

SUBSTANTIVE CHANGE PROPOSAL
Intention to Offer 50% of an AA/AS Degree via Distance Education

A Brief Description of Cabrillo College

Santa Cruz County voters approved the formation of a junior college district in 1958. The following year, a newly elected Board of Trustees named the new college in honor of the Portuguese explorer Juan Rodriguez Cabrillo. Instruction began in the fall of 1959 in temporary facilities in Watsonville. Since that time, the college has provided affordable, high-quality education and job training opportunities for more than a half million area residents. Cabrillo graduates are part of the community working as doctors, lawyers, nurses, teachers, journalists, dental hygienists, police officers, licensed childcare providers, musicians, archaeologists, artists, engineers, computer programmers, mathematicians, chefs, writers, scientists, small business owners and corporate executives, among others. For many people in the community, Cabrillo College represents the only affordable option for learning new skills that will help them achieve personal and professional success.

Cabrillo College has long enjoyed the support of its community. This is reflected by the continuing passage of bond proposals over the years to finance Cabrillo's growth and development. In 1960, 77 percent of the population voted to a proposed \$6.5 million bond issue to finance the construction of a permanent campus in Aptos. Construction began in 1961, and by the fall of 1962, 2000 students were enrolled. To further finance expansion, 81 percent of local residents voted to a proposed bond issue in 1965. In 1973, the voters approved the passage of a local matching bond. This permitted the purchase of 20 acres of land on the ocean side of Soquel Drive and the construction of four new buildings. A major expansion of off-campus offerings occurred in 1987 with the opening of the Cabrillo College Watsonville Center. In 1993, the former Watsonville Post Office was remodeled to house the center.

By the late 1990s, it was evident that such support was needed again. Campus buildings, 40 years old, were in need of repair and improvement. Resources were needed to further expand the Watsonville Center. Perhaps most importantly, the campus was serving more than twice as many students, day, evening and weekend, as it was built to serve. In an era when most bond elections around the State were failing, Cabrillo asked local voters to support an \$85 million bond proposal in June of 1998. It passed by 74.5 percent, and was followed by another \$118.5 million bond proposal in 2004, which passed by 61.9%. In 2006, the college entered into a three-year lease on a new Scotts Valley Center serving residents of Scotts Valley and San Lorenzo Valley.

One of the major remodeling projects of the mid-90s was the Library and Learning Resources Center. This project included integrating a Teaching and Learning Center for faculty and staff technology training and support, and instructional design services which enables faculty to develop technology-mediated instruction. A student open access

computing lab was also constructed adjacent to the Teaching and Learning Center. In the late 1990's Cabrillo began to offer a handful of online distance education courses.

Proposed Change

Cabrillo College has assisted faculty in developing an array of online courses that allow students to fulfill their AA/AS and transfer degree goals. This process has slowly evolved since the first three online sections were offered in fall 1998. The 2006-2007 academic year included 198 sections of online classes. Student demand and requests for a broader array of distance classes have led the college to schedule a number of transfer-level and occupational-level courses, enabling students to nearly complete their graduation requirements online. Several departments report they plan to offer at least 50% of their courses online in the future. They include Business and Accounting, Computer Applications and Business Technology, and Public Safety. Digital Media anticipates offering skills certificates online.

Student services and instructional departments adapted to this new medium by offering online services to distance students. Students can apply and register online, access counseling services and an online College orientation, get financial aid information, access tutorials and an online writing lab, and do research online via the Library's online catalog and databases.

Cabrillo College Mission Statement

The mission of Cabrillo College is to enhance the intellectual, cultural and economic vitality of our diverse community by assisting all students in their quest for lifelong learning and success in an ever-changing world.

Our purpose is to provide an accessible and effective learning environment, which aids students in their pursuit of transfer, career preparation, personal fulfillment, job advancement, and retraining goals.

Our core values are academic freedom, critical and independent thinking, and respect for all people and cultures. Our commitment is to encourage excellence, offer a balanced curriculum, promote teaching methods for diverse learning styles, and involve and enrich our community.

