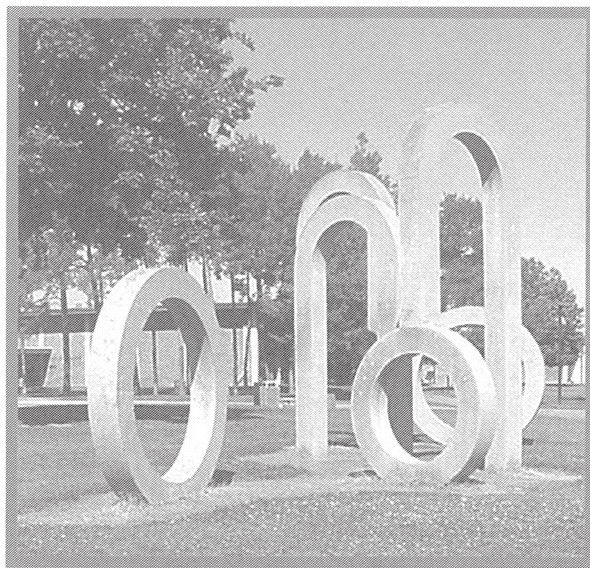Yuba College
Yuba Community College District

Distributive Education

Substantive Change
Report

Distributive Education,
The Impact of DE on Multiple Majors

October 15, 2008

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

08-2009 ACCREDITATION
Substantive Change Report
Distance Education - The Impact of DE on Multiple Majors

Submitted to

Accrediting Commission
For Community and Junior Colleges
Western Association of Schools and Colleges

Report Development Team

Ms. Martha Mills　　　　　　　　*(530) 740-4929*
Dean, Distributive Education and Media
Services (Yuba College)

Dr. Kevin Trutna　　　　　　　　*(530) 741-6766*
Vice President, Academic and Student
Services & Accreditation Liaison (Yuba College)

Dr. Beatriz Espinoza
Vice Chancellor, Educational Planning and
Services (YCCD)

Dr. W. Phillip Krebs　　　　　　　*(530) 749-3868*
Executive Director, Foundation, Grants and
Development, Project Facilitator (YCCD)

Submitted by

Yuba College – Office of the President
2088 N. Beale Road
Marysville, CA 95901
(530) 741-6707

Dr. Nicki Harrington, Chancellor – Yuba Community College District
Paul Mendoza, President – Yuba College

YCCD Board of Trustees
Ms. Susan Houle, President

Yuba College (Yuba Community College District)

Substantive Change Report

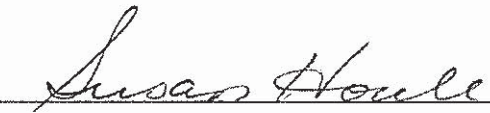Distributive Education/General Education

October 31, 2008

Review and Approval Sheet

Yuba College's (YCCD) Substantive Change Report has been reviewed by both College and District leadership for accuracy and was approved by the Yuba Community College District Board of Trustees at its October 8, 2008 meeting.

The individuals listed beneath the signatures of Board President Susan Houle and Yuba College President Paul Mendoza were primary contributors to either the design or review of this report's contents.

Susan Houle
President/Chair
YCCD Board of Trustees

Paul Mendoza
President – Yuba College

Dr. Nicki Harrington
Chancellor – Yuba Community College District

Dr. Beatriz Espinoza
Vice Chancellor for Educational Planning and Services

Dr. Alan Lowe
Vice Chancellor for Educational Planning and Services (Ret.)

Ms. Martha Mills
Dean, Distributive Education and Media Services

Dr. Kevin Trutna
Vice President, Academic and Student Support Programs (Yuba College)

Mr. David Waite
Director Institutional Effectiveness

Dr. Phil Krebs
Director, Foundation and Grants

Yuba College

Substantive Change Report

Distributive Education / General Education

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Yuba College (Yuba Community College District)
SUBSTANTIVE CHANGE REPORT
Distributive Education and General Education
October 15, 2008

A. Description of Substantive Change:
A concise description of the proposed change and the reasons for it.

General Background: The genesis of this report was the Yuba College (YCCD) Self-Study visit of 2004-05. Discussions stemming from the team visit indicated that several majors were impacted by the gradual introduction of on-line and ITV modalities.

The Vice Chancellor for Educational Planning and Services requested in 2006 that background research be conducted to determine what majors were impacted. An updated version of the resulting list is found in Table #1 (pp. 5-7).

The decision was made at the time to postpone development and submittal of the report until the transition process from a single-college to a multi-college organizational structure had been completed. At the same time, the District was actively seeking to anticipate and respond to growth by elevating the Distributive Education Director's position to that of a Dean (See Ref. #8).

As of July 2008, Yuba Community College District became a Multi-College District, having two colleges, a Center and two Outreach Facilities.
- Woodland Community College
- Yuba College – Marysville
- Clear Lake Campus (Center)
- Beale Air Force Base Outreach
- Colusa Outreach

Nearly all references in the current Substantive Change report are to Yuba College, where the vast majority of Distributive Education emanates. Woodland Community College is also discussed as it transmits a small number of courses. Clear Lake Campus, Beale AFB and Colusa Outreach are end users by are not actively involved in the development and/or transmission of DE programming.

(A1) Brief Description of the Change: Since 1999, an increasing number of General Education courses and Electives have become available to YCCD students through a combination of Distributive Educational (DE) formats. These have included:

- Cable Distribution
- Multi-point Video Conferencing
- On-line, Using WebCT CE4 (learning management software)

The sheer number of such courses now available through Distributive Education formats allows students in several certificate programs and in most associate degree programs to attain more than 50% of their associate degree or (less frequently) certificate coursework via DE. Programs specifically impacted will be described in Section B.

(A2) Evidence of a Clear Relationship to the Institution's Mission:

Evidence most clearly linking the Distributive Education function with that of the college mission is found in the DE Purpose Statement. "The purpose of Distributive Education is to increase the opportunity for students to take classes, to efficiently utilize District teaching resources, and to provide for quality teaching throughout the entire District. Distributive Education supplements the existing curriculum and also allows students living outside of the District the opportunity to take YCCD courses" (See Ref. #1, DE Procedural Guidelines, p. 3).

Yuba College's Mission, reproduced in its entirety in Section (C1a), speaks to primary, essential and authorized functions of the College. By providing Instructional Television (ITV) and on-line coursework in career/technical and transfer education as well as providing support services and remedial education on a limited basis, DE directly supports both the primary and essential functions of the mission statement.

Attendant to the Mission Statement are the Board Strategic Directions, a four-year guideline to Yuba College's development. In this most recent document, the District is encouraged to "enhance student access" (5.2) and "design programs and services to support new and diverse populations" (5.3).   The implication of these statements is clearly that all delivery options need to be explored in light of diverse learning needs and styles throughout our 4,192 square mile district (See Ref. #2, YCCD Board Strategic Directions).

As will be illustrated throughout this report, the expansion and change in delivery modes is not only consistent with the District's mission, but also serves to enhance the ability of faculty and campus leadership to deliver upon the promises therein.

(A3) Rationale for the Change: DE was first introduced to Yuba College through televised courses during the late 1970s. These were prepackaged, commercially produced telecourses broadcast via the Sacramento-based PBS station (KVIE-TV). During the late 1980s and early 1990s, Yuba College acquired

Education Broadcast Service (EBS) licenses and reached agreements with local cable operators serving all or parts of Yuba, Sutter, Colusa, Yolo and Lake Counties. This extension of CATV network made it possible for Yuba College to offer courses delivered directly into the homes in rural and urban areas, originating from an ITV classroom located on the Yuba College campus. Two ITV classrooms were added in 2007 or otherwise recently upgraded at Woodland Community College using bond measure support. A significant array of faculty lead televised classes (tele-lectures) are offered using this extended network.

In 1995, a closed circuit, one-way video, two-way audio system was established to connect Yuba College and the Woodland campus. This system was upgraded in 1998 to two-way video using a TI line to Woodland (45 miles) and later a LAN connection to the Clear Lake Campus (80 miles). This system is used primarily to deliver instruction to Woodland and Clear Lake students enrolled in the Yuba College ADN (Associates Degree in Nursing) program, a program that does not exceed 50% course offerings by way of DE. In 2005, the equipment was upgraded using grant monies received by the Nursing Department to expand their capacity to train more nursing students, especially in rural settings. A separate 'point-to-point' video system using voice/video over IP links a lab in Sacramento with Yuba College in order to offer instruction to students enrolled in the Radiologic Technology program at the Marysville campus.

By 1999, Yuba College intentionally expanded its DE course base to include on-line courses. WebCT was adopted in Spring 2001 as the District's learning management system.

Multiple rationales coincided in explaining the escalation of this program and continue to do so to the present. Initially, improvements in technology promised to meet a need that the District had felt for the entirety of its 70+ year history; that of reaching students throughout its 4,192 square mile rural service area. Gradually an increasing number of the College's faculty (and support staff) had become proficient in the use of these early forms of delivery and were convincing fellow faculty of their value. Finally, the California Community College Chancellor's Office (CCCCO) launched two statewide technology training projects, the @ONE Project aimed at faculty and staff, and the California Virtual Campus, aimed at expanding the number of courses offered on-line. These initiatives provided limited funding to train faculty and staff, provided discounted pricing for learning management systems, and the option for centralized hosting.

As the current decade unfolded, Distributive Education became incorporated into overall district-wide planning. First, in 2005, it was included among the goals of the *Educational Master Plan (EMP)*. This document, which was based on a combination of Labor Market Information (LMI) employment projections and

surveys, promoted varying styles of DE as a means to (a) meet rural populations where they are located and (b) provide multiple learning styles/options to our diverse student demographics (See Ref. #3, EMP, 2005).

At the same time, the Distributive Education Subcommittee of the Curriculum Committee determined to strive for the development of an Associate of Arts through DE.

By the 2007-08 Academic Year, with the phased retirement of the long-time Program Director, Yuba College arrived at the decision to create a Dean's position to direct all Distributive Education and Media Services activities (See Ref. #8). Staff reorganization then occurred and planning began, as well, for structural changes in several buildings that would positively impact technology mediated instruction and Distributive Education.

This strategy has served the purpose of meeting the needs of a broader population. In 2007, the addition of several new course sections through DE was in response to increased demand – and helped to improve enrollments. This gesture of dedication to DE has also attracted faculty members with technological savvy to the various campuses. As of Fall 2008, twenty-two courses are offered via ITV and 12 courses are offered using the two-way video/two-way audio systems, 78 courses (107 sections) are offered fully on-line and approximately 100 on-campus classes enhance their instruction using WebCT.

B. Description of Impacted Programs:

A description of the educational programs to be offered and evidence that the educational purposes of the change are clear and appropriate if the substantive change involves a new educational program.

The table below lists all degree, certificate and general education core courses offered throughout Yuba Community College District. The column to the far right indicates what percentage of a major's courses are available utilizing Distributive Education formats . All Distributive Education currently emanates from Yuba College, Marysville. The majors within which a student may take more than 50% of the courses by way of DE are highlighted in pastel yellow.

Table #1
Yuba College
ASSOCIATE DEGREE PROGRAMS

Indicates that 50% or more of program may be available through Distributive Education

TOP Code	Name of Program	Degree Type	Total Units In Major	% Avail Via DE
0101.00	Agriculture Technology and Sciences **Local Title:** Agriculture	AS	60.0	84.6%
0102.00	Veterinary Technician (Licensed) **Local Title:** Veterinary Technician	AS	60.0	36.7%
0109.00	Horticulture **Local Title:** Environmental Horticulture	AS	60.0	73.3%
0502.00	Accounting **Local Title:** Accounting	AS	60.0	72.5%
0502.10	Tax Studies **Local Title:** Income Tax Preparation	AS	60.0	90.0%
0505.00	Business Administration **Local Title:** Business Administration	AS	60.0	79.2%
0506.00	Business Management **Local Title:** General Business Mgmt.	AS	60.0	85.0%
0506.00	Business Management **Local Title:** Personnel Management	AS	60.0	80.0%
0506.40	Small Business and Entrepreneurship **Local Title:** Small Business Management	AS	60.0	90.0%
0514.00	Office Technology: Office Computer Applications **Local Title:** Administrative Assistant	AS	60.0	68.3%
0514.00	Office Technology: Office Computer Applications **Local Title:** Business Computer Applications	AS	60.0	86.7%
0514.00	Office Technology: Office Computer Applications **Local Title:** Word Processing	AS	60.0	78.3%
0514.10	Legal Office Technology **Local Title:** Legal Office Skills	AS	60.0	80.0%
0514.20	Medical Office Technology **Local Title:** Medical Office Skills	AS	60.0	83.3%
0604.00	Radio and Television **Local Title:** Mass Communications	AA	60.0	65.0%
0604.00	Radio and Television **Local Title:** Mass Communications	AS	60.0	75.0%
0702.00	Computer Information Systems **Local Title:** Information Technologies	AS	60.0	93.3%
0707.10	Computer Programming **Local Title:** Computer Science	AS	60.0	90.0%
0835.00	Physical Education **Local Title:** Physical Education	AS	60.0	71.7%
0934.00	Electronics and Electric Technology **Local Title:** Electronics Technology	AS	60.0	71.7%
0948.00	Automotive Technology **Local Title:** Automotive Chassis	AS	60.0	70.0%
0948.00	Automotive Technology **Local Title:** Automotive Drive Trains	AS	60.0	70.0%

0948.00	Automotive Technology **Local Title:** Master Mechanic	AS	63.0	33.3%
0948.00	Automotive Technology **Local Title:** Tune-up and Drivability	AS	60.0	54.2%
0949.00	Automotive Collision Repair **Local Title:** Auto Body and Paint	AS	60.0	56.7%
0953.10	Architectural Drafting **Local Title:** Architectural Studies	AS	60.0	70.0%
0956.00	Manufacturing and Industrial Technology **Local Title:** Manufacturing Technology/Machining	AS	60.0	50.0%
0956.50	Welding Technology **Local Title:** Welding	AS	60.0	43.3%
1002.00	Art (Painting, Drawing & Sculpture) **Local Title:** Art	AA	60.0	70.0%
1004.00	Music **Local Title:** Music	AA	60.0	63.3%
1007.00	Dramatic Arts **Local Title:** Theatre Arts	AA	60.0	75.0%
1012.00	Applied Photography **Local Title:** Photographic Imaging	AA	60.0	53.3%
1013.00	Commercial Art **Local Title:** Commercial Art	AA	60.0	70.0%
1239.00	Psychiatric Technician **Local Title:** Psychiatric Technician	AS	75.0	32.0%
1301.00	Family and Consumer Sciences, General **Local Title:** Family and Consumer Science	AS	60.0	78.3%
1305.00	Childhood Development/Early Care & Education **Local Title:** Early Childhood Education	AS	60.0	65.0%
1306.30	Culinary Arts **Local Title:** Culinary Arts	AS	60.0	70.8%
1501.00	English **Local Title:** English	AA	60.0	100.0%
1506.00	Speech Communication **Local Title:** Communication Studies	AS	60.0	80.0%
1701.00	Mathematics, General **Local Title:** Mathematics	AS	60.0	70.0%
2001.00	Psychology, General **Local Title:** Psychology, General	AA	60.0	80.0%
2104.00	Human Services **Local Title:** Human Services	AS	60.0	75.0%
2104.40	Alcohol and Controlled Substances **Local Title:** Chemical Dependency Awareness	AS	60.0	76.7%
2104.40	Alcohol and Controlled Substances **Local Title:** Chemical Dependency Counselor	AS	60.0	70.0%
2105.00	Administration of Justice **Local Title:** Law Enforcement	AS	60.0	70.0%
2105.10	Corrections **Local Title:** Corrections	AS	60.0	65.0%
2133.00	Fire Technology **Local Title:** Fire Technology	AS	60.0	70.0%
	Nursing AD **Local Title:** Registered Nursing Program	AS	90.0	38.9%

