

G R O S S M O N T
C O L L E G E



Substantive Change Proposal

Change in Mode of Delivery to 50% or More Online

Grossmont College
8800 Grossmont College Drive
El Cajon, California 92020

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Prepared by:

Barbara Blanchard, Ed.D.
Accreditation Liaison Officer
Vice President, Academic Affairs

Kerry Kilber Rebman, M.A.
Dean, Learning & Technology Resources

Joann Carcioppolo, MBA
Adjunct Faculty, Business Administration

Rochelle Weiser
Academic Senate Secretary

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	4
1. Educational Purpose.....	4
2. Program Meets Eligibility Requirements, Accreditation Standards and Commission policies related to Student Learning Programs and Services and Resources.....	4
C. PLANNING PROCESS	6
1. Relationship to Institution’s Planning Process and Stated Mission	6
2. Assessment of Needs and Resources.....	7
3. Anticipated Effect on the Institution	9
4. Intended Benefits	9
5. Description of the Preparation and Planning Process for the Change.....	9
D. EVIDENCE OF ADEQUATE RESOURCES TO SUPPORT SUSTAINABLE QUALITY	11
1. Accessible Student Support Services	11
2. Qualified Faculty, Management, and Support Staff	11
3. Professional Development for Faculty and Staff.....	12
4. Appropriate Equipment and Facilities.....	13
5. Sustainable Fiscal Resources.....	16
6. Comparative Analysis of Budget, Enrollment and Resources.....	17
7. Plan for Monitoring Achievement of Desired Outcomes.....	17
8. Evaluation and Assessment of Student Success, Retention and Completion	17
E. EVIDENCE OF INTERNAL OR EXTERNAL APPROVALS	21
1. Faculty, administrative, governing board, or regulatory agency approvals	21
2. Legal Requirements Met	21
F. EVIDENCE OF CONTINUED FULFILLMENT OF ELIGIBILITY REQUIREMENTS	22
Eligibility Requirements Impacted by Proposed Change	22
G. EVIDENCE OF CONTINUED FULFILLMENT OF ACCREDITATION STANDARDS	29
Standards Impacted by Proposed Change.....	29
APPENDICES	37
APPENDIX A: GROSSMONT COLLEGE ASSOCIATE DEGREES, CERTIFICATES of ACHIEVEMENT, AND CERTIFICATES of PROFICIENCY AND GENERAL EDUCATION THAT CONTAIN 50% OR MORE UNITS IN DISTANCE EDUCATION	38

APPENDIX B: REGULAR AND EFFECTIVE CONTACT POLICY FOR DISTANCE EDUCATION 43

APPENDIX C: CURRICULUM COMMITTEE DISTANCE EDUCATION PROPOSAL FORM..... 45

APPENDIX D: GROSSMONT COLLEGE APPROVED DISTANCE EDUCATION COURSES 48

APPENDIX E: DISTANCE EDUCATION/NON-DISTANCE EDUCATION RETENTION AND SUCCESS RATES BY PROGRAM 54

APPENDIX F: DISTANCE EDUCATION FTES BY PROGRAM TYPE 55

APPENDIX G: GROSSMONT COLLEGE INTEGRATED PLANNING PROCESS 57

APPENDIX H: GROSSMONT COLLEGE ANNUAL PLANNING AND BUDGET CYCLE 58

APPENDIX J: ALLOCATION OF \$200,000 FOR COMPUTER LAB AND FACULTY ROLLOVERS..... 60

APPENDIX K: GROSSMONT COLLEGE TOOLS AND TECHNIQUES FOR ONLINE TEACHING..... 61

APPENDIX L: ADMINISTRATIVE TECHNOLOGY ADVISORY COMMITTEE AND INSTRUCTIONAL TECHNOLOGY ADVISORY COMMITTEE CHARGES..... 67

APPENDIX M: GROSSMONT COLLEGE ORGANIZATIONAL STRUCTURE 69

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 lab and/or Exercise Science requirements of the General Education package not being offered online.

2. Relationship to Institutional Mission

Grossmont College's vision is to change lives through education. The College's mission statement is as follows:

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential and to developing enlightened leaders and thoughtful citizens for the global community.

Our mission is fulfilled by providing the people of East San Diego County with:

- Transfer degrees and certificates programs
- Career technical education and workforce development
- Basic skills
- Student support services that promote student access and achievement
- Community education

Adopted by the Governing Board December 2009

As stated in the 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. Once the process and timeline for development of the Strategic Plan was approved by the College Planning and Resources Council in fall 2008, implementation began with an environmental scan performed by the Institutional Research Office of Grossmont-Cuyamaca Community College District (GCCCD) that included internal and external trend analysis and institutional strength, weakness, opportunity and threat (SWOT) analysis. 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. All supporting information for the Strategic Plan can be found at www.grossmont.edu/planning.

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 variety of distance learning methodologies provides options to integrate their college work with the demands of jobs and family.

3. Rationale for the Change

Grossmont 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, Grossmont 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 our students 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: <http://www.grossmont.edu/planning/Final%20EMP%20document,%20january%202012.pdf>

At the national level, online enrollments are growing on average at 10% per year compared to less than 1% for traditional course enrollments; and, at the California state level online enrollments are growing on average at 16% compared to 1% for traditional course enrollments (CCCCO Distance Education Report, 2011). At Grossmont College, 14% of all enrollments were in distance education classes during fall 2010 and spring 2011. Of that 14% of overall enrollments, 81% were in 100% online sections. The remaining 19% were in hybrid/blended sections. Each semester, approximately 3,500 students enrolled in one or more 100% online course sections (GCCCD website: http://www.gcccd.edu/research-planning/documents/distance-education/2011_Grossmont_DE_Report.pdf).

Grossmont College students continue to embrace online and hybrid learning because it provides more flexibility in addressing work schedules, personal circumstances, the cost of transportation, time constraints, and economic pressures. As of fall 2011, 56% of students enrolled in distance education courses at Grossmont College lived within the District's boundary (see Table 1). Table 1 also includes a breakdown of demographics of students enrolled in distance education, their marital status, geographical location and whether they were Pell Grant recipients.

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. Demographics for Distance and Non-Distance Students (Fall 2011).

	Fall 2011			
	Non-Distance Education Student		Distance Education Student	
	#	%	#	%
Marital Status				
Married	626	7.4	500	14.8
Single	6,459	75.9	2,131	63.2
Unknown	1,427	16.8	742	22.0
Total	8,512	100.0	3,373	100.0
Geographical Location				
Outside District Boundary	3,946	46.4	1,476	43.8
Within District Boundary	4,566	53.6	1,897	56.2
Total	8,512	100.0	3,373	100.0
Pell Grant Recipient				
Did not Receive Pell Grant	6,436	75.6	2,646	78.4
Received Pell Grant	2,076	24.4	727	21.6
Total	8,512	100.0	3,373	100.0

Note: *Distance Education Student* refers to students who enrolled in one or more course sections that were taught 100% online. *Within District Boundary* refers to students from zip codes that are partially or completely within the District Boundary.

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 Grossmont 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 Grossmont 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, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, threaded conferences, chat rooms and bulletin boards, voice mail, e-mail, or other activities. (See Grossmont College's Regular and Effective Contact Policy for Distance Education in Appendix B or online at: http://www.grossmont.edu/faculty_staff/docs/GC%20Regular%20and%20Effective%20Contact%20Policy_9.23.11.pdf).
- 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 Grossmont College Curriculum Committee approval process for a distance education course is as follows:

1. Complete a [Distance Education Proposal Form](#) 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 Coordinator of the Assistive Technology Center, Articulation Officer, Department Chair and Division Dean 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 semester 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. Grossmont College approved Distance Education Courses can be found in Appendix D.

Student achievement data for all instructional programs is reported by the Research, Planning and Institutional Effectiveness department. Student achievement data information can be found in Appendix E. Total FTES in Distance Education can be seen Appendix F. The College and District meet regularly to discuss student success and retention via the Student Success Task Force. Grossmont College administrators, faculty and staff are now striving to improve retention and success rates college-wide with the implementation of the college-wide institutional excellence task force.

C. PLANNING PROCESS

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

The distance education program has become fully integrated into the Grossmont College planning and evaluation processes, and is consistent with the institutional mission through:

- The Technology for Teaching and Learning Committee (TTLC)
- The Distance Education Subcommittee
- The Educational Master Plan
- The Six-Year Strategic Plan
- The Curriculum Committee

The Technology for Teaching and Learning Committee (TTLC)

Originally adopted February 8, 2002 and reorganized in October 2009, the Technology for Teaching and Learning Committee is responsible for assessing and recommending the use of educational technology for a more effective training and learning environment at Grossmont College; participate in developing, maintaining and implementing the College educational technology plan; and, participate in developing recommendations for the direction of technology for teaching and learning. The committee reports directly to the Planning and Resources Committee, meets monthly and is co-chaired by a faculty member and the Dean of Learning & Technology Resources. TTLC is comprised of 15 faculty members, three administrators, one classified staff member, one student representative from ASGC (Associated Students Grossmont College) and non-voting members from Information Systems and Technology Support. Although the Distance Education Coordinator position at the College has been deleted due to budgetary issues and the reorganization of the Academic Senate Committees, the duties are performed by the Distance Education Subcommittee in collaboration with the Dean of Learning and Technology Resources as stated in the official job description.

The TTLC's Educational 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. The most recent Technology Plan was approved by the Grossmont College Academic Senate on November 21, 2011.

The Distance Education Subcommittee of the TTLC

The Distance Education Subcommittee of the TTLC, created in October 2009, meets two-times per month and is responsible for directing and implementing the goals of the Academic Senate in the area of online education. The growth in online and hybrid courses prompted the development of three-year Distance Education Plan beginning in spring 2006 http://www.grossmont.edu/academic_senate/Senate_Committees/DistEd/Adopted_DistanceEdPlanSpring06.pdf.

The Educational Master Plan

The Grossmont College Educational Master Plan builds upon the College's vision, mission, and goals to guide the ongoing development of the institution's instructional programs, student services and administrative services. In 2011, the College constituents took part in another environmental scan and trends analysis to determine the implications on the five areas of focus identified in the 2010-2016 Strategic Plan. The results of the scan and related strategies to address the implications are located at: <http://www.gcccd.edu/research-planning/emp-district-retreat.html>.

The Six-Year Strategic Plan

The institution is currently in year three of a six-year Strategic Planning process that integrates the needs identified within the Educational Master Plan. As stated on the Grossmont College Planning website, 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 review process and available on the planning website at <http://www.grossmont.edu/planning/>.

The Curriculum Committee

The Curriculum Committee ensures a curriculum that not only meets Title 5 Regulations, but also one that reflects the mission of Grossmont College and is academically sound, comprehensive, and responsive to the evolving needs of the community. Section B.2. of this Substantive Change Proposal delineates the steps involved in the Curriculum Committee's distance education course approval process. Additionally, all policies and procedures related to the online program approval are located on the Grossmont College Curriculum Committee's website at: <http://www.grossmont.edu/Curriculum/>.

