

Substantive Change Proposal

American River College: Programs with 50% or more of the units in courses approved for a Distance Education Modality

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A Description of proposed change and rationale for the change

American River College (ARC) is a large urban college that primarily serves residents of the six-county Greater Sacramento region. The College serves approximately 30,700 day and evening students (Fall 2013, Los Rios Community College District, *First Census Enrollment Report*, 09/09/2013). As the largest college in the Los Rios Community College District, ARC has a very diverse student body.

Description of the change

American River College (ARC) has been offering Distance Education (DE) courses for many years, courses that combine on-campus and online time (“hybrid” courses), and fully online courses. In recent years, in response to enrollment growth, limited space and student interest, ARC has increased the number of its online course offerings. This growth is in keeping with nationwide trends in online course offerings and has been supported and managed to adhere with ACCJC Standard II.B.1 that states: “The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.”

In 2008 ARC reported programs for which 50% of the courses in the core requirements of the program had been approved for a DE modality to ACCJC via a Substantive Change Proposal. Those programs that were expected to reach the 50% threshold in the near future were also included in that proposal. The programs included in the 2008 Proposal, as well as those which have been added since that time, are listed in [Appendix A1 and A2](#).

Recently, in order to provide clear and accurate information to the College and to ACCJC, the former Dean of Planning and Research and staff conducted an audit of ARC’s curriculum database and realized that a significant number of courses had been approved for DE since 2008. As a result, it became apparent that additional programs were now close to or beyond the 50% threshold outlined in the July 2013 ACCJC substantive Change Manual, which defines a DE program as one in which DE “courses make up 50% or more of the credits required for a program”.

It is important to note that many of these degrees and certificates meet the DE definition due to their GE and/or elective requirements. GE requirements make up close to (or in some cases more than) half of the units required for most degrees. An audit of GE offerings ([Appendix B](#)) found that students could potentially complete 90% of their ARC GE requirements using courses that have been approved for DE (if they were offered in this mode). The same audit of the CSU GE requirements (the GE requirements for the new transfer degrees) indicated a CSU GE availability of 92% ([Appendix C](#)).

ARC has reviewed all degree and certificate program requirements to establish each program's DE status based on the ACCJC definition. This Substantive Change Proposal includes the results of that review and an up-to-date listing of programs for which more than 50% of the total program units (combined core, General Education, and electives) are in courses that have been approved for DE. It is important to note that not all ARC courses that have been approved for DE are offered in a DE modality in any given academic year. Thus, the programs listed in this proposal as "DE programs" may not have the courses offered in a pattern that allows students to complete the program at 50% or more through DE. However, in future semesters, courses could be offered in a format that does allow 50% or more of the units in these programs to be completed in a DE modality.

Based on the above definitions, the College is submitting this substantive change proposal for the new degrees and certificates that could be offered with more than 50% of the required units in a DE modality in the future.

Relationship of Change to Stated Mission

ARC Mission Statement: *American River College is a public community college granting certificates and associate degrees. The college primarily serves residents of the six-county Greater Sacramento region who are capable of benefiting from community college instruction. This service is provided through traditional classroom instruction, off-campus centers, and distance education.*

ARC exists to: 1) assure students identify their educational goals and needs; and 2) successfully accomplish learning in the four educational areas, listed below in alphabetical order:

- **Career and technical education** to achieve employment or enhanced career skills for job advancement.
- **Developmental education** to achieve basic foundation skills in reading, writing, mathematics, English as a Second Language, and learning and study skills which are necessary for students to succeed in college-level work.
- **General education** to achieve knowledge, skills and attitudes for post-secondary education success, personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community.
- **Lower division post-secondary education** to achieve transfer to and success in obtaining a degree at a four-year post-secondary education institution.

Access and success for students and service to the community are the foundation for the College's Mission and programs. The development of Distance Education courses and programs aligns with the ARC mission because the DE modality increases educational opportunities for students, supports our diverse student population and enhances our ability to meet the needs of the community we serve.

Rationale for Change

ARC began piloting distance education courses in 2000 using Blackboard, which is the learning management system (LMS) secured by the District for use by all of the Los Rios colleges. Subsequently, ARC continued to offer more distance education courses each semester (Appendix D). In 2008, the Los Rios colleges moved to D2L (Desire2Learn) as the platform for DE courses and supplemental web enhancement for face-to-face courses. D2L students authenticate access using their unique district issued username (student ID) and password. Faculty who wish to use other learning platforms as part of a DE course are encouraged to use D2L as the entry point to those courses so that students must still log in using their authentication credentials before being directed to other sites.

The College has included Distance Education fully in its planning processes. The Instructional Technology Center Program Review for 2009-2010 (Attachment 1) and the Educational Master Plan (Attachment 2) outline the overall plans for the resource needs for DE at the College. For each department that offers Distance Education courses, the college's program review processes require that departments review enrollment, success rates, and compare and contrast success rates for distance education sections for the same face-to-face sections, so that faculty can make adjustments to teaching methodologies to ensure consistent learning through all modalities (Attachment 3). In addition, the Technology Committee's Technology Master Plan for 2009-2012 addresses the college's growth in distance education and states, "This committee believes that growth in the number of online courses should continue to be strategic throughout future cycles." The Technology committee is currently working on the 2013-2015 Technology Master Plan and anticipates that it will be completed in Fall 2014.

B. ARC degree and certificate programs with more than 50% of units in courses approved for offering in a DE modality

American River College is requesting a substantive change to permit the offering of the DE degrees and certificates that meet the ACCJC DE Program definition, which were not included in the 2008 ARC Distance Education Substantive Change Proposal. The complete description of these programs is available in the College catalog, which can be found at the following link: <http://www.arc.losrios.edu/catalog.htm>

As previously mentioned, it is important to note that not all ARC courses that have been approved for DE are offered in a DE modality in any given academic year. Thus, the programs listed in this proposal as “DE programs” may not have the courses offered in a pattern that allows students to complete the program at 50% or more through DE. However, in future semesters, courses could be offered in a format that does allow 50% or more of the units in these programs to be completed in a DE modality.

ARC has a robust curriculum approval process and courses to be approved for a DE modality must be reviewed and approved by the Curriculum Committee. This includes a separate review and approval by the Distance Education Subcommittee of the Curriculum Committee. The Course Outlines of Record (COR) include details of how a course approved for a given DE modality will maintain effective student contact – the allocation of instructional time and methods for effective instructor contact are specified on the COR (Appendix D).

The tables on the subsequent pages (Tables 1 and 2) show the certificate and degree programs which were not included in the 2008 ARC Substantive Change Proposal. A full listing of all programs meeting the DE definitions (both those reported here and those reported previously in 2008) is included as Appendix A.

Table 1: ARC Certificate programs that could be offered 50% or more via DE that were NOT included in the 2008 ARC Distance Education Substantive Change Proposal.
(Arranged by the percent of units approved for DE modalities)

Distance Education courses = those courses for which more than 50% of the instructional time is approved for delivery in any DE modality.

Distance Education certificate programs = those certificate programs for which more than 50% of the units are in courses that meet the DE course definition above.

Note: Not all courses approved for DE are offered in a DE modality in any given academic year. Thus, the programs that are listed in this Proposal as “DE programs” may not have the courses offered in a pattern that allows students to complete the program at 50% or more through DE. However, in future semesters, courses could be offered in a format that does allow 50% or more of the units in these programs to be completed in a DE modality.

Certificate Title	Number of units in the program that are in courses approved for DE	Total units in required program	Proportion of units that are in course approved for DE
Accounting Clerk	18	18	100%
CIS: Computer Networking Management	21	21	100%
CIS: Database Management	24	24	100%
Computer Information Security Essentials	12	12	100%
Design Technology	38	38	100%
Information Systems Security	23	23	100%
Introduction to Leadership in Action	15	15	100%
Leadership	27	27	100%
Network Administration Essentials - Windows	12	12	100%
Small Business Management	24	25	96%
Engineering Technology	40	43	93%
Early Childhood Education Management Specialist	20	24	83%
School Age	18	22	82%
Site Supervisor	49	60	82%
Gerontology: Health Care	29	36	81%
Master Teacher	42	53	79%
Infant Specialist	18	23	78%
Teacher	34	45	76%
Leadership Development	12	17	71%
Associate Teacher	9	13	69%
Taxation	9	13	69%
ECE: Culture and Diversity Specialist	15	22	68%

Gerontology: Case Management/Social Services	24	36	67%
Dietary Manager/Dietary Service Supervisor	13	20	65%
Digital Repair and Upgrade Technician	11	17	65%
Commercial Music: Business	21	33	64%
Legal Assisting	18	30	60%

TABLE 2: ARC Degree programs that could be offered 50% or more via DE that were NOT included in the 2008 ARC Distance Education Substantive Change Proposal.