2201.00	Social Sciences, General **Local Title:** Social Sciences	AA	60.0	100.0%
2205.00	History **Local Title:** History	AA	60.0	100.0%
3007.00	Cosmetology andarbering **Local Title:** Cosmetology	AS	62.0	35.5%
4901.00	Liberal Arts and Sciences, General **Local Title:** General Education	AB	60.0	100.0%

Table #2

CERTIFICATE OF COMPLETION PROGRAMS

Basic Police Academy	(Administration of Justice)	41.5	0.0%
Reserve Training, Level I	(Administration of Justice)	18.5	0.0%
Basic Specialized Investigator Academy	(Administration of Justice)	32.0	0.0%
Correctional Officer Academy	(Administration of Justice)	18-21	0.0%
Juvenile Counselor Academy	(Administration of Justice)	18-21	0.0%
Peace Officer Orientation	(Administration of Justice)	18-21	0.0%
Basic Requalification	(Administration of Justice)	18-21	0.0%
Agricultural Business	(Agriculture, Env. Hort. & Plant Science)	21.0	71.4%
Environmental Horticulture	(Agriculture, Env. Hort. & Plant Science)	29.0	31.0%
Architectural Studies	(Architectural Studies)	27.0	11.1%
Photographic Imaging	(Art)	28.0	0.0%
Body and Paint	(Automotive Technology)	26.0	0.0%
Chassis	(Automotive Technology)	18.0	0.0%
Drive Trains	(Automotive Technology)	18.0	0.0%
Master Mechanic	(Automotive Technology)	42.0	0.0%
Tune-up and Drivability	(Automotive Technology)	27.5	0.0%
Accounting	(Business)	32.5	49.2%
Business Computer Applications	(Business)	28.0	64.3%
General Business Management	(Business)	30.0	40.0%
Information Technology	(Business)	21.0	100.0%
Personnel Management	(Business)	30.0	30.0%
Retail Management	(Business)	29.0	58.6%
Small Business Management	(Business)	27.0	33.3%
Administrative Assistant	(Business)	25.0	36.0%
Legal Office Skills	(Business)	31.0	29.0%
Medical Office Procedures	(Business)	29.0	24.1%
Word Processing	(Business)	29.0	41.4%
Cosmetology	(Cosmetology)	40.0	0.0%
Child Development Teacher	(Early Childhood Education)	24.0	25.0%
Diversity in ECE	(Early Childhood Education)	24.0	12.5%
Infant and Toddler	(Early Childhood Education)	24.0	25.0%
School Age Children	(Early Childhood Education)	24.0	12.5%
Industrial Electronics Technician	(Electronics Technology)	42.0	0.0%
Fire Technology	(Fire Technology)	30.0	10.0%
Fire Technology Practicum	(Fire Technology)	30.0	0.0%
Culinary Arts/Food Service Management	(Food Service Management)	21.0	33.3%
Chemical Dependency Counselor	(Human Services)	31.0	19.4%
Manufacturing Technology Machining	(Manufacturing Technology)	24.0	0.0%
Manufacturing Technology Welding	(Manufacturing Technology)	23.0	0.0%
Mass Communication	(Mass Communication)	21.0	14.3%

As Table #2 indicates, many of the impacted majors have within them few or no courses that are offered by way of Distributive Education. Few Certificate Programs, those concentrating strictly on courses within a major, are impacted by Distributive Education. The courses pertinent to the 50% guideline come primarily from the General Education curriculum.

The five areas included in this General Education curriculum are detailed below:
A. Natural Science (3 units from the list below)
B. Social and Behavioral Sciences (3 units from the list below)
C. Humanities (3 units from the list below)
D. Language and Rationality
1. English 1a (3 units)
2. Communications and Analytical Thinking (3 units from the list below)
E. Electives (3 units from the list below)
F. Multi-Cultural Requirement (3 units from the list below)

Table #3 illustrates that within every sector of the General Education curriculum ITV and/or on-line courses are readily available. Courses available through either of these vehicles are highlighted in pastel yellow.

Table #3
GENERAL EDUCATION COURSES
(Comprehensive Listing)

AREA A: NATURAL SCIENCES (3 units required)

Dept./Course Num.	Course Name (and cross-listings)	Units	Modality
Agriculture 45	Principles of Animal Science	3	On-line
Anthropology 1	Introduction to Physical Anthropology	3	Traditional
Astronomy 1	Introduction to Astronomy	3	On-line
Biology 10	General Biology	3	On-line
Biology 10L (lab)	General Biology	4	Traditional
Biology 25	Human Genetics	3	Traditional
Biology 1	Principles of Biology	5	Traditional
Biology 15	Bioscience	4	Traditional
Chemistry 10	Concepts of Chemistry	3	ITV/On-line
Chemistry 1A	General Chemistry	5	Traditional
Chemistry 2A	Introductory Chemistry	5	Traditional
Chemistry 3A	Fundamental Chemistry	3	Traditional
Ecology 10	Environment – Concepts and Issues	3	On-line
Ecology 12	Marine Ecology	3	On-line
Geography 1	Physical Geography	3	ITV
Geology 10	Introduction to Geology	3	Traditional
Geology 10I	Physical Geology	4	Traditional
Geology 11I	Historical Geology	4	Traditional
Physical Sciences 10A	Earth Science	3	Traditional
Physical Sciences 10B	Physical Science – Physics & Chemistry	3	ITV
Physics 10	Basic Concepts of Physics	4	Traditional
Physics 15	Applied Physics	4	Traditional
Physics 10L	Basic Concepts of Physics	4	Traditional

Physics 2A	General Physics	3	Traditional
Physics 4A	Mechanics	4	Traditional
Plant Science 20	Principles of Plant Science	3	On-line
Plant Science 20L	Principles of Plant Science	4	Traditional
Plant Science 22	Introduction to Soils	3	Traditional
Plant Science 22L	Introduction to Soils	4	Traditional

AREA B: SOCIAL AND BEHAVORIAL SCIENCES *(3 units required)*

Dept./Course Num.	Course Name	Units	Modality
Afro-Amer. Studies 16A	History of Africa (to 1800)	3	Traditional
Afro-Amer. Studies 16B	History of Africa (since 1800)	3	Traditional
Anthropology 2	Cultural Anthropology	3	ITV
Asian-Amer. Stds. 14	Asian American History (Hist 14)	3	Traditional
ECE 3	Child Growth and Development	3	ITV
Economics 1A	Elementary Economics – Macro	3	On-line
Economics 1B	Elementary Economics – Micro	3	On-line
Geography 2	Cultural Geography	3	Traditional
History 7	Indians of North America (Nativ Amr St 7)	3	ITV
History 8	California History	3	ITV
History 11	The World in the 20th Century	3	Traditional
History 14	Asian American History	3	Traditional
History 15	Mexican-American History (La Raza St 15)	3	ITV
History 29	Women in American History (Wom Stds 29)	3	Traditional
History 16A	Afro-American History to 1865	3	Traditional
History 17B	Afro-American History (since 1865)	3	Traditional
History 17A	United States History (to Civil War)	3	On-line
History 17B	United States History (Since Civil War)	3	On-line/ITV
History 4A	Western Civilization (to 18th Century)	3	Traditional
History 4B	Western civilization (Since 18th Century)	3	Traditional
La Raza Studies 1	Introduction to Chicano Studies	3	Traditional
Las Raza Studies 15	Mexican-American History (Also history 15)	3	ITV
Nat. Amer. Stds. 7	Indians of North America (History 7)	3	ITV
Plant Science 20	Plant Science	3	On-line
Political Science 1	Introduction to American Government	3	On-line/ITV
Psychology 1A	General Psychology	3	Traditional
Psychology 12	Human Sexuality and Sexual Behavior	3	Traditional
Psychology 22	Social Psychology	3	On-line
Psychology 31	Gender and Behavior (Wom Std 31)	3	Traditional
Psychology 32	Environmental Psychology	3	Traditional
Psychology 33	Personal and Social Adjustment	3	Traditional
Psychology 40	Childhood and Adolescent Behavior	3	Traditional
Psychology 46	Abnormal Psychology	3	On-line
Social Science 1	Inactive as of Spring 2005	X	Traditional
Social Science 4	Foreign Affairs	3	Traditional
Sociology 1	Introduction to Sociology	3	ITV/On-line
Sociology 2	Social Problems	3	Traditional
Sociology 10	Sociology of Marriage	3	Traditional
Sociology 35	Women in Contemporary Society	3	Traditional
Women's Studies 29	Women in American History (History 29)	3	Traditional
Women's Studies 31	Gender and Behavior(Psych 31)	3	Traditional
Women's Studies	Women in Contemporary Society (Soc 35)	3	Traditional

AREA C: HUMANITIES *(3 units required)*

Dept./Course num	Course Name	Units	Modality
Art 5	Art Appreciation (Human 5)	3	Traditional
Art 26	(Not listed in current Catalog	X	Traditional
Art 1A	History of Art (through Early Christian Era	3	Traditional
Art 1B	History of Art (Middle Ages > Baroque)	3	Traditional
Art 1C	History of Art (19th through 20th Centuries)	3	Traditional
Asian-Amer. Stds. 31	Asian –Amer Humanities & Cult (Human 31)	3	Traditional
English 1A	College Composition and Reading	4	ITV
English 1B	Critical Thinking and Writing	3	ITV
English 2	Oral Interpretation of Literature	3	Traditional
English 23	Literature through Film	3	Traditional
English 33	History of Film (Human 33/Theat Arts)	3	Traditional
English 34	Introduction to Film (Hum 34/the Arts 34)	3	Traditional
English 36	Many voices: 20th Century American Lit.	3	Traditional
English 37	Literature by Women (Women's Studies 37)	3	ITV
English 38	The Bible as Literature	3	Traditional
English 42	Introduction to Shakespeare	3	ITV
English 45	Introduction to Poetry	3	Traditional
English 1B	Critical Thinking – Writing About Literature	3	ITV
English 30A	Introduction to American Literature I	3	Traditional
English 30B	Introduction to American Literature II	3	ITV
English 44A	World Literature I	3	Traditional
English 44B	World Literature II	3	Traditional
English 46A	Introduction to English Literature I	3	ITV
English 46B	Introduction to English Literature II	3	ITV
Foreign Language 1	Spanish 1, Punjabi 1	4, 3, 4	On-line/ITV
Foreign Language 2	Spanish 2, French 3	4, 4	Traditional
Foreign Language 3	Spanish 3	4	Traditional
Foreign Language 4	Spanish 4	4	Traditional
Humanities 3	Music Appreciation (Music 3)	3	On-line
Humanities 5	Art Appreciation (Art 5)	3	Traditional
Humanities 10	Introduction to Western Humanities	3	ITV/On-line
Humanities 11	Art, Literature, and Music in Humanities	3	Traditional
Humanities 12	Jazz Appreciation (Music 12)	3	On-line
Humanities 15	Popular Music in the United States (Mus 15)	3	Traditional
Humanities 26	Women in Art (Wom Stds 26A	3	Traditional
Humanities 31	Asian-Amer Humanities & Cult	3	Traditional
Humanities 33	History of Film (Eng 33/Theat Arts 33)	3	Traditional
Humanities 34	Introduction to Film (Eng 34/Th Arts 34)	3	Traditional
Music 1	Music Skills for Pre-Education Majors	3	Traditional
Music 3	Music Appreciation (Humanities 3)	3	On-line
Music 11	(inactive spring of 1998) – interdisciplinary	X	Traditional
Music 12	Jazz Appreciation (Humanities 12)	3	On-line
Music 15	Popular Music in the United States (Hum 15)	3	Traditional
Music 1A	Elementary Harmony	3	Traditional
Philosophy 1	Introduction to Philosophy	3	Traditional
Philosophy 2	Ethics	3	Traditional
Philosophy 3	Philosophy of Religion	3	Traditional
Philosophy 20	World Religions	3	Traditional
Sign 1	Sign Language Studies	3	Traditional

Sign 2	Sign Language Studies	3	Traditional
Sing 3	Sign Language Studies	3	Traditional
Spanish 10	Introduction to Spanish	3	ITV
Speech 1	Public Speaking	3	Traditional
Speech 2	Oral Interpretation of Literature	3	Traditional
Speech 3	Argumentation	3	Traditional
Theatre Arts 10	Introduction to Theatre	3	Traditional
Theatre Arts 33	History of Film (Hum 33/Eng 33)	3	Traditional
Theatre Arts 34	Introduction to Film (Hum 34/ Eng 34)	3	Traditional
Women's Studies 37	Literature by Women (Eng 37)	3	ITV
Women's Studies 26A	Women in Art I (Humants 26)	3	Traditional

AREA D(1) : LANGUAGE AND RATIONALITY *(3 units required)*

Dept./Course num	Course Name	Units	Modality
English 1A	College Composition and Reading	4	On-line

AREA D(2) : LANGUAGE AND RATIONALITY *(3 units required)*

Dept./Course num	Course Name	Units	Modality
BCA 15R	Business Computer Applications -- Beginning	3	ITV/On-line
Computer Sci. 2	Computer Assembly Language(Elec Tech 25)	4	Traditional
Computer Sci. 3	Fortran programming	3	Traditional
Computer Sci 4	Cobol Programming	3	Traditional
Computer Sci 6	Basic Language Programming	3	ITV/On-line
Computer Sci 8	(Inactive)	X	Traditional
Computer Sci 10	Computer Literacy	3	Traditional
Computer Sci 10L	Computer Literacy	3	Traditional
Computer Sci 5A	(Inactive)	X	Traditional
Computer Sci 5B	(inactive)	X	Traditional
Computer Sci 9A	Beginning C++ Programming Language	3	ITV
Computer Sci 9B	Data Structures	3	Traditional
Electronics Tech. 25	Computer Assembly Language (Comp Sci 2)	4	Traditional
English 1C	Critical Thinking – Advanced Composition	3	Traditional
General Business 25	Career Planning and Development	3	On-line
General Business 56	Business Mathematics	3	Traditional
Math 9	Calculus for Business, Social & Life Sciences	3	Traditional
Math 10	Liberal Arts Mathematics	3	Traditional
Math 15	Concepts of Mathematics	3	Traditional
Math 21	Plane Trigonometry	3	ITV
Math 25	Finite Math	3	Traditional
Math 52	Intermediate Algebra	3 or 4	ITV/On-line
Math 1A	First Year Calculus	4	Traditional
Philosophy 12	Critical Thinking	3	On-line
Speech 1	Public Speaking	3	Traditional
Speech 3	Argumentation	3	Traditional
Speech 6	Group Communication	3	Traditional
Speech 7	Interpersonal Communication	3	Traditional
Speech 8	Intercultural Communication	3	Traditional
Speech 9	Fundamentals of Speech Communication	3	Traditional
Statistics 1	Introduction to Statistical Methods	3	Traditional

AREA E: ELECTIVES *(3 units required)*

Dept./Course num	Course Name	Units	Modality
Accounting 1	Principles of Accounting – Financial	4	Traditional
Accounting 10	(Inactive)	X	Traditional
Accounting 10A	General Accounting	3	On-line
Accounting 1L	Principals of Accounting – Financial	4.5	Traditional
Admin of Justice 10	Introduction to Law Enforcement	3	Traditional
Admin of Justice 30	Introduction to Corrections	3	Traditional
Agri-Business 10	(Inactive)	X	Traditional
Applied Science 22	Hydraulics (Fluid Power) (Auto Tech 22)	3	Traditional
Auto Technology 21	Introduction to Automobiles	3	Traditional
Auto Technology 22	Hydraulics (Fluid Power) (Appl. Sci 22)	3	Traditional
Counseling 10	College Success	3	On-line
Electronics Tech. 1	Electronics Fundamentals	3	Traditional
Electronics Tech. 12	Basic Electronics	4	Traditional
English 20LR	Newspaper Production (Mass c 20LR)	3 or 4	Traditional
Eviron. Horticul. 20	Fundamentals of Environmental Horticulture	3	Traditional
Family/Cons. Sci 10	Principles of Nutrition	3	On-line
Family/Cons. Sci 11	Nutrition and Life Fitness (Hlth 13)	3	Traditional
Family/Cons. Sci 16	Life Management	3	Traditional
General Business 10	Introduction to Global Business	3	On-line
Health 1	Health and Life Style Choices	3	On-line/ITV
Health 4	Psychosocial Health	3	On-line
Health 13	Nutrition and Life Fitness (Fam CS 11)	3	On-line
Human Services 11	Understanding Diverse Racial & Ethnic Cultures	3	Traditional
Mass Commun. 20LR	Newspaper Production (Eng 20LR)	3 or 4	Traditional
Physical Education 1	(Choice of Introductory Activities Courses)	.5-1.5	Traditional