In addition to these College-wide committees, the distance education program is supported by two District-wide councils:

- The Instructional Technology Advisory Council
- The Administrative Technology Advisory Council

2. Assessment of Needs and Resources

The Grossmont 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 following is a link to a graphic depicting the Grossmont College Integrated Planning Cycle (Appendix G): <http://www.grossmont.edu/planning/GC%20integrated%20planning%20process,3-2012.pdf>

The following is a link to a graphic depicting the Grossmont College Annual Planning and Budget Cycle (Appendix H):

<http://www.grossmont.edu/planning/SDraw%20annual%20planning%20timeline,ver%205,8-10.pdf>

The 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: A College-wide planning retreat at which the participants review the annual College and planning goals. This retreat involves staff, faculty and administrative leaders.
- October-November: Each unit/department prepares and submits action plans to the deans and vice presidents through the Online Department Plan Manager program.
- December-February: The top activity proposals are summarized and forwarded to the Planning and Resource Council and those requesting funding are scored by the [Institutional Review Committee](#).
- February-March: At the same time, the annual College implementation plan is developed 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.
- April –July: The College goals and outcomes for next planning cycle, final implementation plan, and funded activities are reported out to the College constituents and the District. Unfunded activities are sent to the [Resource Development Committee](#) for possible referral to other funding sources (for example: facilities, staffing, etc.)

The following is a link to a graphic depicting the Grossmont College Annual Assessment Cycle (Appendix I):

<http://www.grossmont.edu/planning/SDraw%20annual%20assessment%20timeline,ver%201,8-10.pdf>

In terms of planning for technology needs, the College allocates \$200,000 per fiscal year in support of technology on campus (Appendix J). The Dean of Learning and Technology Resources is responsible for identifying the campus needs and allocation of these funds. The resources are distributed based on age of equipment and curriculum needs and are vetted through the shared governance process, specifically via Planning & Resources Council and TTLC. Additionally, as part of the College planning process, each unit/department submits activity proposals to the Institutional Review Committee, which reports to Planning and Resources Council. The proposals are prioritized by the individual units/departments and are used to request funding for staffing, facilities, and technology. Through the use of a multiple-criterion based process and weighted scoring sheet, the committee prioritizes the funding needs and submits the recommendations to the Planning and Resources Council for further prioritization and resource allocation. This data-driven process of needs and resource assessment allows for appropriate allocation to funding

requests for activities and/or resources that meet the five areas of focus, goals, and strategies of the Strategic Plan.

As part of the assessment of needs and resources planning process, Grossmont College continues to look at distance education as a means of better servicing its local community.

3. Anticipated Effect on the Institution

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

Table 2. Full Time Equivalent Students (FTES) by Distance education Status 2008 - 2011

	Summer				Fall				Spring			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
DE Total FTES by Term	208.8	342.1	139.1	41.6	544	588	548.2	TBD	430.3	645.3	611.4	543.9

Data Source: CCCC Data Mart, March 4, 2012, and GCCCD Research, Planning and Institutional Effectiveness Office.

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 library has created an [online tutorial](#) 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 Grossmont College, include expanding the College’s diversity and providing flexibility in instruction and support to meet the varying needs of our student population. Grossmont College students continue to embrace online and hybrid learning because it provides more 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. Description of the Preparation and Planning Process for the Change

Distance learning at Grossmont 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, replacing the WebCT system, to meet emerging student needs. As the program grew, the College implemented more formalized administrative support with the increased staffing in counseling and clerical support, and with the hiring of additional full-time and part time faculty.

Each phase in the development of the distance learning program required the planning and preparation efforts of several College organizations, including but not limited to the Technology for Teaching & Learning Committee, the Distance Education Subcommittee, Academic Senate, Curriculum Committee and Collective Bargaining Unit. Ultimately, the distance education planning process follows the steps and timeline of the Grossmont College Annual Planning and Budget Process, which is explained in section C.2 of this document .

D. EVIDENCE OF ADEQUATE RESOURCES TO SUPPORT SUSTAINABLE QUALITY

1. Accessible Student Support Services

Grossmont 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 Learn Release 9.1 used for 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 Assistive Technology Center Alternative Media Specialist is available throughout the work week to work with faculty to address online issues on the campus.

Online student services is available for viewing on the Grossmont College public website http://www.grossmont.edu/online_services/ In addition, students can access other online class information that includes an orientation to Blackboard, instructions on how to apply and register for online classes, and a Blackboard Learn Student Manual on the District Web Site at <http://www.gcccd.net/online/> Students also have access to a help desk telephone line through the GCCCD Information Systems department Staff Contacts Web page, Monday through Friday from 6:30 am to 5:00 p.m. An on-call technician is available on weekends and holidays for emergencies.

A Handbook for Creating Accessible Distance Learning Websites for instructors designing and repairing distance learning and supplemental classroom websites is available on the Grossmont College Disability Services and Special Programs (DSPS) [“Getting Started: Web Compliance Guidelines”](#) web page.

2. Qualified Faculty, Management, and Support Staff

In accordance with Title V regulations on distance education, Grossmont College uses the same standards and processes for hiring and evaluation for all faculty regardless of delivery modality. The College relies on state minimum qualifications for each discipline based on which subject matter the course most appropriately falls into. Online teaching assignments are supervised by the division dean with assistance from the department chairperson. Contractual faculty evaluations by peers, administrators, and students help maintain the integrity of the courses, and improve teaching strategies and effectiveness of individual instructors. The process for faculty evaluations of online courses is no different than the process for in-person course evaluations. Instructions and forms for evaluating web-classes is easily accessible at http://www.grossmont.edu/facultyevaluations/webclass_page.asp

As of spring 2012 Grossmont College has 65 instructors teaching online courses. Faculty support is provided by members of the TTLC and DE Subcommittee; including but not limited to the Dean of Learning and Technology Resources, Information Systems Administrator, Blackboard System Administrator, Technology Support Team, Instructional Design Technology Specialist, and Professional Development Coordinator.

Web-related faculty support is available through the GCCCD Intranet in the form of Blackboard FAQs, Blackboard Requests, General Online Instruction FAQs, Good Practice Guidelines, and various Online Resources. The online resources include links to basic terminology, Blackboard Instruction Help Web Site, Blackboard On Demand Learning Center Web Site, College Teaching Sites, Download Centers, Reference Tools, and other Utilities and Libraries. In addition, the College promotes its guiding document, entitled [Tools & Techniques for Online Teaching](#) (Appendix K), which provides resources considered to be best practice when teaching online.

Faculty members also have access to a help desk telephone line through the GCCCD Information Systems department Staff Contacts Web page, Monday through Friday from 6:30 am to 5:00 p.m. An on-call technician is available on weekends and holidays for emergencies.

3. Professional Development for Faculty and Staff

As more faculty members are recognizing the need for these courses within their programs they are seeking training in online instruction. In addition to workshops offered as Professional Development Week activities, Grossmont College has offered various on-going, self-paced online workshops throughout the year through our College-wide Professional Development Committee. Effective spring 2012, Grossmont College appointed a faculty member to the position of Professional Development Coordinator, who is responsible for ensuring the professional development needs of instructors teaching distance education courses are met with appropriate workshops. The following is a link to the College's Professional Development website, which houses the workshop planned for the 2011-2012 year. The Technology in Education track offers workshops that support Distance Education. <http://www.grossmont.edu/staffdevelop/>

In addition, the College now offers an annual [Technology Showcase](#) which provides faculty an opportunity to highlight how they are using technology in the classroom and online. It also provides opportunities for faculty and staff to learn about emerging technologies that could support our distance education efforts.

Previously, the College curriculum included an introductory, for-credit course in education (ED 214) that focused on the planning, design and appropriate pedagogy of an online course. The course was changed to an offering available for professional development. In addition, in spring 2012, the College implemented a 16-hour online professional development Blackboard Building Courses workshop that focuses on the planning and design of an online course from which a certificate of completion can be earned for professional development credit.

4. Appropriate Equipment and Facilities

The Grossmont-Cuyamaca Community College District (GCCCD) Information Systems department is responsible for District-wide technology, 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 by the California Community Colleges system, is available for all faculty, staff and administrators to utilize in support of distance education.

Faculty and staff have access to additional technology support through the Instructional Media Services department, housed in the basement level of the Learning & Technology Resources Center (LTRC), including the Videoconferencing equipment available in the Distance Education Room. In addition, faculty and staff may utilize computers and equipment in various locations throughout the campus:

http://www.grossmont.edu/faculty_staff/cpuaccess.asp. Finally, faculty, staff and students have access to several wireless hotspots throughout the campus.

<http://www.gcccd.edu/online/grossmont-college-hotspots.html>

Computer Labs

Although most of the students taking distance education classes have their own computers, those wishing to do their work on campus have access to numerous on campus labs that are supported by Grossmont College staff and funded from general funds or categorical funding. Students have access to these labs as well as the Learning and Technology Resource Center's state-of-the-art Tech Mall and Library. The open computer lab in the Tech Mall is a general lab that provides students access to approximately 175 PC computers, 6 printers, and one photocopier. The Tech Mall is located on the first floor of the LTRC and offers all Grossmont College students assistance in Microsoft Office, Internet, email, graphics and subject specific software in addition to the Blackboard LMS. The hours of operation for the Tech Mall are 8:00 am – 9:00 pm Monday through Thursday, and 8:00 am – 3:00 pm on Friday. Student use of the labs is tracked via headcount. Table 3 below is an example.

Table 3. Total Headcount of Students Using Computers in the Open Computer Lab Spring 2012

Tech Mall Open Computer Lab Spring 2012													
Totals Spring 2012 by the Hour													
	8:30am	9:30am	10:30am	11:30am	12:30pm	1:30pm	2:30pm	3:30pm	4:30pm	5:30pm	6:30pm	7:30pm	8:30pm
Monday	779	1084	1286	1328	1278	1230	988	992	876	815	660	384	233
Tuesday	672	1126	1405	1482	1458	1428	1195	1154	1141	1016	754	472	273
Wednesday	637	1132	1449	1486	1376	1309	1137	1201	1109	926	663	421	280
Thursday	635	1158	1407	1484	1387	1359	1108	1057	1127	847	664	352	226
Friday	183	319	357	458	387	222	145	Closed	Closed	Closed	Closed	Closed	Closed
Average	581	964	1181	1248	1177	1110	915	1101	1063	901	685	407	253
Total	2906	4819	5904	6238	5886	5548	4573	4404	4253	3604	2741	1629	1012

In total there are over 1,200 computers available throughout the campus for student use. Table 4 lists the location, department and number of computers in each campus computer lab.

Table 4. Grossmont College Instructional Computing Labs

<u>Room</u>	<u>Quantity</u>	<u>Room</u>	<u>Quantity</u>
20-104, Photo	25	55-532, CSIS	34
20-105, Digital Media Arts	25	55-533, CSIS	30
20-108, Photo	10	55-534, CSIS	29
20-120, Media Communications	29	70-103, Open for Reservation	30
20-212, Media Communications	20	70-104, Open for Reservation	31
20-215, Media Communications	9	70-112, Math Study Center	18
30-121, Biology	32	70-113, Math	42
30-162, Biology	5	70-119, English Writing Center	11
30-222, Chemistry	6	70-122, ESL	31
30-252, Chemistry/Geology	41	70-126, Business Office Technology (BOT)	36
34-108, Physics	17	70-131, BOT	72
34-116 - Laptop Cart 1, Health Professions	16	70-134, BOT	26
34-116 - Laptop Cart 2, Health Professions	15	70-135, Assistive Technology Center	15
34-128, Physics	20	70-142, Open Computer Lab	175
34-201, Health Sciences	27	70-151, Library 1st Floor	40
34-207, Health Sciences	24	70-251, Library 2nd Floor	45
34-211, Health Sciences	22	DSPS Testing Ctr	24
34-254, Health Professions	30	Printing Release Stations	12
52-571, English	30	Veteran's Resource Center	7
53-545, Reading	28	Library Laptop Cart	16
55-530, Computer Science Information Systems (CSIS)	27	Student Login Tracking Systems	7
55-531, CSIS	25		

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 the Grossmont College Learning and Technology Resource Center (LTRC) Web Site at:

<http://www.grossmont.edu/ltrc/>

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.

