SUBSTANTIVE CHANGE PROPOSAL

ADDITION OF COURSES THAT CONSTITUTE 50% OR MORE OF A PROGRAM OFFERED THROUGH A MODE OF DISTANCE OR ELECTRONIC DELIVERY

Ohlone Community College District
43600 Mission Blvd
Fremont, CA 94539
Submission Date:

Report Preparers:
Leta Stagnaro, Ed.D.
Associate Vice President, Academic Affairs
Lesley Buehler
Dean Learning Resources and Academic Technology
**Contents**

Introduction ............................................................................................................................................ 3

A. Description of the Proposed Change ................................................................................................. 5

B. New Educational Program N/A .......................................................................................................... 7

C. Planning Process .................................................................................................................................. 7

D. Institutional Resource Allocations ...................................................................................................... 12

E. Considerations for Distance Learning Programs ................................................................................ 15

F. Internal and External Approvals ......................................................................................................... 21

G. Eligibility Requirements .................................................................................................................... 23

H. Accreditation Standards Fulfilled ....................................................................................................... 29

I. Other information requested by Commission Staff ............................................................................. 34

J. Substantive Change Proposal Sources of Evidence .......................................................................... 35
Introduction
The following application for substantive change is based on distance education instructional delivery mode for several degree and certificate programs in which at least fifty percent of their courses are offered in the distance education format.

Established in 1965, Ohlone College serves the cities of Fremont, Newark, and a portion of Union City located in the southeast area of the San Francisco Bay Area, California. In January 2008 Ohlone College opened a second campus, the Ohlone College Newark Center for Health Sciences and Technology (NCHST). The substantive change proposal for this site was submitted and approved with the college’s 2008 Institutional Self Study Report. As part of the college’s strategic and educational master plans, the distance education program was integrated into the operations at the NCHST campus, and a focused strategic effort has been developed and documented in the Education Master Plan, which identifies the distance education program and services as the E-campus.

College Mission:
The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported, and continually assessed. (Board approved on 12/13/06.)

Vision:
Ohlone College will be known throughout California for our inclusiveness, innovation, and superior rates of student success.

Core Values:
We provide lifelong learning opportunities for students, college personnel, and the community. We open access to higher education and actively reach out to underserved populations. We promote diversity, inclusiveness, and openness to differing viewpoints. We maintain high standards in our constant pursuit of excellence. We value trust, respect, and integrity. We promote teamwork and open communication. We practice innovation and actively encourage risk-taking and entrepreneurship. We demonstrate stewardship for our human, financial, physical, and environmental resources.

The college enrolls over 18,000 students per year at our Fremont, Newark and E-Campuses. In the District’s Educational Master Plan there was a need for consistent nomenclature to be used for the three major instructional “sites” including the two physical locations in Fremont and Newark, and the growing online and hybrid course component. The following is background related to this and explanation of the names that are used.
Fremont Campus

This is the oldest of the three educational sites. It opened in 1974. Until 1994 it was the only formal site and thus was referred to as Ohlone College. Although classes were offered at a number of locations in Newark over the years, it was not until 1994 that a formal and ongoing site was established at the MacGregor School, a former middle school. While the MacGregor site was operating, the Mission Boulevard site was referred to as the Fremont Campus or the Main Campus with many still calling it simply Ohlone.

Newark Campus

As mentioned above, a formal and ongoing site for classes in Newark was established in 1994 at the MacGregor School. For the first several years it was called the Newark Ohlone Center (NOC). As enrollment at the site grew and plans for a new center were being considered, the name was changed to the Ohlone College Newark Center (OCNC); although many still referred to it as NOC. The passage of the Measure A Bond in 2001 included funding for a new center in Newark with a focus on health sciences and technology, although a healthy offering of general education classes was also planned. As the plans were refined just prior to construction, the working title for a time was Newark Center for Technology and Health Science. Upon formal adoption of the Revised Educational Master Plan in 2003, the name became officially the Ohlone College Newark Center for Health Sciences and Technology (NCHST). This official name is not used in everyday language and people alternately refer to it as either the Newark Campus or the Newark Center. Although the state officially labels it as a “Center” as opposed to a “College,” the Educational Master Plan will, for consistency with the other two “sites,” will use the title Newark Campus.

E-Campus

In 1998 the college began offering online courses. Over the next 10 years, online courses grew to represent 10% of student enrollment. More recently hybrid courses, a combination of traditional classroom and online components, are becoming more and more common. Across the state these fully online and hybrid courses are governed under policies and guidelines within the context of Distance Education. For a while, Ohlone used Distance Education as an umbrella term for online classes but as the number of courses grew, we began to think more in terms of a “third instructional location.” We tend to use names such as Distance Education, Online Education, Online Learning, Virtual Campus, and Electronic Campus, and E-Campus. E-Campus is currently emerging as the more common name and it will be used in the Educational Master Plan to designate our online and hybrid offerings. As these offerings grow, it is important to look at this delivery method as a distinct “place” with a community of faculty and students needing focused planning attention.
A. Description of the Proposed Change

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

Brief Description of the Change

The substantive change submitted for approval by the Ohlone Community College District proposes a distance education instructional delivery mode for existing degree and certificate programs including General Education courses in which at least fifty percent of their coursework is offered in the online distance education format. According to the California Community Colleges Distance Education Regulations and Guidelines, distance education is defined as “instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.” The distance education program at Ohlone College is seeking approval for offering degree and certificate specific courses, major-specific transfer courses and General Education courses. Tables 1 and 2 in this section identify the specific degrees and certificate programs the college is submitting for approval for online delivery mode.

Table 1: Associate Degrees

<table>
<thead>
<tr>
<th>Program</th>
<th>Total</th>
<th>Web</th>
<th>% Web</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA Accounting</td>
<td>15</td>
<td>9</td>
<td>60.0%</td>
</tr>
<tr>
<td>AA Admin/Supervisory Focus</td>
<td>12</td>
<td>6</td>
<td>50.0%</td>
</tr>
<tr>
<td>AA Business</td>
<td>4</td>
<td>4</td>
<td>100.0%</td>
</tr>
<tr>
<td>AA Business Supervision</td>
<td>12</td>
<td>6</td>
<td>50.0%</td>
</tr>
<tr>
<td>AA Business Administration</td>
<td>8</td>
<td>6</td>
<td>75.0%</td>
</tr>
<tr>
<td>AA Computer Studies</td>
<td>15</td>
<td>9</td>
<td>60.0%</td>
</tr>
<tr>
<td>AA Human Development</td>
<td>55</td>
<td>25</td>
<td>45.5%</td>
</tr>
<tr>
<td>AA Real Estate</td>
<td>11</td>
<td>7</td>
<td>63.6%</td>
</tr>
<tr>
<td>AS Cisco Network Professional</td>
<td>13</td>
<td>7</td>
<td>53.8%</td>
</tr>
<tr>
<td>AS MS Systems Engineer</td>
<td>12</td>
<td>6</td>
<td>50.0%</td>
</tr>
<tr>
<td>AS Network Administrator</td>
<td>17</td>
<td>9</td>
<td>52.9%</td>
</tr>
<tr>
<td>AS Technical Support</td>
<td>10</td>
<td>5</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

Note: In addition to the course major units offered in a distance education format, students have access to over 40 online general education courses which allow them to complete more that 50% of their GE Plan A requirements for the college’s associate degree online.
**Table 2: Certificates**

