1.4	2.399	58%	2.80	Staklanakis, George N	2.00
CIS-151-501	08/22/06	10/21/06	30	14	0	0.7	1.5	47%	1.30	McGee, Anthony E	1.00
CIS-152-501	08/22/06	10/21/06	30	7	0	0.35	1.5	23%	1.30	D'Agata, Nicolas	1.00
CIS-153-501	08/22/06	12/20/06	30	8	0	1.6	6.001	27%	5.40	Shorts, Gregory J	4.00
CIS-158-501	08/22/06	12/20/06	30	18	0	3	5	60%	4.40	Del Busto, Roberto A	3.00
CIS-162-501	08/22/06	12/20/06	30	12	0	1.201	3	40%	2.80	Yamada, Hope A	2.00
CIS-201-501	08/22/06	10/21/06	30	11	0	3.666	10	37%	9.00	Grimes, Julie L	6.00
CIS-226-501	08/22/06	12/20/06	30	15	0	2.501	5	50%	4.40	Garrett, Allan W	3.00
CL-120-501	08/22/06	10/21/06	30	22	0	1.101	1.5	73%	1.40	Shorts, Gregory J	1.00
CL-120-503	08/22/06	10/21/06	30	19	0	0.95	1.5	63%	1.40	Scott, Tanya E	1.00

ENROLLMENT REPORT FOR ONLINE LEARNING CLASSES ALL SCHOOLS

06/FA

Online Learning Classes

Course:	Start Date:	End Date:	Max:	Used:	Wait:	FTES:	CAP:	PCT	LHE	Instructor Name	Units:
08/22/06											
ECON-101-501	08/22/06	10/14/06	45	40	0	4.001	4.499	89%	3.00	Crane, Peggy	3.00
ENGL-114-501	08/22/06	12/20/06	30	16	0	2.133	4.001	53%	4.00	Moreno Ikari, Jill A	4.00
ENGL-114-502	08/22/06	12/20/06	30	18	0	2.399	4.001	60%	4.00	Parrish, Kathy M	4.00
ENGL-114-503	08/22/06	12/20/06	30	11	0	1.467	4.001	37%	4.00	Moreno Ikari, Jill A	4.00
ENGL-115-501	08/22/06	12/20/06	30	26	0	3.467	4.001	87%	3.80	Pollock, Harriet L	3.00
ENGL-115-502	08/22/06	12/20/06	30	21	0	2.8	4.001	70%	3.80	Monahan, Michaela	3.00
ENGL-115-503	08/22/06	12/20/06	30	10	0	1.334	4.001	33%	3.80	Kinkade, Martha E	3.00
ENGL-115-504	08/22/06	12/20/06	30	14	0	1.867	4.001	47%	3.80	Kallas, George M	3.00
ENGL-116-501	08/22/06	12/20/06	30	22	0	2.2	3	73%	3.00	Pollock, Harriet L	3.00
ENGL-116-502	08/22/06	12/20/06	30	20	0	2	3	67%	3.00	Pollock, Harriet L	3.00
ENGL-116-503	08/22/06	12/20/06	30	24	0	2.399	3	80%	3.00	Monahan, Michaela	3.00
ENGL-220-501	08/22/06	12/20/06	45	22	0	2.2	4.499	49%	3.00	Schaelen, Tracy L	3.00
ENGL-220-502	08/22/06	12/20/06	45	27	0	2.7	4.499	60%	3.00	Pollock, Harriet L	3.00
ENGL-260-501	08/22/06	12/20/06	30	15	0	1.5	3	50%	3.00	Pollock, Harriet L	3.00
FS-106-501	08/22/06	12/20/06	45	30	0	3	4.499	67%	3.00	Hall, Darren M	3.00
GEOG-100-501	08/22/06	12/20/06	45	32	0	3.201	4.499	71%	3.00	Yanow, Ken	3.00
HIST-100-501	08/22/06	10/14/06	45	32	0	3.201	4.499	71%	3.00	Haro, Peter J	3.00
HLTH-101-501	08/22/06	12/20/06	45	23	0	2.3	4.499	51%	3.00	Monarrez, Dionicio	3.00
HLTH-101-502	08/22/06	12/20/06	45	23	0	2.3	4.499	51%	3.00	Hipolito, Cordell G	3.00
HLTH-101-503	08/22/06	12/20/06	45	37	0	3.7	4.499	82%	3.00	Abourrad, Tabatha L	3.00
HLTH-101-504	08/22/06	12/20/06	45	30	0	3	4.499	67%	3.00	Hazard, Allen A	3.00
HLTH-204-501	08/22/06	12/20/06	45	34	0	3.4	4.499	76%	3.00	Burks, Julie A	3.00
HLTH-204-502	08/22/06	12/20/06	45	23	0	2.3	4.499	51%	3.00	Burks, Julie A	3.00
LDR-150-501	08/22/06	10/14/06	30	17	0	1.699	3	57%	3.00	Bonilla, George L	3.00
LDR-152-501	08/22/06	10/10/06	30	19	0	0.634	0.999	63%	1.00	Moreno, Rosario	1.00
LEGL-255-501	08/22/06	12/20/06	30	9	0	0.9	3	30%	3.00	Lazar-Paley, Raquel	3.00
MAS-141-501	08/22/06	10/14/06	45	36	0	3.6	4.499	80%	3.00	Gomez, Alexander N	3.00
MEDOP-230-501	08/22/06	12/20/06	30	18	0	1.801	3	60%	3.00	Penner, Felicity F	3.00
MEDOP-230-502	08/22/06	12/20/06	30	11	0	1.101	3	37%	3.00	Penner, Felicity F	3.00
MEDOP-233-501	08/22/06	12/20/06	30	14	0	1.4	3	47%	3.00	Penner, Felicity F	3.00
MUS-105-501	08/22/06	12/20/06	45	22	0	2.2	4.499	49%	3.00	McGregor, Cynthia A	3.00
MUS-107-501	08/22/06	12/20/06	30	12	0	1.201	3	40%	3.00	Robinson, Jason L	3.00
PD-100-501	08/22/06	12/20/06	30	18	0	1.801	3	60%	3.00	Cabico, Cecilia P	3.00
PD-100-502	08/22/06	12/20/06	30	13	0	1.3	3	43%	3.00	Lesh, Caree J	3.00
PS-102-501	08/22/06	10/14/06	45	40	0	4.001	4.499	89%	3.00	White, Kevin	3.00
PSYC-101-501	08/22/06	10/14/06	45	30	0	3	4.499	67%	3.00	Franck, Robin	3.00
PSYC-101-502	08/22/06	10/14/06	45	29	0	2.9	4.499	64%	3.00	Franck, Robin	3.00
PSYC-106-501	08/22/06	10/14/06	45	28	0	2.8	4.499	62%	3.00	McAneney, Danielle L	3.00
PSYC-109-501	08/22/06	10/14/06	45	40	0	4.001	4.499	89%	3.00	Canaday, Barbara K	3.00
RE-101-501	08/22/06	10/21/06	30	13	0	1.3	3	43%	3.00	Stockin, Gail L	3.00
RE-101-502	08/22/06	10/21/06	30	19	0	1.901	3	63%	3.00	Stockin, Gail L	3.00
SOC-101-501	08/22/06	10/14/06	45	22	0	2.2	4.499	49%	3.00	Ballesteros, Elizabeth	3.00
SOC-101-502	08/22/06	10/14/06	45	34	0	3.4	4.499	76%	3.00	Ballesteros, Elizabeth	3.00
SOC-110-501	08/22/06	10/14/06	45	41	0	4.1	4.499	91%	3.00	Ballesteros, Elizabeth	3.00
TA-100-501	08/22/06	12/20/06	30	16	0	1.6	3	53%	3.00	Rodda, Katherine E	3.00
TA-101-501	08/22/06	12/20/06	30	18	0	1.801	3	60%	3.00	Pentilescu, Mark E	3.00

