

## **Taft College**

### Substantive Change Proposal: Distance Learning & Correspondence Education

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## Distance Learning Substantive Change Report

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## **Substantive Change Proposal: Distance Learning- Distance Education & Correspondence Education**

### **I. Description of Proposed Change and Justification**

This substantive change proposal is being submitted for approval to offer Associate Degrees and Certificates of Achievement through distance education, as listed in Attachment A. The request is to offer an additional 17 degrees and 3 certificates through the distance learning mode of delivery to include those courses taught through distance education and those courses now identified as correspondence education courses. These degrees and certificates are listed on page 8 of this proposal.

The term distance learning courses refer to courses taught either through distance education or correspondence courses as defined by the US Department of Education. Attachment A identifies the programs being offered through distance education and the programs being offered through correspondence education.

#### **Relationship to Institutional Mission.**

As of the 2014-2015 academic year, roughly 33% of Taft College's student enrollments are through some form of distance learning. Taft College's Mission Statement explicitly states "Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals." Distance learning not only supports the mission, but also essential in carrying out this mission. Distance learning options are available for students pursuing transfer, vocational and basic skills educational goals.

#### **Rationale for Proposed Change**

Taft College initially offered courses within the distance learning delivery mode in 1998. The goal of offering distance learning courses, as determined by the Distance Learning Steering Committee, was to improve student access and meet the changing needs of students who may be having difficulty attending classes at regularly scheduled times. A small number of courses were initially offered. Regular training sessions were scheduled and the number of faculty who were interested in teaching distance learning courses grew. Student demand for distance learning courses also increased as students were introduced to the convenience of the delivery mode.

Recent events at Taft College have contributed to the integrity of the distance learning program. In May 2015, the local Academic Senate adopted a modified Regular Effective Contact policy ensuring the promotion, the practice, and the accountability of maintaining ongoing effective communication between the instructor and the students. See Attachments C and D. In November 2015, the local Academic Senate approved the formation of the Distance Education Committee and charter with the purpose of developing policies and practices that enhance the

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quality and growth of Distance Learning at Taft College (Attachments E & F).

Furthermore, upon review of current programs and courses, the Vice President of Instruction identified several courses being delivered as correspondence education, which prompted this proposal for substantive change for correspondence courses and locally known as “off-line” courses.

Annual analyses of Taft College students indicate that distance learning students have been steady in number (approximately one third of the total student population) and percentage of successful students in distance learning for the last four years (Table 1). It is anticipated that there will be an increase in the enrollment of distance learning courses in the next few years, specifically for the incarcerated population.

**Table 1: Full Time Equivalent Students (FTES) Rates by Modality**

Mode	Academic Year							
	2011-2012		2012-2013		2013-2014		2014-2015	
	FTES	%	FTES	%	FTES	%	FTES	%
DL Offline	53	2.1%	57	2.2%	61	2.3%	54	2.1%
DL Online	776	30.7%	825	31.7%	814	30.5%	867	33.6%
Face-to-face	1,702	67.2%	1,723	66.1%	1,792	67.2%	1,662	64.3%

### **Distance Education Student Population**

Distance education students fall into two main categories: those who are taking only distance education courses because they are unable to come to campus, and those who are supplementing their on-campus courses with additional distance education courses.

Consequently, to meet the needs of these groups of students, an increasing variety of distance learning courses has been offered at Taft College. Distance learning courses are now available as an option in most of the college’s programs and departments. The majority of distance learning classes are offered as online courses using the Etudes online Learning Management System.

### **Correspondence Education Student Population**

Taft College has been providing educational opportunities to incarcerated individuals since 2001. These correspondence courses meet the needs of the inmate population at the nearby Taft Correctional Institution (TCI) and Taft Modified Community Correction Facility (MCCF) as well as students who do not have access to a computer or an Internet connection.

## II. Description of the Programs with Change in Delivery Mode

Most programs included in this proposal are already offered through the traditional, on-campus, face-to-face mode of delivery. There is no difference in major, general education, or graduation requirements for students pursuing a degree through distance learning or traditional on-campus versions of the programs.

The college has procedures in place to ensure the same level of rigor, breadth, course objectives, and student learning outcomes. The college's Curriculum and General Education Committee must approve all courses proposed for distance learning. In accordance with the State of California Code of Regulations (Title 5), the Taft College Curriculum and General Education Committee separately reviews each course proposed for the distance learning mode of delivery to ensure the following criteria are met:

- Regular effective contact must be maintained between the instructor and student. Effective contact may consist of face-to-face meetings, telephone conversations, e-mail, live chat, online discussion, and other appropriate methods.
- Effective pedagogical techniques are utilized to ensure the rigor and breadth of a course offered through distance learning is equivalent to the same course offered in the traditional classroom setting.
- Effective techniques are utilized to ensure Student Learning Outcomes are achieved.
- Courses must be accessible to individuals with disabilities in accordance with state and federal regulation.

### **Authentication and Academic Integrity of Distance Learning Students**

Taft College complies with Section 495 of the HEOA 2008 requiring institutions that offer distance education to have processes to authenticate students who register are the same students who participate and completes and receives credit for the courses. For student authentication, Taft College uses secure sign-on and passwords for its online learning management system and requires student identification for proctored examinations.

Furthermore, BP 3720, Computer and Network Use requires people to refrain from seeking to gain unauthorized access (Attachment G).

In addition to the above mentioned authentication process, faculty are encouraged to use the following preventative measures to ensure academic integrity for distance learning courses:

- Use of multiple assessment techniques in place of high stakes exams.
  - **Distance Education**- Instructors are encouraged to use multi-faceted assessment strategies rather than high stakes proctored exams. Assessments

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are designed to be frequent, varied, and authentic to the application of learning. Distance learning instructors rely on interactive discussions, writing assignments, quizzes, capstone projects, group work, and online exams if appropriate. Assessments are often modified from semester to semester. Students demonstrate learning outcomes through written assignments and interaction with the instructor via discussions. Instructors become familiar with students' writing styles through online discussions.

- **Correspondence Education-** Correspondence education instructors are also encouraged to use multi-faceted assessment strategies, however, due to the nature of correspondence courses, they are more likely to have proctored exams, written assignments, and individual projects. The only interaction between the instructor and the incarcerated student is through written message.
- **Use of test banks, and timed test delivery.** Test questions are randomly drawn from banks of questions, so each distance education student may get a different set of questions. Many tests are designed to be open-book, but once a student begins a test, they have a limited amount of time to complete it, and usually only one attempt.

For the distance education students, the online course management system allows for even tighter testing parameters if the instructor desires. For example, students can be given additional unique passwords to enter an exam or random exam questions can be restricted to one question per page and without the ability to go backwards to review or change answers on an exam.

For the correspondence education students, approved individuals proctor the course examinations. Students and faculty are informed of the proctor procedures through the college website, which can be found at [http://web.taftcollege.edu/academic/distance%20learning/proctor\\_procedures.shtml](http://web.taftcollege.edu/academic/distance%20learning/proctor_procedures.shtml) or by written material provided to the students.

- **Raising awareness among students about what constitutes appropriate and inappropriate academic behavior in an online course.** Many cases of academic dishonesty arise from students' lack of awareness, such as when it is okay and not okay to collaborate on coursework. Distance learning instructors at Taft College include the college's academic honesty policy on their course syllabi with a description of academic dishonesty and information on repercussions for academic dishonesty. Distance education students can also access links to information on plagiarism, as well as acceptable sources, and descriptions of permissible and non-permissible collaboration. Many instructors use an honor code approach provided by the online course management system where communities of learners must agree upon honor to proceed with exams or assignments required for their classes.
- **Plagiarism detection programs.** Taft College encourages distance education instructors to utilize detection software or program such as Turn-It-In, which can be used for both written assignments and class discussion. Faculty members can simply cut and paste a

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discussion board post or any written work into the software and sources can be identified, even sources turned in by other Taft College instructors or prior students. This approach is commonly used by instructors in face-to-face courses as well as for online courses.

For correspondence courses, the instructors could also utilize detection software, however, the instructor would need to type in the student responses.

### **Programs New to Involving 50% or more Distance Learning Modality Since 2011**

This next section presents descriptions of the new programs where the certificate or degree can be earned by taking 50% or more of the classes via distance learning since 2011.

#### **Administration of Justice**

1. ADMINISTRATION OF JUSTICE: ASSOCIATE IN SCIENCE IN ADMINISTRATION OF JUSTICE (AS-T)- 100% Distance Learning

The Associate in Science in Administration of Justice for Transfer degree provides a clear and direct route for transfer to upper division work in the Administration of Justice major through structured and semi-structured opportunities for students to develop and master the knowledge, skills, and values consistent with the theory and application of Administration of Justice.

The program curriculum provides an examination of crime, crime control, the justice process, and justice institutions in the United States. The program emphasizes the structure and functions of institutions as a development of changes in theory and philosophy of justice in the United States. This curriculum provides a solid foundation upon which to build an Administration of Justice Major at a four-year school. The degree guarantees transfer to a CSU as a junior.

#### **Art**

2. ART: ASSOCIATE IN ARTS IN ART HISTORY FOR TRANSFER (AA-T) More than 50% Distance Learning

The Associate in Arts in Art History degree for Transfer (AA-T) prepares the student to transfer to the CSU's as a junior to further their studies of the history of the practice and production of visual arts.

The study of art history is the study of objects within their historical, cultural and stylistic context. This is complemented by the requirement of two studio classes where the art history student learns the basic skills and concepts inherent in creating a work of art, in addition to the 60 units which includes the following required courses: ARTH 1510 Prehistoric to Renaissance Art History, ARTH 1520 Renaissance to Contemporary Art History, ARTH 2030 Survey of Asian Art, ARTH 2040 Survey of African, Oceanic, and the Americas Art, ART 1600 Basic Design, ART 1620 Drawing and Composition, and two of the following: HIST 2210 World History to 1600, HIST 2204 Western Civilization from 1600 and HUM 2010 Film Studies.



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### 3. ART: ASSOCIATE IN ARTS IN STUDIO ART FOR TRANSFER (AA-T) More than 50% Distance Learning

The degree provides the student with the foundations in history, theory, design, and studio art. The studio art courses provide an integration of conceptual and practical artistic skills with personal and creative exploration. The core courses provide the student the preparation for university level courses in art and art history. Students must have a minimum of C or better in major courses.

## **Anthropology**

### 4. ANTHROPOLOGY: ASSOCIATE IN ARTS IN ANTHROPOLOGY FOR TRANSFER (AA-T) More than 50% Distance Learning

The Associate in Art in Anthropology for Transfer degree (AA-T) provides a clear and direct route for transfer to upper division work in the Anthropology major through structured and semi-structured opportunities for students to develop and master the knowledge, skills, and values consistent with the theory and application of Anthropology.

The Associate in Art in Anthropology for Transfer provides a solid foundation in the theory and practices used in the study of humanity. The curriculum includes the study of culture, history, language, biology, and scientific research methodologies as necessary elements for understanding humans. This curriculum provides a solid foundation upon which to build an Anthropology major at a four-year school. The degree guarantees transfer to a CSU as a junior.

## **Administrative Services**

### 5. ADMINISTRATIVE SERVICES: CERTIFICATE OF ACHIEVEMENT FOR ADMINISTRATIVE SERVICES II 100% Distance Learning

This program provides individuals with foundation educational training and skills in general office principles, procedures, and operations. The program will prepare students to enter entry to mid-level positions in places of business and organizations as office and support personnel. Upon the successful completion of the required courses and general education requirements with a minimum 2.0 G.P.A., an associate in science degree will be awarded.

## **Business**

### 6. BUSSINESS: ASSOCIATE OF SCIENCE IN BUSINESS ADMINISTRATION FOR TRANSFER (AS-T) 100% Distance Learning

This Curriculum provides foundational studies in accounting, economics, law, math, and business administration for those students seeking to continue their studies in business administration at the university level. Completion of the program guarantees transfer to the CSU

system with junior standing.

### **Early Care, Education and Family Studies**

7. EARLY CHILDHOOD EDUCATION: ASSOCIATE IN SCIENCE IN EARLY CHILDHOOD EDUCATION FOR TRANSFER (AS-T) 100% Distance Learning

This program is designed to provide individuals with the foundation into understanding early care, education, and family relations. The program will prepare individuals to enter into a variety of disciplines and careers working with children, families, and communities. The Early Childhood Education for Transfer program will be beneficial to anyone who has children in their lives: parents, teachers (elementary and early childhood education), school psychologists, social workers, counselors, law enforcement, special educators, foster parents, and grandparents. This curriculum provides a solid foundation upon which to build Early Childhood Education major at a four-year school. The degree guarantees transfer to a CSU as a junior, but is not UC transferable.

8. CERTIFICATE OF ACHIEVEMENT: ASSOICATE TEACHER IN EARLY CARE, EDUCATION, AND FAMILY STUDIES 100% Distance Learning

This program is designed to provide individuals with the foundation into understanding early care, education, and family relations. The program will prepare individuals to enter into a variety of disciplines and careers working with children, families, and communities. The Early Care, Education, and Family Studies Program will be beneficial to anyone who has children in their lives: parents, teachers (elementary and early childhood education), school psychologists, social workers, counselors, law enforcement, special educators, foster parents, and grandparents.

### **English**

9. ENGLISH: ASSOCIATE IN ARTS IN ENGLISH FOR TRANSFER (AA-T) 100% Distance Learning

The Associate in Arts in English degree for Transfer (AA-T) is designed to prepare students to transfer to a CSU as a junior with a degree in English. The English major gives students an appreciation of literature and increased skills in written and oral communication. Through the study of language and literature, students are better able to communicate, to persuade, and delve deeply into the arcane mystery of being. More specifically, superior ability to understand and to use English is necessary for success in most careers, particularly those in education, writing, business, journalism, and law.

