



C U Y A M A C A
· C O L L E G E ·

Substantive Change Proposal

Change in Mode of Delivery to 50% or More Online

Cuyamaca College
900 Rancho San Diego Parkway
El Cajon, California 92019

January 22, 2013

Prepared by:

Danene Brown, Accreditation Liaison Officer
Interim Vice President, Instruction

Connie Elder
Dean, Learning & Technology Resources

Debi Ridulfo
Project Assistant

TABLE OF CONTENTS

A.	DESCRIPTION OF THE PROPOSED CHANGE	1
1.	Brief description of the Proposed Change	1
2.	Relationship to Institutional Mission.....	1
3.	Rationale for the Change.....	2
B.	DESCRIPTION OF EDUCATIONAL PROGRAM	5
1.	Educational Purpose.....	5
2.	Program Meets Eligibility Requirements, Accreditation Standards and Commission policies related to Student Learning Programs and Services and Resources	5
C.	DESCRIPTION OF PLANNING PROCESSES	7
1.	Relationship to Institution’s Planning Process and Stated Mission.....	7
2.	Assessment of Needs and Resources	8
3.	Anticipated Effect on the Institution.....	10
4.	Intended Benefits.....	11
5.	Preparation and Planning Processes in Support of Distance Education	11
D.	EVIDENCE OF ADEQUATE RESOURCES TO SUPPORT SUSTAINABLE QUALITY	13
1.	Accessible Student Support Services.....	13
2.	Qualified Faculty, Management, and Support Staff	14
3.	Professional Development for Faculty and Staff	16
4.	Appropriate Equipment and Facilities	16
5.	Sustainable Fiscal Resources	19
6.	Comparative Analysis of Budget, Enrollment and Resources	19
7.	Plan for Monitoring Achievement of Desired Outcomes	19
8.	Evaluation and Assessment of Student Success, Retention and Completion.....	20
E.	EVIDENCE OF INTERNAL OR EXTERNAL APPROVALS	25
1.	Faculty, administrative, governing board, or regulatory agency approvals	25
2.	Legal Requirements Met	25
F.	EVIDENCE OF CONTINUED FULFILLMENT OF ELIGIBILITY REQUIREMENTS...	26
	Eligibility Requirements Impacted by Proposed Change	26

G. EVIDENCE OF CONTINUED FULFILLMENT OF ACCREDITATION STANDARDS.32	
Standards Impacted by Proposed Change	32
Accreditation standards that are particularly impacted by the proposed changes are discussed in detail below	32
APPENDICES	41
APPENDIX A: CUYAMACA COLLEGE ASSOCIATE DEGREES, CERTIFICATES of ACHIEVEMENT, AND CERTIFICATES of SPECIALIZATION AND GENERAL EDUCATION THAT CONTAIN 50% OR MORE UNITS IN DISTANCE EDUCATION	42
APPENDIX B: BEST PRACTICES CHECKLIST FOR EFFECTIVE ONLINE INSTRUCTION	47
APPENDIX C: CUYMACA COLLEGE CURRICULUM COMMITTEE DISTANCE EDUCATION PROPOSAL FORM	48
APPENDIX D: CUYAMACA COLLEGE APPROVED DISTANCE EDUCATION COURSES.....,	50
APPENDIX E: DISTANCE EDUCATION/NON-DISTANCE EDUCATION RETENTION AND SUCCESS RATES BY PROGRAM	55
APPENDIX F: CUYAMACA COLLEGE INTEGRATED PLANNING PROCESS.....	56
APPENDIX G: CUYAMACA COLLEGE ANNUAL PLANNING AND BUDGET CYCLE...	59
APPENDIX H: ADMINISTRATIVE TECHNOLOGY ADVISORY COMMITTEE AND INSTRUCTIONAL TECHNOLOGY ADVISORY COMMITTEE	60
APPENDIX I: CUYAMACA COLLEGE ORGANIZATIONAL STRUCTURE.....	62

A. DESCRIPTION OF THE PROPOSED CHANGE

1. Brief description of the Proposed Change

This Substantive Change Proposal is to report the 39 degrees and 32 certificates available at 50% or more through the distance education mode. The complete list of all degree and certificate programs and our general education that contain 50% or more units in distance education is included in Appendix A. At this time, there is no degree offered which is 100% online due to the science lab and/or Exercise Science requirements of the General Education package not being offered online. There are, however, certificates in Computer Information Science and Business Office Technology that are available 100% online.

2. Relationship to Institutional Mission

Cuyamaca College's vision is "Learning for the Future". The College's mission statement is as follows:

The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services.

In order to fulfill its commitment to student learning, the college provides:

- *Instructional programs that meet student needs for transfer education, career technical education, general education and basic skills courses*
- *Community education programs and services*
- *Programs that promote economic, civic and cultural development*

To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities. In support of its mission, Cuyamaca College structures its planning processes (Appendix F) and engages the college community by pursuing the following areas of focus, which form the foundation of the [2010-2016 Strategic Plan](#):

- Student Access
- Learning and Student Success
- Value and Support of Employees
- Economic and Community Development
- Fiscal and Physical Resources

These areas of focus guide the District and the colleges through their respective planning processes.

Our mission is reflected in the college's six core values:

- Academic Excellence
- Student Access and Success
- Environmental Stewardship
- Strong Community Relations

- Innovation and Creativity
- Diversity and Social Harmony

The process to develop the Strategic Plan began by conducting both external and internal environmental scans; an external scan to help us be aware of and understand the major issues and trends taking place in our community, and an internal scan to help us better understand the students we serve. The data from the scans were used by members of the Administrative Council and the Innovation and Planning Council to develop major themes (of the data) and goals (in response to the data). At the 2009 Spring Convocation, a college-wide “Visioning for the Future” exercise was held where all members of the college community actively participated in creating specific activities directly in response to the focus areas and corresponding goals. The entire college community then prioritized the activities through an online survey. The strategic planning writing team, with representation from instructional and student services faculty, classified staff and administration, analyzed the data, identified the highest rated activities, and drafted measurable key indicators. The final draft of the 2010-2016 Strategic Plan was shared with the Administrative Council, Innovation and Planning Council, Faculty Senate, Classified Senate, and Associated Student Government of Cuyamaca College, for each group to share the document with their constituents for review and input. The feedback from each group was reviewed and included into the final Strategic Plan. All of these activities were characterized by a spirit of inclusiveness, participation, open discussion, vision and innovation.

Cuyamaca College’s distance education courses, like their face-to-face counterparts, offer students exceptional learning environments in which they can work to create better futures for themselves and their families. The variety of distance learning methodologies provides options to integrate their college work with the demands of jobs and family. Distance education is a natural outgrowth of the college’s focus on student access with its associated goal to “ensure and facilitate student access to college instruction and student development and success services”. Similarly, the focus on learning and student success and its associated goals to “develop effective practices for enhancing students’ ability to attain degrees and certificates” and “continue to explore new technologies for student learning and to promote its effective use” is supported by distance education course offerings. Increasing the number of courses available in an online environment impacts the Key Performance Indicators (KPIs) associated with these goals.

3. Rationale for the Change

Cuyamaca College’s submission of this Distance Education Substantive Change Proposal is based upon the growth in distance education over the past five years as well as the number of degrees and certificates for which 50% or more of the course work is offered online.

Over the last decade, Cuyamaca College has provided distance education in various formats, including telecourses, hybrid/blended, and 100% online via the Internet. The need to provide students with access to courses at a location and/or time that is convenient to their varying needs was the impetus behind the ongoing expansion of the electronic delivery of courses. In addition, a District-wide planning forum for the [Educational Master Plan](#), held in September, 2011, revealed implications of the August 2011 trend analysis and environmental scan which

suggests the College and District continue to meet the increasing demands for online courses and more flexible student access to all educational services. The “Scan Team” identified important trends and issues that should be considered in setting District and College priorities in six areas: education, technology, economy, environment, politics, and society. The primary finding in the technology area was that “Students want to take courses and access college services online, and want mobile access to learning resources.”

At the national level, online enrollments are growing an average of 10% per year compared to less than 1% for traditional course enrollments; and, at the California state level, online enrollments are growing an average of 16% compared to 1% for traditional course enrollments ([CCCCO Distance Education Report](#), 2011). During fall 2010 and spring 2011, 27% of all enrollments at Cuyamaca College occurred in 100% online or hybrid/blended sections. Of that 27% of overall enrollments, 75% were in 100% online sections. Each semester, approximately 1,800 students were enrolled in one or more 100% online course sections ([Distance Education Report 2011 – Cuyamaca College](#)).

Cuyamaca College students continue to embrace online and hybrid learning because it provides greater flexibility in addressing work schedules, personal circumstances, the cost of transportation, time constraints, and economic pressures. As of fall 2011, more than 60% of students enrolled in distance education courses at Cuyamaca College lived within the District’s boundary. However, the further away the students live from the College, the higher the percentage enrolled in distance education courses. Table 1 displays the top ten zip codes of students enrolled in distance education sections. Only courses that had both a distance education section and a non-distance education section were included in this comparison. As shown in the table, about 40% of the distance education students live in El Cajon or Spring Valley (communities close to the College) whereas the cities of Lakeside and Santee (greater distance from the College) have a higher percentage of students enrolled in distance education sections. This suggests that distance education options make courses more accessible to students located further away.

According to the [California Community Colleges Chancellor’s Office 2011 Distance Education Report](#) almost half of the Colleges now offer degrees and certificates that can be obtained exclusively through distance education.

Table 1. Number of Students Enrolled in Distance and Non-Distance Sections of Comparable Courses by Top Ten Zip Codes.

Top 10 Zip Codes		Fall 2010				Spring 2011			
		Non – Distance Sections		Distance Sections		Non – Distance Sections		Distance Sections	
		#	%	#	%	#	%	#	%
El Cajon	92019	464	16.3	238	13.1	431	16.8	246	13.6
Spring Valley	91977	378	13.3	150	8.3	329	12.8	160	8.8
El Cajon	92021	327	11.5	185	10.2	291	11.3	175	9.6
El Cajon	92020	305	10.7	134	7.4	283	11.0	147	8.1
Lakeside	92040	137	4.8	99	5.5	91	3.5	90	5.0
La Mesa	91941	125	4.4	81	4.5	131	5.1	79	4.4
Lemon Grove	91945	114	4.0	45	2.5	120	4.7	48	2.6
Jamul	91935	104	3.6	52	2.9	87	3.4	44	2.4
Ranch San Diego	91978	103	3.6	39	2.1	99	3.9	46	2.5
Santee	92071	94	3.3	93	5.1	62	2.4	92	5.1
Total		2,151	75.5	1,116	61.5	1,924	74.8	1,127	62.1

Note: Distance Sections refers to sections that are taught 100% online

B. DESCRIPTION OF EDUCATIONAL PROGRAM

1. Educational Purpose

There is no difference in the general education, major, or graduation requirements between the distance education and face-to-face course sections offered at Cuyamaca College. The educational purpose is to provide students with opportunities to acquire a two-year college education with the intention to transfer to four-year institutions; to enhance employability; and, to acquire and enhance job skills.

2. Program Meets Eligibility Requirements, Accreditation Standards and Commission policies related to Student Learning Programs and Services and Resources

In accordance with the State of California Title 5 regulations from Chapter 6, Subchapter 3, beginning with §55200, the Cuyamaca College Curriculum Committee separately reviews and approves each course proposed for distance delivery to ensure the following criteria are met:

- Regular effective contact is maintained between the instructor and students as measured by:
 - Learning activities that foster instructor-student, content-student, and if appropriate to the course, student-student interaction (e.g. e-mail, discussion, phone, online conferences);
 - Instructor responsiveness and availability standards (turn-around time for email, grade posting, etc.) are clearly stated and are commensurate to that of face-to-face class (3 hours for 3-unit lecture class);
 - Requirements for student interaction are clearly articulated;
 - The instructor reads online discussions, and responds as appropriate;
 - The instructor posts weekly announcements that help students navigate the course;
 - The instructor provides constructive and timely feedback on assignments. (See Cuyamaca College's [Best Practices Checklist for Effective Online Instruction](#) – also included as Appendix B)
- Effective pedagogical techniques appropriate to the distance education mode are used to ensure distance education courses share a common curriculum with on-campus delivery mode.
- The rigor, breadth, objectives, learning outcomes, and academic quality of distance education courses and programs offered meet the same course quality standards of those offered in the traditional on-campus mode.
- Appropriate technology is used to achieve the course objectives.
- Multiple measures are used to achieve and assess student learning.
- All instruction provided as distance education is accessible to individuals with disabilities, in accordance with the Americans with Disabilities Act (42 U.S.C. Sec. 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794D.); the California Community Colleges Chancellor's Office Distance Education Guidelines for Students with Disabilities; and other state and federal laws.

The Cuyamaca College Curriculum Committee approval process for a distance education course is as follows:

1. Complete a Distance Learning Proposal Form along with a packet that includes either (a) an already approved course outline of record if no modifications to the outline are proposed; (b) a course addition form if the course is newly proposed; or (c) a course modification form if modifying an existing course. (Appendix C)
2. Secure the approval of the department as a whole followed by signature approvals of the Department Chair, Division Dean, and Vice President of Instruction to ensure rigor, appropriateness, and alignment with stated student learning outcomes for the course.
3. Submit proposal to the Instructional Operations Office for full Curriculum Committee Review each fall and spring semesters to ensure continuity of content, objectives and outcomes.
4. Once approved, the proposal is forwarded to the Grossmont-Cuyamaca Community College District Governing Board for approval and inclusion in the College catalog. Cuyamaca College approved Distance Education Courses can be found in Appendix D.

Student achievement data for all instructional programs is reported by the District's Research, Planning and Institutional Effectiveness department to the State Chancellor's Office. Student achievement data information, broken down by mode of delivery, can be found in Appendix E.

C. DESCRIPTION OF PLANNING PROCESSES

1. Relationship to Institution's Planning Process and Stated Mission

The institution is currently in year three of a six-year strategic planning process that integrates the needs and goals identified by both [internal and external environmental scans](#). As stated on the [Cuyamaca College Strategic Plan](#), the College strives, through its planning effort, to integrate the mission and long-term vision and goals with annual implementation strategies by each College unit/department. The accomplishment of those goals by each unit/department is measured and evaluated through a comprehensive annual program review process. All of the College planning documents, including the Annual Implementation Plans (AIPs), can be found on the [College planning website](#).