[WebAdvisor](#) Registration for the College is conducted entirely online for both on campus and online students via WebAdvisor.

- Class Schedule
- Register for Classes
- Pay Fees
- Add or Drop a Class
- Check Grades

[Important Links](#)

- Grossmont Website
- Blackboard
- Grossmont Catalog
- Semester Calendars

[Financial Aid & Scholarships](#) Financial aid advising is provided face-to-face as well as via email and telephone by the Financial Aid department.

Student Guide to Financial Aid

- Apply for Financial Aid
- Apply for Enrollment Fee Waiver
- Status of Financial Aid Application/Award (FAFSA)
- Forms
- On-line Financial Aid/Counseling Workshop
- Ask an Advisor
- Dreamkeepers Financial Assistance Program
- Satisfactory Academic Progress Policy

- Grossmont College Net Price Calculator
- EFFORT Program & Foster Youth Services
- Code of Conduct
- Other State and Federal Financial Aid Resources

[Ask a Counselor](#) Counseling services are provided by the campus counseling staff face-to-face (one-on-one and in a group), and well as via email and telephone.

[Campus Email](#) (log in help)

[Grossmont College Bookstore](#) The Grossmont College Bookstore web page offers students links to eTextbooks as well as paper textbook rental.

[Disabled Student Programs and Services](#) (DSPS) Grossmont College provides assistance to disabled students through the office of Disabled Student Programs and Services (DSPS). 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.

[Distance Education Accessibility Guidelines for Students with Disabilities](#) web page focuses on several issues to ensure Grossmont College’s compliance to 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.

[Library](#) The Grossmont College Library Web Page is designed to support both on-campus and remote access to information sources.

5. Sustainable Fiscal Resources

- 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

The Grossmont College distance education courses are supported by the same process as the traditional face-to-face courses. The affects to distance education mirrors that of the overall course offerings the College is able to support when budget reductions occur. This is the reason for the decline in the distance education program over the past few years.

6. Comparative Analysis of Budget, Enrollment and Resources

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

Professional development activities are financially supported by Grossmont College in order to maintain the appropriate standard 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 Review Committee for prioritization and funding for departments (see section C.2 of this proposal). 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 members in each discipline or program. Faculty and staff members design outcomes for their programs. Faculty and staff use the student learning outcomes for assessing the effectiveness of teaching and learning in the classroom to assist them in the program improvement process. Courses and programs offered online incorporate the same student learning outcomes (SLOs) assessment as their face-to-face counterparts.

The academic program review process is the vehicle that is utilized to provide program and department accountability for their student learning outcomes and as the avenue to explain what changes in their programs have developed from their disciplinary discussions on the SLO assessments. All academic departments/programs are reviewed once every six years as part of the program review cycle using a three step process. In addition, the department (unit) prepares a progress report (program review update) that details progress toward the outcomes of activities conducted during the previous academic year which includes progress toward program review recommendations.

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

Evaluations of student success, retention and completion is handled for distance learning programs in the same way they are handled for traditional face-to-face courses and programs,

namely, by the institutional researcher for reports as required. Such reports would include program reviews, ARCC annual reports, grant progress reports and special studies.

In both Fall 2010 and Spring 2011, it is estimated that about 9% of the FTES, or about 544 FTES, produced by the College is attributable to distance learning class sections. Tables 5 and 6 shows a breakout of success rates comparing face-to-face sections vs. distance learning sections for Fall Semesters 2010 and 2011 and Spring Semester 2011.

Between Spring 2011 and Fall 2011, it is interesting to note that while the number of distance education sections decreased, the success rate increased. In addition, success rates increased from in the fall of 2011 in comparison to the fall of 2010. Table 7 shows us that students enrolled in distance education who live outside the District's boundary are just as successful as those within the District's boundary.

The figures in the chart 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 about comparable: 59.2% for distance learning vs. 67.4% for face-to-face.

The [Data Warehouse](#), located on the Grossmont-Cuyamaca Community College District (GCCCD) Research, Planning and Institutional Effectiveness (RPIE) department webpage includes links to Enrollment Data for all courses offered at Grossmont 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 on the [Grossmont College Dashboard Report](#) located on the Grossmont College Planning webpage.

Table 5. Enrollments in Distance Courses and Non-Distance Sections of Comparable Courses by Course Success and Course Completion (Fall 2010 and Spring 2011).

Course Success Rate	Fall 2010				Spring 2011			
	Non-Distance Sections		Distance Sections		Non-Distance Sections		Distance Sections	
	#	%	#	%	#	%	#	%
Success	9,553	65.7	2,527	57.9	9,363	62.3	2,751	56.2
No Success	2,602	17.9	688	15.8	2,763	18.4	780	15.9
Withdrew	2,383	16.4	1,149	26.3	2,897	19.3	1,366	27.9
Total	14,538	100.0	4,364	100.0	15,023	100.0	4,897	100.0
Course Completion Rate								
Completed	12,155	83.6	3,215	73.7	12,126	80.7	3,531	72.1
Did not Complete	2,383	16.4	1,149	26.3	2,897	19.3	1,366	27.9
Total	14,538	100.0	4,364	100.0	15,023	100.0	4,897	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 6. Enrollments in Distance Courses and Non-Distance Sections of Comparable Courses by Course Success and Course Completion (Fall 2011).

Course Success Rate	Fall 2011			
	Non-Distance Sections		Distance Sections	
	#	%	#	%
Success	9,893	67.4	2,656	59.2
No Success	2,498	17.0	742	16.5
Withdrew	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

Table 7. Course Success and Completion Rates for Distance and Non-Distance Sections of Comparable Courses by Geographic Location (Fall 2011).

Fall 2011				
	Non-Distance Sections		Distance Sections	
Course Success Rate	#	%	#	%
Within District Boundary				
Success	5,285	68.0	1,483	59.6
No Success	1,295	16.7	400	16.1
Withdrew	1,197	15.4	606	24.3
Total	7,777	100.0	2,489	100.0
Outside District Boundary				
Success	4,608	66.8	1,173	58.7
No Success	1,203	17.4	342	17.1
Withdrew	1,089	15.8	484	24.2
Total	6,900	100.0	1,999	100.0
Within District Boundary				
Completed	6,580	84.6	1,883	75.7
Did not Complete	1,197	15.4	606	24.3
Total	7,777	100.0	2,489	100.0
Outside District Boundary				
Completed	5,811	84.2	1,515	75.8
Did not Complete	1,089	15.8	484	24.2
Total	6,900	100.0	1,999	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.

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 Grossmont 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 by the governing board is attached as Appendix C 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 Grossmont College Curriculum Committee meeting the Title V regulations. The instructions for completion of the separate Distance Education Proposal Form and Accessibility Guidelines are available on the Curriculum Committee webpage at: <http://www.grossmont.edu/curriculum/DistanceEducation.asp>.

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

All Grossmont College Transfer Model Curriculum Degrees and Supporting Courses and Vocational Training Programs are reviewed and approved in April of each calendar year by the Grossmont-Cuyamaca Community College District Governing Board. Click the hyperlinks below to 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](#)
- [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.

1. Authority

As part of the Grossmont-Cuyamaca Community College District, Grossmont College is part of the California Community Colleges system of 72 districts and 112 colleges. Grossmont 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 on 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 training of veterans under the various United States public laws and California veteran enactments. The Bureau of Immigration and Naturalization has approved Grossmont College to serve international students under education visas” (Grossmont College Catalog, 2011).

2. Mission

The college mission, revised in 2009 and approved by the Grossmont-Cuyamaca Community College District Governing Board, was approved and adopted December 2009. 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 their 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 [2170.1](#) 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 the board members impartiality 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

methodologies. 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. Sunita V. Cooke was appointed as the full-time president of Grossmont College July 2007. 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 Grossmont College's ability to continue to meet this eligibility requirement.

5. Administrative Capacity

The administrative staff at Grossmont 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

Grossmont 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 any of the career and technical areas as well as several general areas by completing a minimum number of units as specified in Appendix A of this document and the [Grossmont 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 <http://www.gcccd.edu/research-planning/fact-book.html>.

The two new associate degrees for transfer, Psychology for Transfer (AA-T), and Sociology for Transfer (AA-T), are the result of Senate Bill 1440, a faculty-led, state-wide, concerted effort to identify the course content which simultaneously awards students an associate degree and prepare them for special benefits/guarantees upon transfer to California State Universities. The addition of the degrees described in this proposal will offer students greater ability to achieve their academic goals in a timely matter and will not otherwise

change, alter, or affect Grossmont College's continued ability to meet this eligibility requirement.

8. Educational Programs

Grossmont 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. Grossmont 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 Grossmont College reflecting the College's mission statement are found in the College Catalog which can be accessed at <http://www.grossmont.edu/admissions/catalog.asp>. 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. Grossmont College has developed student learning outcomes for all courses offered at the College. Information 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 Grossmont 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 Grossmont College's continued ability to meet this eligibility requirement.

10. Student Learning and Achievement

The Grossmont 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 Grossmont 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: Grossmont 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 and an introduction to learning outcomes 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 [Grossmont 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 available on the [Governing Board](#) website, in the 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 and online courses are afforded the same rights of academic freedom as face-to-face courses.

13. Faculty

At the time of this writing, Grossmont College has approximately 235 full-time faculty and 250 adjunct faculty. Information about full-time faculty including name, title, and degrees are listed in the Grossmont 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

Grossmont 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 at: <http://www.grossmont.edu/departments/services/>.

15. Admissions

As stated in the Grossmont 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 economical 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 at: <http://www.gcccd.net/online/>

16. Information and Learning Resources

Grossmont 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, located at <http://www.grossmont.edu/library/default.asp>, provides students, staff, and faculty with 24/7 access to support academic and personal research needs. The library offers a number of online tutorials, including one specifically for the Nursing Program. Additionally, the Grossmont 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. Library resources for online students and other information resources are provided through a “new at the library” link on the Library home page. 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 Technology 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 Grossmont College’s ability to meet this eligibility requirement.

17. Financial Resources

The District and College governance structure and the financial budget and planning process 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 2011-2012 Adoption Budget was approved at the GCCCD Governing Board’ September 13, 2011 meeting. The approved adoption budget is available online <http://www.gcccd.edu/district-business-services/adoption-budget.html> 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 Review Committee 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

Grossmont 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 is accessible on the [Grossmont College Planning](#) website.

20. Public Information

Grossmont 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 Grossmont 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. Accreditation self-study resources and report archives are available at <http://www.grossmont.edu/accreditation/>.

G. EVIDENCE OF CONTINUED FULFILLMENT OF ACCREDITATION STANDARDS

Grossmont 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 seven recommendations in January 2008. The two follow up reports in 2008 and 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. Grossmont 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 Grossmont College.

Standards Impacted by Proposed Change

There should be a description of the process for monitoring and evaluating the effectiveness and learning outcomes expected through the proposed change.

Standard I.

A. Mission

The Grossmont 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. All supporting information for the Strategic Plan can be found at <http://www.grossmont.edu/planning/>.