ENROLLMENT REPORT FOR ONLINE LEARNING CLASSES ALL SCHOOLS

06/FA

Online Learning Classes

Course:	Start Date:	End Date:	Max:	Used:	Wait:	FTES:	CAP:	PCT	LHE	Instructor Name	Units:
08/23/06											
CIS-147-501	08/23/06	10/11/06	24	7	0	1.167	4.001	29%	4.40	Sterck, Brian D	3.00
08/24/06											
LDR-153-501	08/24/06	10/12/06	30	20	0	1.334	2	67%	2.00	Moreno, Rosario	2.00
10/02/06											
PD-100C-501	10/02/06	11/09/06	30	17	0	0.567	0.999	57%	1.00	Finn, Scott A	1.00
10/23/06											
AJ-111-502	10/23/06	12/20/06	30	33	0	3.301	3	110%	3.00	Selby, Edward H	3.00
ANTH-102-501	10/23/06	12/20/06	45	24	0	2.399	4.499	53%	3.00	Franck, Robin	3.00
ART-104-501	10/23/06	12/20/06	45	33	0	3.301	4.499	73%	3.00	De Pierola-Foerster, Chris	3.00
ART-104-502	10/23/06	12/20/06	45	33	0	3.301	4.499	73%	3.00	De Pierola-Foerster, Chris	3.00
BUS-136-501	10/23/06	12/11/06	30	20	0	1.334	2	67%	2.00	Shapiro, Elisabeth K	2.00
BUS-200B-501	10/23/06	12/20/06	25	17	0	2.266	3.334	68%	3.60	Scott, Tanya E	2.50
CIS-202-501	10/23/06	12/20/06	30	9	0	3	10	30%	9.00	Grimes, Julie L	6.00
CL-120-502	10/23/06	12/20/06	30	26	0	1.3	1.5	87%	1.40	Shorts, Gregory J	1.00
ECON-102-501	10/23/06	12/20/06	40	36	0	3.6	4.001	90%	3.00	Crane, Peggy	3.00
HIST-100-502	10/23/06	12/20/06	45	35	0	3.5	4.499	78%	3.00	Haro, Peter J	3.00
HIST-100-503	10/23/06	12/20/06	45	46	0	4.601	4.499	102%	3.00	Litz, Geraldine W	3.00
HIST-101-501	10/23/06	12/20/06	45	34	0	3.4	4.499	76%	3.00	Litz, Geraldine W	3.00
MAS-141-502	10/23/06	12/20/06	45	41	0	4.1	4.499	91%	3.00	Gomez, Alexander N	3.00
MAS-142-501	10/23/06	12/20/06	45	41	0	4.1	4.499	91%	3.00	Gomez, Alexander N	3.00
MUS-105-502	10/23/06	12/20/06	30	23	0	2.3	3	77%	3.00	Delto, Byron D	3.00
MUS-105-505	10/23/06	12/20/06	30	27	0	2.7	3	90%	3.00	Williams, Sarah F	3.00
PSYC-101-503	10/23/06	12/20/06	45	19	0	1.901	4.499	42%	3.00	Canaday, Barbara K	3.00
PSYC-101-504	10/23/06	12/20/06	45	28	0	2.8	4.499	62%	3.00	Canaday, Barbara K	3.00
PSYC-101-505	10/23/06	12/20/06	45	22	0	2.2	4.499	49%	3.00	Golden, Debra L	3.00
PSYC-106-502	10/23/06	12/20/06	45	29	0	2.9	4.499	64%	3.00	McAneney, Danielle L	3.00
PSYC-106-503	10/23/06	12/20/06	45	35	0	3.5	4.499	78%	3.00	McAneney, Danielle L	3.00
PSYC-211-501	10/23/06	12/20/06	45	31	0	3.099	4.499	69%	3.00	Hill, Juan R	3.00
PSYC-230-501	10/23/06	12/20/06	45	42	0	4.2	4.499	93%	3.00	McAneney, Danielle L	3.00
PSYC-260-501	10/23/06	12/20/06	45	36	0	3.6	4.499	80%	3.00	Hayashi, Christopher B	3.00
RE-101-505	10/23/06	12/20/06	30	16	0	1.6	3	53%	3.00	Webster, Nicole D	3.00
RE-101-506	10/23/06	12/20/06	30	15	0	1.5	3	50%	3.00	Stockin, Gail L	3.00
RE-101-507	10/23/06	12/20/06	45	12	0	1.201	4.499	27%	3.00	Stockin, Gail L	3.00
RE-102-501	10/23/06	12/20/06	30	20	0	2	3	67%	3.00	Stockin, Gail L	3.00
RE-102-502	10/23/06	12/20/06	30	17	0	1.699	3	57%	3.00	Daunoras, Gregory P	3.00
SOC-101-503	10/23/06	12/20/06	45	32	0	3.201	4.499	71%	3.00	Ballesteros, Elizabeth	3.00
SOC-101-504	10/23/06	12/20/06	45	30	0	3	4.499	67%	3.00	Ballesteros, Elizabeth	3.00
SOC-270-501	10/23/06	12/20/06	45	25	0	2.501	4.499	56%	3.00	Golden, Debra L	3.00
10/25/06											
LDR-151-501	10/25/06	12/20/06	30	21	0	2.1	3	70%	3.00	Demas, John C	3.00
11/13/06											
PD-109-501	11/13/06	12/20/06	30	18	0	1.201	2	60%	2.00	Finn, Scott A	2.00
PD-109-502	11/13/06	12/20/06	30	18	0	1.201	2	60%	2.00	Finn, Scott A	2.00
	Totals:		4553	2776	0	293.1	499.9	59%	422.40	*Total Number of Sections*	130

ENROLLMENT REPORT FOR ONLINE LEARNING CLASSES ALL SCHOOLS

09/FA

Online Learning Classes

Course:	Start Date:	End Date:	Max:	Used:	Wait:	FTES:	CAP:	PCT	LHE	Instructor Name	Units:
08/17/09											
BUS-100-501	08/17/09	10/09/09	30	9	0	0.9	3	30%	3.00	Baza, Ronald L	3.00
BUS-191-501	08/17/09	10/09/09	35	21	0	2.8	4.667	60%	3.80	Grimes, Julie L	3.00
BUS-239-501	08/17/09	12/18/09	25	13	0	1.733	3.334	52%	3.80	Bonilla, George L	3.00
BUS-52-501	08/17/09	10/09/09	25	9	0	0.6	1.666	36%	2.00	Fischer, Rachel L	2.00
BUS-96-501	08/17/09	10/09/09	35	18	0	1.201	2.333	51%	1.80	Moreno, Chayo R	1.00
CIS-166-501	08/17/09	12/18/09	25	8	0	1.334	4.167	32%	4.50	Sfakianakis, George N	3.00
CIS-167-501	08/17/09	12/18/09	25	11	0	1.834	4.167	44%	4.50	Sugultan, Norman C	3.00
CIS-239-501	08/17/09	12/18/09	25	6	0	0.8	3.334	24%	3.80	Hazlett, Greg C	3.00
GEOL-104-501	08/17/09	10/10/09	30	34	0	3.4	3	113%	3.00	Yanow, Ken	3.00
INS-100-501	08/17/09	10/09/09	35	16	0	0.534	1.167	46%	1.00	Harrison, Walter J	1.00
INS-121-501	08/17/09	10/09/09	35	23	0	2.3	3.5	66%	3.00	Coffeen McEvoy, Vaness	3.00
PD-114-501	08/17/09	12/18/09	30	22	0	2.2	3	73%	3.00	Bloch, Maya D	3.00
T&T-138-501	08/17/09	10/09/09	36	21	0	2.1	3.6	58%	3.00	McClelland, Kathy J	3.00
ACCT-12-501	08/17/09	12/18/09	30	14	0	2.333	5	47%	4.40	Jorgensen, Vern F	3.00
ACCT-101-501	08/17/09	12/18/09	40	23	0	3.066	5.334	57%	4.00	Jorgensen, Vern F	4.00
ACCT-101-502	08/17/09	12/18/09	40	23	0	3.066	5.334	57%	4.00	Arleaga, Elena D	4.00
ACCT-102-501	08/17/09	12/18/09	40	15	0	2	5.334	37%	4.00	Jorgensen, Vern F	4.00
ACCT-102-502	08/17/09	12/18/09	40	13	0	1.733	5.334	32%	4.00	Jorgensen, Vern F	4.00
AJ-111-501	08/17/09	12/18/09	30	19	0	1.901	3	63%	3.00	Azevedo, Paul S	3.00
AJ-151-501	08/17/09	12/18/09	30	24	0	2.399	3	80%	3.00	Azevedo, Paul S	3.00
AJ-151-502	08/17/09	12/18/09	30	27	0	2.7	3	90%	3.00	Azevedo, Paul S	3.00
AJ-156-501	08/17/09	12/18/09	30	35	0	3.5	3	117%	3.00	Austin, Naida	3.00
AJ-161-501	08/17/09	12/18/09	30	19	0	1.901	3	63%	3.00	Runyon, Michael P	3.00
ANTH-101-501	08/17/09	10/09/09	45	37	0	3.7	4.499	82%	3.00	Browder, Erin C	3.00
ART-104-501	08/17/09	12/18/09	45	35	0	3.5	4.499	78%	3.00	Quattrociocchi, David L	3.00
ART-104-502	08/17/09	10/09/09	45	32	0	3.201	4.499	71%	3.00	Gaffney-Madsen, Dorothy	3.00
ART-150-501	08/17/09	10/09/09	45	33	0	3.301	4.499	73%	3.00	De Pierola-Foerster, Chris	3.00
BIOL-100-501	08/17/09	12/18/09	45	32	0	3.201	4.499	71%	3.00	Stinson, Margery L	3.00
BIOL-100-502	08/17/09	12/18/09	45	31	0	3.099	4.499	69%	3.00	Stinson, Margery L	3.00
BUS-120-501	08/17/09	12/18/09	30	19	0	1.901	3	63%	3.00	Lucas, Yvonne I	3.00
BUS-122-501	08/17/09	10/09/09	30	15	0	1.5	3	50%	3.00	Weisblat, Irina A	3.00
BUS-123-501	08/17/09	12/18/09	30	24	0	2.399	3	80%	3.00	Paiano, Frank	3.00
BUS-140-501	08/17/09	12/18/09	40	33	0	3.301	4.001	83%	3.00	Shapiro, Elisabeth K	3.00
BUS-140-502	08/17/09	12/18/09	40	31	0	3.099	4.001	77%	3.00	Shapiro, Elisabeth K	3.00
BUS-142-501	08/17/09	10/09/09	30	16	0	0.534	0.999	53%	1.00	Moreno, Chayo R	1.00
BUS-174-501	08/17/09	12/18/09	30	25	0	2.501	3	83%	3.00	Fredericks, Nancy	3.00
BUS-177-501	08/17/09	10/09/09	30	23	0	2.3	3	77%	3.00	Shapiro, Elisabeth K	3.00
BUS-183-501	08/17/09	12/18/09	30	26	0	3.033	3.5	87%	3.40	Grimes, Julie L	3.00
BUS-183-502	08/17/09	12/18/09	30	23	0	2.683	3.5	77%	3.40	Lingvall, Robert J	3.00
BUS-200A-501	08/17/09	10/09/09	30	20	0	2.667	4.001	67%	3.60	Scott, Tanya E	2.50
BUS-210-501	08/17/09	12/18/09	30	28	0	2.8	3	93%	3.00	Sands, Sandra S	3.00
BUS-211-501	08/17/09	12/18/09	30	21	0	2.1	3	70%	3.00	Phillips, Margaret E	3.00
CD-170-502	08/17/09	12/18/09	35	37	0	3.7	3.5	106%	3.00	Watson, Virginia A	3.00
CD-170L-501	08/17/09	12/18/09	25	14	0	1.4	2.501	56%	2.40	Watson, Virginia A	1.00
CIS-101-501	08/17/09	12/18/09	30	31	0	6.2	6.001	103%	5.40	Lingvall, Robert J	4.00
CIS-101-502	08/17/09	12/18/09	30	23	0	4.601	6.001	77%	5.40	Grimes, Julie L	4.00