AREA F: MULTI-CULTURAL REQUIREMENT *(3 units required)*

Dept./Course num	Course Name	Units	Modality
Anthropology 2	Cultural Anthropology	3	ITV
Art 5	Art Appreciation (Human 5)	3	Traditional
Art 1A	History of Art (through Early Christian era)	3	Traditional
Art 3B	Women in Art II (Hum 26B/Wom Std 26B)	3	Traditional
Asian-Amer. Stds. 14	Asian American History (Hist 14)	3	Traditional
Asian-Amer. Stds 31	Asian-American Humanities & Cult (Hum 31)	3	Traditional
ECE 27	Early Childhood Multicultural Curric. & Issues	3	Traditional
Education 1	Introduction to Teaching	3	ITV
English 36	Many Voices: 20th Century American Lit.	3	Traditional
English 30A	Introduction to American Literature I	3	ITV
English 30B	Introduction to American Literature II	3	ITV
English 44B	World Literature II	3	Traditional
History 14	Asian-American History (As Am St 14)	3	Traditional
History 5A	World Civilizations (to 15th Century)	3	Traditional
History 5B	World Civilizations (to Modern Era)	3	Traditional
Human Services 11	Understanding Diverse Racial & Ethnic Cultures	3	Traditional
Humanities 5	Art Appreciation (Art 5)	3	Traditional
Humanities 16	World Music (Music 16)	3	Traditional
Humanities 17	Music as Culture (Music 17)	3	Traditional
Humanities 31	Asian-American Humanities & Culture	3	Traditional
Humanities 26B	Women in Art II (Art 3B/Wom Std 26B)	3	Traditional

Music 16	World Music (Humanities 16)	3	Traditional
Music 17	Music as Culture (Human 17)	3	Traditional
Philosophy 1	Introduction to Philosophy	3	Traditional
Philosophy 3	Philosophy as Religion	3	Traditional
Sociology 5	(Inactive)	X	Traditional
Spanish 36	Literature Hispano-Americana	3	ITV
Spanish 20A	Spanish for Spanish Speaking Students (I)	3	Traditional
Spanish 20B	Spanish for Spanish Speaking Students (II)	3	Traditional
Speech 8	Intercultural Communication	3	Traditional
Women's Studies 26B	Women in Art II (Hum 26/Art 3B)	3	Traditional

(B1) The Educational Purposes of the Change are Clear and Appropriate:

The College's educational purposes in introducing Distributive Education, especially within the area of General Education courses, have been to:

- address multiple learning styles
- reach a larger proportion of our widespread rural population
- provide educational access to those working or otherwise unable to meet a traditional college schedule
- share faculty expertise among the colleges, centers and outreach facilities
- give faculty multiple options for instructional delivery
- give students both options, and combinations of options, for earning degrees from Yuba College
- further immerse students in technologies pertinent to the modern-day workplace
- increase rates of completion

On-line and/or ITV courses must be approved by the Curriculum Committee in the same manner as courses offered in more traditional modes. Additionally, the Curriculum Committee has designed a "Distributive Education Addendum" which requires course designers to clearly indicate how the on-line/ITV course rigor will equal that offered by way of more traditional means (See Ref. #4, DE Addendum, Curriculum Handbook). Doing so is also recognized as a Title V requirement.

(B2) All Relevant Commission Policies are Addressed:

Yuba College has reviewed two primary sources throughout the recent evolution of its Distributive Education program. These include the ACCJC/WASC *Substantive Change Manual* (August 2004) and the *Distance Learning Manual* (August 2007). These same two sources have been used as primary guidelines in the development of the current Substantive Change Proposal. Some aspects of the *Guide to Evaluating Institutions* (August 2007), especially "Sources of Evidence," were also reviewed in this effort. From these, the most relevant

"commission policy" relating to Distributive Education is the "Policy on Distance Learning". The essence of this policy, as cited from its introduction, is ". . . that all learning opportunities provided by our accredited institutions have the same quality, accountability, and focus on student outcomes, whether they are delivered electronically or by more traditional means" (June 2005 Revision).

The College is also concerned with meeting Title V requirements for ADA. These are addressed in Section B2b.

(B2a) Equivalency in Quality and Evaluation: Courses delivered by way of ITV, videoconferencing or on-line modalities are held to the same standards as courses taught through more traditional means. The Curriculum Committee and the Distributive Education Sub-committee (of the Curriculum Committee) have established several mechanisms for ensuring such equivalency:

(1) They have developed a Distributive Education "Addendum" that was added to the course approval process. This ensures that any proposed DE course (or new course component) is reviewed by the entire committee and that feedback is provided to the course developer.

(2) Under the new Dean of DE, an Instructional Designer has been contracted to work with faculty members to review and improve the instructional design of both new and existing courses.

(3) Student testing is monitored for fairness by several methods to ensure that students in DE do not have unfair advantages. Most faculty use proctored exams through either local proctors or approved proctors at remote locales. WebCT software also allows faculty to track and log student work. All student work in WebCT is archived at the end of the semester and held for future retrieval and reference. Another method has been the purchase of the Respondus Lockdown Browser, which prevents students who are taking on-line tests in WebCT from leaving the on-line exam once testing has begun. The Fall 2008 pilot of this software is being conducted in the Nursing Program.

(4) Increasing attention has been given to course evaluation (through both Program Review and voluntary faculty review). Program Review is conducted on four-year cycles with annual updates required on December 1st of each academic year. It is built to address the developmental stages of the WASC Program Review Rubric and coincides with Yuba College's model for Continuous Improvement (See Ref. #5, CI Model). Instructional evaluation remains a voluntary process, tied to the current collective bargaining agreement. In Fall 2007, the Curriculum Committee approved a revised IE2 Form adapted to be used on-line to gather student feedback as part of the faculty evaluation process. As of Fall 2008, this IE2 for on-line learning is pending approval by the faculty bargaining unit. It is also

anticipated that the new contract language will include Distributive Education as part of the regular faculty evaluation process.

Additionally, the *Academic Employee Handbook* (See Ref #6, Sec 4.1, p. 32) describes for faculty the traditional process for academic course development and approval. This includes procedures for off-campus programming, fee-based community education, and non-traditional approaches to education. All of these are foundational to the development of DE-based courses and must be adhered to in the course development and review cycle.

DE Subcommittee and Equivalency: The Distributive Education Subcommittee reports to the Curriculum Committee. The purposes of this committee have spanned the breadth of DE functions. Their base role has been that of monitoring standards, issues and trends in Distributive Education. They also ensure access to a variety of courses that fulfill the AA degree requirement. As these are identified and approved, the subcommittee also makes recommendations to the Curriculum Committee regarding the DE goals in the *Educational Master Plan* (See Ref. #3, pp. 154-157).

Aside from such broad-brush issues, the DE Subcommittee is also charged with ensuring high quality standards in programs and courses, encouraging proper training for faculty, considering technical upgrades for the District, and working with issues surrounding evaluation. They also speak to student related issues such as access to support services, orientation, and related library/learning resource center (LRC) services.

Administrative Commitment: As of Fall Term, 2006, the YCCD Chancellor's office has reinforced the discipline surrounding "equivalency of quality" in all DE modalities. The YCCD Chancellor stated that whether courses were to be offered by traditional means, through ITV, or on-line, every effort needed to be made to ensure that the programs offered by way of Distributive Education were of comparable quality, accountability, and focus on student outcomes as are those offered by more traditional means.

Assurances through DE Master Plan: Additionally, the current *Distributive Education Master Plan* provides several recommendations to improve the quality of instruction. One recommendation is to design our Distributive Education courses pedagogically in harmony with standardized rubrics that meet exemplary status. This information is shared and discussed during the District's DE/On-line training sessions. This document also leads instructors to information relating to on-line Student Support Services and those Title V regulations with which they need to be familiar (See Ref. #1, p. 21).

(B2b) Addressing ADA: Yuba College is also concerned with meeting Title V regulations for students with disabilities. This is true in on-line and ITV courses as

well as in more traditional modes of delivery. Each course, prior to being offered via Distributive Education, must meet the standards set forth in Title V Distributive Education Section 55205-19 (approved by the Board of Governors, March 2002/Updated August 2008). The Curriculum Committee Course Approval process requires that these standards are addressed prior to offering any course to students at a distance. The Yuba College Course Outline instructions include a section that asks the author how these standards are to be met (See Ref. #7, pp. 27-44).

Each faculty member adapting a course to a Distributive Education format is required to provide the Curriculum Committee with a statement outlining how students with disabilities will be accommodated (See Ref. #4, Distributive Education Addendum). In this section, the course designer is provided with excerpts of the Educational Code pertinent to students with disabilities and is encouraged to meet the standard (See Ref. #37, Curriculum Handbook, pp. 72-73).

The Dean consults and collaborates with the Director of the Disabled Students Programs and Services (D.S.P.S.) to foster an institutional understanding of universal design, especially in the Distributive Education Program. Faculty training includes information regarding universal design elements and Title V, Section 508 compliance. Trainers address universal design as it applies to on-line courses and the Dean communicates the District and CCCCO directives regarding the use of universal design and captioned video. Currently, all ITV courses are captioned using funds provided by the CCCCO. Examples of universal design include the use of alt tags (for users with various vision problems), the use of screen readers to ensure graphic compatibility, and color coding that is sensitive to people with difficulty in differentiating colors. Future plans to improve faculty training include a formal course review for ADA compliance before the course is offered for the first time.

Because all programs require students to spend some time physically on campus, students with disabilities benefit from continuously improving facilities. Accessibility for students and employees with disabilities is now a consideration that is built into all construction and renovation plans. While construction plans are developed to meet minimum standards, the District also employs a specialist in ADA, 508 and access innovations, who is invited to participate in construction and renovation planning.

Such innovations as electronic doors are being retrofitted wherever necessary. Electronically adjustable tables are being installed in laboratories, as opportunities are available to make such improvements. Large screen monitors are being installed in the Learning Resource and DSP&S Centers of the three primary campuses. Additionally, the District's greatest strides in the area of access have been made in the area of Title V, Section 508 compliance

(electronic and information technology) where assistive software is now available in most computer laboratories on the three primary campuses.

Students with hearing disabilities are being provided, increasingly, with interpreters. All ITV classes are captioned in realtime, linked directly to an outside live captioning agency. This service is paid for through the Live Captioning Project funded by the California Community College Chancellor's Office.

(B3) The proposed program meets accreditation standards related to Student Learning Programs and Services and Resources:

The impact of the Substantive Change in Distributive Education programming on all Accreditation Standards is addressed in Section G.

C. Description of Planning Process:

Description of the planning process which led to the request for the change, how the change relates to the institution's stated mission, the assessment of needs and resources which has taken place, and the anticipated effect of the proposed change on the rest of the institution.

(C1) Relatedness of DE to the institution's stated mission: Three documents are closely linked in tying Distributive Education to the Yuba College mission. These include the Yuba College mission statement, the Board Strategic Directions: 2007-2011, and the Distributive Education Purpose Statement. Each of these is described below:

(C1a) Yuba College Mission Statement: The mission of Yuba Community College District is provided in the Yuba College Catalog. The current Catalog, available both in hard copy and on the Yuba College website, provides the mission statement verbatim:

MISSION: To serve students' educational needs to the extent possible under the State's legal charge and available funding, providing the environment for students and faculty necessary for the pursuit, communication and interpretation of knowledge, wisdom and truth.

The primary mission of the Yuba Community College District is to provide rigorous, high-quality curricula in:
- Lower division arts and sciences
- Vocational and Occupational fields
- Business-focused training for economic development

An essential and important function of the District is to provide:
- Remedial/Basic Skills instruction
- English as a second language instruction
- Postsecondary Student Support Services

- Non-Credit Adult Instruction

An authorized function is to provide:
- Community Education courses and programs
- Institutional Research (Yuba College Catalog, 2008-09, p. 12)

Associated goals, which are appended to this mission statement, further elaborate upon this mission and define specific directions that are consistent with the mission. These are appended at the conclusion of this narrative (See Ref. #9, Yuba College Catalog, p. 12).

(C1b) Board Strategic Directions (2007): The YCCD Board of Trustees' Strategic Directions (September 9, 2007) again make clear the issue of access to educational programs and services. In this most recent document, the District is encouraged to "enhance student access" (5.2) and "design programs and services to support new and diverse populations" (5.3). The implication of these statements is clearly that all delivery options need to be explored in light of diverse learning needs and styles throughout our 4,192 square mile district (See Ref. #2).

(C1c) DE Purpose Statement: The Purpose Statement, developed by the DE Subcommittee for the Distributive Education program closely links DE with the mission of the College/District. According to this statement:

> The purpose of Distributive Education is to increase the opportunity for students to take classes, to efficiently utilize District teaching resources, and to provide for quality teaching throughout the entire District. Distributive Education supplements the existing curriculum and also allows students living outside of the District the opportunity to take YCCD courses (See Ref. #1, DE Yuba College).

As will be illustrated throughout this report, the expansion and change in delivery modes is not only consistent with the District's mission, but also serves to enhance the ability of faculty and campus leadership to deliver upon the promises therein.

(C2) Assessment of Needs and Resources that Has Taken Place:
Much of the external assessment conducted by the District and Yuba College were completed initially under the auspices of the *Educational Master Plan* (EMP-2005) and has been revisited in subsequent EMP evaluations (See Ref. #3, EMP & Attachments). The EMP initially reviewed Labor Market Information while surveying academic advisory boards as to the needs of the community. Additionally, college-affiliated programs such as the Workforce Investment Act (WIA) Office and the Contract Education Program were constantly in touch with current and prospective clients to assess their training needs.

(C2a) <u>Student Assessment</u>: Students were also surveyed to assess their perceptions of the importance of Distributive Education vis-à-vis other programs and services offered at a community college. In 2003, the 1,067 students surveyed indicated that they considered Distributive Education to be a "very important" (2.52/3.00) function of a community college. An abbreviated follow-up survey in 2007, including a sampling of 340 students, found that responses were similar (2.43/3.00) to those in the initial survey. Overall, it was clearly indicated that students appreciated and desired the option to learn through alternative modalities.

(C2b) <u>Resource Assessment</u>: To ensure the currency and availability of physical and monetary resources, the Distributive Education Program has been a topic of ongoing discussion and review. The Board of Trustees, as one example, approved the upgrading of the DE Director's position to that of a Dean (See Ref #10, Oct 18, 2006). Additionally, a base budget is approved annually for Distributive Education. While this budget is supplemented by grants and other secondary sources, it appears annually in the Budget Handbook (See Ref #8, Budget Handbook, 2007-08). At a recent work session, the Board also voiced both its ideas and support for Distributive Education (See Ref. #36, Sept. 10, 2008).

Program Review is also a means of determining equipment needs. Faculty members who teach in ITV/on-line formats provide recommendations as to their equipment needs through their department's four-year program review report. They are encouraged to be similarly proactive in making equipment recommendations in their annual Program Review updates.

DE is also encouraged to request equipment through instructional equipment funding through CCCCO. Both the current and formal Director/Dean have worked with participating faculty in determining what equipment will be requested and prioritized.

(C3) The anticipated effect of the proposed change on the rest of the institution:

The College anticipates that Distributive Education will provide an ongoing method of providing educational options to students - without compromising quality. The College believes, as well, that DE users will come largely from within the District (this has been the case for several years). And finally the trend appears to be that DE will complement, rather than replace, traditional classroom pedagogy.

