

Laney College



Substantive Change Proposal for Distance Education (DE)

April 2015



Substantive Change Proposal Distance Education

Submitted by:



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April 10, 2015

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To:

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

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A. OVERVIEW OF SUBSTANTIVE CHANGE

1. Brief Description of the Proposed Change

The purpose of this Substantive Change Proposal for Distance Education (DE) is: (1) to augment DE offerings to students through 13 active degree programs and 4 active certificate programs at Laney College that have the potential of completion through 50% or more of the required courses via DE; and (2) to secure formal approval of the Accrediting Commission for Community and Junior Colleges (ACCJC) to offer these DE programs and courses. A complete list of these degrees and certificates is identified in Appendix A. This list includes two associate degrees and one certificate of achievement that can be completed in full through DE. The courses included in these degree and certificate programs have been approved by Laney College's Curriculum Committee, Council on Instruction, Planning and Development (CIPD), Peralta Community College District (PCCD) Board of Trustees (governing board), and California Community College Chancellor's Office. Laney College has reported this information regularly in its Annual Report to ACCJC. The programs of study are also included in the appendices.

2. Relationship to Institutional Mission

The college's distance education offerings are aligned with its vision and mission. The college mission is to "provide access to quality transfer and career technical education, foundation skills and support services." This line of the mission statement relates to the college's commitment to DE.

Vision

Laney College is a dynamic, diverse environment where all are encouraged to become responsible community members, leaders and world citizens.

Mission

Laney College, located in downtown Oakland, California, is a diverse, urban community college committed to student learning. Our learner-centered college provides access to quality transfer and career technical education, foundation skills and support services. These educational opportunities respond to the cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness.

Our mission reflects an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, foundational (basic) skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes

necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

The college fulfills its vision and mission by offering a comprehensive array of programs and student support services. As well, our mission aligns with student goals. Students can earn certificates or degrees in career and technical fields, prepare for transfer, and address basic skills needs. The specific programs that can be offered at more than 50% through DE align with the mission of the college and student goals. As illustrated in Table A below, transferring, earning a degree or certificate, updating job-related skills, and changing careers represent significant goals of students enrolled at Laney.

Table A: Educational Goals for First-Time Student

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Certificate	204	243	177	182	222	224	165
AA	411	449	418	476	474	463	379
Transfer	2,015	2,135	1,971	2,190	2,187	2,133	1,946
Job-related skills	580	510	481	510	495	437	437
Personal enrichment	1,330	1,145	792	812	725	808	738
Career change	891	981	732	784	755	717	565
Other	2,602	2,699	1,914	2,386	2,066	1,822	1,617
Total	8,033	8,162	6,485	7,340	6,924	6,604	5,847

Legend:

Certificate: Earn a vocational certificate without transfer

AA: Obtain a 2-year associate degree without transfer, obtain a 2-year vocational degree without transfer

Job-related skills: Advance in current job/career, maintain certificate or license

Personal enrichment: Pursue educational development, improve basic skills, move from noncredit to credit coursework

Career change: Prepare for a new career, discover/formulate interest

Other: 4-year college student taking courses to meet requirements, GED, undecided, unreported

As online course offerings increase, the review process of the mission statement will include discussions regarding the addition of a statement to directly express the college’s commitment to DE as a mode of access to quality courses and services. The DE courses are intended to allow students to have 24/7 access to comparable resources had they enrolled in the same course on campus. The college supports faculty training to ensure that the DE-assigned instructors use effective practices to help ensure the success of DE students, such as:

- creating opportunities for interaction and communication between students and their instructor;

- providing skill practice in both technology use and human interface in a web-based environment;
- emphasizing application of course concepts to the students' real- world situations;
- increasing opportunities for synchronous activities; and
- setting student expectations.

In order to prompt deeper reflection on and an objective determination of student preparation for DE classes, we are considering the completion of surveys covering their computer skills, distance education suitability, and learning style before they enroll in DE classes.

3. Rationale for the Request

Laney College was established in 1927 as the Center Trade School in Oakland, California. In 1948, the school was renamed the Joseph C. Laney Trade and Technical Institute. The Institute became a part of the Oakland Junior College in 1953 along with the Merritt School of Business. In 1970, the college was moved to its current Fallon Street location. As Laney developed its comprehensive academic program offerings, the use of technology gradually became an integral component in curriculum planning and content delivery.

Online or hybrid/blended instruction has become the predominant mode of delivery of DE. The growth in DE classes has been in response to supporting Laney's diverse student population and its varying needs for accommodating and accessible enrollment options. For many of our students who juggle multiple responsibilities, DE offers the flexibility and convenience of taking courses in a virtual environment.

Table B: Face-to-face Enrollment and DE Enrollment Comparison

	2009-10	2010-11	2011-12	2012-13	2013-14
Total On Campus					
Enrollments	90,142	72,412	65,482	60,514	60,651
FTES	9,510	8,224	7,941	7,509	7,520
Course Offer Count	2,214	1,939	1,797	1,800	1,919
Distance Ed (100% On-line)					
DE Enrollments	1,396	3,350	3,618	3,340	4,232
DE FTES	149	361	379	347	428
Course offer count	28	72	76	76	97
Total College					
Enrollments	91,538	75,762	69,100	63,854	64,883
FTES	9,659	8,585	8,320	7,856	7,948
Course Offer Count	2,242	2,011	1,873	1,876	2,016

Enrollments	2009-10	2010-11	2011-12	2012-13	2013-14
All On Campus Percentage of Total	98.5%	95.6%	94.8%	94.8%	93.5%
Distance Ed Percentage of Total	1.5%	4.4%	5.2%	5.2%	6.5%

FTES					
All On Campus Percentage of Total	98.5%	95.8%	95.4%	95.6%	94.6%
Distance Ed Percentage of Total	1.5%	4.2%	4.6%	4.4%	5.4%
Course Offer Counts					
All On Campus Percentage of Total	98.8%	96.4%	95.9%	95.9%	95.2%
Distance Ed Percentage of Total	1.2%	3.6%	4.1%	4.1%	4.8%

As illustrated in Table B, distance education offerings have slowly grown over the last five years, and the college continues to offer most of its courses (over 90%) through face-to-face delivery mode: DE makes up approximately 5% of all offerings and 6.5% of enrollments. While the DE percentages are low, the mix of courses that are approved to be offered via DE has increased and resulted in specific degrees and certificates where more than 50% of the required courses can be completed online. Further, more than 50% of the college’s general education courses can be delivered online. This makes the requested change necessary.

Distance Education as an Option to Increase Access

The college’s DE offerings represent one delivery method that helps ensure access to students. A review of DE enrollments reveals that the college’s DE offerings appeal to students residing throughout the Peralta Community College District, including those cities or communities that are outside Alameda County (see Table C). DE represents a viable option for students residing in and out of the college’s service area.

Table C: Enrollment by Home Address

			Academic Year				
			2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DE Courses (100% Online)							
Course Enrollment	Total	N	1,396	3,350	3,618	3,340	4,232
	Home Address Outside Alameda County	N	282	810	870	844	1,116
		%	20.2%	24.2%	24.0%	25.3%	26.4%
Non-DE Courses							
Course Enrollment	Total	N	90,142	72,412	65,482	60,514	60,651
	Home Address Outside Alameda County	N	15,645	12,583	11,578	10,601	10,591
		%	17.4%	17.4%	17.7%	17.5%	17.5%

B. DESCRIPTION OF THE EDUCATION PROGRAM AND DELIVERY MODE

1. Educational Purpose

This substantive change proposal does not involve offering new educational programs, but identifies active certificate and degree programs that now have the potential for a student to complete 50% or more of the required courses through DE. These same programs are still available through the traditional face-to-face method of delivery. As faculty have identified courses that can be effectively taught through DE with the same level of quality and rigor, the number of programs affected by these curriculum changes has increased. These courses include core program courses as well as general education courses. Each course approved for DE delivery undergoes Laney's curriculum review and scrutiny as required by California's Title 5 §55206. All courses are approved for DE by the college's Curriculum Committee, the district's Council on Instruction Planning and Development (CIPD), the Peralta Community College Board of Trustees, and the California Community Colleges Chancellor's Office as required by our Administrative Procedure 4022 – Course Approval (Appendix C). Adding DE as a delivery option enables Laney to serve the diverse enrollment needs of its student community, to address diverse learning styles and preferences, and to provide ongoing enrollment options and flexibility for students to work towards their academic goals of basic skills development, completion of a certificate of achievement or associate degree, and/or transfer to a four-year institution.

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

Laney College has procedures to ensure that distance education courses and programs take place within the institution's total educational mission. Courses that are requested to be offered through distance education must go through a distance education review at the college curriculum committee and a district-level curriculum committee.

Courses to be offered through distance education must adhere to the same course outline of record as the face-to-face course, and assure that student learning outcomes and course content are the same. In keeping with the institution's total mission, distance education courses are offered for transfer and career technical education courses. The college has chosen not to offer correspondence education courses.

All distance education courses are required to go through an approval and review process to ensure that they meet the same standards, rigor, and learning outcomes as traditional face-to-face courses. Distance education courses are reviewed both at the college curriculum committee and at a district-level curriculum committee.

The college distance education coordinator provides oversight of the implementation of the courses and Moodle, the distance education learning management system. Faculty who teach distance education courses are evaluated to ensure academic quality. The expectation is that instructors assigned to teach distance education courses must have received training in how to effectively teach through the distance education modality.

The college and the district require that all distance education courses have the same student learning outcomes and use the same course outline of record as when the course is offered face-to-face. During the curriculum review process, all courses, including distance education, are required to have clearly defined and appropriate student and/or program learning outcomes. Laney College assesses distance education courses through program review.

The four colleges in the Peralta Community College District share a common Learning Management System, Moodle, which is fully integrated with the PeopleSoft/Passport enterprise management system for easy registration and tracking of student enrollment and performance. Faculty who teach distance education courses are expected to either have a certificate in online education or equivalent teaching experience and academic background (Appendix F). The district provides regular training for instructors who want to teach online, and offers an Online Teaching Certificate for faculty who want to gain more in-depth training in distance education. In addition to the @ONE Project and Merritt College's Certificate Program in Online Teaching, the Peralta Community College District provides advanced and specialized teaching workshops for faculty, staff, and administrators. There is a district Distance Education Committee consisting of the four college distance education coordinators. This team provides basic technical support to faculty teaching online courses and pedagogical advice for distance education. Also the district's IT Help Desk provides assistance to online students.

The district Office of Educational Services, working collaboratively with the four college distance education coordinators and information technology staff, assumes responsibility for monitoring the changing online education requirements for institutions of higher education, as well as options available for meeting the expectations of assuring a student's identity.

Below are pertinent areas of focus in addressing DE course requirements:

- a. Eligibility Requirements: In compliance with the State of California Title 5 regulations from Chapter 6, Subchapter 3, beginning with §55200, Laney College's Curriculum Committee reviews and approves separately each course proposed for DE delivery to ensure the following minimum criteria is met: Regular and effective contact is maintained between the faculty member and the student as required by ACCJC Distance Education Policy and Standard II.A.

The Peralta Community College District developed an addendum to our course outline of record for alternate teaching methods with the start of our television station (Appendix D). The form has been reviewed and updated with changes in technology and was

finalized with a District Administrative Procedure 4105 (Appendix E) – Distance Education, which was recently revised in 2014. The Procedure includes details on course approval, certification, student authentication, financial aid eligibility and scheduling. The addendum to the outline covers “Instructor/Student Contact” for DE instructional delivery.

Certification of the course includes verification that the course meets the same quality standards, the determination of distance education involve the Curriculum Committee, the course will include regular effective contact between instructor and student and that approval will continue until changes are made. The most recent update of the policy also led to changes to the addendum in CurricUNET, the district’s curriculum management system, to specific delivery methods (100%, >50%, <50% online) to match state reporting requirements.

- b. Accreditation Standards and Commission Policies: The development, implementation, and evaluation of all courses and programs offered through DE are the same as those offered through face-to-face modality, and are within the scope of Laney College’s mission, and are controlled by the college.
- c. Student Learning Outcomes: The course and program-level student learning outcomes are clearly defined and are the same for DE courses and for face-to-face instruction.
- d. Adequate Fiscal and Personnel Resources: Laney College strives to provide fiscal and personnel resources and the organizational infrastructure necessary to support student learning in DE classes. Ongoing assessments of learning outcomes are conducted on courses and programs.
- e. Student registration and authentication: Laney College has in place a registration process for students enrolled in DE classes. Registration and financial aid processes for all students have migrated to web-based access. The Peralta Community College District’s AP 4105 (Appendix D) details authentication. Student authentication is achieved through the issuance of a user-name and password to each student to allow access to our Learning Management System (LMS, currently Moodle). Students are encouraged to change their password. New passwords must be sufficiently complex so that they cannot be easily decoded. District policies and procedures regarding academic honesty and acceptable use of information technology services includes penalties for unauthorized use of another student’s name and password, cheating on examinations, and other types of academic dishonesty. Students must agree to these polices/procedures the first time they login to the district LMS (Moodle). This approach provides a pedagogical focus rather than a punitive approach to academic honesty. This is an approach to educate students as to the consequences of academic dishonesty.

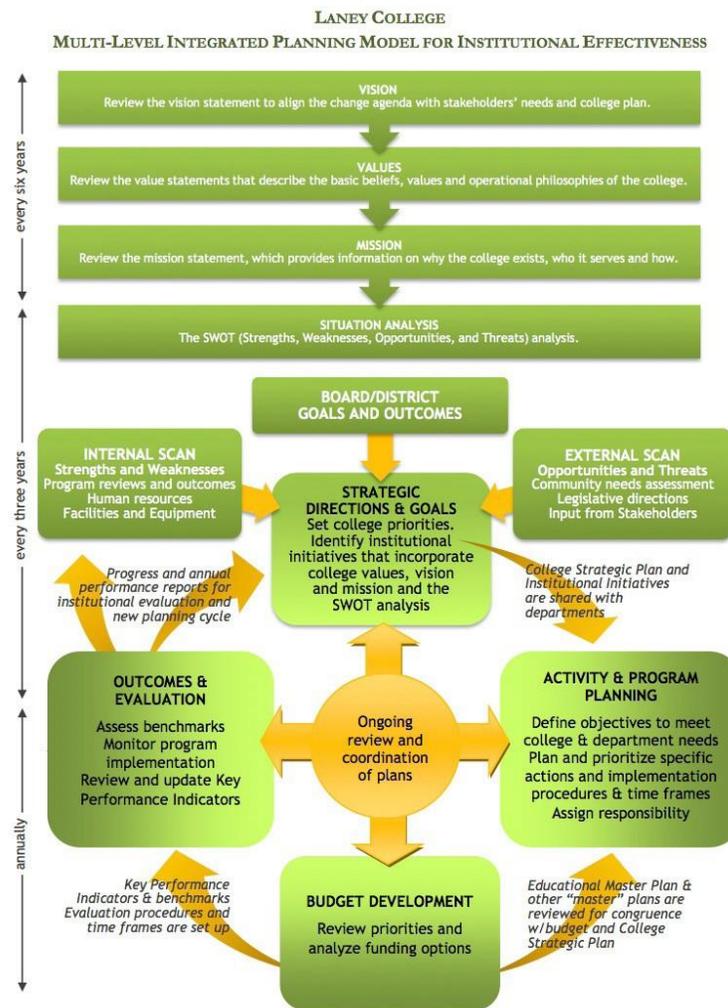
Complete information about “Academic Dishonesty, Due Process, and Conduct” is posted on the shared district online education website at: <http://web.peralta.edu/de/> Students also are authenticated through sufficient interaction between students and instructors, which contributes to verifying a student’s identity. Instructors can require proctored examinations which can serve as another method of authentication.