The distance education program is fully integrated into the Cuyamaca College planning and evaluation processes. Cuyamaca College is committed to providing students, faculty, and staff with the latest and most effective technology in general through a comprehensive process of planning, implementation, and support. The processes and procedures pertaining to technology are designed to enhance and support the mission, operation, and effectiveness of the institution. Responsibility for these processes lies with interrelated shared governance committees promoting institutional dialogue as follows:

- The [Instructional Program Review & Planning Committee](#) (IPRPC), [Administrative Program Review and Planning Committee](#) (APRPC), and [Student Services Program Review and Planning Committee](#) (SSPRPC) use the [College Strategic Plan 2010-2016](#), the [2013-2018 Cuyamaca College Technology Plan](#) as well as outcome research provided by the individual units as guides to making recommendations to the [Institutional Effectiveness Resource Council](#) (IERC). (Appendices F & G)
- The [Technology Plan Committee](#) (TPC) prioritizes requests for technology expressed through the three program review committee (IPRPC, APRPC, SSPRPC) plans according to [clearly established criteria](#), identifies instructional trends and makes recommendations concerning the College-wide acquisition and upgrading of instructional technology and submits recommendations to the [Instructional Technology Committee](#) (ITC) and the IERC in the form of the annual College Technology Implementation Plan.
- ITC provides a forum for the discussion of current and emerging technology issues, trends, innovations, changes, and needs related to instructional programs. The faculty co-chairs of the Online Teaching and Learning Committee and the Technology Plan Committee are members of this group, assuring a consistent and global perspective of instructional technology needs.
- The [Online Teaching and Learning Committee](#) (OTLC) submits recommendations for consideration and approval to the ITC, [Academic Senate](#), [Instructional Council](#) (department chairs and coordinators), and [Curriculum, General Education and Academic Policies and Procedures Committee](#) regarding online course planning, standards of good practice, accessibility of online content, technology standards for online teaching and learning, and recommended preparation of online instructors.
- The District Information Systems Department (IS) provides District-wide technology support and is in regular contact with the colleges through the [Instructional Technology](#)

[Advisory Committee](#) and the [Administrative Technology Advisory Committee](#). These committees assure that the District and College are working together to identify technology support needs of instruction and assess the effectiveness of solutions.

- The [Curriculum, General Education, and Academic Policies and Procedures Committee](#) ensures a curriculum that not only meets Title 5 Regulations, but also one that reflects the mission of Cuyamaca College and is academically sound, comprehensive, and responsive to the evolving needs of the community. A representative of this committee sits on the Online Teaching and Learning Committee to assure that information critical to distance education curriculum passes between the two groups.

2. Assessment of Needs and Resources

The Cuyamaca College planning process requires every College unit/department complete an annual assessment of its programs. This simple approach to institutional excellence follows a “PIE” principle of Planning, Implementation, and Evaluation. The Instructional Program Review and Planning Committee (IPRPC) is a shared governance structure for the College responsible for ensuring the effectiveness, achievement of outcomes, linkage with resource allocation and continuous quality improvement for all instructional departments in support of student learning and achievement. This integrated process is data driven, cyclical, participative, and focused on continuous quality improvement in support of the College’s mission. Each October every academic discipline submits a comprehensive program review which includes identification of technology support needs for the following year (see [samples](#) from 2012-2013)

The College [Technology Planning Committee \(TPC\)](#) works to build and implement an integrated technology planning model for the College that enhances the teaching & learning and support environments to maximize student success. The TPC is an integral part of Cuyamaca’s integrated planning process, and as such, is responsible for developing the College’s annual technology plan and for updating the [Cuyamaca College Technology Plan 2013-2018](#). Each spring semester, the TPC reviews and ranks technology requests submitted by the 3 Program Review & Planning Committees ([ASPRPC](#), [IPRPC](#), [SSPRPC](#)), and based on these rankings, produces a report outlining the recommended technology priorities for the following year. The TPC reports to the [Institutional Effectiveness & Resource Council](#) (IERC), and works in conjunction with the [Instructional Technology Committee](#), and the District [Instructional Technology Advisory Committee](#) as well as the [District Administrative Technology Advisory Committee](#). The TPC is also responsible for developing, assessing, and revising committee goals on an annual basis, and reporting the results to the IERC each spring semester. From 2007 to 2011, the TPC was successful in satisfying all expressed technology needs identified by the [Academic Master Plan Committee](#) (a precursor to the IPRPC) and the TPC as priority “1”. In 2011-2012 the college reorganized critical planning processes but the end result was similar: all expressed critical technology needs that were assigned a priority “1” by the ASPRPC, IPRPC, or SSPRPC and the TPC were satisfied. The primary exception to this was that 20% of the computer inventory was not replaced due to budgetary limitations. However, all current computers meet minimum standards and can support all College and District standard software, such as Microsoft Office 2010.

The goals of the Cuyamaca College Technology Plan are to:

- Promote & support efforts to effectively utilize technology to maximize student success and retention.
- Provide student access (regardless of race, ethnicity, income, geographic location, or disability) to appropriate technology in support of their learning and skill acquisition goals.
- Provide proactive and responsive state-of-the-art technology training opportunities to faculty, staff, and administrators.
- Support & assist faculty in assuring effective, challenging, engaging, and compliant online instruction.
- Assure adequate support staff, hardware and software resources to fully realize and implement the potential of technology to enhance our institutional effectiveness.
- Ensure that the College has the capacity, infrastructure, staffing, and equipment to effectively carry out its mission.
- Plan and implement long term solutions to the technology needs of a growing campus.

The annual planning cycle occurs during a given academic year and includes the assessment of progress from the previous academic year as well as planning for the following academic year. The annual planning cycle is summarized below:

- August-September: Departments and disciplines compile discussions and analyses of student learning outcomes and service outcomes from the previous cycle and develop program review plans based on this and other available data.
- October: Each department or discipline prepares and submits action plans to the appropriate program review body.
- October-March: The three program review committees read, study, discuss, and rank activity proposals/action plans. Requests for technology are passed on to the Technology Plan Committee for further analysis and solutions. The program review committees summarize their results and forward them to the Institutional Effectiveness and Resource Council.
- December – March: The Technology Plan Committee integrates requests for technology with input from the program review committees to develop an annual implementation plan for technology. This plan is then presented to the IERC.
- February-March: The annual College implementation plan is developed by IERC and the goals and outcomes for the next planning cycle are selected and discussed.
- March-June: The annual implementation plan is finalized with the recommendations for funding of the prioritized activities. Institutional Effectiveness and Resource Council determines budget priorities (Appendix G) based on input from the critical planning committees.
- April –July: The College goals and outcomes for next planning cycle, final implementation plan, and funded activities are reported to the College constituents and to the District.

Each year the Technology Plan Committee compiles and evaluates the new technology needs that have been identified through the program review processes. By taking a holistic, analytic approach to these requests for technology in conjunction with the available inventories, it is

typically possible to provide solutions that meet essential needs through a combination of purchases, upgrades, re-configurations, and re-use of replaced equipment. Assuming the existence of an annual budget sufficient to replace aging desktops, laptops, monitors, printers, scanners, and clickers as well as to maintain existing (critical) software licenses, the Learning & Technology Resources Division will continue to provide the technology support necessary to support College needs. The annual program reviews also help determine necessary modifications or additions to the [Cuyamaca College Technology Plan 2013-2018](#). Current trends in technology, and specifically in educational technology, are evaluated, implications are discussed and technology plan recommendations are submitted to the Institutional Effectives Resource Counsel (see [minutes of 03-13-12](#)), Instructional Technology Committee (see [minutes of 03-09-12](#)), Instructional Technology Advisory Committee (see [minutes 03-15-12](#), and Academic Senate on March 22, 2012).

The criteria and ranking categories used by the TPC are as follows:

I. Technology proposals should:

- Address one or more of the following
 - Student Access (including discussion of cost effectiveness/# of students served)
 - Learning and Student Success
 - Value & Support of Employees (includes professional development potential)
 - Economic & Community Development
 - Fiscal & Physical Resources (maximization of efficiency & productivity)
- Demonstrate a critical need for state-of-the-art technology
- Support learning outcomes (student, program, institutional, or service)
- Demonstrate staff willingness and readiness to implement

II. Extra consideration is given to proposal that:

- Are part of a phased in project already in progress or that demonstrate foundational preparedness
- Assist multiple departments
- Request technology critical to department compliance requirements
- Can be implemented as a pilot project to evaluate effectiveness or impact

III. Priority Rankings:

- 1 – Critical to base operations
- 2 – Critical to base operations but can be postponed in short term
- 3 – Important to delivery of services but can be postponed for longer term
- 4 – Definitely desirable

3. Anticipated Effect on the Institution

Cuyamaca College has seen a shift in enrollment trending toward the desire for online in place of weekend and evening offerings. The data in Table 2 supports the fact that when funding is available, the College increases its traditional FTES as well as Distance Education FTES. Consequently, now that funding is sparse due to the economic situation, the overall FTES, as well as the Distance Education FTES, would be expected to decrease.

Table 2. Distance Education FTES enrollments

Data Source: CCCCO Data Mart, August 24

Distance Education FTES Summary Report for Credit Instruction				
	2008-2009	2009-2010	2010-2011	2011-2012
Distance Education (on-line)	768.77	938.32	1,064.94	628.09
Non Distance Education	4,728.07	4,647.30	4,793.96	4,547.94

While this shift from weekend and evening offerings to online has provided a convenient option for students, it has also required responsiveness by faculty and staff to new issues and operations. These changes have necessitated providing information and services in more flexible and innovative ways. For example, distance education students may not be able to come to campus to receive library instruction. Thus, the [Cuyamaca College Library](#) has created a variety of online resources, including tutorials and a 24/7 online reference librarian to provide access to library instruction. These new options, do not change the mission and purpose of the College, but rather enhance them.

4. Intended Benefits

The benefits of offering distance education at Cuyamaca College include expanding the College’s diversity, access, and providing flexibility in instruction and support to meet the varying needs of our student population. Cuyamaca College students continue to embrace online and hybrid learning because it provides greater flexibility in addressing work schedules, personal circumstances, the cost of transportation, time constraints, and economic pressures. Offering coursework through distance education affords students more opportunities to achieve their educational, personal, and professional goals.

5. Preparation and Planning Processes in Support of Distance Education

Distance learning at Cuyamaca College began in online mode with a very small number of students and faculty members participating. WebCT was the initial Learning Management System (LMS) used for the distance learning courses. Consequently, planning and preparation focused on a few specific matters of great importance at the time, namely, the quality of distance learning instruction, the logistics of timely delivery of course materials, managerial and counseling support, and collective bargaining issues related to class size and policies affected by intellectual property rights.

Distance Education grew in number of courses offered and in sophistication with the adoption of the Blackboard Learning Management System, fully replacing WebCT in 2008, to meet emerging student needs. As the program grew, the College implemented more formalized administrative support with increased staffing in counseling and clerical support, and with the hiring of additional full-time and part time faculty.

Each phase in the evolution and development of the distance learning program required the planning and preparation efforts of several College and District organizations, including but not limited to the Instructional Technology Committee, the Online Teaching and Learning Committee, the Instructional Technology Advisory Committee, the Academic Senate, the Curriculum Committee and the faculty collective bargaining unit. Ultimately, the distance education planning process merged with and followed the steps and timeline of the Cuyamaca College Instructional Program Review and Planning Committee and the Institutional Effectiveness Resource Council, both of which are more completely explained in section C.2 of this document.

D. EVIDENCE OF ADEQUATE RESOURCES TO SUPPORT SUSTAINABLE QUALITY

1. Accessible Student Support Services

Accessibility of Material. Cuyamaca College ensures all components of its online resources are compliant with Section 508 of the 1973 Rehabilitation Act. This includes the current version of Blackboard Learning Management System Release 9.1 used to support the online course delivery method. An accessible template is released for each course that uses a Blackboard container for all or part of the delivery method. Additionally, the High Tech Center Alternative Media Specialist is available throughout the work week to work with faculty to address online issues on the campus. The Online Teaching and Learning Committee, on which the High Tech Center Alternate Media Specialist is a permanent member, has released a [Checklist for Accessibility](#) and workshops on this topic are regularly scheduled during faculty professional development week at the beginning of each semester (FLEX week).

Student Readiness & Student Orientation. Cuyamaca College does not have any mandatory orientations, but many of the instructors provide good-quality, online orientations or point students to information on the District and College websites. In fact, the [District Online Success](#) website provides a readiness self-assessment inventory as well as an orientation to the Blackboard Learning Management System. Orientation to a specific course is left to the instructor and some conduct mandatory face-to-face orientation sessions the first week of classes.

Student Support. According to the [2011 Distance Education Survey](#) conducted by the Instructional Technology Council, an affiliated council of the American Association of Community Colleges, the greatest challenge for distance education program administrators is “adequate student services for distance education students”. As resources continue to be stretched in the next few years this will no doubt be a significant challenge at Cuyamaca College as well. The College is totally committed, however, to maintaining the following level of support:

- [Online Tutoring](#) – The infrastructure to support online tutoring is established and tutoring services have been provided synchronously for CIS and GD courses. The tutoring center is prepared to respond to any student requesting assistance in the content of any class assuming a tutor can be identified to provide the service. In an effort to become more proactive in serving the tutoring needs of all students, the College is currently examining the feasibility of utilizing a 3rd party vendor, such as SmartThinking, to provide 24/7 online tutoring assistance for students.
- [Help desk](#) - The help desk provides limited technical support for Cuyamaca College students from 8:00 am – 8:00 pm Monday – Thursday and 8:00 am – 1:00 pm Friday. The help desk answers questions about Blackboard and communications software such as email. It does not provide diagnostic services regarding the student hardware or software configurations on their home computer. In addition, [District Online Success](#) website is designed to answer some of the more common technical problems, including tutorials on how to configure a browser, enable java, enable cookies, clear cache, etc. This website

also refers students to a variety of campus online resources including a comprehensive online library complete with a 24/7 chat service, an email-based “Ask a Counselor” service, and a link to the bookstore webpage.

- [Library](#) - Reference service is provided through QuestionPoint, a 24/7 online reference chat service. The library subscribes to eleven electronic databases and two video streaming databases that can be accessed from the library’s web site and includes remote access to students. 184 e-reference resources and 27,513 e-books can also be accessible to students from a remote location. One of the librarians is a ‘guest’ lecturer in a few online classes to provide library instruction sessions.
- [Counseling](#) - There is an “[Ask a Counselor](#)” email-based service which attempts to respond to student online inquiries within a maximum of three working days. This website also provides contact information for financial aid.
- [Bookstore](#) - When students register for classes there is a link to the Barnes & Noble bookstore with information about the textbook being required in the course which can be purchased online.
- Other - The [Student Services](#) website contains a wealth of information about common questions including some tutorials. Phone numbers for all offices are provided.

2. Qualified Faculty, Management, and Support Staff

Technology support for online learning is extensive. Online learning is facilitated by Blackboard Learning Management System. District Information Systems generates a Blackboard container for every credit course section that is offered each semester. It is up to the faculty to activate their containers. The [Instructional Council](#) (which is made up of all department chairs and coordinators) has endorsed an expectation that all faculty utilize their course container(s) for recording student grades at a minimum. Increasingly, students expect basic course documents, such as syllabi and schedules of activities to be provided online as well.

Teacher preparation. The College’s Instructional Design Technology Specialist’s (IDTS) primary responsibility is training and helping faculty provide the most effective online learning experience. More than a dozen workshops, covering various levels and topics in instructional technology, are presented at the beginning of each semester and the IDTS continues working throughout the semester one-on-one with faculty members (see [FLEX workshop schedule](#)). The [Online Teaching and Learning Committee](#) has created a set of [recommended preparations](#) for all online instructors and this has been endorsed by the Academic Senate and Instructional Council. In addition, this committee has authored a [Guide to Best Practices in Online Teaching](#) for online teaching which is available on the website and is distributed at training sessions. Together these recommendations address Federal, State, and Accreditation mandates and best practices.

Multimedia Instructional Design Lab (MIDL). There is an office in the technical support area of the Library, next to the Instructional Technology Design Specialist, with high end computers (both platforms) and video production software to support instructors interested in adding video recordings to their online content. A recent study conducted at Santa Barbara City College demonstrates that increasing the sociability of interactions in online courses

results in higher success and retention rates. In response to this data, the Learning & Technology Resources Division is marketing to faculty the idea of having a 1-3 minute video introducing themselves to students linked from their Blackboard course container. This is being done in a variety of professional development week workshops and in various committees including Instructional Council and IPRPC.