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:

- Grossmont College [Student Learning Outcomes](#)

- [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 distance education courses are held to the same rigorous approval and evaluation process as the face-to-face courses and 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 curriculum planning, development and implementation at Grossmont College and required every six years. Evidence is available regarding the achievement of student learning outcomes on several institutional web pages, including the following:

- [Grossmont College Student Learning Outcomes](#)
- [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.

B. Student Support Services

Grossmont 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 annually and are published and accessible through the [Grossmont College Student Learning Outcomes](#) webpage.

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, and Tutoring.

Grossmont College strives to provide adequate access to the library and other learning support services to both on-campus and distance education students. The [library Web page](#) 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 Web site, such as the Library User Computer Instruction ([LUCI](#)) tutorial.

To access the databases from off-campus, students, staff, and faculty log in via [EZ Proxy](#) with their College network login and password. 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 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. The evaluation process for online faculty is the same as that for face-to-face classes. According to the master agreement, faculty, both full-time and part-time, are evaluated every three years.

The Grossmont-Cuyamaca Community College District (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, Grossmont 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 Grossmont 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 on the District's shared network or 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. In addition, the College now offers an annual [Technology Showcase](#) which provides faculty an opportunity to highlight how they are using technology in the classroom and online. The Technology Showcase is presented over a two day period that provides opportunities for faculty and staff to learn about emerging technologies that could support our distance education efforts.

A full-time Instructional Design Technology Specialist works with the Professional Development Committee and the newly appointed full-time Professional Development Coordinator 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 Tools and Techniques for Online Teaching (Appendix K) are enabling 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 Tools and Techniques document can also be found online at the following link:

[http://www.grossmont.edu/faculty_staff/docs/Tools_Techniques%20 Online Teaching_Final.pdf](http://www.grossmont.edu/faculty_staff/docs/Tools_Techniques%20Online_Teaching_Final.pdf)

The Instructional Design Technology Specialist and Professional Development Coordinator report to the Dean of Library and Technology Resources at Grossmont 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 Technology for Teaching and Learning Committee (TTLC) 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 L. The Dean of Learning & Technology Resources and the Vice President of Academic Affairs 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 M for the President's 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) the Learning Resource Center; 2) the Science Lab; 3) the Digital Arts and Sculpture Building; and 4) the Health and Physical Science Building. 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 Grossmont 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, Grossmont College Strategic Plan, District and College Technology Plans, Facilities Master Plan, 6-year Unit Plans, 5-Year Construction and Maintenance Plans, and department and divisional plans. These plans identify and prioritize various physical plant requirements needed to continue and improve College programs and services.

Grossmont College plans, maintains, builds and improves its physical plant and resources to support its programs and services by using a Building Plan driven by an Educational Master Plan and a Facilities Master Plan. These plans and committees are used to review and prioritize the campus physical and resource needs and also reviews funding.

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 Grossmont 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

Grossmont 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's Instructional Computing Services (ICS) department and the Instructional Media Services (IMS) department, along with the District's Information System (IS) department work together to promote and service the technology needs of the campus. The wireless access points around campus have been upgraded providing a more reliable wireless service for students. Instructional Media Services has created an online form for requesting equipment, and continues to provide services for all classroom equipment.

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 28 instructional servers and 31 instructional labs (approximately 1200 machines) and over 600 faculty and instructional support computers. ICS employs three network specialists and a facilities supervisor. ICS also employs Computer Science Information Systems (CSIS) interns, who help with many of the tasks while gaining hands-on experience.

The District Information Systems Office (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 two full-time IMS technicians. 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. It is the goal of IMS to equip all classrooms as stated in the departmental technology plan.

The [GCCCD Online](#) Web page, which is supported by the District in conjunction with the College, 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 Tools and Techniques for Online Teaching document (Appendix K) 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. The College purchases five-year maintenance agreements on all its computers in order to ensure proper maintenance and expand the life of the computers. In addition, the College allocates funding each year to support a systematic upgrade of all computers on campus thus ensuring that faculty, staff and students have access to current technology.

As noted in section D.4, students have access to computers at the Library and Tech Mall, 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 Grossmont-Cuyamaca Community College District (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, Grossmont 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 Academic Affairs in supporting the instructional budget, as well as with the Vice President of Student Services in supporting services for students. The College's Planning & Resource Council is charged with allocating resources to educational programs through the recommendations made by the Institutional Review Committee. (See section C.2. of this proposal).

Standard IV.

A. Decision-Making Roles and Processes

Grossmont 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, the Chancellor for the District, reporting to the Governing Board. See Appendix M for a detailed depiction of the Grossmont College Organizational Structure.

B. Board and Administrative Organization

The Board and the District are in the process of updating our policies on distance education. However, the Technology for Teaching & Learning Committee (TTLC) and the Distance Education Subcommittee 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: GROSSMONT COLLEGE ASSOCIATE DEGREES, CERTIFICATES of ACHIEVEMENT,
AND CERTIFICATES of PROFICIENCY AND GENERAL EDUCATION THAT CONTAIN
50% OR MORE UNITS IN DISTANCE EDUCATION**

Associate Degrees		Units Required	Units available online	Max % available online
Administration of Justice	Core	18	15	83%
	Law Enforcement	12	18	83%
	Corrections	11	18	83%
	Legal Systems/Court Management	10	15	83%
	Security Management	24	25	100%
Business	Administration	31	28	90%
	General	28-29	19	65-67%
Business Office Technology	Administrative Assistant	22-30	33	90%
	Executive Assistant	21-24	42	100%
Child Development	Master Teacher	39	15	52%**
	Site Supervisor	48	18	53%**
Communication		21	12	57%
Computer Science Information Systems	Computer Programming	29-31	67	96%
	Small Computer Specialist	34-37	42	97%
	Web Development	38-42	48	70%
	Local Area Network Support Specialist	35-36	34	94-97%
Disability Services Management		34-37	40	88-89%
Economics		25-26	28	100%
English		24	9	55%**
General Studies	Humanities and Fine Arts	18	12/33 satisfy requirement	66%

	Science and Quantitative Reasoning	18	76	100%
	Social and Behavioral Sciences	18	101	100%
	Wellness and Self-Development	18	50.5	100%
Geography		22	6	87%**
History		18	42	100%
Hospitality and Tourism Management		37	31	84%
International Business		27-32	36	100%
Management		29-30	39	59%
Marketing		28.5-30	36.5	83%
Multimedia	Software Development	28-29	15	54%
	Web Authoring	28-29	12	61%**
Philosophy		21	12	57%
Political Science		18	12	67%
Psychology for Transfer		19-20	12	60-66%
Retail Management		28-30	18	60%
Sociology for Transfer		18	15	83%
University Studies	Business and Economics	18	32	100%
	Mathematics and Natural Science and Computer Science	18	77	100%
	Social and Behavioral Sciences	18	117	100%
**These programs meet the 50% or more requirement when combined with the GE Package and the percentage is a reflection of that combination.				

CERTIFICATES of ACHIEVEMENT		Units Required	Units available online	Max % available online
Administration of Justice	Core	18	15	83%
	Law Enforcement	12	18	83%
	Corrections	11	18	83%

	Legal Systems/Court Management	10	15	83%
	Security Management	24	25	100%
Business	Administration	31	28	90%
	General	28-29	19	65-67%
Business Office Technology	Administrative Assistant	22-30	33	90%
	Executive Assistant	21-24	42	100%
Computer Science Information Systems	Computer Programming	29-31	67	96%
	Small Computer Specialist	34-37	42	97%
	Web Development	38-42	48	70%
	Local Area Network Support Specialist	35-36	34	94-97%
Disability Services Management		34-37	40	88-89%
Hospitality and Tourism Management		37	31	84%
International Business		27-32	36	100%
Management		29-30	39	59%
Marketing		28.5-30	36.5	83%
Multimedia	Software Development	28-29	15	54%
Retail Management		28-30	18	60%
University Transfer Studies	California State University GE-Breadth	39	27	69%
University Studies	Intersegmental GE Transfer Curriculum CSU	37-39	27	75-79%
	Intersegmental GE Transfer Curriculum UC	34-36 + proficiency equivalent of two years of high school study in language other than English or complete 10 units	27	75-79% 58-61% if 10 units of language other than English

CERTIFICATES of PROFICIENCY		Units Required	Units available online	Max % available online
California Public Safety Leadership		10	10	100%
Business Office Technology	Account Clerk	9	11	100%
	Front Office Receptionist	6	7	100%
	Office Assistant, Level I	7	8	100%
	Office Assistant, Level II	9	12	100%
	Office Professional	9-11	17	100%
	Office Software Specialist, Level I	5-9	12	100%
	Office Software Specialist, Level II	12	14	100%
	Virtual Office Assistant	14	12	86%

GENERAL EDUCATION PROGRAMS		Units Required	Units available online	Max % available online
General Education for Associate in Arts or Sciences	Area A-Language and Rationality	9	11	100%
	Area B-Natural Sciences	6	14	50% (Lab required)
	Area C-Humanities	6	11	100%
	Area D-Social Sciences	6	32	100%
	Area E-Fitness/Wellness	2 courses	0	N/A
General Education for Cardiovascular Technology Majors	Area A-Language and Rationality	9	33	100%
	Area B-Natural Sciences	7	42	50% *lab required
	Area C-Humanities	3	30	100%

	Area D-Social Sciences	3	90	100%
	Area E-Fitness/Wellness	2 courses	0	N/A
General Education for Nursing Majors	Area A-Language and Rationality	9	22	100%
	Area B-Natural Sciences	7	36	50%*lab required
	Area C-Humanities	3	33	100%
	Area D-Social Sciences	3	84	100%
	Area E-Fitness/Wellness	2 courses	0	N/A
General Education for Occupational Therapy Majors	Area A-Language and Rationality	9	36	100%
	Area B-Natural Sciences	7	36	50%*lab required
	Area C-Humanities	3	30	100%
	Area D-Social Sciences	3	87	100%
	Area E-Fitness/Wellness	2 courses	0	N/A
General Education for Respiratory Therapy Majors	Area A-Language and Rationality	9	36	100%
	Area B-Natural Sciences	7	42	50%*lab required
	Area C-Humanities	3	27	100%
	Area D-Social Sciences	3	87	100%
	Area E-Fitness/Wellness	2 courses	0	N/A

APPENDIX B: REGULAR AND EFFECTIVE CONTACT POLICY FOR DISTANCE EDUCATION

Grossmont College Regular and Effective Contact Policy for Distance Education

Approved by Academic Senate 11/21/11

Background:

In hybrid or fully online courses, ensuring **regular effective contact** guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face-to-face office visits.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to-face environment should also be applied to the distance education situation. The distance education guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each distance education course/section or session".

Grossmont College Policy:

All distance education courses at Grossmont College, whether hybrid or fully online will include regular effective contact as described below:

1. **Initiated interaction and frequency of contact:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Distance education courses are considered the "virtual equivalent" of face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face to face course. At **the very least**, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course. A **response time of 24-48 hours, Monday through Friday is desirable** but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays.
2. **Establishing expectations and managing unexpected instructor absence:** An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the

instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (a week or more), a substitute instructor should be sought who can assist students while the instructor is unavailable. If, for whatever reason, a faculty member is unable to comply with the regular, timely, and effective contact guidelines set forth, students must be informed via email or high priority announcement as to when they can expect regular, timely, and effective contact to resume.