(Arranged by the percent of units approved for DE modalities)

- Distance Education courses = those courses for which more than 50% of the instructional time is approved for delivery in any DE modality.
- Distance Education programs = those degree programs for which 50% or more of the units (both core required and general education units) are in courses that meet the DE course definition above.

Note: Not all courses approved for DE are offered in a DE modality in any given academic year. Thus, the programs that are listed in this Proposal as “DE programs” may not have the courses offered in a pattern that allows students to complete the program at 50% or more through DE. However, in future semesters, courses could be offered in a format that does allow 50% or more of the units in these programs to be completed in a DE modality.

The current proposal assumes that math, reading and writing competencies are met with courses, not exams, and that the multicultural requirements is met with a course that also counts in another GE area – this gives a total of 30 GE units required.

Degree Title	Degree Type	Total Units (required program, GE and elective units)	Number of total units that are in courses approved for DE	Proportion of units that are in course approved for DE
Human Services	AA	64	37	58%
Psychology	AA	60	36	60%
Sociology	AAT	60	36	60%
Kinesiology	AAT	60	36	60%
International Studies AA Degree	AA	60	36	60%
Sign Language Studies: Human Services	AA	70	42	60%
Sign Language Studies: Business	AA	70	44	63%
Chemical Dependency Studies	AA	67	43	64%
Early Childhood Education	AA	74	48	65%
Recreation Management	AA	60	41	68%
Early Childhood Education for Transfer	AST	60	42	70%

Computer Science	AS	62	45	73%
Anthropology	AS	60	44	73%
History of the Creative Arts	AA	60	45	75%
The Individual and Society	AA	60	45	75%
Legal Assisting	AA	60	45	75%
Gerontology: Case Management/Social Services	AA	66	50	76%
Commercial Music: Business	AA	63	48	76%
Funeral Service Education	AS	94.5	73	77%
CIS: Computer Programming	AS	60	47	78%
Sports Medicine	AS	60	48	80%
Technical Communications	AA	62	51.5	83%
Accounting	AA	66	55	83%
Gerontology: Health Care	AA	66	55	83%
Speech- Language Pathology Assistant Program	AS	72	60	83%
Leadership	AA	60	51	85%
Administrative Professional	AA	62	53	85%
Information Systems Security	AS	63	60	95%
Small Business Management	AA	64	61	95%
Design Technology	AS	68	65	96%
Engineering Technology	AS	73	70	96%

C. Description of the planning process

District Planning

The 2011 Los Rios Community College District (LRCCD) Strategic Plan clearly articulates a mission, values and goals that provide a foundation for ARC's DE program. One of the District's core values is a commitment to providing educational opportunities to all who can benefit. One of the District's goals articulates the following: "In order to meet the challenges of population growth, we will pursue new delivery appropriate to provide a high level of access to education". In addition, a key strategy area in Teaching and Learning Effectiveness calls for supporting high quality distance education as an option for increasing access and promoting student success. Specific initiatives outlined in the plan include coordinating in Distance Education to maximize student choice and access, expanding the use of data to inform scheduling and the identification of optimal delivery methods, further integrating DE planning with other planning efforts, and providing professional development to support increased student success.

The LRCCD Educational Technology (ET) Committee is actively involved in coordinating DE planning across the district. The ET Committee created Strategic Options (Attachment 6) for the Los Rios colleges in 2004, which has served as the catalyst for discussion of the future of distance education for the Los Rios Community College District. The ET Committee is currently discussing additional ways to strengthen student authentication in DE courses beyond the authentication by unique student username and password already required. They are also planning to update the District's DE Instructional Resources document next year.

The LRCCD Board of Trustees approved policies and regulations regarding the release of student information to ensure that the College and District are FERPA compliant. These policies and regulations are published in the Student Rights and Responsibilities section of the College Catalog (http://www.arc.losrios.edu/Support_Services/Center_for_Leadership_and_Development/Student_Rights_and_Responsibilities.htm). The College and District also have many practices in place to ensure that our students' privacy is protected. Student login to D2L assures they are the only ones who can access their course records. Faculty contact students via their district provided email, which requires student login. In addition, the District carefully researches all of the third-party software external to D2Luse, such as Turnitin, in order to further ensure adherence to FERPA regulations. The District's Information Security Officer's Committee has developed information security awareness training and an FAQ for faculty to further assure students' right to privacy (Attachment 4).

College Planning

Distance Education is integrated into the planning processes of the College. American River College provides a coordinated and academically rigorous approach to distance education

courses.

The ARC Goals and Objectives Number 2.1 is to increase profession development activities to improve teaching and learning effectiveness, with a particular emphasis on basic skills, distance education, and cultural responsive instruction.

The Distance Education Master Plan (Appendix 11) is the main planning document for the implementation of quality distance education at the College. The plan includes four key strategic components:

- Course and Program Development
- Instructional Quality and Professional Development
- Student Success and Support Services
- Funding, Governance and Management

Planning for DE is also integrated into the College's other planning processes. The DE Coordinator, the Technology Committee and the College through planning documents provide direction and guidelines for web-based instruction at the College. These plans address the following goals:

- The College is committed to ensuring comparable quality education, effective support services, and accessible learning materials in its distance education courses and services as it does in all of its courses and services.
- The learning outcomes of distance education offerings are the same as those of traditional offerings.
- Through distance education, American River College strives to expand the delivery of quality education by:
 1. utilizing technology to create an educational opportunity that is independent of time and place,
 2. expanding access for students challenged by distance and schedule,
 3. increasing accessibility for students with physical limitations,
 4. enabling students who prefer to learn through non-traditional instructional methods,
 5. integrating distance education into the existing college processes, systems, and structures, and
 6. ensuring that the Distance Education infrastructure is capable of supporting on-line degrees and certificates. (Attachments 2, 5 and 11)

Planning in support of DE is also integrated into the College's planning processes through its program review process. The data provided to instructional programs for program review include program enrollment and student success data disaggregated by a variety of measures including delivery methods. College-wide enrollment and student success DE data is also

provided for comparative purposes (Attachment 3). This data supports the assessment of and planning for DE at the instructional program level. In addition, the Instructional Technology Center (ITC) and Informational Technology (IT) Department specifically support the evaluation and improvement of the College’s support for its DE programs.

American River College DE courses must be approved by the American River College Curriculum Committee to ensure equivalent learning experiences and academic rigor to those offered on ground. The Distance Education Subcommittee of the Curriculum Committee performs a separate review of all courses containing a distance education modality. In particular, the subcommittee reviews six sections of the curriculum outline to ensure that academic standards and learning outcomes are equivalent to those of the traditional in-person modality, and that regular, effective instructional contacts are included (Attachment 8). This intensive review and approval process for our DE offerings ensure the academic integrity of all of the College’s offerings.

As previously indicated, College planning data includes information on enrollment and success in DE courses. The data in Table 3 (from the State Chancellor’s Office) records the change in enrollment in DE courses at ARC. It shows an increasing trend in online enrollment through 2011-12 and a decreasing trend overall as American River’s Total FTES. It should be noted that the decrease in Internet-based instruction in 2012-13 reflects FTE reductions at the College in response to the state budget cuts.