Evaluation. The second greatest challenge to Distance Education program administrators according to the [ITC 2011](#) survey is “adequate assessment of distance education courses”. Accreditation standards require that distance education courses are equivalent or better than those taught in a face-to-face environment. Up to this point, the discussion in this document has been focused on efforts to encourage good design and implementation of online instruction. Recommended preparations for online teachers are only as effective as the willingness of department chairs and coordinators to comply with them in their hiring practices. This is particularly important because the College still struggles with a poor response rate for student evaluations in online courses. Implementing an effective online course is labor-intensive not only during the design phase but throughout the semester. It is critical that the College make the most of the opportunity presented by regular routine faculty evaluation processes. Workshops are frequently provided during professional development week providing peer faculty with tips on evaluating online instructional content and processes. At Cuyamaca College, the instructional deans have agreed that, when given the option of which course to evaluate, an online or hybrid course is selected. Further, the Dean of Learning and Technology Resources is identified as the administrator who performs the evaluation. The [Best Practices Checklist for Effective Online Instruction](#) serves as a guide when conducting these evaluations. The evaluation is viewed as an opportunity to provide constructive, non-critical, supportive feedback on how to be even more effective using electronic media in instruction.

- Navigating the Course - In the absence of a mandatory orientation for students taking online courses, it is critical that instructors provide some kind of orientation for their particular course. This typically involves a reference or link to the Blackboard orientations and tutorials provided on the District website, but also some kind of guidance in how to approach this particular class. A well-designed course in any venue has some kind of routine regular characteristics - maybe a quiz in the first 5 minutes of class, or a 10 minute summary of the previous session prior to the new lecture, or student reports on readings, etc. So too, a well-designed online course frequently has a weekly routine. Instructors can save students a great deal of confusion and frustration if they describe the best practices and weekly occurrences in their particular course.
- Regular & Effective Contact - There must be evidence, when visiting an online class, of “regular and effective contact” between the instructor and the students. Most instructors engage in one-on-one email with students, and this can be used to support the existence of such contact, but it is not enough to satisfy accrediting agencies. As evaluators, we look for evidence of the instructor’s presence in weekly announcements and discussion board forums in particular.
- Accessibility - A third critical aspect of online content in instruction that must be considered as part of the evaluation is the accessibility of the content for all students including those with disabilities.

In addition to the College help desk, faculty have access to a District technical services helpdesk through the Grossmont-Cuyamaca Community College District (GCCCD) Information Systems department via email and telephone, Monday through Friday from 6:30 am to 5:00 p.m. An on-call technician is available after hours and on weekends and holidays for emergencies.

3. Professional Development for Faculty and Staff

As more faculty members are recognizing the need to offer online courses within their programs they are seeking training in online instruction. In addition to workshops offered as professional development week (FLEX) activities, Cuyamaca College offers various on-going, self-paced online workshops throughout the year through our College-wide Professional Development Committee. The [College's Professional Development](#) website presents a variety activities that support distance education, including tutorial-based technology training by the [Teaching and Learning Center](#). In addition, the [Teaching Online](#) and [District Online Success](#) websites offer a wealth of information for online instructors.

Finally, the College endorses the @One series of courses supported by the California Community Colleges Chancellor's Office as preparation for teaching online. Completing these courses is one of the ways in which an instructor can satisfy the Academic Senate and Instructional Council endorsed [Instructor Preparation for Online Teaching](#) prior to being assigned an online course.

4. Appropriate Equipment and Facilities

The GCCCD Information Systems department is responsible for District-wide technology, network infrastructure, e-mail communications, and software. The District has contracted with Blackboard e-Education to use its Blackboard Learning Management System (LMS) version 9.1. The District contract allows both Grossmont and Cuyamaca Colleges to use the Blackboard LMS. All course sections, both face-to-face and distance education, have Blackboard course shells generated automatically from the course schedule through our Datatel registration system. Safe Assign, which is a plagiarism prevention service, is also provided for faculty to support the online learning environment. In addition, CCCConfer, which is a web conferencing site provided at no charge by the California Community College system, is available for all faculty, staff and administrators to utilize in support of distance education.

It is up to the faculty to activate their Blackboard containers. Many online teachers choose to utilize their home computers in teaching their classes, however, every full time faculty member has an office with a reasonably up-to-date computer that is connected to the District instructional network and, hence, to a fast Internet connection. There are six adjunct faculty workrooms, a total of almost thirty computers, with similarly fast and up-to-date computer access.

Most of the students enrolled in online courses prefer to work on computers away from the campus. However, it is not uncommon for problems to arise with home computers and for this situation the campus provides the back-up option of the Open Computer Lab. The Open

Computer Lab offers 123 computers, both PC and Mac platforms, that are networked and available to all Cuyamaca students. In the Open Computer Lab are also facilities for video editing. This is a room specifically designed for students to edit their videos for class assignments. The video editing room serves a double purpose as webcams have been installed specifically for foreign language class assignments. The lab is open 53 hours/week and there is always a full time lab technician available to assist students. There is also student help desk support 53 hours/week that can be accessed via telephone or email for assistance with Blackboard or other online course questions not related to the course content area.

In total there are over 1,005 computers available throughout the campus for student use. Table 3 lists the location, department and number of computers in each campus computer lab.

Table 3. Cuyamaca College Student Access Computing Labs (as of October 2012)

<u>Room</u>	<u>Quantity</u>	<u>Room</u>	<u>Quantity</u>
B154 ESL	29	E 205 CIS Lab	33
B162, B164, B165 ESL classrooms	10	E 206 CIS Lab	33
B167 English Writing Lab	41	E 207 CIS Lab	33
B171, B172 Reading classrooms	11	E 210 CIS Lab	33
B204, B 301 Music	4	E 211 CIS Lab	33
B209 Music Lab	26	E 213 CIS Lab	33
B252, B259, B263, B264, B267, B268, B271 English classrooms	32	E 224 GD Lab	31
B270 English Composition	41	E 228 GD Lab	31
C206 Library Research Stations	33	E 230 GD Lab	33
C 219 “Living Room”	12	F 601 CADD Lab	27
C 102 Tutoring	7	H 101 STEM Center (tutoring)	37
C 223 Library Instruction Lab	42	H 119 Math Lab	41
C High Tech Center (DSPS)	16	K 130 Automotive Lab	25
E123 Open Computer lab	123	K 114, 106, Bay Automotive	16
E 120, Business Office Technology	63	Miscellaneous laptops for checkout	65

Many of our computer labs are staffed with knowledgeable instructional support assistants prepared to help students with operating the College’s equipment and computer software applications. Contact information, hours of operation, number of computers and printers, and applications/assistance information for each can be accessed separately on a variety of websites, the [Open Computer Lab hours](#) are posted here.

Student Authentication

The District supports user login and password authentication to uniquely identify each student. Students each have a unique user ID and password for Blackboard that is tied into the Datatel WebAdvisor registration system.

Student Services

The following online services to students enrolled in distance learning courses can be found on the College's online services webpage by clicking on the hyperlinks:

- [Apply for Admissions Online](#) - Application to the College is conducted entirely online for both on campus and online students via CCCApply.
- [Web Advisor](#) - Registration for the College is conducted entirely online for both on campus and online students via WebAdvisor.
- [Financial Aid & Scholarships](#) - Financial aid services and advising is provided face-to-face as well as via email and telephone by the Financial Aid department.
- [Ask a Counselor](#) - Counseling services are provided by the campus counseling staff via face-to-face (one-on-one and in a group) interactions, and well as via email and telephone.
- [Campus Email](#) - All students are provided a gcccd.edu account, however, they are given the option of changing their email on record to a preferred alternative.
- [Cuyamaca College Bookstore](#) - The Cuyamaca College Bookstore web page offers students links to eTextbooks as well as paper textbook rental.
- [Online Success](#) - The online success website provides information for students and faculty to foster success in online classes.
- [Disabled Student Programs and Services \(DSPS\)](#) - Cuyamaca College provides assistance to disabled students through the office of Disabled Student Programs and Services. A full-time "Alternate Media/Assistive Computer Technology Specialist" is available to assist students, faculty, staff and community members with disability access to all instruction services provided by the College. In addition, the College has a fully equipped [Assistive Technology Center](#) which is designed to assist disabled students in developing productive computer usage through assistive technologies.
- [Web Content Accessibility Guidelines](#) - This web page focuses on several issues to ensure Cuyamaca College's compliance with state and federal guidelines regarding access to information, print media, multimedia and web access. The updated 2011 guidelines are referenced to align with current technological access issues the College faces in the delivery of distance education courses, while offering practical solutions and strategies to address the accessibility challenges. Additionally, the guidelines reflect the universal design concept; new state regulations regarding distance education; evaluation of global standards on access; the new technologies currently being used; and many of the unintentional barriers created by these technologies. There are a number of helpful tutorials and manuals linked from this page.
- [Ask a Librarian](#) - This service allows 24/7 access to an online reference librarian. Additionally, the [Cuyamaca College Library Web Page](#) is designed to support both on-campus and remote access to information sources.
- [Wireless Hotspots](#) - This webpage identifies the hotspots where wireless Internet access is available on campus and provides instructions for their use.

5. Sustainable Fiscal Resources

- a. Initial and long-term funding sources ([Adopted Budget 11-12](#))

As with face-to-face on-campus courses and programs, the distance learning program generates income through the production of Full-Time Equivalent Student (FTES) in accordance with the California Community Colleges Chancellor's Office Student Attendance Accounting Manual computation formula. In addition to the general fund, the College utilizes categorical funds obtained via Career and Technical Education (CTE) grants for program specific items and VTEA-Perkins grants for qualified programs.

- b. Analysis of fiscal impact on institution's budget

Cuyamaca College distance education courses are supported by the same fiscal processes as traditional face-to-face courses. The effects of budget reductions on distance education mirror those of the overall course offerings of the College. This explains the decrease in student enrollments in distance education courses over the past two years.

6. Comparative Analysis of Budget, Enrollment and Resources

Fiscal and physical resources for distance education at Cuyamaca College are supported by the general fund. Financially, the budget for distance education is not contained in one location but spread out internally over a variety of units, departments, divisions, and other operational entities.

Professional development activities are encouraged and supported by Cuyamaca College in order to maintain appropriate standards for teaching in the programs. The College has a process in which each department, through program review, identifies specific needs to be submitted to the Institutional Program Review and Planning Committee, Student Services Program Review and Planning Committee, and Administrative Services Program Review and Planning Committee for prioritization and funding recommendations (see section C.2 of this proposal). These recommendations are merged and re-prioritized by the Institutional Effectiveness & Resources Council. Financial resources for distance education provide financial stability and support the mission of the College. As distance education grows at the College, more fiscal resources will be allocated as needed through the College's integrated planning process.

7. Plan for Monitoring Achievement of Desired Outcomes

Student learning outcomes are measurable learning outcomes as defined by faculty and staff in each discipline or program. Faculty and staff use the student learning outcomes for assessing the effectiveness of teaching and learning in the classroom and to assist them in the ongoing program improvement cycle. Courses and programs offered online incorporate the same student learning outcomes (SLOs) assessment as their face-to-face counterparts.

The instructional program review process is the vehicle utilized to provide program and department accountability regarding student learning outcomes. Additionally, it is the avenue to present changes made to programs and services as a result of discipline-specific discussions regarding SLO assessment data. A six year program review cycle has been replaced with an

annual program review process in an effort to assure timely continuous improvement decisions in response to learning outcome data. This annual program review details the data driven changes made over the previous year to increase student achievement of learning outcomes and discusses the impact of those changes.

8. Evaluation and Assessment of Student Success, Retention and Completion

Evaluations of student success, retention and completion are handled for distance learning programs in the same way as they are handled for traditional face-to-face courses and programs. The District [Research, Planning and Institutional Effectiveness](#) office prepares a variety of reports informing the program review processes as well mandated summaries such as ARCC annual reports, grant progress reports and special studies as requested.

In both Fall 2010 and Spring 2011, roughly 27% of all enrollments occurred in 100% online or hybrid/blended sections. Each semester, approximately 1,800 students, or about 18% of total students, enrolled in one or more 100% online course sections. Tables 4 and 5 show a breakout of success rates comparing face-to-face sections with distance learning sections of comparable courses for Fall Semesters 2010 and 2011 and Spring Semester 2011.

The figures in tables 4 and 5 are duplicated headcount, meaning the data captures students enrolled in more than one class section. The data indicates that in the Fall of 2011, the rate of “success”—students earning a grade of A, B, C or P—for distance learning and face-to-face sections is roughly comparable: 58% for distance learning vs. 67% for face-to-face.

Table 4. Enrollments in Distance Courses and Non-Distance Sections of Comparable Courses by Course Success and Course Completion (Fall 2010 and Spring 2011).

	Fall 2010				Spring 2011			
	Non-Distance Sections		Distance Sections		Non-Distance Sections		Distance Sections	
Course Success Rate	#	%	#	%	#	%	#	%
Success	2,966	66.8	1,393	58.0	2,606	66.8	1,416	58.5
No Success	845	19.0	443	18.5	712	18.3	454	18.8
Withdrew	627	14.1	564	23.5	581	14.9	551	22.8
Total	4,438	100.0	2,400	100.0	3,899	100.0	2,421	100.0
Course Completion Rate								
Completed	3,811	85.8	1,836	76.5	3,318	85.1	1,870	77.3
Did not Complete	627	14.1	564	23.5	581	14.9	551	22.8
Total	4,438	100.0	2,400	100.0	3,899	100.0	2,421	100.0

Success includes grades of A, A-, B+, B, B-, C+, C, or Credit. No Success includes grades of D, F, or No credit.

Course Completion Rate is the percentage of students who do not withdraw from class and who receive a valid grade.

Note: Distance Sections refers to sections that are taught 100% online.

Table 5. Enrollments in Distance Courses and Non-Distance Sections of Comparable Courses by Course Success and Course Completion (Fall 2011).

Fall 2011				
Course Success Rate	Non-Distance Sections		Distance Sections	
	#	%	#	%
Success	9,893	67.4	2,656	59.2
No Success	2,498	17.0	742	16.5
Withdraw	2,286	15.6	1,090	24.3
Total	14,677	100.0	4,488	100.0
Completed	12,391	84.4	3,398	75.7
Did not Complete	2,286	15.6	1,090	24.3
Total	14,677	100.0	4,488	100.0

Success includes grades of A, A-, B+, B, B-, C+, C, or Credit. No Success includes grades of D, F, or No credit. Course Completion Rate is the percentage of students who do not withdraw from class and who receive a valid grade.
 Note: Distance Sections refers to sections that are taught 100% online

The [Data Warehouse](#), located on GCCCD Research, Planning and Institutional Effectiveness (RPIE) department webpage includes links to Enrollment Data for all courses offered at Cuyamaca College, including student success, retention, and completion to be used for program review, mandatory reports to state and federal government entities, and in the annual planning process. The planning effort within the College strives to integrate the long-term vision and goals with the annual implementation of strategies by each College department or unit to achieve those goals. The accomplishment of those goals is measured and evaluated through a comprehensive unit review process. The results are accessible at the [College Planning Documents](#) located on the Cuyamaca College website.