Owing to the growth of DE (See Table #6, p. 51), there has been, and will continue to be, systemic impact upon the institution. Some of the areas in which this impact has been immediately felt have included:

- A continuing need for professional development for faculty.
- Equipment purchases in support of DE have been increased at both Yuba College and Woodland Community College – and the Colleges anticipate that continual upgrades will be required to meet evolving technological standards (Personal Communication, Dean of DE).
- Facility and space configurations have had to be considered in the design phases of renovation and construction projects.
- Support Services, provided for students at remote locales, have been improving, but will need to focus increasingly upon this growing segment of our students.
- The need for technological leadership and staffing to support DE (and the related medias).
- The need for a dedicated DE budget (See Ref. #8).
- The need to recognize DE's contribution to FTES growth.
- An additional marketing emphasis to develop community awareness of the availability of DE
- Needs assessments to stay in touch with current and future community educational needs, both traditional and alternative.

Because DE has evolved slowly at Yuba College, nearly all of these considerations (and "impacts") have been anticipated and experienced, thereby preparing the College (and District) for the breadth of system-wide needs that DE growth entails.

(C4) A Clear Statement of the Intended Improvements that will result from the Change:

In Section B1, the educational purposes of introducing Distributive Education (especially in the area of General Education), were outlined. Here, the improvements that the College stands to accrue from doing so will be expanded upon using each of the eight educational purposes listed in Section B1 (See Page 13).

(C4a) Address Multiple Learning Styles: Yuba College's students (and potential students) come from a wide range of backgrounds. In terms of age, educational and experiential backgrounds, cultural milieu, and learning habits, the College's students learn in many different ways.

Distributive Education gives students a far more independent forum within which to study and learn. Also, variations *within* Distributive Education methodologies allow both the faculty member and the student to experiment with the level at which they are comfortable in utilizing DE modalities. Courses now exist along a continuum, ranging from merely listing the syllabus on-line to courses which are taught entirely on-line, and all possible combination in-between.

(C4b) <u>Reach a Larger Proportion of the College's widespread Rural Population</u>: Yuba College, as part of a larger District serviced by YC's Distributive Education Program, must reach an area of 4,192 square miles. This includes dozens of small towns, Indian Reservations and ranches and that are accessible only by driving considerable distances on secondary roadways. Additionally, businesses, governmental agencies and charities that employ thousands of individuals who have educational needs cannot provide them with the released time required to pursue traditional course schedules. Spreading beyond the immediate region is a population of Beale Air Force Base students who begin their education at Yuba College while located on the military base, and continue much of that education by way of Distributive Education.

(C4c) <u>Share Faculty Expertise</u>: Yuba College, as well as Woodland CC and Clear Lake Campus, have been fortunate to be able to increase the number of faculty hired to address community needs and growing enrollments. However, the ability to maximize the expertise of these faculty members is enhanced by the utilization of ITV and on-line DE formats.

Because a large number of Yuba College's DE students are among students enrolled at campuses and centers throughout the District, this enables departments on these smaller campuses to
- share faculty expertise among the colleges, centers and outreach facilities
- give faculty multiple options for instruction
- further immerse students in technologies pertinent to the 21st Century workplace
- give students multiple options, and combinations of options to earn a degree or certificate

(C4d) <u>Give Faculty Multiple Options for Instruction</u>: With the average age of the College's new faculty hires hovering at 33, most of these individuals have considerable technological expertise as they assume their new role. As such, not every new faculty member wishes to teach the entirety of a course via Distributive Education, but nearly all such faculty now utilize some aspect of DE in their course delivery. The use of WebCT, which will migrate to Blackboard by 2009, is almost universally accepted by both faculty and the students enrolled in their programs.

<u>Time Savings Introduced for Faculty</u>: Some of the earlier challenges that impeded faculty involvement are being addressed. The most noted of these inconveniences has been described anecdotally as the increase in faculty time required to instruct via Distributive Education.

One specific problem was that course development for DE courses needed to be completed at the last minute, thereby eliciting extensive and time-

consuming e-mail correspondence between faculty members and prospective students. The solution to this problem has been to make available virtual space (course shells) for every course in the Yuba College curriculum. In this manner, faculty can begin loading course content onto WebCT well in advance of registration, provide students with advance information regarding the syllabus and book requirements, and curtail time-consuming, repetitious e-mail exchanges.

At the same time, a revitalized professional development effort, accompanied by the contracting of an Instructional Design Specialist, has far better prepared faculty for teaching via ITV or on-line. This saves additional preparation time for these potential faculty participants.

(C4e) Further Immerse Students in Current Technologies: Another piece of the logic surrounding the increased usage of DE is that the experience of virtual learning is, itself, a part of 21st Century workforce competence. Students, even from this region's economically disadvantaged schools, are accustomed to electronic media and expect that it will comprise a major component of their educational program and learning.

(C5) A description of the preparation process for the change:

(C5a) Historic Background: The Yuba College Distribute Education Program was initially developed throughout the late 1970s, the '80s and the '90s by way of Instructional Television (ITV). These early televised classes were viewed at the time as having a positive impact on the faculty and students, but only modest implications regarding institutional infrastructure.

The attitude of the College began to broaden toward the end of the 1990s. During the Fall 1999 term, several faculty members and administrators met to explore whether adding an on-line component would be feasible. They were, at the time, especially impressed with the model being employed by Cerro Coso College of the Kern Community College District. The adaptation of parts of the Cerro Coso Model has set a precedent for comparing and modeling any new proposed programs and/or courses with those already employing DE modalities at other schools.

Yuba College's concern for documentation of this planning, especially in the General Ed/DE areas, was triggered by discussions during the visit of a WASC/ACCJC Accreditation Self-Study Team in October of 2004. At that time, members of the college faculty and leadership worked with two visiting team members to explore this issue. It was summarily suggested that Yuba College review its entire slate of DE courses and determine which majors might potentially be impacted beyond the Commission's stipulated 50% guideline.

These courses and their associated majors have since been reviewed and synthesized into tabular form (See Table #1, pp. 5-7, Majors Impacted by DE).

(C5b) Educational Master Plan: Between 2001 and 2003, most of the administrative leadership of Yuba College either retired or professionally relocated. The new administrative team assembled during this period recognized a need to develop concurrently several planning and evaluation processes. Primary among these was the *Educational Master Plan* (2005). This document proposed 22 goals to be pursued between Academic Years 2004-05 and 2008-09.   Progress reports were required by (and delivered to) the Board of Trustees on an annual basis.

Four of the 22 goals spoke to needs in the area of Distributive Education. These are highlighted below:

Goal #8:   Scope of Distributive Education
Goal #9:   Improving ITV Transmission Quality
Goal #14: Equipment Planning
Goal #17: Evaluating the Quality of Distributive Education Instruction

Additionally, an appendix was produced that summarized goals and activities by area, with one section dedicated entirely to Distributive Education. In this section (See Ref. #3, pp. 154-157), the DE needs of each academic and student services area are summarized. Additionally, courses that would be especially beneficial to remote users are highlighted for each program and summary recommendations are highlighted.

This report was closely related to the development of the *Distributive Education Master Plan (2005)*. The ideas and progress of each were monitored through reports to the Board (See, Ref. #3, Annual EMP Reports) on an annual basis. While most of the EMP goals were ongoing in nature, the District's Planning and Institutional Effectiveness models (See Ref. #11, Ref. #12) encourage the use of evaluation and feedback in planning. So while, in fact, Goals 8, 9, and 14 are being addressed on a recurring basis, the College still needs to strengthen Goal #17 (Evaluation of Instruction) in line with Collective Bargaining agreements.

NOTE: Issue #17 is being addressed in the Fall 2008 College Bargaining negotiation sessions.

(C5c) Distributive Education Master Plan: The *Distributive Education Master Plan* (2005) was developed in line with Yuba Colleges (and the District's) organizational re-shaping. The overall purpose of the report was to unite disparate elements of the program into a concise document that highlighted procedures while making users (or potential users) familiar with:

- Distributive Education Facilities
- Course Development Guidelines
- Equivalency of Course Quality
- Intellectual Property Considerations
- DE Leadership & Staffing
- Future Directions of DE at Yuba College/WCC

- Equipment & Tech Support
- Timelines & Approvals
- Professional Development
- Cost Considerations (TCO)
- Associated State and Federal Regulations

(C5d) Technology Plan(s): Yuba College has developed two Technology Plans throughout the current decade, the first in 2001 and the current version in 2005. Both of these documents were designed with Distributive Education as a critical component and with personnel representing DE on the pertinent Project Team. The first of these plans (2001) developed a series of eight goals for the five-year period under consideration. These goals were developed with the former Director of DE on the Technology Subcommittee, thereby helping to ensure that each goal address, in part, the various needs relating to Distributive Education. These included hardware, access/infrastructure, service level, security and disaster recovery, staffing, training, support, and the development of instructional materials (See Ref. #13, Technology Master Plan, 2001-2005).

The current plan (2005) recasts these priorities in light of both the achievements of the 2001 plan and the ongoing need to enhance equipment, programming and services. The Technology Subcommittee, which collectively contributed to the concepts in the document, was comprised of both leadership and technical staff from the Offices of Information Systems and Distributive Education (See Ref. #14, Technology Master Plan, 2005-2010).

This plan established five priorities. The first and most pressing priority was that of Technology Funding. This goal was later (2006) addressed, in part, by the successful passage of a bond measure, one that included technology infrastructure support for both Distributive Education and many upgrades to classroom and office technology. Another priority of the 2005 Technology Master Plan was specific to Distributive Education in addressing "Internet-based Services, Distributive Education and Smart Classrooms."

(C5e) Multi-College District Plan: The *Multi-College District Plan* (2005) anticipated the successful transition of Yuba College from a single-college district to a multi-college structure - Yuba College and Woodland Community College. This document took a broad-brush approach to planning, addressing most aspects of the multi-college transition, including Distributive Education. The document noted (See Ref. #15, Multi-College District Plan, p. 30) that nearly all DE courses emanated from Yuba College at the time and that DE would continue to remain largely the province of Yuba College, with Woodland CC offering occasional courses to citizens of its more immediate service area.

Through the *Facilities Master Plan* (See Ref. #23, 2006), Bond Measure support (November 2006), and the opening of a new Learning Resources Center (Fall 2007), WCC achieved its goal more quickly than had been anticipated in the *Multi-College District Plan*. The new LRC provides space and a basic equipment allocation to WCC's DE programming, while the newly-hired Instructional Dean (Fall 2007) has a strong background in Distributive Education. However, the likelihood of WCC's DE programming resulting in a Substantive Change to its curricular emphases is limited to current programming levels for the foreseeable future.

D. Evidence of Resource Support:

(Evidence that the institution has provided adequate human, management, financial and physical resources and processes to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality.)

(D1) Evidence of sufficient and qualified faculty, management, and support staffing:

(D1a) Program Faculty: Yuba Community College District employs 159 full-time and approximately 363 adjunct faculty. Of these, twenty-five full-time and part-time faculty members teach by way of Instructional television (ITV). Three "stalwarts" retired after the last academic year and two more will join their ranks at the end of 2008-09. New faculty hires are gradually filling this void.

Approximately 40 full-time faculty members (See Ref. #38) teach using on-line modalities. Eleven full and part-time faculty teach in the Nursing Program (less than 50% of courses by way of DE), which provides video conference and on-line instruction. Another 90+ faculty members "enhance" their instruction (less than 50% of course content on-line) utilizing on-line learning management software. In all, just less than 300 courses (399 sections during 2007-08) are taught utilizing at least some aspect of Distributive Education.

(D1b) Leadership Staffing: A position entitled "Dean of Distributive Education and Media Services" was established during the 2006-07 academic year and filled for the Fall 2007 year. The position's incumbent, Ms. Marsha Mills (MM, John F. Kennedy, 1999), has had 27 years of experience in the production and management of instructional television and the various forms of virtual learning. She has worked previously with Foothill-De Anza Community College District (Director, California Virtual Campus, Region I), San Mateo Community College (Instructional Television), the KQED-TV Center for Education and Lifelong Learning – San Francisco (Area Instructional Television Director), and the KLRU-TV Instructional Television Department – Austin, Texas (Marketing Coordinator and Curriculum Developer).

The previous Yuba College Program Director, Mr. Steve Cato (BS, CSU Chico, 1971) directed the Yuba College instructional television from its inception until 2007, when a Dean's position was approved. He still serves in a faculty and advisory role to Distributive Education programming. Mr. Cato guided the Yuba College program through its first 30 years of growth. The program began with instructional television and evolved toward on-line modalities over the past decade.

(D1c) Staffing Support: The functions of Distributive Education and Media Services staff overlap. The following functions are met by a combination of individuals from both departments:

- Dean – Program and Policy Development, Faculty Training, Course Scheduling, and Budgeting
- WebCT Software and Server Specialist
- Distributive Education Support Specialist – Provide Support for Faculty using ITV classrooms

- Faculty Member w/ Release Time – Instructional design expertise and Faculty Training
- Telecom Specialist III – ITV & Video-conferencing Technical Expertise
- Library Media Specialist (or Assistant) – Proctor DE tests and Handle circulation/duplication of ITV programs

(D2) Evidence of appropriate equipment and facilities, including adequate control over any off-campus site:

(D2a) Equipment: Distributive Education, as their expenditures summary indicates (See Table 4, pp. 29-30, See Table 5, p. 30), receives most of its equipment funding from sources auxiliary to the District Budget. During recent years, the DE equipment budget has been enhanced by funding from the Measure J Bond, from the Instructional Equipment Fund, and occasionally (past years) from Carl Perkins Grant support. A small emergency reserve fund, mandated by the Board of Trustees, is also available for urgent infrastructure requirements.

Yuba College: Yuba College has two classrooms dedicated to distance delivery. ITV1 is designed for live instructional television distributed through the Yuba College ITV cable network. ITV2 is designed for multi-point video conference delivery between Yuba College, Woodland Community College and Clear Lake Campus – delivered through T1 lines.

It is anticipated that, through the usage of Measure J Bond money, all buildings and DE systems at Yuba College, including a conversion from WebCT to Blackboard, will be upgraded prior to 2014. The current DE classrooms and transmission facilities will be decommissioned within the next three years and

their replacements will be decentralized throughout new and remodeled buildings across the campus.

Some buildings have been updated for DE transmission in recent years. The ITV2 system, which is dedicated to the Nursing Program, is a closed video system using two-way audio and two-way video (Polycom). Transmission over this system is limited to the three campuses where components of nursing courses are available; Yuba College, Woodland Community College, and the Clear Lake Campus. This system was upgraded with T1 lines in 2005 through a partnership with Fremont-Rideout Hospital and the California Community College Chancellor's Office. Additionally, Yuba College's "Building 1900," which operates in a cooperative arrangement with California State University, Chico, has capacity in it for both on-line and ITV broadcasting. It was upgraded in 2004 with ITV-1.

Streaming video is one of the areas that will be updated. The Yuba College streaming server (real networks w/ Helix server) was installed in 2001. While the software has been upgraded annually, the bandwidth remains a problem with consequences to visual and audio clarity. The College will be increasing this bandwidth to improve clarity and to eliminate audio and visual distortion.

The captioning of programming, required for all (non-nursing) Distributive Education programming, is ongoing. Currency has been maintained owing to an annual supplement of $140,000 from the California Community College Chancellor's Office.

WebCT is migrating to CE-8 during the 2008-09 academic year. This is one of several phases involved in the transition to Blackboard, which the College anticipates completing by 2014. Advantages that have already accrued, owing to the CE-8 migration, have included Web 2.0 technologies such as POD-casting, WIKI's, 2nd Party, and other interactive, collaborative technologies. Measure J Bond money is paying for this conversion.

Woodland Community College: All DE equipment at Woodland CC has been purchased within the past three years. The Learning Resource Center (LRC) contains two rooms (20 student capacity each) for DE, broadcasting and receiving. Each classroom offers an interactive environment for audio/video teleconferencing (ITFS, Polycom VS 4000). Students can check out DVDs of DE courses. Most DE courses are also available on-line at any time.

Balance Sought in Equipment Funding: Several considerations must be addressed when providing funding for DE, especially as it relates to classroom and office technology. In recent years, all classrooms have been retrofitted to accommodate flat screen technology, thereby replacing old media carts, etc. Nonetheless, the successful passage of Bond Measure J has provided additional

money for upgrading Distributive Education equipment for all buildings on all campuses.

