

Substantive Change Proposal

The Addition of Courses That Constitute 50% or More of a Program or 50% of the College's Courses Offered Through a Mode of Distance or Electronic Delivery



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A. A concise description of the proposed change and the reasons for it.

In accordance with the Distance Learning Manual published by the Accrediting Commission for Community and Junior Colleges, a substantive change proposal is **required when “a college’s content of courses or programs represents a significant departure from current curricula or the mode of delivery of a program so that the courses constitute 50% or more of a program and/or are offered at a distance or through electronic delivery.”** With the expansion of the distance learning program at West Valley College, the submission of this substantive change proposal is now appropriate.

West Valley College began offering distance learning courses as early as 1980 and online courses as early as 1995. Since then, distance learning courses and section offerings have grown each year and now provide students a fairly comprehensive array of offerings. Distance learning courses are now included in most of the **college’s programs** and departments. During the last five years, the distance learning program at West Valley College has gone from offering 170 sections of distance learning courses in 2002/2003 to 428 sections offered in 2007/2008, an increase of over 150%. Distance learning also showed an increase in duplicated headcount enrollment from about 6,000 students to nearly 10,000 students during the same period of time. These numbers only include those courses that are offered 100% as a distance learning course (online courses and telecourses). In addition, it is now estimated that over 75% of all classes at West Valley College utilize some components of online learning for course enhancement. This is largely due to the new ANGEL Learning course management system that the District now uses, making it easier and more practical to add web components to existing on-campus **courses. Since these additional “hybrid” courses do not use web enhancement** features for more than 50% of their total course content, we do not include them in our distance learning statistics. But in general, instructors using ANGEL for distance learning courses and/or web-enhanced hybrid courses are able to include the following course components and augmentations:

- Daily online course announcements
- Posted lectures, assignments, instructor notes, and course resources are available online in HTML format or as a downloadable PDF documents
- High quality pictures, graphics, charts, and maps are available to clarify and enhance course materials for convenient student access
- Communication tools like built-in email and "virtual" office hours
- Asynchronous threaded discussions and group assignment "chats"
- Online PowerPoint slide shows, some with accompanying audio narrations
- Streaming audio and video clips to enhance student learning and to provide a better understanding of important course concepts
- **Grade Book module used to record, track and publish student performance**

By utilizing these tools and technologies together, West Valley College provides a structure that gives our students access to course content regardless of geographic separation. Many of our students work full-time or are otherwise bound by the

demands of their jobs and/or family responsibilities and require alternative methods to continue their education. Distance learning helps meet these needs by incorporating interactive technologies and a variety of media applications into courses that are available at times and places convenient for them.

Highlights for 2007/2008 include:

- West Valley offered 428 sections of distance learning courses this year, an increase of 17% from the 366 courses offered in 2006/07.
- 313 sections were online courses.
- 115 sections were telecourses.
- Eighteen faculty members developed new online courses this year. As a result, sixty-two new course sections became important segments of our college degree and certificate programs. As stated earlier, these statistics do not include the numerous web-enhanced hybrid courses offered by the college.
- Nearly four hundred full-time and associate faculty members have been trained in the use of the ANGEL Learning course management system and are now using it to either teach an online course or a web-enhanced course. This has resulted in the development of some great new enriched college course offerings, more robust content, better student/instructor communication, and higher student satisfaction.

Distance Learning continues to grow and evolve in order to meet student needs. Especially since the launch of our new ANGEL Learning course management system, our courses are richer in content, more interactive, more learner-centered, and include more technology enhancements than ever before. Our students appreciate these enhancements and so do our faculty.

Because the current selection of online courses and telecourses makes it conceivable that a West Valley College student can complete the course requirements for an A. A. degree in an area of emphasis in Liberal Arts solely through distance learning, or the majority of the requirements for an A.S. degree in Law Enforcement, it has become appropriate and necessary for the College to submit this substantive change report. This action is in compliance with the directions cited in the Distance Learning Manual published by the Accrediting Commission for Community and Junior Colleges.

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

Distance Learning at West Valley College strives to set a high standard for innovation and student success. Through the use of modern instructional technologies and professional course design techniques, we offer our students a wide variety of diverse course offerings designed to help them pursue their educational objectives and achieve their personal goals.