ENROLLMENT REPORT FOR ONLINE LEARNING CLASSES ALL SCHOOLS

09/FA

Online Learning Classes

Course:	Start Date:	End Date:	Max:	Used:	Wait:	FTES:	CAP:	PCT	LHE	Instructor Name	Units:
08/17/09											
CIS-101-503	08/17/09	12/18/09	30	24	0	4.8	6.001	80%	5.40	Davis, John J	4.00
CIS-101-504	08/17/09	12/18/09	30	17	0	3.4	6.001	57%	5.40	Del Busto, Roberto A	4.00
CIS-101-505	08/17/09	12/18/09	30	18	0	3.6	6.001	60%	5.40	Bonilla, George L	4.00
CIS-108-501	08/17/09	12/18/09	30	19	0	6.333	10	63%	9.00	Luibel, Thomas J	6.00
CIS-115-501	08/17/09	12/18/09	30	23	0	4.601	6.001	77%	5.40	Staklanakis, George N	4.00
CIS-130-501	08/17/09	10/09/09	30	31	0	1.551	1.5	103%	1.30	Sweezey, Rebecca E	1.00
CIS-134-501	08/17/09	10/09/09	30	17	0	0.851	1.5	57%	1.30	Shorts, Gregory J	1.00
CIS-146-501	08/17/09	10/09/09	24	21	0	2.1	2.399	88%	2.80	Staklanakis, George N	2.00
CIS-151-501	08/17/09	10/09/09	30	24	0	1.201	1.5	80%	1.30	McGee, Anthony E	1.00
CIS-152-501	08/17/09	10/09/09	30	20	0	0.999	1.5	67%	1.30	Campos, Victor M	1.00
CIS-153-501	08/17/09	12/18/09	30	20	0	4.001	6.001	67%	5.40	Gillespie, Robert W	4.00
CIS-162-501	08/17/09	12/18/09	30	27	0	2.7	3	90%	2.80	Campos, Victor M	2.00
CIS-226-501	08/17/09	12/18/09	30	20	0	3.334	5	67%	4.40	Moshiri-Tafreshi, Ramin	3.00
CL-120-501	08/17/09	10/09/09	30	22	0	1.467	2	73%	1.80	Gangloff, Elizabeth D	1.00
CL-120-502	08/17/09	10/09/09	30	21	0	1.4	2	70%	1.80	Sands, Sandra S	1.00
COMM-176-501	08/17/09	12/18/09	33	31	0	3.099	3.301	94%	3.00	Wolniewicz, Rebecca A	3.00
ECON-100-501	08/17/09	10/09/09	45	26	0	2.601	4.499	58%	3.00	Davidson, Alexandria R	3.00
ECON-101-501	08/17/09	10/09/09	45	29	0	2.9	4.499	64%	3.00	Crane, Peggy	3.00
ENGL-114-501	08/17/09	12/18/09	30	26	0	3.467	4.001	87%	4.00	Parrish, Kathy M	4.00
ENGL-114-502	08/17/09	12/18/09	30	16	0	2.133	4.001	53%	4.00	Reed, Kjersti A	4.00
ENGL-114-503	08/17/09	12/18/09	30	27	0	3.6	4.001	90%	4.00	Villalpando-Utgaard, Clair	4.00
ENGL-114-504	08/17/09	12/18/09	30	27	0	3.6	4.001	90%	4.00	Villalpando-Utgaard, Clair	4.00
ENGL-115-501	08/17/09	12/18/09	30	18	0	2.399	4.001	60%	4.00	Adiparvar, Tina	4.00
ENGL-115-502	08/17/09	12/18/09	30	17	0	2.266	4.001	57%	4.00	Lanzborn, Leon E	4.00
ENGL-115-503	08/17/09	12/18/09	30	15	0	2	4.001	50%	4.00	Osborne, Richard J	4.00
ENGL-115-504	08/17/09	12/18/09	30	7	0	0.933	4.001	23%	4.00	Kallas, George M	4.00
ENGL-115-506	08/17/09	12/18/09	30	18	0	2.399	4.001	60%	4.00	Lugo, Andru M	4.00
ENGL-116-501	08/17/09	12/18/09	30	16	0	1.6	3	53%	3.00	Vanness, Karen C	3.00
ENGL-116-502	08/17/09	12/18/09	30	23	0	2.3	3	77%	3.00	Vargas, Michaela M	3.00
ENGL-116-503	08/17/09	12/18/09	30	22	0	2.2	3	73%	3.00	Vargas, Michaela M	3.00
ENGL-116-504	08/17/09	12/18/09	30	10	0	0.999	3	33%	3.00	Kallas, George M	3.00
ENGL-117A-501	08/17/09	12/18/09	30	19	0	1.901	3	63%	3.00	Lanzborn, Leon E	3.00
ENGL-220-501	08/17/09	12/18/09	45	26	0	2.601	4.499	58%	3.00	Schaelen, Tracy	3.00
ENGL-220-502	08/17/09	12/18/09	45	27	0	2.7	4.499	60%	3.00	Schaelen, Tracy	3.00
ENGL-255-501	08/17/09	12/18/09	30	14	0	1.4	3	47%	3.00	Vargas, Michaela M	3.00
ENGL-272-501	08/17/09	12/18/09	30	10	0	0.999	3	33%	3.00	Bustos, Francisco J	3.00
ENGL-280-501	08/17/09	12/18/09	30	24	0	2.399	3	80%	3.00	Goodman, Rhonda K	3.00
ES/A-123ABCD-50	08/17/09	12/18/09	36	27	0	3.6	4.8	75%	3.40	Durkin, Melanie C	2.00
ES/A-123ABCD-50	08/17/09	12/18/09	36	35	0	4.667	4.8	97%	3.40	Durkin, Melanie C	2.00
ESL-30-501	08/17/09	12/18/09	32	14	0	2.333	5.334	44%	5.00	MacArthur, Alison C	5.00
ESL-103-501	08/17/09	12/18/09	30	5	0	0.667	4.001	17%	4.00	Browder, Patrick L	4.00
ESL-40-501	08/17/09	12/18/09	32	15	0	2.501	5.334	47%	5.00	MacArthur, Alison C	5.00
EVNT-157-501	08/17/09	12/18/09	24	13	0	1.733	3.201	54%	3.60	Lund, Eric J	3.00
FS-20-501	08/17/09	10/09/09	40	31	0	3.099	4.001	77%	3.00	Hall, Darren M	3.00
GEOG-100-501	08/17/09	10/10/09	45	39	0	3.901	4.499	87%	3.00	Yanow, Ken	3.00
HIST-100-501	08/17/09	10/09/09	45	39	0	3.901	4.499	87%	3.00	Chavez, Victor	3.00

ENROLLMENT REPORT FOR ONLINE LEARNING CLASSES ALL SCHOOLS

09/FA

Online Learning Classes

Course:	Start Date:	End Date:	Max:	Used:	Wait:	FTES:	CAP:	PCT	LHE	Instructor Name	Units:
08/17/09											
HIST-101-501	08/17/09	10/09/09	45	22	0	2.2	4.499	49%	3.00	Haro, Peter J	3.00
HIST-106-501	08/17/09	10/09/09	45	22	0	2.2	4.499	49%	3.00	Allen, Sharon L	3.00
HLTH-101-501	08/17/09	12/18/09	45	33	0	3.301	4.499	73%	3.00	Monarrez, Dionicio	3.00
HLTH-101-502	08/17/09	12/18/09	45	35	0	3.5	4.499	78%	3.00	Vicario, Marie L	3.00
HLTH-101-503	08/17/09	12/18/09	45	39	0	3.901	4.499	87%	3.00	Tovar, Tabatha L	3.00
HLTH-101-504	08/17/09	12/18/09	45	39	0	3.901	4.499	87%	3.00	Vicario, Marie L	3.00
HLTH-101-505	08/17/09	12/18/09	45	34	0	3.4	4.499	76%	3.00	Monarrez, Dionicio	3.00
HLTH-101-506	08/17/09	12/18/09	45	22	0	2.2	4.499	49%	3.00	Hazard, Allen A	3.00
HLTH-204-501	08/17/09	12/18/09	45	36	0	3.6	4.499	80%	3.00	Monarrez, Dionicio	3.00
HLTH-204-502	08/17/09	12/18/09	45	38	0	3.799	4.499	84%	3.00	Burks, Julie A	3.00
LDR-150-501	08/17/09	10/09/09	30	15	0	1.5	3	50%	3.00	Moreno, Chayo R	3.00
LDR-152-501	08/17/09	10/09/09	30	15	0	0.501	0.999	50%	1.00	Moreno, Chayo R	1.00
LEGL-255-501	08/17/09	12/18/09	30	13	0	1.3	3	43%	3.00	Herrera, Lizzette K	3.00
LEGL-272-501	08/17/09	10/09/09	30	27	0	1.801	2	90%	2.00	Lopez, Victoria H	2.00
MAS-141-501	08/17/09	10/09/09	45	35	0	3.5	4.499	78%	3.00	Chavez, Victor	3.00
MEDOP-230-501	08/17/09	12/18/09	30	14	0	1.4	3	47%	3.00	Penner, Felicity F	3.00
MEDOP-230-502	08/17/09	12/18/09	30	21	0	2.1	3	70%	3.00	Penner, Felicity F	3.00
MUS-105-501	08/17/09	10/09/09	35	35	0	3.5	3.5	100%	3.00	McGregor, Cynthia A	3.00
PD-100-501	08/17/09	12/18/09	30	23	0	2.3	3	77%	3.00	Cabico, Cecilia P	3.00
PHIL-101-501	08/17/09	10/09/09	45	45	0	4.499	4.499	100%	3.00	Cuddy, Lucas S	3.00
PS-102-501	08/17/09	10/09/09	45	30	0	3	4.499	67%	3.00	Saenz, Phil	3.00
PSYC-101-501	08/17/09	10/09/09	45	32	0	3.201	4.499	71%	3.00	Hayashi, Christopher B	3.00
PSYC-101-502	08/17/09	10/09/09	45	36	0	3.6	4.499	80%	3.00	Hayashi, Christopher B	3.00
PSYC-106-501	08/17/09	10/09/09	45	38	0	3.799	4.499	84%	3.00	McAneney, Danielle L	3.00
PSYC-109-501	08/17/09	10/09/09	45	34	0	3.4	4.499	76%	3.00	Franck, Robin	3.00
PSYC-250-501	08/17/09	10/09/09	45	40	0	4.001	4.499	89%	3.00	Murray, Thomas S	3.00
RDG-158-501	08/17/09	12/18/09	32	30	0	3	3.201	94%	3.00	Ball, Fredric J	3.00
RE-101-501	08/17/09	10/09/09	30	24	0	2.399	3	80%	3.00	Stockin, Gail L	3.00
SOC-101-501	08/17/09	10/09/09	45	28	0	2.8	4.499	62%	3.00	Ballesteros, Elizabeth	3.00
SOC-101-502	08/17/09	10/09/09	45	33	0	3.301	4.499	73%	3.00	Ballesteros, Elizabeth	3.00
SOC-110-501	08/17/09	10/09/09	45	31	0	3.099	4.499	69%	3.00	Chavez, Victoria L	3.00
T&T-162-501	08/17/09	10/09/09	35	27	0	2.7	3.5	77%	3.00	McClelland, Kathy J	3.00
TA-101-501	08/17/09	10/09/09	30	21	0	2.1	3	70%	3.00	Cortez, Sandra	3.00
09/08/09											
PD-100C-501	09/08/09	10/16/09	30	19	0	0.634	0.999	63%	1.00	Finn, Scott A	1.00
RDG-158-502	09/08/09	12/18/09	32	19	0	1.901	3.201	59%	3.00	Carson, Tamara F	3.00
10/19/09											
ACCT-153-501	10/19/09	12/09/09	30	18	0	2.399	4.001	60%	4.00	Quintana, Pablo A	4.00
BUS-192-501	10/19/09	12/09/09	35	23	0	3.066	4.667	66%	3.80	Grimes, Julie L	3.00
GEOG-150-501	10/19/09	12/09/09	30	25	0	4.167	5	83%	4.40	Yanow, Ken	3.00
GEOL-104-502	10/19/09	12/09/09	30	31	0	3.099	3	103%	3.00	Yanow, Ken	3.00
INS-103-501	10/19/09	12/09/09	35	20	0	0.667	1.167	57%	1.00	Harrison, Walter J	1.00
INS-122-501	10/19/09	12/09/09	35	34	0	3.4	3.5	97%	3.00	Coffeen McEvoy, Vaness	3.00
AJ-111-502	10/19/09	12/09/09	30	25	0	2.501	3	83%	3.00	Azevedo, Paul S	3.00
ANTH-102-501	10/19/09	12/09/09	45	38	0	3.799	4.499	84%	3.00	Dinckan, Gulay	3.00
ANTH-110-501	10/19/09	12/09/09	45	33	0	3.301	4.499	73%	3.00	Dinckan, Gulay	3.00