TABLE 3 Full Time Equivalent Student (FTES) Distance Education (DE) Summary Report

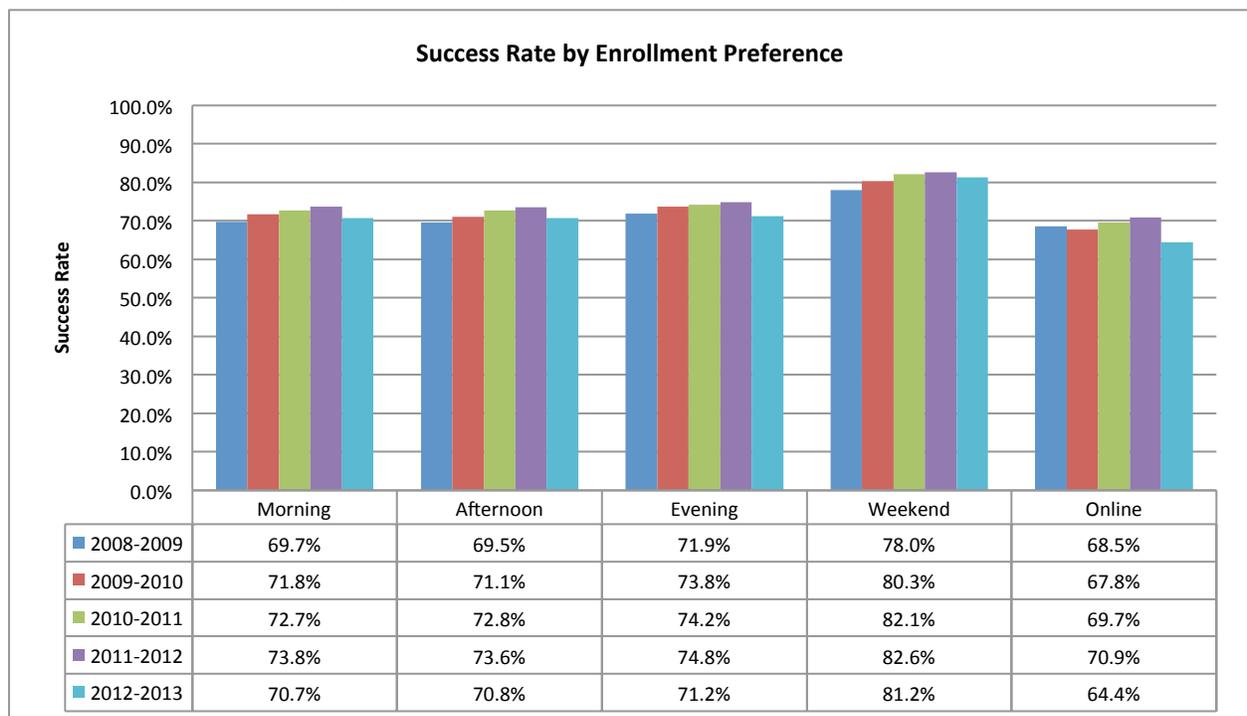
	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013
	Total FTES	Total FTES	Total FTES	Total FTES
American River Total	26,341.37	24,511.54	22,399.94	21,827.09
Delayed Interaction (Internet Based)	2,540.04	2,886.22	2,823.70	2,714.46
Non Distance Education Methods	23,796.60	21,625.32	19,576.24	19,112.63
Simultaneous Interaction (Internet Based)	4.73			

Source: CCCCO Data Mart FTES by Distance Education Status

More detailed college planning data includes information on enrollment in DE courses. The number of courses offered through DE has increased from 8.6% in fall 2008 to 12.1% in fall 2012. Actual enrollment in DE courses has also increased from 8.6% in fall 2008 to 13.5% in fall 2012. Students who enroll in DE courses have slightly lower than but relatively close success rate to the face-to-face modality. Knowing this, faculty modify course content and assignments to ensure better understanding for improved success.

Table 4 provides summary information about student success by time of day for on-ground classes and for those taken online. Student success in online courses closely mirrored those offered on ground in the morning, afternoon and evening through 2011-12. There was a drop in online student success rates in 2012-13. Review indicates that at least some of this drop occurred because of a district business practice change initiated in Summer 2012, which set the last date students can officially withdraw from a class without a grade notation to be the same date as Census, whereas prior to this, it was a week after Census. This change has effected online enrollments more dramatically than on ground enrollments. As such, college faculty members have now been taking additional steps to ensure that online students understand the new deadlines regarding official withdrawals from a class.

TABLE 4: Success Rate by Enrollment Preference



Note: Student Course Success data reflect the business practice change effective in Summer 2012 forward where the last date students can officially withdraw from a class without a grade notation is now the same date as Census (in the past there was at least a one week differential); this change has impacted the overall student course success rate resulting in a decrease starting with Summer 2012 forward.

ARC DE courses utilize a unique username (student ID) and password for each student; this provides authentication of the DE students. In addition, many DE courses require students to come to onsite orientation sessions or assessment activities (e.g., final exams). ARC is participating in discussions at the LRCCD Educational Technology Committee related to ways to further strengthen our approach toward student authentication in DE courses.

D. Provision of Adequate Resources

Human and Administrative Resources

All full-time and adjunct faculty members are hired in accordance with the district hiring policies and procedures, and comply with relevant local, state and federal laws and regulations as well as with the current collective bargaining agreements. When hiring new faculty, the College places a strong emphasis on the ability of the new hires to teach distance learning through the position announcement and interview process. Instructional Deans assign classes to faculty based on their interests, availability and expertise. The Technology Committee's Guidelines for Web-Based Instruction (Attachment 7) includes responsibilities for Area Deans for ensuring instructors teaching in a DE format have adequate preparation; only those faculty members with DE experience and/or training are assigned to DE classes.

Distance education course and program development takes place with oversight from the Vice President and Associate Vice President of Instruction. Quality measures are in place, including regular evaluation of indicators such as student satisfaction, success, retention, and student learning outcomes. The Vice President of Student Services and the Dean of Learning Resources ensure that the College provides access to a range of comprehensive support services for distance education students that parallels, as closely as possible, those available to on-campus students.

The Distance Education Coordinator provides continuity for maintaining an effective distance education program, is proactive in monitoring local, national and global trends in distance education, and advocates for compliance with external guidelines and regulations (such as the ACCJC and CCCCCO).

Through the Instructional Technology Center (ITC) faculty are offered training in all aspects of the design and implementation of online courses. The Distance Education Coordinator is available for individual consulting, workshops, or department-specific workshops regarding distance education and educational technology. The Online Teaching Institute (<http://itc.arc.losrios.edu/online-teaching-institute-overvie/>), an eight-week intensive course introduces faculty to all aspects of online pedagogy including transitioning a course to the online environment, designing effective student-centered learning activities, ADA compliancy, assessment, authentication, regular effective contact, and other tools and methodologies for effective distance education teaching and learning. The ITC website (<http://itc.arc.losrios.edu>) provides resources for faculty including support documentation for D2L, the learning management system. Other resources include information and registration for upcoming workshops and drop-in labs, as well as online training tutorials and current support issues. For example, the Fall 2013 Flex day workshops included the following workshops: Desire2Learn for Beginners, iPad for Beginners, and What's New with D2L 10.1.

The ARC Curriculum Committee provides clear guidelines related to the provision of DE courses. The implementation of these principles and practices is overseen by the DE Subcommittee of the Curriculum Committee, which rigorously reviews the Instructional Delivery Modalities, Instructional Methods, Typical Homework Assignments, Evaluation and Assessment Methods, Allocation of Instructional Time and Regular Instructional Contact sections of the Course Outline to inform their recommendation regarding DE approval to the Curriculum Committee (Attachment 8).

Services to Students:

Comprehensive information about the College's support services is available online. The College provides a variety of student support services to facilitate access and success, with essential services available online.

- **Application:** Students are able to apply to ARC online via http://www.losrios.edu/lrc/lrc_app.php.
- **Assessment:** Students can identify and prepare for assessment tests by accessing materials online via links at http://www.arc.losrios.edu/Support_Services/Assessment.htm. Because assessment test scores are portable across the LRCCD, students can take their assessment tests at any LRCCD campus. Students who cannot come to an LRCCD campus can work through Sacramento City College to take their assessment test at a remote location (http://www.scc.losrios.edu/Current_Students/From_Enrollment_to_Graduation/MatriculationStudent_Support_Services_and_Student_Development/Assessment_Center/Out-of-State_Testing_Request.htm).
- **Bookstore:** Students may order required textbooks online. It also has eBooks textbooks available from certain publishers for downloading at <http://books.arc.losrios.edu/home.aspx>.
- **Career Center.** The Career Center has many online services. They include career assessment sites, internship referral services, and documents and links to websites to help in the job-finding process at http://www.arc.losrios.edu/Support_Services/Career_Center.htm.
- **Class Schedule:** The College schedule of classes is available online at <http://www.losrios.edu/class-schedules.php>.
- **College Orientation:** Students can complete the college orientation online at <http://orientation.arc.losrios.edu/>
- **College Catalog:** The College Catalog is available online at <http://www.arc.losrios.edu/Catalog.htm>.
- The College Website also contains an online Steps to Success Guide that helps online students with the matriculation steps at http://www.arc.losrios.edu/New_students.htm.
- **Counseling:** The Counseling Center provides updates on important information, *getting started at ARC, when do I see a counselor etc. Counseling Staff are also available via email at* http://www.arc.losrios.edu/Support_Services/Counseling.htm.
- **Disabled Student Programs & Services (DSPS).** Students who are eligible for services through DSPS may download the proper forms that

must be completed to authorize accommodations at

http://www.arc.losrios.edu/Support_Services/DSPS.htm.