### **Energy Technology**

10. ENERGY TECHNOLOGY: ASSOCIATE IN SCIENCE IN ENERGY TECHNOLOGY More than 50% Distance Learning

The Energy Technology program is designed to provide training and education in technical and professional skills to enable individuals to work in the energy industry. Technicians with the

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education and training can provide support and assistance to engineers, geologists, and operations staff in a variety of career and job types. Skills attained will be transferrable to other related profession such as manufacturing, food processing, renewable/alternative energy fields, etc.

### 11. ENERGY TECHNOLOGY: CERTIFICATE OF ACHIEVEMENT IN ENERGY TECHNOLOGY PETROLEUM ENGINEERING/GEOLOGICAL TECHNOLOGY More than 50% Distance Learning

The Energy Technology program is designed to provide training and education in technical and professional skills to enable individuals to work in the energy industry. Technicians with the education and training can provide support and assistance to engineers, geologists, and operations staff in a variety of career and job types. Skills attained will be transferrable to other related profession such as manufacturing, food processing, renewable/alternative energy fields, etc.

## History

### 12. HISTORY: ASSOCIATE IN ARTS IN HISTORY FOR TRANSFER (AA-T) 100% Distance Learning

The History program provides students with the academic foundation History, in the broad sense, and studies all human experience. It examines the people, institutions, ideas, and events from the past to the present. The study of history contributes to cultural literacy and develops critical thinking and other useful skills while helping students understand the present and plan for the future. Historical study provides a solid, fundamental preparation for careers in business, industry, government, and education. It also serves as excellent preparation for law school, Foreign Service, international work, urban affairs, historical consulting, and library science. This curriculum provides a solid foundation upon which to build a history major at a four-year school. The degree guarantees transfer to a CSU as a junior.

### 13. HISTORY: ASSOCIATE IN ARTS IN HISTORY 100% Distance Learning

History, in the broad sense, is the study of all human experience. It examines the people, institutions, ideas, and events from the past to the present. The study of history contributes to cultural literacy and develops critical thinking and other useful skills while helping students understand the present and plan for the future. Historical study provides a solid, fundamental preparation for careers in business, industry, government, and education. It also serves as excellent preparation for law school, Foreign Service, international work, urban affairs, historical consulting, and library science. The courses listed meet the requirements for an Associate of Art Degree in History at Taft College

## Journalism

### 14. JOURNALISM: ASSOCIATE IN ARTS IN MULTI-MEDIA JOURNALISM More than 50%

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### Distance Learning

Writers and editors produce a wide variety of written materials delivered to an audience in an increasing number of ways. They develop content using any number of multimedia formats for readers, listeners, or viewers. Although many people write as part of their primary job, or on on-line chats or blogs, only writers and editors who are paid for their work are included in this occupation.

News analysts, reporters, and correspondents gather information, prepare stories, and make broadcasts that inform us about local, state, national, and international events; present points of view on current issues; and report on the actions of public officials, corporate executives, interest groups, and others who exercise power.

### **Liberal Arts with an Area of Emphasis**

The Liberal Arts Associate in Arts Degree with Areas of Emphasis is intended for students not planning to transfer to a 4-year university. This degree is designed to prepare students for life in the global community by developing a core of knowledge, skills, and attitudes necessary for personal and professional success.

#### 15. AREA OF EMPHASIS: HEALTH AND PHYSICAL EDUCATION: ASSOCIATE IN ARTS Below 50% courses taught by Distance Learning

The health and nutrition courses emphasize practical and theoretical knowledge necessary for maintenance of physical and mental health. The physical education and intercollegiate athletic courses provide students the opportunity to develop active and healthy life styles.

#### 16. AREA OF EMPHASIS: MATH AND SCIENCE 100% Distance Learning

The mathematics courses encourage the understanding of basic mathematical concepts, quantitative reasoning and their applications. The natural science courses emphasize experimental methodology, testing hypotheses, and the power of systematic questioning. Students will develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

### **Mathematics**

#### 17. MATHEMATICS: ASSOCIATE IN SCIENCE IN MATHEMATICS FOR TRANSFER (AS-T) More than 50% Distance Learning

The Associate in Science in Mathematics for Transfer (AS-T) is designed to prepare students to transfer to a CSU as a junior with a degree in Mathematics. This degree provides students with the foundation classes to support ongoing interest in the field of mathematics. The core consists of the calculus sequence required for transfer, in which students acquire a conceptual understanding of the principles of differential and integral calculus for functions in

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one and several variables, as well as the ability to apply calculus techniques in a variety of applications.

### **Physical Science**

#### 18. PHYSICAL SCIENCE: ASSOCIATE IN SCIENCE IN PHYSICAL SCIENCE More than 50% Distance Learning

The Physical Science major provides a broad background in the sciences. The degree utilizes problem solving, proficiencies in the laboratory techniques and analysis of experimental data and will demonstrate an ability to communicate effectively using written, oral, electronic, and graphical means. The major consists of a combination of courses selected from astronomy, chemistry, physical geography, geology, and physics.

### **Psychology**

#### 19. PSYCHOLOGY: ASSOCIATE IN ARTS IN PSYCHOLOGY FOR TRANSFER (AS-T) More than 50% Distance Learning

This curriculum provides a broad perspective on the human condition and skills essential to any educated person. Courses span the areas of human behavior from birth to death, dealing with the many problems and potentialities experienced along the way. Courses examine the theories, techniques, and principles basic to the study of human behavior and psychology including such topics as perception, learning, memory, motivation, personality, psychopathology, education, human growth and development, social psychology, and experimental analysis and design. This curriculum provides a solid foundation upon which to build a psychology major at a four-year school. The degree guarantees transfer to a CSU as a junior.

### **Sociology**

#### 20. SOCIOLOGY: ASSOCIATE IN ARTS IN SOCIOLOGY FOR TRANSFER (AS-T) More than 50% Distance Learning

This curriculum provides a systematic study of human behavior in social groups. The primary focus is on the importance of social groups within the larger society, sociology seeks to explain the broad range of human behavior as it is influenced by the social context. It focuses on how people coordinate their activities to achieve both individual and collective goals. Courses examine the theories, techniques, and principles basic to the study of human behavior within social groups. This curriculum provides a solid foundation upon which to build the sociology major at a four-year school. The degree guarantees transfer to a CSU as a junior.

### **III. Description of the Planning Process that Led to the Change**

The vision at Taft College is for all learners to achieve their learning goals. The mission of Taft College places importance on access and instructional innovation in order to meet this vision. Among the college's diverse populations are incarcerated individuals at two local prison facilities

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as well as other local students who do not have Internet access and are unable to participate in degree and certificate programs if limited to attending classes solely on campus. These students, in addition to our incarcerated students enroll in correspondence courses. Students who do have access to the Internet and who are unable to participate in degree and certificate programs if limited to attending classes solely on campus enroll in distance education courses.

Planning for distance learning, including assessments of needs and resources, begins at the department level. If the department agrees that there is a need for a course to be offered in the distance learning modality, an application for this request is completed. Instructors must address the following areas for any distance learning course to be considered for approval:

- How will the course objectives in the current official course outline be met?
- How will the rigor of the course be maintained?
- How will effective instructor/student contact be maintained?
- Description of how the course will be presented or the delivery method, including orientation and testing of remote students and how remote students will access course materials.
- Description of instructor expectations, including what is required of students to complete the course.
- How will students contact the instructor?
- What textbook will be used for this course and has it gone through the approval process?

This application, along with a memo written by the division chair stating the rationale for the course to be offered in the distance learning mode of delivery, is submitted to the Curriculum and General Education Committee. The Curriculum Committee votes on whether the course should be offered through distance learning. Once approved by the Chancellor's Office, the course is then offered through a distance learning mode of delivery.

As this process continued, the college approved courses while not considering the impact on the affected programs or the overall effect on the institution. Because of this gap, the academic senate recently formed a subcommittee, the Distance Education Committee, whose charge is to oversee the implementation of the distance learning options available to our student population and to make recommendations to Curriculum Committee and Governance Council.

Now that offline courses at Taft College have been identified as correspondence courses, the college is developing a more thorough approval process for both distance education courses and correspondence education courses.

### **Comparative Analysis of Face-to-face Courses to Distance Learning**

According to the CCCC Data Mart data, there is a very wide Success Rate gap between Taft College courses offered face-to-face and those offered via distance learning. Since 2011, the Credit Success Rates of the distance learning courses have averaged 27.8% lower than the traditional on-campus courses (Table 2).

**Table 2. Taft College Credit Success Rates by Modality**

Mode	Academic Year							
	2011-2012		2012-2013		2013-2014		2014-2015	
	Credit Enrollment Count	Success %	Credit Enrollment Count	Success %	Credit Enrollment Count	Success %	Credit Enrollment Count	Success %
DL Offline	582	52.2%	610	64.3%	639	58.7%	546	55.7%
DL Online	7,970	56.8%	8,251	57.1%	8,164	58.9%	8,682	61.4%
F2F	24,014	84.4%	24,068	86.3%	26,929	88.0%	22,189	86.5%

*Table 2 shows the success rates of offline, online, and face-to-face courses across the last four academic years at Taft College. The offline and online success rates appear similar. There is a significant difference in face-to-face success rates as explained by the short term CTE headcount students that do not take distance learning, which disproportionately skews the data.*

When looking at the statewide data, however, Taft College’s distance learning success rates are similar to the statewide average of 61.88% compared to Taft College’s 62.07% for spring 2015. Attachment H provides the Credit Success Rates for the State of California for distance education compared to the face-to-face delivery mode. Additionally, the non-distance learning success rates for Taft College are much higher than the state average. In the same semester, Taft College’s credit success rate was 86.5% compared to the statewide average of 70.9%. The Taft College non-distance learning success rate appears disproportionate due to the large number of CTE students in short term vocational courses. The distance learning courses are not part of the CTE headcount.

**Program Review Influence on Planning Process**

The focus of the annual program review process is to determine if students are successful in their coursework leading to a degree or certificate, and if changes should be made within the program. Faculty, at the discipline level, decide whether the course content could be delivered in an alternative mode instead of just face-to-face. Additionally, for the incarcerated students, the determination to provide correspondence or offline instruction has been dependent upon faculty members’ willingness to teach offline. The program reviews have not addressed the planning needed to offer courses via distance learning. The determination of the mode of delivery has been presented by the division chair to the Curriculum and General Education Committee

The Success Rates of our distance learning courses has consistently remained much lower than our face-to-face course over the previous four years. It appears that the annual Program Review has not had a great deal of influence on our planning process thus far. However, there is growing concern, effort, and oversight being directed towards making our distance learning

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courses more successful. A newly formed Distance Education Committee, made up of faculty, staff, and administrators, will be formulating a Distance Learning Plan as well as policies regarding distance learning. Future policies and the upcoming Distance Learning Plan will help to communicate best practice expectations and accountability within distance learning courses.

Distance learning is a benefit for all Taft College students as it allows access to higher education to individuals who may otherwise be shut out of attaining postsecondary educational goals.

### **IV. Evidence of Adequate Resources to Support the Change**

#### **Support Services for Distance Learning**

The expansion of distance learning has resulted in the establishment of services and support for students and faculty involved with distance learning. The following support and services provided by the college are designed to minimize the technical challenges of distance learning:

- A full-time Distance Learning Coordinator
- A technical assistance team, including an Integrated Technology Support Technician, a distance learning advisor, distance learning instructional aides, and a distance education student worker, who are available to students and faculty
- Faculty training, support, and instructional resources for preparing and teaching online courses, including both technological and pedagogical best practices
- Online student training, support, and resources, including tutorials, online learning readiness assessments, and distance education orientations offered both online and in-person when needed
- Online student success course

As a result of this planning and the implementation of services for distance education students, Taft College has already developed the infrastructure and support necessary to effectively serve students earning Certificates of Achievement and Associate Degrees in the distance learning format.

#### **Adequate and Accessible Student Support Services**

Taft College mission states: "Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals." Based on the educational needs of students, each area within student services provides a wide range of services designed for distance learning students. The college believes student services are key to a quality education program.



## Distance Learning Substantive Change Report

Taft College offers the following student support services to our distance learning students:

**Admissions:** Students who have access to the Internet can complete an online application (<https://www.opencccapply.net/uPortal/render.userLayoutRootNode.uP;jsessionId=A25714B79308B9D5735CEC69CAEF1742>) to attend Taft College by first creating an OpenCCC account. The OpenCCC single sign-in account allows students access to the online services of the California Community Colleges. Technical support is available for any student having difficulty with the online application by calling the counseling center for assistance. Students without Internet access can request a paper application from either the counseling office or the counseling liaison to the prisons.

**Orientation:** Orientation is designed to provide students with basic information regarding Taft College's programs, processes, and services. Students who complete the online application are sent an email giving them instructions on how to complete the orientation process, whether they attend an on-campus orientation or by viewing one of the online videos available in English (<https://s2s-m2.h4cloud.com/login>). Students who do not have access to the Internet are given an individual orientation by their counselor.

**Assessment:** Distance learning students pursuing a degree or certificate or who wish to enroll in classes with math or English prerequisites are strongly encouraged to complete assessment testing. Students who can provide documentation of previously completed math or English coursework may be exempt from assessment testing. Previous college assessment test scores are acceptable if placement recommendations accompany the scores. Copies of grade reports, transcripts, or test scores will be required to enroll in courses with prerequisites. All students may complete the assessment step by attending an on-campus orientation. Students who cannot come to campus are encouraged to contact the Distance Learning Academic Advisor for more information on how they may complete their assessment process.

([http://www.taftcollege.edu/student\\_services/pdf/orientation/orientation\\_summer.pdf](http://www.taftcollege.edu/student_services/pdf/orientation/orientation_summer.pdf)) For incarcerated students, assessments are conducted in the prison.