As previously described, the annual program review processes drive interventions to increase student success at the micro-level that is, in individual course and program level learning outcome achievement. Lessons from these efforts combined with externally available information and research findings contribute to the College and District [Conversations about Student Success](#). Cuyamaca College administrators, faculty and staff strive in a variety of ways to improve retention and success rates college-wide. There is ample evidence of improvement as documented in Chart 1. With each successive year the statistics for both retention and success in our classes (combined delivery methods) have increased over the last five years.

Chart 1. Course Success and Retention Spring semesters 2007 - 2011

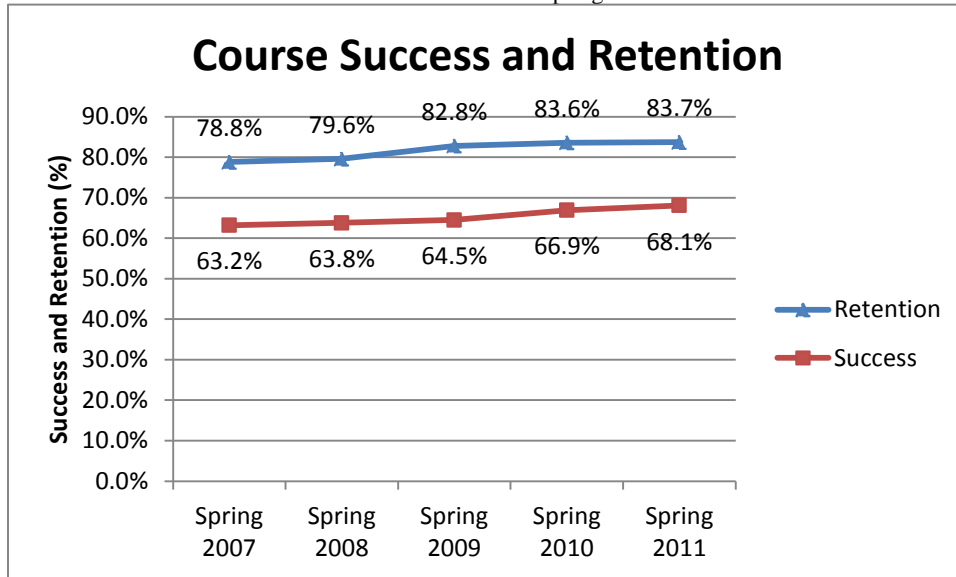


Chart 2 presents course success statistics according to the delivery mode for Fall 2006-2011. On the surface, course success rates appear to be lower overall by about 8% for distance education sections when compared to on-campus sections. However, as documented in the [2011 Distance Education Report for Cuyamaca College](#), when the District Research, Planning, and Institutional Effectiveness Department compared Fall 2010 and Fall 2011 enrollments for both delivery methods and removed those outcomes that ended with a grade of “W” (Withdrew) from the calculations, the overall course success rates were nearly identical for distance education sections and on-campus sections (76% successful in distance education sections and 78% successful in on-campus sections). Students who remained enrolled in a distance education section until the end of the term consistently achieved course success rates similar to students enrolled in the 100% on-campus equivalent course until the end of the term.

Chart 2. Course Statistics by Delivery Mode.

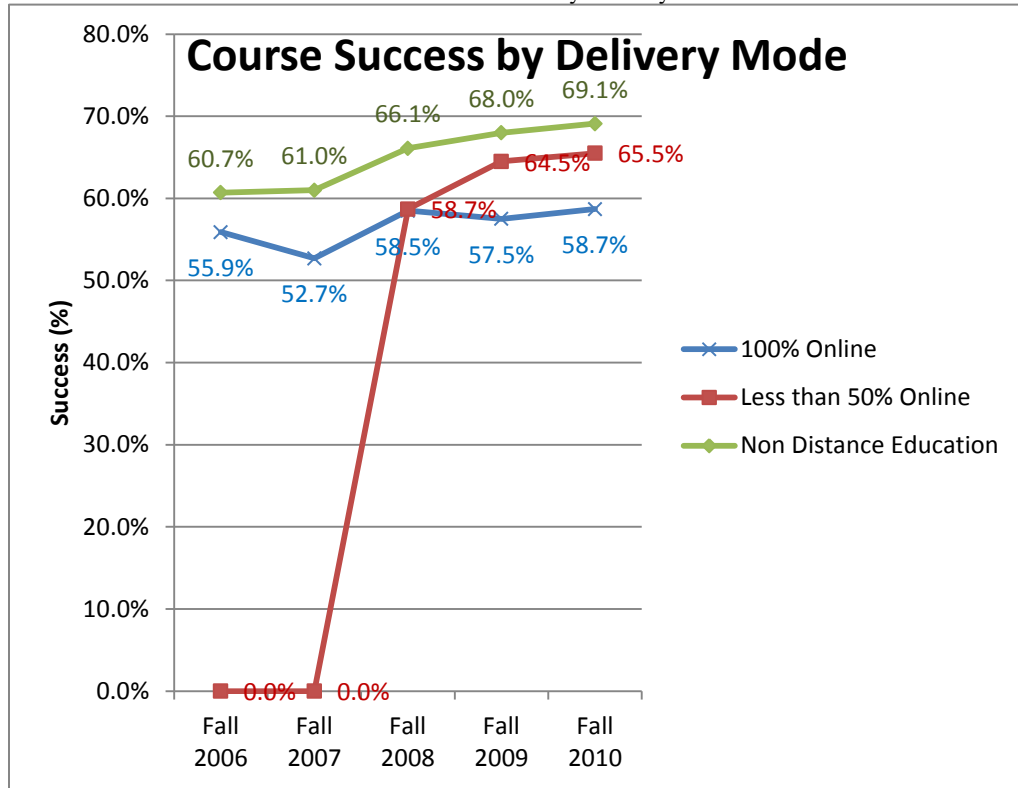
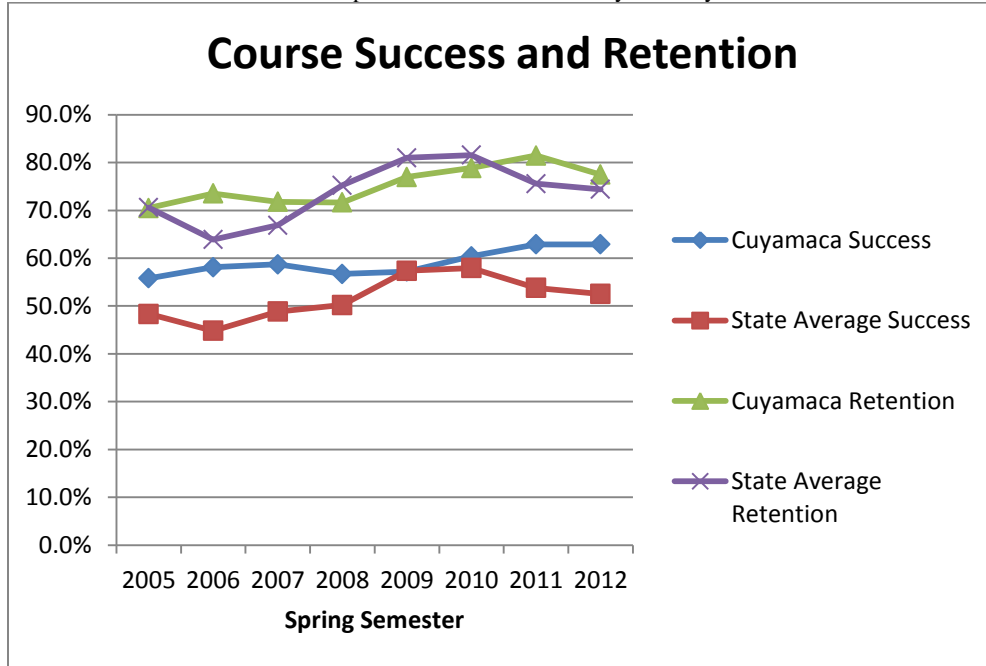


Chart 3 compares the success and retention rates for students enrolled in 100% online classes at Cuyamaca College with the state average (according to California Community College Chancellors’ Office Datamart). For the last seven years, the success rates of students enrolled in Cuyamaca College online courses has been consistently higher than the state average, while the retention rates have either been higher or slightly below state average. While it is difficult to assert with certainty reasons for these performance discrepancies, one critical factor may be the frequent and consistent efforts of the Online Teaching and Learning Committee to train faculty, regularly evaluate online courses, and emphasize the importance of teacher preparation prior to being assigned on online course. Some additional factors that may help explain these statistics include a student help desk staffed by full time employees, a full time Instructional Design Technician Specialist, and a variety of student services available online.

Chart 3. Comparative Course Statistics by Delivery Mode.



E. EVIDENCE OF INTERNAL OR EXTERNAL APPROVALS

1. Faculty, administrative, governing board, or regulatory agency approvals

All courses, degrees and certificates of achievement offered by Cuyamaca College have been approved by the College's Academic Senate, Curriculum Committee, the GCCCD Governing Board of Trustees, and the California Community College Chancellor's Office in alignment with [GCCCD Board Policy 4020 \(Chapter 4\)](#).

A complete list of the courses approved for distance education by the governing board is attached as Appendix D in this proposal.

2. Legal Requirements Met

Courses taught through distance education, either as a hybrid or fully online, have been reviewed separately and approved by the Cuyamaca College Curriculum Committee in accordance with Title V regulations. The instructions for completion of the separate Distance Education Proposal Form and Accessibility Guidelines as well as the form are available on the [Cuyamaca College Forms Depot](#).

3. Governing Board Action Approving Change and Budget Detail Supporting the Change

All Cuyamaca College degrees, certificates, and Career Technical Education programs are reviewed and approved twice each calendar year by the GCCCD Governing Board. The hyperlinks below access the April 5, 2011 minutes and related docket item numbers showing the approval of the curriculum for 2011-2012 by the GCCCD Governing Board.

- [GCCCD Governing Board Meeting Minutes \(4/5/11\)](#)
- [Docket Item 306](#)
- [Docket Item 307](#)

F. EVIDENCE OF CONTINUED FULFILLMENT OF ELIGIBILITY REQUIREMENTS

Eligibility Requirements Impacted by Proposed Change

A summary of the impact, if any, of this substantive change on each of the 21 Eligibility Requirements for Accreditation of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges follows:

1. Authority

As part of the Grossmont-Cuyamaca Community College District, Cuyamaca College is part of the California Community Colleges system of 72 districts and 112 colleges. Cuyamaca College is fully accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges and a member of the California Community College Association. The most recent affirmation of this accreditation occurred in 2007. All courses, programs and degrees, regardless of the delivery method—that is, face-to-face, correspondence, or distance education (online)—are fully accepted for transfer by the University of California, the California State University and by private four-year colleges and universities. Additionally, “the college has been approved for the education of veterans under the various United States public laws and California veteran enactments, and is approved by The Bureau of Immigration and Naturalization for foreign student attendance under education visas” (Cuyamaca College Catalog, 2011).

2. Mission

The College mission was revised, approved and adopted in December 2009 by the Grossmont-Cuyamaca Community College District Governing Board. The mission statement is included in [Board Policy 1200](#), posted on the District and College websites and published in the class schedules and catalogs. As pointed out in section A.2 earlier in this proposal, the College’s distance education courses, like their face-to-face counterparts, offer students exemplary learning environments in which they can work to create better futures for themselves. The variety of distance learning methodologies provides options to integrate students’ college work with the demands of jobs and family.

3. Governing Board

The governing board consists of five members elected by qualified voters of the District and two student members elected by students at their respective colleges. The board is an independent policy-making body reflecting public interest in board activities and decisions. The board adheres to a conflict of interest policy ([Board Policy 2710](#) and [Administrative Procedures 2710](#)) and Conflict of Interest Code ([Administrative Procedure 2710.1](#)) as defined in Government Code Sections 1090, et seq.; 1120; 87100, et seq.; 87200, et seq.; Title 2, Sections 18730, et seq. These policies assure impartiality of board members and ensure the academic and fiscal integrity of the institution.

The board provides the final approval of all curricula produced by the faculty, including courses and programs offered in face-to-face, correspondence and distance education modalities. The Board of Trustees has a long history of support, approval and endorsement of all learning programs including the distance education programs.

4. Chief Executive Officer

Dr. Mark Zacovic was appointed as the full-time president of Cuyamaca College July 2011. Board Policy 2430, Delegation of Authority to the Chancellor, gives the requisite authority to administer board policies and the authority to delegate this responsibility to the College president. This circumstance will not be changed by the increase in course and program offerings and will not change, alter, or affect Cuyamaca College's ability to continue to meet this eligibility requirement.

5. Administrative Capacity

The administrative staff at Cuyamaca College is adequate in number, experience, and qualification to provide appropriate oversight to the courses and programs offered through distance education. All administrators, including the president, vice presidents, deans, associate deans, directors, and assistant directors were hired through an open, competitive employment process as defined by board policies, administrative policies, and personnel operating procedures in [Chapter 7-Governing Board Policies](#).

6. Operational Status

Cuyamaca College students are currently enrolled in a variety of courses through distance education, either fully online or in a hybrid format. The units earned through the successful completion of these courses can be used to complete an associate degree or certificate of achievement and for transfer. The ability for students to earn 50% or more of some degrees and certificates through distance education is the reason for this substantive change proposal.

7. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees. Students may fulfill a major in many of the career and technical areas as well as several general areas by taking 50% or more units in distance education as specified in Appendix A of this document and the [Cuyamaca College Course Catalog](#), available online or in hard copy. Students' educational goals and their progress toward them are monitored and provide evidence that a significant proportion of student enrollments are in courses leading to degree offerings. The most recent data and figures for these programs are available on the Research, Planning and Institutional Effectiveness [Fact Book](#) webpage.

8. Educational Programs

Cuyamaca College's principal degree programs are congruent with its mission, are of sufficient content and length and are conducted at levels of quality and rigor appropriate to the degrees offered. The College provides a variety of instructional programs composed of transfer courses equivalent to the lower division curriculum of universities and colleges for and vocational and career education courses to provide technical skills and knowledge for employment. Cuyamaca College will confer the Degree of Associate in Arts or Associate in Science upon students who successfully complete a minimum of 60 degree applicable semester units and are two years in length.

The names and course requirements for the degrees offered at Cuyamaca College reflecting the College's mission statement are found in the [College Catalog](#). The class schedule for

each semester identifies the location of and mode of instruction of the courses offered. Courses are offered in face-to-face, hybrid, or online modalities.

As mentioned in section B.2 of this document, the College's Curriculum Committee approves courses and programs by a process described in its Curriculum Handbook. Cuyamaca College has developed student learning outcomes for 95% of the courses offered at the College. Information about the College's student learning outcomes can be found in section D.7 of this document.

9. Academic Credit

The College awards academic credits based on Title V of the California Code of Regulations and the "Carnegie unit formula." This conventional college unit of credit represents three hours of the student's time each week for one semester: one hour in scheduled classroom lecture or discussion and two hours in outside preparation. For laboratory, the college unit represents three hours of work in a laboratory or in a comparable experience under classroom supervision. The Cuyamaca College Catalog specifies the institution's policies on transfer and awarding of credit. The expansion of services to offer courses online does not change, alter, or affect in any way Cuyamaca College's continued ability to meet this eligibility requirement.