C. DESCRIPTION OF THE PLANNING PROCESS

1. Relationship to the Institution’s Planning, Evaluation and Stated Mission

Laney engages in a continuous planning, evaluation, and resource allocation decision-making process that is designed to improve institutional effectiveness and ensure that the college meets its mission. The planning model, known to the college as the Integrated Planning Model (IPM) (Figure 1) integrates long-range, mid-range, and short-range planning. The plans included in the IPM are the college’s Education Master Plan, which combines the Education Master Plan with all other master planning efforts i.e., Facilities Plan, Technology Plan, Staffing Plan, and short-term operational plans developed by units through the college’s program review and annual program update (APU) processes. The college’s integrated planning and budget model is reflected in Figure 1: Integrated Planning Model for Institutional Effectiveness.

Figure 1: Laney College Multi-level Integrated Planning Model for Institutional Effectiveness



Long-Range Planning

Today, Laney College exists in an environment of constant change characterized by enrollment shifts, increased accountability from state, regional, and national stakeholders, and budgetary challenges. It is only within a framework of continuous improvement and evidence-based institutional effectiveness that the college can achieve its mission to provide transfer and career-technical education, foundation skills and support services responding to the workforce needs and increase community partnership and global awareness. Thus, the college engages in long-range planning that is integrated with resource decision-making to address distance education (DE).

DE is important as it is used to meet needs of stakeholders and to ensure that the college achieves the student success goal and benchmarks identified in the college's Educational Master Plan and operationalized in the benchmarks established annually as reflected in Appendix B, the Laney College Strategic Educational Goals and Institutional Outcomes for 2014-15.

The college's six year Education Master Plan 2010 addresses DE in a global sense by identifying specific programs and growth in those programs over time. As well, it identifies the infrastructure and support needed to provide DE instruction.

Mid-range Planning

Program Reviews: Every three years, all units of the college evaluate the efficacy of those units. Details gathered inform DE achievements and gaps, thus needs that are subsequently prioritized via the integrated planning and resource decision-making process. Standard practice entails all program (and unit) level needs for DE surfacing up to the lead administrators and the Technology Planning Committee. Based on the nature of the needs, specific requests are made to the Instructional Equipment and Library Materials Advisory Committee (IELM) or the Technology Planning Committee (TPC). While IELM typically addresses short-term needs, the TPC is charged with mid-range planning to ensure a rigorous response to the college's short, mid-range and long-term needs.

Technology Master Plan: The use of technology and DE are interwoven throughout the college's planning processes. Continuously, at least every 3 years, the plan to determine need for and the use of technology is updated. In the Technology Master Plan 2015, the college identifies strategies to maintain and monitor services and resources in the Office of Information Technology, the department charged with supporting the technical aspects of the college's technology services. This plan considers current use of technology and upcoming trends in the field in order to best prepare for future needs of the college and the district. The Plan is developed by the Technology Planning Committee, which is responsible for working with the IT lead to:

- evaluate technology needs;
- research, assess, and pilot-test new technology proposals;
- determine related costs and cost-effective strategies;
- assure this Plan’s alignment with other long- and mid-range plans; and
- report findings and make recommendations.

Institutional Effectiveness Plan: Laney College is committed to continuous improvement of programs and services dedicated to the students and communities we serve. Laney College is also committed to institutional alignment. We strive to maintain alignment between the PCCCD mission, vision, and strategic objectives and our college mission and every function performed to fulfill that mission. From the mission to the Educational Master Plan, to department action plans, and to individual action plans for improvement, Laney College strives to demonstrate planning and continuous improvement through outcomes-based assessment.

Through the development of its Institutional Effectiveness Plan, the college assures continuous improvement of all aspects of the institution. This plan operationalizes the Educational Master Plan, the related master plans and the program and unit level evaluation documents. It is a roadmap guiding all workgroups of the college to engage in evaluation, assessment, and improvement practices leading to performance excellence. This plan provides detailed information on key strategic planning and institutional effectiveness documents and processes that include the: (1) Mission and Vision statements; (2) the Laney College Educational Master Plan and college priorities; (3) institutional effectiveness cycles—assessment of administrative/non-instructional areas i.e., business services, student support services and instructional areas i.e., program level student learning outcomes, foundation education, course-level student learning outcomes, and program/discipline review.

The DE sections reflect the college’s high priority for measuring the success of students enrolled in courses independent of delivery mode, yet with measures that identify the level of DE course success including retention success rates. Importantly, this effort includes identifying any achievement gap that may exist, especially in relationship to benchmarks established and in comparison to face-to-face courses.

Short-range Planning

Annual Program Review Updates (APUs): The college’s annual program update (APU) process along with the program review (conducted on a three-year cycle) process ensure on-going program planning and development, assessment of program goals, data analysis, and identification of new funding needed for resources to support program goals. Success and retention rates are provided to discipline faculty for review and analysis. Disciplines and programs speak to the success rates as part of their evaluations. Goals and requests for resources are aligned with the goals identified in the college’s Educational Master Plan. The Department

Chairs' council and the Academic and Student Affairs Council are responsible for implementing the APU process of the college. Members of these councils participate on the college's main participatory governance council, the College Council. The deans report out the results and themes coming through the APUs. Various committees evaluate resource needs as they annually update the college's planning priorities. As noted earlier, those committees include the Technology Planning Committee and the Instructional Equipment and Library Materials Advisory Committee (IELM).

Instructional Equipment and Library Materials Advisory Committee (IELM): Annually, DE needs are addressed in part via use of IELM funding resources as marshaled by faculty and administrators. This process is integral to the college's resource planning and decision-making processes, and contingent upon state level funding of IELM.

Resource Planning via the Advisory & Planning Groups: The resource planning and decision-making process is not driven by a source of funding, but rather strategic prioritization of the college's student success goals. Since funding follows the college's mission and priorities, success with DE is a pre-condition to sound planning. Annually, the resource committees receive requests from multiple sources—all organized as revealed in Figure 2, Budget Development Model below.

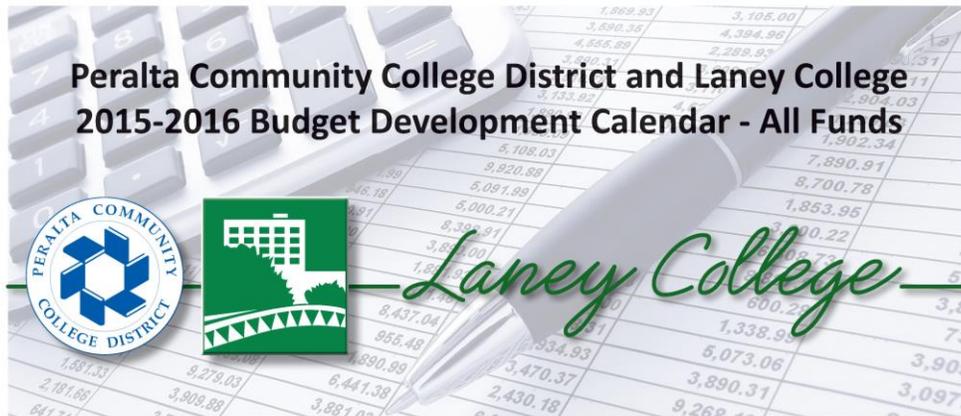
The Budget Advisory Group captures all annual funding-related resource requests, systematically assesses them and frequently reviews the planning and evaluation documents to ensure alignment and accuracy, and recommends to the main participatory "shared" governance body, the College Council, the budget priorities for the subsequent year. Figure 3 below details the timeline for these efforts.

The college's priorities form the basis of the specific budget requests made to the district planning and budget integrated planning committees, including the lead group, the Planning and Budgeting Council. Figures 4 and 5 show the stepwise process—4 steps each for both the college and district levels—detailing how the shared governance and decision-making is integrated at the college and district levels.

In instances where a DE related need does not require funding, the request is handled at the levels closest to the decision-making unit (or supervising faculty or administrator) in order to expedite efficient and sound responses to the need. For example, if the request is for an added course to strengthen the capacity of instructors who seek to teach a DE course, then the faculty leads i.e., subject matter experts, department chair with help from the line dean ensures development of the course and ensures that it is supported with approval via the college's Curriculum Committee, district's Council on Instruction, Planning and Development, and the State Chancellor's Office when required. For another example, if a request necessitates infrastructure improvements via IT and another requires the addition of staff, then the IT lead

and the TPC in the first instance and the staffing prioritization committees in the second instance are informed and charged with addressing these matters effectively.

Figure 3: Peralta Community College District and Laney College Budget Development Calendar for Fiscal Year 2015-16



Date	ITEM	RESPONSIBLE
September 23, 2014	Integrated Planning Budget Development calendar to Board of Trustees for adoption.	Vice Chancellor for Finance and Administration.
October 21, 2014	College Student Equity Plans to Board of Trustees for discussion and review	College Presidents
November 18, 2014	College Institutional Self-Evaluation Reports to Board of Trustees for discussion and review	College Presidents
November 18, 2014	College Student Equity Plans to Board of Trustees for approval	College Presidents
December 9, 2014	College Institutional Self-Evaluation Reports to Board of Trustees for approval	College Presidents
January 30, 2015	Projected Funds for 2015-16 fiscal year based on Governor's budget proposal reviewed with the Planning and Budgeting Council and Chancellor's Cabinet	Vice Chancellor for Finance and Administration
February 9, 2015	Projected funds for 2015-16 fiscal year and tentative distribution to campuses.	Vice Chancellor for Finance and Administration.
February 12, 2015	Prior and current year line item budgets, instruction packets and due dates are distributed to Campus Presidents and Chancellor for distribution to managers with budget responsibility.	Chancellor Finance Office College Presidents
February 12-April 20, 2015	Campus Budget Processes determine priorities, reallocation of funds (within college), and responsibility managers prepare budget forms for submittal to Finance Office.	College Staff
February 12, 2015 or After	Laney College instruction packets distributed to College Vice Presidents and Deans with Budget responsibility	Laney Business Director
March 6, 2015	Laney College Division and Department budget request forms for positions and discretionary budgets are due by 12:00pm Noon from Vice Presidents, Deans and Business Director.	Laney Vice Presidents Laney Deans Laney Business Director
March 20, 2015	Laney College Preliminary Division and Department budget requests (e.g. positions and discretionary spending) are presented to Laney College President for review, discussion and recommended adjustments brought forward.	Laney Business Director
March 25, 2015	Laney College Preliminary Budget is presented to the Executive Council and Administrative Leadership Council	Laney College President Laney Business Director
March 25, 2015	Laney College Preliminary Budget is presented to the Budget Advisory Committee	Laney Business Director
April 15, 2015	Laney College Preliminary Budget is presented to the College Council	Laney College President
March 27, 2015	College and Service Center Annual Program Update (APU) resource requests to the Planning and Budgeting Council	College Presidents/Vice Chancellors
April 20, 2015	Budget reports to establish 2015-16 preliminary budgets	College Presidents/Vice

Figure 4: Summary Overview of the Shared Governance Budget Development Process, p.1

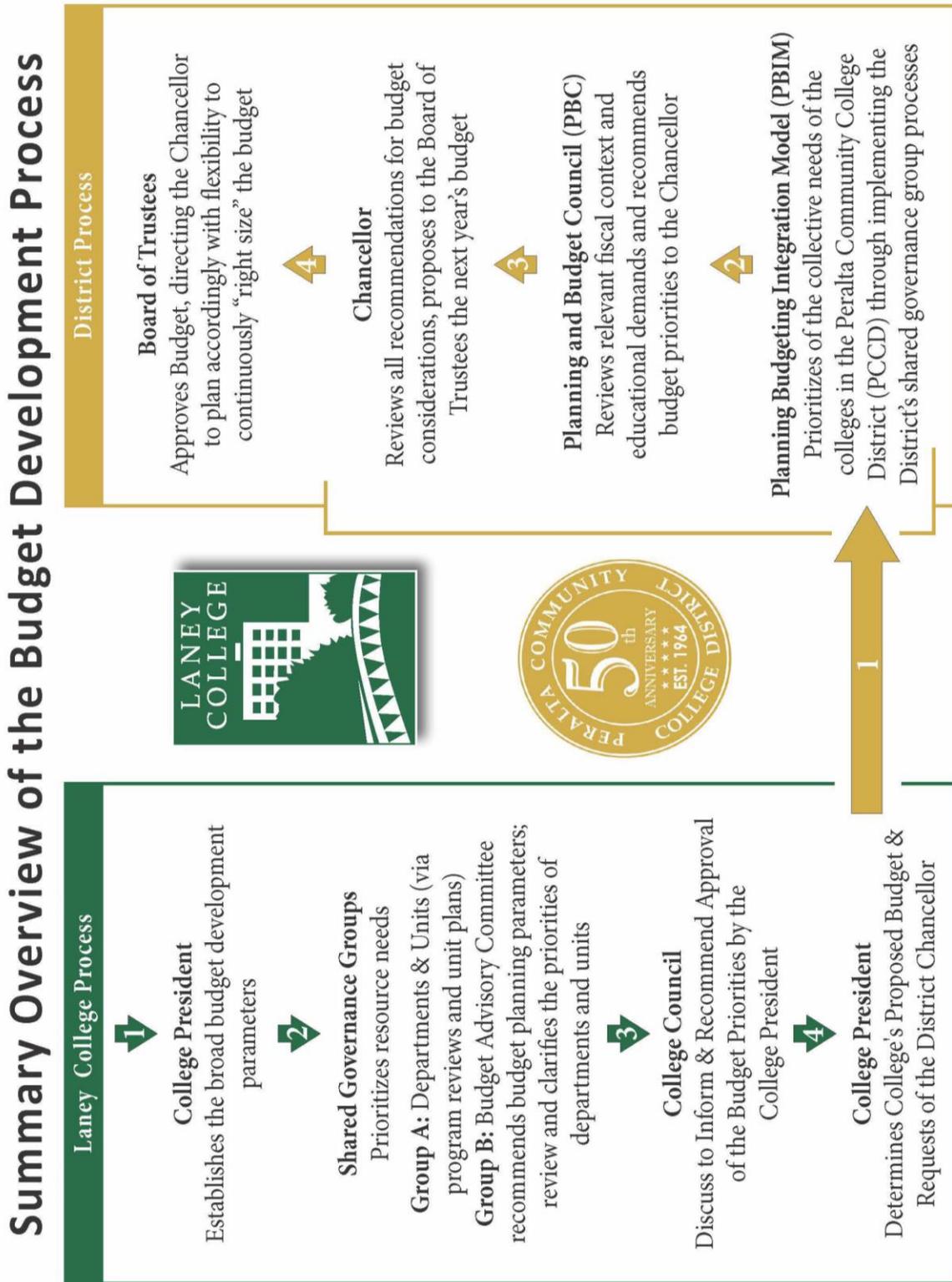


Figure 5: Summary Overview of the Shared Governance Budget Development Process, p.2