**Counseling/Advisement:** Academic counseling and/or advisement is available in person, by telephone, or through the Online Advising Center, ([http://www.taftcollege.edu/dl/help\\_desk.htm](http://www.taftcollege.edu/dl/help_desk.htm)). A number of activities will take place during this session. The counselor/advisor will review assessment test scores and prior academic history and assist in selecting a course load appropriate to the skill level and educational goal identified by the student. The counselor and/or advisor assists in developing an Individual Education Plan (IEP) to guide the distance learning student toward the attainment of his or her educational goal. This link takes you to the counseling page. ([http://www.taftcollege.edu/tcwp/counsel2/?page\\_id=144](http://www.taftcollege.edu/tcwp/counsel2/?page_id=144)). Incarcerated students make an appointment to meet with the counseling liaison.

**Registration:** Once students have completed their application processes, distance learning students can register through the online registration process. Detailed instructions are included on the college website and staff is available to assist in person or over the telephone ([https://ct-prod-ssb.taftcollege.edu:9021/ctprod/twbkwbis.P\\_WWWLogin](https://ct-prod-ssb.taftcollege.edu:9021/ctprod/twbkwbis.P_WWWLogin)). Incarcerated students register through the counseling liaison.

**Payment Processes:** All students may pay their fees onsite, online, or by telephone. ([http://www.taftcollege.edu/student\\_services/cash-credit\\_payment.shtml](http://www.taftcollege.edu/student_services/cash-credit_payment.shtml)). Thorough

## Distance Learning Substantive Change Report

financial aid processes and procedures are included on the website ([http://www.taftcollege.edu/tcwp/esfa/?page\\_id=195](http://www.taftcollege.edu/tcwp/esfa/?page_id=195)).

**Bookstore:** Taft College offers a textbook rental program where students can rent or purchase their textbooks. Books can be picked up in person the week before classes begin or ordered online to be delivered through the mail. The Cougar Corner Bookstore offers a comprehensive online bookstore to serve all distance learning students at Taft College (<http://bookstore.taftcollege.edu/home.aspx>). Incarcerated students make arrangements for books to be purchased and delivered to the prison.

### **Sufficient and Qualified Faculty, Management, and Support Staffing**

**Faculty.** Faculty at Taft College has taken the lead in developing and supporting its distance learning program. Faculty plan, prepare, and develop coursework as needed. The faculty have supported college wide planning and coordination by supporting the hiring of a full time Distance Learning Coordinator and reinstating the Distance Learning Committee.

All faculty who teach at Taft College meet the minimum qualifications for the subject area in which they teach. These standards have been developed in conjunction with the Academic Senate for California Community Colleges and are consistent with Title 5. Duties and expectations for faculty teaching using the distance learning modality are the same as for faculty who teach on campus.

**Faculty Training.** All faculty must complete a two-week Introduction to Teaching Online course before they are allowed to teach a distance learning course. In this course, faculty learn of the pedagogical and practical differences of teaching and learning in the distance learning modality. After this initial training, it is left up to faculty to voluntarily choose to participate in professional development in online teaching.

One of the upcoming tasks of the newly formed Distance Education Committee is to determine policy on requiring all distance learning faculty to participate in professional development regarding distance learning at a minimum of every two or three years. This committee will also collaborate with the Professional Development Committee to explore and/or create professional development opportunities related to distance learning.

Faculty evaluation criteria and student evaluation forms are the same for distance learning classes and for face-to-face classes. Online instructors give access to their online class to all members of their evaluation team along with the Distance Learning Coordinator. Student evaluations are placed into the online classes and are automatically submitted to the Human Resources Office and to the Office of Instruction. Feedback on the effectiveness of distance learning instruction is communicated to department chairs for inclusion in overall faculty evaluations.

**Management.** Management of Taft College's Distance Learning Program is the responsibility of the Vice President of Instruction for the instructional components and the Vice President of Student Services for the student services components. Daily coordination

## Distance Learning Substantive Change Report

and management of the instructional component is provided by the faculty Distance Learning Coordinator.

**Support Staff.** Support staffing for overall management of the distance learning program follows all other support processes. Instructional staff provides support and secretarial assistance for the distance learning program along with all other aspects of their daily duties. Technical and general support is provided by distance learning staff members: an Integrated Technology Support Technician, Distance Learning Instructional Aides, Academic Advisor assigned to distance learning students, and a distance learning student worker. Basic computer support and assistance is provided by staff in the college's Information Technology Department.

Both management and support staff are shown in the attached instructional organization chart (Attachment K).

### **Professional Development**

The distance learning program enjoys strong faculty support and a commitment to participate in required professional development activities prior to teaching online. An online training course (Etudes) is required for all new faculty and available throughout the year. Faculty are taught how to utilize a variety of course management tools, including discussion boards, email, chat rooms, online testing, and other tools to design courses that allow and enhance student/faculty interaction. Emphasis is placed on effective communication practices and in development of courses that are accessible to students with disabilities. Faculty mentoring and training are provided by the Distance Learning Coordinator, and distance learning services support is provided by both the Distance Learning Coordinator and the Counseling.

The Distance Learning Instructional Support Team informs faculty of various online teaching webinars or courses that become available. In May 2015, 26 full-time faculty and 4 adjunct faculty participated in @One online course called "From Communication to Community". We look to partner with @One for continued professional development in the best instructional practices within the online learning environment.

Training for student services staff is available on an as needed basis. The Distance Learning Coordinator assists the counseling staff with specific training needs, such as understanding of the course management systems being utilized for instruction. Counselors and advisors have access to an online course for training and demonstrations for potential students, and the Integrated Support Technician assists with technical training of support staff and faculty.

### **Evidence of Appropriate Equipment and Facilities**

Equipment for this program is minimal. Fulltime instructors and staff within the program are provided with normal office supplies and computer equipment and the software needed to teach online. All fulltime, onsite instructors have Internet access provided through the college in their office locations. Adjunct instructors choosing to teach online normally have their own

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computer equipment and Internet access or they may utilize the onsite resources through an adjunct office and computer or one of the stations in the college library. There is no impact on classroom use.

Distance learning tutoring takes place in small rooms in the tutoring section of the Taft College Library for students who have access to either telephones or computers. There is minimal tutoring for correspondence students.

The college has partnered with local federal prisons to offer correspondence courses to incarcerated students. This partnership has resulted in a dedicated computer lab located at one of the prison facilities. Taft College equips, maintains, and supervises the use of the equipment in this lab. The students at the other facility must hand write their assignments and tests. Within the prisons, all instructional materials are brought into the facilities.

Dedicated office space for the distance learning instructional staff members is provided and has proved to be adequate in size and scope. Student services distance learning staff have dedicated office space within the student services building.

In addition to equipment and facilities, technology resources are critical. Taft College provides Information Technology (IT) staff to support and maintain all institutional technology needs. There is an Integrated Technology Support Technician dedicated to the distance learning program since 2009. This person not only supports the online course management system, but provides faculty support, training, and assistance. In addition, IT monitors and supports the offsite computer lab keeping the Distance Learning Coordinator apprised of any issues. The Distance Learning Coordinator and the Integrated Technology Support Technician attend monthly IT committee meetings to ensure integration and needs are addressed.

### **Fiscal Resources**

The overall program costs are minimal as evident in the budget showing the last four years (Attachment J). The number of courses to be offered each semester is done through normal scheduling meetings, which involves the Vice President of Instruction, instructional support staff, division chairs, and coordinator of distance education, discipline specific instructors, student services and bookstore staff.

The Attachment J shows the distance learning budget for the past 6 years. This budget has remained stable since the beginning of the program. The majority of this budget is reflected in salaries and benefits of program staff. This cost accounts for approximately 80% of the overall budget. The remaining 20% is sufficient to support the costs of the office and contracts associated with the online course management system, which is outsourced.

When the program was integrated back into respective departments, those departments absorbed the costs of the staff. Additionally, faculty support is included in divisional budgets for normal instructional supplies, so those costs are not reflected as a program expense. Each division budgets and plans for their own sections of distance learning courses each year within their normal planning processes.

Funding for the instructional costs for the offline courses are funded like all other courses at the college and are integrated into instructional division budgets through unrestricted general funds.

### **Monitoring Achievement**

Student achievement is monitored primarily by two means: student achievement outcome (SAO) data and student learning outcome (SLO) data. Both types of data are incorporated into the annual program review process utilized by all instructional programs at Taft College. Each year at the start of the fall semester, all degree and certificate programs are provided by the Institutional Research Office with SAO data, including course success rates for courses broken out by distance learning mode (both correspondence and online) and on-campus mode. Program leads compare the course success rates by mode and also over time to gauge the effectiveness of course modifications and to ensure that students enrolled in the same course but in different modes share similar course success profiles. SLO data are utilized by faculty at the course and program level to ensure that students are achieving the stated course student learning outcomes. Courses that fall below the 80% rule are identified for additional support and monitoring. This information will be included in program reviews in the future.

### **Evaluation and Assessment of Student Success, Retention, and Completion**

Student success is systematically evaluated by a number of ways, including time-to-complete degrees and certificates, completion rates, retention rates, and course success rates for all courses in every certificate and degree program. These evaluations are conducted annually and are an integral part of the current program review process. Student retention and completion rates for targeted subgroups of students are reviewed as part of the current Equity Plan and in the distance learning annual program review process.

With regards to student success, there is a gap between those courses offered face-to-face compared to distance learning. This item is fully addressed in a later section of this proposal on page 47.

## **V. Evidence of Necessary Internal and External Approvals**

Taft College follows all curriculum approval requirements and processes as dictated by the West Kern Community College District, the California Community College Chancellor's Office, and the regulations contained in Title 5 as outlined in the Program and Course Approval Handbook. All courses, degrees, and certificates offered by Taft College have been approved by its Curriculum and General Education Committee for distance learning, [http://www.taftcollege.edu/tcwp/instruction/?page\\_id=964](http://www.taftcollege.edu/tcwp/instruction/?page_id=964) and the West Kern Community College District Board of Trustees, [Link to Board Minutes](#). Course and program approvals are closely monitored by the District's Office of Instruction.

## **VI. Evidence that Eligibility Requirements are Fulfilled**

### **1. Authority**

*The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

Taft College has been continuously accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. A statement regarding accreditation is included on the inside front cover of the 2015-2016 Taft College catalog.

### **2. Operational Status**

*The institution is operational, with students actively pursuing its degree programs.*

Taft College has operated continuously since 1922. Students engage in transfer preparation as well as degree and/or certificate attainment. The College offers a comprehensive range of associate degrees, transfer degrees, certificates, basic skills courses, and career and technical programs to meet the needs of both students and the community it serves.

### **3. Degrees**

*A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.*

Degree and certificate options at Taft College are designed to meet students' diverse goals. The College offers 47 degrees, of which 12 are California State University (CSU) Transfer Degrees including the Associate of Arts-Transfer Degree (AA-T) and the Associate of Science-Transfer Degree (AS-T), as well as 26 certificates of achievement and 22 locally approved certificates. The College schedules degree and program course offerings in a pattern that allows students to meet their educational goals in a timely fashion.

### **4. Chief Executive Officer**

*The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.*

Mr. Brock McMurray, Interim Superintendent/President of the WKCCD, oversees Taft College's broad strategic directions and executive responsibilities for administering Board policies and procedures. Mr. McMurray is responsible to the Board for the effective leadership of the

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District and the administration of board policy. Board Policy 3100 states the Superintendent/President is responsible for establishing and documenting the organizational structure. The organizational chart of Taft College is subject to review by the Board.

### 5. *Financial Accountability*

*The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.*

As a community college district and public entity, the WKCCD is required to have an annual audit of financial statements. The District contracts with an independent audit firm to conduct the annual audit. The District makes each final audit report available to the public with all other annual reports.

A typical annual financial audit consists of the following:

1. Pre-audit conference between the Executive Vice President of Administrative Services, the Director of Fiscal Services, and the independent audit firm
2. Interim fieldwork consisting of compliance elements and internal control testing
3. Year-end fieldwork consisting of drafting the District's financial statements and testing the balance sheet accounts
4. Receipt and review of the independent audit firm's report
5. Acceptance of the independent audit firm's report by the Board of Trustees and submission to the State of California and the California Community College Chancellor's Office

The certified audit report is sent to the appropriate oversight agencies as required. Annual audit reports, Futuris Public Entity Investment Trust statements, and Proposition 30 Disclosure statements are available online at the College website.

### 6. *Mission*

*The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)*

The mission of Taft College can be found in the College catalog, the Educational Master Plan and related planning documents including the Strategic Action Plan, Technology Master Plan, Facilities Master Plan, and the Governance Guide. In fall 2014, Taft College engaged in a campus-wide process to develop a new mission, vision, and values statement. The WKCCD Board of Trustees approved the revised mission statement through a first and second reading process in December 2014 and January 2015: "Taft College is committed to creating a community of learners by enriching the lives of all students we serve through Career Technical Education, transfer programs, foundational programs and student support services. Taft College provides an

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equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals."

The Taft College Mission Statement defines the institution's commitment to achieving student learning and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve.

### 7. *Governing Board*

*The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.*

A five-member Board of Trustees comprises the governance body of the WKCCD Board of Trustees. The Board holds open, public meetings monthly. Minutes and agendas are published in online and paper formats well in advance of each meeting. Trustee biographies, board minutes and agendas, and board policies and administrative procedures are accessible on the WKCCD website. The Board is an independent policy-making body which has established a conflict of interest policy and adheres to it.

### 8. *Administrative Capacity*

*The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)*

Taft College has sufficient staffing in the administrative and classified management ranks to ensure that the College mission is carried out. To qualify for employment within the District, all managers and educational administrators must meet or exceed minimum qualifications. The College employs five educational administrators, and 25 classified management/classified confidential employees to support the mission of the College.

### 9. *Educational Programs*

*The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)*

The degrees and certificates offered by Taft College are congruent with its mission. The principal programs lead to an Associate of Arts (AA), Associate of Science (AS), and Associate Degree for Transfer that facilitates transfer to a university after a student completes 60 units. The College also offers degrees and certificates of achievement in many career or technical fields leading directly into employment. The College catalog and website list all degree and certificate



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programs, as well as program and course descriptions. Certificate programs listed in the catalog include each program's objective. Programs have identified student outcomes and are at least two academic years in length.