(D2b) Facilities: The District's successful passage of the Measure J Bond, in November of 2006, assured that new and upgraded DE transmission equipment, and locations, would be available in multiple locations on all campuses. In all, more than 40 major building projects were funded by Measure J. These dollars complement dollars committed by the State of California prior to the passage of the bond measure. Planning committees designated to the design of each such structure, are required to consider all technology infrastructure and equipment needs as part of the architectural and engineering plan for such buildings.

The State of California provided funding for a new sciences building at Woodland CC, a new Library/LRC at that same campus, and for the remodeling of the Math and Sciences Building as well as the Language and Fine Arts Building at Yuba College. As an example of the extent of the State support to building renovation is that the total equipment investment in the Language and Fine Arts Building (completed in Fall of 2008) was $139,000.

(D2c) Control of Off-site Resources: Woodland Community College has attained updated equipment for the generation of ITV and on-line courses. The activities of WCC, where they relate to Distributive Education, will continue in a cooperative relationship with Yuba College's Dean of Distributive Education for the foreseeable future.

The Dean of Distributive Education works directly with the WCC Dean of Instruction in formulating and implementing policies, procedures and budgetary matters relating to DE interests on the WCC campus. These two individuals, coincidentally, have a long working relationship due to their previous collaboration on the California Virtual Campus Project (funded by the CCCCO). Through these channels, the WCC faculty and staff are also able to initiate requests for course approvals, equipment and training.

(D3) Evidence of fiscal resources including the initial and long-term amount and sources of funding for the proposed change:

(D3a) Program Budget: Distributive Education at Yuba College has a permanent operating budget, established by the District in support of both anticipated and actual growth. The fact of a DE permanent budget has outlived "institutional memory," as it was established in support of Instructional Television in either the late 1970s or early 1980s. It has been augmented considerably in recent years, both as a permanent budget and by the availability of soft money emanating from the Chancellor's Office of the California Community College System. The budget, as approved each year,

covers primarily operational aspects of the program. In the table provided below, personnel costs are included as well as externally funded equipment costs and money available through the Media budget. Note that, owing to the fact that positions and support are often funded from multiple sources, the DE budget does not match as described below does not match the DE Budget as provided in the *YCCD Budget Handbook, 2007-08* (See Ref. #16, DE Funding Notes, per 2007-08).

Table 4 Yuba College Distributive/Distributive Education **ESTIMATED FUNDING SUMMARY 2007-08** (Consolidated from Multiple Budgets)	
PERSONNEL (Salaries)	**APPROXIMATION**
Dean, Distributive Education *(1.0 FTE)*	$ 105,000
Distributive Education Server Specialist *(1.0 FTE)*	57,084
Distributive Education Support Specialist *(1.0 FTE)*	48,348
Telecommunications Specialist III *(1.0 FTE)*	64,308
Telecommunications Specialist II *(1.0 FTE)*	48,348
Library Media Specialist *($46,929 x .5 FTE)*	23,465
Admin. Assistant, Library Resources & Media Services *($46,104 x .5 FTE)*	23,052
(Woodland CC) Dean of Instruction *($105,289 x .075 FTE)*	7,897
(Woodland CC) Telecommunications Specialist *(1.0 FTE)*	50,688
(Woodland CC) Library Media Specialist *($36,480 x .5 FTE)*	18,240
PERSONNEL/SALARIES SUB-TOTAL	**$ 464,480**
PERSONNEL (Benefits)	
All Full-time Salaries Total ($464,480 x avg. Benefits % or .30)	$ 139,344
PERSONNEL/BENEFITS SUB-TOTAL	**$ 139,344**
CONTRACTUAL/PART-TIME SUPPORT	
Contracts	$ 12,700
Consultant Fees	1,651
Legal	0
Part-time Permanent/Part-time Temp Support	30,000
Student Assistants (4 @ $9.50/hr. x 12.5 hrs/wk x 38 wks.)	18,050
Media Department Student Workers (50% at $12,200)	6,100
CONTRACTUAL/PART-TIME SUB-TOTAL	**$ 68,501**
PROFESSIONAL DEVELOPMENT	
Memberships and Dues	$ 17,018
Travel (often comes from grant support) Approximate figure	5,000
On-campus Conferences	0
PROFESSIONAL DEVELOPMENT SUB-TOTAL	**$ 22,018**
SUPPLIES/OFFICE MANAGEMENT	
Office Supplies	$ 1,125
Instructional Supplies	5,568
Duplicating	3,500
Phone/Fax Services (Media Budget)	500
SUPPLIES/OFFICE MANAGEMENT SUB-TOTAL	**$ 10,693**

PUBLIC RELATIONS/COMMUNICATIONS	
Advertising	2,432
PUBLIC RELATIONS/COMMUNICATIONS SUB-TOTAL	**$ 2,432**
EQUIPMENT/SOFTWARE/INFRASTRUCTURE	
Building 1000 *(Measure J Revenue)*	$ 139,000
Instructional Equipment Grant	1,248
Board of Trustees Emergency Reserve Fund	0
VTEA Funding	0
Equipment: DE/Media - District Budget	1,400
EQUIPMENT SUB-TOTAL	**$ 140,400**
DISTRIBUTIVE EDUCATION SUB-TOTAL #1 (OPERATIONS)	**$ 849,116**

Note: This budgetary estimate considers several aspects of direct support to the program, including District Budget (See Ref. #8), CCCCO technology support, Perkins Support and support from related programs. Support from Information Technologies and Media Services budgets could not be estimated and is not included. Participation of full and part-time faculty, as gauged by proportion of salary/benefits, is estimated below (See Table 5).

<u>Faculty Support to DE (2007-08)</u>: The teaching of DE courses is largely the province of full-time faculty. During the 2007-08 Academic Year, 399 courses were taught via DE, of which 348 (87.2%) were taught by full-time faculty and 51 sections (12.8%) were taught by adjuncts (See Ref. #38). The table below provides approximations of the amount invested by the District in faculty salaries. As adjuncts are described, the estimate of $60.87 per contact hour is based upon median adjunct salary figures balancing "steps" against formal educational credentials. In the case of full-time faculty, an average full-time faculty salary of $86,000 per year (of those faculty teaching in DE) is calculated against the total number of units taught (987.5) via Distributive Education. Another mean calculation, that of 30% additional benefits costs is calculated in as well. Finally, a DE stipend of $750 is included as well for the 70 sections of ITV courses that are included in the annual Fall and Spring 2008 DE course listings (See Ref. #17).

Table #5		
Faculty Salary Contributions to Distributive Education		
Academic Year 2007-08		
Category	**Calculation**	**Approximation**
Adjunct Salaries	113 Units x 18 weeks x $60.87 per unit (Note: $60.87 is a median figure based on steps and educational preparation.	$123,809.58
Full-time Faculty Salaries	987.50 units (348 sections) per year / 36 units as full load for an academic year = 27.43 FTEF dedicated to DE (per year) x Avg. full-time faculty salary ($85,962.11) = $2,357,988.43 x 30% average benefits (1.30 multiplier)	$3,065,384.96
ITV Stipends	70 ITV courses (See Ref. #17) x $750 per course	$52,500
	DE SUB-TOTAL #2: (FACULTY SALARIES)I	**$3,241,694.54**

Source: These figures are merely approximations. Variations in rates occur for pre-packaged courses, ITV stipends for part-timers vary, extra pay assignments may not be calculated and all base pay rates are either averages or median figures. Average full-time faculty salary figure for those faculty members teaching in DE courses was calculated by the Office of Human Resources (10/10/08).

According to these approximations, the District currently invests just over $4 million ($4,063,811) per year in the staffing and support of DE. Those assembling this report believe this figure to be an underestimation based upon the variety of extra pay options not available to the calculations.

Projected Upgrades (08-09): In consideration of both the array and the inconsistency of budgetary allocations, it should also be noted that the 2008-09 projected budget includes $120,000 for the next upgrade of WebCT (CE-8), as it migrates toward Blackboard. This upgrade will allow for data storage on the Storage Area Network (SAN). Additionally, $29,000 in equipment/software expenses will be involved in the integration of WebCT with Datatel Colleague, thereby allowing all course sections to have pre-established "shells" available for on-line courses (Personal Communication, Director, Information Technologies, Sept. 4, 2008).

Budget Review: The budget is reviewed annually in light of at least three factors:
- Recommendations from the Dean of DE and Media Services
- Availability of State and Auxiliary Funding
- Recommendations and Concerns expressed through Program Review

(D3b) Facilities and Equipment Funding: Of the $190 million dollars attained through Measure J funding, approximately $22 million will go to upgrading equipment and, of this $22 million, $5 million will go toward technology infrastructure funding. The distribution of this funding will be proportionalized among the campuses and centers of which the District is comprised.

A recent example of how college technology infrastructure funding is implemented under Measure J support occurred when the Fine Arts and Language Arts Building (Building 1000) was remodeled at Yuba College. Here, $139,000 in equipment and technology infrastructure upgrades was invested into 12 classrooms. The Office of Information Technologies coordinated with Media Services and Distributive Education to determine common infrastructure needs as well as needs specific to each area of technology. This process will be replicated as nearly 50 building and renovation projects occur throughout the District over the next four years.

DE also benefits from annual Instructional Equipment funding provided at the State level through the Chancellor's Office. This money is distributed annually through the shared decision-making process, where proposals from various areas of the College are considered. Again, interests are pooled where common infrastructure needs must be addressed. In 2007-08, about $258,000 in Instructional Equipment funding was received from the State. Of this, approximately $112,000 was designated for needs specific to Yuba College, with $18,000 going to DE and Media Services.

(D3c) <u>Support for Professional Development</u>: In 1999, It was recognized that funding would be needed for the development of faculty and, as such, a five-year commitment was made by the Board of Trustees to dedicate such resources to DE's professional development component.

In 2004, these funds were reallocated to the overall faculty development funding pool, where they are still available to faculty seeking to improve their skills utilizing ITV or on-line – or for other faculty development purposes (including sabbatical support). Since 2004, many new low/no cost training options have appeared through the Center for Development Communication (CDC), the @ONE Technology Training project, through the Cerro Coso on-line certificate program, and through the Center for Educational Technologies Cooperative (Chancellor's Office).

Currently, supplemental funding for DE professional development (and equipment) is being provided by funds procured through the successful passage of a bond measure in November of 2006.

(D4) A plan for monitoring achievement of the desired outcomes of the proposed change:

There are four current mechanisms by which Yuba College monitors the achievements of the Distributive Education program. These include:
1. <u>Program Review</u>: All academic programs are subject to Program Review on a four-year cycle. Departments are urged to include DE as one component of this review.
2. <u>Survey Research</u>: The Office of Institutional Effectiveness was established in 2006-07. This office has been conducting ongoing community and student needs assessments and satisfaction surveys for various areas.
3. <u>Student Evaluations</u>: Students complete a course evaluation at the completion of each DE course.
4. <u>Administrative Evaluation and Program Review</u>: The College has been developing an administrative Program Review to complement the annual performance evaluation conducted on the Dean of DE/Media Services.

E. Evidence of Appropriate Approvals:

Evidence that the institution has received all necessary internal or external approvals. The proposal should state clearly what faculty, administrative, governing board, or regulatory agency approvals are needed and evidence that any legal requirements have been met.

(E1) A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed:

As noted in Section E3, the YCCD Board of Trustees approved this Substantive Change report at its September 2008 meeting. Review copies were sent, as

well, to the Yuba College Council and to the Yuba College Academic Senate during the latter phases of the report's development.

(E2) Evidence that any legal requirements have been met:

The primary area of legal concern would be that of Intellectual Property Rights. The means of addressing such rights is the negotiated labor agreement between YCCD and the Yuba College Faculty Association (YCFA). The disposition of such rights for telecourses is spelled out below from the contract language:

> The course materials produced for the telecourse are jointly owned by the Unit Member and the District. The District's ownership is limited to the generated course materials produced for the telecourse. Once the telecourse materials are used for a class, the District does not have the right to offer for credit or use the produced telecourse or the materials without the consent of the Unit Member. The Unit Member shall become the sole owner by reimbursing the District for the actual production costs of the generated course based on rates established prior to the production. Faculty member salary is not a cost of production as it relates to the Unit Member's ownership (See Ref. #17, DE Agreement; YCFA & YCCD).

As of Fall 2008, this contract will again be negotiated.

(E3) Evidence of governing board action to approve the change and any budget supporting the change:

The Board of Trustees of Yuba Community College District has been continually involved in budgetary and policy matters relating to Distributive Education. Several measures in recent years by the Board of Trustees have helped to support DE. The Board elevated DE funding in 2006 (See Ref. #10), approved a staff development position (largely in support of DE) in 2007, and elevated the DE Director's position to that of a Dean during the 2007-08 academic year.

At its October, 2008 meeting, the Board reviewed and approved this Substantive Change Report (See Ref. #18, BOT Agenda, Oct 8, 2008).

F. Impact on Eligibility Requirements:
Evidence that each Eligibility Requirement will still be fulfilled after the change. Any requirements that are particularly impacted by the change should be addressed in detail.

Yuba College was last visited by the WASC/Accrediting Commission for Community and Junior Colleges (ACCJC) in October of 2005 and received notification of its successful reaffirmation in January of 2006. The current Substantive Change Report is being prepared in light of conversations emanating from the 2005 visit and subsequent internal dialogue surrounding the

successful initial accreditation of Woodland Community College, which participated in a WASC visit in March of 2008. Neither Yuba College nor the District as a whole feels that its eligibility has been in any way jeopardized by the evolution of its Distributive Education program, but feels rather that DE is enhancing its mission.

1. Authority: Yuba College is in its 81st year of operation, having been established (originally) as an extension of Marysville High School in 1927. The College is authorized to grant degrees under the auspices of the California Code of Regulations (Title V, Division 6) and offers on-line and televised courses under the same code (Article 3, §55205). This authority is recognized by the University of California system, the California State University system, the California Community Colleges Chancellor's Office, the U.S. Department of Education, the Veterans Administration, and the American Association of Collegiate Registrars and Admissions Officers.

2. Mission: The mission of Yuba College is "To serve students' educational needs to the extent possible under the State's legal charge and available funding, providing the environment for students and faculty necessary for the pursuit, communication, and interpretation of knowledge, wisdom, and truth.

The primary mission of Yuba College is to provide rigorous, high quality curricula in:
- Lower division arts and sciences
- Vocational and Occupational fields
- Business-focused training for economic development

An essential and important function of the College is to provide:
- Remedial/Basic Skills instruction
- English as a Second Language instruction
- Postsecondary Student Support Services
- Non-Credit Adult Instruction

An authorized function is to provide
- Community Education courses and programs
- Institutional Research

This mission was accepted by the Board of Trustees at its December 8, 2004 meeting, is reviewed regularly by the Yuba College Council, and is occasionally modified both as an adaptation to, and an anticipation of, changing needs of the district's population.

Distributive Education falls squarely within the framework of this mission as noted in Section C(1) (See pp. 17-18) and within the strategic planning initiative, "Board Strategic Directions for 2007-2011" as adapted by each college within the District.

3. <u>Board of Trustees</u>: The Yuba Community College District's Board of Trustees is comprised of seven elected representatives of communities within the 4,192-square-mile area served by the District. The primary responsibilities of the Board revolve around support of the mission as this relates to policy, as well as maintaining assurances of quality and integrity. The Board operates under a set of policies established through the *Board Policy Manual*. No members of the Board are employed by the District and each is free of Conflicts of Interest, as stipulated by Board Policy BP 2710 (See Ref. #19).

Under the charge of the current mission statement, the Board of Trustees has gone on record, through budgetary support of Distributive Education, as strongly advocating its usage and enhancement as a means of meeting the evolving needs of individuals and businesses within District's service area.

4. <u>Chief Executive Officer(s)</u>: The Chancellor of Yuba Community College District is Dr. Nicki Harrington. Dr. Harrington was appointed effective February 1, 2002 to serve initially as Superintendent/President of Yuba College. In her new role as Chancellor (2006), Harrington's primary responsibility has been, and will continue to be, that of providing leadership for the District in carrying out its mission.