<table>
<thead>
<tr>
<th>Associate Science Degrees</th>
<th>Total Number of units</th>
<th>Total number of Courses</th>
<th>Total number of courses distance education</th>
<th>Percent distance education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology: Cultural</td>
<td>16</td>
<td>6</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>Archaeology</td>
<td>14</td>
<td>5</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>Business Communication</td>
<td>12</td>
<td>6</td>
<td>4</td>
<td>67%</td>
</tr>
<tr>
<td>Cisco Certified Network Associate</td>
<td>8 to 12</td>
<td>5</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>Computer and Information Literacy</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>67%</td>
</tr>
<tr>
<td>Data Communications and Web Programming</td>
<td>11</td>
<td>4</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>Desktop Support Technician</td>
<td>10</td>
<td>4</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>Electronic Music Composition</td>
<td>13</td>
<td>5</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>Geography: Cultural</td>
<td>13</td>
<td>4</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>Internet Applications Developer</td>
<td>7 to 8</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Java Developer</td>
<td>15</td>
<td>4</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>Music Theory: Advanced</td>
<td>11</td>
<td>7</td>
<td>4</td>
<td>57%</td>
</tr>
<tr>
<td>Music Theory: Introduction</td>
<td>12</td>
<td>6</td>
<td>4</td>
<td>67%</td>
</tr>
<tr>
<td>Real Estate Sales Agent</td>
<td>12</td>
<td>11</td>
<td>6</td>
<td>55%</td>
</tr>
<tr>
<td>Real Estate Sales Broker Associate</td>
<td>15</td>
<td>9</td>
<td>5</td>
<td>56%</td>
</tr>
</tbody>
</table>

**Relationship to College Mission:**

The District’s offerings of distance education courses support the college mission to serve the community and offer instruction for all who can benefit in an environment where student success is highly valued. The flexibility of the distance education learning methodology helps students meet their educational goals and provides opportunities for workforce career entry, economic development and personal enhancement training.

**Rational for Proposed Change:**

The growth and development of the District’s distance education program has evolved over the past ten years and has now reached a level which is altering the strategic and educational planning for the District. Course offerings which are using an online and/or hybrid learning methodology are providing a variety of Ohlone College students greater access to courses
allowing them to meet their educational goals. The flexibility of courses offered in this format provides working adults and students with family obligations with an alternative to on-campus classes, which may not accommodate their schedules. In addition many traditional-aged college students are comfortable and familiar with use of the internet, web cast, and other digital media. This cohort of students finds that the distance education methodology enhances their learning experience and success.

The college’s 2010-2015 Education Master Plan has identified important academic directions for faculty and staff to pursue over the next several years. Included within this are planning, developments and enrollment projections for the E-campus. The plan is projecting that the total FTES generated from distance education courses will grow from 11% to 15% of the total district enrollment over the next several years. This along with potential articulation agreements for distance education courses with Cal State East Bay and other 4-year universities is part of the rationale for this substantive change request.

B. New Educational Program N/A

All of the proposed online degrees and certificates in this application already exist as degrees and certificates approved by the California Community College Chancellor’s Office. Courses which are part of the degree and or certificate programs have been taught by traditional instructional methods, mostly face-to-face instruction.

C. Planning Process

Description of the planning process which led to the request for the change:

How the change relates to the institution planning process:

The college recently updated its Educational Master Plan (EMP), which provides a comprehensive and strategic framework for planning, implementing and evaluating the learning programs and services at the college, in accordance with the college mission, values, goals and institutional planning process (Source of Evidence SCP-5). The plan also provides direction for facilities and other resource planning in support of student learning. The changes proposed in this substantive change proposal coincide with several foundation principles of the updated EMP (2010-2015) including the following; a) the Fremont Campus, Newark Campus and E-Campus, are parts of an integrated learning ecosystem; b) the E-Campus provides a wide variety of courses in support of the college mission and the emphasis of the two other campuses, and c) we are committed to providing instruction for all who can benefit and maintain support services for students with physical and learning disabilities.
Additional Objectives

In addition to the improvement objectives identified in the 2007 focused assessment, a number of additional important objectives are being pursued as the E-Campus continues to emerge as a third instructional “site:”

- Cover the annual licensing fees for the course management software tools, WebCT/Blackboard and Presidium, in the General Fund Budget rather than categorical budgets.
- Create an online portal interface for students and faculty designed to build a sense of community and to facilitate communication and services for online learning.

The Substantive Change Proposal for the Newark Center for Health Sciences and Technology (Approved by the Ohlone Board of Trustees, October 24, 2007 and the ACCJC/WASC Substantive Change Committee as part of the 2008 Institutional Self Study, Site Visit and Evaluation Report) included the following objective:

- Fifty percent or more of an Associate Arts degree course work in Liberal Studies will be offered at the NCHST and/or through our E-Campus, which offers over 130 course sections.

The assessment of needs and resources which has taken place

The evolution of Ohlone College’s distance education program began in 1998 under the guidance of a newly hired Dean of Learning Resources and Instructional Technology. In addition to this administrative support, a small group of faculty was offered stipends to develop courses and experiment with pedagogical strategies for offering courses using a distance education format. During this same year Ohlone’s Curriculum Committee established a subcommittee, the Distance Education Committee, specifically charged with the oversight of distance education course offerings. This committee continues today and is an integral part of providing strategic and quality assurance guidance for the distance education program. In 1999, information technology support staff was hired to further assist faculty and provide oversight to the distance education course management system. By 2001, 26 courses were approved by the college’s curriculum and distance education committees, and by 2010 over 100 distance education courses have been approved, and are now being offered during the academic calendar year. Appendix SCP-A provides a complete listing of these courses.

In the fall of 2004, a shared governance approach was employed to secure a course management program that would be used for future Ohlone online courses. At that time, members of this shared governance team included faculty, students, the current educational technologist, IT, administrators, and the College President. The resulting package selected was WebCT 4.0. This program was hosted remotely in conjunction with a pilot project sponsored by
the California Virtual College, (CVC.org) and the California Community College Chancellor’s Office. The CVC.org/WebCT server was stationed at Butte College in Northern California. Employees from both CVC and Butte College maintained it via a grant from the Chancellor’s Office.

Additional resources for developing the distance education program were acquired in 2005 when the college applied for and received a Title III Strengthening Institutions grant. This grant included professional development funding for all full-time faculty to gain knowledge of technology and web based tools for instructional use. This opportunity further expanded the use of distance education and web-enhanced course augmentations as well as faculty interest in online pedagogy. Because of this expanded interest, the following terminology for distance education delivery has been adopted at Ohlone College:

- **Fully Online:** Classes which are entirely conducted via Internet. These are instructor led courses that usually have weekly assignments, quizzes and discussions. The courses are conducted using the tools of the WebCT/Blackboard course management software. Students are not required to come to either the Fremont or Newark campus. Methodology specifications in the college’s credit course setup are 100% TXT1 and/or TXTLAB. TXT1 is a web class with lecture taught online. TXTLAB is a web class with lab taught online.

- **Hybrid:** A blended course comprised of onsite and online components. Classroom hours are reduced, and some kind of on-line student activity is required as part of the course work. This activity may include some or all of the following: quizzes, homework assignments, group discussion, e-mail communication, downloading of files, and tests. *Dates for when students need to be in class on campus are given in the class schedule*. Methodology specifications in the college’s credit course setup include partial TXT1 and/or TXTLAB.

- **Web-enhanced:** The course is delivered in the classroom with some web components to supplement class materials and activities. Instructors notify students on how to access this course. Class follows the traditional in class format. Neither TXT1 or TXTLAB methodology specifications are included in the in the college’s credit course setup.