Relationship to Stated Mission:

The 2003–2007 College Master Plan identifies distance education as a way to respond to diverse students' learning needs by offering an online degree and increasing the variety of formats used to achieve this goal, including online and TV course delivery. The Distance Education schedule includes both transferable and non-transferable courses. The enrollments are extraordinarily high and the online classes are among those to fill most quickly; we concluded from this enrollment pattern that there is a considerable need for a fuller array of classes offered via distance education. As a result, we are scheduling additional online classes during each term within an eight-week late starting schedule called Cybersession. Cybersession allows us to offer additional courses for students who are unable to get into a full term section because they fill up quickly. Most students, 94%,

live in-state, and 89% live in Santa Cruz County. Residents of the San Lorenzo Valley and Scotts Valley make up 14% of the distance student population, and Watsonville 15%. By offering more distance courses leading toward an A.A. degree or in fulfillment of the general education requirements for transfer in future, the college will provide high-quality higher education to students within and around the Cabrillo College District who are restricted from taking on-campus courses by time, location, family and/or work obligations.

Research

The Planning and Research Office (PRO) has long provided demographic data on distance education in the District, along with the enrollment patterns of the students in distance courses. Reports on student satisfaction, student engagement and other occasional surveys will now seek to sample enough distance courses and students so as to provide a separate break out analysis by department for all major reports.

Distance Education Administration:

The Distance Education Program at Cabrillo has a history of serving ever greater numbers of students each semester. Oversight for the Distance Education Program is the responsibility of the Director of the Teaching and Learning Center. This position coordinates distance education, technology training and support for faculty, and staff development out of a centralized campus facility. As Distance Education keeps growing, distance education represents an increasing portion of the college's overall FTES. Overall, faculty have a very optimistic view of this strong and growing program.

Cabrillo is very close to being able to offer complete degree programs online. This is an educational product that the college's Distance Education Committee is proud of, and one that the college can market throughout the state, the nation, and world-wide. The Teaching and Learning Center, under the direction of the Office of Instruction, provides coordination of the Distance Education Program. The Distance Education Committee is a shared governance body that provides recommendations to the Office of Instruction. Distance Education and the TLC is also represented on the college's Technology Steering Committee.

The college's current course management system is Blackboard/WebCT, and over the years, a very strong commitment was made both in terms of money paid for licenses and training for faculty. The Distance Education Committee has taken responsibility for the evaluation of course management system effectiveness and recommendations on hosting solutions. An annual faculty satisfaction survey, workshop evaluation forms, and staff development surveys provide feedback on what faculty need to prepare themselves to be more effective online educators. The TLC Director participates in the technology mentor program sponsored by the California Educational Technology Collaborative, and is a member of the @ONE Chancellor's Office project which provides online and hands-on training in distance education pedagogy.

The College provides a single server hosting solution for the Blackboard/WebCT online course management system. Of the 128 sections hosted on WebCT, 44 are foreign language labs. Less than 10% of the total sections use either a textbook-publisher-provided course management system or Moodle. According to the Chancellor's Office Distance Education Report, July 2007, technology support costs for distance education ranks high compared to costs for traditional modes of instruction. All other costs associated with distance education delivery (i.e. faculty salaries, instructional supplies, curriculum course development and course production) are the same.

Preparation Process for the Distance Education Degree:

Distance education is defined as instruction that is delivered to students who are not physically "on site." At least 51% of the content of a course must be delivered to students who are not "on site" to qualify as a distance education course. Cabrillo offers distance education courses through two systems: online and via cable television (telecourses). Although much of the early distance curriculum was made up of telecourses, the college has systematically been reducing the number of courses offered in this mode due to the prohibitive costs associated with this type of course delivery versus online instruction.

By fall of 1998, the first online courses were offered at Cabrillo. Additionally, during each semester beginning in fall of 1999, workshops were offered in WebCT and faculty were able to provide input through the DE Committee, Technology Committee, Flex workshops, Teaching and Learning Center (TLC) workshops, and to the TLC staff. This pattern indicates a high level of institutional support for the Cabrillo Distance Education Program.

For the 2007 spring semester, 2,905 students were enrolled in 92 sections of distance education courses. This represents the highest number of students the college has ever served. The distance education program has been steadily growing since the late 1990's.