The current President of Yuba College is Mr. Paul Mendoza. Mr. Mendoza has served in progressively responsible roles (related primarily to Student Support Services) with College of the Redwoods, Sierra College and Yuba College – since 1995. Mr. Mendoza's primary responsibility has been to work with Woodland Community College President Dr. Angela Fairchilds, Dr. Harrington, and the Board of Trustees in forging a transition process from a single-college to a multi-college district. He became President of Yuba College in 2006.

The President of Woodland Community College is Dr. Angela Fairchilds. Dr. Fairchilds (Ph.D., 2001, Arizona), has served as Woodland Community College's first President since January 2006, following the Board of Governors' approval of the District's application for WCC to become a college. Dr. Fairchilds served initially (2003) as Executive Dean of what then was Woodland Educational Center and, in doing so, played a key role in facilitating the transition from a "center" to a "college" within the District's transition plans and timelines.

5. <u>Administrative Capacity</u>: Yuba College possesses the administrative capacity to maintain its ongoing operations while incrementally enhancing Distributive Education options. Each of the larger two colleges within the District has someone at the Dean level who has (formally or informally) achieved significant experience in the planning, implementation and evaluation of Distributive Education programming. Yuba College recently hired a Dean for Distributive Education and Media Services (Ms. Martha Mills) who will oversee and further develop a district-wide DE function that has been in place, and constantly evolving, since the early days of instructional television in decades past. Woodland Community College has as its Dean for Instruction, an individual (Mr. Ken Nather) who worked with DE programs at the California Community Colleges' Chancellor's Office for close to five years. He will oversee

the growth of DE at WCC in conjunction with developments at Yuba College – Marysville.

6. <u>Operational Status</u>: Yuba College was founded in 1927 and achieved initial accreditation in 1954. Woodland Community College received its initial accreditation in July of 2008.   YCCD is one of 72 community college districts throughout the State of California. Yuba College gradually evolved as a district by expanding its course offerings to Beale Air Force Base in 1960, Colusa in 1965, and to its campuses in Woodland and Clear Lake in 1972. The 2007-08 district-wide headcount of 10,469 represents a 12.9% census increase since the most recent Yuba College Self Study was conducted in 2004-05.

7. <u>Degrees</u>: Throughout the District, Yuba College offers degrees in 10 areas classified as Associate of Arts. Also offered are Associate of Science degrees in 48 majors. Additionally, Certificates of Completion are available in 28 areas, while Certificates of Training are available in another 63. Non-degree courses are available through both Community Education and the Small Business Development Center.

8. <u>Educational Programs</u>: All degrees awarded by Yuba College are congruent with the core priority areas highlighted in the Yuba Community College District Mission Statement. These priorities fall into (a) lower division arts and sciences, (b) vocational and occupational training for immediate employment, or (c) business-focused training for economic development. In an effort to nurture students toward these priority areas, Woodland Community College also provides courses in (a) remedial and basic skills instruction, and (b) English as a second language, while providing a full-range of support services to encourage total student development.

Within this framework, numerous courses, both major-specific and from the General Education curriculum, are provided through Distributive Education formats such as ITV or on-line. These are designed and evaluated with the same academic quality and rigor as courses provided in traditional in-class venues.

9. <u>Academic Credit</u>: Academic credit for Distributive Education coursework is the same as credit for traditional in-class formats. Yuba College awards academic credits based on the Carnegie Unit, a generally accepted practice in degree granting institutions of higher education. Throughout Yuba Community College District, a unit of academic credit is based upon the semester hour. The value of a course is computed on the basis of one unit of credit for each hour of lecture or discussion, two-to-three hours of laboratory, or two hours of activity per week, for a 17-week semester. Courses meeting for fewer than 17 weeks require an equivalent number of hours prorated on a per-week basis.

Yuba College abides by the same catalog policy that has been applied to all campuses in the Yuba Community College District. This statement is replicated below:

> "A student who presents (Via direct mail from the college previously attended or hand-carried in a sealed official envelope) a transcript of record showing satisfactory scholarship and honorable dismissal may be admitted to the College with Advanced Standing. No previous collegiate record may be disregarded.
>
> Credit from lower division courses taken previously at another college or university will be allowed toward the Associate in Arts or Associate in Science degree only if the former institution was accredited by one of the regional accrediting associations. (Accredited institutions are those so designated by one of the regional accrediting associations: Western Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Colleges and Schools, and Southern Association of Colleges and Schools.)
>
> All such college transcripts will be evaluated. Only lower division courses determined to be associate degree level will be accepted for transfer credit. Credit is also allowed for college-level USAFI courses (But not for USAFI GED tests). Credit will also be given for the College Level Examination Program, General Examinations of the College Entrance Examination Board (CLEP)" (See Ref. #20, p. 34).

Credit information is provided for every course offered within each of the two catalogs (Yuba and Woodland) within the District (See Ref. #20).

10. <u>Student Learning and Achievement</u>: Student learning and achievement in Distributive Education courses are judged by the same standards as those for traditional, in-class courses. DE courses will migrate, as well, from an objectives-based to an Student Learning Outcomes based curriculum. The colleges, under the leadership of the Academic Senate and Curriculum Committee, decided in March of 2005 to pursue SLO's, first from an institutional level and then by increasing detail to the course level. Eight institutional SLO's were first selected and approved by the Board of Trustees (See Ref. #40, #42). Following institutional level SLOs, program level SLOs were developed and currently, course-level SLOs are being introduced in Fall of 2008 with pilots being tested at all campuses.

A timeline has been developed for the implementation phase of the SLO process (See Ref. #43). Distributive Education based courses are being subjected to the same outcomes-based approach as are classroom-based courses. The three-year phase-in of SLOs includes the development and

implementation of assessment plans at the program level, which occurred in 2007-08, the development and implementation of course SLOs (2008-09), and the development and implementation of administrative SLOs (2009-10). Each of these processes is cyclical and continues beyond the year of initial implementation.

The Student Learning Outcomes planning and deliberation process, and how this process relates to Distributive Education, is presented in more detail under Standard II, pp. 44-46.

11. <u>General Education</u>: As this report indicates, a great number of General Education courses are available via DE formats. All of these courses are developed by a rigor that meets that of traditionally presented courses. The General Education requirements for associate degree programs were developed at the District level and are applied consistently at both Yuba College and Woodland Community College. They are provided in each of the two college catalogs produced in the District (See Ref. #21, General Education Philosophy Statement).

The quality and rigor of general education, both traditional and by way of DE, is comparable to that offered at other California Community Colleges. In addition, indicators of the "rigor and quality" of programs/courses are provided through a listing of their transferability to both the UC and CSU systems (See Ref. #22, Transfer Preparation and Information). Additionally, course outlines for all pertinent general education courses are available.

All programs are subject to program review. Distributive Education courses are reviewed within the departmental framework.

12. <u>Academic Freedom</u>: The Board of Trustees of the Yuba Community College District has adopted an academic freedom policy that applies to all campuses and centers or means of content delivery within the District. This policy (BP 4030) is reproduced in whole below and is provided, as well, as a reference from the original text.

> "Academic employees must be free to teach and students free to learn. Both must have access to the full range of ideas, materials, and options. It is the responsibility of academic employees to encourage students to study varying points of view and to respect the students' right to form, hold, and express judgments, opinions, and beliefs, clearly identifying them as such.
>
> The responsibility of protecting academic freedom rests with the Board of Trustees, administration, educational supervisors, and academic employees. Academic employees have a primary responsibility to develop the curriculum and select instructional materials and methods of

presentation appropriate to meet the goals of that curriculum. Academic employees, educational supervisors, and administrators must develop procedures to implement those Board-adopted policies related to academic freedom.

When academic employees are performing their assigned responsibilities, they shall be free to express personal opinions and pursue scholarly, literary, and/or artistic endeavors."[1]

1. (See Ref. #25, Academic Freedom, Yuba College Catalog, p. 11)

This policy pertains to faculty in either traditional or DE modes of course delivery.

13. Faculty: The campuses of Yuba Community College District employ 159 full-time (tenured or tenure track) faculty as of Fall, 2008. This is an increase of 35 full-time positions since Fall, 2005. The number of part-time (adjunct) faculty, 363 (Fall, 2007), has grown similarly since 2005, from 264. Yuba College itself, has 111 full-time and 153 part-time faculty members (See Ref. 24, E-mail Correspondence from Human Resources).

All faculty members meet established minimum qualifications or the equivalency thereof, and associated experiential requirements. Full-time faculty and their degree credentials are listed in the catalog of each of the two colleges in the District. The responsibilities of academic employees are described in the *Academic Employee Handbook* (2005) and repeated as an Administrative Procedure (See Ref. #26, AP 4500, Minimum Quals).

14. Student Services: Student Support Services and Distributive Education are positively impacting one another, with various support services gradually being provided in on-line formats. While academic components are proceeding toward DE formats at a more rapid pace, support services now include on-line advising/counseling through an interactive service entitled "Ask a Counselor" available to all students. Application, registration, some aspects of testing, financial aid, and career development have on-line components that save the students time and travel costs.

A help desk is available to faculty, staff and students via email and phone during normal work hours. Staffed by IT personnel, work tickets concerning WebCT or ITV are forwarded to the WebCT Support Staff and the Dean of Distributive Education and Media Services. The Distributive Education website (www.yccd.edu/de) includes an FAQ section and a Student Orientation to WebCT.

15: Admissions: As noted above, application, registration and some aspects of placement testing are now available on-line at www.yccd.edu. Admissions policies were developed by the District and are implemented at Woodland Community College, Yuba College and the centers and outreach facilities.

These policies are available to DE students through the website or traditional catalog (See Ref. #27, Admissions Policies, pp. 20-24).

All campuses adhere to an open enrollment policy. As a rule, a student must be 18 years of age (some exceptions) and hold the equivalency of a high school diploma. Some specific "impacted" programs enroll students, as per Board Policy, on a "first-come, first-served" basis (See Ref. #28, Board Policy 5010, Admissions). The current admissions form is utilized by all campuses throughout the District and is available either in hard copy or on-line (See Ref. #29, Registration Application).

16. Information and Learning Resources: The Yuba College library/LRC has adapted to the information era by providing increased accessibility to on-line and Internet resources for students learning through both traditional and Distributive Education mediums. Both of the college libraries are physically open during a mix of daytime and evening hours adjusted for students who attend day or night-time classes. Each library is staffed by a full-time librarian as well as a full-time media library assistant, with additional support available for Media Services and Distributive Education.

Each college library, through a longstanding collegial process, prioritizes and houses materials particular to its curricular emphases. The materials that are not available can be procured through on-line resources (as noted above) or through long-since-established inter-library loan agreements (See Ref. #30, OCLC and Mountain Valley System agreements).

New and upgraded library computer laboratories on all YCCD campuses keep students in step with current trends in on-line research. Individual and small group orientations at the various campuses also help the students to learn how to access such on-line resources.

17. Financial Resources: The District has made a commitment to fund Distributive Education infrastructure and professional development without negatively impacting more traditional modes of delivery. Some aspects of infrastructure have been developed through external resources as well.

A Five-Year Fiscal Plan/Allocation Model (2007-08 through 2011-12) has been developed by the YCCD Office of Administrative Services. Each college and center had input into this model. The purposes of this plan are to provide allocations proportional to current and projected FTES while also providing seed money for a multi-college district and for special curricular initiatives such as Distributive Education.

The District's funding base is documented in annual audits that are conducted by an outside auditing firm, Matson & Isom of Chico, California (See Ref. #31,

2006-07 Audit). This firm audits the District's base budget as well as funds generated through categorical programs, grants and any private funding generated through Yuba College Foundation, a separate 501[c][3].

18. Financial Accountability: Neither the District's audit nor its budgetary solvency has been negatively impacted by the enhancement of the Distributive Education function. Budget reserves have, since 2001, remained above the required 5% threshold while additionally the Board of Trustees has stipulated that another 2% should be set aside for infrastructure repairs.

The District maintains an internal financial management function and also contracts the services of a professional auditing firm for external verification. The evaluations of the audits have, for the past ten years, been unqualified.

19. Institutional Planning and Evaluation: The District, with input from all representative groups at each of the campuses, developed in 2007-08 a document entitled *Board Strategic Directions; 2007-2011* (See Ref. #2). Each of the respective colleges has since used a similarly inclusive process to tailor these strategic directions toward their particular needs. This effort followed upon the completion and evaluation of the 2003-2007 initiative known as *District Strategic Goals; 2003-2007* (See Ref. #32, Strategic Goals, 2003-2007).

Critical to each of these documents was the *Educational Master Plan*, a document that is both synchronized with such plans and which has served as the key guideline for the responsible development of Distributive Education delivery modes. In both the base document (See Ref. #3) and in subsequent Annual Reports (See Ref. #3, Annual Reports), the *Educational Master Plan* provides very specific evaluative and prescriptive information to ensure quality and integrity in DE and DE support.

20. Public Information: Both Yuba College and Woodland Community College's Offices of Public Information publish and annually update college catalogs for their respective campuses. Information regarding Centers and Outreach facilities is also provided in these catalogs. The District's website, like the college catalogs, provides each college and center with a link that provides all information critical to programs and services, basic policies and procedures, and program/course information.

Information relating to courses available through Distributive Education is available both in the college catalogs and on the catalog and DE pages on the District website. The inclusion of distance-based courses does not negatively impact the public information function in any way.

Yuba Community College District, and the colleges within this District, restricts its advertisement and recruitment to the area defined by the State of California as

comprising its formal service area (except where formal agreements exist with other colleges).

21. <u>Relations with Accrediting Commission</u>: The Yuba Community College District Board of Trustees plays an active role in ensuring that the District and the colleges within it are compliant with the policies of WASC/ACCJC. At its meeting on July 21, 2004, the Board of Trustees approved a statement of policy by which the Superintendent/President (Chancellor) was charged with (a) ensuring the District complies with the accreditation process and standards, (b) keeping the Board informed of approved accrediting organizations and the status of accreditations, (c) ensuring that the Board is involved in any accreditation process in which Board participation is required, and (d) providing the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendation in an accreditation report (See Ref. 33, BP 3200 [Ch. 3, p. 2]).

Each college within Yuba Community College District currently maintains an active Accreditation Liaison Officer who relays Commission information to all parties involved in matters pertaining to accreditation, and who plays a catalytic role in the development of various reports in support of accreditation.

G. Impact on Accreditation Standards: *(Evidence that each accreditation standard will still be fulfilled after the change and that all relevant Commission policies are addressed. Any standards that are particularly impacted by the change should be addressed in detail.)*

Standard I: Mission and Effectiveness

The utilization of Distributive Education vehicles in the delivery of courses (general education or major-specific) can serve only to enhance the College's ability to achieve its mission and enhance its effectiveness.

<u>IA - Mission:</u> The mission of Yuba College speaks to "serving the students' educational needs to the extent possible under the State's legal charge and available funding . . . " Owing to the rural nature of our District, and the sheer size of the area served, Distributive Education, even in its earliest forms, has been and continues to be a critical means of expanding teaching and learning opportunities to the remote areas needing these services the most.

<u>IB - Effectiveness:</u> Similarly, as courses and programs migrate toward Distributive Education formats, they are increasingly subject to the outcomes-based approaches suggested in our current program review model as well as our developing SLO strategy. Pressures by our faculty, by the Accrediting Commission, and by our consumers have forced those utilizing Distributive

Education to be as or more vigilant in assuring quality and improved outcomes than those teaching by traditional means.

Distributive Education's growth has been guided and annually monitored by the *Educational Master Plan* (2005) and its annual updates (See Ref. #3). Additionally, the Program Review process, conducted by the individual academic programs, addresses DE, its needs and its achievements.

Overall, the YCCD *Institutional Effectiveness Model* serves as the guiding tool for gauging the effectiveness of academic and administrative programs and services. This model (See Ref. 12) ties in with the District's Deming-based Continuous Improvement Model providing an annual cycle of planning, delivery, assessment, and improvement to programs and services (See Ref #5, CI Model).