The first program review for the college’s distance education program was conducted in 2006 (Source of Evidence SCP-1), and in 2008 a focused assessment on distance learning was included for the college’s Institutional Self Study report (Source of Evidence SCP-2). The structure of the distance education program continues to develop in alignment with the standards defined in the ACCJC/WASC Distance Learning Manual (August 2006). In 2007, the college wrote an Accreditation Self Study in preparation for a March 2008 site visit. As part of the self study process, the Distance Education Committee conducted a focused assessment of distance education using the ACCJC//WASC manual as a framework for review. The manual provides guidelines for implementation and questions to aid in the evaluation of distance education,
learning in the following broad categories: Curriculum and Instruction; Institutional Context and Commitment; Learning Resources; Students and Student Services; and Evaluation and Assessment. The following self-identified improvement objectives were recognized as a result of the assessment:

- A resource website will offer faculty more tools/assistance with various needs towards online teaching. Under consideration are guidelines similar to those used by Mt. San Jacinto College.
- Instructional materials and activities in hybrid and fully online classes will meet ADA accessibility requirements.
- The current Enterprise Resource System, Web Advisor, will directly interface with the Course Management System (WebCT). This will not only speed up the process of getting students into the course management system, but allow them earlier access to their class (es) and instructors.
- Student evaluation of faculty will be done using an online system for all courses to show more clearly if faculty members are using/have adequate technical skills. This will allow online students to participate more fully in the faculty evaluation process.
- A system of ongoing research on student retention in online classes will be in place.

Recent planning included the inaugural e-Campus retreat which was held in August of 2009 to identify student and faculty needs and to provide professional development opportunities for distance education course enhancements. A second planning retreat was conducted in August 2010.

The Dean of Learning Resources and Academic Technology along with an outside consultant completed a Course Management Software Program Analysis to compare online education delivery platforms through which distance education courses could be offered. This review also provided a cost analysis to determine ongoing budget needs for the college. Based on this analysis the college is currently using a platform that is conducive to the distant education program and meets the needs of faculty and students.

Student surveys were conducted in May 2010 to obtain feedback about the current distance education courses and support services offered by the E-campus staff. Key findings from the student survey include the following: What are the primary reasons for taking this online course? Over 70% of respondents noted the primary reason for taking the course online was that it was part of their degree requirements and the flexibility and convenience of a distance education course. In response to the question comparing on-campus classroom instruction with those courses offered via distance mode, 76% rated the course about the same or more difficult. When asked if they would take another online course at Ohlone, over 85% responded
yes. When asked if they would like Ohlone to offer AA/A degrees and/or certificates online, 73% responded yes.

The anticipated effect of the proposed change on the rest of the institution:

As demand for distance education courses, certificate and degrees increases, this proposed change will affect students’ access to complete their entire coursework through a distance education methodology. In addition this proposed change provides the college with the opportunity to articulate its distance education courses, and certificate and degrees with four-year institutions such as Cal Stat East Bay who are developing fully online degree programs. Ohlone’s strategic and education master planning concepts include projection growth in the distance education courses offered and a focus on supporting and enhancing the E-campus concept. Acceptance of this proposed change will validate that the courses and programs meet the regulations and quality required by the Accrediting Commission.

A clear statement of the intended benefits that will result from the change:

Approval of this proposed change to offer degrees and certificates via our E-campus concept will move the District one step closer to achieving the college’s number one goal, Through innovative program and services, improve student learning and achievement. In addition students will benefit by being able to complete a degree or certificate through a distance education format which for them could be the only opportunity to achieve their educational goal. Other intended benefits include availability of transfer courses, workforce training and enhanced skill sets, and options for accelerated courses.

A description of the preparation and planning process for the change:

The District’s 2010-15 strategic and education master plans have guided and will continue to guide the preparation and planning process for this proposed change. In addition the college’s Distance Education Committee will continue to provide oversight to programs and courses offered through the E-campus using distant education pedagogy. Academic Deans and the college’s Curriculum and Distance Education Committees will work collaboratively to ensure distance education courses adhere to the course standards and meet the learning outcomes set forth in each course. Catalog information about the availability of online programs and certificates will need to be added once approval is granted. The college has already imbedded or identified which courses are offered using a distance ed format into the college schedule of classes.
D. Institutional Resource Allocations

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

### Human Resources

The Dean of Learning Resources and Academic Technology has general oversight of distance learning and serves as the administrative member of the distance education committee. A total of 60 full-time and 40 part-time faculty teach courses through the distance education format. All academic deans schedule, hire faculty and provide direct oversight of the courses offered through distance education in their respective divisions.

The Information Technology Department (IT) supports the distance education program by providing a Web Course Technician (1 FTE) who assists faculty with loading course materials, troubleshooting problems and interfacing with Blackboard. The Web Course Technician provides captioning services on an as-needed basis for videos posted in the WebCT system. IT also supports the link between the WebCT system and Datatel Colleague, Ohlone’s student information system. Colleague provides WebCT with information on courses, faculty and student enrollments. It is primarily maintained by one Administrative Systems Analyst (.75 FTE), two Programmers (2 FTE) and a Database Administrator (1 FTE) who report through the Director of Application Services to the Chief Technology Officer.

### Administrative

Ohlone College has a chief executive officer who is appointed by the Board of Trustees and whose primary responsibility is to the institution and who possesses the authority to administer board policies. The number of administrative staff members at Ohlone supports the services necessary to carry out the institution’s mission and purpose. Their preparation and experience are scrutinized through an open and competitive employment process. A snapshot view of the organization is presented in Table 4 below on next page. A complete listing of the District’s organizational charts can be found on the following website:

[http://www.ohlone.edu/org/charts/docs/ohloneorganizationcharts.pdf](http://www.ohlone.edu/org/charts/docs/ohloneorganizationcharts.pdf)

### Fiscal Resources

The Ohlone Community College District, like many community college Districts, is encountering budgetary challenges in all areas of the college operations. Over the past two years the college has reassessed its budget processes, and college administration is working closely with the
budget managers and the shared governance process to continue to support the activities of the college mission. One outcome of this effort was the college’s ability to move the $135,000 cost for the online course management system, Blackboard, from unstable categorical funding to the District’s general fund. This action supports the strategy described in the college’s Education Master Plan to view the E-campus (distance education) as a major instructional site and supports the college’s Strategic Goal #2: Through innovative program and services, improve

Table 3: Ohlone College Organization

Fiscal Resources (con’t)
student learning and achievement.  
Online courses are funded like all other courses at the college and are integrated into instructional division budgets. Support staff is budgeted for within the Information Technology division budget and supervised by the Dean of Learning Resource Center and Academic Technology and the Associate Vice President of Information Technology.

**Distance Education General Fund Budget**

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean Academic Technology and Learning Resources</td>
<td>$138,122.00</td>
</tr>
<tr>
<td>Course Management System Technician</td>
<td>$ 67,500.00</td>
</tr>
<tr>
<td>Part-Time Hourly Student</td>
<td>$  7,500.00</td>
</tr>
<tr>
<td>Mandated Benefits</td>
<td>$  54,251.00</td>
</tr>
<tr>
<td>Travel and Related</td>
<td>$  1,500.00</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$     211.00</td>
</tr>
<tr>
<td>Other Contract Services</td>
<td>$135,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$404,084.00</strong></td>
</tr>
</tbody>
</table>

**Physical Resources**

N/A

**Processes to monitor the change**

The college has a comprehensive and thorough planning process which over the past two years has been implemented under the guidance of the President/Superintendent. Annually the college engages in a planning process (see chart page 15) to determine a prioritized list of improvements it would like to undertake to achieve college objectives. This process engages all programs and services though the annual submission of Program Improvement Objectives (PIO’s) which are part of the college’s program and service review process. The Distance Education Program participates in this planning process which will in part provide ongoing monitoring of the achievement of the desired outcome for the proposed change requested in this document.
E. Considerations for Distance Learning Programs

*Unexpected Growth:*

The average annual growth rate for Ohlone has been approximately 1.5% since the college opened in 1967. This 42-year history of the interaction between student demand and state funding levels is a solid bell-weather metric for strategic enrollment planning. The following is the current thinking on enrollment patterns as indicated in our Education Master Plan over the next 15 years by location.