One of the major objectives of the 2003-2007 College Master Plan was the commitment to develop and implement curricula that respond to student learning needs, changes in technology, transfer education, the economy, and the workplace.. One of the activities of this objective was to "increase distance education offerings and offer an online degree by 2003-2004, and increase the variety of delivery and scheduling formats, including online, TV/Cable, in-classroom, including 16/8/6/4 weeks classes." The Distance Education Committee, in collaboration with the Office of Instruction met many times over the years to evaluate program needs and curriculum options. Mini-grants were provided to faculty developing new online courses and the Teaching & Learning Center provided needed faculty training.

Human Resources

The college has an 80% Director of the Teaching and Learning Center who coordinates the technology facility, the Distance Education Program, and Staff Development .

Workshops, online tutorials, and one-on-one training are offered Monday through Friday, One 100% classified staff member is assigned to the center Monday through Friday, 8 hours per day. In addition, the Information Technology department provides technical support staff to administrate the course management system server.

Financial Resources

The Distance Education operational budget of \$49,252 covers the cost of the Blackboard/WebCT license, telecourse license fees, and student workers for the Blackboard/WebCT helpline. All other costs associated with the delivery of distance courses fall within the institutional budget for salaries related to program administration.

Physical Resources

The Library/Learning Resources facility was renovated in 1996. The District created the Teaching and Learning Center to respond to the emerging technology training needs of faculty and staff. The facility contains a computer training room, open computer lab, video editing room and two offices. Instructional technology resources are available in print, online, and via CD/DVD. The center also coordinates an equipment loan program for faculty and staff. College employees can check out a laptop/projector, iPod recorder, digital still and video cameras, and lighting equipment. A small budget was established for instructional supplies, and small scale software and hardware purchases

Technology Resources

The computer lab utilizes 21 Dell desktop computers and 3 Dell laptop computers, The technology infrastructure supporting the computer lab, teaching lab and office includes wide area network access to the college's central network and the college's Internet gateway. The Blackboard/WebCT course management system is hosted on a single server in the Information Technology server room on a SAN. In response to a dramatic increase in server usage, and the need to improve performance, 2 Dell Power Edge 1950s servers will replace the existing course management system server.

Administration and Governance

The Distance Education Program has adequate staffing and oversight during the hours of operation. The college has identified the Director of the Teaching and Learning Center as a lead to oversee general operations. The Director is responsible for contracts, operations, and maintenance of the Teaching and Learning Center and reports to the Vice President of Instruction. All technology matters are handled by the Office of Instruction in collaboration with the Information Technology Department which is directed by the Associate Vice President of Technology. The Director, TLC staff and Distance Education faculty are encouraged to participate in distance education governance matters pertaining to the District, and are notified via email of meetings, forums and workshops.

Approval by Internal and External Constituencies

The College Master Plan is developed and approved through the various college constituencies. The commitment to improve student access to higher education through distance education has been reflected in the College Master Plan for several years. The

college is committed to distance education and to continue to evaluate and support a long-term plan for the needs of our distance students.

Eligibility Requirements

1. Authority

Cabrillo College's authority to operate as a degree granting institution is the continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. This authority is noted on the page immediately following the title page of the Cabrillo College Catalog.

2. Mission

The July 1995 mission statement of Cabrillo College was evaluated and revised by the Mission Statement Task Force during the current 1999-2001 accreditation process and approved by the Governing Board at its July 10, 2000 meeting. The revisions were based on input received from the Standard One Team and from the campus community. In preparation for the 2007 Accreditation, the Standard One Team re-evaluated the mission statement, surveyed all campus constituencies, and determined that the current mission statement appropriately reflects the mission of the college. The team also recommended that the mission statement be reviewed every three years to determine its continued relevance. The mission statement may be found in the Cabrillo College Catalog and is one of the elements in the College Master Plan.

3. Governing Board

A seven-member Board governs the Cabrillo Community College District, a single college district. Trustees are elected to the Governing Board for four-year terms from each of the seven districts within a tri-county area – Santa Cruz, Monterey, and a small portion of San Benito Counties. No member of the Board of Trustees shall have any financial interest in any contract or purchase order made by the Board (BP 1090). The terms of the trustees are staggered to provide continuity. The student body elects a student trustee who serves a one-year term on the Board, and who votes on college business (except for closed session issues) in an advisory capacity. The Governing Board holds monthly meetings open to the public with notices and agendas widely posted in advance. In order to be accessible to members of the large tri-county area, the Board holds one annual meeting at the Watsonville Center and at a north county site respectively. The agenda contains an oral comments section for community comment. The College Faculty Senate, the faculty union and the classified union all provide reports to the Board on a regular basis.