- **eLearning:** Several online services are available to students through the eLearning website, which is accessible from the ARC Homepage, including a information and a video on Skills for Online Success to help students develop the skills needed to succeed in an online course, as well as an online orientation to the Learning Management System (D2L). They can be found at http://www.arc.losrios.edu/Distance_Education.htm.
- **Financial Aid:** Students can apply for financial aid and view resources to help them understand the types of awards that are available. This web page includes a workshop link that helps students complete the FAFSA as well as a link to the online FAFSA website at http://www.arc.losrios.edu/Support_Services/Financial_Aid.htm.
- **Faculty Office Hours:** According to the LRCFT Contract, faculty who teach online may schedule one online office hour weekly per .2 FTE taught online during the given semester up to a maximum of two online office hours each week per semester. Some faculty use CCC Confer, the web conferencing platform supported by the Chancellor's Office, for their online office hours so that a synchronous component is available for DE students. Faculty members also communicate and assist online students via email. In addition, many faculty create and post short instructional videos in response to student questions and most faculty include discussion board FAQ's to facilitate peer assistance in class. Finally, many faculty teaching online have selected course materials that have a variety of online support (including tutorial assistance)
- **My ARC Aid:** Students are able to review the status of their financial aid package, distribution dates, and manage and submit required documents for the financial aid process at <https://netpartner.arc.losrios.edu/NetPartnerStudent/Logon.aspx?ReturnUrl=%2fnetpartnerstudent%2fpgHome.aspx>.
- **Learning Resource Center: Home to several learning labs, centers and other academic support services,** the Learning Resource Center offers online resources for students on study skills, test anxiety, and time management at <http://www.arc.losrios.edu/LRC.htm>.
- **Library:** The ARC Library offers many services for distance learners. Through the online Library Catalog, the currently registered students, as well as staff and faculty, may request books from other Los Rios libraries, place holds on books currently checked out (except for Reserve books), obtain copies of pages from books on reserve, renew the books they have checked out (one time only online) and access the electronic databases. All subscription databases may be accessed from off-campus. A variety of library materials and course reading may be accessed electronically through electronic reserves. Additional services include online chat at <http://libguides.arc.losrios.edu/distance>.
- **Pay Fees:** Students can pay fees for classes and purchase parking permits online at http://www.losrios.edu/lrc/lrc_feepay.php.
- **Transcripts:** Students can request transcripts online via <https://lrccd->

web.losrios.edu/transcript.aspx.

- **Tutorial Center:** As part of the Learning Resource Center, the Tutorial Center offers online tutoring in college level algebra, biology calculus, chemistry, geometry, pre-calculus, statistics and trigonometry beginning in Summer 2014 through a partnership with the Sacramento Library; this service includes free live tutoring available Sunday through Saturday, 1:00-11:00pm for homework help. In addition, classes to train tutors are offered online on an ongoing basis. Center services are available at http://www.arc.losrios.edu/Support_Services/Tutorial_Center.htm.
- **Writing Across the Curriculum (WAC):** This service includes an online tutoring resource currently available as a pilot project; plans are to provide this service widely to students enrolled in WAC
- **Sample Classes for Potential Online Students:** Students can enroll in the Desire2Learn Free Sample Class at http://www.arc.losrios.edu/Distance_Education/Desire2Learn_Free_Sample_Class.htm. This no-grade, no-credit, no-fee course helps them to learn how to use Desire2Learn (D2L), the online learning management system. Through eight quick and easy self-paced modules, students learn how to successfully use D2L's online tools and strategies to employ for success in the online learning environment. Once they have finished the course, they receive the D2L Free Sample Class Certificate of Completion.

Services developed for support of online students are viewed as an opportunity to better serve not only online students, but all students more efficiently and effectively. Students can access online course guidelines and an FAQ via the [eLearning](#) Link on the ARC Homepage (<http://www.arc.losrios.edu>) Students also have access to a D2L resources website at <http://d2lresources.losrios.edu/>. This website contains resources to help students navigate the tools and features in D2L. Of particular note is the link to the Help Desk where students can get live assistance with D2L, Los Rios Gmail and eServices issues, various FAQ documents, videos and A Quick Start Guide.

Financial Resources:

Financial support for online courses follows the same planning process as the support for on-campus courses. Financial resources for online courses are equal to those for other courses and are adequate to meet the needs of College programs. The college's financial stability is grounded in sound fiscal practices initiated at the district level. Historically, the district has maintained financial stability due to conservative business practices and solid accounting principles. The District budget is developed to ensure that spending is authorized only at the level of realized revenues. The District maintains fiscal reserves that meet or exceed minimum requirements, including a general fund reserve of three to five percent. The programs and services funded through the district are a reflection of the District's Strategic Plan, statutory obligations, and the requirements of the ACCJC.

The District Information Technology Department (IT), under the direction of the Associate Vice Chancellor of Information Technology is responsible for all services related to district-wide infrastructure (network and cabling) and information systems (student services, business services, library system, telephone system, voicemail, Internet, Web services, etc.) and district systems which support DE, including the Help Desk resources.

IT Resources

The Instructional Technology Center (ITC) provides faculty and staff with educational technology support services and college-wide coordination for distance / online education. Through the ITC, faculty are offered training in all aspects of the design and implementation processes of their DE courses in order to create a positive learning environment that fosters student success. The Campus DE Coordinator provides support and training for faculty in the use of the LMS and other educational technologies to enhance their DE endeavors.

The majority of ARC's DE classes utilize the district-wide LMS. It is housed on a large server at the District Office and is used by all the colleges in the district. Students can login to one location for online, hybrid or Web-enhanced classes offered by the colleges in the District. Students are automatically linked to the course sites, and the sites are archived at the end of each semester and preserved for three years. Server maintenance and support are managed by the District IT staff, where both full-time staff and contractors are used to maintain the system and monitor for problems. The LMS runs on a virtualized server system with 13 Web servers, one large database server, and a content server. The entire system uses load balancing to channel requests and maintain quick response times. Replication of data and content occur periodically throughout the day between two Los Rios sites for quick recovery from server or site failures. Backups to a third location off-site are performed daily in case of catastrophic failure.

As indicated above, American River College provides help and support resources for faculty and students using D2L for online and hybrid courses. For students, the e-learning link from the College's Homepage is the main portal to these resources. There is an online Help Desk available for DE students from 7:00 a.m. until 6:00 p.m. Monday through Friday (excluding District Holidays). Students can contact the Help Desk via phone or email.

Assistance with D2L is also available in ARC general computer labs. These labs are staffed by Instructional Assistants and student tutors who can assist with basic computer use, D2L, and other common computer applications (such as Microsoft Word, Excel, PowerPoint, Internet Explorer).

E. Internal and External Approvals

All courses, degrees and certificates offered by the colleges of the Los Rios Community College District are approved by a college Curriculum Committee, the District Curriculum Coordinating Committee, the Los Rios Community College District Board of Trustees and the California Community College Chancellor's Office. The degrees and certificates described in this Substantive Change Proposal have received all necessary internal and external approvals.

At ARC, all courses are reviewed and approved through the established curriculum process governed by both the ARC Curriculum Committee and by the Los Rios Community College District as defined in Board Policies and Regulations and established by the District Curriculum Coordinating Committee with District Academic Senate Approval

(<http://www.losrios.edu/legal/Regulations/R-3000/R-3412.pdf>). This process applies to additions, deletions, and both substantive and technical revisions. DE courses require a separate review and approval by the Distance Education Subcommittee of the Curriculum Committee prior to their vote of approval by the full College Curriculum Committee. All courses taught at ARC, without regard to delivery modality, maintain the same goals, objectives, learning outcomes, academic rigor and include regular and substantive interactions between faculty and students.