Standard II: Student Learning Programs and Services:

While student and academic support programs for distance-based instruction developed unevenly at first, the role of student services and the Learning Resources Center is now built into the development of each DE-based course. In that sense, Standard II is clearly met by the escalating DE presence.

IIA – Instructional Programs: The increased utilization of ITV, video-conferencing and web-based delivery improves accessibility not only to the large rural region the colleges serve, but also between and among the campuses within the District. Faculty members utilize the learning management software to teach courses running the gamut from merely providing an on-line syllabus, to providing all aspects of a course or program on-line.

(1) WebCT/Blackboard Conversion: WebCT CE 4 is currently the primary tool through which on-line courses are provided. The College will migrate to WebCT CE 8, a Blackboard supported product beginning in Spring, 2009 with a target completion date of Spring, 2010. Currently, fully on-line courses are designed using WebCT CE 4 and faculty members teaching on-campus courses are encouraged to provide lecture notes, syllabi, the grade book and discussion forums, contained in this learning management software.

(2) Internal DE Courses: Not all Distributive Education academic programs are available to external audiences. Two examples of inter-college DE programming are found in Nursing and Radiological Technologies. Eligible students must first apply and be accepted to these programs using the 2 way video/two-way audio

closed circuit systems described earlier which connect Yuba College with Woodland and Clear Lake. Most of the Nursing ITV courses originate from Yuba College; however, a few courses originate from the Woodland campus. The ITV courses include an on-line component using WebCT and some additional Nursing courses are offered fully on-line. A similar arrangement exists for the Radiological Technology certificate program where three faculty members operate between two permanent classroom locations by way of DE. Within this arrangement, the lead faculty member moves physically between the sites on various days to thereby present both in person and remotely.

(3) Enhanced Courses: The largest growth area in Yuba College DE is that of "enhanced courses". This is an area of traditional in-class instruction whereby pieces of the course are available on-line. These might include the syllabus, the course outline, a chat space, faculty-to-student communication, student-to-student communication, various study materials or combinations of these. Currently approximately 100 courses are enhanced while a slightly smaller number, 78, are fully on-line (about 107 sections). New faculty, many of whom are lifelong technology users, fully expect that such options will be available as they begin their teaching careers. The planned migration to WebCT CE 8/Blackboard will fully integrate this learning management software with the student information system which will streamline and broaden the use of this technology to support all courses.

Integrating SLO's into Distributive Education: In 2005, The Student Learning Outcomes Project Team made the decision to begin the process for developing Student Learning Outcomes at the institutional level. The purpose of this decision was to introduce a uniform approach within a district that was transitioning from a single-college to a multi-college structure.

The district-wide project team had among its ranks representatives from the academic faculty, counseling faculty, staff and administration from both the campuses and the District office (See Ref. #39, SLO Project Team).

All phases of the SLO process are advancing in parallel. Student Support Services and academic programs are at the same stage in this process. All Distributive Education courses are included as part of this larger scope.

The steps completed to this point have included the following – all of which are elaborated upon in response to the SLO-related questions that appear throughout this Mid-Term Review:

1. In March 2005, the Academic Senate adopted an SLO statement that defined, explained, and delineated the process for developing SLOs. The statement made reference to developing both Student Support Service SLOs and Academic Program SLOs.

2. In June 2005, an SLO Project Team began the process of "developing a plan to address the creation of SLOs at the institution, program (both Academic and Student Support Services), and course level, and for coordinating the staff training needed to accomplish this" (See Ref. 39).

3. On August 17, 2005 the SLO Project Team included several members of faculty, staff, and administration in a day-long training seminar conducted in conjunction with the District's annual Convocation Day ceremonies.

4. The SLO Project Team developed institutional SLOs. These core SLOs include communication, computation, critical thinking, global awareness, information competency, personal and social responsibility, technological awareness, and scientific awareness (See Ref. 40). The Board of Trustees approved the core SLOs at its February 15, 2006 meeting (See Ref. 42).

5. Concurrent with the development of core SLOs, the project team sought input from campuses on how to cluster programs and services (collections of related programs and services) to further facilitate the design of program-level Student Learning Outcomes (See Ref. 41). Such clusters were developed for both instructional programs and student support services.

6. The next step in the SLO development process was the creation of program SLOs. Representatives of each program cluster were to choose from among the eight YCCD SLOs the ones that best applied to the programs within the cluster. During the Fall 2006 Convocation, breakout sessions were held in which representatives of the program clusters made their selection of the SLOs that best applied to all programs within a given cluster. In October 2006, Student Support Services and Academic Program SLOs were presented to the Board.

7. Much of the 2007-08 academic year was devoted to the selection of methods of assessment for both academic and student support service SLOs. The 2008-09 Convocation at each college and campus was devoted to workshops regarding the development of program and course-level SLOs.

8. The 2008-09 academic year, as it relates to SLO development, is characterized by the development of pilot course SLO's and the testing of their corresponding assessment tools (See Ref. #44). Faculty members will participate in a January 2009 course SLO training that will be conducted by a facilitator/consultant. While the SLO timeline indicates that course level SLO development will "continue" throughout the 2008-09 academic year, the Chair of the Curriculum Committee believes that nearly all of these, including those for DE courses, will be completed by the end of the current academic year.

> Source: Personal Communication with the Chair of the Curriculum Committee on October 11, 2008.

IIB – Student Support Services: The availability of on-line support services to complement Distributive Education has steadily improved in recent years. In areas such as orientation, registration, financial aid, counseling, career planning, and disabilities access, students are now better served on-line than even five years ago. As described above (Sec. IIA, pp. 44-46), SLO's for Student Services and for DE-related services, are being developed in a parallel manner for all courses and services.

IIBa – Student Support Services Provided through DE:

    (1) Student Orientation: Among the most basic of these is Student Orientation. The provision of academic programs and student services via ITV or on-line places students in an entirely different learning culture than that with which most have been accustomed. Through the annual publication of the *Distributive Education Program*, students are given an overall orientation to the requirements for utilizing Distributive Education formats. Certain features of this guide are highlighted below:

- A description of current "System Requirements" for taking on-line courses,
- The web address for ordering textbooks on-line,
- Information relating to on-line registration,
- The course syllabi website,
- The on-line library catalog and periodicals listing,
- Computer software and hardware specifications,
- The pre-requisite skills and competencies needed to be successful in an on-line course,
- Instructions for accessing WebCT,
- A help desk website for trouble-shooting on WebCT,
- Regional cable channel listings that feature ITV,
- An on-line scholarship directory for Financial Aid,
- Contact information for those individuals who might assist in solving campus-specific technical difficulties,

- Names and contact information of all faculty members who participate in Distributive Education (See Ref #8, Orientation Yuba College DE, Fall 2008).

During the 2005-06 Academic Year the former Director of DE created a Student Orientation course geared toward new DE students. The course, entitled "Intro to On-line Learning Classes," has been heavily enrolled and is available in several sections each semester.

(2) Registration – Registration is available to all Yuba College students on-line. These services include on-line applications, Board of Governors (BOG) enrollment fee waivers, registration (including drop/add), withdrawals, schedule review, fee payment, review of grades, transcripts (unofficial), address changes, and degree audit. On-line transcripts (official) were the most recent addition to this list (August, 2008).

(3) Placement Exam: An on-line Placement Exam – The placement exam is offered at several high schools throughout the District for those students who study from locations remote to our campuses, centers and sites.

(4) On-line Tutoring: On-line tutoring was implemented in 2006-07 in math and chemistry. There was very little use of this service and could not be continued owing to what was perceived to be its high cost. The Director of the Tutoring Center hopes to experiment with this idea again when the need is more apparent.

(5) Career Planning – Currently, all off-campus positions are posted on the College website on a weekly basis. As of September 2008, all employers will have been able to post listings on the Yuba College website (with a pre-screening). Career exploration, assessment and advising are still conducted on a person-to-person basis.

(6) Counseling – By the printing of this document, a service entitled "Ask a Counselor" will have been initiated on-line. The counselors have established a work group to consider on-line services and look to expand upon this initial step.

(7) Financial Aid – Many Financial Aid services are now on-line including forms for Federal and State-based programs, BOGW fee waivers, all related forms and applications, the private scholarship directory, and services from WebAdvisor.

(8) Students with Disabilities – Students with disabilities, who enroll in on-line courses, can be given variable examination time by the exam's proctor. A goal of the "Disabled Students Programs and Services" Office is to hire an Assisted Technologies Specialist" who can help faculty to design on-line services for disabled students. Owing to competing funding priorities, the timeline for achieving this goal is currently uncertain.

(9) <u>Bookstore Services</u> - A new "Book Now" service, designed to expedite textbook orders, will be implemented in 2008-2009. When students register on-line, they will be directed to the Yuba College *Book Now* service where they can place and pay for their textbook orders. Each time a student registers for a course on-line, s/he will be immediately linked to a listing of required books for that course and will have the option to purchase them immediately. This will help students to avoid last-minute problems that occur such as extensive Bookstore lines or occasional book shortages.

Overall, Yuba College is actively working toward providing additional on-line support services, including counseling/advising services. The "Ask a Counselor" service is a first step in this direction. DE students are also informally utilizing e-mail with counseling/advising personnel (and faculty) to achieve the same end.

IIB(b) <u>Communications</u>:

The College is sensitive toward and aware of issues relating to communications involving those participating in ITV/on-line programming. The paragraphs below describe the nature of communications among the user groups.

(1) <u>Student to Faculty Communications</u>: Student communication with faculty is described by most faculty members as being more frequent and achieving more breadth and depth than that in the traditional classroom. This type of communication is both beneficial and necessary by decree from the CCCCO Distributive Education Guidelines, which stipulate the need for "regular effective contact between instructor and students" (See Ref. #44, State DE Guidelines, p. 6).

Through WebCT, students are in constant communication with the faculty member, as well as with other students enrolled in the course. Today's students, most of whom are raised in an electronic environment, find nothing difficult, awkward or unusual about communicating by e-mail with faculty on all aspects of course success. Students may also visit faculty during their office hours or through more traditional means such as telephones.

(2) <u>Student to Student Communication</u>: The student communication can take place several ways through on-line courseware – the management software currently being WebCT (migrating to Blackboard). Most frequently, student-to-student contact has been through email (college e-mail addresses are provided to students), where they have a choice with whom they wish to communicate - they can select the whole class via listserve or work with various individuals. Additionally, discussion forums developed

by the faculty member are all public, with each student expected to participate and communicate with others from their class.

(3) Student Complaints: Student complaints are still handled through traditional, though effective, means. Students have available "Grievance and Complaint Procedures" as a required component of the District's panoply of publications. This guide is available through the District Catalog (hard copy or on-line), in the Student Code of Conduct, and in the Student Orientation Manual (See Ref. #34, Student Rights and Grievances Reference, pp. 31-32).

In summary, the Student Services menu available to DE students has improved each year throughout the current decade. Counselors and Academic Advisors have become increasingly aware of DE, of the increasing number of students utilizing these modalities, and the unique circumstances each student brings to Yuba College. Improved communication has been another area of focus as DE becomes mainstreamed. Most faculty members feel, in fact, that they communicate more frequently and more effectively with their DE students than they do with students in the traditional classroom.

IIC – Library and Learning Resources: A listing of library holdings, including books, periodical titles, and audio-visual materials, is available on-line. It can be accessed through either the Online Public Access Catalog (OPAC) Library's Telnet connection or via the Internet. This on-line service gives students the option of borrowing books and materials from the libraries of any of the campuses within the District. The library catalog is available on the LRC website and can be accessed either from the public access terminals or remotely, from the student's home or office. This service also extends to the various departments and offices on campuses, as well as to faculty and to staff, from their home terminals. Additionally, microfilm can now be digitized at the library and e-mailed to those in need of a specific article/item. Some of the available on-line databases include:

PROQUEST	Provides access to over 3300 periodicals (magazines, journals, and a few newspapers) with most available in full-text
NEWSBANK	Provides electronic editions of approximately 700 full-text local, regional and national U.S. newspapers.
RAND California	The RAND Corporation provides a subscription-based service on California public policy issues with an emphasis on statistical verification.

CQ Researcher   A national policy weekly publication covering political, economic, and social issues.

Currently two courses are offered to assist both Distributive Education and traditional students in navigating the Internet. The *Library Science I* course is offered at Woodland CC and the *Internet Literacy and Safety* course is available on-line.

(1)   <u>Library Science I (LIBSC 1)</u>: This basic research skills course was recently incorporated into the Woodland CC curricula, is classroom based, and is transferable to the California State University System. According to the course description, "This course will help students acquire beginning information literacy skills necessary to conduct academic or personal research. It provides a step-by-step guide to the research process that is applicable to term papers, course work, and life-long learning. It emphasizes developing effective search strategies, selecting information tools, locating and retrieving information sources, analyzing and critically evaluating information, and using information." The Dean of the Clear Lake Campus has asked an MLS-trained faculty member to instruct this course at that campus as well. (1 unit)

(2)   <u>Internet Literacy and Safety (IT 42AR)</u>: This course is available to students in an on-line format, is transferable to CSU, and can be repeated up to four times. According to the course description, this course "Exposes the student to a wide range of topics relating to the Internet. Students will learn how to perform basic searches, work with email, manage and tune the web browser, and make the Internet a practical and functional part of everyday life. Designed to ease the fears of the novice and enhance the ability of the intermediate user." (3 units)

In summary, the student enrolled in Distributive Education courses is today able to access information on internal holdings as well as numerous external databases. S/he may also utilize inter-library loan to proactively seek research resources that are not locally available. The student who utilizes Distributive Education vehicles therefore has access to many of the resources immediately at hand in the Libraries and LRCs located on the campuses. Given the long history of paper documentation in libraries, it is remarkable how quickly (approximately ten years) organizations have been able to migrate from paper to electronic formats.

Standard III: Resources:

While institutional resources have been "impacted" by the ascendancy of Distributive Education programming, they have in turn positively impacted resources by providing entrees to higher education for students who might not otherwise be served. This trend (See Table #6, p. 51) impacts the institution both monetarily and in overall reputation.

Table #6
Yuba College Distributive Education Enrollments
Fall 2004 to Fall 2007

TERM	HEADCOUNT	PCT +/-
Fall 2004	1,416	
Fall 2005	1,529	8.0%
Fall 2006	1,806	18.1%
Fall 2007	2,159	19.5%

Source: YCCD Office of Institutional Effectiveness, Oct 10, 2008

IIIA: Human Resources: Human Resource Management can be impacted in several ways by Distributive Education. These include (a) the hiring of appropriate faculty and staff and (b) the training of these individuals to best practices.

(1) Minimum Quals Equivalent: Approval for the development and modification of distance-based courses resides with the Curriculum Committee (Distributive Education Subcommittee) and thereby requires that faculty teaching by way of Distributive Education meet the same minimum qualifications as those teaching in more traditional modes.

(2) Professional Development Encouraged: Professional development for faculty (and participating staff) is provided through several mediums. These are highlighted in the paragraphs below. While professional development has, for many years, focused on teachers who have intended to teach an entire course on-line, a more recent trend finds faculty who wish to teach "enhanced" traditional courses also needing various levels of such support.

2a: One-on-One Support: The most traditional method of support has found the Director (and now Dean) of Distributive Education providing one-on-one guidance to virtually all faculty members wishing to experiment with DE formats – at the pace at which faculty wish to become immersed. This was the primary means of professional development in the early years of the program.

2b: Instructional Design Consultant: During the spring and summer terms of 2008, an instructional design consultant (Dr. Patricia Dellich) was brought to the District to develop recommendations for training and to provide one-on-one specialized training for eight of the faculty who were most advanced in web-based instruction. An outcome of this training was instruction on the addition of "rich media" (audio and video components) to traditional on-line instruction. The purpose of this training was to give these faculty members the tools to train yet more faculty in the use of rich media as they participate in their own instructional design process (See Ref. #35, Instructional Design).