**Table 4: Estimated Growth**

<table>
<thead>
<tr>
<th>Location</th>
<th>2009 FTES Levels</th>
<th>Projected Year 2024-25</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fremont</td>
<td>63% 5,418</td>
<td>58% 6,236</td>
<td>818 15%</td>
</tr>
<tr>
<td>Newark</td>
<td>18% 1,548</td>
<td>20% 2,150</td>
<td>602 39%</td>
</tr>
<tr>
<td>Online</td>
<td>11% 946</td>
<td>15% 1,613</td>
<td>667 70%</td>
</tr>
<tr>
<td>OOC</td>
<td>8% 688</td>
<td>7% 753</td>
<td>65 9%</td>
</tr>
<tr>
<td>OOC</td>
<td>100% 8,600</td>
<td>100% 10,752</td>
<td>2,152 100%</td>
</tr>
</tbody>
</table>
Table 5: Recent history of Distance Learning at Ohlone College

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>93</td>
<td>90</td>
<td>91</td>
</tr>
<tr>
<td>Faculty Teaching</td>
<td>60</td>
<td>67</td>
<td>80</td>
</tr>
<tr>
<td>Students Enrolling</td>
<td>3314</td>
<td>3404</td>
<td>3572</td>
</tr>
</tbody>
</table>

Increasing Expectation:

Students for whom electronically delivered courses are intended are made aware of the specific skills they need to utilize to be successful in a distance education class. Faculty members teaching fully distance education or hybrid courses make learning resources available to their students using the current Course Management System called WebCT, and/or their individual faculty websites. The E-campus website has pages devoted to student resources, which include links to advice, self-assessment tools, accessibility page/college ADA statements and help for online students. [http://www2.ohlone.edu/instr/onlineeducation/](http://www2.ohlone.edu/instr/onlineeducation/)

Student Services that are currently offered through a distance education format include:

- **Electronic Counseling @ Ohlone.** Students have access to a counselor via a distance education format. The hours vary per semester, and the e-counselor may not be available during semester breaks. The counselor assigned to this service strives to respond in timely manner, usually within 24-48 hours. [http://www.ohlone.edu/org/counseling/electcounsel.html](http://www.ohlone.edu/org/counseling/electcounsel.html)

- **E-reference Librarian services.** Students have access to daily instant text messaging services to get research and reference desk help. After hours they have an email ASK A QUESTION option in which a librarian will respond to their question within 48 hours. URL: [http://www2.ohlone.edu/org/library/ask.html](http://www2.ohlone.edu/org/library/ask.html)

- **24/7 Helpdesk support services.** Students can access help during regular business hours by either connecting with the Ohlone College eCampus team via email ([eCampus@ohlone.edu](mailto:eCampus@ohlone.edu)) and/or phone 510-742-3130. Students can also find service by calling the Presidium remote helpline using a 1-800 number during the day. For hours beyond the regular workday, students can contact the Presidium contracted services, either by phone or online at: URL: [http://d2.parature.com/ics/support/default.asp?deptID=8108](http://d2.parature.com/ics/support/default.asp?deptID=8108)

- **Online Learning Self-Test.** Students are asked to take an Online Self test (online) to assess if they are ready for online learning. This is usually recommended to students by their counselors and/or faculty. URL: [http://www.cerrocososo.edu/studentservices/heather/quizaccess.htm](http://www.cerrocososo.edu/studentservices/heather/quizaccess.htm)
• **Online WebCT Orientation.** All students at Ohlone have access to orientation sessions that can be either face to face (scheduled) and/or on line available 24/7. Orientations online are conducted using training videos which are captioned and available in an end user friendly format. Students are reminded to take an orientation to their course one week prior to the start of the semester so they can familiarize themselves not only with the course, but the WebCT Course Management System if they have not used that before.  
  URL: [www2.ohlone.edu/instr/onlineeducation/new/login_info.htm](http://www2.ohlone.edu/instr/onlineeducation/new/login_info.htm)

• **WebCT Student Resources.** If students who have taken the orientations and/or simply have more questions about using WebCT, they can refer to the electronic “guide to WebCT.” Documentation is available online.  
  URL: [http://www2.ohlone.edu/instr/onlineeducation/new/students/students-fac.htm](http://www2.ohlone.edu/instr/onlineeducation/new/students/students-fac.htm)

• **Learning Resources Center (formerly the Library) for Online Students.** Students can access library resources for online students, including the online library catalog, periodical databases, and links to the Internet.  
  URL: [http://www2.ohlone.edu/org/library/](http://www2.ohlone.edu/org/library/)

• **Media /Audio-visual Equipment Loans.** Students taking online courses who need to borrow equipment such as laptop, iPod, & mini video camera, may do so by checking the item out from the Learning Resources Centers. Students will be required to submit their student ID# in order to borrow such items for up to 2 hours.  
  URL: [http://www2.ohlone.edu/org/library/](http://www2.ohlone.edu/org/library/)

• **Hardware and Software Requirements.** Prior to taking their online classes students can refer to this link to obtain a recommended list of hardware, software and browser/plug in connectivity requirements to ensure their end-user submit settings are optimized for the best possible WebCT experience.  
  URL: [http://www2.ohlone.edu/instr/onlineeducation/new/faculty/softwareハードウェア_requirements.htm](http://www2.ohlone.edu/instr/onlineeducation/new/faculty/softwareハードウェア_requirements.htm)

• Within the umbrella of the home page of the college website, there are several links under the SEARCH function and the A-Z listing that allow for both faculty and students to seek accessibility help and information. Students can refer to this information if they need to. There is also an **Adaptive Workstation** offered by the Student Technology Center, which offers technology for the disabled student, including software for screen magnification, scanning text, and reading text aloud.

• Course content for some classes is available to students via the iTunes university project. Students can access and download audio and video podcasts to their computer or iPod directly from iTunes by linking to this URL.  
  [http://itunes.ohlone.edu](http://itunes.ohlone.edu)
Student Success/Student Achievement Data