ENROLLMENT REPORT FOR ONLINE LEARNING CLASSES ALL SCHOOLS

09/FA

Online Learning Classes

Course:	Start Date:	End Date:	Max:	Used:	Wait:	FTES:	CAP:	PCT	LHE	Instructor Name	Units:
10/19/09											
ART-104-503	10/19/09	12/09/09	45	40	0	4.001	4.499	89%	3.00	De Pierola-Foerster, Chris	3.00
ART-149-502	10/19/09	12/09/09	45	26	0	2.601	4.499	58%	3.00	De Pierola-Foerster, Chris	3.00
ART-157-501	10/19/09	12/09/09	45	36	0	3.6	4.499	80%	3.00	Quattrociocchi, David L	3.00
BUS-126-501	10/19/09	12/09/09	30	10	0	0.999	3	33%	3.00	Maginn, William E	3.00
BUS-134-501	10/19/09	12/09/09	30	23	0	3.066	4.001	77%	3.80	Lucas, Yvonne I	3.00
BUS-142-502	10/19/09	12/09/09	30	18	0	0.6	0.999	60%	1.00	Moreno, Chayo R	1.00
BUS-150-501	10/19/09	12/09/09	30	23	0	2.3	3	77%	3.00	Lucas, Yvonne I	3.00
BUS-200B-501	10/19/09	12/09/09	30	19	0	2.534	4.001	63%	3.60	Scott, Tanya E	2.50
CIS-133-501	10/19/09	12/09/09	30	15	0	0.751	1.5	50%	1.30	Stroh, Joan I	1.00
CIS-139-501	10/19/09	12/09/09	30	26	0	1.3	1.5	87%	1.40	Sweezey, Rebecca E	1.00
CIS-150-501	10/19/09	12/09/09	30	25	0	1.25	1.5	83%	1.30	Phillips, Margaret E	1.00
CL-120-503	10/19/09	12/09/09	30	19	0	1.267	2	63%	1.80	Grimes, Dennis R	1.00
CL-120-504	10/19/09	12/09/09	30	25	0	1.666	2	83%	1.80	D'Agata, Nicolas	1.00
ECON-101-502	10/19/09	12/09/09	45	36	0	3.6	4.499	80%	3.00	Crane, Peggy	3.00
ECON-101-503	10/19/09	12/09/09	45	22	0	2.2	4.499	49%	3.00	Crane, Peggy	3.00
ECON-102-501	10/19/09	12/09/09	40	31	0	3.099	4.001	77%	3.00	Crane, Peggy	3.00
FS-101-501	10/19/09	12/09/09	45	28	0	2.8	4.499	62%	3.00	Breton, Gary B	3.00
FS-106-501	10/19/09	12/09/09	45	31	0	3.099	4.499	69%	3.00	Hall, Darren M	3.00
GEOG-100-502	10/19/09	12/09/09	45	36	0	3.6	4.499	80%	3.00	Yanow, Ken	3.00
HIST-100-502	10/19/09	12/09/09	45	35	0	3.5	4.499	78%	3.00	Chavez, Victor	3.00
HIST-100-503	10/19/09	12/09/09	45	32	0	3.201	4.499	71%	3.00	Chavez, Victor	3.00
HIST-101-502	10/19/09	12/09/09	45	21	0	2.1	4.499	47%	3.00	Haro, Peter J	3.00
HIST-105-501	10/19/09	12/09/09	45	34	0	3.4	4.499	76%	3.00	Allen, Sharon L	3.00
HUM-104-501	10/19/09	12/09/09	45	37	0	3.7	4.499	82%	3.00	Allen, Sharon L	3.00
HTM-156-501	10/19/09	12/09/09	30	11	0	1.101	3	37%	3.00	Fighera, Joseph F	3.00
LDR-151-501	10/19/09	12/09/09	30	16	0	1.6	3	53%	3.00	Baza, Ronald L	3.00
MAS-141-502	10/19/09	12/09/09	45	34	0	3.4	4.499	76%	3.00	Chavez, Victor	3.00
MAS-142-501	10/19/09	12/09/09	45	35	0	3.5	4.499	78%	3.00	Gomez, Alexander N	3.00
MUS-105-502	10/19/09	12/09/09	35	27	0	2.7	3.5	77%	3.00	McGregor, Cynthia A	3.00
MUS-107-502	10/19/09	12/09/09	45	42	0	4.2	4.499	93%	3.00	Walton, Scott	3.00
PD-109-501	10/19/09	12/09/09	30	21	0	1.4	2	70%	2.00	Finn, Scott A	2.00
PHIL-101-502	10/19/09	12/09/09	45	31	0	3.099	4.499	69%	3.00	McGraw, Bruce C	3.00
PS-101-501	10/19/09	12/09/09	45	26	0	2.601	4.499	58%	3.00	Aguilar, Alma R	3.00
PS-102-502	10/19/09	12/09/09	45	35	0	3.5	4.499	78%	3.00	Saenz, Phil	3.00
PSYC-101-503	10/19/09	12/09/09	45	33	0	3.301	4.499	73%	3.00	Murray, Thomas S	3.00
PSYC-101-504	10/19/09	12/09/09	45	35	0	3.5	4.499	78%	3.00	Murray, Thomas S	3.00
PSYC-101-505	10/19/09	12/09/09	45	33	0	3.301	4.499	73%	3.00	Murray, Thomas S	3.00
PSYC-106-502	10/19/09	12/09/09	45	31	0	3.099	4.499	69%	3.00	McAneney, Danielle L	3.00
PSYC-106-503	10/19/09	12/09/09	45	24	0	2.399	4.499	53%	3.00	McAneney, Danielle L	3.00
PSYC-211-501	10/19/09	12/09/09	45	39	0	3.901	4.499	87%	3.00	Murray, Thomas S	3.00
PSYC-230-501	10/19/09	12/09/09	45	38	0	3.799	4.499	84%	3.00	McAneney, Danielle L	3.00
PSYC-260-501	10/19/09	12/09/09	45	27	0	2.7	4.499	60%	3.00	Hayashi, Christopher B	3.00
RE-101-502	10/19/09	12/09/09	30	19	0	1.901	3	63%	3.00	Stockin, Gail L	3.00
RE-102-501	10/19/09	12/09/09	30	17	0	1.699	3	57%	3.00	Stockin, Gail L	3.00
SOC-101-503	10/19/09	12/09/09	45	36	0	3.6	4.499	80%	3.00	Ballesteros, Elizabeth	3.00
SOC-101-504	10/19/09	12/09/09	45	35	0	3.5	4.499	78%	3.00	Ballesteros, Elizabeth	3.00

ENROLLMENT REPORT FOR ONLINE LEARNING CLASSES ALL SCHOOLS

09/FA

Online Learning Classes

Course:	Start Date:	End Date:	Max:	Used:	Wait:	FTES:	CAP:	PCT	LHE	Instructor Name	Units:
10/19/09											
SOC-101-505	10/19/09	12/09/09	45	29	0	2.9	4.499	64%	3.00	Ballesteros, Elizabeth	3.00
SOC-116-501	10/19/09	12/09/09	45	27	0	2.7	4.499	60%	3.00	Hall, Somer L	3.00
SOC-270-501	10/19/09	12/09/09	45	39	0	3.901	4.499	87%	3.00	Frederick, Richard I	3.00
T&T-160-501	10/19/09	12/09/09	35	22	0	2.2	3.5	63%	3.00	Sevilla, Donna E	3.00
TA-100-501	10/19/09	12/18/09	30	25	0	2.501	3	83%	3.00	Pentilescu, Mark E	3.00
	Totals:		6742	4709	0	494.3	712.1	69%	583.60	Total Number of Sections	187
	Grand Totals:		6742	4709	0	494.3	712.1	69%	583.60	Total Number of Sections	187

APPENDIX 5 – Distance Education Organizational Chart

*the Academic Senate/Curriculum Committee reviews all curriculum before it is submitted for approval.

APPENDIX 6 – 2009 Annual Survey of Online Students and Faculty

Attached separately.

APPENDIX 7 – Distance Education Course Outline of Record Examples

Southwestern College
Distance Education

TITLE 5 REGULATION 55378.

Each proposed telecourse, including a section of an existing course when offered via telecommunications, shall be separately reviewed and approved, according to the district's certified course approval procedures, whether or not the course is already approved to be offered in a traditional classroom setting.

Separate approval of telecourses by the Chancellor's Office is not required, except when such approval would otherwise be required under section 55100.

Date: 09/10/2007
School: Business, Professional and Technical Education
Course Designator/Title: ACCT 102 Principles of Accounting II---Managerial
Effective Semester: Fall 2008
Class Max: 40
DE Format: Online, Hybrid
Other (please describe):

II. Appropriate Format

(must correspond to page 3 of course outline)

A. Please clearly state why this course is particularly suited to be offered through distance education.
The course can be taught effectively in an online format. Publishers have developed excellent materials. Accounting and business courses are key for the professional preparation of future businesspersons. This course should be made available to all those people who desire to take the course but whose schedules do not fit our traditional face-to-face course time structure.