### 10. *Academic Credit*

*The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)*

Taft College policies regarding transfer and awarding of credit are specified in the College catalog. Credit for courses is based on the "Carnegie unit," which assumes that each student earns one unit based on the completion of 18 hours of in-class and out-of-class work. Each Taft College course is of sufficient length and content to comprise its unit assignment, consistent with Title 5, section 55002.5 of the California Administrative Code.

### 11. *Student Learning and Student Achievement*

*The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, 1.B.3, and II.A.1)*

Taft College defines and publishes student outcomes for each of its programs, both in the College catalog and online. Comprehensive course-level assessment reports are posted online and are updated as programs complete their assessment cycles. SLO assessment data is also published in annual program reviews. SLOs have been developed for all courses offered within the past two years. Systematic assessments are in place no matter the mode of delivery of course offerings.

### 12. *General Education*

*The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)*

The College has defined through its philosophy of general education (GE) the meaning of a liberal arts education. This philosophy is incorporated into all of its degree programs as a component of general education. General education has specific learning outcomes that include critical analysis, communication skills, natural sciences, arts and humanities, social and behavior sciences, as well as lifelong learning. The rigor of these courses is appropriate for higher

education. BP 4025 outlines the philosophy of General Education for Taft College.

13. *Academic Freedom*

*The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)*

The WKCCD is committed to the principle that institutions of higher education operate for the common good and not to further the interest of either the individual instructor or the institution as a whole. The common good depends upon the free search for truth and its free exposition. In order to assure the academic integrity of the teaching-learning process, faculty distinguish between personal conviction and professionally accepted views in a discipline, presenting data and information fairly and objectively.

The free expression of ideas is limited only by the principles of fairness, respectful expression, and careful differentiation between fact and opinion. No limitations are placed upon study, investigation, presentation, or interpretation of facts and ideas. Students have the opportunity to study controversial issues and divergent viewpoints. Academic employees are obligated to protect a student's right to freedom of inquiry, even when the conclusions of such inquiry differ from those of the employee. Taft College Board Policy 4030 on academic freedom is posted on the Taft College website. Additionally, the College catalog contains the policies and procedures regarding academic freedom.

14. *Faculty*

*The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)*

As of fall 2014, Taft College employed 54 full-time faculty. Faculty members hired by Taft College meet the minimum requirements for their discipline in accordance with Education Code and Title 5 regulations as detailed in Board Policy 7120. Faculty members have a clear understanding of their responsibilities in the development, review, and assessments of curriculum as outlined in the *Faculty Handbook*.

15. *Student Support Services*

*The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)*

## Distance Learning Substantive Change Report

Taft College offers services that support students with learning needs and intellectual development within the context of the College's mission, regardless of location. Services are described in the College catalog, in online orientation, and in the Steps to Success brochure. Student Services have identified learning outcomes for programs with student surveys as a means of gathering data to assess opportunities for continuous improvement.

### 16. *Admissions*

*The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)*

The adopted admissions policies are consistent with the College's mission: identifying the qualifications of students appropriate to their programs. The Taft College admission policy is located in the College catalog. Statements regarding student qualifications for admission, admission requirements for students transferring credit, international students, and high school students can also be found in the catalog. Admissions information includes residency rules, advanced placement, and acceptance in the College-Level Examination Program (CLEP).

### 17. *Information and Learning Support Services*

*The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)*

The Taft College Library provides learning resources and services to support its mission and instructional programs in various formats to meet the needs of its students. The physical and electronic library material has greatly increased over the past two years to assist students and faculty. Material selection guidelines are provided in the Library Collection Development Policy which was approved by the Board in February 2015. Holdings include 150,000 electronic books, 13,000 print books, 1,600 multi-media items, subscriptions to 30 print periodicals, and subscriptions to 45 databases providing access to thousands of magazine and journal articles. As a member of WorldCat Libraries, Taft College participates in interlibrary loan of print and electronic resources.

### 18. *Financial Resources*

*The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)*

Taft College's funding base, financial resources, and plans for financial development are adequate to support the District mission, student learning programs and services, institutional effectiveness, and financial stability. The WKCCD Board of Trustees approves the tentative and final budgets each year. In addition to the District's funding base, the Taft College Foundation supports the District in the attainment of educational, scientific, and cultural goals and in fulfilling

the District's mission.

The annual District budget serves as a financial plan for all District entities and is broadly distributed. District budgets are available on the District website. General, restricted, and categorical funds are identified in the budget development process to support instructional programs and student services. The annual budget identifies revenues, revenue sources and amounts, and detailed descriptions of budgeted revenue and expenditures by fund. In 2009-2010, the Board established an irrevocable trust to address its Other Post-Employment Benefits (OPEB) obligation. The Retirement Board of Authority, a board appointed by the WKCCD Board of Trustees, is responsible for overseeing the Futuris Public Entity Investment Trust.

19. *Institutional Planning and Evaluation*

*The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)*

The Taft College Governance Council, through its Strategic Planning Committee, has developed a cyclical and sustainable process that is central to integrated planning, evaluation, and resource allocation. Each program participates in an annual program review facilitated by the IAR&P Office. All administrative areas participate in the annual program review process as well.

SLOs have been identified at the course, program, and institutional levels and are assessed on a regular basis. SLO data is housed in an eLumen system for review and analysis. SLO data and student achievement data are provided to each program for inclusion in the annual program review process and form the basis for improvement planning. Resource allocation decisions reflect the goals identified through the program review process.

In addition to the planning and program review process, Taft College is guided by its Educational Master Plan. The College mission is at the center of the Educational Master Plan, which informs all other College plans. The Educational Master Plan and all other plans are available by accessing the link on the IAR&P website of the College website.

20. *Integrity in Communication with the Public*

*The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:*

*General Information*

- *Official Name, Address(es), Telephone Number(s), and Website Address of the Institution Educational Mission*
- *Representation of accredited status with ACCJC and with programmatic accreditors,*

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*if any Course, Program, and Degree Offerings*

- *Student Learning Outcomes for Programs and Degrees*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

*Requirements*

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*

*Major Policies Affecting Students*

- *Academic Regulations, including Academic Honesty Nondiscrimination*
- *Acceptance and Transfer of Credits*
- *Transcripts*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

*Locations or Publications where Other Policies may be found. (Standard I.C.2)*

Catalog information is available at the Taft College website under the student link. The catalog contains all policies affecting students. Policies can also be accessed online at the District website link under About Us - Offices and Administration.

### 21. *Integrity in Relations with the Accrediting Commission*

*The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and 1.C.13)*

Taft College ensures that it adheres to all eligibility requirements, accreditation standards, and policies of the commission as outlined in Board Policy 3200. The District complies with requests, directives, decisions, and policies including publishing all required reports and communications from the Accrediting Commission for Community and Junior Colleges.

The Taft College catalog includes a general statement of accreditation in the President's Message, as well as a description of the College, degrees and certificate programs, and policies and procedures. The IAR&P webpage has a direct link to the college accreditation reports from 2003 to the present, and a link to the ACCJC website.

The inside front cover of the College catalog provides information about the accreditation status of Taft College, details about how to contact ACCJC, and a link to the ACCJC website.

Both the Accreditation Steering Committee and the Governance Council have affirmed, based on the Self Evaluation Report in Support of Reaffirmation of Accreditation that Taft College continues to comply with all eligibility requirements.

## **VII. Evidence that Accreditation Standards are Fulfilled and Commission Policies Addressed**

### **Accreditation Standards**

#### *Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity*

*The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

- A. *Mission*
- B. *Assuring Academic Quality and Institutional Effectiveness*
- C. *Institutional Integrity*

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, and student support services. In 2014, Taft College revised its mission statement to clarify its education purpose and core function. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic evaluation process, strategic planning, implementation, and re-evaluation to verify, improve, and/or enhance the effectiveness of its mission and vision. An annual program review of all programs is conducted to ensure academic quality and institutional effectiveness as well as maintaining institutional integrity. Distance learning courses follow the same course outline of record as all other courses and same program requirements as face-to-face courses. The college provides a web presence and online resources for online students and other contacts for correspondence students.

#### *Standard II: Student Learning Programs and Support Services*

*The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure*

## Distance Learning Substantive Change Report

*breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.*

- A. *Instructional Programs*
- B. *Library and Learning Support Services*
- C. *Student Support Services*

As indicated in the response for Standard I, Taft College offers instructional programs aligned with the College's mission statement. A fundamental requirement for distance learning is the quality and standards of such courses and programs be comparable to other instructional programs at Taft College. Distance learning courses and programs result in learning outcomes appropriate to the degree or certificate to be granted and are of equal rigor and breadth as those required of on-campus programs. Mechanisms for the planning, delivery, and evaluation of distance learning programs should assure the maintenance of standards and quality. It is the responsibility of Curriculum and General Education Committee to establish or approve standards that apply to all instructional programs including a separate approval for all new distance learning courses and programs.

Taft College Library is dedicated to providing quality, relevant, timely, and accessible information resources in a variety of formats. The library's collections are built and maintained in support of the college's mission to provide the first two years of undergraduate education in a wide variety of academic and vocational programs for students who intend to transfer to a four-year university, or to receive an AA/AS degree, or a vocational certificate. The library strives to make available to students, faculty and staff the resources needed to conduct research related to their curriculum and endeavors in a variety of formats, and by promoting the information literacy skills needed to successfully retrieve and evaluate quality information through instructional support.

The college provides equitable and quality support services to advance the educational opportunities of all students regardless of services location or delivery method and meets the requirements of this standard. The college provides equitable and quality support services to advance the educational opportunities of all students regardless of services location or delivery method and meets this standard. A variety of support services are provided in the distance learning format, including services in counseling and advising, tutoring, and financial aid.

### *Standard III: Resources*

*The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).*

## Distance Learning Substantive Change Report

- A. *Human Resources*
- B. *Physical Resources*
- C. *Technology Resources*
- D. *Financial Resources*

Taft College dedicated a significant and sustainable proportion of its human, physical, technological, and financial resources to deliver courses via the distance learning mode in response to the needs of the college's diverse and growing student population. This is consistent with the college's goal to improve student learning outcomes and success while supporting long term educational and economic development of its community stakeholders. Since the budget for distance learning courses is encumbered within programs budgets, this ensures the financial resources necessary to continue providing courses in this modality.

### *Standard IV: Leadership and Governance*

*The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.*

- A. *Decision-Making Roles and Processes*
- B. *Chief Executive Officer*
- C. *Governing Board*

All of Taft College's distance learning courses and services have been initiated, planned, developed, and implemented by college faculty with the full participation and support of Taft College's shared governance and leadership bodies. This process includes the development and approval of courses, programs, and this Substantive Change Proposal. Based on Title 5, all courses and programs, regardless of delivery method, are approved by the Taft College Curriculum and General Education Committee and the West Kern Community College District Board of Trustees and the California Community Colleges Chancellor's Office. These bodies ensure that all Taft College courses and programs are appropriate to the mission of the college; address a need; meet quality standards; are feasible to offer with the college's resources; and adhere to all applicable laws and regulations.



## **Commission Policies**

### Policy on Award of Credit

*Institutions must maintain policies and procedures that assure award of credit for educational experiences is based on achievement of stated student learning outcomes, comparability of that learning to other institutions in higher education, applicability and appropriateness of that learning experience for the program or degree offered, and generally accepted norms in higher education. Institutions must conform to a commonly accepted minimum program length as per the Commission Policy on Institutional Degrees and Credit. Institutions must also conform to U.S. Department of Education regulations defining a credit hour and to regulations regarding clock to credit hour conversions that may be applicable to non-degree undergraduate programs. Institutions must obtain Substantive Change approval and approval from the U.S. Department of Education for direct assessment programs. The Commission will conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours used for federal program purposes.*

Taft College adheres to the U.S. Department of Education's regulations on credit hours as noted in BP 4020. ([http://www.taftcollege.edu/tcwp/oldagenda/?page\\_id=195](http://www.taftcollege.edu/tcwp/oldagenda/?page_id=195))

### Statement on the Benefits of Accreditation

N/A

### Policy on Closing an Institution

*When a decision to close an institution has been made, or when involuntary closure of the institution is imminent, the institution's governing board must fully inform all affected constituents of the potential or expected closure as early as possible, and make provision for student completion of programs and the securing of student records. The institution, through its chief executive officer and governing board must also promptly notify the Commission, and must develop a Closure Plan and submit it to the Commission for substantive change review prior to closure. A teach-out plan should be included in the Closure Plan, and teach-out agreements should be submitted to the Commission for action when the closing institution provides one hundred percent of instruction in at least one degree program. Institutions ordered on Show Cause may also be required to complete a Closure Plan, develop a preliminary closure plan, or make other preparations for closure.*

*Institutions which develop a teach-out plan that involves another institution at which the students will complete their program shall only be approved by the Commission if (1) there are teach-out agreements between institutions that are accredited or pre-accredited by a federally recognized accrediting agency, (2) the agreements are consistent with applicable standards and regulations, and (3) they provide for the equitable treatment of students.*

## Distance Learning Substantive Change Report

*An institution considering closure must address in its Closure Plan the following elements, each of which is discussed in more detail below:*

- *Student completion;*
- *Disposition of academic records and financial aid transcripts;*
- *Provisions for faculty and staff;*
- *Disposition of assets;*
- *Obligations to creditors;*
- *Coordination with the Accrediting Commission for Community and Junior Colleges; and*
- *Key governing board obligations.*

### *Policy on Commission Actions on Institutions*

N/A

### *Policy on Commission Good Practice in Relations with Member Institutions*

N/A

### *Policy on Complaints against the Accrediting Commission for Community and Junior Colleges*

N/A

### *Policy on Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities*

*An accredited institution which offers a CTP program and applies to have the program participate in Title IV must notify the Commission of its CTP program. The notice must include the institution's response documenting how it meets the regulatory requirements regarding a CTP program. Information about the CTP program must be included in the Institutional Self Evaluation Report at the time of the comprehensive review.*

Taft College complies with this policy.