Table 6: Course and Student Enrollment Data by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Total</th>
<th>Web</th>
<th>% Web</th>
<th>Sections</th>
<th>Not Web</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>#</td>
<td></td>
<td>#</td>
<td>#</td>
<td></td>
</tr>
<tr>
<td>AA Accounting</td>
<td>15</td>
<td>9</td>
<td>60.0%</td>
<td>24</td>
<td>42</td>
<td>850 1661</td>
</tr>
<tr>
<td>AA Admin/Supervisory Focus</td>
<td>12</td>
<td>6</td>
<td>50.0%</td>
<td>25</td>
<td>32</td>
<td>794 1049</td>
</tr>
<tr>
<td>AA Business</td>
<td>4</td>
<td>4</td>
<td>100.0%</td>
<td>12</td>
<td>23</td>
<td>509 1017</td>
</tr>
<tr>
<td>AA Business Supervision</td>
<td>12</td>
<td>6</td>
<td>50.0%</td>
<td>14</td>
<td>14</td>
<td>472 534</td>
</tr>
<tr>
<td>AA Business Administration</td>
<td>8</td>
<td>6</td>
<td>75.0%</td>
<td>23</td>
<td>41</td>
<td>969 1797</td>
</tr>
<tr>
<td>AA Computer Studies</td>
<td>15</td>
<td>9</td>
<td>60.0%</td>
<td>27</td>
<td>26</td>
<td>612 661</td>
</tr>
<tr>
<td>AA Human Development</td>
<td>55</td>
<td>25</td>
<td>45.5%</td>
<td>79</td>
<td>216</td>
<td>2761 9028</td>
</tr>
<tr>
<td>AA Real Estate</td>
<td>11</td>
<td>7</td>
<td>63.6%</td>
<td>15</td>
<td>10</td>
<td>575 400</td>
</tr>
<tr>
<td>AS Cisco Network Professional</td>
<td>13</td>
<td>7</td>
<td>53.8%</td>
<td>22</td>
<td>21</td>
<td>405 195</td>
</tr>
<tr>
<td>AS MS Systems Engineer</td>
<td>12</td>
<td>6</td>
<td>50.0%</td>
<td>27</td>
<td>6</td>
<td>303 100</td>
</tr>
<tr>
<td>AS Network Administrator</td>
<td>17</td>
<td>9</td>
<td>52.9%</td>
<td>40</td>
<td>17</td>
<td>597 303</td>
</tr>
<tr>
<td>AS Technical Support</td>
<td>10</td>
<td>5</td>
<td>50.0%</td>
<td>24</td>
<td>17</td>
<td>371 272</td>
</tr>
<tr>
<td>Totals</td>
<td>184</td>
<td>99</td>
<td>53.8%</td>
<td>332</td>
<td>465</td>
<td>9218 17017</td>
</tr>
</tbody>
</table>

Table 7: Student Success/Student Achievement Data by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Web</th>
<th>Not Web</th>
<th>Web</th>
<th>Not Web</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>AA Accounting</td>
<td>606</td>
<td>71.3%</td>
<td>1161</td>
<td>69.9%</td>
</tr>
<tr>
<td>AA Admin/Supervisory Focus</td>
<td>533</td>
<td>67.1%</td>
<td>755</td>
<td>72.0%</td>
</tr>
<tr>
<td>AA Business</td>
<td>351</td>
<td>69.0%</td>
<td>701</td>
<td>68.9%</td>
</tr>
<tr>
<td>AA Business Supervision</td>
<td>339</td>
<td>71.8%</td>
<td>353</td>
<td>66.1%</td>
</tr>
<tr>
<td>AA Business Administration</td>
<td>718</td>
<td>74.1%</td>
<td>1215</td>
<td>67.6%</td>
</tr>
<tr>
<td>AA Computer Studies</td>
<td>376</td>
<td>61.4%</td>
<td>544</td>
<td>82.3%</td>
</tr>
<tr>
<td>AA Human Development</td>
<td>1911</td>
<td>69.2%</td>
<td>6412</td>
<td>71.0%</td>
</tr>
<tr>
<td>AA Real Estate</td>
<td>416</td>
<td>72.3%</td>
<td>259</td>
<td>64.8%</td>
</tr>
<tr>
<td>AS Cisco Network Professional</td>
<td>215</td>
<td>53.1%</td>
<td>116</td>
<td>59.5%</td>
</tr>
<tr>
<td>AS MS Systems Engineer</td>
<td>140</td>
<td>46.2%</td>
<td>66</td>
<td>66.0%</td>
</tr>
<tr>
<td>AS Network Administrator</td>
<td>284</td>
<td>47.6%</td>
<td>195</td>
<td>64.4%</td>
</tr>
<tr>
<td>AS Technical Support</td>
<td>205</td>
<td>55.3%</td>
<td>190</td>
<td>69.9%</td>
</tr>
<tr>
<td>Totals</td>
<td>6094</td>
<td>66.1%</td>
<td>11967</td>
<td>70.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA Accounting</td>
<td>12.2%</td>
<td>14.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA Admin/Supervisory Focus</td>
<td>12.0%</td>
<td>13.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA Business</td>
<td>14.5%</td>
<td>13.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA Business Supervision</td>
<td>9.3%</td>
<td>17.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA Business Administration</td>
<td>11.0%</td>
<td>14.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA Computer Studies</td>
<td>10.9%</td>
<td>7.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA Human Development</td>
<td>12.4%</td>
<td>12.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA Real Estate</td>
<td>13.0%</td>
<td>17.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS Cisco Network Professional</td>
<td>15.6%</td>
<td>13.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS MS Systems Engineer</td>
<td>20.8%</td>
<td>13.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS Network Administrator</td>
<td>20.1%</td>
<td>14.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS Technical Support</td>
<td>14.0%</td>
<td>15.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>13.1%</td>
<td>13.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 8: Student Retention and Withdrawal Rates by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Retention Rate</th>
<th></th>
<th>Withdrawal Rate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>AA Accounting</td>
<td>710</td>
<td>83.5%</td>
<td>1401</td>
<td>84.3%</td>
</tr>
<tr>
<td>AA Admin/Supervisory Focus</td>
<td>628</td>
<td>79.1%</td>
<td>899</td>
<td>85.7%</td>
</tr>
<tr>
<td>AA Business</td>
<td>425</td>
<td>83.5%</td>
<td>838</td>
<td>82.4%</td>
</tr>
<tr>
<td>AA Business Supervision</td>
<td>383</td>
<td>81.1%</td>
<td>444</td>
<td>83.1%</td>
</tr>
<tr>
<td>AA Business Administration</td>
<td>825</td>
<td>85.1%</td>
<td>1468</td>
<td>81.7%</td>
</tr>
<tr>
<td>AA Computer Studies</td>
<td>443</td>
<td>72.4%</td>
<td>592</td>
<td>89.6%</td>
</tr>
<tr>
<td>AA Human Development</td>
<td>2252</td>
<td>81.6%</td>
<td>7559</td>
<td>83.7%</td>
</tr>
<tr>
<td>AA Real Estate</td>
<td>491</td>
<td>85.4%</td>
<td>330</td>
<td>82.5%</td>
</tr>
<tr>
<td>AS Cisco Network Professional</td>
<td>278</td>
<td>68.6%</td>
<td>143</td>
<td>73.3%</td>
</tr>
<tr>
<td>AS MS Systems Engineer</td>
<td>203</td>
<td>67.0%</td>
<td>79</td>
<td>79.0%</td>
</tr>
<tr>
<td>AS Network Administrator</td>
<td>404</td>
<td>67.7%</td>
<td>240</td>
<td>79.2%</td>
</tr>
<tr>
<td>AS Technical Support</td>
<td>257</td>
<td>69.3%</td>
<td>231</td>
<td>84.9%</td>
</tr>
<tr>
<td>Totals</td>
<td>7299</td>
<td>79.2%</td>
<td>14224</td>
<td>83.6%</td>
</tr>
</tbody>
</table>

Data analysis:

Student success data indicates an average student success rate for online courses to be slightly lower compared to face to face courses. The average between the two methods of course delivery is 4%. Success rates pertain to the number of students who earned an A, B, C, or Credit. There is no significant difference in the unsatisfactory rate between the two instructional delivery methods. The online and face-to-face students had unsatisfactory rates of 13.1 and 13.3 respectively. Unsatisfactory rate is a grade D or F.

Retention rates for online courses averaged 79.3% while face-to-face courses had an average of 83.6%. Further analysis indicates that the business related degree programs showed retention rates within 3% between online and face-to-face while higher difference were noted between the two delivery methods for computer studies related program. One variable which may contribute to the lower retention rates in the computer studies is that many of the students are unemployed and/or working adults in the field looking to learn specific technology skills. Once these skills are acquired and/or they get a job, completing the program is no longer their primary goal. The percentage of students who withdrew from online courses averaged 20.8% while the average for the face-to-face courses was 16.4%. Qualitative data from faculty when this topic was discussed in the e-Campus retreat indicated they are able to manage their enrollments in their online courses more effectively than their face-to-face
courses which may contribute to the differences noted within this particular data.