When a faculty member submits a course that includes a request to teach the course through one or more DE mode(s), the faculty member must include additional information as justification for and in support of DE approval. Title 5 requires that the approval of courses offered in DE modalities must be approved separately from the normal curriculum approval process. To accommodate this, the ARC Curriculum Committee has a Distance Education subcommittee that reviews the DE sections of a course outline and then makes a recommendation that informs the review and approval of the course by the full Curriculum Committee; a sample course outline is attached. (Attachment 9)

All courses submitted to the Curriculum Committee must have the following information defined:

- Instructional methods and in-class activities – the methods that are appropriate for presenting the class material based on outcomes and objectives and the in-class activities appropriate to support the outcomes and objectives.
- Typical homework assignments – the types of homework assignments that are appropriate to strengthen the outcomes and objectives.
- Evaluation methods – the methods that are appropriate for evaluating and assessing the student's understanding of the outcomes and objectives.

In addition to the above information, Distance Education approval requires the following

information:

- Instruction methods and in-class activities, which describe how the instruction methods will be employed for the particular DE modality.
- Typical homework assignments, which describe how the typical homework assignments will be employed for the particular DE modality.
- Evaluation methods, which describe how the evaluation and assessment methods will be employed for the particular DE modality.
- Allocation of instructional time, which describes how the hours of instruction for the course will be allocated for the particular DE modality.
- Regular instructional contact, which describes the number and type of contacts the student, can typically expect to have with the professor for the particular modality. This could include onsite contacts such as orientation meetings as well as online contacts such as discussions, e-mails, chats, phone calls, etc.

The ARC Curriculum Committee adheres to board policies and participates in the District Curriculum Coordinating Committee to make recommendations both for new and deleted courses and programs as appropriate. The LRCCD Board of Trustees approves all courses and programs, including DE courses. Student authentication for DE courses is required and is based upon individual student ID and password necessary to participate in the course. In addition, many DE courses require students to attend an onsite orientation and/or to take onsite assessments (e.g. exams). In addition, many instructors require that all papers in their classes be submitted through Turnitin.com to support academic integrity.

ARC and LRCCD attend to changes in regulations for DE through a variety of means including CIO listserv and the work of the College Distance Education Coordinator. The Distance Education Coordinator provides continuity for maintaining an effective DE program, and is proactive in monitoring local, national and global trends in DE, and advocates for compliance with external guidelines and regulations (such as the ACCJC, CCCCCO, and US DOE). The College and District have exercised due diligence in complying with regulatory requirements and legal mandates.

This DE Substantive Change Proposal was approved by the Los Rios Board of Trustees at its July 2014 meeting (Attachment 12).

F. Evidence that the Eligibility Requirements Are Met

American River College affirms that it is in compliance with the eligibility requirements for reaffirmation of accreditation.

- 1. Authority:** American River College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges.
- 2. Mission:** American River College's educational mission as a community college is clearly defined and published in the College Catalog. It includes a vision as well as the mission, which defines four educational areas, followed by fourteen values. Distance Education (DE) course offerings assist in meeting two important values – student access to classes as well as innovation to achieve the educational mission. The educational mission is aligned with the Los Rios Community College District's educational mission statement. The current ARC Mission Statement was developed by the College Planning Coordination Committee and approved through the college's shared governance processes. It was approved by the Los Rios Community College Board of Trustees on October 24, 2012 and will be reviewed three years from this date as part of ongoing regular review cycle.
- 3. Governing Board:** American River College is one of four colleges in the Los Rios Community College District. The District is governed by a publicly elected seven-member Board of Trustees, which also includes a non-voting student trustee. None of the board members has any employment, family, or personal financial interest in the institution. The Board approves all new educational programs as well as all new courses, including those taught through DE.
- 4. Chief Executive Officer:** The American River College President is appointed by the Los Rios Community College District Board of Trustees and reports to the Chancellor. The Chancellor is appointed by and reports to the Board of Trustees.
- 5. Administrative Capacity:** American River College has 32 academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the college's mission and purpose. An Associate Vice President of Instruction and Learning Resources oversees the work of the Distance Education Coordinator who works directly with faculty members to coordinate and/or provide individual training, workshops, an Online Teaching Institute, and general support for DE classes.

- 6. Operational Status:** American River College is operational with approximately 30,700 students enrolled. Most are actively pursuing vocational certificates, associate degrees, and/or transfer to four-year institutions. In the past, DE course offerings grew slightly each year to meet demand, following a planned and responsible expansion that ensured that only those faculty members with DE experience and/or training are assigned to DE classes. The online teaching and learning environment is well supported by college and district services, ensuring high pedagogical and technological standards.
- 7. Degrees:** American River College offers the Associate of Arts, Associate of Arts for Transfer, Associate of Science, and Associate of Science for Transfer degrees. It has 107 degree programs as outlined in the 2014-15 College Catalog. A majority of students are enrolled in courses that are part of a certificate program, degree program, and/or required for transfer to four-year institutions. Certificates and degrees offered through distance education have the same requirements as on-campus programs.
- 8. Educational Programs:** American River College's degree programs are congruent with its mission and are based on recognized higher education fields of study. The Curriculum Committee, a committee of the Academic Senate, ensures the programs are of appropriate content and length, and are conducted at levels of quality and rigor appropriate to the degrees and certificates offered. The College Curriculum Committee, the District Curriculum Coordinating Committee and the Los Rios CCD Board of Trustees approve all new programs and courses, including those taught through a DE modality. The degree programs meet California Code of Regulations, Title 5 curriculum requirements, and when combined with the general education component, represent two years of full-time academic work. In addition to its degree programs, the College also offers 200 certificate programs as outlined in the 2014-15 College Catalog (which includes under-18 unit certificates that are locally but not state approved).
- 9. Academic Credit:** American River College awards academic credits based on accepted practices of California community colleges under California Code of Regulations, Title 5. Detailed information about academic credits is published in the College Catalog and Class Schedules and applies to all course offerings, including those offered through a DE modality.
- 10. Student Learning Achievement:** Student learning outcomes for each American River College degree program are published in the College Catalog. Student learning outcomes for courses are presented in the course outlines filed in the instruction office and available online through SOCRATES, the district-wide on-line curriculum database. Courses that can be offered both on ground and in a DE modality carefully define hours, methods and evaluation strategies for the achievement of learning outcomes.
- 11. General Education:** Students must complete a minimum of 21 semester units of general

education courses and demonstrate competency in reading, written expression, and mathematics to receive an Associate Degree. The general education units include an introduction to major areas of knowledge. There is also an ethnic/multicultural studies requirement that can be satisfied within the general education requirements. The general education units include an introduction to some of the major areas of knowledge. General education outcomes are available online and are included in the College Catalog. All GE courses, regardless of teaching modality, meet the high quality standards as defined in the course outline.

12. Academic Freedom: American River College embraces academic freedom and defends the principle as fundamental to an educational institution that cherishes freedom of inquiry, exposition, and discussion. This commitment is included in the LRCFT contract and stated in the College Catalog.

13. Faculty: All faculty members meet the minimum requirements for their disciplines based on regulations for the minimum qualification for the California community college faculty established in California Code of Regulations, Title 5. A clear statement of faculty responsibilities exists in the faculty contract, which is available to faculty via the LRCCD website at <http://www.losrios.edu>. The College's faculty statement of professional ethics is also available in the College Catalog, which is available online at <http://www.arc.losrios.edu/>. DE courses are taught by faculty who meet the minimum requirements for their disciplines and are evaluated through authorized procedures for online class evaluations. The Technology Committee has published guidelines for Distance Education offerings; this document states that appropriate training of individual faculty for distance education modality is recommended before an individual faculty member teaches in that modality.

14. Student Services: American River College provides a comprehensive array of student services for all its students, as well as basic skills courses for those students requiring better preparation for college level work. Students may apply to ARC and enroll for classes by going online to eServices through the ARC website (www.arc.losrios.edu). The College Catalog and Class Schedule are also available online. Both on-ground and online course faculty members utilize Desire2Learn, the LRCCD Course Management System, to support students with online access to course assignments and resources to ensure student success.

15. Admissions: American River College has adopted and adheres to admission policies consistent with its mission as a public California community college and in compliance with California Code of Regulations, Title 5.