### *Policy on Contractual Relationships with Non-Regionally Accredited Organizations*

*When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, comprehensive review, follow-up and special reports, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold*

## Distance Learning Substantive Change Report

*responsible only the applicant, candidate, or accredited institution for compliance with the Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.*

*If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission.  
The accredited institution's obligation to report any changes in control, legal status or ownership through its substantive change process also applies to related entities.*

N/A

### Policy on Direct Assessment of Learning

*The Commission is committed to excellence and integrity in credits, certificates and degrees awarded by member institutions. Institutional policies and procedures must outline the process and standards by which direct assessment of learning is conducted and credits, certificates, and degrees are awarded.*

Taft College's Board Policy BP 4100

[http://www.taftcollege.edu/tcwp/oldagenda/?page\\_id=195](http://www.taftcollege.edu/tcwp/oldagenda/?page_id=195) covers graduation requirements for degrees and certificates.

### Policy on Distance Education and on Correspondence Education

*Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.*

Taft College's Mission Statement is reviewed and updated on a regular basis with its three-year Strategic Planning cycle. The Board of Trustees receives recommended updates to the College's Mission from the Governance Council as a result of this work. All courses and programs offered, regardless of method of delivery, are within the scope of the College's Mission of General Education/Transfer-readiness, Career/Technical Education, and Basic Skills development and preparation. Through the annual program review and planning process, all courses and programs are reviewed for their appropriateness to the College's Mission and are identified as fulfilling at least one of the areas of academic focus. All courses and programs are reviewed and approved by the Curriculum Committee, the Academic Senate, the Board of Trustees, and the California Community College Chancellor's Office.

All courses and programs offered by Taft College are developed, implemented, and

## Distance Learning Substantive Change Report

controlled by the institution and reviewed through a rigorous process facilitated by the Curriculum Committee. Each Course Outline of Record (COR) includes the required components as defined by Title 5, Section §55002. Courses to be delivered through a distance education modality are reviewed separately by a subcommittee to ensure the same level of academic standards, quality and rigor, and compliance with the required components established by the Curriculum Committee. Student learning outcome assessment plans are developed at the time curriculum is proposed and are maintained in the College's eLumen system. Academic courses and programs are reviewed at a minimum every five years and career/technical courses and programs are reviewed every two years. Curriculum approved by the Curriculum Committee is sent to the Academic Senate for approval, followed by approval by the Taft College Board of Trustees and the California Community College Chancellor's Office.

The College has an established structure, process, and timeline for the on-going support of student learning outcomes and assessments at the course, program, and General Education/Institutional level. The student learning outcomes and assessments structure is a faculty-driven process. The College demonstrated in its "College Status Report on Student Learning Outcomes Implementation" that it had achieved the "proficiency level" criteria defined by ACCJC. Student learning outcomes and assessments are the same for all courses and programs, regardless of the method of instructional delivery. The College has remained committed to authentic assessments. The College's student learning outcomes and assessment process continues to be supported by the Student Learning Outcomes Assessment Steering Committee established through the Academic Senate. The Committee's leadership is chaired by a faculty member coordinator on assigned time. The Committee meets monthly and has responsibility for guiding the learning outcomes and assessment process by establishing goals, timelines, communication, and training. Administrative support to the Committee, coordinator, faculty, and staff is provided by a full-time staff position in the Institutional Research Office. eLumen was purchased and adopted as the database system to support all learning outcomes data. Part-time faculty participate in the development and assessment of learning outcomes. The College remains committed to supporting authentic assessments as determined by discipline faculty. Summaries of outcomes assessment activities are included in the Annual Program Review and Planning documents.

The College submits an Annual Report to the Commission and includes updates relevant to all new courses and programs added to the curriculum, including those that may be delivered through distance education. In March 2011, the College submitted a *Substantive Change Proposal—Distance Education* to bring current and receive approval on all certificates and degrees that have the potential where 50% or more of required courses may be delivered through Distance Education. The Commission approved the report in May 2014 with no further follow-up requested.

In March 2011, the College submitted a *Substantive Change Proposal—Distance Education* to bring current and receive approval on all certificates and degrees that have the potential where 50% or more of required courses may be delivered through Distance Education. The Commission approved the College's *Substantive Change Proposal—Distance Education* in May 2014 with no further follow-up requested.

## Distance Learning Substantive Change Report

The College has in place a registration process for students enrolled in Distance Education classes. Registration and financial aid processes for all students have gradually migrated to web-based access. The Taft College Certification of Compliance with Commission Policies 2015 Institutional Self Evaluation Report Page 62 Student authentication is achieved through the issuance of a user-name and password to each student. Stringent password reset procedures are in place, including verification of username and date of birth and correct response to a security question. The Etudes Learning Management System requires a secure login each time a student accesses the system to do coursework activities.

### Statement on Diversity

*How an institution deals with diversity is an important indicator of its integrity and effectiveness. Institutions accredited by the Commission consider diversity issues in a thorough and professional manner. Every institution affiliated with the Commission is expected to provide and sustain an environment in which all persons in the college community can interact on a basis of accepting differences, respecting each individual, and valuing diversity. Each institution is responsible for assessing the quality and diversity of its campus environment and for demonstrating how diversity is served by the goals and mission of the college and district. In addition, institutions must identify the processes that actively promote diversity in the everyday environment and the academic programs of the college. Accreditation teams will evaluate the condition of institutional diversity during the site visits and include findings and recommendations in written reports to the Accrediting Commission.*

Taft College respects diversity in all of its forms as evidenced by its mission statement, which specifically values diversity. The College conducts a campus-wide student survey every three years to, among other things, assess the campus climate and take appropriate action if student perceptions of the campus climate are found to be negative. The College's Strategic Action Plan requires that student characteristics associated with success, and lack of success, be identified so that appropriate action can be taken (Objective 1.3). The College's Equity Plan requires all student success indicators be disaggregated by student demographic variables to identify subpopulations where interventions may be needed. Likewise, student learning outcomes are disaggregated by student demographic variables for the same purpose. In addition, the College requires diversity training for those employees who choose to serve on selection and hiring committees.

### Policy on Eligibility to Apply for Accredited Status

N/A

### Policy on Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems

N/A

### Policy on Governing Boards for Military Institutions

N/A

*Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*

*All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice.*

Taft College provides clear and accurate information to students and the public in all College publications and on the website. The College utilizes the College catalog and the schedule of classes as primary outreach tools available in print and electronic formats. The Public Information Committee consults with College offices to ensure that content, style, and format are reviewed for accuracy and compliance with public information guidelines. These publications are focused on providing accurate and current information on academic programs and support services.

Taft College complies with all legal and regulatory practices relating to recruitment and admissions. Student recruitment is guided by qualified College staff.

Information regarding accreditation status is provided in the catalog, in the schedule of classes, and on the website as required by the Commission. Additionally, the College posts information regarding accrediting bodies for specific programs. These programs include Dental Hygiene and Court Reporting.

In the section of the College catalog describing career opportunities, clear and accurate information is provided on national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered. Taft College lists occupational programs in the College catalog with licensure information and/or any unique requirements where applicable. Dental Hygiene information includes state certification requirements and accreditation information. Gainful employment information is also included for occupational programs.

*Policy on Institutional Compliance with Title IV*

Taft College complies with the requirements of Title IV Federal Financial Assistance of the Higher Education Act. Students are informed of institutional, state, and federal requirements that include student eligibility for all programs. Students are directed to read and understand the policies, procedures, and guidelines posted on the Taft College Financial Aid webpage. This information is updated annually to remain in compliance with federal regulatory requirements and consumer information. Students are also directed to informational videos through FATV. The Financial Aid Policy and Procedures manual is also updated annually. BP 1530  
[http://www.taftcollege.edu/tcwp/oldagenda/?page\\_id=199](http://www.taftcollege.edu/tcwp/oldagenda/?page_id=199)

*Policy on Institutional Degrees and Credits*

## Distance Learning Substantive Change Report

*An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree and 120 semester credit hours or 180 quarter credit hours for a bachelor's degree. Any exception to this minimum must be explained and justified. An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs. At the time of a comprehensive review, the Commission will review the institution's policies and procedures for determining credit hours for its courses and programs and how these policies and procedures are applied. The Commission will as part of this review assess whether the institution implements the clock-to-credit-hour conversion formula. The Commission will make a reasonable determination of whether the institution's assignment of credit hour conforms to commonly accepted practice in higher education using sampling and other methods. If, following the review, the Commission finds systematic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution, it must take appropriate action and promptly notify the U.S. Secretary of Education.*

Taft College conforms to the commonly accepted minimum program length of 60 semester credit hours (units).

Taft College conforms to the commonly accepted academic expectations for determining a credit hour and has no exceptions. A unit of academic credit is defined in Board Policy/Administrative Procedure 4020 Program, Curriculum, and Course Development and can be found on page 307 of the College catalog.

Taft College has no direct assessment programs.

### *Policy on Institutional Integrity and Ethics*

*Accredited institutions, or individuals acting on their behalf, must exhibit integrity and subscribe to and advocate high ethical standards in the management of its affairs and all of its activities dealing with students, faculty, staff, its governing board, external agencies and organizations, including the Commission, and the general public.*

Taft College protects the integrity of its practices through the Mission Statement, Governing Board policies, and compliance with Education Code.

Taft College complies with all Commission reporting requirements.

Taft College publishes information related to its Mission Statement, educational programs, student services, accreditation status, and tuition and fees via the College catalog, the schedule of courses, and on the website. Taft College has institutional code of ethics BP 3050 [http://www.taftcollege.edu/tcwp/oldagenda/?page\\_id=192](http://www.taftcollege.edu/tcwp/oldagenda/?page_id=192)

The Taft College Board of Trustees Policies Chapters 2 and 7 address aspects of integrity in

## Distance Learning Substantive Change Report

hiring and preventing conflict of interest. Human Resources has written hiring guidelines for all classes of employees and ensures that the guidelines are consistently followed. The College also requires executive administrators and the Board of Trustees to annually submit a conflict of interest statement. The Academic Senate has adopted an academic honesty statement that is published in the College catalog.

Taft College promotes an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College provides accurate and clear information through the College catalog, schedule of classes, the website, and other published sources. Under the direction of the Vice President of Student Services and Vice President of Instructional Services, College information is reviewed for accuracy and clarity before it is published.

Taft College's accreditation status is posted on the College website and included in print publications such as the catalog and class schedule. Transfer-of-credit policies and information on licensure examinations are included in the College catalog in both print and electronic versions.

Taft College makes widely available the Student Rights, Responsibilities, and Academic Standards through the College catalog, schedule of courses, and website to all students, staff, and faculty.

The Standards of Conduct Policy (BP/AP 5500) outlines the procedures for discipline.

Taft College treats accreditation activities, including site visits, as highly important. The College provides assistance in advance as well as support while the team is at the College.

### Policy on Institutions with Related Entities

*When an institution shares certain functions with a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of application, candidacy, review for initial accreditation, comprehensive or interim evaluation, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with Accreditation Standards, the Commission will review and hold only the applicant, candidate, or accredited institution responsible for compliance with Accreditation Standards. The Commission will protect the confidential nature of all information submitted by institutions or by related entities, except as otherwise required by law. Failure of an institution to provide the required certification, guarantee, or other information regarding the institution or related entity requested by the Commission will be addressed as provided in the Commission policies.*

N/A

### Policy on Interregional Policies on the Accreditation of Institutions Operating Across Regions



## Distance Learning Substantive Change Report

*The interregional policies encompass only those colleges and universities which have physical presence, appropriate state authorization, and offer instruction equivalent to 50% or more of a degree program in another (host) region(s) than their home region where they hold accreditation. Once adopted, however modified, these policies will encompass all regionally accredited institutions and will establish a common framework for the evaluation of institutions operating interregionally.*

Taft College has no contractual relationships with non-regional accredited organizations. Taft College is a single college district.

### Policy Regarding Matters under Litigation

*It is the responsibility of the institution to inform the Commission staff, prior to a visit, of any pending litigation against the institution. The staff will consult with the liaison officer to determine if any special advice will need to be provided to the evaluation team chair.*

N/A

### Policy on Monitoring Institutional Performance

*It is the responsibility of the institution to inform the Commission of any circumstance that significantly impacts the institution's operational, academic and student services, or fiscal strength and stability or its compliance with the Commission's Standards.*

N/A

### Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals

N/A

### Policy on Public Disclosure and Confidentiality in the Accreditation Process

*Both the Commission and the institution have responsibilities to provide information about institutional quality and the accreditation process to the public. Public confidence in higher education is enhanced by disclosure of information about the outcomes of accreditation reviews. Institutional reports prepared for the accreditation process, evaluation team reports, and the Commission's action letter stating the outcome of an accreditation review and the institution's resulting accreditation status, shall be made available to campus constituencies, students, and the public after the Commission takes action on the institution's accreditation.*

*However, confidentiality is also critically important during the accreditation process. The accreditation process must occur within a context of trust and confidentiality if it is to result in an accurate appraisal of institutional quality. The efficacy of the accreditation*

## Distance Learning Substantive Change Report

*process requires that institutions provide accurate information, candid institutional self-evaluation, and evidence of compliance with Accreditation Standards and Eligibility Requirements. It also requires that the evaluation teams and the Commission provide carefully prepared, accurate, rigorous, and candid analysis of institutional quality and recommendations for improvement of quality.*

N/A

### Policy on Refund of Student Charges

*Institutions shall publish a current schedule of all student charges including a statement of the purpose for such charges and a list of optional or non-refundable charges and deposits. Institutions shall also develop, make public, and adhere to policies and procedures for the fair and equitable refund of all charges made to students except those that are clearly identified as “non-refundable.”*

Refund policy on page 16 of the 2015-2016 catalog.