10. Student Learning and Achievement

The Cuyamaca College Catalog is updated and published on an annual basis. The requirements for every degree and certificate offered by the College are defined within the catalog. The listings include prerequisites, course numbers, names and units, as well as descriptive program information. Learning outcomes are embodied in the student outcomes section of the official course outline of record. Student learning and achievement data is tracked and published in an Annual Fact Book available on the [District Research, Planning and Institutional Effectiveness](#) department website. All courses, regardless of mode of delivery follow the same course outline of record, and must meet the same standards as courses offered by traditional methods.

11. General Education

The general education requirements for all of the Cuyamaca College degree programs are designed to ensure breadth of knowledge and promote intellectual inquiry. Additionally, the College has three patterns of General Education courses that promote the student's personal, cultural and intellectual growth. The general education options include: Cuyamaca College's General Education requirements, General Education Breadth Requirements for the California State Universities (CSU), and Intersegmental General Education Transfer Curriculum (IGETC). The general education component includes demonstrated competence in writing and computational skills for students who complete it. Degree credit for all modes of delivery is consistent with levels of quality and rigor appropriate for higher education as evidenced in the [Cuyamaca College catalog](#).

12. Academic Freedom

The College's academic freedom policy for faculty and students is set forth in the Grossmont-Cuyamaca Community College District [Board Policy 4030](#) and is available in

hard copy and website versions of the catalog, and in the faculty handbook. The policy is applicable regardless of method of instruction; therefore, it ensures all distance education and online courses are afforded the same rights of academic freedom as face-to-face courses.

13. Faculty

At the time of this writing, Cuyamaca College has approximately 75 full-time faculty and 295 adjunct faculty. Information about full-time faculty including name, title, and degrees is listed in the Cuyamaca College Catalog. Information about part-time faculty is stored in the GCCCD Human Resources Department. The Faculty Handbook and faculty contract with the [American Federation of Teachers Guild \(AFT\)](#) provides information regarding teaching and learning and primary responsibilities. All applicants for an academic position must meet or exceed the [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) (January 2012) or the [Faculty Equivalency Qualifications by Discipline](#) regardless of method of instruction.

14. Student Services

Cuyamaca College provides appropriate student services that support student learning and development within the context of the institutional mission. The full range of student services and programs are published in the catalog and, as mentioned in section D.4 of this proposal, and are accessible online through the [College website](#).

15. Admissions

As stated in the Cuyamaca Catalog and in the [Governing Board Policy 5010](#), “the board shall provide equal access to its services, classes and programs to every qualified person without regard to race, religion, color, national origin, sex, disability, medical condition, age, status as a Vietnam-era veteran, marital status, sexual orientation, or economic status in admission practices or participation in any college activities.” Admissions personnel are qualified for and understand their role as related to the established policies and procedures.

Admission procedures and requirements for enrollment and graduation are consistent with the College’s mission and apply to all students regardless of time of day or period of the year they attend class. These procedures apply to distance education courses as well.

Additionally, instructions regarding admission and registration procedures for [distance education courses](#) are accessible on the College website.

16. Information and Learning Resources

Cuyamaca College provides specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs regardless of the mode of delivery. The library is the primary repository of books, ebooks, periodicals, and electronic databases accessible in the brick-and-mortar building as well as on its website. The [library website](#) provides students, staff, and faculty with 24/7 access to support academic and personal research needs. The library offers a number of online tutorials. Additionally, the Cuyamaca College library webpage provides access to other library catalogs including WorldCat search that provides Interlibrary Loan with the San Diego State University, University of San Diego, UC San Diego, and many county and city public libraries. Finally, the College provides a number of open computer labs, tutoring services, and departmental

labs focusing on the needs of the students in particular disciplines, including but not limited to the Learning Resource Center's Open Computer Mall described in detail in section D.4 of this proposal. The substantive change items in this proposal do not change, alter, or affect in any way Cuyamaca College's ability to meet this eligibility requirement.

17. Financial Resources

The District and College governance structure and the associated financial budget and planning processes take place annually and ensure the College mission is considered in all financial decisions. The District budget is adopted annually by the Grossmont-Cuyamaca Community College District Governing Board in a public meeting. The 2012-2013 adoption budget was approved at the GCCCD Governing Board's [September 11, 2012 meeting](#). The [approved adoption budget](#) is available online or in hard copy at the District Business Services. All funds coming to the College are carefully tracked and documented in order to maintain and ensure continued fiscal stability for the foreseeable future. The general fund for the College includes support across all instructional and student services programs at the College, regardless of the method or mode of instruction. The Institutional Effectiveness & Resource Council reviews programmatic needs each year based on program review, academic planning and the five foci of the Strategic Plan.

18. Financial Accountability

The institution annually undergoes an external financial audit by the independent auditing firm of Christy White, a Professional Accountancy Corporation. The Governing Board reviews and discusses these reports annually in public sessions. The annual audit is made available to the public in hard copy or on the [District Business Services](#) website.

19. Institutional Planning & Evaluation

Cuyamaca College provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning for face-to-face and distance education offerings. As stated in Section C.1 of this proposal, the College assesses progress toward achieving its goals as stated in the [2010-2016 Strategic Plan](#) and makes decisions regarding improvement through the ongoing and systematic cycle of planning, implementation, and evaluation. The College's planning process supports its mission and vision to achieve its goals for institutional excellence and all plans are accessible on the [Cuyamaca College Planning](#) website.

20. Public Information

Cuyamaca College provides a hard copy printed catalog, an electronic PDF version of the printed catalog, and a hard copy printed and dynamic electronic class schedule with precise, accurate, and current information concerning the following Code of Federal Regulations – Title 34 - §668.41-43; §668.71-75:

- General Information - regarding the College name, address, telephone number(s), and website; 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 Governing Board members.

- Requirements - regarding admissions; student fees and other financial obligations; and, degree, certificate, graduate and transfer.
- Major Policies Affecting Students – regarding academic regulations, including academic honesty; nondiscrimination; acceptance of transfer credits; grievance and complaint procedures; sexual harassment; and refund of fees.

21. Relations with Accrediting Commission

The Cuyamaca College catalog provides a general statement of assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and discloses information required by the Commission to carry out its accrediting responsibilities. The College conducts the self-study and accreditation process in accordance with the standards, guidelines, and practices set forth by the Commission. Additionally, the College complies with all Commission requests in a timely and appropriate manner, including the submission of annual and midterm reports available through the [Accreditation self-study resources](#) and report archive.

G. EVIDENCE OF CONTINUED FULFILLMENT OF ACCREDITATION STANDARDS

Cuyamaca College is fully accredited by ACCJC. The College's last comprehensive visit was in 2007. Based upon the self-study and the October 2007 ACCJC/WASC, the College received six recommendations in January 2008. The follow up reports in 2009, and the midterm report in 2010 were accepted and resulted in the reaffirmation of accreditation. The next self-study report is due October 2013. Cuyamaca College will continue to fulfill all of the accreditation standards with the addition of online courses that constitute 50% or more of the affected programs. All courses offered through distance education will be held to the same academic standard as all other courses at Cuyamaca College.

Standards Impacted by Proposed Change

Accreditation standards that are particularly impacted by the proposed changes are discussed in detail below.

Standard I.

A. Mission

The Cuyamaca College mission statement, approved by the Governing Board in December 2009, is published in the College catalog and can be found on the College website and in the Strategic Plan. As stated in section A.2 of this proposal the College's distance education courses, like their face-to-face counterparts, offer students exceptional learning environments in which they can work to create better futures for themselves. The addition of distance education courses helps the College achieve its mission by extending the educational opportunities of the College to students who might not be able to attend the face-to-face counterparts.

B. Improving Institutional Effectiveness

As stated in the [2010-2016 Strategic Plan](#), the administration, faculty and staff value learning and student success, creativity and innovation, the pursuit of excellence and continuous improvement, integrity, the power of diversity and inclusion, civility, and balance. As part of the six-year Strategic Plan, the College identified five major areas of focus and related strategic goals within each area of focus. In support of these goals, the institution continues to respond to changing community needs; to provide, develop and maintain an exceptional learning environment; to promote institutional effectiveness; and to enhance workforce preparedness and all supporting information are located on the [Strategic Plan](#) planning webpage.

All distance education courses are held to the same rigorous approval and evaluation process as the face-to-face courses and programs. Evidence is available regarding the achievement of student learning outcomes on several institutional web pages, including the following:

- Cuyamaca College [Student Learning Outcomes](#). This site is a stop-gap repository of notes documenting discussions on outcome results by department.

Discussions are also documented in individual [instructional program reviews](#). The District is going to purchase and customize TracDat, a software package designed to assist with the planning and documentation learning outcomes but the customization of the software to the peculiarities of our systems will take some time.

- [GCCCD Research, Planning and Institutional Effectiveness Program Review Data Warehouse](#)
- [GCCCD Research, Planning and Institutional Effectiveness Research and Planning Tools](#)

The College and District meet regularly at open forums to discuss student success and other student issues.

Standard II.

A. Instructional Programs

All degree or certificate programs, regardless of delivery mode, undergo program review on a regular basis. Academic program reviews are an integral process of annual curriculum planning, development and implementation at Cuyamaca College. As mentioned under Standard I, evidence is available regarding the achievement of student learning outcomes on several institutional web pages, including the following:

- Cuyamaca College [Student Learning Outcomes](#).
- [GCCCD Research, Planning and Institutional Effectiveness Program Review Data Warehouse](#)
- [GCCCD Research, Planning and Institutional Effectiveness Research and Planning Tools](#)

B. Student Support Services

Cuyamaca College's student services have adjusted to accommodate the demand for online access to services. Section D.4 of this proposal lists and links to all the student services that are now available online. All of the student service units and administrative service units produce outcome reports.

C. Library and Learning Support Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. Learning support services at the College are delivered mainly via the College's [Learning & Technology Resources Division](#), which includes the library, instructional computing services, instructional media services, help desk, and tutoring.

Cuyamaca College strives to provide adequate access to the library and other learning support services to both on-campus and distance education students. The [library webpage](#) is designed to support both on-campus and remote access to information resources. Students have access at all times to the following: All of the library's subscription databases; the online catalog of the library's print, electronic, and audio-

visual collections; and the learning tools on the library's website, such as the video on [Advanced Information Literacy: Part One](#).

To access the databases from off-campus, students, staff, and faculty log in via EZ Proxy with their College network login and password. A [tutorial](#) is available that explains how to login to this service. All resources on the library's Web site, including databases, are accessible from all on-campus computers without any login. Reference service is provided both face-to-face and online, the latter of which is delivered through the 24/7 OCLC (Online Computer Library Center) Question Point platform.

Standard III.

The College has demonstrated a commitment to distance and online education through the allocation of human, physical, and financial resources.

A. Human Resources

Faculty for distance and online courses are hired using the same criteria as for face-to-face courses. All faculty must meet the minimum qualifications in their respective discipline. In addition, department chairs and coordinators have agreed to follow a set of [Recommended Online Instructor Qualifications](#) when assigning faculty to 100% online classes. This has also been endorsed by the Academic Senate. The evaluation process for online faculty is essentially the same as that for face-to-face classes. According to the faculty contract, both full-time and part-time, are evaluated every three years.

GCCCD has developed and approved many District policies and procedures to ensure that the District hires qualified staff and faculty, maintains a commitment to diversity in recruiting and hiring, and adheres to continued professional evaluation processes while creating access to professional development.

The District's Human Resources Office, Cuyamaca College's administration, the Academic Senate, California School Employees Association (CSEA) and the American Federation of Teachers Guild (AFT) all work effectively together to enable coordination of policies, such as education and adherence to the District's EEO plan and compliance with federal, state, and local laws; as well as a commitment to confidentiality throughout these processes. The GCCCD Human Resources Office coordinates with the College in recruitment and hiring. To streamline District processes and to provide potential applicants with an efficient and user-friendly application process, the District implemented an on-line application submittal and tracking system from PeopleAdmin.

The GCCCD ensures faculty members are significantly involved in the hiring of new faculty. As per [Board Policy 7120](#) and [Administrative Policy 7120](#), the Cuyamaca College Academic Senate coordinates with Human Resources in approving faculty membership on selection committees. Step-by-step procedures for the recruitment and selection of faculty members are detailed in Personnel Operating Procedures available by contacting Human Resources.

The College ensures that appropriate training and continued professional development is available for distance education instructors utilizing the Blackboard Learning Management System. There are dozens of workshops offered each semester during FLEX week that specifically focus on effective online teaching and effective use of technology to support online content. The Instructional Design Technology Specialist maintains a [blog](#) which produces emails to all instructors who have signed up for it. These provide weekly and sometimes bi-weekly updates on technical issues and enhancements to support online content.

A full-time Instructional Design Technology Specialist works with the [Professional Development Committee](#) to sponsor specific training sessions for the distance education faculty on advanced techniques and features of distance learning, including tools used in the learning management system as well as teaching and learning strategies. These tools combined with the [Guide to Best Practices in Online Teaching](#) enable the faculty to deliver instruction in more relevant ways to our students, motivating them to learn and enhancing their level of satisfaction with online courses.

The Instructional Design Technology Specialist and Professional Development Coordinator report to the Dean of Library and Technology Resources at Cuyamaca College. In addition, the College employs several technical support personnel, who also report to the technology dean. Information on these technical personnel can be found in the Technology Resources heading in this section. The dean who is the co-chair of the College [Instructional Technology Committee](#) (ITC), the co-chair of the [Online Teaching and Learning Committee](#) (OTLC), the co-chair of the [Technology Plan Committee](#) (TPC) and a member of the District's Instructional Technology Advisory Committee (ITAC) and Administrative Technology Advisory Committee (ATAC), reports directly to the Vice President of Instruction. The charges for ATAC and ITAC are included in Appendix H. The Dean of Learning & Technology Resources and the Vice President of Instruction meet regularly to discuss the implementation of the revised distance education plan at the College. The Vice President, as a member of the College's executive management team, provides regular updates to the President, Vice President of Administrative Services, and the Vice President of Student Services on issues pertaining to distance education through the President's Cabinet. (See Appendix I for the Cuyamaca College Organizational Chart)

B. Physical Resources

With the funds received through the passage of the Proposition R bond measure in November, 2002, the College has successfully completed four high-priority building projects: 1) Science and Mathematics Center; 2) Student Center; 3) Business & Technology Center; and 4) Communication Arts Center. The integrated planning processes and master plans have both long-term and short-term effects in place to ensure that facilities construction meets the College's identified goals and needs.

At Cuyamaca College, physical resource planning is integrated with all other institutional planning efforts. The acronym PIE helps reinforce the College's approach to all planning processes, including those involving physical resources: Planning, Implementation, and Evaluation. Physical resource planning, like all aspects of planning at the College, is driven by the College's mission and vision statements; it involves constituents from instructional, classified, student, and administrative segments of the campus; and it integrates with the newly-revised District [Educational Master Plan](#), [Cuyamaca College Strategic Plan](#), [District Technology Plan](#), [Cuyamaca College Technology Plan](#), [Facilities Master Plan](#) currently in development, and department and divisional plans. These plans identify and prioritize various physical plant requirements needed to continue and improve College programs and services.

The College plans and evaluates all of its physical resources on a regular basis. A well-defined, integrated planning process, involving all campus constituencies ensures these outcomes. The College uses effective planning and follow-up to maintain the accessibility and safety of its facilities for all students and employees. Access is interpreted on multiple levels and assures that all constituents may participate in learning activities at the College. The College provides alternate means of access and assistance to those that need it, in order to keep all programs and services accessible to all students. Safety issues are addressed on many levels in a manner which meets the requirements of this standard.