16. Information and Learning Resources: American River College provides specific long-term access to sufficient print and electronic information and learning resources through its library and academic support services to meet the educational needs of students and programs. Many

student services are also provided online, including the student enrollment application, orientation to college, online tutoring, access to the class schedule and college catalog, and other important resources to help students succeed.

17. Financial Resources: American River College, through the Los Rios Community College District, publicly documents a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs and to assure financial stability. Both the financial and technical resources necessary to support online education are evaluated and upgraded to support high quality education to students.

18. Financial Accountability: The Los Rios Community College District regularly undergoes and makes available an annual external financial audit for the District and its colleges by a certified public accountant. The audit is conducted in accordance with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of the United States. The LRCCD annual audit encompasses all operating units of the District and colleges.

19. Institutional Planning and Evaluation: American River College has an established institutional planning process and works with the Los Rios Community College District to plan for the development of the College, including integrating resource allocations for academic personnel and other staff, learning resources, facilities, and financial development. The College's planning process also includes procedures for program review and institutional improvement. The College and District systematically evaluate how well and in what ways the College is accomplishing its purpose, including the assessment of student learning and documentation of institutional effectiveness in on-ground and online classes.

20. Public Information: American River College publishes in its College Catalog, College website, and other appropriate places accurate and current information describing its purposes and objectives, admission requirements and procedures, rules and regulations directly affecting students, programs and courses, degrees offered and the degree requirements, costs and refund policies, grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the College and withdrawing from it. All public information is available electronically through the ARC website.

21. Relations with the Accrediting Commission: The Los Rios Community College District Board of Trustees provides assurance that American River College adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes the College 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 carry out its accrediting responsibilities

G. Evidence that the Accreditation Standards are met

Standard 1: Institutional Mission and Effectiveness

Mission

The College's mission, which includes vision, mission, and values statements, defines its purposes, describes its intended student population, and expresses its commitment to achieving student learning. In particular, the mission identifies broad educational purposes that define the types of programs offered at the College. These purposes, consistent with the role of the California community colleges, include transfer, career education, workforce development, basic skills, English for non-native speakers and life-long learning.

The Mission Statement also identifies the College as an open-access institution that serves the community in its region, including providing access to all of high school graduates. The College's Mission Statement's commitments to student learning, student success and access for students has guided and continue to guide all of the College's programs and services, including DE.

Institutional Effectiveness

The College's Mission Statement, integrated and comprehensive planning processes, curriculum and Student Learning Outcomes (SLO) development, assessment processes, research efforts, and professional development programs provide evidence of the college's commitment to student learning and the provision of quality distance education programs and services. Its shared governance structure, the structure of its planning processes, the links between the components of the planning process, and the connection between planning and resource allocation provide evidence that the institution has organized its key processes and allocates its resources to support student learning, including the provision of DE. Finally, the institution has many sources of evidence of student learning and achievement, including program review, outcomes assessment, research findings and documented dialog in support of all its programs and processes (including DE). Information gained from these efforts is used in a variety of ways to inform planning and decision-making at the College.

ARC's cycle of planning, resource allocation, implementation, and re-evaluation directs its energy toward verifying improved and more effective ways to achieve its mission, and then moves it forward. As a result of this cycle, the College's student success measures have improved and achievement gaps based on age, ethnicity, gender, course level and instructional mode have decreased. In addition, the campus has become a more welcoming place for students and staff and the learning environment has been enhanced through the updating and building new facilities and classrooms, the extension of its hours of operation and increased access to distance education opportunities. The Center for the Teaching and Learning (CTL) and Instructional Learning Center

(ITC) have expanded opportunities for advancing the learning of faculty and staff. Further, the addition of a oversight of institutional research and planning has led to a more fully developed framework planning, student learning outcomes and resource allocation and what can be done to improve the success of ARC's mission and students.

Standard 2: Student Learning Programs and Services

Instructional Programs: On a six-year cycle, program review is in place to systematically assess the currency of curriculum and teaching methodologies and revise programs when necessary, utilizing the College's Educational Master Plan System (EMPS) process. However, the ARC Research Office generates program review data annually, should faculty need to update any portion of their review more often and are encouraged to review the data each year. ARC's educational programs are congruent 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 programs offered. Distance Education courses and programs are subject to program review in the same manner as on-campus courses and programs.

When curriculum is revised to include a DE delivery mode, the request is reviewed by the DE subcommittee of the Curriculum Committee to ensure that the same course quality is maintained for all delivery modes. The DE Subcommittee reviews instructional methods, typical homework assignments, evaluation and assessment methods, allocation of instructional time, and regular instructional contact to ensure that the quality is maintained in the DE versions of the course, with recommendations for revisions and/or approval prior to course approval by the full Curriculum Committee. Student Learning Outcomes must be adhered to in each course, regardless of delivery modality. The overall goal of distance education is to provide students with additional access to educational opportunities while ensuring that the educational experience they receive is comparable to that of students who come to the campus for their course(s).

Student Support Services: The College provides a variety of student support services to facilitate access and success and all the essential services are available online. The College Catalog and schedule of classes are available online and students may apply to ARC and register for classes by going online to eServices through the ARC Web site (www.arc.losrios.edu). In addition, students are able to add and drop classes, pay for classes and purchase parking permits online.

Comprehensive information about all of the College's support services is available online. Both counseling and academic tutoring are available to students via email and phone and responsibilities for these duties are rotated among staff. All Financial Aid information and application materials are available online. Students can identify and prepare for the assessment tests they need using materials that are available online. Because LRCCD assessment test results are portable across the district, assessment tests can be taken at any of the LRCCD Colleges.

Students who cannot come to an LRCCD College to take an assessment test can work through Sacramento City College to take their Assessment Tests at a remote location.

(http://www.scc.losrios.edu/Current_Students/From_Enrollment_to_Graduation/MatriculationStudent_Support_Services_and_Student_Development/Assessment_Center/Out-of-State_Testing_Request.htm)

Students have access to the “Desire2Learn Free Sample Class

(http://www.arc.losrios.edu/Distance_Education/Desire2Learn_Free_Sample_Class.htm), which helps them learn the skills needed to successfully navigate the online learning environment.

The ARC Distance Education Web site (http://www.arc.losrios.edu/Distance_Education.htm) provides students with information about online courses, as well as resources for success in these courses.

Services developed for support of online students are viewed as an opportunity to better serve not only online students, but all students more efficiently and effectively.

Students at ARC have access to academic support through the Math Center, the Reading and Writing Center, and the general Tutoring Center and the CIS Lab. These professionally staffed facilities offer students a personal approach to academic success through independent study, individualized tutoring, group tutoring, and alternative modes of learning. The computer labs provide additional tutorial support for students who need assistance navigating their online courses. Students can either email or call the D2L Help Desk, which is also available to help with technical issues DE students might be experiencing.

Standard 3: Resources

Human Resources: All full-time and adjunct faculty members who teach at the College meet state and district Minimum Qualifications. Academic Deans assign classes to faculty based on their interests, availability and areas of expertise. All personnel are treated equitably, evaluated regularly and systematically, and are provided opportunities for professional development. The Center for Teaching and Learning (CTL) and the ITC provide seminars and workshops and disseminate information to enhance teaching and learning for all of our students. The ITC program particularly supports instructors who teach via a DE modality or want to provide their students with web-based instructional materials through the Online Teaching Institute, hands-on workshops, self-paced training, and online workshops (<http://itc.arc.losrios.edu/>). Faculty can also create virtual orientations for their DE courses. Information to support online students, including FAQs and a sample online class are also available at this site. Finally, the College has courses designed to develop students’ skills for success in both the face-to-face and DE environments.

Physical Resources: The College and District have in place the required physical and technology infrastructure to support all College programs and services. Facility and equipment planning and

evaluation are conducted on a regular basis at the District through a Five-Year Capital Outlay Plan and at the College through its Capital Outlay and Instructional Technology Multimedia Budgeting processes which integrate with and respond to college-wide and program level planning processes. Relevant program plans that particularly inform the college's resource allocation processes include the IT and ITC Program Reviews (Attachments 10 and 1) and Educational Master Plans (Attachment 2). The College also has several computer labs that students can use to complete work related to their DE classes.

The Instructional Technology Center provides ongoing workshops and training programs for all ARC staff, including those utilizing DE.

Technology Resources: Technology planning is integrated with planning activities for the facilities and educational master plans. The Strategic Plan, the Distance Education and Instructional Technology Master Plan, the Educational Master Plan and the Facilities Plan all address the College's essential needs for enhancing learning and delivering services effectively and efficiently to all students by continuing to plan and upgrade the College's technology infrastructure in a systematic manner.