[http://www.taftcollege.edu/student\\_services/catalog/2015-16/2015-16%20Taft%20College%20Catalog.pdf](http://www.taftcollege.edu/student_services/catalog/2015-16/2015-16%20Taft%20College%20Catalog.pdf)

### Policy on Representation of Accredited Status

*An institution which is preparing, has submitted, or completed an eligibility review has no formal relationship with the Commission. An institution that has completed an eligibility review may not make any representation which claims or implies any relationship with the Accrediting Commission.*

*During the period in which the college prepares its institutional self-evaluation, the institution does not have a publicly recognized relationship with the Accrediting Commission and cannot represent itself to current or prospective students, the public, governmental agencies, other accrediting bodies, or any other parties as having an affiliated status with the Commission.*

*No formal or informal statements should be made about possible future accreditation, status, or qualification which is not yet conferred by the Commission.*

*Representations should include and be limited to the following statement:*

*At its (date of meeting), the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges reviewed and accepted the Eligibility Report submitted by (name of institution). Under Commission rules, acceptance of an Eligibility Report does not establish a formal relationship between the Commission and the college. Inquiries about accreditation should be made to the Commission office: ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234.*

N/A

## Distance Learning Substantive Change Report

### Policy on Review of Commission Actions

N/A

### Policy on the Rights and Responsibilities of the Commission and Member Institutions

*The Commission is committed to partnering with a member institution in a voluntary non-governmental accreditation process that results in a mutual commitment to self-regulation, quality assurance to the public, and continuous institutional improvement. The Commission and its member institutions share rights and responsibilities to develop and promulgate Accreditation Standards and an agreed-upon accrediting process for comprehensive review. The institutional Chief Executive Officer is the chief representative of the institution to the Commission. The Commission communicates to the institution primarily through the Chief Executive Officer.*

N/A

### Policy on the Role of Accreditation Liaison Officers

*The institution's Chief Executive Officer shall identify an Accreditation Liaison Officer and send the individual's name to the Commission office. The ALO assists the CEO in addressing accreditation matters and serves as the second contact person for the Commission staff. The institution must inform the Commission immediately if there is a change in the ALO.*

Taft College's CEO has identified an Accreditation Liaison Officer and his name has been sent to the Commission office. The ALO does an outstanding job in assisting the CEO in addressing accreditation matters, and has served in this capacity in an exemplary fashion since fall 2009.

### Policy on Student and Public Complaints against Institutions

*The Commission requires that each accredited institution have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well publicized. A complainant filing a complaint with the Commission should demonstrate that a serious effort has been made to pursue all review procedures provided by the institution.*

Taft College fully complies with this policy. Student grievance policies and procedures are reasonable, fairly administered, and well publicized.

### Policy on Substantive Change

*The Commission, through its Substantive Change Committee and processes, ensures that institutions continue to meet the Standards. The substantive change process requires evidence of institutional planning, resource commitment to the proposed change, and evidence that following the change the institution continues to meet the Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission's Standards).*

## Distance Learning Substantive Change Report

*It is the institution's responsibility to demonstrate the effect of a substantive change on the quality, integrity, capacity and effectiveness of the total institution. Substantive changes must be approved by the Substantive Change Committee prior to implementation.<sup>2</sup> The Committee will not approve a substantive change to be effective on a date prior to its action on the substantive change. The approval of a substantive change proposal will be effective on the date the Substantive Change Committee votes affirmatively to approve the change.*

Taft College makes every effort to comply with this policy, as evidenced by the submission of this report.

### Policy on Transfer of Credit

*Accredited institutions have a responsibility to provide for effective transfer of credit that minimizes student difficulties in moving between institutions while assuring the high quality of their education. Each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit including transfer of credits from non-accredited institutions. Institutions shall establish policies on the transfer of credit that are clearly stated and that function in a manner that is fair and equitable to students. At the same time, institutions shall be responsible for careful evaluation of credits that students wish to transfer. Institutions must balance responsiveness to students' preferences about transfer of credit and institutional commitment to the value and quality of degrees, certificates, or other credentials that the receiving institution awards.*

### Evidence

- Taft College Mission Statement
- Taft College Strategic Action Plan
- Taft College Student Equity Plan

See Board Policy 4050 regarding the articulation of courses ensuring smooth transition to higher learning institutions. [http://www.taftcollege.edu/student\\_services/catalog/2015-16/2015-16%20Taft%20College%20Catalog.pdf](http://www.taftcollege.edu/student_services/catalog/2015-16/2015-16%20Taft%20College%20Catalog.pdf)

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**Attachment A: Analysis of Degrees and Certificates: Percent of Major Courses Approved for Distance Learning**

Taft College

Associate Degrees and Certificates of Achievement  
 Percent of Major Courses Approved for Distance Learning  
 At the 50% or 100% Level

Award Title	Award Type	% Online
Administration of Justice for Transfer	Associate in Science	100%
Art History for Transfer	Associate in Arts	50%
Studio Art for Transfer	Associate in Arts	50%
Anthropology for Transfer	Associate in Arts	50%
Business Administration for Transfer	Associate in Arts	100%
Early Childhood Education for Transfer	Associate in Science	100%
English for Transfer	Associate in Arts	100%
History for Transfer	Associate in Arts	100%
History	Associate in Science	100%
Energy Technology	Associate in Science	50%
Multi-Media Journalism	Associate in Arts	50%
Liberal Arts with an Area of Emphasis		
Health and Physical Education	Associate in Arts	Below 50 %
Math and Science	Associate in Arts	100%
Mathematics for Transfer	Associate in Science	50%
Physical Science	Associate in Science	50%
Psychology for Transfer	Associate in Science	50%
Sociology for Transfer	Associate in Science	50%

Percent of Major Courses Approved for Distance Learning Certificate of Achievements  
 At the 50% or 100% Level

Award Title	Award Type	% Online
Administrative Services II	Certificate of Achievement	100%
Energy Technology Petroleum Engineering /Geological Technology	Certificate of Achievement	50%
Associate Teacher in Early Care, Education, and Family Studies	Certificate of Achievement	100%

## Distance Learning Substantive Change Report

### Attachment B: Distance Learning Course Approval List

Course	Number	C&GE Approval Date	Board Approval Date
ADMJ	1501	5/13/2013	6/12/2013
ADMJ	1502	5/13/2013	6/12/2013
ADMJ	1503	5/13/2013	6/12/2013
ADMJ	1504	5/13/2013	6/12/2013
ADMJ	1505	5/13/2013	6/12/2013
ADMJ	1506	5/13/2013	6/12/2013
ADMJ	1507	5/13/2013	6/12/2013
ADMJ	1508	5/13/2013	6/12/2013
ADMJ	1509	5/13/2013	6/12/2013
ART	1800	5/20/2013	6/12/2013
ART	1811	11/13/2013	12/11/2013
ART	1820	5/20/2013	6/12/2013
ART	1850	5/20/2013	6/12/2013
ART	1860	5/20/2013	6/12/2013
ARTH	2030	3/12/2012	4/12/2012
ARTH	2040	3/12/2012	4/12/2012
ASTR	1511		11/14/2014
BUSN	1050	9/8/2014	10/8/2014
BUSN	1059	3/15/2004	N/A
BUSN	1510	12/10/2012	1/9/2013
BUSN	1601	9/10/2012	10/11/2012
BUSN	1602	9/10/2012	10/11/2012
BUSN	1603	9/10/2012	10/11/2012
BUSN	2001	9/10/2012	10/11/2012
BUSN	2002	9/10/2012	10/11/2012
BUSN	2003	9/10/2012	10/11/2012
COSC	1603	3/14/2011	4/21/2011
COSC	1703	3/14/2011	4/21/2011
COSC	1800		7/9/2014
COSC	1860		7/9/2014
COSC	1812	3/14/2011	4/21/2011
COSC	1902	3/14/2011	4/21/2011
HLED	1543	5/1/2015	6/10/2015
MATH	1520	4/9/2014	5/14/2014
MATH	1530	3/10/2014	4/9/2014
MUSC	1520	5/11/2015	6/10/2015
STSU	0206	12/10/2012	1/9/2013
STSU	1001	12/10/2012	N/A
STSU	1017	5/13/2013	N/A
STSU	1018	5/13/2013	N/A
STSU	1019	5/13/2013	N/A

**Attachment C: May 20, 2015 Academic Senate Minutes- Approval of Distance Education Policy**

Taft College Academic Senate Minutes  
Monday, May 20, 2015  
Cougar Conference Room

**Members Present:** President Tony Thompson, Vice President Vicki Jacobi, Jennifer Altenhofel, Kanoë Bandy, Adam Bledsoe, Joe'll Chaidez, Bill Devine, Candace Duron, Geoffrey Dyer, Juana Escobedo, Sharyn Eveland, Shelley Getty, Jessica Grimes, Dan Hall, Michael Jiles, Diane Jones, Danielle Kerr, Kelly Kulzer-Reyes, David Layne, Steve Lytle, Julian Martinez, Mariza Martinez, Janis Mendenhall, Michelle Oja, Robin Polski, Stacie Rancano, Joy Reynolds, Terri Smith, Sonja Swenson, and Susan Vaughan

The meeting was called to order at 1:05 p.m.

Public Commentary

Bill Devine presented a resolution to honor Tony Thompson and his service to the senate as president.

Review of May 4, 2015 Senate Minutes

- Corrections to May's minutes:
  - 1) David Morse, the president of the Academic Senate was incorrectly identified as David Morris
  - 2) The second bullet in page 2 should read: A handbook for local AS constitutions has been created and will be available soon for review.
  - 3) Sharyn Eveland reported that she was not in attendance at the May 4<sup>th</sup> meeting and her name should therefore not be included in the members' present list.
- Sharyn made a motion to approve the minutes as amended. Mike Jiles seconded and the motion passed.

Commentary from Tony

In serving on the newly formed Taft College Hall of Fame committee, Tony has been able to read several bios of Taft College alumni. Tony asked us to keep in mind the amazing things our Taft College students have accomplished.

Regular Effective Contact Procedure Discussion

- Joy Reynolds, Mike Jiles, Jennifer Altenhofel, Kelly Kulzer, and Dan were the REC taskforce members.
- There was discussion about whether this REC policy is a policy or a procedure. This is an Administrative **Procedure** and does not need to receive board approval.
- Sharyn recommended that a board policy on Distance Education be created. It would be

## Distance Learning Substantive Change Report

Board Policy 4105 and state something like, “We will meet the requirements of offering distance education options at Taft College.”

- The issue of “Student Contact Hours” was discussed.
- The first sentence of procedure #2 was revised to read: “A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.”
- Procedure #2 will now include a reference to the Office of Instruction as being the responsible party who will notify the students if the instructor must be out of contact for an unexpected reason.
- Michelle moved to accept the procedure as amended. The motion was seconded by (?). The motion passed.
- The senate voted to approve the Regular Effective Contact Procedure.

## Self-Evaluation Report

Sharyn and Mike reminded faculty to read the draft Self-Evaluation Report and respond with any comments or corrections. This report needs to go to the board in June and the senate needs to approve it before it can go to the board. Several editing suggestions were made and Sharyn made note of those suggestions. Sharyn said that the accreditors are looking for accuracy and an honest self-evaluation of what we are doing.

The senate voted to approve the amended Self-Evaluation Report. Three faculty abstained, Michelle, Steve, and Stacie.

Meeting adjourned.

Respectfully submitted by Dan Hall



**Attachment D: Regular Effective Contact Policy**

Taft College

Regular and Effective Contact Procedure for Distance Education

Purpose:

In hybrid or fully online courses, ensuring regular effective contact guarantees that the student receives the benefit of the instructor’s presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. The distance education guidelines require colleges to develop a policy regarding regular effective contact that addresses “the type and frequency of interaction appropriate to each distance education course/section or session”.

Title 5, Section 55204 Instructor Contact:

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Taft College Regular Effective Contact Procedure:

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

- 1. Interaction and frequency of contact:** Distance education courses are considered the “virtual equivalent” of face-to-face courses. The number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- 2. Establishing expectations and managing unexpected instructor absence:** A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the

## Distance Learning Substantive Change Report

course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), the Office of Instruction will notify the students, via the announcements area of the course and/or via email, and will include information about when the students can expect regular effective contact to resume.

**3. Type of Contact:** Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students:

- a. Orientation materials
- b. Weekly announcements in the course management system
- c. Threaded discussion boards within the course management system with appropriate instructor participation. "Questions for the Instructor" forums are good, but should be used in conjunction with other forums.
- d. Email contact (within or outside the CMS)
- e. Participation in online group collaboration projects
- f. Face-to-face informal meetings (e.g. review sessions)
- g. Face-to-face formal meetings (e.g. regular, scheduled class sessions)
- h. Feedback for student work
- i. Podcasts
- j. Instructor-prepared e-lectures or publisher-created e-lectures or materials (written, recorded, broadcast, etc.) that facilitate the "virtual equivalent" of the face-to-face class
- k. Virtual Office hours via the chat function in the course management system or other synchronous systems such as CCC Confer
- l. Screencasts
- m. Personalized feedback for student work
- n. Voicemail and telephone
- o. Interactive mobile technologies (Chat, Text, Instagram, Facebook, Twitter, etc.)
- p. Videoconferencing (Skype, CCC Confer, FaceTime)
- q. Live orientation or review sessions
- r. Others as appropriate

## Distance Learning Substantive Change Report

### **Attachment E: Nov. 18, 2015 Academic Senate Minutes- Approval of Distance Education Committee**

Taft College Academic Senate Minutes

Wednesday, Nov. 18, 2015

Cougar Conference Room

**Members Present:** President Geoffrey Dyer, Vice President Vicki Jacobi, Jennifer Altenhofel, Megan Andrews, Eric Berube, Paul Blake, Adam Bledsoe, Joe’Il Chaidez, Chris Chung-Wee, Bill Devine, Sharyn Eveland, Tori Furman, Shelley Getty, Greg Golling, Jessica Grimes, Dan Hall, Michael Jiles, Diane Jones, Danielle Kerr, Kelly Kulzer-Reyes, David Layne, Julian Martinez, Mariza Martinez, Tina Mendoza, Michelle Oja, Ruby Payne, Juana Rangel-Escobedo, Terri Smith, and Tony Thompson.