The College uses multiple processes to assess the needs of the distance education course offerings. Needs are identified through program review processes and Cuyamaca College's Technology Plan, which sets the technological needs, requirements, and equipment required to support these needs at the campus level. The District Technology Plan also helps to identify resources that will support distance education.

C. Technology Resources

Cuyamaca College has acquired the equipment and resources necessary to support distance education. As mentioned previously in section C.1, the College's Technology Plan is reviewed annually and includes priorities for maintenance and purchase of instructional equipment and software necessary to meet the Strategic Plan goals regarding the stated areas of focus. This plan directly oversees the deployment of services and equipment for all technology on campus, including those technologies employed for online instruction.

Support for distance education is being met through collaboration from the different support groups on campus. The College employs two Network Support Specialists to assure smooth network functioning, two Instructional Media Specialists to support classroom and additional instructional equipment, a variety of computer lab technicians who report to an Instructional Computer Facilities Supervisor, a full time Computer Help Desk Specialist, and an Instructional Technology Design Specialist all of whom work to support technologies critical to student success. Additionally,

the District Information System (IS) department works to promote and service the technology infrastructure needs of the campus. The wireless access points (“hotspots”) around campus have been recently upgraded providing a reliable wireless service for students.

Technology support for distance education on campus is divided into two areas: instructional and administrative. Instructional Computing Services (ICS) supports the instructional area through inquiries to the ICS Help Desk. The ICS Help Desk triages computer malfunctions, software installation, hardware installation, and network services. In addition, ICS maintains and supports 20 instructional servers and 26 instructional labs (approximately 1,000 machines) and over 500 faculty and instructional support computers. ICS employs two network specialists, several computer lab assistants and a facilities supervisor.

The District Information Systems department (IS) supports administrative computers. The IS help desk triages District-wide network services, Blackboard, the Learning Management System, database administration, the student record information system, as well as individual staff and administrative machines. Servers and network hardware are maintained and upgraded as needed. The District has implemented an expanded wireless network on campus, allowing students to work throughout the campus. In addition, the District supports user login and password authentication to uniquely identify each student. Students each have a unique user ID and password for Blackboard that is tied into the Datatel WebAdvisor registration system.

Instructional Media Services (IMS) maintains and provides support for classroom equipment. Faculty may request specialized equipment for a particular classroom. Each classroom is equipped with a digital projector, overhead, computer station, document camera, and DVD/VCR player. Other specialized equipment may include a CD player, laptop, or television monitor. IMS is staffed with an IMS coordinator and one full-time IMS technician. IMS works closely with the ICS and IS staff to ensure coordinated support. IMS plans the installation of equipment in the classroom on a systematic basis by meeting with department chairs and other users of each room.

The [GCCCD Online Success Web page](#), which is supported by the District in conjunction with the colleges, provides numerous resources for faculty and students in distance education. Students have access to information such as tutorials on how to access and work in Blackboard, tips for online success, how to access the District email system, and links to how to apply and register for courses. Via the employee intranet, faculty have access to a variety of resources for best practices. In addition, the [Guide to Best Practices in Online Teaching](#) document provides guidance for faculty to deliver engaging, relevant instruction to our students via distance education.

Licensing and hosting costs associated with the deployment of the District Blackboard Learning Management System (LMS) is paid by the GCCCD Information

Systems Department. The District IS Department also supports the Blackboard system with programming and operational support. Each fulltime faculty member has a computer in his/her office as well as internet access and adjunct faculty, whether they teach online or on-campus, are provided access in shared office spaces throughout the campus. There are six adjunct faculty workrooms with more than thirty computers. The College purchases five-year maintenance agreements on all its computers in order to ensure proper maintenance and expand the life of the computers.

As noted in section D.4, students have access to computers at the Library and Open Computer Lab, as well in various computer labs throughout the campus in order to register, enroll or perform coursework. Knowledgeable instructional support assistants staff the learning labs and assist students with operating the College's equipment and computer software applications. Students who prefer to use their own personal devices to access student services, conduct coursework or access the library's electronic resources can do so by connecting to the District's secure wireless network offered on campus.

Collaboration with other institutions or sources also takes place via the library. Electronic materials, including database subscriptions and electronic books, are selected and renewed through the Community College Library Consortium (CCLC) in conjunction with the Council of Chief Librarians Electronic Access Resources Committee (CCL_EAR).

D. Financial Resources

The GCCCD has sufficient financial resources to cover the costs associated with the licensing and continual maintenance of the College's distance education courses. In addition, Cuyamaca College assures that financial resources are sufficient to support both face-to-face and online instructional programs and services through the integrated planning process in place at the institution. The Vice President of Administrative Services works closely with the Vice President of Instruction in supporting the instructional budget, as well as with the Vice President of Student Services in supporting services for students. The College's Institutional Planning and Resources Council is charged with allocating resources to educational programs through the recommendations made by the three program review committees. (See section C.2. of this proposal).

Standard IV.

A. Decision-Making Roles and Processes

Cuyamaca College follows an effective participatory governance plan to guarantee that viewpoints from all constituents are represented and discussed. The President is the College's chief executive officer, reporting to the Chancellor, who serves as chief executive officer for the District. The President is responsible for the leadership of the College, while the Chancellor is responsible for the leadership of the District and reports to the Governing Board. See Appendix I for a detailed depiction of the Cuyamaca College Organizational Structure.

B. Board and Administrative Organization

The Board and the District have recently updated policies on distance education ([BP 4105](#) and [AP 4105](#)). The Instructional Technology Committee (ITC) and the Online Teaching and Learning Committee (OTLC) work with the Academic Senate to identify and develop best practices that can be shared throughout the District.

In addition, the Governing Board Members gathered for a discussion on [December 13, 2011](#) regarding national, state, and District trends in distance education, including current practices, student participation, and comparison between student success in distance and traditional courses. The purpose of this meeting was to continue the discussion concerning GCCCD's Student Success and Completion Initiative.

APPENDICES

APPENDIX A: CUYAMACA COLLEGE ASSOCIATE DEGREES, CERTIFICATES of ACHIEVEMENT, AND CERTIFICATES of SPECIALIZATION AND GENERAL EDUCATION THAT CONTAIN 50% OR MORE UNITS IN DISTANCE EDUCATION

Associate Degrees		Units Required	Units Available Online	Max % Available Online
Accounting	Accounting	33	18	55%
Business	Administration	31	28	90%
	Data Management			
	Core	25	25	100%
	Elective	3	3	100%
	Elective	2-4	9	100%
	General	29-31	32	100%
Business Office Technology	Business Office Technology			
	Core	18-19	18	95-100%
	Elective	6	14	100%
	Administrative Assistant			100%
	Core	17-27	28-30	94-96%
	Elective	3	15	100%
	Executive Assistant			
	Core	20	23	100%
	Elective	3	13	100%
Elective	1	9	100%	
Child Development	Core	27	15	56%
	Preschool Children			
	Core	8	0	0%
	Elective	3-4	9	100%
	School Age Child Care			
	Core	20	12	60%
Elective	3-4	9	100%	
Communication Studies for Transfer	Core	3	0	0%
	Group A	6	3	50%
	Group B	6	3	50%
	Group C	3	9	100%
Computational Science	Computational Science			
	Core	27	15	56%
	Elective	3-4	3	75-100%
	Elective	8-15	0	0%
Computer and Information Science	Computer Network Administration			
	Core	24	24-27	100%
	Elective	3-4	11	100%
	Elective	8-9	35	100%

	Telecommunications Networking Technology			100%
	Core	33	29	88%
	Elective	3-4	11	100%
	Web Development			
	Core	12	12	100%
	Elective	5-7	12	100%
	Elective	6-7	16	100%
	Elective	7-10	19-23	100%
Elementary Education	Composition	6	12	100%
	Communication	3	3	100%
	Literature	3	9	100%
	Mathematics	7.5	0	0%
	Biological Sciences	4	0	0%
	Physical Sciences	3	0	0%
	Global Perspective	3	0	0%
	American Institutions	6	6	100%
	Civilizations	3	3	100%
	Music	4	0	0%
	Art/Humanities	3	3	100%
	Human Growth & Development	3-6	9	100%
	General Education	3-5	19	100%
	Additional Requirements	9-10	4	40-44%
English	English			
	Core	18	15	83%
	Elective 1	6	0	0%
	Elective 2	3	6	100%
	Elective 3	3	18	100%
Entrepreneurship- Small Business Management	Entrepreneurship- Small Business Management			
	Core	15-16	16	100%
	Elective	5-6	9	100%
	Elective	3	13.5	100%
General Studies	Business and Technology	18	131	100%
	Communication and Language Arts			
	Communication	6	0	0%
	Language Arts	6	34	100%
	Combined Categories	6	34	100%
	Humanities and Fine Arts	18	75	100%
	Lifelong Health and Well-Being	18	33	100%
	Science and Mathematics	18	63	100%
	Social and Behavioral Sciences	18	84	100%
Graphic Design	Graphic Design			
	Core	27	15	56%
	Elective	7-10	9	90-100%
History	History			
	Core	12	18	100%
	Elective	6	6	100%
Management	Management			

	Core	22	19	86%
	Elective	5-7	7	100%
	Elective	3-4	16	100%
Psychology for Transfer	Psychology for Transfer			
	Core	9	9	100%
	Group A	3	0	0%
	Group B	6	6	100%
Social Work	Social Work	24	27	88%
Sociology for Transfer	Sociology for Transfer			
	Core	15	9	60%
	Elective	3	3	100%
Spanish	Spanish			
	Core	26	15	58%
	Elective	3	0	0%
University Studies	Business and Economics	18	30	100%
	Communication and Language	18	39	100%
	Arts			
	Humanities and Fine Arts	18	78	100%
	Science and Mathematics	18	55	100%
	Social and Behavioral Sciences	18	84	100%

Certificates of Achievement		Units Required	Units Available Online	Max % Available Online
Accounting	Accounting	33	18	55%
	Bookkeeping	20-21	17	81-85%
Business	Administration	31	28	90%
	Data Management			
	Core	25	25	100%
	Elective 1	3	3	100%
	Elective 2	2-4	9	100%
	General	29-31	32	100%
Business Office Technology	Business Office Technology			
	Core	18-19	18	95-100%
	Elective	6	14	100%
	Administrative Assistant			
	Core	17-27	28-30	94-96%
	Elective	3	15	100%
	Executive Assistant			
	Core	20	23	100%
	Elective	3	13	100%
	Elective	1	9	100%
CSU – GE Breadth				
Child Development	Core	27	15	56%
	Preschool Children			
	Core	8	0	0%
	Elective	3-4	9	100%

	School Age Child Care Core Elective	20 3-4	12 9	60% 100%
Computational Science	Computational Science Core Elective Elective	27 3-4 8-15	15 3 0	56% 75-100% 0%
Computer and Information Science	Computer Network Administration Core Elective Elective Web Development Core Elective Elective Elective	24 3-4 8-9 12 5-7 6-7 7-10	24-27 11 35 12 12 16 19-23	100% 100% 100% 100% 100% 100% 100%
English	English Core Elective 1 Elective 2 Elective 3	18 6 3 3	15 0 6 18	83% 0% 100% 100%
Entrepreneurship-Small Business Management	Entrepreneurship-Small Business Management Core Elective Elective	15-16 5-6 3	16 9 13.5	100% 100% 100%
Graphic Design	Graphic Design Core Elective	27 7-10	15 9	56% 90-100%
Intersegmental GE Transfer Curriculum (CSU or UC)				
Management	Management Core Elective Elective	22 5-7 3-4	19 7 16	86% 100% 100%
Spanish	Spanish Core Elective	26 3	15 0	58% 0%

Certificates of Specialization		Units Required	Units Available Online	Max % Available Online
Business	Database Administration	15	15	100%
Business Office Technology	Office Assistant Level 1	9	8	89%
	Office Assistant Level 2	9	9	100%
	Office Professional	12-14	11-13	92-93%
	Office Software Specialist Level I	5-9	5-9	100%
	Office Software Specialist Level II	12	16	100%

Child Development	Recreational Leadership-Outdoor Programs	13	9	69%
Computer and Information Science	Cisco Certified Network Associate	15	15	100%
	Cisco Network Professional	12	12	100%
	Computer Programming	12	20	100%
	Computer Support Technician	15	15	100%
	Web Design			
	Core	9	9	100%
	Elective	6	15	100%
Engineering	Mechatronics			
		4-8	8	100%
Exercise Science	Recreational Leadership – School-Based Programs	13	11	85%
Graphic Design	Digital Photography	15	9	60%
	Web Graphics	15	12	80%

General Education Programs		Units Required	Units Available Online	Max % Available Online
General Education for Associate in Arts or Sciences	Area A-Language and Rationality	6	30	100%
	Area B-Natural Sciences	4	13	100%
	Area C-Humanities	4	119	100%
	Area D-Social & Behavioral Sciences	3	78	100%

APPENDIX B: BEST PRACTICES CHECKLIST FOR EFFECTIVE ONLINE INSTRUCTION

Guidelines for Effective Online Instruction	
Course Overview and Introduction	<p>1.1 Instructions clearly define how to get started and where to find various course components (e.g. welcome email and/or schedule note).</p> <p>1.2 A statement orients the student to the purpose of the course, its components, and organization. In the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.</p> <p>1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.</p> <p>1.4 The instructor’s introduction is appropriate and available online, and contact information is clearly stated.</p> <p>1.5 Students are asked to introduce themselves to the class, or participate in an alternative ice-breaking activity.</p> <p>1.6 Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated.</p> <p>1.7 Minimum technical skills and tools expected of the student are clearly stated.</p> <p>1.8 Students are directed to District online information regarding student success in online courses.</p> <p>1.9 Course syllabus and course schedule (including due dates) are featured prominently and schedule is updated as needed.</p>
Student Learning Outcomes	<p>2.1 All learning outcomes are clearly stated and written from the students’ perspective.</p> <p>2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with course-level student learning outcomes.</p> <p>2.3 Instructions to students on how to meet the learning outcomes are adequate and clearly stated.</p> <p>2.4 Learning activities (e.g. projects, essays, discussions, labs) promote the achievement of the stated learning outcomes.</p>
Assessment and Measurement	<p>3.1 Types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources.</p> <p>3.2 The course grading policy is clearly stated.</p> <p>3.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation (e.g. scoring rubric).</p> <p>3.4 Instructors use more than one method to assess student learning, and the methods are appropriate to the content being assessed.</p> <p>3.5 Students have access to current grades prior to critical semester dates (i.e., Credit/No-Credit and final drop dates).</p>
Resources and Materials	<p>4.1 Instructional materials contribute to the achievement of the stated course and module/unit learning outcomes.</p> <p>4.2 The relationship between the instructional materials and the learning activities is clear.</p> <p>4.3 Instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.</p> <p>4.4 All resources and materials used in the course are appropriately cited (e.g. A.P.A., M.L.A., link to original document).</p>
Regular and Effective Contact	<p>5.1 Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction (e.g. e-mail, discussion, phone, online conferences).</p> <p>5.2 Instructor responsiveness and availability standards (turn-around time for email, grade posting, etc.) are clearly stated and are commensurate to that of face-to-face class (3 hours for 3-unit class).</p> <p>5.3 Requirements for student interaction are clearly articulated.</p> <p>5.4 The instructor reads online discussions, and responds as appropriate.</p> <p>5.5 The instructor posts weekly announcements that help students navigate the course.</p> <p>5.6 The instructor provides constructive and timely feedback on assignments (1-2 weeks).</p> <p>5.7 Student identity is authenticated by password protected login, variety in assignments, and getting to know students so it is apparent when the work or writing changes.</p>
Course Technology	<p>6.1 Tools and media support the learning objectives, student engagement, and active learning.</p> <p>6.2 Navigation throughout the online components of the course is logical, consistent, and efficient.</p> <p>6.3 Required technologies and campus resources are specified in the course syllabus.</p> <p>6.4 Instructions on how to access resources are sufficient and easy to understand.</p>
Learner Support	<p>7.1 The course instructions articulate or link to available support services (technical, academic, student services).</p> <p>7.2 Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.</p>
Accessibility	<p>8.1 The course meets current Federal and State ADA standards regarding accessibility in online and hybrid courses (i.e., alternative text for images, captioning for video, transcripts for audio, etc.).</p> <p>8.2. For details regarding ADA standards, please refer to http://www.cuyamaca.edu/dsps/web_accessibility.asp.</p>

APPENDIX C: CUYAMACA COLLEGE CURRICULUM COMMITTEE DISTANCE EDUCATION PROPOSAL FORM

CUYAMACA COLLEGE
CURRICULUM COMMITTEE

Date Received _____
CURRICULUM COMMITTEE VOTE
Date _____
Approved _____
Disapproved _____

DISTANCE EDUCATION PROPOSAL

COURSE: _____

1. Please explain how this distance education course maintains the same rigor as a face-to-face course as it applies to the following: Course Objectives, Course Content, Method of Instruction, Out-of-Class Assignments, and Required Texts.