**Use of student data for improvement:**

Student data pertaining to online courses is part of the college’s program review process for individual programs and for the overall distance education program review. The data generated is used to create new student learning outcomes and/or program improvement objectives, to meet the goal and objectives of the college’s strategic plan, to modify and or provide additional student services online, and to ensure continuous quality improvement within all aspects of the online program. Data is also considered when designing faculty professional development activities and best practices for teaching and learning in online classes.

*Quality Assurance*

**Academic Integrity:**

The college’s Curriculum Committee requires that all distance education courses reflect the appropriate learning outcomes regardless of location or delivery method. The Curriculum Committee approves and regularly reviews all Official Course Outlines of Record.

**Faculty online teaching capability:**

Faculty are currently discussing minimal qualifications to teach online. The distance education committee approves faculty to teach online after they have presented a demonstration of their course and have responded to follow-up questions from the committee. This process is conducted fully online through the Course Management System and using California Community College Conference Webinar (CCCconfer) software. This assures the distance education committee that faculty has the minimal qualifications to facilitate a course online. The academic dean evaluates the faculty member’s online pedagogical techniques during the faculty evaluation process.

**Student capability for online delivery:**

Students are asked to complete an online assessment developed by Cerro Coso Community College to determine if enrolling in an online course is appropriate for them. The assessment can be found on the following website: [http://www.cc.cc.ca.us/studentservices/survey1.asp](http://www.cc.cc.ca.us/studentservices/survey1.asp). Once they have completed this assessment, they are provided with appropriate guidelines to assure their enrollment and understanding of the tool available for taking a course via a distance education format.
**Faculty and Student learning assessment systems:**

Assessment of program and course learning outcomes are part of the college’s program review process. The process includes a description and criteria used to appraise student work and assess student success using qualitative and quantitative data. Student achievement data including course completion, course retention, persistence and pertinent program data is collected and analyzed by program faculty. Student success data trends, curriculum and pedagogies are reviewed and, if necessary, revised according to the results.

**Integration with Institutional Mission:**

The offering of distance education courses adheres to the college’s mission to serve the community and offer instruction for all who can benefit in an environment where student success is highly valued. The flexibility of the distance education learning methodology helps students meet their educational goals and provides opportunities for workforce career entry, economic development and personal enhancement training.

**Current Student Authentication process:**

During the inception of the new WebCT platform, a unique way of issuing student authentication ID’s was implemented. On enrollment to Ohlone, students are given a randomly selected 7-digit Ohlone ID number, starting with zero. This was done to secure confidentially of the student Social Security Number, which is part of the student profile. When logging into the WebCT user interface, students use only the last four digits of their ID number, along with the first two initials of the first name, and the first two initials of their last name. Once inside the system they are asked to change their password and answer a key authentication verification question, for example, “Where were you born?”

Students are made aware of this login set up at the time they register for classes via the “comments area” in Web Advisor, or notes inside the printed schedule). Students are instructed to go the Ohlone Online website for details of how to access their class.

**F. Internal and External Approvals**

*a. A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained*

The faculty who designed the course submits it through the college’s course approval process (see chart 2 next page), which includes updating the official Course Outline of Record and completing two Distance Ed forms inside the CurricUNET web-based program. CurricUNET is an online, automated curriculum authoring, editing, management and approval the college
adopted in 2001. As part of the approval process, the course will be reviewed by the Curriculum Office, the Dean, the department faculty representative, the Curriculum Committee course screeners, the Distance Ed committee (which reviews the DE forms and must approve the course before it can proceed further), and the Curriculum Committee at a final approval.

Chart 2: Internal approval for distance education courses
stage, which includes voting to approve the course after the DE committee has approved it. If there are any suggested revisions at any of these stages, the course goes back to the originator for further updating before it can proceed onto the next level. Once the course is approved by the DE committee and the Curriculum Committee, the course can be offered the following semester. Courses are updated as needed, including their DE status, on a regular basis, during the 6-year course review cycle.

_Evidence that any legal requirements have been met:_

Ohlone College seeks to make all programs and services, including electronic and information technology, accessible to people with disabilities. In this spirit, and in accordance with the provisions of Sections 504 and 508 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), the College provides students, faculty, staff, and visitors with reasonable accommodations to ensure equal access to the programs and activities of the College.

_Evidence of governing board action to approve the change and any budget supporting the change._

Curriculum Committee Approval: November 1, 2010  
Distance Education Committee Approval: November 8, 2010  
President Executive Staff Informational Item: November 16, 2010  
Faculty Senate Approval: December 1, 2010  
College Council Approval: December 13, 2010  
Need Board Approval: February 9, 2011

_G. Eligibility Requirements_  
_Evidence that each Eligibility Requirement will still be fulfilled related to the change. Any requirements that are particularly impacted by the change should be addressed in detail._

The Board of Trustees and the President/Superintendent affirm that each Eligibility Requirement is being, and will continue to be fulfilled, including those related to distance education, as listed in the attached Response to Eligibility Requirements.

_Evidence that each Eligibility Requirement will still be fulfilled related to the change. Any requirements that are particularly impacted by the change should be addressed in detail._

1. Authority
Ohlone College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges. The Nursing Program is accredited by the California State Board of Registered Nursing and the National League of Nursing; the Respiratory Therapy Program is accredited by the Council on Accreditation of Allied Health Programs; and the Physical Therapist Assistant Program is accredited by the American Physical Therapy Association.

The most recent ACCJC/WASC Accreditation Self Study in 2008, which was accepted for reaffirmation, included a comprehensive assessment of our Distance Education system. This assessment used the standards in the ACCJC/WASC Distance Education Manual as a framework. These standards will be used in an ongoing fashion as we continue to assess the effectiveness of our Distance Education system.

2. Mission

The Board of Trustees publicly affirms the college’s educational mission statement, and reviews and updates it regularly. The mission statement appears in the Ohlone College Strategic Plan and is published in the official college catalog. It is also published on the college web site. The Distance Education system is integrated into the mission of the college as an important instructional delivery method. However, the area of basic skills instruction has not lent itself to the Distance Education format to this point.

3. Governing Board

The seven-member Board of Trustees of the Ohlone Community College District is an independent policymaking board, which ensures that the District’s educational mission is being implemented. The board also ensures the quality, integrity, and financial stability of Ohlone College. Members are elected for four-year terms, and these terms are staggered. Trustees have no employment, family or personal financial interest in the college. The Board of Trustees approves the Educational Master plan (most recently in 2010), which includes a commitment to support Distance Education as a delivery system. The Board receives regular updates on the Distance Education system.

4. Chief Executive Officer

Ohlone College has a chief executive officer who is appointed by the Board of Trustees and whose primary responsibility is to the institution and who possesses the authority to administer board policies.
The CEO is directly involved in supervising the Vice President of Academic Affairs who along with the assistance of the Associate Vice President of Academic Affairs directly oversee all aspects of the Distance Education system.

5. Administrative Capacity

The number of administrative staff members at Ohlone College supports the services necessary to carry out the institution’s mission and purpose. Their preparation and experience are scrutinized through an open and competitive employment process.

The Dean of Learning Resources and Academic Technology provides leadership for the Distance Education system. All Academic Deans have direct instructional responsibility for courses and faculty involved in the Distance Education system.

6. Operational Status

Ohlone College is operational, with students actively pursuing programs in non-credit, credit and not-for-credit programs. The Distance Education system is operational and an integral part of the overall instructional delivery system.