The meeting was called to order at 12:11 p.m.

#### Public Commentary

- No public commentary was offered.

#### Review of Nov. 2, 2015 Senate Minutes

- Since there were no changes made to the Nov. 2<sup>nd</sup> minutes, according to Robert’s Rules, they are thereby approved and we do not need a motion to approve them.

#### Commentary on Electronic Committee Updates

- Two electronic updates were received from the Curriculum Committee and the SLOASC committee.
- Geoffrey commended the Curriculum Committee for investigating how our program discontinuance works.
- Geoffrey thanked the SLOASC Committee for working towards revising their charter.

#### Highlights of ASCCC Fall Plenary – Dyer, Grimes, Hall

- Geoffrey shared about recent accreditation news. The statewide Academic Senate passed a resolution to adopt a new paper called “Effective Practices in Accreditation”.
- The Board of Governors has directed the Chancellor’s Office to establish a new model for accrediting California community colleges.
- Geoffrey attended an EEO Faculty Diversity Summit. Title 5 requires that before serving on screening committees, we must participate in training regarding the educational benefits of workforce diversity and the elimination of bias in hiring.
  - Geoffrey cited a study by Robert Fairlie that supports the link between having a racially/ethnically diverse faculty and higher success/completion rates for minority students.
  - With the additional \$62 million to fund the hiring of more faculty at the community college

## Distance Learning Substantive Change Report

level, we have an opportunity to reverse our demographic trends in personnel that don't match the demographic makeup of our students.

- Dan shared about the Hot Topics in Distance Education discussed at plenary: 1) Accreditation, 2) Accessibility, 3) [State] Authorization, 4) Online Education Initiative, 5) Regular/Effective/Substantive Contact, and 6) Proprietary Publisher Generated Materials.
- Jessica briefed us about two laws affecting faculty pay for non-credit coursework. More 'Basic Skills' coursework will likely be funneled into non-credit status.
- Jessica reported that with the increase in funding for new faculty, over 1000 new faculty will likely be hired for next year. This makes hiring faculty very competitive and it would be helpful to get ahead of the big hiring push in finding quality candidates and in vetting them.

## Tutoring Update – Jones

- Diane stated that some of their math students have expressed concern about a lack of one-on-one tutoring appointments being available.
- Currently an administrator is overseeing the Learning Resource Center and it is Diane's and others' belief that a faculty member should oversee the center.
- Mark Williams met with the math faculty to discuss the issues regarding the LRC. The math faculty were concerned about the two tutoring positions that have not been filled. The math faculty are also concerned about the fact that some of the current tutors are looking for employment elsewhere. The two part-time tutoring positions were then combined to form one full-time position.
- According to data the math department has been analyzing, only a small percent of the time that tutors are available is devoted to one-on-one appointments (7.4% in Fall 2014; 12.0% in Spring 2015; and 4.8% in the first 8 weeks of Fall 2015).
- Vicki pointed out that overseeing the LRC used to be the responsibility of faculty. The position has never been re-filled. We are currently using grant money to pay for the supervision of the LRC. In order to get apportionment funding for this position, there needs to be "line of sight" supervision.
- The job description for the new full-time tutoring position was reworked to be a Learning Assistant/Tutor so that there is more flexibility in providing a broader variety of services to the students.

## Distance Education Committee Proposal/Charter (Second Reading) – Hall

- Three additions were made to the DE Committee proposed charter regarding: 1) accessibility; 2) accreditation; and 3) where this committee sits in relation to the other committees on campus.
- Jennifer Altenhofel moved to accept the proposal of the DE Committee charter. Greg seconded the motion.
- Eric offered that given the reference to accreditation in the charter, it might be prudent to wait until the ACCJC report comes out before we adopt this charter.
- Kelly suggested that we could approve the charter now and revise it later if needed.
- Serving on this DE committee may or may not count towards fulfilling a faculty committee obligation. That will be determined at a later date.
- The motion passed.

## Distance Learning Substantive Change Report

### SLOASC Charter Revisions (Second Reading) – Jacobi

- There were suggestions made about the charter at the last senate meeting, but there is already language in the charter addressing those suggestions. Therefore, there were no revisions made to the charter.
- Michelle Oja motioned to approve the second reading of the charter. Jennifer seconded the motion. The motion carried.

### New Athletics Program Proposal: Golf (Second Reading) – Bandy

- This proposal went before the Governance Council twice, and has received their approval.
- Diane is concerned that we have not funded our current sports at the level they need.
- Tony speculated that Kanoe feels the Golf program would have a minimal impact on the budget. Tony added that a golf program is one of the cheapest sports programs to add.
- The hope is that we could likely attract local high school golfers to join the team. Recruiting expenses should be low.
- The golf athletes will bring in FTES. Vicki suggested that since our enrollment is capped, the increase in FTES does not really help us.
- Tony felt that Kanoe has vetted this program thoroughly. It is the cheapest way to increase the breath of our athletic program. There are also gender equity issues that this proposal addresses.
- Tori motioned to approve the proposal. Bill seconded and the motion carried.

### Academic Senate Constitution and Bylaws – Dyer

- Michelle Oja has been working on a poll to send out to faculty regarding the structure of the senate.
- The Task Force, made up of Geoffrey, Terri, Tony, Michelle O., Bill and Jessica, will try to have a draft of the senate constitution by December 1<sup>st</sup>. This draft could then be discussed at the Dec. 7<sup>th</sup> senate meeting.
- The motion that passed at the last senate meeting was to adopt a senate of the whole with a smaller group of faculty (aka an Expanded Executive Committee or Academic Senate Council) within the senate. There are three California community colleges that have adopted that type of structure for their senate.
  - Columbia College
    - All faculty vote on all senate items.
    - AS Council drafts resolutions and works in advance.
  - Feather River College
    - All faculty vote on everything, except in exceptional circumstances.
  - Skyline College
    - All faculty make appointments and service on committees, but Governing Council has the ability to exercise all functions of the senate.
- The senate discussed the pros and cons of the three forms of Academic Senate Council. Regardless of what form of AS Council is adopted, one key issue to decide on is what quorum will

## Distance Learning Substantive Change Report

- be set at.
- We have the flexibility to customize these three examples in any way that best suits our needs.
- Whatever the task force comes up with, it will be brought before the senate for discussion and input.
- Vicki likes Columbia's model of having the vice president of the senate be the president elect. Another thing to like about their model is that the vice president is not the Curriculum chair.
- Bill wondered about the need to change at all if this is the structure we will adopt.
  - Above all else, Geoffrey wants the senate to come up with a working constitution. But, given that we are not able to accomplish our 10 + 1 responsibilities, it seems that we need to modify how we currently function.
- Sharyn motioned to adopt the Columbia model of the smaller committee. Tori seconded the motion. The motion passed with Michelle O. voting against the motion and Bill abstaining. The following faculty were present when the vote took place.
  - Danielle, Geoffrey, Tony, Mike J., Sharyn, Tori, Dan, David, Terri, Vicki, Mariza, Julian, Joe'll, Adam, Greg, Diane, Ruby, Juana, Eric, and Brian.

### Other

- In addition to having our regularly scheduled meeting on December 7<sup>th</sup>, we will have a meeting on Friday, December 11<sup>th</sup> (Dead Day) at 1:00 PM so that we can rank the full-time faculty position requests.
- In order for our rankings to be presented at the January board meeting, we need to have our ranking decisions made by then. If we would have our faculty ranking meeting during the flex days of our January in-service, several faculty would not be present to vote on the ranking. Therefore, the ranking meeting was moved to December 11<sup>th</sup>.

Meeting adjourned at 1:06.

Respectfully submitted by Dan Hall

## Distance Learning Substantive Change Report

### **Attachment F: Distance Education Committee Charter**

#### NAME OF COMMITTEE:

Distance Education Committee

#### PURPOSE:

The purpose of the Distance Education Committee is to develop policies and promote practices that contribute to the quality and growth of Distance Education at Taft College.

#### SPECIFIC RESPONSIBILITIES:

1. Formation of DE policies/procedures
2. DE course evaluation process/criteria
3. Evaluation of DE resources
4. Stay current on state/Fed regulations
5. Assist in Program Review
6. Determine Best Practices
7. Determine Professional Development needs
8. Promote the inclusion of accessibility practices within online coursework

#### MEMBERSHIP REPRESENTATION:

In adherence to Standard II-A of the ACCJC\*, this committee is an advisory committee made up of faculty and staff personnel who have expertise with distance education.

- Distance Education Coordinator – Chair
- DE Integrated Technology Technician
- DSPS faculty member
- 3 to 4 additional faculty members
- DE adviser
- Institutional Research Analyst
- Vice President of Instruction
- Student Representative appointed by ASB

#### MEMBERSHIP AND MEETING POLICIES:

**Quorum** is based on 50% + 1 of voting membership.

It is the responsibility of each member of the Distance Education Committee to attend each meeting and adhere to the College Code of Conduct.

#### MEETING SCHEDULING, AGENDAS, AND MINUTES:

## Distance Learning Substantive Change Report

The Committee shall meet once a month to accomplish its goals and responsibilities. The committee will determine the day and time of the monthly meeting. Agendas and minutes will be recorded.

### RELATIONSHIP WITH OTHER COMMITTEES:

The Distance Education Committee is a subcommittee of the Academic Senate. The Distance Education Committee may also make recommendations to other committees regarding distance education related issues as needed.

### SELF-EVALUATION:

The Distance Education Committee shall:

- Review/evaluate their performance at the end of each academic year
- Review/evaluate the Committee Charter at the beginning of each academic year

\*See pages 10 and 22 of the ACCJC Guide to Evaluating Distance Education and Correspondence Education (2013).



**Attachment G: BP 3720 Computer and Network Use**

**BP 3720 Computer and Network Use**

***Reference: Education Code Section 70902; 17 U.S.C. Sec. 101 et seq., Penal Code Section 502; Cal. Const. Art 1, Section 1; Government Code Section 3543.1(b)***

Employees and students who use District computers and networks and the information they contain and related resources have a responsibility not to abuse those resources and to respect the rights of others. The Superintendent/President shall establish procedures that provide guidelines to students and staff for the appropriate use of information technologies. The procedures shall include that users must respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users.

Student computer use is subject to the following guidelines:

1. Computer use is a privilege, not a right. Violation of computer use policies and procedures may lead to loss of access to computing resources as well as to disciplinary and/or legal action.
2. Computer use is primarily intended for the support of course work conducted for a particular class assignment. Priority for student usage will be given to students working on class related assignments. Personal use such as non-class-related email, chat rooms, and research will be allowed only as space permits. Computers may not be used for financial gain.
3. Computer use must be within the bounds of Federal and State law. Specific law covers actions such as, but not limited to, tampering with computer hardware or software, unauthorized entry into computers, vandalism, destruction of computer files, or copying of copyrighted software.
4. Resources available on the Internet may be potentially offensive. Users must respect the rights of others. For example displaying on-screen images, sounds, or messages that create an atmosphere of discomfort or harassment for others is prohibited.
5. Computer accounts are for the use of the assignee only. Unauthorized sharing and/or access of computer accounts of other users are prohibited.
6. Disturbances such as excessive noise may result in the restriction of use and/or disciplinary action
7. Information obtained from the World Wide Web and other Internet resources may be inaccurate or misleading. The college cannot be held accountable for the authenticity of information gathered from these sources.
8. Technical difficulties will occur. The college is not responsible for any information that may be lost, damaged, or unavailable due to technical or other difficulties.
9. Chat rooms are allowed in designated areas only.