3. **Type of Contact:** Regarding the type of contact that will exist in all Grossmont College distance learning courses, instructors will, at a minimum, use three or more of the following resources to maintain contact with students:
 - a. Orientation materials
 - b. Weekly announcements in the course management system
 - c. Threaded discussion boards within the course management system with appropriate instructor participation. "Questions for the Instructor" forums are good, but should be used in conjunction with other forums.
 - d. Email contact (within or outside Blackboard)
 - e. Participation in online group collaboration projects
 - f. Face-to-face informal meetings (e.g. review sessions)
 - g. Face-to-face formal meetings (e.g. regular, scheduled class sessions)
 - h. Timely feedback for student work
 - i. Regular podcasts
 - j. Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the "virtual equivalent" of the face-to-face class.
 - k. Virtual Office hours via the chat function in the course management system or other synchronous systems such as CCC Confer.
 - l. Other as appropriate

APPENDIX C: CURRICULUM COMMITTEE DISTANCE EDUCATION PROPOSAL FORM

GROSSMONT COLLEGE

**DISTANCE EDUCATION
PROPOSAL FORM**

COURSE:

(For office use only)

COMMITTEE VOTE

Date _____

Yes _____

No _____

Abstaining _____

**If approved by the Curriculum Committee, this course can be offered
as either a hybrid (51% or more online) or fully online (100%).**

1. Course status

- Currently in catalog
- Currently in Curriculum Committee review process (addition or modification)
- 298/299A application approved by Curriculum Committee Technical Review Subcommittee.
- 299B approved by the Curriculum Committee

2. Explain why you think this course is appropriate for distance education.

3. Please explain how the methods of evaluation or assignments are similar to or different from the traditional course delivery.

4. Please explain how the distance education sections maintain the rigor of the traditional sections.

5. Are special texts, equipment, supplies or other materials needed to conduct the distance education sections of this course?

- Yes No

If so, they must be listed under the "Required Texts" and "Special Materials" on the official course outline.

6. Which, if any, of the following types of technology will be included in this course? Please check all that apply.

- ◆ Audio technologies: radio, telephone, voice mail, audiocassettes
- ◆ Video technologies: television, teleconferencing, video, prerecorded videocassettes
- ◆ Information technologies: stand alone work stations, CD ROM prepackaged multimedia, e-mail, chat rooms and bulletin boards, World Wide Web
- ◆ Other. Please explain.

DISTANCE EDUCATION

Page 2

7. Give specific examples of how you propose to fulfill the “effective contact between faculty and students” requirements stipulated in Title 5 Section 55204(a) - Instructor Contact, which states: *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 section 53200.*

8. Are there any special district instructional equipment, materials, and support not currently available but necessary to put this course online? Yes No

If yes, please explain and describe what you have done to address the need.

9. What have you done to make the materials used in your course accessible to students with disabilities?

VOTE OF DEPARTMENT

TO FILL BOXES, PLEASE CLICK ON EACH BOX. DO NOT TAB FROM BOX TO BOX.

Date of meeting

Number of full-time members in department

Yes

No

Abstaining

Absent

SIGNATURES:

I have reviewed this form for accuracy and completeness and recommend this course for online instruction.

Department Chairperson/Coordinator

Date

Dean

Date

Instructional Operations

7/04.REV.4.21.07.REV.5.25.07REV.9.21.09.REV.3.2.10. REV.11.15.10

APPENDIX D: GROSSMONT COLLEGE APPROVED DISTANCE EDUCATION COURSES

GROSSMONT COLLEGE

**DISTANCE EDUCATION COURSES
APPROVED BY THE GOVERNING BOARD**

COURSE	TITLE
AOJ 110	Introduction to Administration of Justice
AOJ 111	Introduction to Security Management
AOJ 119	Public Safety Hiring Procedures
AOJ 120	Community Policing and Patrol Procedure
AOJ 122	Traffic Law and Enforcement
AOJ 125	Introduction to Corrections
AOJ 126	Control and Supervision in Corrections
AOJ 140	Correctional Counseling and Interviewing
AOJ 142	Legal Systems and Court Management
AOJ 200	Criminal Law
AOJ 201	Legal Aspects of Security Management
AOJ 202	Criminal Evidence
AOJ 204	Criminal Procedure
AOJ 206	Criminal Investigation
AOJ 207	Investigative Techniques for Security Management
AOJ 208	Juvenile Delinquency
AOJ 210	Public Safety Administration
AOJ 230	Public Safety Communications
AOJ 240	Human Relations in Public Safety
AOJ 249A-B-C-D	Advanced Officer Course
AOJ 250 A-B-C-D	Advanced Officer Course
AOJ 251	Advanced Officer Course
AOJ 260	Information Security
AOJ 262 A-B-C-D	Seminar in Security Management
AOJ 271	Developing a Personal Philosophy of Leadership
AOJ 272	Leading Others
AOJ 273	Organizational Leadership
AOJ 274	Ethics and the Challenge of Leadership
ANTH 120	Cultural Anthropology
ANTH 130	Physical Anthropology
ANTH 140	Introduction to Archaeology
ANTH 215	Statistics for the Behavioral Sciences
ASTR 110	Descriptive Astronomy
BIO 112	Contemporary Issues in Environmental Resources
BIO 118	Introduction to Human Biology
BIO 141	Human Physiology

COURSE	TITLE
BIO 144	Anatomy and Physiology I
BIO 145	Anatomy and Physiology II
BUS 109	Elementary Accounting
BUS 110	Introduction to Business
BUS 118	Retail Management
BUS 120	Financial Accounting
BUS 121	Managerial Accounting
BUS 125	Business Law: Legal Environment of Business
BUS 140	Entrepreneurship: Developing a Business Plan
BUS 141	Entrepreneurship: Managing a New Business
BUS 144	Advertising
BUS 146	Marketing
BUS 147	Internet Marketing
BUS 155	Human Resources Management
BUS 156	Principles of Management
BUS 158	Introduction to Hospitality and Tourism Management
BUS 176	Computerized Accounting Applications
BUS 195	Family Income Management
BUS 250	Introduction to International Business
BUS 251	Import/ Export Procedures
BUS 252	Global Sourcing, Buying and Manufacturing
BUS 253	International Marketing: Expanding Exports
BUS 256	International Financial Transactions
BUS 257	International Transportation
BUS 258	The Cultural Dimensions in International Business
BOT 100	Basic Keyboarding
BOT 101	Keyboarding/Document Processing
BOT 101A	Keyboarding/Document Processing
BOT 101B	Keyboarding/Document Processing
BOT 102A	Intermediate Keyboarding/Document Processing I
BOT 102B	Intermediate Keyboarding/Document Processing II
BOT 104	Filing and Records Management
BOT 106	Effective Job Search
BOT 107	Office Systems and Procedures
BOT 109	Elementary Accounting
BOT 110	Business English and Communication
BOT 111	Virtual Assistant
BOT 114	Essential Word
BOT 115	Essential Excel
BOT 116	Essential Access
BOT 117	Essential PowerPoint
BOT 120	Comprehensive Word, Level I
BOT 121	Comprehensive Word, Level II
BOT 122	Comprehensive Word, Level III
BOT 123	Comprehensive Excel, Level I

COURSE	TITLE
BOT 124	Comprehensive Excel, Level II
BOT 125	Comprehensive Excel, Level III
BOT 126	Comprehensive Access, Level I
BOT 127	Comprehensive Access, Level II
BOT 128	Comprehensive Access, Level III
BOT 129	Comprehensive Power Point, Level I
BOT 130	Comprehensive Power Point, Level II
BOT 131	Comprehensive Power Point, Level III
BOT 150	Using Microsoft Publisher
BOT 151	Using Microsoft Outlook
BOT 161	Medical Terminology
BOT 172	Introduction to Microcomputer Applications
BOT 176	Computerized Accounting Applications
BOT 216	Introduction to Medical Transcription
BOT 219	Healthcare Documentation I
BOT 220	Healthcare Documentation II
BOT 229	Healthcare Documentation III
BOT 230	Healthcare Documentation IV
CA 155	Realities of Nutrition
CHEM 110	Environmental Chemistry
CD 101-102-103-104	Parent Education
CD 115	Changing American Family
CD 124	Infant and Toddler Development
CD 125	Child Growth and Development
CD 129	Language and Literature for Child Development
CD 131	Child, Family and Community
CD 134	Health, Safety & Nutrition for Teachers of Young Children
CD 137	Administration of Child Development Programs I
CD 299	Best Practices for Early Literacy
COMM 120	Critical Thinking in Group Communication
COMM 124	Intercultural Communication
COMM 128	Global Communication
COMM 137	Critical Thinking in Group Communication
CSIS 101	Computer and Information Literacy
CSIS 110	Principles of Information Systems
CSIS 111	Beginning Web Page Design
CSIS 112	Windows Operating System
CSIS 113	Introduction to UNIX Using LINUX
CSIS 115 A-B-C-D	.NET Programming Using Visual Basic/C#
CSIS 116	Digital Peripherals
CSIS 119	Program Design and Development
CSIS 132	Introduction to Web Development
CSIS 133	Web Development Tools
CSIS 134	Web Publishing I
CSIS 136	Web Publishing II

COURSE	TITLE
CSIS 137	Web Animation
CSIS 142	Introduction to Networking
CSIS 143	Introduction to Local Area Networking
CSIS 144	Introduction to Wide Area Networking
CSIS 145	Introduction to TCP/IP
CSIS 146	Network Security
CSIS 147	Internet Marketing
CSIS 151D	Introduction to Computer Graphics
CSIS 159	Introduction to Educational Technology
CSIS 165	Assembly Language and Machine Architecture
CSIS 172	Introduction to Microcomputer Applications
CSIS 173 A-B-C-D	Microcomputer Word Processing
CSIS 174 A-B-C-D	Microcomputer Database Packages
CSIS 175 A-B-C-D	Microcomputer Electronic Spreadsheet Packages
CSIS 176	Computerized Accounting Applications
CSIS 177 A-B-C-D	Presentation Graphics
CSIS 180	Fundamentals of Database Design
CSIS 220	Systems Design and Analysis Software Engineering I
CSIS 221	Software Engineering II
CSIS 260	Information Security
CSIS 274 A-B-C-D	Advanced Database Packages
CSIS 275 A-B-C-D	Advanced Electronic Spreadsheet Packages
CSIS 276	Introduction to SQL
CSIS 288	Introduction to Visual Basic Programming
CSIS 289	Intermediate Visual Basic Programming
CSIS 290	Introduction to C# Programming
CSIS 291	Intermediate C# Programming
CSIS 293	Introduction to Java Programming
CSIS 294	Intermediate Java Programming
CSIS 296	Introduction to C++ Programming
CSIS 297	Intermediate C++ Programming
CSIS 299	Beginning Web Page Design
CVTE 114	Cardiovascular Pharmacology
CVTE 230	Invasive Cardiovascular Technology Review
CVTE 240	Anesthesia Technology Review
ECON 120	Principles of Macroeconomics
ECON 121	Principles of Microeconomics
ECON 122	Principles of Macroeconomics Laboratory
ECON 123	Principles of Microeconomics Laboratory
ECON 299	Principles of Economics Computer Lab
ED 111	Principles of Elementary School Literacy Skill Development
ED 159	Introduction to Educational Technology
ED 200	Teaching as a Profession
ED 214	Developing an Online Course
ED 299	CBEST: Testing, Learning, and Teaching