Laney College Process		District Process	
Informed by		Informed by	
<p>1 College President</p> <p>Institutional Effectiveness Committee Establishes and assesses efficacy in achieving college student success goals in addition to assuring rational organizing of shared governance groups</p> <ul style="list-style-type: none"> • Educational Master Plan • State of California Budget Context • District Budget Planning Parameters • College Council • Budget Advisory Committee • Faculty Senate (see 10+1 Leadership obligations) • Administrative input - • Business Services contextual information 		<p>4 Board of Trustees</p> <p>BOT</p> <p>The actions of the Board informs and supports, continuous reviews and improvements at the District and College levels</p>	
<p>2 Shared Governance</p> <p>Groups</p> <ul style="list-style-type: none"> • Curriculum Committee Confirms the progress of departments in meeting Ed Code, Title V and other requirements that assures up-to-date curricula • Facilities Planning Committee Prioritizes the facilities needs by timeframe and category e.g., capital improvement, maintenance/grounds and custodial services • Faculty Prioritization Committee Prioritizes the need for new permanent faculty, and identifies them by departmental or program unit • Learning Assessment Committee Facilitates to ensure complete, sound and continuous assessment of course and program level SLOS and ILOs, thus identifies progress by unit • Technology Planning Committee Prioritizes the technology needs by timeframe and category and unit of the college • Budget Advisory Committee 		<p>3 Chancellor</p> <p>Chancellor</p> <ul style="list-style-type: none"> • Office of Finance and Administration Vice Chancellor provides a strategic overview of the financial picture of the District and State level context, and establishes a draft budget based on Chancellor's priorities • Chancellor's Cabinet College Presidents and Vice Chancellors inform and clarify their recommendations • PBC Recommends priorities base on reviews of District finances and recommended priorities of the other PBIM shared governance groups 	
<p>3 College Council</p> <p>Informed by all of the preceding steps 1-2</p>		<p>2 Planning and Budget Council (PBC)</p> <p>PBC</p> <ul style="list-style-type: none"> • Education Planning Committee (EC) • Facilities Planning Committee (FPC) • Technology Planning Committee (TPC) 	
<p>4 College President</p> <p>Informed by all of the preceding steps 1-3</p>		<p>1 Planning Budgeting Integration Model (PBIM)</p> <p>PBIM (Comprised of)</p> <ul style="list-style-type: none"> • Education Planning Committee (EC) • Facilities Planning Committee (FPC) • Technology Planning Committee (TPC) • Planning and Budget Council (PBC) 	

As described earlier, the three planning processes—long, mid and short ranges—are integrated and correspond through an ongoing cycle of implementation, resource allocation, and review.

The college's three-year operational plans address institutional effectiveness and improvement. They include goals and objectives related to student success and technology. Appendix B, is the Laney College Strategic Educational Goals and Institutional Outcomes for 2014-15. It evidences the benchmarks the college has established consistent with the district strategic plan and the college educational master plan.

The resource goals revealed in 2014-15 evidence the college's priority to assure quality and availability of online instructional and student support services. Assessment, staffing—instructors, counselors and librarians in addition to student support staff—and technology related outcomes address online needs. Achievement of the benchmarks will help ensure that all students, including those taking DE courses, continue to access and receive quality instructional and student support services.

As a result of the annual evaluation and planning cycles, the college is rendering more robust its Technology Master Plan and the resources available to its professionals and students to address the quality of DE. Already, the college continues to refine its curriculum approval process for approving courses to be taught via DE, is strengthening its process to increase student participation in the evaluation of DE classes, and working with sister colleges to leverage and continue to strengthen a district online education training program, a professional development certificate designed to support faculty interested in teaching online courses.

The college's main participatory governance body, the College Council, develops, monitors, and coordinates implementation of the Educational Master Plan. College Council draws from both the long-range plans and short-range program review and planning process to annually update the Educational Master Plan.

The district strategic goals and the college's goals, benchmarks and planning and resource allocation efforts intentionally seek to 1) advance student access, equity, and success; 2) engage and leverage partners; 3) build programs of distinction; 4) strengthen accountability, innovation and collaboration; and 5) develop and manage resources to advance our mission. Our primary goal is to promote student success while being responsive to the communities in the East Bay region by providing a high level of access to education and promoting diversity. DE in particular reflects our commitment to ensuring that students from a wide variety of backgrounds have an equal chance to achieve their educational goals. DE also reflects our commitment to providing the highest quality instructional programs and student support services using the best methods and technologies that support the success of a diverse student population. As important, DE allows for the sound leveraging of resources for student and community success in a context of long-term environmental sustainability, fiscal accountability and integrity.

The district and the college are working together to advance DE in ways to strengthen online support services for students, especially in terms of educational planning to achieve their educational goals while also enhancing the quality of DE offerings. This is led by the Laney College Office of Instruction and the Office of Student Services in concert with the Curriculum Committee in partnership with the district Council on Instruction, Planning and Development.

The **Office of Instruction** is responsible for online learning at the college. Through delegation of authority, the department chairs and division deans are responsible for all courses in their disciplines, regardless of location or delivery methodology. department chairs and division deans ensure adequacy of the instructional staff and play a major role in scheduling, evaluation, and other processes designed to address instructional quality.

The **Curriculum Committee** recommends approval of all courses offered at the college, regardless of the method of instruction to the Council on Instruction, Planning and Development. Recommendations for approval of online courses for inclusion in the academic curriculum follows policies and procedures outlined in the *Program and Course Approval Handbook* as mandated by the California Community College Chancellor's Office California Code of Regulations, Title 5. This procedure involves creating a Distance Education addendum outlining the type of online education (100% online, 50+% online, and/or less than 50% online), methods of instructor-student contact, and any differences in course content or assignments (see Appendix D). The District's Institutional Research department also provides success, FTES and retention data on distance education students. Such data is available to originating faculty, administrators, and staff on the District website (<http://web.peralta.edu/indev/>) and in the Business Intelligence tool. DE addendums are reviewed, recommended for approval by the committee and DE Coordinator and sent to the Council on Instruction, Planning, and Development (CIPD) at the Peralta Community College District as an action item.

The **Council on Instruction, Planning and Development (CIPD)** is comprised of representatives from all four Peralta Community College (PCCD) colleges (Berkeley City College, College of Alameda, Laney College, and Merritt College). CIPD ensures that all courses meet the policies set forth by the PCCD Board of Trustees and meet state requirements prior to board approval action. The council reviews and recommends for approval to the chancellor all courses approved by the Laney College Curriculum Committee. Its recommendations inform the priorities of other essential committees including the district Distance Education Sub-committee of the District Education Committee (see Section D for details).

2. Assessment of Needs and Resources

The college has made a commitment to support the delivery of online DE. Through its planning processes and assessment of needs, the college has noted that DE is one way to increase access throughout its service area. Ongoing scans of the environment, review of enrollments, and trends in instruction continue to support this strategy. Over the past five years, the college has increased its DE offerings in response to student needs and faculty interest to offer hybrid and online courses.

The college continues to evaluate and provide the appropriate resources to support students with the best DE options. When the need to coordinate the efforts of instructors to deliver effective DE was identified in during the 1990s, the college held to its commitment of offering quality and supported instruction by working within the district to promote DE courses, an on-site coordinator, and an infrastructure. Now, the district has a policy, infrastructure and shared governance committee that oversees the strategic DE planning process. The DE sub-committee of the District Education Committee includes the DE coordinators from each of the colleges of the district.

3. Anticipated Effect on the Institution

While the effect of this substantive change is minimal, Laney continues to evaluate the impact technological advancements are having on instructional delivery and student enrollment patterns. The college is committed to the quality and rigor of its academic programs, to the success of its students, and to maximizing access to facilitate student progress toward their academic goals. The college is committed to ongoing evaluation of the nature and utility of advanced technology in order to increase student engagement, learning and success. Student demographics and needs reflected in enrollment trends and preferences have continued to be monitored to determine scheduling needs for class sections offered in the face-to-face mode and through DE. The district's full intent is to sustain a large face-to-face academic program presence to be complemented with a level of DE offerings that support student needs, access, and success.

4. Intended Benefits

Laney College's diverse student population will continue to directly benefit from the availability of varied courses and programs through DE delivery. Providing students DE enrollment options supports students with personal commitments, such as work schedules, family responsibilities, time constraints, and transportation challenges. The clear benefit to students is that DE provides class scheduling flexibility and alternative enrollment options for students to support progress towards their academic goals including successful completion of certificate and degree programs. To add emphasis, Laney is keenly aware of the importance of offering DE opportunities given

that over 60% of students work at least 11 hours per week per the 2014 Community College Survey of Student Engagement (CCSSE).

5. Preparation and Planning Processes to Support Distance Education History, Preparation, and Planning Process

Laney has over a 15 year history of offering some level of online courses, led consistently by a DE faculty coordinator. Currently, DE is coordinated by faculty at 50% of a 1 FTE. In this role, the faculty DE coordinator develops annually the college's DE planning documents, including goals, class scheduling recommendations, curricula needs and faculty development priorities. Related, the DE coordinator helps insure a robust offering of DE courses and programs, uses business intelligence tools to analyze the efficacy of offerings and student achievement. In doing so, the DE coordinator works with administrators and faculty to evaluate structure and functionality of DE courses, insuring that course quality and integrity is maintained. The incumbent also assist faculty in the design, development, and maintenance of DE courses, which includes the use of course management system, Moodle. Importantly, the incumbent also keeps up-to-date with DE research and best practices as established by State Chancellor's Office, accreditation committees, other governing bodies, and current academic research. Further, the incumbent assist with online evaluation of instructors and courses.

By 2007, the Peralta Community College District and Laney College adopted the Moodle Learning Management System. The number of faculty and students accessing the system either through online courses or as part of their on-campus courses is assured and continues to increase. The ability to engage in a Moodle learning environment with easy access to class syllabi and learning materials provides an added advantage to our students who transfer to California State Universities. For faculty teaching a fully online class, the class shell provides the foundation for all class materials, faculty-student interactions, communication, class discussions, and posting of assignments.

The college uses the same mechanisms for review of distance education (DE) learning programs and support services as it does for traditional programs and services, namely student evaluations, self-evaluation, faculty/classroom observation/evaluation, and administrative evaluation. The forms used to gather evidence about the effectiveness of DE instruction do not currently differ from those used for traditional instruction. As part of the district's and college's ongoing quality improvement efforts, the Office of Instruction and the District Academic Senate are currently reviewing practices deemed most effective by the ACCJC for review of DE programs to strengthen its evaluation forms (student, faculty, self and administrative) specifically for review of DE courses.

D. EVIDENCE OF ADEQUATE RESOURCES TO SUPPORT A QUALITY DISTANCE EDUCATION PROGRAM

1. Adequate and Accessible Student Support Services

The college continually seeks to increase services to its DE students. Currently, a DE student can apply for admission, receive orientation, register for classes, receive counseling/education planning, apply for financial aid, request transcripts, access library resources, and communicate with college staff and faculty via email, phone, and Moodle.

Through the college's APU and program review processes, each student services function examines its scope of services, performs assessment of service area outcomes (SAOs), and identifies its emerging needs. From this information, each area reassesses its goals and priorities to best utilize existing resources to continue needed services, to redirect under-utilized resources, and to seek means to expand services through emerging initiatives, including Student Equity Planning through the Student Success and Support Program.

Student Support Services accessible to DE students include the following:

Admissions and Records: Through the Admissions and Records Office, DE students have online access to apply for admission, see their registration appointment times, register for classes, make payment for class fees, see what books are required for each class, check their final grades, print unofficial transcripts, and request official transcripts. These services are utilized by in person and online students alike.

Orientation and Assessment: Through the Counseling Department, students have access to online and in-person orientations that introduce them to the college and its services. In addition, information on how to access and navigate through the online course software is provided online via Moodle. The Assessment Office offers placement testing and acceptance of alternative testing taken through other colleges.

Counseling, Advising, and Educational Planning: Educational planning is provided through the Counseling Department and is available online, over the phone, and through e-mail.

Transfer and Career Centers: Counselors and staff provide transfer and career information through e-mail communication, face-to-face interaction, website, and on-campus activities. Specific information on course articulation and transfer is available on-line at <http://www.laney.edu/wp/transfer/> and includes:

- Steps to Successful Transfer
- Upcoming workshops and events
- Links to four-year CA universities and colleges

- Links to out-of-state universities and colleges
- Help and Tutorials
- ASSSIST System Information
- Transfer Admission Guarantee Programs

Financial Aid: Technology is maximized to the extent possible to provide services to DE students and all students who attend Laney College. A robust program of online resources on financial aid is available to all students, including a step-by-step application guide and information on the FAFSA, BOGW, scholarships, military benefits, work-study opportunities, loan programs, and cost of attendance. DE students can check their financial aid status and review their financial aid award online. In addition to the online resources and information available to students, DE students can make appointments, call on the phone, and email staff for more help and information.

Course Delivery: Academic departments make determinations about which courses can be taught through DE at the same level of quality and rigor as those taught in the face-to-face classroom environment. Courses to be taught through DE go through a separate curriculum review process to ensure that effective strategies for faculty-student interaction have been identified and are appropriate for the course content. Curriculum and program planning and development are on-going processes and are integral to the college's APU and program review cycle. As previously stated, Moodle Learning Management System is the college's technology infrastructure used to support its DE program delivery.

Tutoring Services: – Laney College provides face-to-face students with an array of on-campus tutoring support options across many disciplines. Tutoring services specific to the discipline are provided in addition to English in the James Oliver Writing Center, and mathematics in the Math Lab. With advancements in technology, Laney is exploring various options to provide online tutoring services to all students.

Library Services: The Laney College Library has been a key component in providing resources necessary to maintain the quality of DE instruction. At present, the library subscribes to 39 full-text online databases consisting of periodical articles, reference books, e-books collections, and digital images covering most disciplines taught at the college. The goal is for all of the services to function as “libraries without walls,” making available numerous online resources that support students and faculty. The library provides access to its resources and information about its services through a library website, <http://www.laney.edu/wp/library>, that is updated regularly. Library research can be accomplished through online databases available 24 hours a day. The library contracts directly with commercial and not-for-profit vendors to host and/or provide access to their resources. These include, but are not limited to EBSCOHost, ProQuest, and Gale.