IT needs for ARC courses and programs are integrated into the IT Program Review, the IT Strategic Plan and the Educational Master Plan. IT resources for DE are adequately supported and continue to be updated. IT needs are also addressed as part of participatory decision making through the work of the Educational Master Planning process.

Financial Resources: The College and District's financial planning and budget processes provide sufficient and stable support for the college. District Fiscal Services has in place a conservative budget and spending practices that ensure the College and District are well prepared for challenging financial times. The colleges and District were commended during the comprehensive accreditation visits in fall 2009 for the District's 3-year plan to address the current state budget crisis, while keeping programs, services, and full-time employee positions intact.

The Distance Education Master Plan details the resources needed to support an effective DE program (Attachment 11). Program Plans are developed by departments in support of program and college-wide activities and initiatives. These plans link directly to resource allocation through college level funding processes. They are resourced as individual plans by the institution and reviewed annually. The DE Master Plan is prepared by a special task force under the leadership of the DE Coordinator. Funding to support the DE program is provided through the Annual Operating Budget Process and the College's Capital Outlay and Instructional Technology and Media Budgeting processes which allocate resources in response to the College's planning processes.

Standard 4: Leadership & Governance

Decision-Making Roles and Processes: Decisions at ARC and Los Rios are made by a variety of individuals and groups depending on the nature of the decision. Decision-making responsibilities vary by the type of employee as described in AB 1725 and documented in [LRCCD Board Policy and Regulation 7612](#). Final decision-making authority rests with the LRCCD Board of Trustees.

Faculty, administrators, classified staff, and students actively participate in the appropriate College and District Governance and operational committees and processes to support their programs and services. All constituency groups on campus have significant roles and a voice in institutional governance and in matters of institutional policies, planning, and budget and work together for the good of the College. The ARC Technology Committee (TC), which is a shared governance committee, provides input on college-wide technology decisions, facilitates communication on technology issues and represents ARC interests on district-wide technology decisions. The ARC Distance Education Coordinator is an active member of this committee, keeping members updated regarding DE needs, issues and concerns. Similar to several of ARC's planning and program review cycles, a DE Task Force is created to update the DE Plan every six years; the Task Force work is coordinated by the DE Coordinator who keeps the TC informed about the update process and takes comments and recommendations back as input into it. The DE Plan will be updated in Fall 2014, at which time it will be approved through the shared governance process in 2014-15, to include Academic Senate and President's Coordinating Council approvals. Additional guidance for DE is provided by the Los Rios Educational Technology Committee, which provides a forum for district-wide discussion and collaboration regarding educational technology and distance education issues.

Board and Administrative Organization: American River College operates within the required governing board policies and regulations, which apply to all programs and services regardless of the delivery modality. The ARC College President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. LRCCD provides clearly defined roles of authority between the colleges. All District governing board policies and regulations apply to courses and programs offered by DE in the same manner that they apply to face-to-face programs and courses.

APPENDICES

Appendix A-1: ARC Degree programs that can be offered with 50% or more courses through DE. (Arranged by the proportion of units approved for DE modalities)

- Distance Education courses = those courses for which more than 50% of the instructional time is approved for delivery in any DE modality.
- Distance Education programs = those degree programs for which more than 50% of the units (both core required units and general education units) are in courses that meet the DE course definition above.

Note: Not all courses approved for DE are offered in a DE modality in any given academic year. Thus, the programs that are listed in this Proposal as “DE programs” do not typically have the courses offered in a pattern that allows students to complete the program more than 50% by DE. However, in future semesters, courses could be offered in a format, which allows over 50% of the units in these programs to be completed in a DE modality.

The current proposal assumes that math, reading and writing competencies are met with courses, not exams, and that the multicultural requirements is met with a course that also counts in another GE area – this gives a total of 30 GE units required.

* = Programs included in the ARC 2008 Substantive Change Proposal

Degree Title	Degree Type	Total Units (required program, GE and elective units)	Number of total units that are in course approved for DE	Percent of units that are in course approved for DE
Human Services	AA	64	37	58%
Psychology	AA	60	36	60%
Sociology	AAT	60	36	60%
Kinesiology	AAT	60	36	60%
International Studies AA Degree	AA	60	36	60%
Sign Language Studies: Human Services	AA	70	42	60%
Sign Language Studies: Business	AA	70	44	63%
Chemical Dependency Studies	AA	67	43	64%
Early Childhood Education	AA	74	48	65%
Recreation Management	AA	60	41	68%
Early Childhood Education for Transfer	AST	60	42	70%
Gerontology: Recreation *	AA	66	47	71%
Computer Science	AS	62	45	73%
Anthropology	AS	60	44	73%
History of the Creative Arts	AA	60	45	75%
The Individual and Society	AA	60	45	75%

Degree Title	Degree Type	Total Units (required program, GE and elective units)	Number of total units that are in course approved for DE	Percent of units that are in course approved for DE
Legal Assisting	AA	60	45	75%
Gerontology: Environmental Design *	AA	66	50	76%
Gerontology: Case Management/Social Services	AA	66	50	76%
Commercial Music: Business	AA	63	48	76%
Funeral Service Education	AS	94.5	73	77%
CIS: Computer Programming	AS	60	47	78%
Sports Medicine	AS	60	48	80%
Gerontology: Social Policy/Advocacy *	AA	66	53	80%
Advertising and Sales Promotion *	AA	70	57	81%
Technical Communications	AA	62	51.5	83%
Accounting	AA	66	55	83%
Gerontology: Health Care	AA	66	55	83%
Speech- Language Pathology Assistant Program	AS	72	60	83%
Gerontology: Business *	AA	66	56	85%
Management *	AA	60	51	85%
Leadership	AA	60	51	85%
Administrative Professional	AA	62	53	85%
Marketing *	AA	72	66	92%
Retail Management *	AA	72	66	92%
CIS: PC Support Management *	AS	61	56	92%
Information Systems Security	AS	63	60	95%
Business Transfer *	AA	64	61	95%
Small Business Management	AA	64	61	95%
CIS: Computer Networking Management *	AS	65	62	95%
General Business *	AA	65	62	95%
Real Estate *	AA	65	62	95%
CIS: Microcomputer Applications *	AA	67	64	96%
Design Technology	AA	68	65	96%
CIS: Database Management *	AS	70	67	96%
Engineering Technology	AS	73	70	96%

Appendix A-2: ARC Certificate programs that can be offered with 50% or more courses through DE. (Arranged by the proportion of units approved for DE modalities)

- Distance Education courses = those courses for which more than 50% of the instructional time is approved for delivery in any DE modality.
- Distance Education certificate programs = those certificate programs for which more than 50% of the units) are in courses that meet the DE course definition above.

Note: Not all courses approved for DE are offered in a DE modality in any given academic year. Thus, the programs that are listed in this Proposal as “DE programs” do not typically have the courses offered in a pattern that allows students to complete the program more than 50% by DE. However, in future semesters, courses could be offered in a format that allows over 50% of the units in these programs to be completed in a DE modality.