4. Chief Executive Officer

The Superintendent/President of the college is selected by the Governing Board. Brian King, Superintendent/President of Cabrillo College, is the college's chief executive officer, whose primary responsibility is to the institution.

5. Administrative Capacity

The administration is adequate in number, experience and qualifications to provide appropriate administrative oversight.

6. Operational Status

Students are enrolled in a variety of courses that lead to two-year degrees, certificates of proficiency, specializations, skills certificates and transfer.

7. Degrees

The majority of Cabrillo College's offerings are in programs that lead to degrees as described in the Cabrillo College Catalog, and a significant number of students are enrolled in these courses. Degree opportunities and transfer courses are clearly identified in the college catalog.

8. Educational Programs

Cabrillo College's educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length and maintain appropriate levels of quality and rigor for the degrees and programs offered. Basic skills programs in reading, writing and math help students develop the proficiencies necessary to advance to college-level curricula or to qualify for entry-level employment. Those with limited English proficiency may enroll in ESL courses. Cabrillo has 60 academic departments that offer courses and programs serving transfer-oriented students. These departments offer 39 A.A. degrees. In 2005-2006, 503 A.A. degrees were awarded by these departments. Cabrillo has approximately 30 departments/programs that offer occupational certificates and degrees. These departments offer 37 Associate in Science degrees, 29 Certificates of Proficiency and 8 Certificates of Specialization. In 2005-2006, 325 A.S. degrees and 271 certificates were awarded. Associate in Science degrees generally require 60 semester units including 21 units of general education. Certificates of Proficiency require a minimum of 30 units. Skills Certificates require fewer than 18 units of course work.

9. Academic Credit

Academic credit is based on Title 5 – 55002.5 of the California Administrative Code.

10. Educational Objectives

Cabrillo College defines and publishes program educational objectives in the course outlines, in the college catalog, in occupational brochures, and in instructional planning documents that are reviewed and updated every six years.

11. General Education

General education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competence in writing and computational skills and serve as an introduction to major areas of knowledge (Title 5 – 55806). The quality and rigor of these courses is consistent with the academic standards appropriate to higher education. The general education component of programs is consistent with statewide standards.

12. Faculty

Cabrillo College has 217 (fall 2005) full-time instructors and 365 adjunct faculty teaching at the institution. The names, degrees, and years of employment of full-time faculty are listed in the college catalog. The faculty serves approximately 15,000 students by providing them with quality programs in transfer and occupational education and in the mastery of basic skills and English as a second language. Faculty responsibilities are stated in the Faculty Handbook and in the contract between the Cabrillo Community College District and the Cabrillo College Federation of Teachers.

13. Student Services

Cabrillo College provides appropriate services to students and develops programs that meet the educational support needs of its diverse student population. The college provides services in the following areas: Admissions and Records, Cabrillo Advancement Program, Career Planning/Job Placement, Articulation, Counseling, Extended Opportunities Programs and Services, Financial Aid and Scholarships, International Student Services, PUENTE, Digital Bridge Academy, Student Affairs, Student Health Services, Student Housing, Transfer Center, Veterans Affairs, the Cabrillo College Children's Center, Disabled Student Programs and Services, Fast Track to Work, Inter-Collegiate Athletics, the Learning Resource Center (including Tutorials, Writing Center, Reading Center, Math Learning Center, Early Assistance Program, Language Lab, and the Learning Skills Program), Library, Computer Technology Center, MESA, Stroke Center, Student Development and Matriculation, the Cabrillo Bookstore, Campus Food Services and Campus Police.

14. Admission Policies

The college's admissions policies are consistent with its mission and conform to parameters outlined in state law and college regulations. They are published in the college catalog, the schedule of classes, and on the Cabrillo College web site. To enroll at Cabrillo College, a student must satisfy the published requirements.

15. Information and Learning Resources

Cabrillo College provides specific long-term access to information and learning resources and services to support its educational mission. These resources and services are provided for and delivered by many different divisions, departments, and centers, but in general they primarily are the responsibility of two areas: the Robert E. Swenson Library and the Information Technology Department.