2. Describe how the methods of evaluation or assignments differ from the traditional course delivery sections. _____
3. Explain why you think this course is appropriate for distance education? _____
4. How will learning content be delivered to students:
 - Audio
 - Video
 - Textbook
 - Web Conferencing
 - Asynchronous and/or Synchronous Chat
 - Discussion Boards
 - Blackboard
 - Email
 - Other (please specify): _____
5. Give specific examples below of how you propose to fulfill the “effective contact between faculty and students” requirements stipulated in Title 5 Section 55204 Instructor Contact:
 - a. Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
 - b. Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

6. Are college/district instructional equipment, materials, and support adequate to offer this course?
 Yes No Explain: _____
7. Teaching online requires different skills than teaching face-to-face. How will your department ensure that the instructors assigned to teach this course meet or exceed the recommendations stated in the Ensuring Quality Online Instruction–Online Instructor Qualifications document? See <http://www.cuyamaca.edu/teachingonline/certificationpopup.htm> _____
8. Online courses have legal requirements that must be addressed. How will you make online teachers aware of the guidelines in the Best Practices checklist (see <http://www.cuyamaca.edu/in/committees/otlc/>), including accessibility, effective contact, and authentication? Please explain how each area will be addressed. _____
9. How will student engagement be monitored to assure active participation in the class (with the understanding that inactive students must be dropped)? _____

I have reviewed this form for completeness and recommend this distance education proposal:

Department Chair/Coordinator

Date

I do/do not recommend this distance education proposal:

Division Dean

Date

Vice President, Instruction
(following Curriculum Committee action)

Date

APPENDIX D: CUYAMACA COLLEGE APPROVED DISTANCE EDUCATION COURSES

CUYAMACA COLLEGE

**DISTANCE EDUCATION COURSES
APPROVED BY THE GOVERNING BOARD
As of April 2012**

Course		Title
ART	100	Art Appreciation
	143	Modern Art
BIO	112	Contemporary Issues in Environmental Resources
	124	Human Genetics in Modern Society
BOT	095	Keyboarding Skill Reinforcement
	096	Computer Basics for the Office
	097	Windows Basics for the Office
	100	Basic Keyboarding
	101A	Keyboarding/Document Processing
	101B	Keyboarding/Document Processing
	102A	Intermediate Keyboarding/Document Processing I
	102B	Intermediate Keyboarding/Document Processing II
	103A	Building Keyboarding Skill I
	103B	Building Keyboarding Skill II
	103C	Building Keyboarding Skill III
	104	Filing and Records Management
	105	Data Entry Skills
	107	Office Systems and Procedures
	108	Using Calculators to Solve Business Problems
	114	Essential Word
	115	Essential Excel
	116	Essential Access
	117	Essential PowerPoint
	118	Integrated Office Projects
120	Comprehensive Word, Level I	
121	Comprehensive Word, Level II	
122	Comprehensive Word, Level III	
123	Comprehensive Excel, Level I	
124	Comprehensive Excel, Level II	
125	Comprehensive Excel, Level III	
126	Comprehensive Access, Level I	
127	Comprehensive Access, Level II	
128	Comprehensive Access, Level III	

	129	Comprehensive PowerPoint, Level I
	130	Comprehensive PowerPoint, Level II
	131	Comprehensive PowerPoint, Level III
	150	Using Microsoft Publisher
	151	Using Microsoft Outlook
	201	Advanced Keyboarding/Document Processing
	203	Office Project Coordination
BUS	110	Introduction to Business
	111	Entrepreneurship: Starting and Developing a Business
	115	Human Relations in Business
	120	Financial Accounting
	121	Managerial Accounting
	125	Business Law: Legal Environment of Business
	128	Business Communication
	146	Marketing
	155	Human Resources Management
	156	Principles of Management
	195	Personal Finance
	240	SQL for Business Applications
	242	Data Mining
CD	101	Parent Education
	115	Changing American Family
	116	Parent Education II
	123	Principles and Practices of Programs and Curriculum for Young Children
	125	Child Growth and Development
	127	Science and Mathematics for Child Development
	131	Child, Family and Community
	134	Health, Safety and Nutrition of Young Children
	137	Administration of Child Development Programs I
	138	Administration of Child Development Programs II
	148	Curriculum for School Age Child Care
	149	School Age Child Care Program Planning
	153	Teaching in a Diverse Society
	157	Food and Nutrition for Children
CHEM	105	Chemistry and Crime
CIS	110	Principles of Information Systems
	120	Computer Maintenance and A+ Certification
	121	Network Cabling Systems
	125	Network+ Certification
	140	Databases
	161	Fundamentals of Telecommunications
	162	Technical Diagramming Using Microsoft Visio
	190	Windows Operating System
	191	Linux Operating System
	201	Cisco Networking Academy I Exploration
	202	Cisco Networking Academy II

	203	Cisco Networking Academy III
	204	Cisco Networking Academy IV
	205	Cisco Networking Academy V
	206	Cisco Networking Academy VI
	207	Cisco Networking Academy VII
	208	Cisco Networking Academy VIII
	209	Cisco Networking Academy IX
	211	Web Markup Languages
	212	Introduction to Web Development
	213	Advanced Web Development
	215	JavaScript Programming
	216	Active Server Pages
	219	PHP/MySQL Dynamic Web-Based Applications
	240	Advanced Databases
	242	Database Design
	261	Convergent/Unified Technologies and Degree Capstone
	262	Wireless Networking
	263	Fundamentals of Network Security
	290	Windows Server-Active Directory
	291	Linux System Administration
	293	Windows Server-Network Infrastructure
	294	Windows Server-Applications Infrastructure
COMM	110	Introduction to Mass Communication
	120	Interpersonal Communication
COUN	110	Career Decision Making
	120	College and Career Success
	130	Study Skills and Time Management
	140	Life Skills and Personal Adjustment
CS	119	Program Design and Development
	119L	Program Design and Development Lab
	180	Introduction to Visual Basic Programming
	181	Introduction to C++ Programming
	182	Introduction to Java Programming
	280	Intermediate Visual Basic Programming
	281	Intermediate C++ Programming & Fundamental Data Structures
	282	Intermediate Java Programming & Fundamental Data Structures
	289	Computer Organization and Systems Programming
ECON	120	Principles of Macroeconomics
	121	Principles of Microeconomics
ED	200	Teaching as a Profession
	214	Developing an Online Course
EHSM	100	Introduction to Environmental & Occupational Safety & Health (OSH) Technology
ENGL	098	English Fundamentals
	099	Accelerated Preparation for College Composition and Reading
	109	Composition for College
	110	College Composition

	120	College Composition and Reading
	122	Introduction to Literature
	124	Advanced Composition: Critical Reasoning and Writing
	202	Introduction to Film as Literature
	214	Masterpieces of Drama
	270	World Literature I
	271	World Literature II
ENGR	170	Mechatronics: Introduction to Microcontrollers
	171	Mechatronics: Introduction to Robotics
	172	Mechatronics: Intermediate Microcontrollers
	173	Mechatronics: Intermediate Robotics
ES	250	Introduction to Kinesiology
	253	Physical Education in Elementary Schools
	271	Fitness Walking with Children
	272	Issues in Childhood Obesity
ESL	106	English as a Second Language IV
GD	105	Fundamentals of Digital Media
	110	Graphic Design Principles
	126	Photoshop Digital Imaging
	130	Professional Business Practices
	217	Web Graphics
	222	Flash Web Animation
	223	Advanced Flash Web Animation
GEOG	120	Elements of Physical Geography
HED	105	Health Education for Teachers
	120	Personal Health and Lifestyles
	122	Environmental and Community Health
	155	Realities of Nutrition
	158	Nutrition for Fitness and Sports
	201	Introduction to Public Health
	202	Health Professions and Organizations
	203	Substance Abuse and Public Health
	255	Science of Nutrition
HIST	100	Early World History
	101	Modern World History
	105	Early Western Civilization
	106	Modern Western Civilization
	108	Early American History
	109	Modern American History
	122	Women in Early American History
	123	Women in Modern American History
	130	U.S. History and Cultures: Native American Perspectives I
	131	U.S. History and Cultures: Native American Perspectives II
HUM	110	Principles of the Humanities
	115	Arts and Culture in Local Context – San Diego
	120	European Humanities

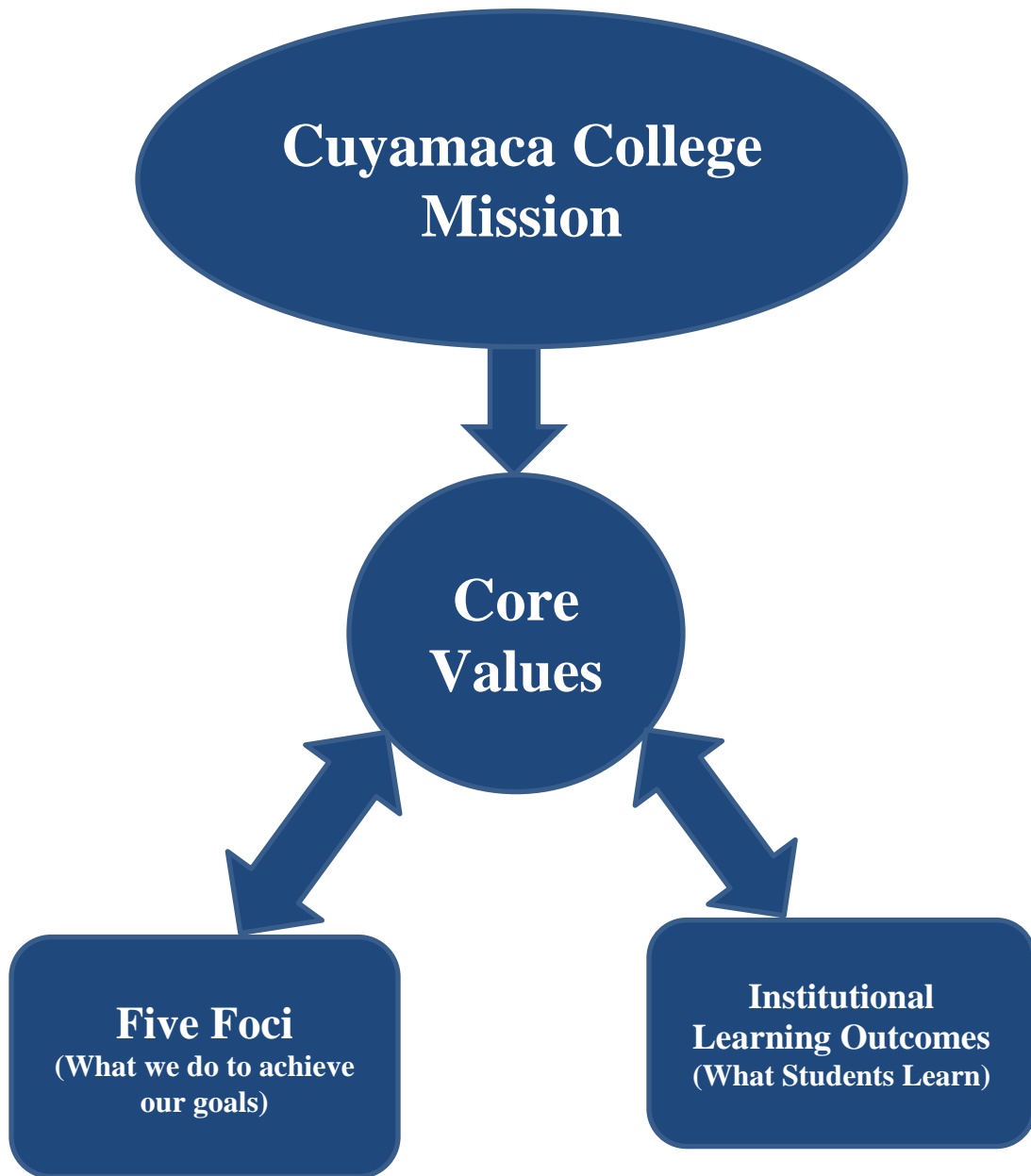
	155	Mythology
LIR	110	Research Methods in an Online World
MATH	090	Elementary Algebra
	110	Intermediate Algebra for Business, Mathematics, Science & Engineering
	160	Elementary Statistics
	175	College Algebra
	284	Linear Algebra
MUS	111	History of Jazz
	115	History of Rock Music
	116	Introduction to World Music
OH	200	Introduction to Computer-Aided Landscape Design
	201	Advanced Computer-Aided Landscape Design
PARA	100	Introduction to Paralegal Studies
	150	Family Law
PHIL	110	A General Introduction to Philosophy
	125	Critical Thinking
	130	Logic
	140	Problems in Ethics
	160	American Philosophy
	170	Philosophy of Religion: A Cross-Cultural Introduction
POSC	121	Introduction to U.S. Government and Politics
	124	Introduction to Comparative Government and Politics
	130	Introduction to International Relations
	140	Introduction to California Governments and Politics
PSY	120	Introductory Psychology
	134	Human Sexuality
	138	Social Psychology
	165	Developmental Psychology
	170	Abnormal Psychology
	205	Research Methods for Psychology
	215	Statistics for the Behavioral Sciences
	220	Learning
RE	190	Real Estate Principles
RELG	120	World Religions
	130	Scriptures of World Religions
SOC	120	Introductory Sociology
SPAN	120	Spanish I
	121	Spanish II
	220	Spanish III
SW	110	Social Work Fields of Service
	120	Introduction to Social Work