Reference service/assistance is made available through the library's website (e-mail assistance request) or by phone. Library faculty are able to interact with students to provide access to resources, assistance in research methods, and guidance for citations, all of which are essential elements in developing information literacy skills. In addition, library faculty have created several online tools for assistance in information literacy. These consist of:

- a. A research help webpage that includes links to numerous aids to assist students and faculty with their research;
- b. The library faculty also help faculty create course LibGuides, which can provide specific support for individual courses according to student needs (i.e. resources, search engines etc.). A complete list of LibGuides created is available on the Library website at LibGuides; and
- c. Finally, the library also provides Noodle Tools, a citation management, online web-based software program to help create citations for research papers.

The library conducts student area outcome surveys annually and student learning outcome surveys regularly. These survey results are listed in the Library Annual Report and are made available in the college's outcomes database on the Taskstream platform.

2. Sufficient and Qualified Faculty, Management and Support Staffing:

Human resources are organized and staffed as a district function, supporting the needs of the colleges. The district Office of Human Resources works closely with Laney College to ensure that it employs qualified personnel at all levels to support student learning programs and services, and improve institutional effectiveness. All personnel (full-time and part-time faculty, classified support staff, and managers) are evaluated systematically and at stated intervals to ensure the effectiveness of personnel and encourage improvement. The evaluation process, criteria, and evaluation schedules are contained in the collective bargaining agreements and in the PCCD Board Policies and Administrative Procedures.

Laney College regularly assesses its human resource needs in a number of ways which integrate human resources planning with institutional planning. Comprehensive program review, annual unit plan updates, and administrative unit reviews allow for the identification of staffing needs that fulfill the mission of individual units and programs. The college relies on a participatory governance process to review and provide input into all plans, including human resources decisions.

The college's human resources planning is integrated with the district's institutional planning through a participatory governance process that channels campus requests through the district's Planning and Budgeting Integration Model (PBIM). The PBIM, <http://web.peralta.edu/pbi/>, is an integrated district-wide planning and budget advisory system comprised of four committees that

receive planning input from the colleges, review them, and make final recommendations to the chancellor.

Online Instructional Faculty

All faculty assigned to teach DE classes are hired through the district's regular hiring process and meet the same minimum qualifications as those required of face-to-face instructors, whether they are full-time or part-time. Regular faculty evaluations are conducted in compliance with Section 87663 of the California Educational Code and the Peralta Federation of Teachers (PFT) contract. The evaluation process includes:

1. Student Evaluations of Instructors
2. Faculty/Classroom Observation/Evaluation Form,
3. Administrative Evaluation Form,
4. Evaluatee's Self-Evaluation Report Form, and
5. Summary Report Form.

The evaluation report form and the student evaluation instrument address both face-to-face and the DE teaching and learning environments.

Distance Education Coordinator

The college's distance education coordinator reports to the vice president of instruction, works with the Peralta Community College District's vice chancellor educational services (who oversees distance education for the District), and is a member of the district-wide DE coordinators group that meet on a monthly basis. The DE coordinator also provides professional development opportunities and resources in adult learning theory, student-centered learning, use of Web 2.0 and educational technology, learning objects and Courseware Management System (CMS) training on campus. Training in Section 508 and other areas for accessibility are also provided. For a job description for this DE coordinator role, see Appendix E.

PCCD Office of Educational Services

The chancellor, through the district Office of Educational Services which is under the direction of the vice chancellor of educational services, provides overall coordination in the planning, development, and implementation of the instructional and student support programs of the district. The Office of Educational Services responsibilities include several areas:

- institutional research;
- accreditation;
- strategic planning;
- workforce and economic development;
- distance education; and
- enrollment management.

The Office of Educational Services works in collaboration with the Distance education coordinators on each of the four college campuses to ensure quality and consistency of teaching as well as create support structures for both faculty and students. A district-wide DE sub-committee has been created to monitor our online course development.

Distance Education Sub-committee

The Distance Education Sub-committee is a sub-committee of the Peralta Community College District Education Committee (DEC). As such, the Distance Education Sub-committee is charged to:

- Make recommendations to the District Education Committee, in collaboration with the District Academic Senate, to design and conduct a thorough evaluation of the PCCD Online Initiative project;
- Develop and recommending metrics to assess student performance outcomes and track other related student data as relates to DE; and
- Develop and recommending milestones and plans for monitoring and regulating DE within the district.

Furthermore, the DE Subcommittee is charged to make recommendations to the DEC in the following areas:

- Policies and procedures for enhancing faculty teaching and student learning in online education;
- District-wide communication of distance education policies, procedures, strategies, standards and processes;
- Faculty requirements for teaching online classes;
- Standards for online courses;
- Development of specific student success support strategies for online learning;
- Evaluation of the learning management system;
- Course evaluations;
- Ways of working collaboratively with the appropriate constituencies, such as the District Academic Senate (DAS), the District Education Committee (DEC), and the Peralta Federation of Teachers (PFT)
- Development of documentation in the area of course requirements;
- Reviewing the current district and college administrative structures to assess how these structures can be revised to best support the delivery of effective campus-based distance education; and
- Other areas of relevance to distance education.

Learning Management Tool: Moodle

The DE program is facilitated by the Moodle Learning Management System. The extensive support for online learning at Laney College is provided by the campus DE coordinator, District help desk staff, and Moodle system programmer, the Laney College IT support, and the library.

Information Services

Information Services (IS) – Laney College has invested heavily in its technology support staff, products, and services to meet the needs of student learning programs and services, teaching, college-wide communications, and operational systems. Technology resources are managed through Information Services, which is responsible for administrative systems, networking, and communications infrastructures. IS staff provides direct support for DE instruction in three primary ways:

- a. **Helpdesk Services:** Provides user support to, faculty, staff and administrators for computer hardware/software, email, network services, Microsoft Office Suite, the District’s self-service student and faculty application, and e-services.
- b. **Network and Data Center Services:** Provides the telecommunications and hardware/software infrastructure required for email, voicemail, and Internet, network services, telephone and wireless,
- c. **Technical Support Services:** Provides support for desktop hardware/software and peripheral computing and audiovisual equipment used in the classrooms and offices.

3. Professional Development for Faculty and Staff

The Peralta Community College District provides district-wide professional development for all employee groups—management, classified support staff, and faculty (full and part-time). Faculty training is by far the most comprehensive because of faculty’s investment through negotiations and State Chancellor’s Office investments supporting faculty staff development funding. However, many professional development opportunities are coordinated by the district Office of Educational Services and are for all employees. Professional development workshops and activities occur primarily during flex days (the week before the fall and spring semesters begin). Other professional development workshops and programs are also offered during the year. Ongoing individual technical support and training resources are available online. The college also provides some funds for travel to conferences and other professional development events for all classifications of employees. In addition, the college provides sabbaticals for faculty. Information about professional development opportunities is disseminated via e-mail, district and college websites, and in shared governance meetings.

Professional Development (PD) for all faculty at Laney College also contributes to the quality of DE. PD activities provide online opportunities for faculty to receive professional development credit and offer online pedagogical training through the Laney Online Education Training program through Merritt College. Merritt College offers faculty a series of online courses using Moodle that prepare Laney College faculty to develop and deliver their courses online. Faculty have the option to complete a variety of courses in one semester or over several semesters.

All Laney faculty are required to fulfill professional development. One option is to enroll in online workshops and to utilize online videos, media, and other arranged online activities to fulfill their PD obligation.

The Professional Development website, <http://www.laney.edu/wp/professionaldevelopment/>, provides information on PD resources. Laney's Library has also a variety of resources to support instructors who are teaching online. Our distance education coordinator is a librarian and has created website support for many courses.

The college has continually made a conscious commitment to link pedagogy to the use of technology for course delivery, whether through support for Laney's growth, as seen through our intensive building plan funded by Measure A funds, or the DE offerings, which were intended to provide increased learning opportunities for the non-traditional student.

Since 2010, the college has utilized the Evaluation Kit, a Moodle shell used to facilitate student evaluations of DE classes. Merritt College's Online Education Certificate Program is the recommended and primary professional development program provided to all faculty who teach online. The program implemented is facilitated by the DE coordinator at Merritt College. In addition, Laney's Professional Development Program, facilitated by a faculty coordinator, provides a variety of additional professional development workshops throughout the academic year that support the ongoing development of online and face-to-face faculty teaching approaches.

4. Appropriate Equipment and Facilities

As stated in Section D 2, the district's commitment to a reliable and quality DE program is evidenced by its long-standing investment in technology planning and infrastructure, including the licensing of the Moodle Learning Management System and the hiring of highly qualified and sufficient management and staff. The District Offices of Information Technology and Educational Services as well as the college library are the key foundational areas that provide direct, day-to-day support resources and services for DE. These areas maintain the equipment and facilities and provide the services essential for reliable delivery of DE classes.

Laney Information Technology Services (ITS) – Laney campus wired network infrastructure consists of state-of-the-art technology that offers 10Gbit bandwidth from the data center to each of the campus buildings and offers 1Gbit bandwidth to the desktops. The campus’ wireless network infrastructure consists of 802.11N technology and is in the process of being upgraded to 802.11AC technology. As the result of this new wireless technology upgrade, the college will be positioned to provide a reliable infrastructure to support mobile computing devices. The district manages ‘the Moodle network that consists of a line rate core infrastructure with a 5 terabyte bandwidth connection and 12 Cores Intel Xeon E5-2620. The district’s commitment to a stable, reliable infrastructure has been essential to the DE program’s development and on-going success.

Instruction Computer Lab – Laney College instructional Labs includes consist of 16 computer classrooms, each with a teacher demonstration workstation, data projector, document camera and printer. These computer classrooms are scheduled regularly by faculty for orientation sessions for DE classes and used for periodic face-to-face sessions of DE classes. The main computer lab area provides all students with access to Windows-based workstations, with four stations designated for ADA access and added technologies such as screen reader programs, and four work areas that support students who bring their own devices or use the areas for group projects.

5. Sustainable Fiscal Resources

Laney College maintains a fiscally sound operating budget, and the district ensures a minimum of a 5% reserve, including during the past five years when the State of California was in a fiscal crisis and community colleges operated with approximately 9-10% less revenue. Laney planned conservatively while also ensuring the continued quality and integrity of its academic programs and support services. Laney’s DE program and all its necessary management, faculty, and staff, support services, and operational expenses are funded through the college’s general fund and included in the annual adopted budget. The DE classes generate FTES revenue and contribute to the college’s achievement of its State FTES target. Laney will continue to budget and sustain the resources necessary for a successful DE program to support student needs.

Table D: District Reserves

	Budget 2013-14	Actuals 2012-13	Actuals 2011-12	Actuals 2010-11
Available Reserves	\$15,326,744	\$12,823,28	\$10,017,89	\$9,322,904
Available Reserves as a Percentage of Total Outgo	12.36%	11.2%	8.88%	7.79%
Long-term Debt**	\$664,718,582	\$678,185,79	\$677,829,16	\$665,464,696
Annual Funded FTES***	18,626	18,191	18,006	19,510

6. Comparative Analysis of Budget, Enrollment, and Resources

All resources for Laney's DE program, including human, physical, equipment, and technology, are supported by the general fund. Funding is allocated in the Governing Board's annual adopted budget for all personnel, professional development, physical maintenance, equipment, technology, and licensing requirements. DE classes are scheduled and budgeted for as part of the college's overall enrollment management planning and schedule development process to achieve its FTES goals. Academic departments or support services plan for curricular and program changes relevant to DE and face-to-face offerings, analyze student achievement and enrollment data trends, and identify the need for new or replacement equipment and technology.

The APUs are reviewed by the vice presidents and the six deans. Planning and resource considerations for DE are also included in the Technology Plan and the Staffing Plan, which are completed every six years with annual updates. DE resource needs are an integral component of the college's annual planning and budgeting process.

7. Plan for Monitoring Achievement of the Desired Outcomes

Student learning outcome (SLO) and assessment cycles are expected to be completed for all courses, regardless of method of delivery. Faculty and staff assess learning outcomes at the course and program levels in order to evaluate the effectiveness of the teaching and learning process. Changes are incorporated as a result of the SLO assessments. The results of SLO assessments are considered as each program and discipline completes its APU and PR processes. Institutional Learning Outcomes (ILOs) are assessed annually across the college. The program review template will be updated to include course success and retention rates are included in the data set and are presented across three categories: distance education, on-campus day, and on-campus evening. As a result of the evaluation of SLOs, student achievement, and other factors, programs and disciplines identify their strengths, weaknesses, opportunities, and threats. Faculty will then develop a plan that identifies program goals, action plans, and outcomes to be achieved.

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

Table E provides course success and retention rates for DE courses and their equivalent face-to-face offerings. Review of the table indicates a small difference in success and retention rates between the DE course offerings and the face-to-face course offerings. In general, course success rates in DE courses are 8 percentage points lower than course success rates in like face-to-face courses. It is likely that the difference in success rates is due to the fact that more students withdraw from DE courses. The college will continue to evaluate online course success and

retention rates through its ongoing review of enrollment trends, annual goals, and student success targets.

Table E: Success Rates

Laney College Success Rates in DE and Non-DE Courses

		Academic Year				
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
DE Courses (100% Online)						
Valid Graded	N	1,255	2,961	3,260	3,253	4,143
Successful Completion	N	735	1,847	1,964	1,837	2,265
	%	58.6%	62.4%	60.2%	56.5%	54.7%
Non-DE Courses						
Valid Graded	N	72,098	62,961	60,644	58,570	58,964
Successful Completion	N	47,560	44,206	42,208	40,399	40,638
	%	66.0%	70.2%	69.6%	69.0%	68.9%

E. EVIDENCE OF INTERNAL AND EXTERNAL APPROVALS

Faculty, Administrative, Governing Board, or Regulatory Agency Approvals

All courses (course outline of record), certificates of achievement, and associate degrees offered by Laney College have been approved through the college’s rigorous curriculum review and approval process by the Curriculum Committee as a subcommittee of the Faculty Senate. The outline of record for each course applies to all approved methods of delivery. All approved curriculum is sent to the Peralta Community College Board of Trustees (BOT) for approval at its monthly public meetings. All BOT agendas, minutes and video recording of meetings as well as a calendar can be found on The Peralta Colleges Granicus website at:

Peraltaccd.granicus.com/ViewPublisher.php?view_id=2

Upon BOT approval, all curriculum is submitted to the California Community College Chancellor’s Office in a timely manner. These procedures follow the Peralta Community College

Board of Trustee's Board Policies and Procedures, BP 4020 Program Curriculum and Course Development.

1. Legal Requirements Met: All courses contained in certificate and degree programs comply with Title 5 requirements, and all courses taught through DE have been reviewed and approved separately by the Curriculum Committee in compliance with Title §55200 and §55206, Separate Course Approval. (Appendix F)
2. Governing Board: All courses, certificates, and degrees are submitted to the BOT for review and approval on a regular basis at monthly public meetings. Board Policy 4020 and Administrative Procedure 4020 ensure this practice. (Appendices G & H)

F. EVIDENCE OF CONTINUED FULFILLMENT OF ELIGIBILITY REQUIREMENTS

The impact of this Distance Education Substantive Change on each of the 21 Eligibility Requirements for Accreditation by the Accrediting Commission for Community and Junior Colleges is summarized below.