Cabrillo's resources include a library collection of over 58,000 items. Within the library, information sources are accessed from nearly 100 technology stations, equipped with computers, monitors and VCRs, or other information technology setups. Most Cabrillo staff, and all students and faculty have access to computers, e-mail and the Internet. The library has wireless capacity as do many other buildings and sites on campus. Students also have access to over 200 computers in the Computer Technology Center. Other computer labs are restricted to certain programs, classes or departments (more than 370 computers).

16. Financial Resources

Most of the financial resources of the college come from the State of California. Additional funding is obtained from federal, state, and private sources. All funds coming to the college are carefully tracked and documented. The college maintains adequate reserve levels for contingencies and for expansion. The college maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future.

17. Financial Accountability

The college is audited on an annual basis by an independent audit firm. The firm is selected by evaluating the scope of their experience, the size of the firm and their ability to provide backup personnel and a wide range of expertise. References are carefully evaluated. The audit firms employ *Audits of Colleges and Universities*, published by the American Institute of Certified Public Accountants. The Governing Board reviews the audit findings, exceptions, letter to management, and any recommendations made by the contracted audit firm.

18. Institutional Planning and Evaluation

The Planning sections of the Self-Study demonstrate the wide-ranging basic planning for the development of the college, as does the 2003-2007 College Master Plan. The results of goals, strategies and outcomes of the College Master Plan are reviewed by the four components of the college on an annual basis. The College Planning Council reviews these reports, documenting the activities aimed at improving programs and services. A new College Master Plan is in its initial stages of college preparation.

19. Public Information

Cabrillo College displays in writing and practice the model of institutional integrity. The mission statement of the college is clearly articulated in the college's catalog as well as in the College Master Plan. The college catalog, the district schedule of classes, and the Distance Education web site within the college web site provides the public with current information on: degrees and curricular offerings, student fees financial aid, refund polices, admissions policies, transfer requirements, hours of operation and appropriate contact information such as phone numbers and specific web pages where needed. The college also provides information and reminders about various activities, such as school performances, or important deadlines, such as late registration and financial aid, by direct mail. The college works with the local media to ensure publication of important dates and activities of interest in various community and media calendars. The names and academic preparation of the faculty and administration are listed in the back of the college catalog. The names of the Governing Board members are also listed in both the catalog and the schedule of classes.

20. Relations with the Accrediting Commission

The Governing Board of Cabrillo College provides assurance that the college adheres to the eligibility requirements and accreditation standards and policies of the Commission in its policies (*Board Policy Manual, Section 1: Bylaws of the Governing Board*) and actions and in its validation of this Self-Study.

Accreditation Standards

The college will hold all courses and all operations related to distance education to the same standard as those for on-campus classes.

Standard I: The Mission Statement, which guides Cabrillo College, will equally apply to Cabrillo's Distance Education Program. The college will establish a distance education program aligned with this purpose and specific to the needs of the greater student population.

Standard II: The college assures the quality of the courses offered at this site. The college will continue to offer high-quality instructional courses and programs via distance education with the primary purpose of leading to transfer or to improve access to occupational courses. Courses will adhere to the established course outlines for use throughout the district, with imbedded student learning outcomes that mirror those in the curriculum taught on the main campus. All courses will be taught with the most appropriate pedagogy for the respective curriculum of each course and with the use of state-of-the-art instructional technology. All sections will adhere to the appropriate depth and rigor of those taught throughout the district and will be scheduled in timeframes appropriate to the subject matter.

The student support services for distance students will be sufficient to provide students access to the college, guidance in the admissions and registration process, financial aid advice and assistance, orientation to the college, and individual academic counseling,

including the development of an individual educational plan. The students will access online library resources via the Internet.

Standard III: In hiring faculty, the college will maintain the same quality for distance education as for faculty at the on-campus sites. All faculty must meet the minimum qualifications in their respective disciplines. The faculty teaching distance education will undergo the same evaluation procedures as their counterparts on campus. Faculty office hours can be on site or online using information technology tools such as real-time chat or webinar tools like CCCConfer.

The college will provide sufficient security to protect student online accounts and personally identifiable information. The technology used will be state-of-the-art and the college will maintain the hardware and software in support of high quality instruction. The technology infrastructure is sound and will also be maintained through systematic review and upgrades as necessary.

Standard IV: All faculty, staff and students will have access to the governance processes through the established avenues on the main campus.