APPENDIX E: DISTANCE EDUCATION/NON-DISTANCE EDUCATION RETENTION AND SUCCESS RATES BY PROGRAM

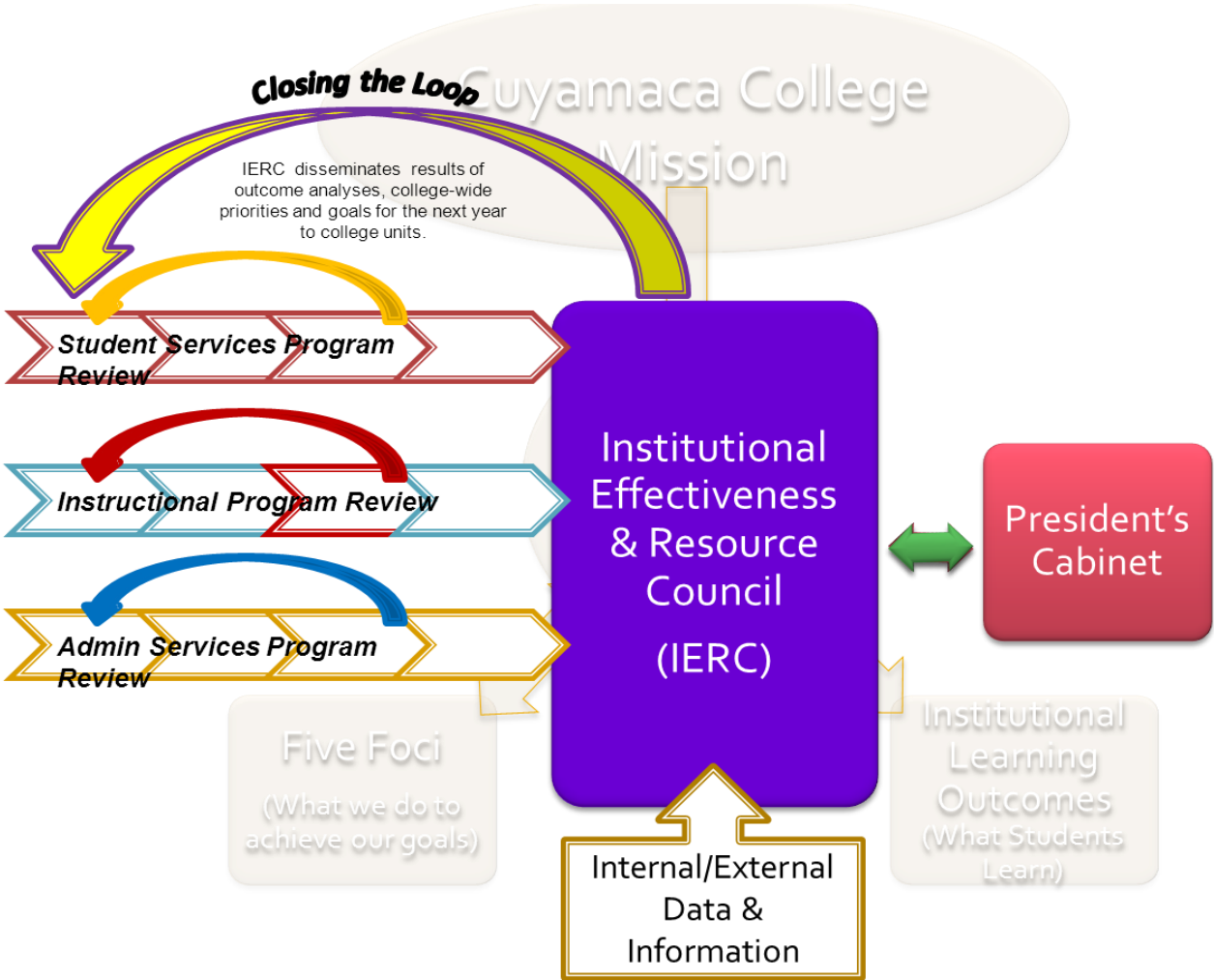
Spring 2012										
By Program Type	Distance Education					Non-Distance Education				
	Total	Retained	Percent	Success	Percent	Total	Retained	Percent	Success	Percent
Biological Sciences (04)	47	36	76.60	35	74.47	1,365	1,192	87.33	981	71.87
Business and Management (05)	812	630	77.59	452	55.67	1,133	792	69.90	686	60.55
Education (08)	513	395	77.00	421	62.57	1,546	1,348	87.19	1,143	73.93
Family and Consumer Sciences (13)	292	218	74.66	191	65.41	413	382	92.49	353	85.47
Fine and Applied Arts (10)	241	202	83.82	178	73.86	1,272	1,138	89.47	982	77.20
Humanities (Letters) (15)	307	266	86.64	211	68.73	614	433	70.52	350	57.00
Information Technology (07)	399	329	82.46	287	71.93	447	341	76.29	271	60.63
Interdisciplinary Studies (49)	232	177	76.29	134	57.76	1,533	1,406	91.72	1,272	82.97
Mathematics (17)	51	25	20	64.71	43.14	2,123	1,756	82.71	1,327	62.51
Psychology (20)	194	151	77.84	126	64.95	502	437	87.05	327	65.14
Social Sciences (22)	555	389	70.09	338	60.90	1,569	1,364	86.93	1,108	70.62
TOTAL	3,679	2,851	77.49	2,315	62.92	18,437	15,900	86.24	13,395	72.65

Data Source: CCCC Data Mart, August 28, 2012.

APPENDIX F: CUYAMACA COLLEGE INTEGRATED PLANNING PROCESS

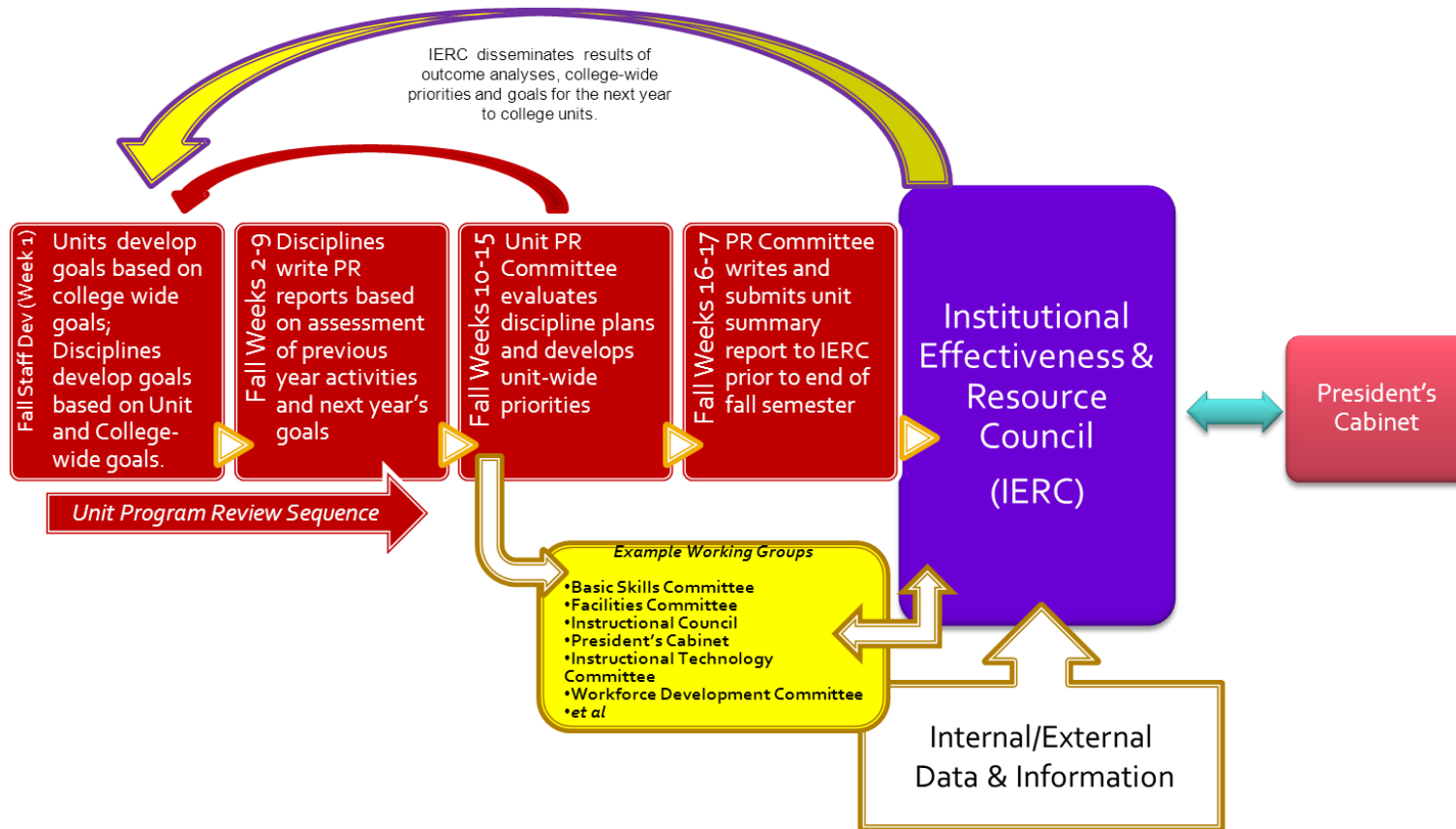


Cuyamaca College Revised Integrated Planning Model



4/23/2011

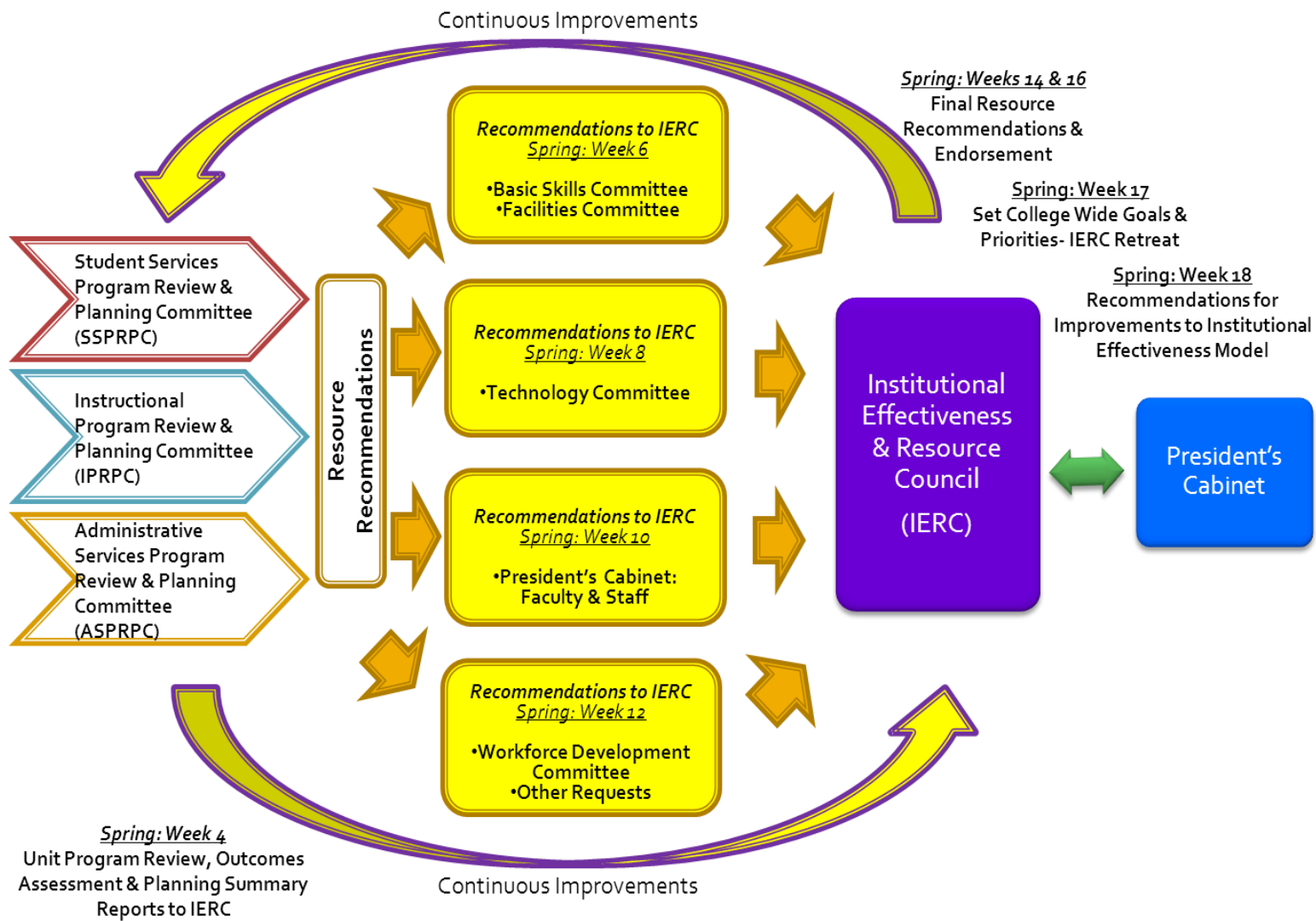
Cuyamaca College Integrated Planning Model: Role of Program Review in Continuous Planning, Improvement & Resource Allocation Cycle



4/23/2011

APPENDIX G: CUYAMACA COLLEGE ANNUAL PLANNING AND BUDGET CYCLE

Cuyamaca College Institutional Effectiveness Model- Spring 2012



APPENDIX H: ADMINISTRATIVE TECHNOLOGY ADVISORY COMMITTEE AND INSTRUCTIONAL TECHNOLOGY ADVISORY COMMITTEE

Administrative Technology Advisory Committee	
Charge	<ul style="list-style-type: none"> • Provide recommendations to the chancellor’s Cabinet concerning strategic policies and directions for administrative information systems. • Provide recommendations to the Information Systems Department regarding operational priorities and system enhancements. • Recommend policies and priorities related to the selection, implementation, and operation of administrative information systems. • Assist in the development of the Information Technology Plan for administrative information systems. • Provide communication and administrative information system status reporting to constituent groups and existing councils and committees. • Coordinate the work of specially appointed Task Groups as required. • Recommend allocation of Information System Department resources to specific projects.
Composition	<p>Chair- Senior Director, Information Systems</p> <p>Composition:</p> <ul style="list-style-type: none"> • Cuyamaca College representatives appointed by College President • Grossmont College representatives appointed by College President • Vice Chancellor-Business Services and appointed representatives • Vice Chancellor-Human Resources & Administrative Services and appointed representatives • Library/LRC jointly appointed representative • IS staff as required
Meeting Schedule	<ul style="list-style-type: none"> • 3rd Friday of each month

Instructional Technology Advisory Committee	
Charge	<ul style="list-style-type: none"> • Provide recommendations to the Chancellor's Cabinet concerning the application of technology for instructional programs • Recommend standards and procedures for the implementation of instructional technology throughout the District • Recommend priorities to the Information Systems Department for instructional computing support • Recommend standards for the acquisition of new instructional software and hardware • Establish ad hoc committees to focus on specific topics as required: Internet, network, standards and procedures, computing ethics, software licensing
Composition	<p>Chair- The Chair is selected by the group, and alternates between the two colleges.</p> <ul style="list-style-type: none"> • Composition <ul style="list-style-type: none"> Senior Director, Information Systems Representatives of the two college instructional computing committees Cuyamaca College representative appointed by College President Grossmont College representative appointed by College President Cuyamaca College Academic Senate representative Grossmont College Academic Senate representative Information Systems staff, as required
Meeting Schedule	<ul style="list-style-type: none"> • Monthly during the academic year or as required.

APPENDIX I: CUYAMACA COLLEGE ORGANIZATIONAL STRUCTURE