B. Please answer the following questions:

1. Does the course have a lab component? **No**
   If yes, how will this component be handled in a DE format?

2. Does the course have a writing component? **Yes**
   If yes, how will this component be handled in a DE format?
   The writing component will be posted in the course Web site. Students will generate various writing assignments based on key chapter topics that are aligned with chapter and course objectives and submit them through the online drop box. Writing assignments will be turned in using the course management systems.

3. Does the course have a group interaction component? **Yes**
   If yes, how will this component be handled in a DE format?
   Students will frequently engage in threaded discussions related to their

TITLE 5 REGULATION 55378.

Each proposed telecourse, including a section of an existing course when offered via telecommunications, shall be separately reviewed and approved, according to the district's certified course approval procedures, whether or not the course is already approved to be offered in a traditional classroom setting.

Separate approval of telecourses by the Chancellor's Office is not required, except when such approval would otherwise be required under section 55100.

Date: 03/11/2008
School: Language and Literature
Course Designator/Title: ENGL 115 Reading and Composition: Exposition and Argumentation
Effective Semester: Fall 2004
Class Max: 30
DE Format: Online
Other (please describe):

II. Appropriate Format

(must correspond to page 3 of course outline)

A. Please clearly state why this course is particularly suited to be offered through distance education.
Primary activities of the course such as 1) discussion and analysis of readings 2) organization, drafting, editing, and revision of expository and argumentative analytical essays based on the course readings; 3) research; and 4) logical reasoning and organization exercises can be easily accommodated in an online environment in an efficient and interactive way through the use of the Group Activity and the Discussion Board available on Blackboard..

B. Please answer the following questions:

1. Does the course have a lab component? **Yes**
   If yes, how will this component be handled in a DE format?
   Since students will be participating in almost all course activities via the computer (in their home or at the campus lab), lab activities such as grammar exercises and reading responses typically completed in a lab will be assigned and completed by the students via the online course. Students will also use the MLA formatting template via the online course..

2. Does the course have a writing component? **Yes**
   If yes, how will this component be handled in a DE format?
   Writing will be completed as text or attachments in the Discussion Board, through papers submitted in the DropBox, and via email. Due dates will be regularly enforced, and instructor comments and suggestions for drafts of

APPENDIX 8 – Guidelines for Writing Student Learning Outcomes & Samples

Guidelines for Writing Student Learning Outcomes

WHAT'S THIS ABOUT?
Curriculum and instruction are faculty driven. To write Student Learning Outlines (SLOs) faculty decide the 2-3 most important outcomes we want our students to be able to do after completing a course, program, degree, or certificate. These Guidelines explain what an SLO is and how to write them in CurricUNET. SLOs can be easily revised and are a part of our Academic Program Review cycle.

The SLO concept is expands our old goal to provide instruction with the addition of overarching goals for student learning. The table below clarifies this change:

Old Instructional Paradigm	**New Learning Paradigm**
Transmits information	Provides learning experiences
Quality of instruction equals success of faculty	Quality of learning equals success of student and faculty
Student passively listens	Student actively participates and performs
Focus on objectives and course content and rigor	Focus on what student knows and can do after the educational pathway
	Focus on student application of critical thinking

SWC faculty already changed to an active model of student learning in our Course Objectives. Our student learning is guided using measurable action verbs from Bloom's Taxonomy. This means our Course Objectives are still critical and guide the semester of instruction. SLOs provide campus members the opportunity to prioritize 2-3 outcomes we want students to be able to do after their experiences. Here are the differences:

Objectives	Outcomes

Include numerous skills or content to explain what is taught	Identify 2-3 overarching results, what the student can do after learning
Detail content coverage and activities which make up a course curriculum	Based on Core Competency skills that require higher level thinking abilities that integrate content and activities
Objectives can be numerous, specific, and detailed to direct the daily activities of class.	SLOs are limited in number and focus on what student learned and can do.
Objectives do not necessarily result in a product.	Outcomes result in a product that can be measured and assessed.

GETTING STARTED!

SLO Definition: A clear statement of what students are able to do outside the classroom as a result of what they have learned (Stiehl and Lewchuck). This involves faculty prioritization of 2-3 outcomes determined to be most beneficial for students to be able to do when they leave a course, program, certificate, and/or degree.

SLOs and Dialogue…yes, talk about it.

As we talk to each other in our programs about SLOs, keep these things in mind:

- SLOs reflect our Core Competencies. These include the core skills we want students to develop during their time at SWC. Students develop skills in these core areas during courses and experiences here at the college. We use the Core Competencies to help in the writing of SLOs. Each SLO should be based in one of our Core Competency areas.

Our Core Competencies were first approved by our Senate in 2005 and recently revised in 2007. Our goal is that upon completion of a certificate, program, or degree Southwestern College students demonstrate competency in the following areas:

1. Communication Skills (Listening, Speaking, Reading, Writing)

a. Listen and speak actively and critically to identify a person's position and then analyze it to determine its quality.
b. Present their ideas in a clear and organized way to others.
c. Analyze and evaluate text in writing.

2. Thinking and Reasoning (Creative Thinking, Critical Thinking, Quantitative Reasoning)

a. Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.

b. Assess and analyze data and information as they investigate issues and solve problems.
c. Use quantitative reasoning to identify, analyze and solve quantitative problems.

3. Information Competency (Research and Technology)
a. Research topics by identifying, analyzing, and assessing the ideas from a variety of sources to conduct research.
b. Students will use print material and technology to identify research needs and develop and evaluate information effectively and responsibly.

4. Global Awareness (Social, Cultural, and Civic Responsibility)
a. Collegially work with diverse groups of people.
b. Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.
c. Analyze and assess historical, political, economic, scientific, and social issues in a way that enables them to participate in their community, nation, and world.

- SLOs reflect what we want students to be able to do after their experiences with us.
- We analyze our curriculum and get to decide what learning outcomes matter most. These become our SLOs.
- SLOs are measured to help us plan improvements for our students' learning.
- As professionals we are guided by the principles of academic freedom. Our SLOs ensure both academic freedom and student learning.

Writing Student Learning Outcomes:
Keep it simple. Clearly state 2-3 outcomes you want the students to be able to DO upon completion of a course or program or degree or certificate.

- Focus on what's most important that the student can do.
- Use verbs from Blooms Taxonomy so outcome can be assessed. (We can use Course Objectives to develop 2-3 SLOs for a course.)
- Include method(s) of assessment. (CurricUNET provides a list of options.)
- Because SLOs are a part of our curriculum, they are reviewed as a part of Academic Program Review in Component V, Criterion 1.
- Check out the Sample SLOs written by your colleagues!

Next we use SLOs and assess them. This is called "Closing the Loop":

- Share the SLO with your students on the syllabus.
- Assess SLOs using multiple measures.
- Use assessment results to review student outcomes and to help modify the course, program, instruction, etc.

YOU'RE READY TO WRITE SLOs! Check out the sample SLOs that follow. Next you will find a Guide to Writing SLOs using CurricUNET. Last is a sample print out of SLOs from CurricUNET.

Sample Academic SLOs

SLOs for Math 100
Core Competency: Thinking and Reasoning **c.** Use quantitative reasoning to identify, analyze and solve quantitative problems Student Learning Outcome 1. Student will calculate and interpret the probability of everyday events. Methods of Assessment In-class activities Locally developed tests Project
Thinking and Reasoning: **b.** Assess and analyze data and information as they investigate issues and solve problems. Student Learning Outcome 2. Given data, students will analyze information and create a graph that is correctly titled and labeled, appropriately designed, and accurately emphasizes the most important data content. Methods of Assessment In-class activities Locally developed tests Project
Thinking and Reasoning **c.** Use quantitative reasoning to identify, analyze and solve quantitative problems. Student Learning Outcome 3. Compare and contrast values obtained from loans and loan amortizations.

Methods of Assessment
In-class activities
Locally developed tests
Projects

SLOs for MATH 101 College Algebra

Core Competency: Thinking and Reasoning
c. Use quantitative reasoning to identify, analyze and solve quantitative problems.

Student Learning Outcomes

1. Given data, students will identify the shape of the graph, discover the equation which best fits the data, and use the equation to analyze information.

Methods of Assessment
Locally developed tests
Group Work
Portfolio

Core Competency: Thinking and Reasoning
b. Assess and analyze data and information as they investigate issues and solve problems.

Student Learning Outcomes

2. Given an equation, students will specify the type of equation (e.g. linear, quadratic, logarithmic, etc.), solve the equation, and verify the result(s).

Methods of Assessment
Locally developed tests
Group Work
Portfolio

Core Competency: Thinking and Reasoning
b. Assess and analyze data and information as they investigate issues and solve problems.

Student Learning Outcomes

3. Given information in words, students will identify known and unknown quantities, estimate a reasonable outcome, translate the words into a mathematical equation, solve for the unknown quantity or quantities, and explain the result(s).

Methods of Assessment
Locally developed tests
Group Work
Portfolio

Core Competency: Thinking and Reasoning
b. Assess and analyze data and information as they investigate issues and solve problems.

Student Learning Outcomes

4. When exposed to a new mathematical concept or skill which makes use of concepts and/or skills from previous course material, students will know how to review the previous skill in order to prepare for learning the current topic.

Methods of Assessment
Locally developed tests
Group Work
Portfolio

SLOs for Introduction to Marketing

Core Competency: Information Technology
a. Research topics by identifying, analyzing, and assessing the ideas from a variety of sources to conduct research.

Student Learning Outcome
1. Students will be able to analyze current marketing trend activities

in the global
market of XYZ Corporation and produce a research report identifying the impact
such trends can bring to the corporation's production, finance, and human
resources functions.

Method of Assessment
Research paper

Communication Skills
b. Present their ideas in a clear and organized way to others.

Student Learning Outcome
2. Using the marketing planning approach students will develop a comprehensive
marketing plan demonstrating thorough research and creating specific marketing
metrics that will be used to evaluate each step of the plan once implemented.

Method of Assessment
Project

Global Awareness
b. Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.

Student Learning Outcome
3. Students will be able to compose a set of legal, social and ethical standards a business firm will follow as it implements its marketing plans.

Method of Assessment
Project

SLOs for French 120: Elementary French I

Core Competency: Communication Skills
c. Analyze and evaluate text in writing.

Student Learning Outcome
1. Analyze and interpret authentic French texts, audiovisual media, and websites at the Novice-High level of proficiency using the American Council on the Teaching of Foreign Languages (ACTFL)

Guidelines.