*= Programs included in the ARC 2008 Substantive Change Proposal

Certificate Title	Number of units in the program that are in courses approved for DE	Total units in required program	Percent of units that are in course approved for DE
Green Building and Sustainable Design for Interiors	6	11	55%
Gerontology: Environmental Design*	20	36	56%
Legal Assisting	18	30	60%
Commercial Music: Business	21	33	64%
Dietary Manager/Dietary Service Supervisor	13	20	65%
Digital Repair and Upgrade Technician	11	17	65%
Gerontology: Case Management/Social Services	24	36	67%
ECE: Culture and Diversity Specialist	15	22	68%
Associate Teacher	9	13	69%
Taxation	9	13	69%
Leadership Development	12	17	71%
Gerontology: Social Policy/Advocacy*	20	27	74%
Gerontology: Recreation*	26.5	36	74%
Gerontology: Business*	27	36	75%
Law Office Clerical Assistant*	12	16	75%
Teacher	34	45	76%
Infant Specialist	18	23	78%
Accounting*	28	36	78%
Master Teacher	42	53	79%
Fashion Entrepreneur Certificate	11	14	79%
Fashion Retailing Certificate	12	15	80%
Gerontology: Health Care	29	36	81%
Office Technology*	17	21	81%

Certificate Title	Number of units in the program that are in courses approved for DE	Total units in required program	Percent of units that are in course approved for DE
School Age	18	22	82%
Site Supervisor	49	60	82%
Virtual Office Professional*	14	17	82%
Early Childhood Education Management Specialist	20	24	83%
Technical Communications*	19.5	22.5	87%
CIS: PC Support*	22	25	88%
Family Child Care	9	10	90%
Retail Management (WAFC)*	29	32	91%
Engineering Technology	40	43	93%
Small Business Management	24	25	96%
General Business*	24	25	96%
Accounting Clerk	18	18	100%
Assistant Teacher	6	6	100%
CIS: Computer Networking Management	21	21	100%
CIS: Database Management	24	24	100%
CIS: Mobile Programming	16	16	100%
Computer Information Security Essentials	12	12	100%
Dementia Care	2	2	100%
Design Technology	38	38	100%
Designed 4 Life	9	9	100%
Elder Care Certificate	2	2	100%
Ethnicity and Aging Certificate	2	2	100%
Homeland Security	9	9	100%
Information Systems Security	23	23	100%
Introduction to Leadership in Action	15	15	100%
Leadership	27	27	100%
Leadership in Action: Psychology and Team Facilitation	9	9	100%
Leadership in Action: Systems Thinking	9	9	100%
Leadership in Action: Theory of Knowledge/Prediction	9	9	100%
Leadership in Action: Variation and Statistics	6	6	100%
Leadership in Assisted Living Communities	1.5	1.5	100%
Network Administration Essentials - Windows	12	12	100%
Activity Coordinator Certification*	6.5	6.5	100%
CIS: Computer Programming*	21	21	100%
CIS: Microcomputer Applications*	21	21	100%
Management*	15	15	100%

Certificate Title	Number of units in the program that are in courses approved for DE	Total units in required program	Percent of units that are in course approved for DE
Real Estate*	24	24	100%
Web Developer*	27	27	100%
Web Publishing*	19	19	100%

Appendix B - ARC GE Requirement Analysis

Area	Number of Units Required	Courses in the Area approved for DE
Written Expression Competency	3	BUS 310, ENGWR 300, 480
Reading Competency	3	
Math Competency	3	MATH 120, 125, 133, STAT 300
Humanities	3	ART 320, 339; ARTH 302, 333; ARTNM 310, 331; ENGLT 370, 494; HIST 307; HUM 310, 330; MUFHL 300, 308, 315, 321, 330; SPAN 401
Language and Rationality	3	BUS 310; ENGWR 300; ESLW 340
	3	BUS 105; CISA 305, 315, 320; CISP 300, 315, 320, 350, 360, 400, 440, 480; ENGCW 400; ENGRD 310, 312; ENGWR 301, 302; ESL 350; GEOG 375; JOUR 300; MGMT 360; MATH 120, 125, 133; STAT 300
Living Skills	1	DANCE 498; FTNS 400
	2	BIOT 308; BUS 312, 320; ECE 330; ECON 320; GERON 300; HCD 310, 330; HEED 300, 352; LIBR 310, 318, 325; NUTRI 300, 302; PSYC 342, 354, 356, 359, 370; SOC 335
Natural Sciences	3	ANTH 300, 303, 480; ASTR 300, 310, 320, 330; BIOL 102, 103, 115, 116, 300, 305, 430, 431; CHEM 305; GEOG 300, 306; GEOL 342, 345; HEED 308; NUTR 300, 302; PHYS 310; PS 300
Social/Behavioral Sciences	3	HIST 310, 311, 330; POLS 301
	3	ANTH 310, 320, 330, 333, 334; BUS 110, 300, 320, 330, 345; ECE 312, 314; ECON 302, 304, 320; GERON 302; HIST 307, 340, 341; MGMT 374; POLS 332; PSYC 300, 320, 370, 372, 373, 374, 383; SOC 318
Ethnic/Multicultural Studies	3	ANTH 310, 330, 333, 334; BUS 330; HIST 307, 330; HUM 330; MUFHL 315, 330
TOTAL	30	

Appendix C - CSU GE Requirement Analysis

Area	Number of Units Required	Courses in the Area approved for DE
English Language Communication & Critical Thinking	3	
	3	ENGWR 300; ESLW 340
	3	ENGRD 310; ENGWR 301, 302; ESL 350
Scientific Inquiry & Quantitative Reasoning	3	ASTR 300, 310, 320, 330; CHEM 305, 401; GEOG 300, 306; GEOL 342, 345; PHYS 310; PS 300
	3	ANTH 300, 303, 480; BIOL 305, 430; CHEM 305, 401
	1 (Lab)	BIOL 430
	3	CISP 440; STAT 300
Arts & Humanities	3	ART 320; ARTH 302, 333; ARTNM 310; MUFHL 300, 315, 321, 330, 480; MUVI 370; MUP 310, 320, 330, 340, 350, 360, 400
	3	ENGLT 370, 494; HIST 307, 340, 341; HUM 330
	3	HUM 310
Social Sciences	3	ANTH 310, 320, 330, 333, 334; BUS 330, 345; ECE 314; ECON 302, 304, 320; HIST 307, 310, 311, 330, 340, 341; POLS 301, 332; PSYC 300, 320, 356, 370, 372, 373, 383; SOC 300, 318
	3	BUS 320
	3	ECE 312
Lifelong Learning & Self Development	3	ECE 312; GERON 300, 302; HCD 310; HEED 300, 352; NUTRI 300; PSYC 342, 354, 356, 359, 370, 372, 373, 374; SOC 335
TOTAL	40	

Appendix D - Student Counts and Enrollment by Term for Distance Education

2A-College Level Online and Onground Student Count and Course Enrollment by Term 2008-2009 to 2012-2013

Fall and Spring Terms

Summer Terms

Group	Modality	F2008	S2009	F2009	S2010	F2010	S2011	F2011	S2012	F2012	S2013	U2008	U2009	U2010	U2011	U2012
Student Counts	All Online	13.5%	14.5%	14.5%	17.9%	17.9%	18.8%	18.8%	18.8%	20.8%	20.4%	15.5%	16.3%	18.9%	20.0%	19.7%
		5,087	6,085	5,568	7,625	6,702	7,790	6,713	7,297	7,542	7,636	2,546	2,761	3,073	2,475	2,158
	All Onground	86.5%	85.5%	85.5%	82.1%	82.1%	81.2%	81.2%	81.2%	79.3%	79.6%	84.5%	83.7%	81.1%	80.0%	80.4%
		32,551	35,929	32,817	35,030	30,768	33,702	28,996	31,425	28,802	29,876	13,911	14,182	13,202	9,873	8,823
Course Enrollments	All Online	8.6%	10.1%	8.8%	12.5%	11.5%	13.1%	12.3%	12.7%	13.5%	13.5%	14.4%	14.8%	17.5%	18.7%	19.0%
		7,526	9,511	8,029	11,721	9,666	11,760	9,622	10,569	10,866	11,163	3,136	3,401	3,852	3,051	2,642
	All Onground	91.4%	89.9%	91.2%	87.6%	88.5%	86.9%	87.7%	87.3%	86.5%	86.5%	85.6%	85.3%	82.6%	81.3%	81.0%
		80,407	84,713	83,096	82,390	74,223	77,987	68,677	72,584	69,564	71,693	18,697	19,664	18,219	13,235	11,276
Course Sections	All Online	8.3%	9.6%	8.4%	11.9%	10.8%	12.1%	11.6%	11.6%	12.1%	11.5%	12.5%	13.4%	15.4%	14.8%	13.7%
		270	326	275	396	340	387	334	344	341	340	107	113	124	90	69
	All Onground	91.7%	90.4%	91.6%	88.1%	89.2%	87.9%	88.4%	88.4%	88.0%	88.5%	87.5%	86.6%	84.6%	85.3%	86.3%
		2,996	3,071	3,002	2,927	2,801	2,804	2,552	2,618	2,490	2,620	750	732	681	520	436

Modality

All Online: Courses with 51% to 100% of instruction time online. Many of these students also enrolled in Onground courses in the term shown. (Only Online enrollments shown)

All Onground: Face-to-face courses. Many of these students also enroll in Online courses in the term shown. (Only Onground enrollments shown to compare with All Online)

Course Sections: Number of Course Sections in term.