Distance Learning Substantive Change Report

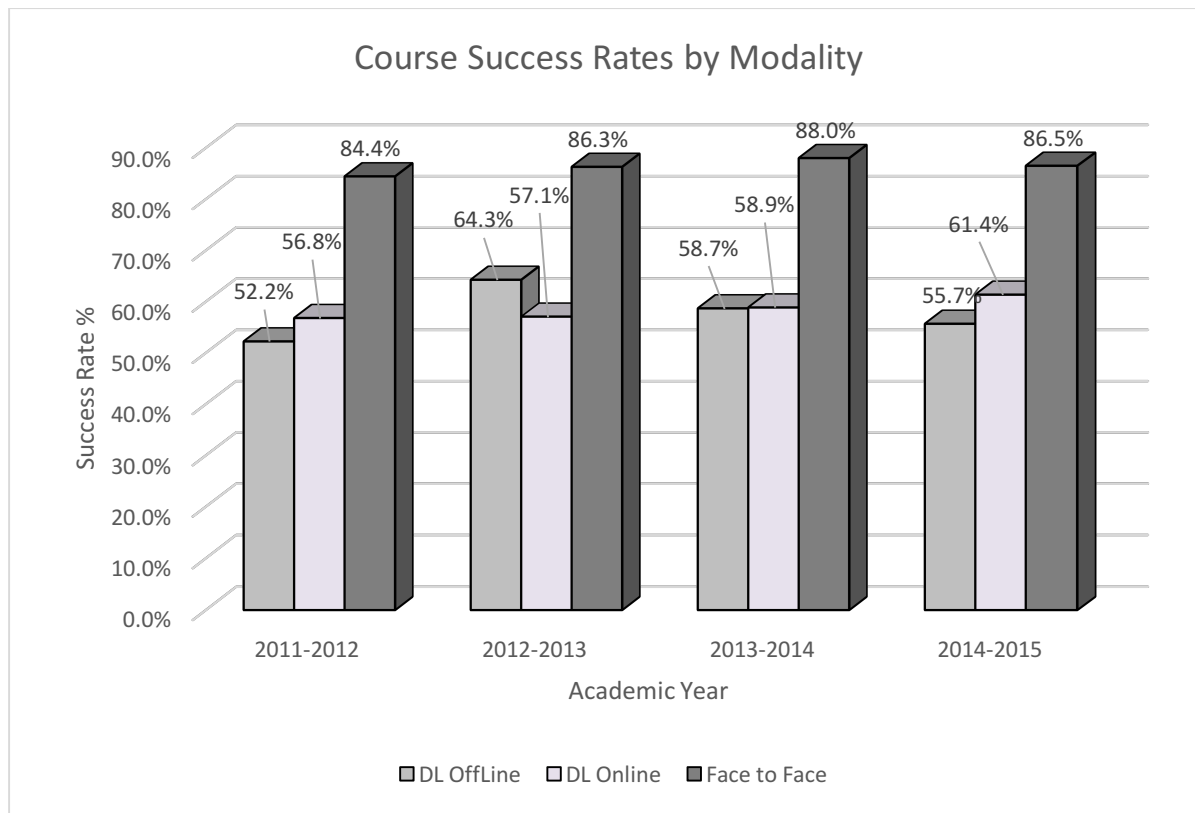
**Attachment H: Statewide Course Success Rates Based by Modality**

Comparison of Statewide Credit Success Rates Based by Modality

	Fall 2014			Spring 2015		
	Credit			Credit		
	Enrollment Count	Success Count	Success Rate	Enrollment Count	Success Count	Success Rate
State of California Total	3,910,366	2,705,727	69.19%	3,781,274	2,635,341	69.69%
Audio one-way (e.g. audio cassette, radio, etc.)	20	11	55.00%	23	20	86.96%
Delayed Instruction	2,909	1,540	52.94%	2,841	1,550	54.56%
<b>Delayed Interaction (Internet Based)</b>	<b>404,994</b>	<b>245,955</b>	<b>60.73%</b>	<b>430,713</b>	<b>266,509</b>	<b>61.88%</b>
<b>Common Distance Education Methods</b>	<b>3,443,739</b>	<b>2,422,348</b>	<b>70.34%</b>	<b>3,286,579</b>	<b>2,329,420</b>	<b>70.88%</b>
One-way interactive video and two-way interactive audio	1,827	1,085	59.39%	1,690	915	54.14%
Other simultaneous interactive medium				15	10	66.67%
Simultaneous Interaction (Internet Based)	38,657	24,003	62.09%	40,018	25,244	63.08%
Text one-way (e.g. newspaper, correspondence, etc.)	5,521	3,145	56.96%	7,629	4,609	60.41%
Two-way interactive video and audio	3,854	2,641	68.53%	3,111	2,055	66.06%

**Attachment I: Graph of Taft College Course Success Rates by Modality**

Figure 1. Course Success Rates Based on Grade Counts by Modality



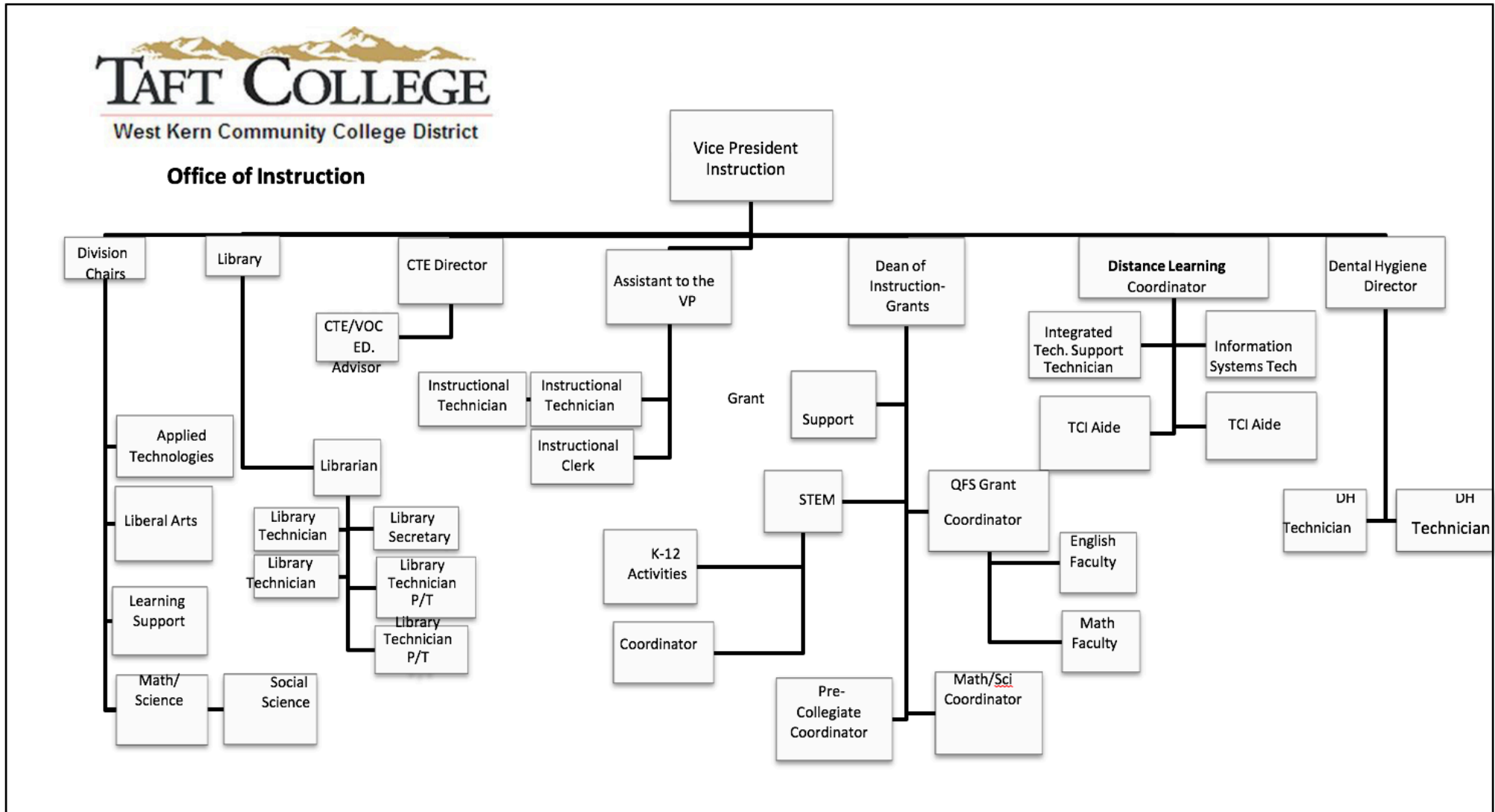


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	TOTAL NON-ACADEMIC SALARIES	\$ 156,574.00	\$ 195,732.00	\$ 160,208.00	\$ 103,116.00	\$ 62,048.00	\$ 60,287.99	\$ 53,104.00
3000	Employee Benefits	\$ 81,440.00	\$ 117,957.00	\$ 88,731.00	\$ 36,517.00	\$ 30,380.00	\$ 32,672.00	\$ 30,014.00
4000	Supplies and Materials	\$ 8,400.00	\$ 8,400.00	\$ 8,400.00	\$ 11,400.00	\$ -	\$ 11,550.00	\$ 3,450.00
5000	Other Operating Expenses	\$ 69,375.00	\$ 54,500.00	\$ 54,500.00	\$ 54,500.00	\$ 40,500.00	\$ 54,200.00	\$ 55,070.00
6400	Equipment	\$ 3,500.00	\$ 4,500.00	\$ 3,500.00	\$ 3,500.00	\$ -	\$ 3,500.00	\$ 2,000.00
	TOTAL NON-SALARY ACCOUNTS	\$ 162,715.00	\$ 185,357.00	\$ 155,131.00	\$ 105,917.00	\$ 70,880.00	\$ 101,922.00	\$ 90,534.00
	SUB-TOTAL BUDGET	\$ 349,275.00	\$ 424,226.69	\$ 338,401.00	\$ 209,033.00	\$ 132,928.00	\$ 162,209.99	\$ 143,638.00

DISTANCE LEARNING OPERATING BUDGET

Attachment K: Organizational Chart



Distance Learning Substantive Change Report

**Attachment L: Student Enrollment Success Rates by Program and Mode**

Table 4: Student Enrollment Success Rates by Program and Mode for Fall 2014

Program	Mode								
	On Campus			Distance Learning Offline			Distance Learning Online		
	Enrolled	Succeeded	Rate	Enrolled	Succeeded	Rate	Enrolled	Succeeded	Rate
Biological Sciences	345	275	79.71%	N/A	N/A	N/A	138	61	44.20%
Business and Management	139	104	74.82%	92	56	60.87%	342	259	75.73%
Education	697	573	82.21%	31	18	58.06%	201	122	60.70%
Family and Consumer Services	94	74	78.72%	N/A	N/A	N/A	128	75	58.59%
Fine and Applied Arts	205	169	82.44%	N/A	N/A	N/A	173	126	72.83%
Foreign Language	94	78	82.98%	N/A	N/A	N/A	130	91	70%
Humanities	1145	774	67.60%	23	7	30.43%	358	201	56.15%
Information Technologies	36	30	83.33%	17	11	64.71%	194	128	65.98%
Interdisciplinary Studies	58	49	84.48%	N/A	N/A	N/A	98	63	64.29%
Library Science	275	173	62.91%	26	10	38.46%	195	122	62.56%
Mathematics	710	444	62.54%	N/A	N/A	N/A	569	308	54.13%
Media and Communications	25	23	92%	N/A	N/A	N/A	97	58	59.79%
Psychology	311	219	70.42%	N/A	N/A	N/A	238	134	56.30%
Public and Protective Services	95	79	83.16%	N/A	N/A	N/A	94	65	69.15%
Social Sciences	599	320	53.42%	69	36	52.17%	636	319	50.16%
Totals	On Campus Success Rate 70.09%			Offline Success Rate 53.48%			Online Success Rates 59.37%		

*Table 4 shows the Student Enrollment Success Rates by Program and Mode for Fall 2014. The success rates are similar for face-to-face and online courses in the following programs: Business and Management, Library Science, and the Social Sciences. The greatest discrepancies are within the Biological Sciences, Education, Family and Consumer Sciences, Fine and Applied Arts and Foreign Languages, Humanities, Information Technologies, Media and Communications. The variation may be due to the numbers in each group. There are low enrollment numbers in some of the groups, which distorts the data.*

**Attachment M: Graph of Student Enrollment Success Rates**

Figure 4: Student Success across Modality for Fall 2014

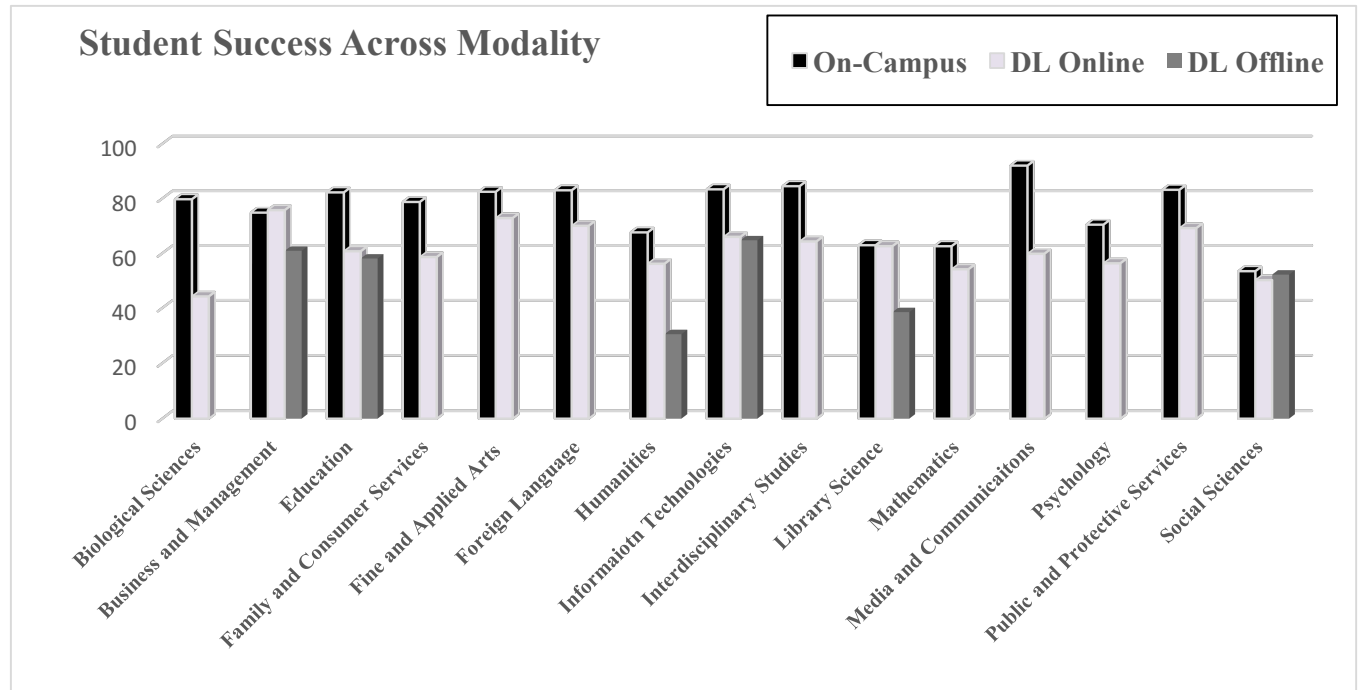


Figure 4 show the enrolled student success rates for on-campus, offline, and online programs for all programs where a distance learning modality (online and offline) exists. Same information as in Table 4.