Method of Assessment
Rubric

Communication Skills
b. Present their ideas in a clear and organized way to others.

Student Learning Outcomes
2. Demonstrate oral proficiency at the ACTFL's Novice-High level by exchanging meaningful information in the target language on familiar situations.

Methods of Assessment
Oral presentation

Communication Skills
b. Present their ideas in a clear and organized way to others.

Student Learning Outcomes
3. Write simple paragraphs to describe personal topics demonstrating knowledge of contextualized vocabulary and French grammar structure at the Novice-High level.

Methods of Assessment
Writing Exercises

SLOs for RDG 158: College Reading

Core Competency: Communication Skills
c. Analyze and evaluate text in writing.

Student Learning Outcomes

1. Student will analyze the logic of readings using the Elements of Reasoning.

Methods of Assessment
Writing Exercises
Oral presentation

Group Work
Homework

Communication Skills
c. Analyze and evaluate text in writing.

Student Learning Outcome
2. Assess the logic and quality of what you are reading using the Universal Intellectual Standards.

Methods of Assessment
Universal Intellectual Standards

SLOs for BIOLOGY

Core Competency: Thinking and Reasoning
b. Assess and analyze data and information as they investigate issues and solve problems.

Student Learning Outcomes

1. Scientific Method SLO: The student will be able to apply the scientific method, assess hypotheses and theories, and design methods to test and analyze data.

Methods of Assessment
Locally developed tests

Core Competency: Global Awareness and Information Competency
c. Analyze and assess historical, political, economic, scientific, and social
issues in a way that enables them to participate in their community, nation, and world.
a. Research topics by identifying, analyzing, and assessing the ideas from a variety of sources to conduct research.

Student Learning Outcomes

2. Critical Thinking Skills SLO: The student will be able to apply critical thinking skills, research, and evaluate current topics and concepts relevant to biology and will be able to form and logically

defend a position on a controversial issue of biological importance.

Methods of Assessment
Research paper
Presentation
Other: Discussions and debates

Core Competency: Communication Skills
c. Analyze and evaluate text in writing.

Student Learning Outcomes

3. Unifying Connections of Life SLO: The student will be able to describe and assess fundamental properties of living organisms, and biological systems.

Methods of Assessment
Locally developed tests

Samples

SOUTHWESTERN COLLEGE

STUDENT LEARNING OUTCOMES COURSE

Date: 05/14/2009

School of: Language and Literature
Course Designator/Number: ENGL 116
Title: Critical Thinking and Composition
Faculty Originator: John Randy Beach
Co-Contributor(s): Elisa Hedrick, Meredith Morton, Heather Eudy, Noreen Maddox, Lynn Pollock, Charles Kovach,

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SLO CORE COMPETENCY:

Communication Skills (listening, speaking, reading, and writing)

B. Present their ideas in a clear and organized way to others.

Student Learning Outcome:
Construct well-developed essays with clear claims, sufficient evidence and purposeful organization.

Method(s) of Assessment:
1. Portfolio
2. Homework
3. Written exercise
4. Research paper
5. Evaluation by peers

Use of Results:
Annual assessment and review of SLO results occurs in Academic Program Review. SLO(s) are a part of Component V, Criteria 1. They are then placed on the Summary Work Plan for annual review.

A. Listen and speak actively and critically to identify a person's position and then analyze it to determine its quality.

Student Learning Outcome:
Identify, describe and question writing strategies found in a professional text and apply similar writing strategies in a well-developed essay.

Method(s) of Assessment:

Use of Results:
Annual assessment and review of SLO results occurs in Academic Program Review. SLO(s) are a part of Component V, Criteria 1. They are then placed on the Summary Work Plan for annual

SOUTHWESTERN COLLEGE

STUDENT LEARNING OUTCOMES COURSE

Date: 05/12/2008

School of: Mathematics, Science, and Engineering
Course Designator/Number: MATH 120
Title: Calculus for Business Analysis
Faculty Originator: Tina Goldberg
Co-Contributor(s): Irene Hollman, Mimi Rasky,

SLO CORE COMPETENCY:

Thinking and Reasoning (creative thinking, critical thinking, and quantitative reasoning)

B. Assess and analyze data and information as they investigate issues and solve problems.

Student Learning Outcome:

Solve equations and inequalities using algebraic, numerical, and graphical processes, in both mathematical and applied settings, and correctly interpret the results as measured by completion and accuracy of individual tasks graded by teacher-generated rubric.

Method(s) of Assessment:

1. Locally developed test: can be pre/post-test
2. Program assessment: common final, student survey
3. Homework
4. Group assignment
5. Written exercise

Use of Results:

Annual assessment and review of SLO results occurs in Academic Program Review. SLO(s) are a part of Component V, Criteria 1. They are then placed on the Summary Work Plan for annual review.

C. Use quantitative reasoning to identify, analyze and solve quantitative problems.

Student Learning Outcome:

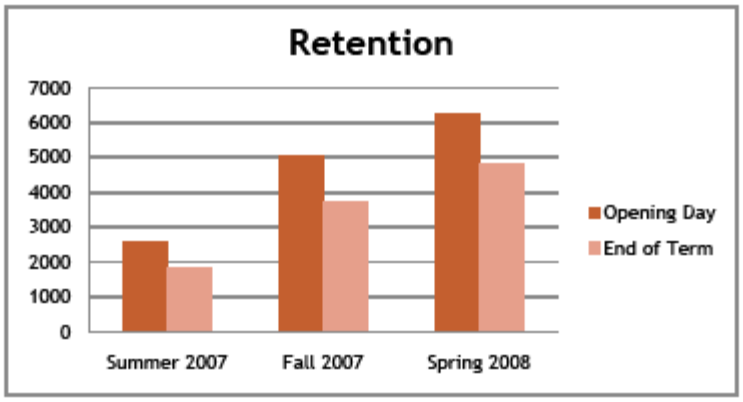
Demonstrate knowledge, comprehension, and application of concepts from business calculus including, but not limited to finding maximum and minimum values of a function, and describing the behavior of a function such as the intervals where a function is increasing, decreasing, concave upward and concave downward.

Method(s) of Assessment:

1. Locally developed test: can be pre/post-test
2. Program assessment: common final, student survey
3. Homework
4. Group assignment
5. Written exercise

APPENDIX 9 – Distance Education Retention and Success Chart

DISTANCE EDUCAITON RETENTION AND SUCCESS	Enrolled Opening Day	Enrolled End of Term	Retention	Grade C or Better	Total Graded	Success
Summer 2007	2554	1839	72%	1371	1816	75%
Fall 2007	5025	3714	74%	2546	3398	75%
Spring 2008	6277	4841	77%	3194	4479	71%



APPENDIX 10 – Staff Development Training Opportunities

TeachingLearningOnline Training **Term** 2007/2008

ID#	Online	Course	Dates
3503		Teaching & Learning Online - One-On-One (1hr)	7/1/07-6/30/08
3634		Teaching & Learning Online - One-On-One (1.5hr)	7/1/07-6/30/08
3704		Teaching & Learning Online - One-On-One (3hrs)	7/1/07-6/30/08
3668		Teaching & Learning Online - One-On-One (4hrs)	7/1/07-6/30/08
3635		Teaching & Learning Online - One-On-One (2hrs)	7/1/07-6/30/08
3487		Blackboard: One-On-One (1.5hr)	7/1/07-6/30/08
3486		Blackboard: One-On-One (1hr)	7/1/07-6/30/08
3853		Teaching & Learning Online - One-On-One (2.5hrs)	7/1/07-6/30/08
3488		Planning and Building an Online Course	9/4/07
3480		Grading Online Assignments	9/4/07
3482		Using Discussion Forums to Measure Student Learning	9/5/07
3584		Planning and Building an Online Course	10/10/07
3585		Planning and Building an Online Course	10/10/07
3586		Using Discussion Forums to Measure Student Learning	10/17/07
3587		Using Discussion Forums to Measure Student Learning	10/17/07
3589		Planning and Building an Online Course	10/24/07

3816	Blackboard: Course Options	3/11/08
3817	Getting Started in Blackboard	3/13/08
3818	Blackboard: Course Tools	3/24/08
3819	Blackboard: Course Content	3/26/08
3914	Teaching & Learning Online - Colleague Mentorship	3/28/08, 4/1,3/08
3820	Getting Started in Blackboard	4/2/08
3821	Blackboard: Course Options	4/4/08
3822	Blackboard: Assessment	4/8/08
3863	CSDD: Getting Started in Blackboard	4/11/08
3861	CSDD: Getting Started in Blackboard	4/11/08
3864	CSDD: Getting Started in Blackboard	4/11/08
3824	Blackboard: Course Content	4/14/08
3825	Blackboard: Course Options	4/16/08
3826	Blackboard: Assessment	4/18/08
3827	Getting Started in Blackboard	4/22/08
3829	Blackboard: Course Tools	4/28/08
3832	Blackboard: Course Options	5/6/08
3899	Blackboard Version 8	5/7/08
3900	Blackboard Version 8	5/7/08
3851	Blackboard: Course Tools	5/8/08
3907	Blackboard Version 8	5/9/08

3852	Getting Started in Blackboard	5/12/08
3901	Blackboard Version 8	5/14/08
3902	Blackboard Version 8	5/14/08
3904	Blackboard Version 8	5/21/08

APPENDIX 11 – SAMPLE Curriculum Committee Minutes

CURRICULUM COMMITTEE MINUTES

Course Modification
Art 148D Airbrush IV
Effective Date/Catalog Year: Fall 2010/2010-2011
Course Report **Course Comparison** ***Action: Tabled***
There was no representative present and the committee had many questions regarding lab hours; course objectives, and assignments.

Motion to move TA 100 before the Dance curriculum – MSC/Approved

Course Modification
TA 100 Survey of Drama
Effective Date/Catalog Year: Fall 2010/2010-2011
Course Report **Course Comparison** ***Action: Approved***
Mark Pentilescu was present to speak to this curriculum. He rewrote to include 5-6 live performances (aka appraisals in UCSD lingo) to be transferable. In addition, he wanted it to be approved for DE (Online) but didn't see it on the agenda. It was accidentally left off but the paperwork had been done. No further discussion on the F2F TA 100 – MSC

Motion to amend and add DE Component to TA 100 – MSC/Approved.
Distant Education **Class Max 30** ***Action: Approved***
There was a question about the requirement of seeing live performances for an online class; it was discussed and accepted that this would be similar to an out-of-class assignment as would be done for another college course. No new or further discussion – MSC.