1. Authority

Laney College is a two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Governing Board of the Peralta Community College District. Laney College is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges. This authority is noted on the first page of the college catalog and on the Accreditation website. The most recent accreditation reaffirmation occurred in 2013.

2. Mission

The Peralta Board of Trustees approved the current mission statement in January 2010 following review by key college constituents on an established three-year cycle. The statement is posted on the college website and is included in the 2010 Educational Master Plan. In the 2012-2013 academic year, the faculty, staff, students and administrative representatives on the College Council reviewed the 2010 mission statement and determined it still defined the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning. As no revisions were recommended, planning for further publication of the 2010 mission statement ensued. The mission statement is widely posted across the campus. Faculty, staff and students view large posters highlighting our mission and values in almost every campus building, gathering area and office. The mission statement regularly appears on key college documents distributed by the president such as agendas for the College Council and communiqués with faculty and staff.

All Distance Education (DE) courses and programs fulfill at least one of the three primary overarching areas of Laney's Mission of GE/transfer-readiness education, career/technical education, and basic skills development.

3. Governing Board

Laney College is one of four colleges in the Peralta Community College District (PCCD). PCCD is governed by a board of trustees that consists of seven community-elected trustees and two student trustees, responsible for the quality and integrity of the four colleges in the district and for ensuring that the institution's mission is being carried out. The community-elected trustees represent the entire district and are elected for four-year

staggered terms. The student trustees, elected by the students, serve one-year terms, with a maximum of two years. The board of trustees is an independent, policy-making body in accordance with California Education Code. The function of the board is to determine policies, establish rules, regulations, and procedures, and oversee the use of financial and other resources to provide a sound educational program consistent with the mission and goals of the district.

The Peralta Community College Board of Trustees provides final approval for all courses and certificate and degree programs. These approvals include the recognition of the methods of delivery for instruction through DE, face-to-face, or a hybrid format.

4. Chief Executive Officer

The chief executive officer of the Peralta Community College District is the chancellor, Dr. José Ortiz, who has served in this position since July 2012. His full-time responsibility is to the institution and to administering the Peralta Community College District with its four colleges in accordance with board policies and district administrative procedures. The selection of our Chancellor followed BP2431. The chief executive officer of Laney College is the president, Dr. Elñora T. Webb, who became president in January 2010. As president, her primary responsibilities are to provide effective leadership to the college, to complete the Institutional Self-Evaluation process, to maintain a balanced college budget, to ensure that the institutional certification of continue compliance with eligibility requirements learning outcomes guide college action plans, and to increase student access and success. The college president represents the college to the district chancellor and the board of trustees (Appendix J).

5. Administrative Capacity

The 17 administrative staff members (with 12 positions under general funded and 5 categorical-funded positions) of Laney College support the services necessary to carry out the institution's mission, vision, values and purpose. Their preparation and experience is reviewed through management employment selection and evaluation procedures. Academic administrators meet State minimum qualifications and additional qualifications defined for specific positions as developed by the college and approved by the district Office of Human Resources. Classified administrators meet appropriate qualifications for their position. The college's administrative staff works together to ensure the success of students and the fulfillment of the college's mission, vision, values, and strategic goals.

6. Operational Status

Laney College has been in continuous operation since 1953 and is celebrated its 61st anniversary in 2014. Annually, approximately 20,000 students are enrolled at Laney College. These students take a variety of courses and programs offered through DE, face-

to-face, or in a hybrid format that lead to associate degrees, certificates of achievement, and/or transfer to four-year institutions.

7. Degrees

Laney College offers a wide variety of associate degrees and certificates of achievement in both academic and career/technical disciplines. Associate degree programs and certificate and career programs are clearly identified in the College catalog. The programs that can be completed through DE with 50% or more of the required courses/units are identified in this Substantive Change Proposal.

8. Educational Programs

The degree and certificate programs offered at Laney College are aligned with its Mission of GE/transfer-readiness education, career/technical education, and basic skills development and meet the California Education Code of Regulations, Title 5 curriculum requirements. All course outlines of record and degrees have been carefully reviewed through the College Curriculum Committee's review and approval process, and student learning outcomes have been developed and assessed for all active courses and programs. Courses with the option to be delivered through DE have been reviewed and approved separately. All curriculum, including courses with a designation to be offered through DE and/or face-to-face modes, undergo approval by the Governing Board. The same level of academic standards, quality, and rigor are appropriate and consistent for both DE and face-to-face instruction. By offering DE instruction to its students, the College enhances its ability to support the varying enrollment needs of its diverse student community.

9. Academic Credit

Laney College awards academic credit using the Carnegie unit, in accordance with the California Community Colleges Chancellor's Office requirement under California Code of Regulations and Title 5, section 55002.5. The Curriculum Committee holds primary responsibility for ensuring the college follows generally accepted practices for determining academic credit requirements. Credit for all coursework is awarded based on the Carnegie unit, a standard generally accepted in degree-granting institutions of higher education. The official course outline of record for each approved credit course identifies the academic credit to be awarded and is the same for each course, regardless of the method of delivery.

10. Student Learning and Achievement

The college has defined and identified student learning and achievement outcomes at the course, program, and institutional level. These outcomes are the same, regardless of the method of instructional delivery. The Student Learning Outcomes Council's website, <http://www.laney.edu/wp/assessment/>, includes a list of all course, program, and General

Education/Institutional Learning Outcomes (GE/ILOs). Specific GE/ILOs are assessed across the institution annually, and a report of the assessment is presented on the Council's website. All courses, programs, and support services are engaged in Student Learning Outcome Assessment Cycles or Service Area Outcome Assessment Cycles. Results of these assessments, including plans for improvements, are maintained in the Laney Outcomes Database. Institutional and program level student achievement data are readily accessible on the college's website through links to the Chancellor's Office accountability report, the College Fact Book, and the Gainful Employment Regulation Information. Program achievement data, including course success rates for DE courses, are included in all instructional Program Review and Planning documents. Annually, the college assesses progress on meeting the accountability metrics and institutionally set standards (per ACCJC definitions). Additionally, the college conducts follow up surveys of students of career and technical education programs and their employers.

11. General Education

The college catalog lists the General Education (GE) requirements for the associate degree. The GE curriculum includes courses in the subject areas of natural science, social and behavioral science, language and rationality, ethnic studies and humanities. The quality and rigor of these courses is consistent with the academic standards appropriate to higher education. The college identifies GE outcomes and assesses on a regular basis.

12. Academic Freedom

Faculty and students are free to examine and test knowledge appropriate to the academic discipline or major area of study. BP 4030 Academic Freedom, adopted December 2012, encourages freedom of expression and the free flow and exchange of information and ideas. The district seeks to protect academic freedom and supports free and unfettered scholarly inquiry as set forth in the ACCJC Standards and California Code of Regulations, Title 5, Section 51023. These policies are applicable to all methods of instructional delivery and ensure that the same rights of academic freedom are afforded to DE and to face-to-face classes (Appendix K).

13. Faculty

Laney College employs approximately 130 full-time faculty, 20 of whom are non-instructional faculty (counselors and librarians). Laney College faculty must meet the minimum qualifications for service established by the Board of Governors of the California Community Colleges. Faculty duties and responsibilities are outlined in Article 11 of the Peralta Federation of Teachers' union contract. In addition to teaching, faculty carry out comprehensive program reviews every three years; develop, implement, and assess annual program plans; and develop, implement, and assess student learning outcomes. Faculty evaluation procedures are negotiated as part of the union contract. The

names, degrees, and years of employment of full-time faculty are listed in the college catalog.

All faculty, regardless of whether they teach DE or face-to-face classes, meet or exceed the minimum requirements for their disciplines based on the minimum qualifications for California Community College faculty. All faculty teaching DE classes are afforded significant professional development opportunities in course design, preparation, and delivery of DE instruction. Laney's Professional Development program provides extensive online and face-to-face workshops on pedagogy, the use of technology, and teaching diverse student populations. The college is currently in the process of hiring at least seventeen additional full-time faculty for the 2015-16 academic year.

14. Student Services

Laney College offers a comprehensive array of student services for all of its students, including those enrolled in DE classes. Student support programs meet the needs of the college's diverse student population and support student learning and development within the context of the institutional mission. General student services include: admissions and records, counseling, orientation, assessment testing, financial aid, transfer information, student educational planning, and follow-up services particularly for at-risk students. Special student services include: Program and Services for Students with Disabilities (PSSD/DSPS), CALWorks/CARE, TRiO, and Extended Opportunity Program and Services (EOPS). The college provides specific support services for its DE students via the Internet, telephone, or e-mail in the areas of Admissions and Records; Orientation and Assessment; Counseling, Advising and Educational Planning; Transfer and Career Information; Financial Aid and Scholarships; Disability Resource Services; Library Services; and a HelpDesk.

15. Admissions

The college's admission policies and procedures for both DE and face-to-face students are consistent with its Mission Statement and conform to California State law and district policies. The qualifications for admission are clearly stated in the college catalog and are available on the college's website.

16. Information and Learning Resources

Laney College provides access to sufficient information and learning resources and services to support its mission and educational programs. Library materials include a reference and circulating book collection, a print and electronic periodical collection, and a reserve collection. Registered students, faculty, and staff can access the periodical databases and catalog onsite and remotely. Students also are provided opportunities for tutoring and areas in the college for group study.

17. Financial Resources

Laney's DE program, its faculty and staff, technology, and operational resource needs, are all included in the college's annual adopted budget. The Peralta Community College District is funded by local property taxes and state apportionment. The district annually develops a budget, which is board-approved. Using a district allocation process (Budget Allocation Model, based on SB 361) the district allocates a portion of the district funds to Laney College, and the college independently develops an operating budget to support and improve student learning and services. Laney College also identifies and pursues outside funding sources, including federal and state grants, to support student learning programs and services identified in college planning. The college/district has been fortunate that the State voters approved Proposition 30 in November 2012, and local voters approved the Measure B Parcel Tax in June 2012, both of which have increased the annual amount of funds allocated to the college. College financial resources and resource allocation are reviewed by the College Council for Planning and Budget. Laney's ability to meet this Eligibility Requirement is not affected by this Substantive Change proposal.

18. Financial Accountability

The Peralta Community College District, on behalf of Laney College and its sister colleges, contracts with an outside certified public accountant to conduct annual external financial audits. The accountants present and explain the audit to the board of trustees at a regularly scheduled governing board meeting. The audit also is presented to the district Planning and Budgeting Council. Management is required to review and compare actual expenditures to budgets on a periodic basis to ensure the financial viability of programs and services.

19. Institutional Planning and Evaluation

Laney College practices participatory governance within an established and integrated institutional planning and budgeting process that is specifically linked to institutional mission, vision, values, goals, and strategic priorities. The college engages in ongoing and systematic cycles of planning, implementation, and evaluation in order to maximize effectiveness in promoting academic excellence and student success.

The College Council conducts an annual evaluation of progress on the Educational Master Plan objectives. The evaluation includes a review of institutional effectiveness metrics. As a result of the evaluation, the Educational Master Plan is updated. By way of APU and program review process, units identify goals for improvement and document the progress they have made toward reaching them. Discussions are underway in the District's DE Sub-Committee to develop a Distance Education Plan that provides a

vision, philosophy, and guidelines and that fully integrate with the college's overall planning structure and cycles.

20. Integrity in Communication with the Public

The Laney College Catalog is published biannually and provides accurate and current information that describes its purpose and objectives, admission requirements, rules and regulations affecting students, programs and courses, degrees and degree requirements, costs and refund policies, grievance procedures, and academic credentials of faculty and administrators. Additionally, the catalog states requirements for admission, degrees, certificates, graduation, and transfer, and information on fees and other financial obligations. Policies affecting students, including academic honesty, nondiscrimination, acceptance of transfer credit, grievance and complaint procedures, sexual harassment, and refunds of fees, are located in the college catalog also accessible online at <http://www.laney.edu/wp/files/2013/08/Laney-College-Catalog-Web1.pdf>.

Much of this information also is provided in the schedule of classes that is published each semester and posted on the Laney College website <http://www.laney.edu/wp/blog/spring-2015-class-schedule/>. The printed and online schedule of classes clearly identifies classes that will be delivered through DE.

21. Integrity in Relations with the Accrediting Commission

Laney College, under the oversight of the Peralta Community College District Board of Trustees, adheres to the eligibility requirements, accreditation standards, and policies of the Commission (ACCJC), communicates any changes in its accreditation status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

G. EVIDENCE OF CONTINUED FULFILLMENT OF ACCREDITATION STANDARDS

Standard I – Institutional Mission and Effectiveness

- A. **Mission:** Laney’s Mission Statement is reviewed and updated on a regular basis. The courses and programs offered via Distance Education (DE) are aligned with the college’s mission. Students can take online courses to make progress toward completing a certificate or degree. In the College’s associate degree requirements at least one course can be completed through DE in each of the five General Education requirement areas of Natural Science, Social and Behavioral Science, Language and Rationality, Ethnic Studies and Humanities. These same courses satisfy transfer requirements to four-year institutions.
- B. **Institutional Effectiveness:** Laney College structures its ongoing, collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes through shared governance committees, professional development activities, operational meetings, planning groups and college-wide forums. Central to this dialogue is a focus on our college goals and the resulting strategic initiatives to achieve them. The priorities of the college, 1) student success (2) accreditation (3) assessment and (4) resource management, have remained consistent since they were laid out in the 2010 Educational Master Plan, with only the aligned college targets/ benchmarks increased each year.

The college monitors and tracks student learning and student area outcomes throughout its integrated planning processes. Course, program, and Institutional Learning outcomes are identified and assessed regardless of delivery mode.

Standard II – Student Learning Programs and Services

- A. **Instructional Programs:** Laney College's core institutional commitments are to maintain integrity of its mission and values; to dedicate itself to student success and student learning; and to continue to build an institutional culture and framework that will sustain itself into the future. The College relies on the expertise of its faculty to develop and teach curricula that are college level and meet the educational standards, practices, and excellence set forth by the discipline and the transfer institutions. In addition to coursework, Laney College is committed to offering a vast array of learning experiences for students so that the whole of their learning is rich and

comprehensive. DE provides an enrollment option to the College's academic programs and support services.

The college employs a comprehensive curriculum development and review process that ensures the quality and rigor of all its courses, and it is the process by which faculty determine the delivery systems and modes of instruction appropriate to the objectives, content, and learning outcomes of each course. The availability of DE delivery systems and modes is specified in the official outline of record and results from an additional approval process conducted by our distance education coordinator and overseen by the Curriculum Committee. This separate review of courses to be taught through DE is in compliance with Title 5, §55206 (Separate Course Approval). The Curriculum Committee's recommendations are followed by approvals from the Governing Board, and the California Community Colleges Chancellor's Office. A policy defining DE course policies in terms of procedures, faculty assignments and student authentication was adopted by the BOT as Administrative Procedure 4105. This includes separate review process to provide the Curriculum Committee more criteria for approval (Appendix D).