COURSE	TITLE
ENGL 110	College Composition
ENGL 120	College Composition and Reading
ENGL 124	Advanced Composition: Critical Reasoning and Writing
ES 290ABC	Teaching Techniques and Methods in Physical Education
ESL 105	ESL Reading and Vocabulary Development
ESL 106	English as a Second Language IV
ESL 111	ESL Editing Skills for College Composition
FS 110	Life Management
FS 115	The Changing American Family
FS 120	Human Development
FS 129	Introduction to Human Aging
FS 299	Foster, Adoptive and Kinship Care Parenting Issues
GEOG 104	Introduction to Geographic Information Science
GEOL 110	Planet Earth
GEOL 210	Geology of California
GEOL 220	Geology of the National Parks
GEOL 230	Natural Disasters
HED 101	Keys to Successful Weight Control
HED 105	Health Education for Teachers
HED 120	Contemporary Health and Lifestyles
HED 155	Realities of Nutrition
HED 201	Introduction to Public Health
HED 255	Science of Nutrition
HESC 110	Disability and Society
HESC 150	Techniques for Developmental Disabilities Specialist
HESC 205	Alternative/Augmentative Communication and Assistive Technology for People with Disabilities
HESC 206	Behavioral Management and Training Techniques
HIST 100	Early World History
HIST 101	Modern World History
HIST 105	Early Western Civilization
HIST 106	Modern Western Civilization
HIST 108	Early American History
HIST 109	Modern American History
HIST 112	American History: 1945- Present
HIST 113	American Military History
HIST 114	Comparative History of the Early Americas
HIST 115	Comparative History of the Modern Americas
HIST 124	History of California
HIST 127	Early American Indian History
HIST 136	Survey of Medieval History
HIST 137	History of East Asia
HUM 110	Principles of the Humanities
LIR 101	Computer and Information Literacy
LIR 110	Research Methods in an Online World

COURSE	TITLE
LIR 299	College Research Methods
MATH 087	Strategies for Success in Math 080-090
MATH 103	Intermediate Algebra
MATH 110	Intermediate Algebra for Business, Math, Science and Engineering Majors
MATH 160	Elementary Statistics
MATH 178	Calculus for Business, Social and Behavioral Sciences
NURS 118	Nursing Pharmacology I
NURS 119	Nursing Pharmacology II
OTA 100	Fundamentals of Occupational Therapy
OTA 110	Interpersonal Relations in Occupational Therapy
PDC 087	Strategies for Success in Math 080-090
PDC 110	Career Decision Making
PDC 120	College and Career Success
PDC 130	Study Skills and Time Management
PDC 137	Seven Ways to Maximize Learning
PDC 299	Strategies for Success in Online Courses
PHIL 110	A General Introduction to Philosophy
PHIL 130	Logic
POSC 120	Introduction to Politics and Political Analysis
POSC 121	Introduction to U.S. Government and Politics
POSC 130	Introduction to International Relations
POSC 135	Model United Nations
PSC 110	Introduction to the Physical Sciences
PSY 120	Introductory Psychology
PSY 134	Human Sexuality
PSY 138	Social Psychology
PSY 140	Physiological Psychology
PSY 215	Statistics for the Behavioral Sciences
RESP 147	Anesthesia Technology III
SCI 110	Introduction to Scientific Thought
SOC 120	Introductory Sociology
SOC 130	Contemporary Social Problems
SOC 138	Social Psychology
SOC 215	Statistics for the Behavioral Sciences

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

Spring 2011	Distance Education					Non-Distance Education				
By Program Type	Total	Retained	Percent	Success	Percent	Total	Retained	Percent	Success	Percent
Biological Sciences (04)	52	39	75.00	34	65.38	1655	1404	84.83	1156	69.85
Business and Management (05)	1,116	810	72.58	608	54.48	2,661	2123	79.78	1732	65.09
Education (08)	393	322	81.93	249	63.36	5736	4972	86.68	4469	77.91
Family and Consumer Sciences (13)	341	230	67.45	171	50.15	2017	1750	86.76	1344	66.63
Health (12)	12	11	91.67	11	91.67	1453	1410	97.04	1357	93.39
Humanities (Letters) (15)	614	433	70.52	350	57.00	7305	5920	81.04	4951	67.78
Information Technology (07)	438	344	78.54	272	62.10	519	402	77.46	333	64.16
Interdisciplinary Studies (49)	285	206	72.28	139	48.77	1307	1127	86.23	950	72.69
Library Science (16)	34	28	82.35	28	82.35					
Mathematics (17)	152	114	75.00	75	49.34	4358	3399	77.99	2468	56.63
Physical Sciences (19)	249	156	62.65	101	40.56	2285	1743	76.28	1327	58.07
Psychology (20)	462	364	78.79	292	63.20	1650	1313	79.58	961	58.24
Public and Protective Services (21)	637	508	79.75	418	65.62	1040	921	88.56	796	76.54
Social Sciences (22)	1,365	1,044	76.48	853	62.49	6,664	5,344	80.19	4,065	61.00
TOTAL	6,150	4,609	74.94	3,601	58.55	38,650	31,828	82.35	25,909	67.03

Data Source: CCCC Data Mart, March 4, 2012, and GCCCD Research, Planning and Institutional Effectiveness Office.

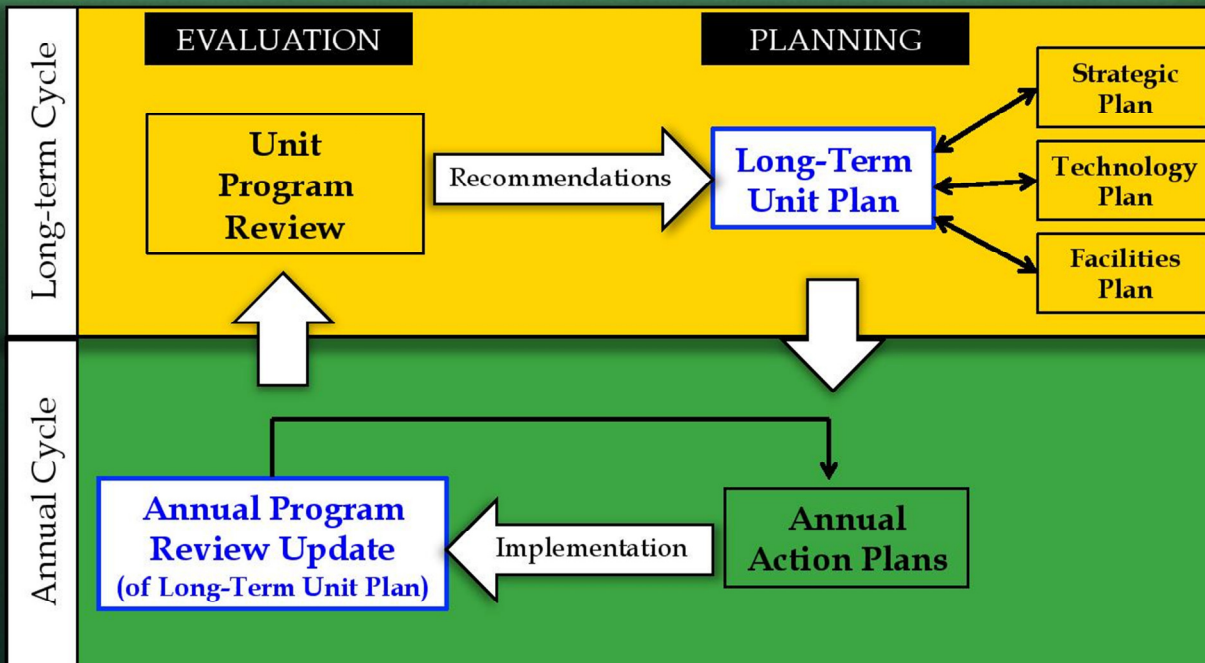
APPENDIX F: DISTANCE EDUCATION FTES BY PROGRAM TYPE

	Summer					Fall					Spring			
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2008	2009	2010	2011
DE FTES by Program Type														
Academic Guidance	0	0	0	0		4.75	5.39	7.68	0		6.03	3.57	3.2	3.66
Accounting	17.04	13.87	14.2	5	2.42	37.21	39.75	39.9	39.07		40.17	42.03	48.3	32.09
Administration of Justice	13.09	9.51	16.46	15.45	3.67	33.65	33.74	38.9	25.87		34.29	52.3	48.09	45.9
Anthropology	0	4.11	16.37	4.02	1.78	0	9.69	19.9	19.2		0	17.28	23.41	22.03
Astronomy	0	0	4.3	0		4.48	4.75	8.87	8.5		5.3	9.69	8.96	8.5
Biology, General	0	0	0	0		0	0	0	2.65		3.44	6.86	0	7.04
Business and Commerce, General	3.02	6.77	7.41	0		3.38	9.78	7.41	7.59		5.58	10.51	8.78	8.05
Business Management	0		2.56	3.02	1.37	0	0	4.39	3.75		0	9.33	8.32	4.02
Cardiovascular Technician	0.37	0.46	0	0		1.83	0	0	0		1.86	0.73	0.49	0.37
Career Guidance and Orientation	0	3.93	3.93	7.5	1.68	4.57	5.27	11.8	12.59		4.51	4.75	7.86	10.35
Chemistry	0	0	0	0	0	2.1	0	0	0		0	0	0	0
Child Development/Early Care and Education	13.07	15.63	19.75	13.53	1.44	18.83	20.57	24.6	19.34		24.5	27.27	26.58	19.79
Culinary Arts	0	1.65	2.56	0	0	1.83	1.37	0	0		1.65	1.28	0	6.17
Disability Services	0	0	0	0	0	8.01	8.96	8.5	7.77		1.83	9.05	12.89	0
Economics	6.4	3.75	10.61	0	1.17	45.26	42.97	0	7.22		37.58	43.61	3.57	3.93
Education, General	3.29	1.55	1.83	0	0	4.39	3.84	4.21	4.02		6.77	4.39	0	0
Education, Technology						0.37	0	0	0		0.37	1.19	0	0
English	12.43	19.11	23.77	5.21	0.99	15.51	26.7	32.3	30.81		23.43	36.39	39.77	31.36
English as a Second Language - Reading	0	0	0	0	0	1.46	0	0	0		0	0	0	0
English as a Second Language - Writing	0	0	0	0	0	2.01	0	0	0		2.93	0	0	0
English as a Second Language - General	0	0	0	0	0	4.66	0	0	0		0	0	0	0
Family and Consumer Sciences, General	1.92	1.83	4.94	0.91	0	0	3.47	8.23	8.23		4.94	4.94	4.11	8.41
Geology	0	0	0	0	0	3.75	3.84	3.84	3.02		4.11	5.94	3.02	9.97
Health Education	0	6.54	18.03	4.69	1.58	12.5	22.6	35.4	31.02		12.71	27.82	37.9	26.86
History	24.32	43.25	42.42	16.18	3.87	47.73	62.9	82.4	83.66		67.57	88.23	79.73	67.2