Motion to bundle DANC 141 – 144 – MSC/Approved

Course Modification
DANC 141 Latin Dance I
Effective Date/Catalog Year: Fall 2010/2010-2011
Course Report **Course Comparison** ***Action: Approved***
A question was brought forth about requiring examples of assignments for group activities in DANC 141; however, it was noted that group activity assignments is optional.

Course Modification
DANC 142 Latin Dance II
Effective Date/Catalog Year: Fall 2010/2010-2011
Course Report **Course Comparison** ***Action: Approved***

Course Modification
Danc 143 Latin Dance III
Effective Date/Catalog Year: Fall 2010/2010-2011
Course Report **Course Comparison** ***Action: Approved***

Course Modification
DANC 144 Latin Dance IV
Effective Date/Catalog Year: Fall 2010/2010-2011
Course Report **Course Comparison** ***Action: Approved***
No questions or discussion - MSC

Special Topics

- Hybrid % Issue/Discussion & Policy Draft (3rd reading): The committee continued to give input, suggestions, and worked on perfecting the language for the Policy. The first and last items were fine (F2F and Online); the language in question was the one for Hybrid courses, which was finally approved as "A combination taught in online and F2F format".

CURRICULUM COMMITTEE MINUTES

Date: November 20, 2008 **Time:** 1:30 – 3:30 p.m. **Room: L238N**
Co-Chairs: Mark Meadows, Ph.D. **Recorder:** Eva Hedger
Angie Stuart Valerie Hom

Faculty Representatives/Resource Members Present
Donna Arnold, Russell Bonine, Susan Brenner, Veronica Burton, Cecilia Cabico John Cosentino, Faustino Escalera, Diane Gustafson, Mary Holmes, Linda Jones, Andy MacNeill, Mark Meadows, Mark Pentilescu, Sheri Salahuddin, Angie Stuart, Eva Hedger, Valerie Hom

Faculty Representatives/Resource Members Absent
ASO Representative, Gloria Castro, Diane Edwards-LiPera, Eliana Santana, Susan Soy

Presenters:
Irma Alvarez, Irina Weisblat, Donna Arnold

Call to Order: Angelina Stuart called the meeting to order at 1:34 p.m.

Approval of Minutes: Minutes of October 30, 2008 meeting were approved with changes; Minutes of November 6, 2008 meeting were approved.

Announcements:
- The December 18th meeting is cancelled.
- Flex hours – Angie wanted to give credit for serving on particular committees, as the Executive Committee had determined that this was a way of encouraging participation. However, Dr. Meadows will not be giving credit for committee service.

Action Items/Discussion

SCHOOL OF ARTS & COMMUNICATION

- **Course Modification** ART 151: Art History – Renaissance to Modern
  Class Max: 45
  Effective Date/Catalog Year: Fall 2009/2009-2010
  Distance Education **Action:** Approved
  Tabled last time; discussion.
  MSC to approve with updated textbooks. Typos can be sent to Gloria.

SCHOOL OF BUSINESS & INFORMATION SYSTEMS

- **Course Mod DE only** BUS 181: Spanish Computer Skills for Interpretation/Translation
  Effective Date/Catalog Year: Fall 2009/2009-2010
  Distance Education **Action:** Approved
  Class Max: 36
  MSC to approve D.E. Course was approved at the last meeting. D.E. is an addition to the course. (Note: link to CO was incorrect and will be updated.)

APPENDIX 12 – 2009/2010 Catalog

a. Research topics by identifying, analyzing, and assessing the ideas from a variety of sources to conduct research.

b. Students will use print material and technology to identify research needs and develop and evaluate information effectively and responsibly.

4. Global Awareness (Social, Cultural, and Civic Responsibility)

a. Collegially work with diverse groups of people.

b. Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner.

c. Analyze and assess historical, political, economic, scientific, and social issues in a way that enables them to participate in their community, nation, and world.

SLOs by Academic Program can be found on our college Website. SLOs for each course can be found by a "search by course" in CurricUNET at: http://www.curricunet.com/Southwestern/search/course/.

Course Classifications

Career and Technical Courses

Career/technical courses are designed to provide education and experiences that give the student competency in the specific content of the course. The courses have been developed with the help of advisory committees representing business and industries reflective of the course content and program of study. In some cases career/technical courses may be transferable to other colleges and universities. The student should consult a counselor regarding the status of all career/technical course transfers.

A degree or certificate is awarded to students who have completed a selected sequence of courses leading toward a career/technical objective. Courses can be either required or elective with the units applied to fulfillment of the major.

Developmental Education, Academic Skills Courses

Special courses in English, mathematics, reading, and study skills are designed to assist students in developing the basic skills needed to successfully pursue educational or vocational goals. The student should consult a counselor about assessment and appropriate placement.

Independent Study Courses

Independent study is neither a substitute for any course listed in the catalog nor a substitute for other requirements in the curriculum. It is individual study or research in an area of a department of particular interest to the student and not included in regular course offerings of the College.

Independent study courses are listed in the Course Description section of the catalog with the designation number 299. A petition to take an independent study course must be approved by both the instructor and the school dean, and it must be filed in Admissions during the first three weeks of the semester or the first week of summer session. See page 30 for additional eligibility requirements information.

Online Courses

Online learning is defined as any teaching-learning environment where the student and the teacher are not located in the same place at the same time. Technology is used to bridge the learning space. Online learning provides an opportunity for greater diversity in the means of instruction and in the delivery of educational and training services. It also lends itself to addressing a wide variety of learning styles.

To determine if online learning is right for you, review the following statements:

- I am very comfortable with using my computer for email, Internet, and word processing.
- I have access to a computer most of the time.
- I have Internet access at a fast speed.
- I have very strong time management and organization skills.
- I have very strong study skills.

If you agree with all five statements, online courses may be for you!

Online Courses:

- are academically equivalent to traditional on-campus courses.
- allow students to fit work and school into their busy schedules.
- offer the flexibility to choose where, when, and how often students complete lessons at home.
- save time and expense of traveling to campus.

Types of Online Courses

Hybrid

These courses have semi-regular on-campus meetings and Internet work. Class meetings are conducted online as well as in traditional settings, such as a lab or classroom. Students are required to participate in Internet-based activities and attend on-campus course meetings.

Online

These courses deliver 51% or more of the course content and class communication over the Internet. Student participation is required online.

Note: For hybrid and entirely online courses, students must have access to a computer with reliable Internet connection and a valid email address.

Web-Enhanced

These courses have traditional, face-to-face meetings; however, at the discretion of the instructor, some or all of the course content may be available on the Internet.

Online Course Orientations

Students may be asked by their instructors to participate in an orientation. The following options include but are not limited to what students may be asked to do.

Option 1:
The following link will allow students to complete an interactive online orientation. **http://www.swccd.edu/~olc/OnlineOrientations.htm**

Option 2:
Attend an optional on-campus orientation, if scheduled by the individual instructor **http://swccd.edu/~OISS.**

Option 3:
Read the Student Orientation Packet on the Student Information section of the Online Learning Pages.
http://swccd.edu/~olc/OnlineOrientations.htm

Or call toll free 1-866-471-4246

Online Learning Center

This center is for support of students, faculty, and staff who work, learn, or teach in an online environment.

Email: BBhelp@swccd.edu
Telephone: 619-482-6595
Location: Room L103 located on the first floor of the LRC, Building 620
Hours: Monday–Thursday: 9 a.m.–6 p.m.
Friday: 9 a.m.–4 p.m.
Saturday and Sunday and all School Holidays: Closed

***Note:** Hours are subject to change based on the academic calendar.*

Prior to the start of each term, online information cards will be mailed to students registered in online courses. These cards contain detailed log-in information.

For more information on online courses, please contact Southwestern College Admissions at 619-482-6550.

Transfer Courses

Southwestern is a regionally accredited college with courses appropriately designated for transfer and/or baccalaureate credit. Southwestern College courses are generally accepted throughout the nation by other colleges and universities. However, acceptance of a Southwestern College course is ultimately determined by the receiving institution. In addition, there may be a limit to the number of units a college or university may allow from a community college. Career/technical and developmental courses, in most cases, do not transfer to other colleges or universities.

The following are examples by which a community college course may transfer:

- As meeting a lower-division major requirement at the intended transfer college or university. To be accepted for this purpose, the course usually corresponds exactly to the comparable course at the transfer institution in content, prerequisite, and unit.
- As meeting general education requirements. The student should review the general education patterns for the college or university to which he/she intends to transfer. A list of the transferable general education courses for the California State University (CSU/IGETC) and the University of California (IGETC) systems are provided on page 50. All students should consult with a counselor for assistance in selecting the appropriate general education course pattern.
- As elective credit. Elective credit may be applied to the total unit requirement for the bachelor's or higher degree. The receiving institution reserves the right to determine the extent to which transfer credit satisfies the specific and elective requirements of degree programs.

Courses not accepted to meet specific subject requirements are usually the result of one of the following occurrences:

- The units have exceeded the maximum amount of community college units allowed by the transfer institution.
- The corresponding course at the transfer institution is designated as upper-division.
- The course is a prerequisite for a course in the student's major, which is normally completed in high school.

Nontraditional and Alternative Course Credit

Auditing/Not for Credit

The Governing Board of the Southwestern Community College District, under the provisions of Chapter 5, Section 76370.3 of the Education Code, hereby authorizes individuals to audit regularly scheduled credit courses, subject to the following conditions and stipulations:

- A person must meet college eligibility requirements for admission to audit courses.
- A ($15) fee per unit per semester shall be charged for each class audited. Students enrolled in classes to receive credit for 10 or more units shall not be charged a fee to audit three or fewer semester units per semester. Additionally, the mandatory health fee and course fees must be paid.
- No student auditing a course shall be permitted to change his or her enrollment in that course to receive credit for the course.
- Priority in class enrollment shall be given to students desiring to take the course for credit.
- Audit registration will be limited to the last day of the scheduled add/drop period and will require permission of the instructor of record, including his or her signature authorizing audit registration in the class.
- A maximum of two courses per semester may be audited in any regular instruction term (fall, spring, or summer).
- All college policies and procedures apply to audit students.
- Classroom attendance of students auditing a course shall not be included in computing the apportionment due the District.

Audit petitions are available in Admission at the Chula Vista campus, the Higher Education Center at National City, the Higher Education Center at Otay Mesa, or online at www.swccd.edu (click on Admissions and Registration, then on printable forms.)

Credit by Challenge Examination

A student may obtain credit by challenge examination for graded courses at Southwestern College. Credit by challenge examination for courses identified in the high school district articulation agreements is included under this policy.