7. Degrees

Eighty-nine percent of all programs and educational offerings lead to associate degrees, certificates of achievement, or prepare students for transfer to a four-year university or college. Fully online courses represent approximately 10% of the college’s offerings. All online courses are at the transfer or program major level. At this point, basic skills courses are not delivered fully online. This Substantive Change Proposal is addressing the fact that there are a number of programs for which 50% or more of the requirements could be accomplished through the Distance Education system.

8. Educational Programs

The college catalog contains a comprehensive statement of educational purpose and objectives for each of the academic programs offered. Degree programs are in line with the college’s mission, based on recognized fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. Every course outline in both credit and non-credit courses contains course objectives that are achieved through class content, assignments, and activities.

All courses and programs, including those offered through the Distance Education system meet the standards that apply to all college courses and programs. This Substantive Change Proposal
is evidence of the college’s commitment to high levels of compliance with the academic standards of the Commission.

9. Academic Credit

The semester unit is based on 18 hours of student contact for lecture and 54 hours of student contact in laboratory. The college awards academic credit based on this standard of instructional activity. The award of academic credit for each course is clearly delineated in the College Catalog. The academic credit standards for the college apply equally to Distance Education courses.

10. Student Learning and Achievement

The college catalog contains a comprehensive statement of educational purpose and objectives for each of the academic programs offered. Additionally, course and program level student learning outcomes are being developed, implemented, and assessed. Every course outline currently includes learning outcomes that have been achieved and are assessed by a variety of methods. Coordinated by department faculty and administrators, every course, regardless of its location or delivery system, must follow the course outline.

The Faculty Senate, through the Curriculum Committee and the Distance Education Committee, oversee the curriculum standards for Distance Education courses. All courses with 50% or more of content offered through Distance Education system must be approved by the Distance Education Committee and the Curriculum Committee, as well as approvals of course reviews.

11. General Education

All degree programs require a minimum of 18 to 24 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. A significant number of Distance Education offerings are useful to students in meeting the General Education requirements of the college. The institution’s general education program is scrutinized for rigor and quality by the Curriculum Committee and General Education Committee.

12. Academic Freedom

The college’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by the Board Policy 6.06 on Academic Freedom. The Academic Freedom policy is comprehensive and includes all instructional methods and delivery systems, including Distance Education.

13. Faculty
The College employs 128 full-time and 358 part-time faculty who are qualified under state mandated minimum qualifications to conduct the institution’s programs. Faculty duties and responsibilities are clearly outlined in the Collective Bargaining Agreement with the United Faculty of Ohlone. Faculty teaching in the Distance Education system, both full time and adjunct, are integrated into the Academic Divisions and Departments, supervised by the Academic Deans, and subject to the same qualification standards and requirements as all faculty.

14. Student Services

Student Development services are comprehensive and accessible to all students. The array of services is provided based on the college mission and on the assessment of student needs. Most student services are available in online formats to meet the needs of Distance Education classes. These include Financial Aid, Admissions, Registration, Orientation, Counseling (including Career and Transfer Counseling).

15. Admissions

The College maintains an “open door” admissions policy. This policy is consistent with the college mission statement, the Education Code, Title 5 regulations, and the statewide mission for California Community Colleges. Admissions and Registration are available fully online to meet the needs of Distance Education Students.

16. Information and Learning Resources

The College houses a variety of media collections and is staffed to assist students in their use. Internet access and online computer search capabilities are available without charge to students in the library, in computer labs, and in open media centers. The college is committed to enhancing its learning resources, regardless of location or delivery method.

The Distance Education system is lead by the Dean for the Learning Resources and Academic Technology Division. The Dean, faculty and staff of the Division continually work to maximize “distance accessibility” to the college’s learning resources to support Distance Education students.

17. Financial Resources

The College maintains and documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. Distance Education is considered a fundamental part of our instructional delivery system and therefore all resources for Distance Education come from the college’s General Fund Budget.
18. Financial Accountability

Annual financial audits are conducted by externally contracted certified public accountants. The board of trustees reviews these audit reports on an annual basis. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions. As part of the college’s General Fund Budget, Distance Education is included in these auditing processes.

19. Institutional Planning and Evaluation

The college has continued to foster a culture of evidence that serves as the foundation for the continuous cycle of assessing and improving college programs, services and policies. Institutional planning and program evaluation is systematic for all departments and divisions of the college, including instruction, student development services, and administrative services. The focus in all three areas is to enhance student learning and success.

Distance Education is an integral component of the college’s Education Master Plan, including longer-term enrollment mix projections. Distance Education is also an important part of the college’s Strategic Plan and Technology Master Plan. The Distance Education system staff conduct regular program reviews, which incorporate the standards in the ACCJC/WASC Distance Education Manual. Further, all instructional areas conduct regular program review and online courses are integrated into these reviews.

20. Public Information

The college publishes in its catalog and schedule, and posts on its Web site, precise and up-to-date information on the following: general information (including educational mission; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; and names of board of trustees members); requirements (including admissions; student fees and other financial obligations; and degree, certificate, graduation, and transfer requirements); and major policies affecting students.

The course schedule provides comprehensive information about the Distance Education system and offerings, along with guidance for students related to becoming involved and successful in Distance Education. The Distance Education staff also maintains a highly effective and interactive website to support Distance Education students.

21. Relations with the Accrediting Commission

The college and the Board of Trustees hereby affirm by signatures of the official representatives below, that Ohlone College has consistently adhered to the eligibility requirements, standards,
and policies of the Accrediting Commission for Community and Junior Colleges. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out accrediting responsibilities. All disclosures by the college are complete, accurate, and honest. As an institutionalized and integrated, and significant, instructional delivery system of the college, Distance Education is always part of the college’s evaluation and reporting relationship with the Commission.

**H. Accreditation Standards Fulfilled**

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

Evidence:  
SCP-2  2008 Institutional Self Study  
SCP-4  2010 Strategic Plan  
SCP-5  2010 Educational Master Plan

**Standard I: Mission and Institutional Effectiveness**

Ohlone College demonstrates commitment to its institutional mission and the integration of that mission with its vision, values, and goals throughout the college’s programs and services. The college’s shared governance system – including students, faculty, staff, administration, and Trustees – provides numerous venues for reflective dialogue on policies, procedures, plans, and periodic reviews, which include distance education delivery. These shared governance forums draw upon a number of regular assessments and evidences of student achievement, program effectiveness, stakeholder satisfaction, and institutional characteristics to evaluate and modify planning decisions and documents.

Distance education is integrated within the academic and administrative structures of the college, as well as all planning and evaluation processes. The College Strategic Plan, the Educational Master Plan, and the Technology Master Plan, which are integrated in and of themselves, each treat distance education as an essential element of the college’s teaching and learning system. The college assesses the Distance Education system using the standards in the ACCJC/WASC Distance Education Manual as the framework for this assessment. This is part of an ongoing process of Program Review for the Distance Education system. All instructional programs conduct regular program reviews, which include reviews of online course offerings.
Standard II.A: Instructional Programs

Faculty provide active and effective oversight of the both the quality and relevance of the instructional programs, including distance education. Through a shared governance committee system, the faculty assure the curriculum is consistent with the college mission, “... to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported, and continually assessed.” The Faculty Senate and its Curriculum Committee and Distance Education Committee have embraced student learning outcomes and assessment strategies and have built the development of these practices into the ongoing curriculum development and review systems and the Instructional Program and Discipline Review process. Faculty responsibility for the curriculum extends to all programs and courses regardless of delivery method or location.

The Deans and faculty engage in ongoing and collaborative shared governance to monitor and evaluate the effectiveness and learning outcomes expected in courses offered through the Distance Education system. The Dean of Learning Resources and Academic Technology provides general leadership for the Distance Education system and all Academic Deans have direct instructional responsibility for Distance Education courses and faculty involved in the Distance Education system.