	Summer					Fall					Spring			
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2008	2009	2010	2011
DE FTES by Program Type														
Information Technology, General	14.6	9.51	13.03	4.21	0	46.49	55.31	71.1	60.43		54.7	65.37	62.6	64.91
Job Seeking/Changing Skills	0.76	1.77	1.74	1.1	0	2.19	1.4	2.19	2.22		2.1	1.98	2.44	1.08
Library Science, General	0.79	0.7	0.88	0	0	1.22	1.18	1.62	1.07		1.43	1.77	2.22	0.52
Marketing and Distribution	0	3.2	4.21	3.93	0	0	0	0	0		0	3.47	4.57	4.39
Mathematics, General	7.31	12.07	14.26	4.39	0	12.89	15.82	22.7	14.17		15.82	20.21	23.13	13.9
Medical Office Technology	0		0	0	0	0	0	0	4.48		0	0	0	6.74
Office Technology/Office Computer Applications	2.65	3.02	6.31	7.28	7.71	18.47	22.92	36.7	36.21		19.29	35.26	37.3	38.7
Other Humanities	0	0	0	0	1.54	0	4.57	4.21	4.11		4.21	4.75	5.12	3.84
Philosophy	0	0	0	0	0	0	4.57	7.86	8.59		2.19	5.85	4.21	4.66
Physical Sciences, General	0	0	0	0	0	0	0	4.39	4.48		0	4.39	4.57	4.3
Political Science	7.59	7.04	8.59	3.38	1.47	11.25	11.43	10.7	16.55		11.79	13.07	11.79	11.79
Psychology, General	0	17.19	24.14	22.77	5.11	0	25.33	46.6	42.24		14.26	38.13	46.63	39.31
Reading						7.07	0	0	0		0	0	0	0
Registered Nursing	0	0	0	0	0	0	2.5	2.1	2.41		0	4.05	3.78	0
Sociology	0	17.01	20.75	14.17	5.18	0	14.99	22	20.02		9.23	26.88	21.85	19.84
Speech Communication	3.84	5.3	8.05	2.38	0.62	5.39	8.32	17.1	16.91		5.67	12.98	16.17	14.17
DE FTES by Distance Education Type														
Internet – Asynchronous Instruction	133.3	208.8	291.1	139.1	41.6	356.2	471	588	548.2		430.3	645.3	611.4	543.9
On demand TV Broadcast; DVD	0	0	0	0	0	7.07	0	0	0	0	0	0	0	0
DE Total FTES by Term	133.3	208.8	342.1	139.1	41.6	363.3	544	588	548.2	0	430.3	645.3	611.4	543.9

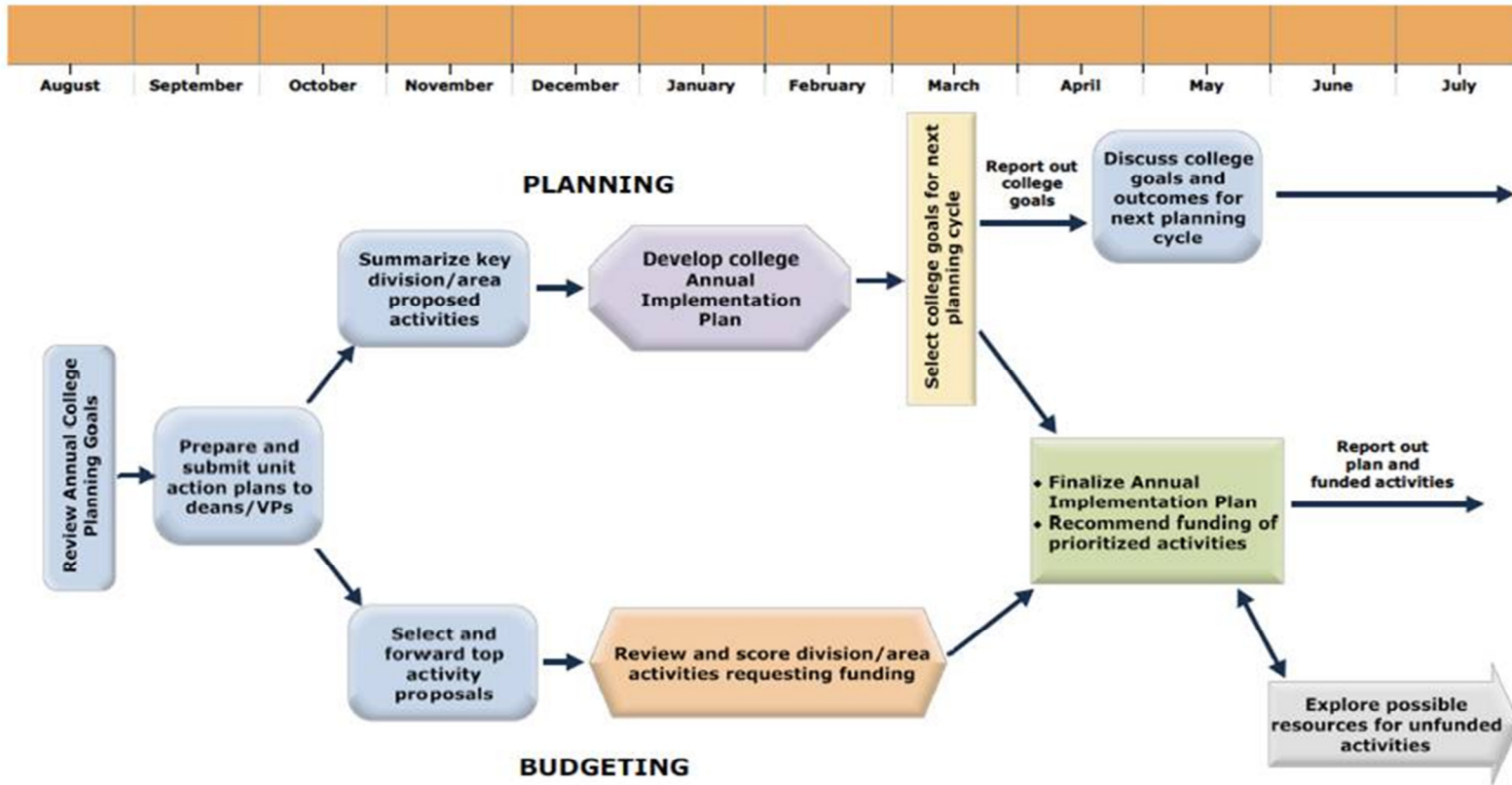
Data Source: CCCC Data Mart, March 4, 2012, and GCCCD Research, Planning and Institutional Effectiveness Office.

Grossmont College Integrated Planning Cycle



APPENDIX H: GROSSMONT COLLEGE ANNUAL PLANNING AND BUDGET CYCLE

GROSSMONT COLLEGE ANNUAL PLANNING AND BUDGET CYCLE



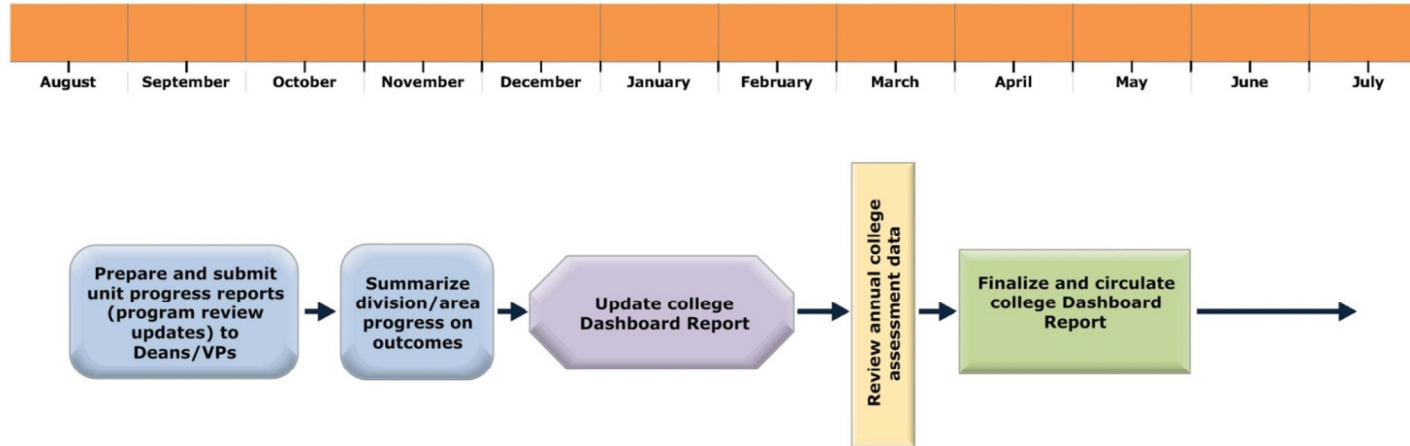
KEY:

- Department/Division/Area
- Institutional Excellence Committee
- Institutional Review Committee
- Annual Leadership Retreat
- Planning and Resources Council
- Resource Development Committee

Latest revision, 8/2/10

APPENDIX I: GROSSMONT COLLEGE ANNUAL ASSESSMENT CYCLE

GROSSMONT COLLEGE ANNUAL ASSESSMENT CYCLE



KEY:

-  Department/Division/Area
-  Institutional Excellence Committee
-  Planning and Resources Council
-  Annual Leadership Retreat

Latest revision, 8/2/10

APPENDIX J: ALLOCATION OF \$200,000 FOR COMPUTER LAB AND FACULTY ROLLOVERS

New systems based on \$615/unit all inclusive without monitor or printer or \$1000/unit. Process for determining based on items not completed from 2007 - 2010 plan, identification of labs, faculty and staff offices with the oldest computers or software and peripheral needs that require newer computers and high student use area.

<u>Room</u>	<u># CPUs</u>	<u>Monitors</u>	<u>Current Motherboards</u>	<u>Est. Install Timeline</u>	<u>Est. Cost</u>	<u>Actual Cost</u>
Faculty or Staff	82			Complete	\$82,902.00	\$89,391.09
70-142 (Tech Mall ADA)	17	17	915	Complete	\$17,000.00	\$15,267.23
70-142 (Tech Mall Section C)	12	12		Complete	\$12,000.00	\$14,003.52
30-252 (Chemistry)	42	Keep Existing	945	Complete	\$28,000.00	\$27,288.25
Memory Upgrades for comp in 30-252	41	N/A	945	Complete	\$3,280.00	\$2,489.13
Laptop Cart Switch	1	N/A		Complete	\$5,000.00	\$4,878.71
Library OPACs	81			Complete	\$49,815.00	\$55,891.30
70-084 (CATL)	1	1	865	Complete	\$615.00	\$649.72
DMAC (Digital Media Arts)			3	Complete	\$915.00	906.39
Total					\$199,527.00	\$210,765.34

APPROVED BY ACADEMIC SENATE 1/30/2012

Grossmont College Vision Statement:

Changing Lives through Education

Grossmont College Mission Statement:

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential and to developing enlightened leaders and thoughtful citizens for the global community.

Our mission is fulfilled by providing the people of East San Diego County with:

- Transfer degrees and certificates programs
- Career technical education and workforce development
- Basic skills
- Student support services that promote student access and achievement
- Community education

Grossmont College Distance Education Mission Statement

Support faculty and staff in developing the skills and knowledge necessary to build a rich and engaging online learning environment.

Definitions

1. Online Course

- Instead of attending lectures on campus, online students attend "virtual" classrooms via the Internet. The virtual classroom can be managed using a LMS (Learning Management System) in an Asynchronous (intermittent) environment and supplemented with a Synchronous (live) mode component.
- With the Asynchronous mode of instruction, instructors may use a LMS, such as Blackboard. Blackboard allows the instructor to post assignments, syllabi, course outlines, web links, podcasts and other pertinent content. In addition, Blackboard allows the use of several communication tools such as discussion boards, chat rooms and email.
- With the Synchronous mode of instruction, instructors may use web conferencing tools to deliver a live lecture or hold office hours for students in real time. CCC Confer and Elluminate are web conferencing tools that allow the instructor to communicate with students in real time using VoIP (Voice over Internet Protocol). The programs offer visual tools including application sharing, file transfer, whiteboard and the web cam feature. In addition, the instructor can record the live class for others to watch at a later time.