The school approving the challenge by examination shall determine the type of examination to evaluate comprehension or knowledge and the condition for its administration.

Credit by challenge examination is restricted and excludes physical education activity courses. Challenge by examination will be provided for all courses which are not exempt. A list of courses exempt from challenge examination is found in the Instructional Support Services Office, the appropriate school office, and Admissions. Petitions are available in Admissions at the Chula Vista Campus, the Higher Education Center at National City, or the Higher Education Center

APPENDIX 12 – Spring 2010 Schedule of Classes

Convenient, flexible, and accessible on and off campus
Same application, registration, credits and fees as on-campus courses

IMPORTANT:

- Distance education courses may require an email to the instructor, course log in by a required date, and/or attendance for an orientation/meeting face-to-face "on campus."
- Refer to the description online for course specific information
- Fees are due immediately upon registration
- Essential skills include using email, a word processing program, saving documents, and navigating the Internet.

The courses listed on the following pages represent all online and hybrid courses offered by Southwestern Community College this semester. For more detailed information pertaining to each section offered, please refer to the online class schedule.

Bb Blackboard

Online courses are presented over the Internet through our online instruction website at www.swccd.blackboard. These courses allow student to do their work from home on computers through the use of a modem or high-speed internet access and a commercial internet provider. Students who do not have these facilities may be able to make use of the college labs to connect to these courses.

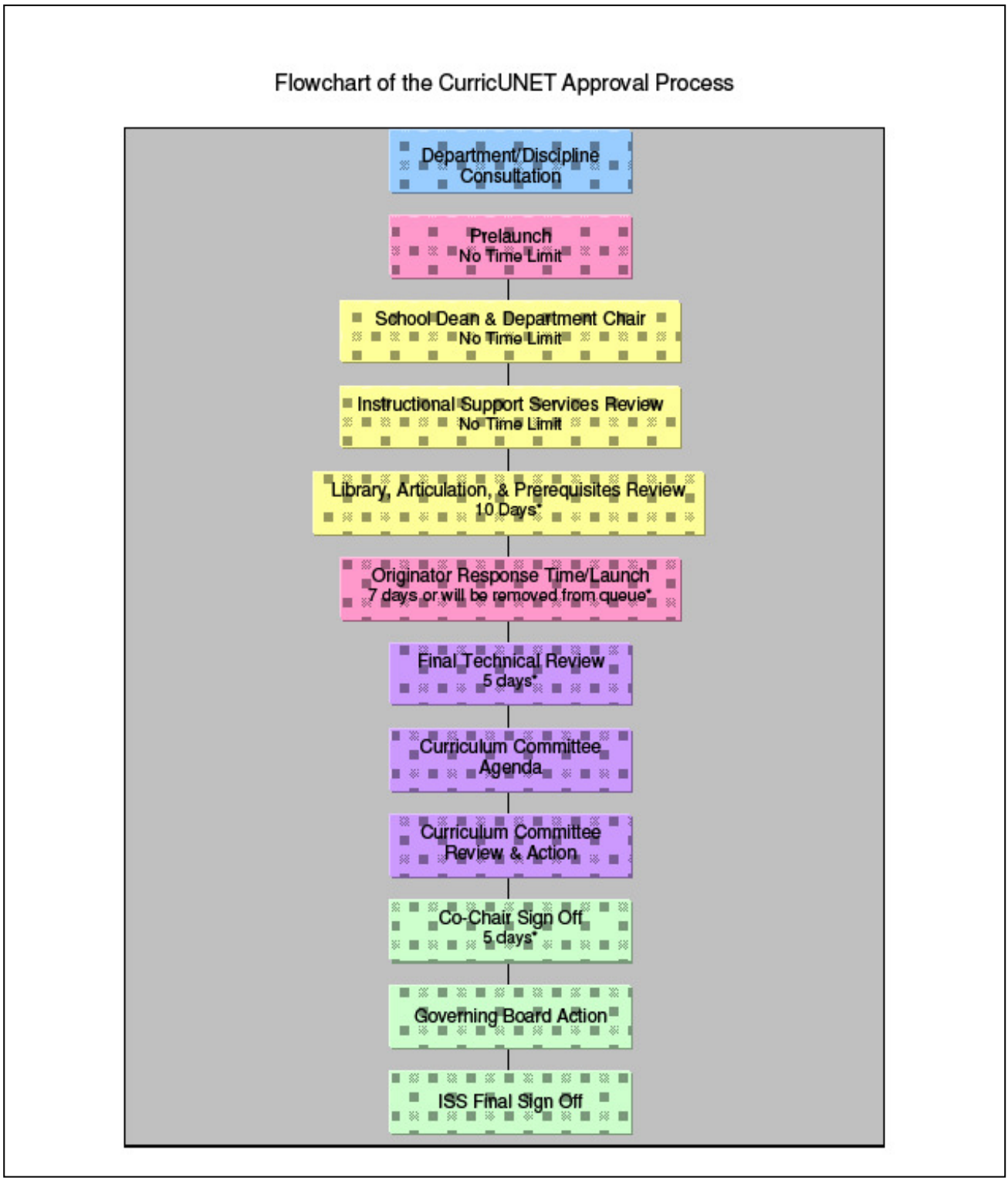
Online courses require a computer or access to a computer. Students should be aware that any form of non-traditional study requires self-discipline and personal motivation. The courses require that students integrate learning from textbooks with discussion group participation and frequent interaction with the instructor through email and/or telephone. Non-traditional education provides access to those prospective students who may not normally be able to attend on-campus classes.

All new and potential online students should read the faq page before enrolling in courses. This page can be found at: www.swccd.edu. All new online students and students who need assistance learning the Southwestern Community college online course system, must complete the online orientation found at www.swccd.blackboard.com

How to contact your instructor

Each online instructor has an email address which consists of their first initial and last name followed by @swccd.edu. For example, John Smith would have and email address of jsmith@swccd.edu. Or you may click on their name in the online schedule to send an email.

APPENDIX 13 – Curriculum Approval Flowchart



Curriculum Approval Process Explanation:

The curriculum approval process actually begins when the discipline faculty member proposes changes to curriculum to the department prior to introduction of curriculum to CurricUNET. When approved by the department, the faculty originator then creates a new or modified curriculum in CurricUNET and proceeds with the following two-part curriculum approval process:

Part I: Prelaunch (preparing the course for the Curriculum Committee)

1. **Prelaunch**: The faculty originator prelauches the curriculum on CurricUNET.

2. **Dean & Dept. Chair approval**: (unlimited) School Dean and Department Chair sign off on CurricUNET.

3. **Office of Instruction Review**: (unlimited) Technicians review and suggest changes to faculty originator.

4. **Library, Articulation & Prerequisite Review**: (10 days) Library faculty, Articulation Officer and Assessment Officer review and recommend necessary changes to faculty originator. If no sign off, system defaults to next step.

5. **Originator Response Time**: (7 days) Faculty originator incorporates recommended changes, corrections, and/or omissions to curriculum. If not completed within 7 days, system defaults to Prelaunch step.

6. **Final Review**: (5 days) Final review by Instructional Support Services Technicians, School Dean and Dept. Chair. If not signed off by Dean or Department Chair, system defaults to next step. Upon approval, email is sent to faculty originator stating that the curriculum in ready for launching.

Part II: Launch (Curriculum goes forward for action)

7. **Launch**: (must follow Brown Act) Curriculum is sent to Curriculum Committee members electronically for their review prior to calendared Curriculum Committee meeting.

8. **Agenda**: (unlimited) Curriculum is placed on a calendared Curriculum Committee meeting agenda for committee action.

9. **Curriculum Committee Action**: (calendared date) Curriculum Committee meets to review, discuss and take action (to approve, deny or table) curriculum. Note: Curriculum Committee policy is that curriculum with more than four (4) requested changes during a meeting will be tabled until corrected.

10. **Co-Chair Sign Off**: (5 days) For approved curriculum, Co-Chairs of the Curriculum Committee (Vice President for Academic Affairs and the Academic Senate President-Elect) sign off electronically on CurricUNET. Vice President for Academic Affairs takes curriculum to the Office of the Superintendent/President for inclusion on a Governing Board agenda for final approval.

11. **Governing Board Action**: (calendared date) Curriculum is placed on a summary report for Governing Board, which then reviews and takes action (to approve, deny or table) on curriculum.

12. **Final Processing**: (unlimited) Instructional Support Services enters the final signoff for curriculum to become "Active". They also follow up on curriculum to ensure proper routing, paperwork and reporting of curriculum to Systems Office [Chancellor's Office].

Important Note:

In order for curriculum to be ready for fall offering, curriculum:

1) must be approved by the Curriculum Committee,
2) must follow the curriculum calendar deadlines,
3) must obtain Governing Board Approval by spring and
4) must be published in college catalog.

APPENDIX 14 – Signature Verification Page

CCCApply.ORG

APPLICATION SUBMITTAL

You are about to submit your application to Southwestern College.

NO CHANGES can be made to your application once it is submitted.

To return to the application and VERIFY your entries, use the link at the bottom of this page.

California state law* allows you to submit your application and residency information online with an electronic signature verification. Your completion of this page will provide the necessary verification for electronic submission. The security and privacy of the information in your submitted application are protected as described in the CCCApply Privacy Policy.

** Section 54300 of subchapter 4.5 of chapter 5 of division 6 of title 5 of the California Code of Regulations.*

☑ By checking here, I_____ , declare that:

- All of the information in this application pertains to me.
- Under penalty of perjury, the statements and information submitted in this online admission application are true and correct.
- I understand that falsification, withholding pertinent data, or failure to report changes in residency may result in District action.
- I understand that all materials and information submitted by me for purposes of admission become the property of Southwestern College.

☑ By checking here, I, _____ , acknowledge understanding that:

- Federal and state financial aid programs are available and may include aid in the form of grants, work study, and/or any available student loans. I am aware that I may apply for assistance for up to the total cost of my education including enrollment fees, books & supplies, transportation, and room and board expense.
- I may apply for financial assistance if I am enrolled in an eligible program of study (certificate, associate degree, or transfer), and may receive aid if qualified, regardless of whether I am enrolled full-time or part-time.
- Financial aid program information and application assistance are available in the financial aid office at the college. The application is also available on-line.

Note: CCCApply will provide links to financial aid information and applications after you submit this application. You can also find financial aid information at www.icanaffordcollege.com, and on most college websites.

SUBMIT MY APPLICATION

Return to the application without submitting.