In fall of 2012, the Curriculum Committee implemented a rigorous rotating review process for all departments. This three-year process helps to ensure that all our courses and programs are updated on a regular basis. Distance Education is specifically considered as each course with a DE addendum is updated. Departments will report the status of their DE courses when they present their information to the committee. The academic credit awarded for all courses, regardless of the method of delivery, is the same and aligns with generally accepted norms in higher education.

Student Learning Outcomes are developed by faculty and are in place for courses and program certificates and degrees regardless of the method of delivery. Course and program level assessments cycles are currently scheduled at the discipline level, while the cycle for assessing ILO outcomes is determined by the Learning Assessment Committee (LAC). The LAC is chaired by two faculty coordinators with assigned time and by the vice president for instruction. Learning outcomes, assessment results, and follow-up plans are maintained in Laney's Assessment Database (TaskStream). Department and discipline work on learning outcomes and assessments are an integral component of the program review and planning process. The Learning Assessment Committee website provides access to faculty, students, and the public on the college's work and resources on learning outcomes and assessments.

The college's extensive APU and program review (PR) process ensures ongoing assessment and quality improvement of its academic programs, regardless of the method of delivery. In accordance with AP4105, the process includes a separate review and analysis of student achievement data in DE courses to ensure ongoing

monitoring of student success in DE as well as face-to-face courses and programs. The Instructional Effectiveness Committee reviews all APUs and PRs and makes recommendations on improvements needed to align to established goals and indicators. The PR process also serves to document resources needs.

Laney's commitment to quality, rigor, breadth, and depth of its academic programs through teaching excellence, regardless of the method of delivery, is ensured through its curriculum development and review processes, its highly qualified faculty and supporting Professional Development program, its commitment to the essential resources of personnel, facilities, technology, and fiscal allocations, and the extensive support services provided through the use of technologies as well as face-to-face.

B. Student Support Services: Laney's Colleges student support services and programs have continued to respond and adapt to access needs for students enrolled in DE classes. Access to the array of essential services for Admissions and Records, Orientation and Assessment, Counseling, Advising and Educational Planning, Transfer and Career Information, Financial Aid, Disability Services, and a HelpDesk are available via the Internet (webpages), telephone, and/or e-mail. These essential services continue to be evaluated and improved through regular feedback in the program review process. Student services outcomes are also conducted on a regular basis by each area, and results are used to improve services. The district's long-standing commitment to a comprehensive, quality, and accessible student support services program and its investment in technology have been instrumental in these services being reliable to DE students.

C. Library and Learning Support Services: Laney provides all students with extensive online and on-campus services support students enrolled in DE classes as well as those enrolled in face-to-face classes. Its extensive online database subscriptions, catalog, e-books, e-periodicals, participation in reference services and contracting with commercial and non-profit vendors that host online databases for research all facilitate student access to the necessary materials and sources essential for success in their DE classes. The Library conducts regular student services outcomes assessments and uses them in the PR process to improve its programs and services to students. The Library webpage, <http://www.laney.edu/wp/library/>, is updated regularly and provides clear direction to the array of sources for students.

Laney provides extensive learning support services to all students, whether they are enrolled in DE, face-to-face, or a combination of classes. The Tutoring Center offers learning support services in basic skills in mathematics, English, ESL, and reading; it also provides tutoring in the fields of science, including biology and chemistry.

Student services outcomes assessments are also conducted in these learning support programs, and results are used to make improvements.

Standard III – Resources

Laney College has continued to demonstrate a commitment to the all the resources essential for a high quality, accessible, and successful Distance Education (DE) program.

A. Human Resources: All faculty hired to teach at Laney College are employed using the same criteria and minimum qualifications required to teach in their discipline, regardless of teaching method of delivery. Full-time faculty recommended for tenure following a rigorous four-year probationary evaluation period are then evaluated every three years. The priorities for full-time faculty hiring are determined through the Faculty Prioritization Advisory Committee recommendations, a planning process that occurs each spring semester for the following academic year. Part-time faculty are hired on an as-needed basis by departments and are evaluated in their first semester of assignment and then every six semesters. The evaluation criteria for all faculty are the same regardless of mode of delivery. The evaluator is provided access to the instructor's Moodle Shell and students are provided an online survey to express their critique of the course. Laney's Professional Development program provides extensive learning opportunities for all faculty to remain current in their discipline, to learn new pedagogical strategies, and to develop and learn about the latest uses for technology in course delivery. Many faculty also attend conferences, workshops, and seminars as part of their on-going professional development activities.

All administrative and classified support staff directly responsible for the support of the DE program and services are hired according to the district's established policies and procedures and meet minimum qualifications for their job functions. An annual evaluation cycle ensures performance feedback and goal setting for all administrative and classified support employees. Professional development opportunities are provided for administrators and classified staff through workshops and attendance at conferences to ensure currency in their respective areas of responsibility and to support their ongoing technology literacy.

B. Physical Resources: The college's physical resources are safe and sufficient to support the quality and integrity of its DE program and all its essential services. The college's multi-level planning cycles and processes ensure on-going evaluation and planning for its academic programs regardless of the method of instructional delivery. These planning cycles are all integrated with the College's budget development and resource allocation model.

The library has a collection of 90,864 books; 3,524 audiovisual materials; 5,866 e-books; and 108 current periodical subscriptions. Additionally, the library subscribes to 39 electronic databases, including a dynamic electronic book collection geared toward community colleges, which is updated annually.

Technology Center: The Technology Center is one of the biggest labs on campus, providing computer access to both students and faculty. The center has 86 Windows desktops and 48 Mac workstations within four computer labs. It offers a dedicated open lab for students to complete class assignments. Faculty may reserve the high-tech classrooms for instruction. Each semester, about 4,000 students visit the open lab.

High Tech Center for Students with Learning Disabilities: The High Tech Center provides instruction in the use of adaptive hardware and software. In addition, study skills software such as Kurzweil, Skills Bank, Ultimate Phonics, and Khan Academy are used to enhance reading, writing, and math skills. The lab has 24 computers available for student use. During the spring and fall 2013 semesters, the High Tech Center had 2,244 and 3,119 student visits respectively.

CIS La: The CIS (Computer Information Systems) lab provides comprehensive and flexible services to all students. Services include CIS tutors for networking, programming, and applications courses. Four Raspberry Pi work stations are available for the Raspberry Pi Student Club. Students log in close to 20,000 hours at the lab each year.

Although the college has plans to replace the current library with a new building located near the estuary on 7th Street, progress has been slow due to reliance on a State facilities bond. Once complete, the new building will substantially improve instructional support resources for the campus. One floor of the new three-story building will be devoted to learning resource support. Tutoring support services, which are currently dispersed throughout campus, will come together. The new facility will incorporate a technological infrastructure that supports electronic access to resources. Study space, including much-needed study rooms, will be greatly expanded and enhanced. Services and efficiency will improve with a new circulation desk that combines reserve and general circulation, and a completely revamped Listening and Viewing Center. Construction of the new facility has been on hold since the state prioritized the project for matching money. The matching funds will not become available until they are approved in a statewide bond measure.

- C. Technology Resources:** Laney has a long-standing commitment to the use of technology for course delivery and delivery of the essential support services. Its investment in Information Services, the Academic Technology Resource Center, and

Library Services collectively provide the foundation for the technological infrastructure essential to Laney's successful delivery of DE classes. The District's licensing of the Moodle Learning Management System since 2007 has ensured a stable and reliable environment for course development, delivery, and training. All students have access to computer labs and a HelpDesk. The planning for technology hardware, software, facilities, operations, staffing levels, and training are integral components of the Technology Plan and Program Review processes. The extensive and comprehensive technology resources are all designed to support the needs and success of the DE program offered to Laney's student community.

- D. **Financial Resources:** Laney College's mission and goals are integral to student learning and matriculation outcomes. The financial planning process at Laney College is directed toward achieving these outcomes and as such, the college generates financial resources sufficient to support student learning programs and services and to improve institutional effectiveness. This process provides sufficient resources to support the successful delivery of its DE program and student support services. All resources for DE are supported by the general fund. During the recent four-year State fiscal crisis, Laney sustained the quality and integrity of its academic programs and support services, regardless of the method of delivery. Ongoing planning, evaluation, and re-tooling to improve programs and services are the foundation of the multi-level planning cycles at Laney. The program review processes, which include annual updates, facilitates the opportunity to address specific fiscal operational needs for DE.

Standard IV. Leadership and Governance

- A. **Decision-Making Process:** The chancellor reports to the District Governing Board, and the president reports to the chancellor, and, together, they are responsible for the quality of the institution. Laney College engages in a participatory governance model that seeks input from all college constituencies. The president chairs the college's principal participatory governance council, the College Council (CC). This Council is charged with implementing the college's integrated planning, evaluation, and resource allocation model. All constituent groups are represented and participate on the College Council. The Faculty Senate has primary responsibility for academic and professional matters and leads the college's work relevant to DE through the Curriculum Committee and the Technology Committee. Planning and evaluation of technology and online education is integrated within the participatory governance structures and planning processes of the college.

B. Board and Administrative Organization: The Peralta Community College District Governing Board is responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. The president is responsible for implementing policies set by the Board. The Board's Policies speak to the quality of education offered by the College. Board Policy 4020 Program, Curriculum, and Course Development states that "The programs and curricula of the District shall be of high quality, relevant to the multicultural East Bay community and student needs, reflective of the District's and Colleges' Mission, Vision and Values, and evaluated regularly through Program Review and Annual Unit Plan updates to ensure quality and currency. To that end, the chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance." All courses listed in the Laney College Catalog must have an official course outline compliant with Title 5 Section §55002 and §55200. Accompanying Administrative Procedures 4022 Course Approval and 4105 Distance Education define specific standards for courses offered through DE including a separate course approval process. Through Board policy, the Board has established the expectation that all courses offered are of equivalent quality regardless of the method of delivery. Through its administrative procedures, the college has defined and established a rigorous course approval process and standards for offering courses via DE (Appendices C, F, G & H).

H. APPENDICES

Appendix A - Degrees and Certifications available more than 50% online

Program	Total Major Units	DE Offered	Courses	DE %	% Available Online
African American studies	21	7	<ul style="list-style-type: none"> • AFRAM 1 • AFRAM 5 • AFRAM 30 • AFRAM 31 • AFRAM 12 • AFRAM 50A • AFRAM 50B 	<ul style="list-style-type: none"> •100% •100% •100% •100% •100% •100% •100% 	Min – Max 9-18 units 85.7% max
Accounting	AA- 47 CA -38	8	<ul style="list-style-type: none"> • BUS 1A • BUS 1B • BUS 2 • BUS 5 • BUS 10 • BUS 21 • BUS 54 • BUS 207A • CIS 1 • ECON 1 • ECON 2 	<ul style="list-style-type: none"> •100% & Hybrid 	Min – Max AA 0-27 units 57.4% max CA 0-19 units 50% max
Anthropology ADT	20	9	<ul style="list-style-type: none"> • ANTHR 1 • ANTHR 3 • MATH 13 • SOC 120 • ANTHR 7 • ANTHR 19 • HUMAN 40 • SOC 1 	<ul style="list-style-type: none"> •100% •100% & Hybrid •Hybrid only •100% •100% •100% & Hybrid •100% & Hybrid •100% 	Min – Max 6-16 units 80% max
Banking and Finance	CA - 21-22		<ul style="list-style-type: none"> • BNK/F 54 • BNK/F 55 • BNK/F 56 • BUS 1A • BUS 5 • ECON 1 • ECON 2 	<ul style="list-style-type: none"> •100% & Hybrid 	Min – Max 0-15 units 68% max

Business Administration ADT	28-29	8	<ul style="list-style-type: none"> • BUS 1A • BUS 1B • BUS 2 • ECON 1 • ECON 2 • MATH 13 • BUS 10 • CIS 1 	<ul style="list-style-type: none"> •100% & Hybrid • Hybrid only •100% & Hybrid •100% & Hybrid 	Min – Max 0-24 units 86% max
Ethnic Studies	18	5	<ul style="list-style-type: none"> • ASAME 30 • ASAME 45A • HIST 17 • M/LAT 30A • M/LAT 31 	<ul style="list-style-type: none"> • 100% • 100% • 100% • 100% & Hybrid • 100% & Hybrid 	Min – Max 3-12 units 66.7% max
Humanities	18	32	<ul style="list-style-type: none"> • ANTHR 7 • ART 1 • ART 4 • ART 40 • ASAME 30 • CHIN 1 • DANCE 1 • HUMAN 6 • HUMAN 7 • HUMAN 16 • HUMAN 30A • HUMAN 30B • HUMAN 31A • HUMAN 31B • HUMAN 40 • M/LAT 30A • MUSIC 10 • MUSIC 15A • MUSIC 15B • PHIL 1 • PHIL 2 • PHIL 10 • PHIL 20A • PHIL 20B • PHIL 30 • PHIL 37 • SPAN 1A • SPAN 1B • SPAN 2A • SPAN 2B • SPAN 22A • SPAN 22B 	<ul style="list-style-type: none"> • 100% • 100% & Hybrid • 100% • Hybrid only • 100% • no % listed • 100% & Hybrid • 100% & Hybrid • 100% & Hybrid • 100% & Hybrid • 100% • 100% & Hybrid • 100% • Hybrid only • Hybrid only • Hybrid only • 100% & Hybrid • Hybrid only • 100% & Hybrid • Hybrid only • 100% & Hybrid • 100% • 100% & Hybrid 	Min – Max 0-18 units 100% max
Journalism ADT	18	3	<ul style="list-style-type: none"> • JOURN 18A • JOURN 18B • JOURN 65 	<ul style="list-style-type: none"> • Hybrid only • Hybrid only • 100% 	Min – Max 0-15 units 83% max

			<ul style="list-style-type: none"> • POSCI 1 • PHIL 10 	<ul style="list-style-type: none"> • 100% & Hybrid • 100% & Hybrid 	
Language Arts	18	8	<ul style="list-style-type: none"> • ENGL 1A • CHIN 1 • SPAN 1A • SPAN 1B • SPAN 2A • SPAN 2B • SPAN 22A • SPAN 22B 	<ul style="list-style-type: none"> • 100% & Hybrid No % listed • Hybrid only • 100% & Hybrid • Hybrid only • 100% & Hybrid • 100% • 100% & Hybrid 	Min – Max 0-18 units 100% max
Management and Services	CA - 18	5	<ul style="list-style-type: none"> • BUS 5 • BUS 56 • M/SVN 60 • M/SVN 61 • M/SVN 64 • M/SVN 82 	<ul style="list-style-type: none"> • 100% & Hybrid • Hybrid only 	Min – Max 0-18 units 100% max
Marketing and Sales	AA– 33 CA - 25	9	<ul style="list-style-type: none"> • BUS 1A • BUS 1B • BUS 2 • BUS 5 • BUS 10 • BUS 38 • BUS 70 • BUS 74 • BUS 75 	<ul style="list-style-type: none"> • 100% & Hybrid 	Min – Max AA 0-30 units 91% max CA 0-22 units 88% max
M/LAT	18	3	<ul style="list-style-type: none"> • HIST 17 • M/LAT 23 • M/LAT 30A 	<ul style="list-style-type: none"> • 100% • 100% & Hybrid • 100% & Hybrid 	Min – Max 0-9 units 50% max
Political Science ADT	18-19	6	<ul style="list-style-type: none"> • POSCI 1 • MATH 13 • SOC 120 • SOC 1 	<ul style="list-style-type: none"> • 100% & Hybrid • Hybrid only • 100% • 100% 	Min – Max 0-13 units 72% max
Science	18	3	<ul style="list-style-type: none"> • ANTHR 1 • BIOL 11 • BIOL 28 	<ul style="list-style-type: none"> • 100% • 100% & Hybrid • 100% & Hybrid 	Min – Max 0-9 units 50% max
Sociology ADT	18-19	6	<ul style="list-style-type: none"> • SOC 1 • MATH 13 • SOC 120 • ANTHR 3 • PSYCH 1A 	<ul style="list-style-type: none"> • 100% • Hybrid • 100% • Hybrid • Hybrid 	Min – Max 0-13 units 72% max

Appendix B – Laney College Goals 2014-2015



Strategic Goals & Institutional Outcomes: 2014-2015 Measurable Objectives

GOAL #1: STUDENT SUCCESS

LEAD DEANS: Mildred Lewis, Ed.D., & Interim Dean, Phoumy Saysvong, Ph.D.