2. Hybrid Course

- A blended (hybrid) course is taught partly in the classroom and partly online. Blended courses allow the student to benefit from both methods of teaching: online and face-to-face. Delivery methods and communication tools used in online classes apply to hybrid classes.
- Students are required to attend a certain number of on-campus class meetings. The remaining class hours are held online. The online portion of the class allows students to attend "virtual" classrooms via the Internet. The instructor will provide details of the required online class work.

3. Web-enhanced Course

- Instructors who teach traditional face-to-face classes may utilize Blackboard or other online resources to supplement their traditional classes. These are NOT hybrid classes and will be listed in the Schedule of Classes as traditional on-campus courses.
- Individual instructors will inform students in class whether materials will be made available within their Blackboard container and whether use of other online tools, such as discussion boards or online testing, are required.
- It is recommended that instructors who use Blackboard to supplement their courses follow these best practices as well.

State of California Definitions ([as found on the CCCCO website on this link](#))

“Although hybrid courses are coded as non-distance education because they likely don’t meet the 51% reporting standard provided by section 55210, which is for MIS reporting purposes only, hybrid courses with less than 51% of instruction offered through DE are still considered distance education for curricular purposes and need to meet the DE requirements and quality standards. Section 55204 clearly indicates that regular, effective contact applies to all distance education instruction (not just courses that provide 51% or more of instruction through DE).”

Principles of Effective Online Teaching

The purpose of this document is to provide a list of tools and techniques to be considered when teaching online. The document is intended for those faculty members who are currently teaching online or hybrid courses, those who are considering teaching online or hybrid classes, and those who would like to enhance their face-to-face courses with online resources. The planning and development of an online teaching strategy centers around the need to create a learning community among students. It is important to understand that pedagogical principles drive the use of technology rather than the other way around. Teaching an online course requires an understanding of appropriate online teaching strategies and a number of computer/Internet skills not necessarily related to the original teaching assignment.

Frustrated students and a less than desirable teaching experience come without expressed guidance on what is expected of an online instructor. Students in these courses depend on the instructor to follow an established course schedule and to deliver the course within the scheduled time frame. Students depend on the instructor as their primary link to the course. The many advantages of “anytime, anyplace” education can present a challenge for learners and instructors in time management and operation. It is with this in mind that the best practices established in this document will help overcome the challenges of online teaching and learning.

Online Faculty Qualifications and Training

When selecting faculty to teach an online or hybrid class, deans, chairs and coordinators will look for a faculty member's demonstrated knowledge of technology and online classroom management systems.

Online Teaching Pedagogy

- Designing an effective syllabus.
- Designing learning environments that support a variety of learning styles.
- Designing learning environments that conform to federal and state accessibility requirements for people with disabilities (California Distance Education Accessibility Guidelines).
- Creating course content pages so that they support web user reading techniques.
- Using technologies to provide content in multiple media formats to support the formation of more robust mental models.
- Designing course materials that are easy to use.
- Creating a supportive online course community.
- Observing copyright and fair use policies and guidelines.

In addition, the following technical and administrative training should occur via professional development courses offered each semester:

Technical Training

- Navigating the LMS, Blackboard. Blackboard is the District standard and as such, the college can only offer training and support on that platform.
- Utilizing a web conferencing tool, such as CCC Confer, Elluminate or Skype.
- Becoming familiar with all available technologies offered by the college
- Developing a faculty website with essential elements and providing its location to students

Administrative Training

- Adding / Dropping a Student in an Online or Hybrid Class
- Giving a Student an Incomplete in an Online or Hybrid Class

Guidelines for Course Delivery and Development

Guidelines should to be determined for minimum standards used for course development, design and delivery. Courses should be designed to require students to engage themselves in analysis and effective learning. Learning tasks should be presented in terms of problem solving.

Development:

- For accreditation requirements, instructors must utilize a student authentication system, such as Blackboard or another system that provides a secure login and password.
- Organize the course in a logical format well in advance of the course. Consider breaking your course into weekly modules that help students stay on track in the course.
- Clearly delineate course requirements including a timeline for completion of course material and meeting of course objectives. Discourage lateness and encourage promptness by explaining consequences.
- Consider offering a proctored exam or on-campus exam as a part of the course assessment.
- Schedule any online or on-campus orientations and examinations prior to the beginning of the course and communicate to students at least one week in advance of the course. It is important to note that any required on-campus exams and orientations, as well as proctored exams must be noted in the course schedule.

- Supply course goals, expectations, structure and related policies at the beginning of the course.
- Create a welcome / orientation message. An example is provided in the appendix.
- Delineate instructional policy early in the course.
- Define academic integrity and cheating and clearly define what is considered dishonest and unacceptable.
- Prepare a document of Do's and Don'ts for the course so that students are aware of your expectations.
- Fully use the available technologies to enhance student learning by creating podcasts, e-lectures, short videos or other multi-media.
- Clearly express grading criteria to guide student work. Consider using rubrics.
- Review instructional materials periodically to ensure they meet program standards.
- Design instructional materials according to established accessibility guidelines (for examples see DSPS Web site at <http://www.grossmont.edu/accessibility/>).

Delivery:

- Use structured activities to provide an effective framework for online learning.
- Actively facilitate student interaction by providing both asynchronous and synchronous opportunities with you and their peers. This can be done through the use of the discussion board, chat, social media, and web conferencing tools.
- Offer weekly “virtual office hours” at various times to accommodate student schedules. These can be brief sessions that are recorded for those who miss the sessions.
- Provide timely, comprehensive and continuous feedback on student assignments and questions. It is recommended that faculty respond within 48 hours to questions and pre-determine when assignment feedback will be received.
- Instruct students in proper methods of effective research, including the assessment of the validity of the resource, plagiarism and copyright issues. Consider using the online library tutorial: <http://www.grossmont.edu/library/libraryinstruction/default.asp>
- Provide opportunities for students to question so as to ensure accuracy of understanding. Consider creating a discussion board thread entitled “Questions on Assignments” or “Questions for the Instructor”. Encourage students to answer each other’s questions as well.
- Emphasize the importance of good study skills throughout the course by providing them with links to information on “how to be a good online student”. This includes being a proactive learner by regularly logging in to the course site, submitting assignments on time, and participating in course discussions. Define how often you would like the students to login to the course (example: a minimum of 4 times a week). Follow-up with students who are not actively participating.

- Manage the “virtual” classroom on a regular basis to ensure that students are completing required assignments and achieving student learning outcomes. You can use tracking features in Blackboard to see how and how often students are accessing the course.

Faculty/Student Contact and Communication

Since communication is the heart and soul of an effective online course, we have provided this section focused on regular and effective contact. Also see Grossmont College’s Regular and Effective Contact Policy, which is mandated by Title 5.

Providing continuous feedback to students has a strong correlation to lower withdrawal rates. Online instructors set the tone for student performance through teacher student interaction and communication.

We recommend the following variety of communication techniques to provide students with continuous support and feedback:

- Discussions using discussion boards, weekly announcements, chats, blogs, wikis, social media, and other Blackboard tools.
- Personalized communication such as email in Blackboard or email directly to student.
- Forward responses to frequently asked questions to all students’ questions to avoid duplication or post them on the discussion board.
- Model appropriate online communication for students. See Netiquette (Internet Etiquette) rules in Resources section.
- Respond to student comments and questions in a timely manner within the time frame set at the beginning of the course.
- Provide general feedback to the entire class on specific assignments or discussions, while at the same time providing individual encouragement and comments.
- Utilize a web conferencing tool, such as CCC Confer, Elluminate or Skype.

Students in online classes should be provided with the same opportunities as students enrolled in face-to-face classes. The synchronous learning environment offers online students the same access to the instructor that face-to-face students have. With the aid of a web conferencing program, online students who attend a live lecture can stop the lecture at any time by “raising” their hand. Within seconds, the student receives immediate feedback from the instructor either by voice or by chat. While class is in progress, students can also communicate with each other by using the chat feature and answer each other’s questions about the lecture.

Visual tools available through a web conferencing program allow the instructor to share content with each student. By using an application sharing feature, the instructor or student can share any document, program, and website with the class. Other visual tools include the whiteboard, web cam, and file transfer tool. The whiteboard can be used in conjunction with a writing tablet to simulate the writing done on a whiteboard found in a physical classroom. The web cam allows the instructor to communicate with the class via video transmission. The file transfer tool facilitates the distribution of documents. Instructors can “hand out” documents as they would in a face-to-face class.

The use of a web conferencing program also facilitates note taking for the student. Since the student can print or save all whiteboard content, there is more time to focus on the concepts rather than worrying about writing everything down. Since the lecture can be recorded, students who were unable to attend the live lecture can view the archived lecture. Here students can pause, rewind or advance the lecture as needed.

Student Support

- Encourage students to attend a Blackboard orientation session when offered.
- Direct students to http://www.grossmont.edu/help_students/bb.asp
- Provide a quiz for students who are considering taking an online course before they even register. Encourage them to take it the week prior to the start of the class if they have already registered. Here is a link to a good quiz: https://www.waol.org/prospective_students/isonlineforme.aspx

Resources

- Blackboard/Online Services & Design Support: Chris Rodgers at chris.rodgers@gcccd.edu or 644-7385
- Accessibility Support: Will Pines at will.pines@gcccd.edu or 644-7852
- Training Needs: Nadra Farina-Hess at nadra.farina-hess@gcccd.edu or 644-7283
- General Questions on Distance Ed: Kerry Kilber at kerry.kilber@gcccd.edu or 644-7390
- Grossmont College Help Desk at g-helpdesk@gcccd.edu or 644-7742
- District IS Help Desk at is-ops@gcccd.edu or 644-7547
- Library Resources: <http://www.grossmont.edu/library>
- Library Tutorial: <http://www.grossmont.edu/library/libraryinstruction/default.asp>
- Faculty Blackboard Assistance: <http://intranet.gcccd.edu/faculty-support-for-online-courses/>
- Academic Integrity: [Strategies to Promote Academic Integrity in Online Education](#)
- DSPS: <http://www.grossmont.edu/dsps/>
- Tutoring: <http://www.grossmont.edu/tutoring/>
- Accessibility: <http://www.grossmont.edu/accessibility>
- Netiquette Rules: <http://www.brighthub.com/education/online-learning/articles/26946.aspx>

Appendices – Samples (to be created)

- Orientation / Welcome Message
- Course FAQs
- Do's and Don'ts
- Student Technical Competency Quiz
- Student Technical Requirements for Class
- Discussion Board Guidelines
- Assignment Submission Directions
- Resubmissions Policy
- Grade Book Explanation
- Netiquette Rules
- Expectations for Student/Faculty Interaction (response time)
- Expectations for Student/Student Interaction
- Expectations for Group Interaction
- Academic Integrity (Turnitin.com or SafeAssign)

APPENDIX L: ADMINISTRATIVE TECHNOLOGY ADVISORY COMMITTEE AND INSTRUCTIONAL TECHNOLOGY ADVISORY COMMITTEE CHARGES

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 M: GROSSMONT COLLEGE ORGANIZATIONAL STRUCTURE