The Faculty Senate, through the Curriculum Committee and the Distance Education Committee, oversee the curriculum standards for Distance Education courses. All courses with 50% or more of content offered through Distance Education system must be approved by the Distance Education Committee and the Curriculum Committee, as well as approvals of course reviews. All courses and programs, including those offered through the Distance Education system meet the standards that apply to all college courses and programs. In addition to the Faculty Senate, Curriculum Committee, and Distance Education Committee, a Student Learning Outcomes and Assessment Committee oversee the development and implementation of student learning outcomes and assessment for courses and programs, which includes Distance Education offering.

Faculty Training for Distance Education
Faculty have many options they can access to assist them with their online pedagogy and delivery methods. An orientation is held at the beginning of each semester informing faculty of the training options available to them. These resources can be used for Fully Online Distance Education, Hybrid, and/or Web-enhanced courses.
Training available for faculty includes:
- Ongoing, in-person workshops based on individual and/or group needs--These workshops cover introduction to the course management system, successful pedagogies for online teaching and learning, ADA requirements, class management ideas for
distance education, grading and assessment tools, and multimedia and interactive media tools.

- Online Tutorials--These tutorials are available 24/7 and cover a multitude of topics related to use of the course management system and pedagogical ideas.

An example an online tutorial could be found at the following website:

**Faculty Mentor Program**

Faculty can request a mentor to coach them in teaching online during their first year. Mentors are experience fulltime or part-time faculty who have a minimum of three years teaching in a distance education method. During the mentor process topics covered include instructional design, course management, and distance education pedagogies.

**Direct support from E-Campus team**

Faculty have direct access to a fulltime the E-campus course management personnel. Training includes how to caption a presentation using interactive and multi-media tools, how to add video to courses, how to compress videos and handle certain programming codes for enabling specific webpage functions, and various Web 2.0 tools. Faculty can also request to the E-campus and or Learning Resource Team a embedded link to all the databases available through the college Learning Resource Center.

**24/7 Ohlone College Support from Presidium remote helpdesk service**

The college contracts with Presidium 24/7 help desk services to provide real-time support for technical and content support. Further information on this service is available at the following website.

http://d2.parature.com/ics/support/default.asp?deptID=8108

**@One Trainings support from Community College Chancellor Office**

@ One Training provides Faculty with opportunities to enhance their online teaching and course managements knowledge. Workshop and desktop training include topics such as; audio and podcasting, creating accessible online course, building online community with social media, and broadcasting for teaching. Cost for these courses ranger from $55-110.00 dollars and are covered through the college professional development budget.

**Annual E-campus retreat**

Faculty share and learning new ideas related to course design and management. This two day activity is organized by the Distance Education committee and the Dean of Learning Resources and Technology. Training topics are determined by faculty needs and request, and what new distance education technologies have become available.

Information on this retreat can be found at the following website
Standard II.B: Student Support Services

The college offers a comprehensive program of student services that assist students in credit courses from pre-enrollment, to enrollment, to retention, to graduation, to transfer, or to job placement.

Most student services are available in online formats to meet the needs of Distance Education classes. These include Financial Aid, Admissions, Registration, Orientation, Counseling (included Career and Transfer Counseling).

Standard II.C: Library and Learning Support Services

The Distance Education system is lead by the Dean of Learning Resources and Academic Technology. The Dean, faculty and staff of the Division continually work to maximize “distance accessibility” to the college’s learning resources to support Distance Education students.

Electronic resources greatly expand the information sources available to the students both on and off campus; these electronic resources include 10,858 electronic books, nearly 10,000 full-text journals available through 11 subscription databases, and a growing collection of electronic reserves. Access to electronic resources from off campus is seamlessly provided via a proxy server that authenticates off-campus users based on their campus identification numbers and last names. Access to all the collections is maintained through the online catalog, the z39.50 compliant Voyager system, which includes a fully web-based public access catalog (HANS), as well as circulation, cataloging, acquisitions, and serials modules. A suite of products from Serials Solutions facilitate student use of the electronic serials in the collection. The library web site is a virtual gateway to information resources of all kind. Integrated library and federated search boxes in WebCT courses, faculty blogs, and web sites. A tool bar, installed on all library computers and available for student download, integrates library search options directly into the web browser; and shared holdings information with Web-based search tools.

Standard III.A: Human Resources

Since distance education is integrated into the academic structures and processes of the college, the hiring and evaluation of faculty teaching in distance education formats are part of the academic system. The Division of Learning Resources and Academic Technology, with support from the Professional Development Committee, provide ongoing education and training programs for faculty and staff in distance education methodologies and systems.
Faculty teaching in the Distance Education system, both full time and adjunct, are integrated into the Academic Divisions and Departments, supervised by the Academic Deans, and subject to the same qualification standards and requirements as all faculty.

**Standard III.B: Physical Resources**

Not applicable.

**Standard III.C: Technology Resources**

The mission of the Information Technology (IT) department is to provide quality IT services and solutions to faculty, staff, and students by successfully aligning college and technology objectives. By doing so, the focus of technology decision-making remains the continuous improvement of teaching and learning at the college. IT provides support to faculty and the college's distance education system using CE6/Blackboard, including user administration, course design and integration. Additionally this unit provides support to faculty in integrating technology into the classroom. This includes training and consulting on pedagogy, technology, and methodologies to support faculty and students. The Technology Committee engages in ongoing master planning to provide direction and support for IT and academic and administrative technology.

**Standard III.D: Fiscal Resources**

Because responsibility for distance education is distributed throughout the college, the fiscal resources for distance education activities and programs are spread throughout the college budget and are provided as part of the regular budget planning and implementation of the institution. Distance Education is considered a fundamental part of our instructional delivery system and therefore all resources for Distance Education come from the college's General Fund Budget and are subject to all regular budget auditing procedures.

**Standard IV: Leadership and Governance**

Distance education is integrated within the organizational structure and shared governance processes of the college. Faculty are directly involved in the academic matters concerning distance education. In accordance with AB1725 the Faculty Senate, the Curriculum Committee, and Distance Education Committee provide direct input into the distance education system, courses and programs and the Vice President of Academic Affairs, Associate Vice President of Academic Affairs, and the Academic Deans provide primary administrative oversight. The Board of Trustees approves the Educational Master plan (most recently in 2010), which includes a commitment to support Distance Education as a delivery system.
I. Other information requested by Commission Staff

a. Information requested by the commission staff that is pertinent to the specific nature of the change. Depending on the nature of the proposed change, the Commission may ask for more detailed information to assist the staff and the Committee on Substantive Change in their reviews.
J. Substantive Change Proposal Sources of Evidence

SCP-1 Distance Education Program Review 2005
http://www.ohlone.edu/org/programreview/20052006/20052006progres-distanceeducation.pdf

SCP-2 Institutional Self Study Report Distance Education Focused Assessment - Distance Learning Focused Assessment
http://www.ohlone.edu/org/accredselfstudy/docs/16-distancelearning.pdf

SCP-3 Self Study Distance Education http://www.ohlone.edu/org/accredselfstudy/docs/16-distancelearning.pdf

SCP-4 2010 Strategic Plan http://www.ohlone.edu/org/planning/docs/20102015strategicplan.pdf

SCP-5 2010 Education Master Plan
http://www.ohlone.edu/org/academicaffairs/docs/20102015educationalmasterplan.pdf

SCP-6 Certification of Continued Compliance with Accreditation Eligibility Requirements
http://www.ohlone.edu/org/accredselfstudy/docs/05-certificationofcontinuedcompliance.pdf

College Catalogue http://www.ohlone.edu/catalog/