2c: Faculty Seminars/Retreats: Multi-day faculty training sessions are held in August, January and June to provide faculty the opportunity to learn all aspects of DE course design and delivery. They can do so at the pace at which they feel comfortable; beginning, intermediate or advanced. These seminars provide faculty with several examples of exemplary instructional design while at the same time giving them the hands-on basics of WebCT functionality.

2d: On-Line Instruction: Faculty members are also provided on-line instruction as to how to perform most DE-related functions and operations on the District's Distributive Education website:

http://www.yccd.edu/de/faculty.html

This site explores basic logistic information, guides faculty toward extensive WebCT resources, provides a segment on "best practices" from other institutions, and displays a periodic bulletin that updates faculty on current practices, issues and technologies.

2e: Distributive Education Guide: The DE office also produces a annual Distributive Education guide that serves as a resource for faculty, students or any college personnel potentially participating in DE. It includes information on participating faculty, on academic and student support services, and on base requirements for participation in DE (See Ref. #45, DE Guide).

2f: Professional Development Funding has been available to faculty interested in developing or enhancing courses for Distributive Education. In recent years, as YCCD has ramped up its Distributive Education emphasis, faculty members have taken increasing advantage of this avenue of support to upgrade their DE-based courses.

2g: Flexible Scheduling: FLEX scheduling has been a traditional means of funding professional development for faculty. The Dean of DE is seeking to develop and formalize a professional develop

process for faculty participation in DE, using FLEX funding for at least partial support. FLEX training for DE will be enhanced by the hiring of an Instructional Designer (Planned, January 2009). The process requires a formalized instructional sequence, with a timeline and with peer review. This type of system would work best if done using a cohort approach.

2h: Best Practices Shared: A recently added component to faculty orientation and professional development has been the addition of a WIKI website. A WIKI allows faculty members to post and share best practices when it comes to any aspect of Distributive Education.

2i: Educational Newsletter: A newsletter that discusses DE's future trends and plans is sent electronically to faculty and administrators three times annually (Spring, Summer and Fall).

It is the intention of the Dean of Distributive Education to develop a Center for Teaching and Learning in the remodeled LRC (est. 2010). This Center will consolidate and further develop the various professional development functions detailed above. The Instructional Designer, of course, will be housed at the Center, as will technical and (tentatively) graphic support.

(3) Evaluation: DE evaluation is still in the formative phase and, like participation in DE programming itself, has been largely voluntary. Faculty, as a matter of practice, request that other faculty (as well as the DE Program Director/Dean) provide up-front orientation and advice as well as the evaluation of materials and methods being used in either ITV or on-line modalities.

The Yuba College *Educational Master Plan* (2005 and Annual Updates) notes that a formalized evaluation process is needed, but this process is tied to collective bargaining. Student on-line evaluation was introduced during the 2007-08 academic year, but is not considered a substitute for a peer-based process.

> **NOTE:** As of 9/5/08, all parties are agreeable to including DE courses in the formal faculty evaluation process. Both the Academic Senate and the Yuba College Faculty Association are working with the District in an effort to determine the detailing of such a process.

IIIB – Physical Resources: A Distributive Education training laboratory was established at Yuba College earlier in the current decade as a spinoff from overall faculty/professional development facilities at that campus. The Yuba College lab today contains 12 updated computers as well as one for the class facilitator. Additionally, the Yuba College library media center is utilized as a laboratory for assisting in the development of DE programming.

1Facilities are discussed more thoroughly in areas relating to ADA (See Sec. #B2b, Pages 15-17), and Measure J Bond Construction (See Sec. #D2b, Page 28).

IIIC – Technology Resources: Distributive Education and technology resources are inherently inter-related in their growth and mutual impact. The district-wide Technology Master Plan (See Ref. #14, Tech Master Plan, 2005) outlines a long-term "vision" for Distributive Education and to the equipment and planning support that will be needed by DE. The Director of Information Systems (IS) is a member of the Distributive Education Planning Committee, while the Dean of Distributive Education and Multi-Media works closely with the IT Director in formulating budgetary requests and distribution for DE funding.

Equipment is more thoroughly discussed in:
- Section D2a – Equipment, pp. 26-28
- Section C2b - Program Review and Equipment Decisions, p. 19
- Section C5d – Technology Planning, pp. 24
- Section D2c – Off-Site Resources, Control of – p. 28
- Section D3b – Equipment and Budgeting, p. 31

Technology is discussed as well in:
- Section C5d – Technology Planning, pp. 24
- Section D3b – Facilities and Equipment (Technology Infrastructure Funding, p. 31

IIID – Financial Resources: The impact of Distributive Education and financial resources upon one another has been reciprocal throughout the current decade. In essence, the Board of Trustees has been strongly supportive of the further development of Distributive Education (through budgetary allocations), and in turn Distributive Education has impacted financial resources primarily through improving enrollment figures (See Table #6, p. 51, Headcount/ Enrollments).

Several recent measures by the Board of Trustees have helped to support Distributive Education. The Board elevated DE funding in 2006, approved a staff development position (largely in support of DE) in 2007, and elevated the DE Director's position to that of a Dean during the 2007-08 academic year (See Ref. #8, #10, #36). While these measures have "impacted" the overall financial picture of the institution, they have been viewed as investments, geared toward the recruitment and retention of students who might have a difficult time attending a campus on a regular basis. Table #6 (p. 51) indicates that these measures have been taken both in response to, and in anticipation of, needs of real and potential students within Yuba Community College District.

Financial resources, and a corresponding DE budgetary estimate provide more detail and are available in Section D3, pp. 28-32, and Tables 4 & 5, pp. 29-30.

Standard IV: Leadership and Governance

Leadership, more than governance, has been impacted by the emergence of Distributive Education over the past decade. Guided by the Academic Senate and the Curriculum Committee, Distributive Education is now a critical component of the system of course delivery at each of the colleges and throughout the District.

IVA – Leadership: Both administrative and academic leadership have been key partners in the growth and evaluation of Distributive Education programming. Administratively, the *Educational Master Plan* (2005) integrated into nearly all of its goals, segments pertaining to Distributive Education. In each of the EMP's subsequent updates, Distributive Education has been similarly highlighted, most recently (2007) through recommendations for expediting an evaluation and feedback process (See Ref. #3, EMP and Annual Updates). At the same time, the Academic Senate continues to discuss DE in light of issues surrounding course equivalencies and curricular processes. This has resulted in a system whereby any course offered by way of an alternative delivery format must submit a supplemental form highlighting assurances that each DE-based course will meet standards of academic rigor (See Ref. #4, DE Addendum).

IVB – Governance: While the Board of Trustees, the Chancellor's Executive Staff, and the College Presidents have taken an active interest in providing an environment conducive to alternative teaching modes, the introduction and growth of DE have not impacted the governance structure of the District or the colleges within it.

The Board of Trustees conducted a special session on September 10, 2008 to review and comment upon Distributive Education. Noting an overall growth in DE enrollments of over 50% in a three-year period (See Table #6, p. 51), the Trustees primary concerns and guidance (along with comments from others at the meeting) can be summarized as follows:
- The Colleges need to focus on making access convenient to students in the more remote, rural areas of the District (M. Bredt – Lake County).
- The Colleges need to ensure that the quality of equipment and transmission are consistent, consistently good, and available throughout the entire service area (A. Flory – Yolo County).
- The Colleges need to ensure that Student Learning Outcomes are being addressed in the DE courses in the same manner as our preparations for SLOs in traditional courses are being addressed (L. Rai – Sutter County).

- Instructional Design is a component of DE that cannot be overlooked, as it is critical to the quality level of the courses and their delivery (A. Fairchilds – President, Woodland Community College).
- The College should work toward providing as much DE support for the Williams/Colusa areas as possible (S. Houle – Yuba County).

In summary, the Board requested that more special sessions regarding Distributive Education be conducted in order for them to better understand, and thereby justify funding for, its future directions and needs (See Ref. #36, Board Agenda and notes, Sept. 10, 2008).

H. Other Information as Needed: *(Other information requested by the Commission staff that is pertinent to the specific nature of the change.)*

REF #	REFERENCE DESCRIPTION

Ref. 1 Yuba College (Fall 2005). <u>Distributive Education: A Report on the Procedural Guidelines, Quality of Instruction, Total Cost of Ownership (TCO), Regulations, Future Growth, and Recommendations</u>. Office of the Director, Distributive Education.

Ref. 2 Yuba Community College District (Sept. 2007). "Yuba Community College District Board Strategic Directions for 2007-2011." YCCD Office of the Chancellor.

Ref. 3 Yuba Community College District (June 2005). <u>Educational Master Plan</u>. Also provides Annual Updates. Office of the Vice Chancellor for Educational Planning and Services.

Ref. 4 Yuba College (Fall 2006). "YCCD Distributive Education Addendum." YCCD Curriculum Committee (Academic Senate).

Ref. 5 Yuba Community College District (Nov. 2007). "Continuous Improvement Model". YCCD Office of the Chancellor.

Ref. 6 Yuba Community College District (May 2007). <u>Academic Employee Handbook</u>. See also, "Administrative Procedure #4500." YCCD Vice Chancellor for Educational Planning and Services.

Ref. 7 Yuba Community College District (Fall 2008). "Preparing the Course Outline." In <u>Yuba Community College District, Curriculum Handbook</u>. Office of the Vice Chancellor for Educational Planning and Services. pp. 27-44.

Ref. 8 Yuba Community College District (Oct. 2007). <u>2007-08 Final Budget</u>. Office of the Vice Chancellor, Administrative Services. Includes basic budget line for Distributive Education operations. Includes additionally, Board of Trustees approval (May 9, 2007) of the elevation of the Director's position to that of a Dean.

Ref. 9 Yuba College (April 2008). <u>Yuba College Catalog; Yuba College and Clear Lake Campus</u>. Yuba College Office of Public Information.

Ref. 10 Yuba Community College District (Several Dates). Various Minutes of the Meetings of the YCCD Board of Trustees involving approval of DE positions, Aspects of DE budgeting. YCCD Office of the Chancellor. See also: Ref. #38.

Ref. 11 Yuba Community College District (June 2007). "Institutional Effectiveness Model." YCCD Office of the Chancellor.

Ref. 12 Yuba Community College District (AY 2007-08). "YCCD Long-Range Planning Model." YCCD Office of the Chancellor.

Ref. 13 Yuba Community College District (Nov. 2002). <u>Master Plan for Yuba Community College District (YCCD) Telecommunications and Computing Technology, 2001-2005</u>. YCCD Office of Information Technologies.

Ref. 14   Yuba Community College District (May 2006). <u>Telecommunications and Computing Technology Plan for the Yuba Community College District, 2005-2010</u>. YCCD Office of Information Technologies.

Ref. 15   Yuba Community College District (May 2005). <u>Multi-College District Plan</u>. YCCD Office of the Vice Chancellor for Educational Planning and Services.

Ref. 16   Yuba College (Sept 2008). "Distributive Education Funding Notes per 2007-08." Office of Foundation and Grants.

Ref. 17   Yuba College Faculty Association & YCCD (July 2005). "Article 10 – Distributive Education." YCCD Office of Human Resources.

Ref. 18   Yuba Community College District (Oct. 2008). "Agenda of October 8, 2008 Meeting of the YCCD Board of Trustees." Approval of Substantive Change Report agendized. YCCD Office of the Chancellor.

Ref. 19   Yuba Community College District (2004). "Conflict of Interest Statement." <u>Board Policy Manual</u> (BP 2710), <u>Administrative Procedures Manual</u> (AP 2712). YCCD Office of the Chancellor.

Ref. 20   Yuba College (2008). "Advanced Standing/Transfer of Credit." <u>Yuba College Catalog; Yuba College and Clear Lake Campus</u>. Yuba College Office Public Information. p. 34.

Ref. 21   Yuba College (2008). "General Education Philosophy Statement." <u>Yuba College Catalog; Yuba College and Clear Lake Campus</u>. Yuba College Office Public Information. p. 44.

Ref. 22   Yuba College (2008). "Transfer Preparation and Information." <u>Yuba College Catalog; Yuba College and Clear Lake Campus</u>. Yuba College Office Public Information. pp. 47-52.

Ref. 23   Yuba Community College District (2006). <u>Facilities Master Plan</u>. YCCD Office of the Chancellor.

Ref. 24   Yuba Community College District (Sept. 2008). "Memo from Personnel Analyst, HRD." YCCD Office of Human Resources.

Ref. 25   Yuba College (2008). "Statement on Academic Freedom" <u>Yuba College Catalog; Yuba College and Clear Lake Campus</u>. Yuba College Office Public Information. p. 11.

Ref. 26   Yuba Community College District (May 2007). "Minimum Qualifications and Equivalency" in <u>Academic Employee Handbook</u>. YCCD Office of Human Resources. Sec. 5.4, p. 37-38. (See also, Administrative Procedure 4500).

Ref. 27   Yuba College (2008). "Admissions" in <u>Yuba College Catalog; Yuba College and Clear Lake Campus</u>. Yuba College Office Public Information. pp. 20-24.

Ref. 28   Yuba Community College District (July 2004). "Board Policy on Admissions, BP 5010" in Board Policy Manual. YCCD Office of the Chancellor. P. 5-2.

Ref. 29   Yuba Community College District (2008 & Annual). "Registration Application." Office of the Registrar.

Ref. 30   Yuba Community College District (1977). "Agreement, Mountain Valley Library System (CSU Sacramento) and Yuba Community College District." Yuba College Learning Resource Center.

Ref. 30   Yuba Community College District (1973). "Inter-Library Loan Agreement with OCLC, Inc." Learning Resource Center.

Ref. 31   Matson & Isom, Inc. (Dec. 2007). Audit of Yuba Community College District. YCCD Office of the Chancellor.

Ref. 32   Yuba Community College District (2003). "2003-2007 District Strategic Goals." YCCD Office of the Chancellor.

Ref. 33   Yuba Community College District (July 2004). "Board Participation in Accreditation Process, BP 3200" in Board Policy Manual. YCCD Office of the Chancellor.

Ref. 34   Yuba College (2008). "Student Rights and Grievances Reference: Title IX, Education Amendments of 1972; Education Code Section 76224(1)" in Yuba College Catalog; Yuba College and Clear Lake Campus. Yuba College Office Public Information. pp. 31-32.

Ref. 35   Yuba College (May 2008). "Consultations with Faculty; Dr. Patricia Dellich." Office of the Dean, Distributive Education.

Ref. 36   Yuba Community College District (Sept. 2008). "Agenda Item 1, Board of Trustees Work Session of September 10, 2008." YCCD Office of the Chancellor.

Ref. 37   Yuba Community College District (2008). Curriculum Handbook. YCCD Curriculum Committee, pp. 72-73.

Ref. 38   Yuba Community College District (2008). (No formal title) Listing of Full-time and Adjunct Faculty Teaching via DE during 2007-08 Academic Year.   Yuba College Office of Instructional Support Analyst.

Ref. 39   Yuba Community College District (July 2005). District Council Handbook, 2005-06, "SLO Project Team." YCCD Office of the Chancellor. pp. 113-117.

Ref. 40   Yuba Community College District (Nov. 2005). "Student Learning Outcomes Core Knowledge and Abilities." YCCD Office of the Vice Chancellor for Educational Planning and Services.

Ref. 41   Yuba Community College District (May 2006). "Student Learning Outcomes Clusters." YCCD Office of the Vice Chancellor for Educational Planning and Services.

Ref. 42   Yuba Community College District (March 2006). "Board of Trustees –
          Yuba Community College District Minutes of the Board Planning
          Workshop/Regular Meeting of February 15, 2006." YCCD Office
          of the Chancellor.

Ref. 43   Yuba Community College District (May 2008). "YCCD Student
          Learning Outcomes Timeline." YCCD Office of the Vice Chancellor
          for Educational Planning and Services, Office of Institutional
          Effectiveness.

Ref. 44   Chancellor's Office, California Community Colleges (2008). Distance
          Education Guidelines. Academic Affairs Division, Instructional
          Programs and Services. p. 6.

Ref. 45   Yuba Community College District (Fall 2008). Distributive Education
          Program, Fall 2006. Office of the Director, Distributive Education.