Develop new and strengthen existing interventions and strategies to increase students' access and success and improve institutional capacity to implement SSSP.

Measurable Outcome 1A: Significantly improve student success in crucial areas:

1. Increase the number of each new cohort of students who complete programs of study, certificates, and degrees by 2%.
2. Increase the number of each new cohort of students who transfer to a 4-year college or university by 3%.
3. Increase the number of transfer degrees by 5%.
4. Develop the framework to conduct a needs assessment and evaluation of the effectiveness of the SSSP program and process (i.e., matriculation)
Measurable Outcome 1B: Improve student enrollment management process:
 5. Establish an Enrollment Management Committee that is data driven and has faculty, staff and administrators to develop a plan.
 6. Launch a robust outreach and marketing campaign that specifically markets the College and its offerings. Explore the use of using student ambassadors and advocates to help with this effort.
 7. Increase the number of students who are able to receive their financial aid disbursements within 30 days of the completion of their files.
Measurable Outcome 1C: Adapt college programs in order to meet the community needs:
 8. Work with faculty and staff to develop and implement at least one structural change aimed at student completion.
 9. Complete the development of transfer degrees per Senate Bill 1440 by 100%.
 10. Work with faculty to determine the feasibility of offering a bachelor degree at Laney College.
Measurable Outcome 1D: Improve students' preparation into college level courses.
 11. Monitor progress of student education plans.

Measurable Indicators:

#1: Per district's aggregated reporting that includes: AA/CA/AS/CP/AAT/AST. Change from 2011-12 to 2012-13 was -8% (833 to 770). An increase of 5% from 770 students would equate to raising the overall number by 38 students. That state sets a 1% annual increase in rate for each new cohort. For Laney's goal, we would track the increase for the 08/09 cohort through end of 2014-15 for the rate change.

#2: 2011-12 transfer = 401; 2012-13 transfer = 368: 8% (33 students) decrease. The state average goal increase is 2%. Laney will include private school transfers into the metric.

#3: based on state's projection due to the sharp increase in the number of approved transfer degrees in the state in the past two years.

GOAL #2: ACCREDITATION

LEAD DEAN: Denise Richardson

Ensure a collaborative process to successfully complete the necessary actions that lead to the reaffirmation of Laney College's accreditation.

Measurable Outcome 2A:

1. Complete institutional self-evaluation accreditation report, submit draft to college president, faculty senate, classified senate, ASLC, college council, Peralta Community College District Board, and the ACCJC Commission.
2. Develop, implement, and monitor both the reported and internal actionable improvement plans based on college wide feedback.
3. Implement an evidence based protocol that promotes awareness of Laney's accreditation standards and ongoing compliance by documenting policies and publications that are shared on a regularly basis.

Measurable Indicators:

Meeting minutes that document that accreditation standards are discussed at regularly scheduled meetings. Solid web-based evidence repository and dissemination.

GOAL #3: ASSESSMENT

LEAD DEAN: Chuen Chan, Ph.D. & Interim Dean, Greg Granderson

Ensure completion of the Assessment cycle for SLOs, ILOs, and PLOs.

Measurable Outcome 3:

1. Increase and report SLO assessment in order to institutionalize the practice of SLO assessment and improvement according to the ACCJC rubric.
2. Conduct college wide assessment of the Institutional Learning Outcomes (Communication).
3. Increase faculty and staff participation in trainings and completion of the assessment cycle to meet continuous quality improvement.
4. Work with faculty on instituting the development and implementation of syllabi that include SLOs, in part by increasing and enhancing the college-wide assessment awareness campaign amongst faculty, staff and students.
5. Determine a method that ensures the ability of students to inform the student services outcomes.
6. Begin developing the framework to assess Institutional Administrative Outcomes.

Measurable Indicators:

#5: Student, classified staff and faculty surveys



Strategic Goals & Institutional Outcomes: 2014-2015 Measurable Objectives

GOAL #4: RESOURCES

LEAD DEANS: Peter Crabtree & Denise Richardson

Increase, develop and manage the College's resource capacity in the areas of facilities, technology, personnel, finances and public and private partnerships, in order to advance the quality of education provided.

Measurable Outcome 4A: Personnel

1. Identify and assess what is an adequate level of staffing based on the annual program updates, and implement the hiring of staff according to available resources.
2. Work with the Professional Development Committee on increasing the provision of professional development for administrators, faculty & classified staff.
3. Increase faculty evaluations by at least 30%.

Measurable Outcome 4B: Finance

4. Operationalize the College's resource capacity in the areas of facilities, technology, personnel, finances and public and private partnerships, in order to advance the quality of education provided.
5. Advocate for full implementation of the BAM and to fund Laney according to this model in all areas.
6. Implement and report on the PASS Fund for Innovation.

Measurable Outcome 4C: Facilities

7. Assure effective utilization of custodial staff and college supplies to complete regular cleaning of campus buildings and grounds on a timely basis to support educational programs and services in collaboration with District Support.
8. Assure regular assessment of classroom materials inventory, equipment, and develop plans to address the needs.
9. Assure effective utilization of engineering resources to complete repairs and maintenance projects on a timely basis to support educational programs and services in collaboration with District Support.
10. Assure effective utilization of capital project management resources, including Measure A, to fund new construction and major renovation projects planned for 2014-15 on a timely basis to support educational programs and services in collaboration with District Support. Projects planned for include: Breeze ways, leaks and drains.
11. Ensure the College's actionable improvement plans are appropriately resolved by the District.

Measurable Outcome 4D: Technology

12. Implement a technology plan, revisit and analyze the process. Establish a plan for improving the technology infrastructure including addressing teaching and learning needs.
13. Perform a Network infrastructure upgrade that would achieve the following key objectives: increase bandwidth.
14. Upgrade the Campus wireless to an encrypted system that would correct current unprotected open access.
15. Update the College Website to improve functionality, updated information, and user experience.
16. Increase on-line tools to improve the college's electronic access.
17. Increase the number of instructional equipment (smart carts) for faculty and determine a plan to provide ongoing maintenance and repair to these smart carts.

Measurable Outcome 4E: Tutoring

18. Secure a staff position and work space for the Tutoring Center.
19. Enhance the tutoring program to include instructional assistant tutors across disciplines.

Measurable Outcome 4F: Partnerships

20. Ensure that the College's private and public partnerships are strengthened by defining and implementing a framework for collaboration between educational, support services, and industry strategies used by the College and its partners in serving students to achieve completion of certificates and degrees, job placement, transferring to 4-year colleges and universities and being transfer ready.
21. Strengthen collaboration with K-12 Partners, especially local high-schools and explore multiple assessment strategies.

Measurable Indicators:

#7-9: Logs of requests and resolution date

Appendix C - Administrative Procedure 4022 Course Approval

Peralta Community College District AP 4022

ADMINISTRATIVE PROCEDURE 4022 COURSE APPROVAL

Individual degree-applicable credit courses that are offered as a part of an educational program approved by the California Community Chancellor's office shall be approved by the local college curriculum Committee; the district Council on Instruction, Planning, and Development; and the Board of Trustees.

Procedures for course approval of non-degree-applicable credit courses and degree applicable credit courses that are not part of a permitted educational program must address at least the following:

- A. These courses must be approved by the local college curriculum committee.
- B. The members of the college curriculum committees must have received the training provided for in Title 5 Section 55100.
- C. Unless modified to properly address the reasons for denial, no courses may be offered that were previously denied separate approval by the California Community College Chancellor's Office.
- D. Students may count no more than the number of semester units approved toward satisfying the requirements for a certificate or completion of an associate degree as provided for in Title 5 Section 55100.
- E. Regulatory limits on the number of courses that may be linked to one another by prerequisites or co-requisites.
- F. All courses approved must be reported to the California Community College Chancellor's Office.

References:

Title 5 Section 55100

Approved by the Chancellor: February 24, 2012

Appendix D – DE Addendum Example

COURSE DISTANCE EDUCATION ADDENDUM Laney College BIOL 011

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the Curriculum Committee prior to being offered (Education Code Â§55378).

The Board of Governors (BOG) and the Peralta Community College District have defined a distance education course. A distance education course/section or session is defined as the use of technology utilized 51 percent or more of the time to deliver instruction during the course term and where the student and instructor are separated by distance. Furthermore, distance education courses may then be considered a virtual equivalent to a class-room-based course (California Community Colleges Distance Education Regulations and Guidelines).

1. Delivery Methods

- 100% Internet-based
- 51% or more online
- less than 51% online

Recommended Maximum Student Enrollment

The college curriculum committee recommends a maximum student enrollment of (Not Specified) students for this Distance Education course.

2. Need/Justification

To broaden the accessibility of this class for students.

3. Do the following sections of the Course Outline of Record differ by offering this course via distance education?

- Student Performance Objectives NO
- Assignments NO
- Assessment NO

4. Technical Issues

Online resources, software for online courses. If there is a problem with the delivery system, we have telecourse options and other modes of communicating with student (email).

5. Accommodations for Students with Disabilities

Will this course, as designed, accommodate students with disabilities? YES

6. Additional Resources

Are additional resources or clerical support needed or anticipated? NO

7. Distance Ed-Instructor-Student Contact

Announcements/Bulletin Boards - weekly

Chat Rooms - weekly

Discussion Boards - weekly

Email Communication - when needed

Appendix E – Faculty Distance Education (DE) Coordinator Duties

Faculty Distance Education (DE) Coordinator Duties

August, 2013

The faculty DE coordinator assists faculty in the delivery of Distance Education courses. The DE coordinator currently receives 25% reassigned time (7.5 hrs/week).

Each college has one DE coordinator who is appointed for a one year term by the college VPI after conferring with the chair of the Academic Senate.

DE coordinators report to the Vice Chancellor of Educational Services, who oversees DE for the district.

Each year, one DE coordinator is selected by the DE coordinators to be a member of the District Technology Committee.

Moodle is the course management system that Peralta uses as a platform for DE instruction. DE coordinators will be proficient with Moodle and preferably have experience teaching online or hybrid courses.

DE Coordinator duties:

1. Attend college Technology Committee meetings.
2. Attend college and district Curriculum Committee meetings when DE issues are before the committee.
3. Attend District DE Coordinators meetings.
4. Develop an annual college DE planning document under the direction of the AVC or VC of Ed Services that includes plans for continued DE enrollment along with goals regarding number and types of new DE courses, DE enrollment projections, and other planning information.
5. Help insure a robust offering of DE courses and programs.
6. Use the BI tool DE dashboard to maintain a spreadsheet with data on college DE course offerings by semester.
7. Assist faculty in designing, developing, and maintaining DE courses.
8. Assist faculty in the use of Moodle.
9. Keep up-to-date with DE research and best practices as established by state chancellor's office, accreditation committees, other governing bodies, and current academic research.
10. Work with administrators and faculty to evaluate structure and functionality of DE courses, insuring that course quality and integrity is maintained.
11. Assist with online evaluation of instructors and courses.
12. Perform related duties as required

Appendix F – Administrative Procedure 4105 Distance Education

ADMINISTRATIVE PROCEDURE 4105 DISTANCE EDUCATION

Definition

Per Title 5 Section 5520, distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the requirements of Title 5 as well as the requirements of the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794 d).

Course Approval

- A. Each proposed or existing course offered by distance education shall be reviewed and approved separately by the local College Curriculum Committee. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.
- B. The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020 Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.
- C. Distance education proposals are sent to the Council on Instruction, Planning, and Development (CIPD) for district-level review.

Certification

When approving distance education courses, the department forwarding the course to the College Curriculum Committee and the College Curriculum Committee will certify the following:

- D. Course Quality Standards: The same standards of course quality are applied to the distance education courses and are applied to traditional classroom courses.
- E. Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the College Curriculum Committee approval procedures.
- F. Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.
- G. Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Student Authentication

- H. Students who enroll in online courses are authenticated by being providing a specific login ID and an initial password to access the online Learning Management System (LMS; currently Moodle).
- I. Students are encouraged to change their password. New passwords must be sufficiently complex so that they cannot be easily decoded.

The district policies/procedures regarding academic honesty and acceptable use of Information Technology Services include penalties for unauthorized use of another individual's name and password, cheating on examinations, and other types of academic dishonesty. Students must agree to these policies/procedures the first time they login to the district LMS (Moodle). This approach promotes a pedagogical focus rather than a punitive approach to academic honesty. This is an approach to educate students as to the consequences of academic dishonesty.

- A. Complete information about "Academic Dishonesty, Due Process, and Conduct" is posted on the district online education site, on the online education sites for each of the colleges, as well as on the LMS (Moodle) at the following link <http://web.peralta.edu/de/for-students-what-is-academic-dishonesty>.
- B. Students also are authenticated through sufficient interaction between students and instructors which contributes to verifying a student's identity.
- C. Instructors also can require a proctored examination which can serve as another method of authentication.
- D. The district Office of Educational Services, working collaboratively with representatives from the four colleges, Distance Education Coordinators, and Information Technology staff, assumes responsibility for monitoring the changing online education requirements for institutions of higher education, as well as options available for meeting the expectations of assuring a student's identity.

Federal financial Aid Eligibility:

Consistent with federal regulations pertaining to federal financial aid eligibility, the District/Colleges authenticate or verify that the student who registers in a distance education is the same student who participates in and completes the course of program and receives the academic credit.

- J. The District/College will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional charges associated with verification of student identity, if any.
- K. The colleges shall utilize one or more of these methods to authenticate or verify the student's identity:
 - 1. Secure credentialing/login and password
 - 2. Proctored examinations
 - 3. New or other technologies and practices which are effective in verifying student identification

Scheduling Instructors for Distance Education classes.

- L. The instructor must use or commit to using a recognized CMS/LMS (course or Learning management System) to deliver course content, which adheres to the following standards:
 - 1. Welcome/Orientation
 - 2. Organizational components
 - 3. Instructional modalities
 - 4. Assessment practices and expectations
- M. The instructor must have the following three elements in place prior to being assigned an online course:
 - 1. Has received training in the use of at least one course management system (such as

- WebCT, Blackboard, ETUDES-NG, MOODLE)
2. Has successfully completed a course in how to teach online, such as “Teaching an Online Course” (offered by PCCD/Merritt College, @One, another community college, another appropriate external entity or UC extension course)
 3. Uses the Peralta email system (with a peralta.edu email address) and has a Peralta webpage on the college website that hosts the online course. This webpage will provide a link to the CMS/LMS (course/learning management system) website
- N. Recommended preparation includes that the instructor:
1. Has enrolled in an online course of some kind
 2. Has worked with a mentor who is an experienced online instructor
- O. Recommended ongoing instructor preparation should include maintaining currency in online education such as:
1. Technologies
 2. Pedagogy
 3. Collaborating with other online instructors
 4. Ongoing assessment of student learning outcomes
 5. Complete a certificate in online education (at least 3 and as many as 8 courses in online education for certification as an online instructor

References:

Title 5 Sections 55200 et seq.;

42 U.S. Code Sections 12100 et.seq.; 29 U.S. Code Section 794d;

ACCJC Guide to Evaluating Distance Education and Correspondence Education; 34 Code of Federal Regulations Part 602.17

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended

Approved by the Chancellor: January 31,
2012 Revised by the Chancellor: February
24, 2014

Appendix G – BP 4020 Program Curriculum And Course Development

Peralta Community College District BP 4020

BOARD POLICY 4020 PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT

The programs and curricula of the District shall be of high quality, relevant to the multicultural East Bay community and student needs, reflective of the District's and Colleges' Mission, Vision and Values, and evaluated regularly through Program Review and Annual Unit Plan updates to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development; and
- Consideration of job market and other related information for vocational and occupational programs, as well as regular review of vocational programs consistent with requirements of Education Code.

All new programs, program modifications, and program deletions shall be approved by the Board.

All new programs shall be submitted to the California Community Colleges Chancellor's Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.

The Chancellor shall establish a procedure which prescribes the definition of "credit hour" consistent with applicable federal regulations, as they apply to community college districts. The Chancellor shall establish a procedure to assure that curriculum at the District complies with the definition of "credit hour" or "clock hour," where applicable.

The Chancellor shall establish a procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

References:

Education Code Sections 70901(b), 70902(b), and 78016;

California Code of Administrative Regulations Sections 51000, 51022, 55100, 55130 and 55150

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended

Administrative Procedure 4020 Program and Curriculum Development

Replaces:

Board Policy 5.11, Review Policy for Instructional Programs approved November 14, 2000.

Approved by the Board: February 14, 2012

Appendix H – AP 4020 Program Curriculum And Course Development

ADMINISTRATIVE PROCEDURE 4020 PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT

The Chancellor directs The Peralta Community College District comply with and use the *California Community Colleges Program and Course Approval Handbook* (3rd edition, 2009).

The Peralta Community College District and the curriculum committees of the four colleges (Alameda, Berkeley City, Laney, and Merritt) (under the purview of the Academic Senate) use the curriculum management system, CurricUNET, for program, curriculum, and course development, and serves as a database for all curriculum documents.

- A. Each of the colleges has in place an approval process for courses and programs in the CurricUNET system, which includes distance education and student learning outcomes. Faculty have primary responsibility for curriculum management.
- B. Once curriculum actions have been finalized by the individual college curriculum committees, those actions are forwarded to the district Council on Instruction, Planning, and Development (CIPD) for review and approval. Because the district/ four colleges use uniform course numbering, there are instances when consultation between colleges or among the colleges must occur (see below). That consultation must happen prior to actions being sent to CIPD.

When a college submits a program (degree or certificate) to CIPD for approval, and that program will require approval by the State Chancellor's Office, all required state paperwork must be completed prior to bringing the program to CIPD.

- C. Career Technical Education programs must be approved by the Bay Area Community College Consortium after approval by CIPD and before being sent to the California Community Colleges Chancellor's Office.
- D. All curriculum and program actions once approved by CIPD are forwarded to the Board of Trustees for approval.
- E. All courses and programs approved are reported to the California Community Colleges Chancellor's Office.
- F. All programs, curriculum, and courses are reviewed on a three-year cycle through Program Review. All programs complete an Annual Program Plan update.

Goals for Consultation among Colleges regarding Curriculum Issues

Consultation among colleges regarding curriculum issues is necessary to ensure

- A. Program integrity
- B. Appropriate use of district resources
- C. Program delivery to students in convenient locations
- D. Adequate enrollment in all programs at all colleges

Description of a Good Faith Effort at Consultation

Prior to proposing a substantive course change to the college curriculum committee, college representatives must contact by email (or by phone with a follow up email) the appropriate administrator and department chair at all affected colleges. The curriculum committee chair should be

copied on this email as well. If a regular district wide discipline meeting is part of the ongoing curriculum process in this discipline, the membership of that group will also be consulted.

All consultations should be completed within two weeks of the initial email.

If there are unresolved disputes related to the valid curricular reasons outlined in the introductory paragraph to these procedures, the issues will be discussed and resolved at CIPD.

Consultation is Required among Colleges regarding the following Curriculum Issues:

- A. Offering a new course, making a substantive change to an existing course, or course reinstatement when it is similar to any course offered at another college.
- B. Substantive change to existing UCN course
- C. New single course which overlaps courses offered as part of an approved program at another college
- D. New programs (certificates or degrees) or substantive changes to programs which are similar to any other program or contains similar courses offered at other colleges (whether or not these programs are in the same discipline)
- E. Borrowing a course

For purposes of federal financial eligibility, a “credit hour” shall be not less than:

- A. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester, or the equivalent amount of work over a different amount of time; or
- B. At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

References:

Education Code Sections 70901(b), 70902(b), and 78016;

California Code of Administrative Regulations Sections 51000, 51022, 55100, 55130 and 55150 Accreditation Standard II.A

U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended

Approved by the Chancellor: February 22, 2012

Appendix I – CIPD Report Example

LANEY COLLEGE
LC CIPD AGENDA ITEMS, September 8, 2014

Process Title	Discipline	Course #	Full Course Title	Effective Term	Units	Hours	Letter Grade or Pass/No Pass	Requisites	Catalog Description	Top Code	Justification	List of Changes	Action
Laney Course Deactivation	COUN	260	Career Preparation for Project Bridge	Spring 2015	1	1.0 Lec	Both Letter Grade or Pass/No Pass		Preparation for work and career success: Analysis, evaluation and discussion of the skills, personal attributes, and education required for the world of work and career achievement. Also offered as LRNRE 260. Not open for credit to students who have completed or are currently enrolled in LRNRE 260.	4830.1	This course responds to a need for Project Bridge students to relate what they do in the classroom to the workplace. The course helps basic skills students explore and select appropriate majors and courses for career success.	no longer teaching; was supposed to be placed on the CIPD agenda on 3/10/14 but not listed	Approved
Laney Course Deactivation	MUSIC	21	Instrumental Ensemble	Spring 2015	1	1.0 Lec 4.00 Lab	Both Letter Grade or Pass/No Pass		Study of instrumental ensemble literature. Ensemble playing devoted to the performance of small chamber works for brass, percussion, strings, and woodwind instruments.	1004.00	Recommended for Music Majors and non-Music Majors interested in playing chamber music. Fulfills performance requirement for Music Majors and applies toward both A.A. and A.A.T. degrees. Acceptable for credit: CSU, UC.	no longer teaching; was supposed to be placed on the CIPD agenda in April but not listed.	Approved
Laney Course Updating	GRART	111	Elements and Principles of Graphic Design	Spring 2015	3	2.00 Lec 3.00 Lab	Letter Grade Only	Recommended Preparation: GRART 230 and Recommended Preparation: GRART 032	Introduction to elements, principles and techniques of graphic design. Elements of point, line, space and volume, principles of balance, unity, and emphasis, image generation techniques of proportion, contrast, visual impact, rhythm, and illusion; use of graphics software for project presentation.	1030.00	This is the first course in the Applied Graphic Design? A/V Certificate program series. A fundamental understanding of universal design concepts is essential for graphic designers. Introduction of theoretical elements and principles and applied techniques to specific design situations are central to effective graphic design.	Course outline update. Objectives, Textbook, SLOs, methods of instruction. SA / Recommended prep change	Tabbed (Recommended prep courses not approved yet).

Appendix J – BP 2431 Chancellor’s Selection

BOARD POLICY 2431 CHANCELLOR SELECTION

In the case of a Chancellor vacancy, the Board of Trustees shall establish a search process to fill the vacancy. The Board has the final authority to select the Chancellor. The process shall be fair and open and comply with relevant regulations.

- A. The Peralta Colleges shall organize one or more public forums to provide input for the development of the job description and search timeline. Invitations to the public forum shall be extended to all stakeholders, including but not limited to students, classified employees, confidential employees, faculty, managers, members of the community, and trustees.
- B. The District shall conduct a national search.
- C. The Board of Trustees shall constitute a selection committee to review applications, interview candidates, and recommend candidates for final interviews by the Board. The selection committee shall consist of eleven (11) to fourteen (14) members: two (2) administrators, four (4) faculty members, three (3) classified employees, one (1) to two (2) students, and one (1) to three (3) community members. The selection committee shall represent various elements of the District’s community, incorporating diversity and including representatives from all four colleges and the district office, bargaining units, senates, and student groups.
- D. The Board may select consultants to serve the selection committee, including but not limited to facilitating committee meetings. The equal employment opportunity officer or designee from the Human Resources Department shall assist the selection committee to ensure that the selection procedures and the applicant pool are properly monitored as required by Title 5 and District policies and procedures.
- E. Members of the Board of Trustees shall not directly participate in the selection committee processes. Representatives of the Board of Trustees may directly meet with the selection committee at the outset of the search process. The Board may request the selection committee to consider asking one (1) or two (2) questions of the candidates during the interviews.
- F. The selection committee shall recommend five (5) candidates as finalists for consideration by the Board. Finalists will be invited to at least one district-wide public forum. Notwithstanding, the Board may decide prior to announcing the finalists and conducting a public forum:
 - i. Not to interview the finalists and reopen the process; or
 - ii. To request the selection committee to review the candidates’ pool, and the selection committee, at its own discretion, may bring forth up to three (3) more finalists for consideration with the original finalists.
- G. As part of the overall evaluation process, the Board shall authorize site visits that,

among other things, focus on the candidate's leadership and management skills in various areas, including finance, facilities, planning, shared/participatory governance, collective bargaining, educational programs, professional development, diversity, student equity and success, and community service, among others. Recent accreditation reports, press releases and accounts in local media may help in the evaluation process. Board members shall conduct the site visit(s). The site visit(s) include trustees as well as managers, faculty, and classified staff. The President of the District Academic Senate President (or designee) and President of the Peralta Federation of Teachers (or designee) shall be invited to participate in the site visit(s). Site visit(s) may be conducted before or after the district-wide public forum at the discretion of the Board.

Reference:

Accreditation Standard IV.B.1, IV.B.1.j.
Title 5, Sections
53000 et seq.

Replace: Board Policy 1.20 Chancellor Selection adopted July 12, 2005 and last revised October 12, 2010

Approved by the Governing Board: September 27, 2011

Appendix K – BP 4030 Academic Freedom

BOARD POLICY 4030 ACADEMIC FREEDOM

Academic Freedom

Intellectual freedom and responsibility:

Intellectual freedom is to be guarded as a basic right of all citizens in a free society. To this end, the colleges of the district are committed to free discussion and open inquiry in the pursuit of truth. It is recognized that freedom to think, to read, to speak and to question is necessary to the development of an informed citizenry. This freedom shall be integral to the philosophy of this district and is guaranteed to all staff and students.

For each faculty member, intellectual freedom is both a right and a responsibility. As a right, it guarantees the instructor freedom to interpret personal findings and to communicate the conclusions without being subjected to interference, molestation, or penalty because the conclusions are at variance with those of other persons. As a responsibility, it carries the obligation to study, to investigate, to present, to discuss and to interpret fairly and objectively facts and ideas related to the instructor's assignments.

Since human knowledge is limited and changeable, the instructor will acknowledge the facts on which controversial views are based and show respect for opinions held by others. While striving to avoid bias, the instructor will cite the evidence available and present the conclusions to which the instructor believes this evidence points without limiting the freedom of the student to express and defend the student's own views and beliefs. With the understanding that the student must also respect the rights of others, the student shall have the freedom to question and differ without jeopardy to the student's scholastic standing.

The college faculty member is a citizen, a member of a learned profession, and an employee of an educational institution. As a person of learning and an educational employee, the faculty member should remember that the public judges the profession and the institution by his/her utterances. Hence, the faculty member should at all times be accurate, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesperson. To insure these principles of intellectual freedom for this district's colleges, the administration and the board, as the governing body of the district, will demonstrate their support by actively working toward a climate which will foster this freedom. Such participation will extend to the point of defending and supporting any tenured or non-tenured faculty member who, while maintaining the high standards of the profession, finds personal freedom of expression unfairly attacked or curtailed.

Freedom of Speech, Political Activities:

The governing board recognizes the right of any employee of the district to take or refrain from taking a stand on any political issue and to support or oppose any issue or candidate. In

accordance with the Education Code, such activities must be conducted on the employee's own time. The employee will exercise reasonable care to show that he/she is acting in his/her capacity as a private citizen. Nothing in this policy shall prevent:

- The discussion and study of political, social, and moral issues when such discussion and study are appropriate to the subject matter of a course.
- The conducting of student and employee elections and campaigning connected therewith.

References:

1940 Statement of Principles on Academic Freedom and Tenure, American Association of University Professors (AAUP) (<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>. Retrieved 10/22/12.)

California Education Code Section 70902

Government Code Title 1, Division 7, Chapter 3.5, Sections 6254 (D-6267).

Title 5, Section 51023

“Faculty as Professionals: Responsibilities, Standards and Ethics,” Academic Senate for California Community Colleges (Spring, 2002).

Replaces:

Board Policy 5.15 **Code of Faculty Professional Standards** first adopted March 15, 1965 and last revised November 18, 2008 which included merging Board Policy 5.10 **Intellectual Freedom** with BP 5.15; and also merges BP 5.45 **Public Forums**.

Approved by the Board of Trustees: December 11, 2012

Appendix L. Programs of Study

(See attached set of PDF files)