Since graduation from West Valley College with a degree or certificate is a common student goal, it has always been an important commitment of the college to help our students achieve both transfer- and career-related degrees and certificates in order to prepare them to be successful transfer students and participants in the workforce. For over twenty-five years, distance learning courses have been an important option for our students to achieve those goals. It is now conceivable that the numbers of distance learning courses and the breadth of those courses across **the College's curriculum may allow a student to achieve an A.A. or A.S. degree solely through the completion of certain accumulations of online courses and telecourses. (An "Inventory of Programs, Certificates or Degrees in Which 50% or More of the Courses are Offered in a Distance Education Mode" is included under Appendix A. of this document.)** Specific requirements and course options for the Associate Degree and the Associate Degree in an Area of Emphasis in Liberal Arts, as well as the status of an A.S. degree program in Administration of Justice: Law Enforcement and four certificate programs in Administrative Management, Office Technologies, Real Estate Salesperson and Web Development are shown in detail in Appendix A.

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

As the College determined to both promote and also better manage the growing interest in distance learning, especially in the online mode of instruction, it became equally important to justify its role and plan for its future within the context of the **College's stated mission, which is quoted as follows from the 2008/2009 West Valley College catalog:**

"West Valley College is committed to the broad educational mission of the California Community College system, which is in part, to offer lower division academic instruction and career preparation and to promote lifelong learning, intellectual rigor, aesthetic appreciation, respect for individual and world views, and responsible citizenship both locally and globally. The college is also committed to fulfill its mission to advance California's economic development by creating economic opportunities in the communities it serves."

Attendant to the mission statement are the College's plans to achieve that mission:

"The college strives to attain excellence in providing:

- **Transfer Preparation.** Courses and programs which provide comprehensive lower division instruction with full transferability through articulation agreements and transfer guarantees for students who have educational goals beyond the associate degree.
- **Vocational Technical Education.** Courses and career programs which provide skills and knowledge responsive to current needs of business, technology, and the allied professional fields.

- General Education. Courses and programs which contribute to the education of an individual, including the development of critical thinking, written and oral communication skills, understanding of and the ability to use quantitative analysis; appreciation of the arts and humanities; and awareness of physical, social and behavioral sciences as they affect the individual and interaction with the community and the global society.
- Pre-Collegiate Basic Skills. Courses and programs which prepare students for college level reading, written and oral communication, and mathematics.
- Economic Development. **Courses and programs which advance California's economic growth and global competitiveness and contribute to the region's continuous work force improvement.**
- Student Services. Counseling programs and additional services which:
 - 1) assist students in the matriculation process;
 - 2) facilitate planned selection of programs and courses;
 - 3) lead to transfer and/or career goals; and,
 - 4) **promote student access, retention and success."**

In every aspect pertaining to the College's mission, teaching and learning in distance learning mirrors the teaching and learning occurring in conventional courses. Particularly in the areas of Transfer Education and General Education, distance learning courses form a comprehensive cross-section of the curriculum and **are a significant part of the college's "academic instruction and career preparation" programs that "promote lifelong learning, intellectual rigor, aesthetic appreciation, respect for individual and world views, and responsible citizenship both locally and globally."** A much fewer number of our courses fall into the Pre-Collegiate Basic Skills category. Other distance learning courses are in the Student Services category, especially some of our online counseling courses, which assist students in the matriculation process and subsequently lead to transfer and/or achieving their career goals and success.

Also in accord with the College's mission is the methodical instructional design process for distance learning courses and instruction, emphasizing the "Five C's":

- **Communication** - The quality instructional design of our distance learning courses actually increases communication opportunities between teachers and students. Communication tools include email, asynchronous discussions, live chats, and "virtual" office hours.
- **Connections** - Our courses are designed to consolidate the connections between the concepts taught in the course and concepts found in the real world.
- **Contacts** - Online faculty are encouraged to customize assignments by taking into account individual interests, current trends, and different individual learning styles, thus making the learning process a more personal experience.
- **Concepts** - Our courses are constantly updated to reflect current news-worthy

events and trends, allowing students to interact with instructors and fellow students on topics that really matter.

- Creative Approaches - Our instructors are encouraged to utilize rich media content throughout their online courses. This includes high quality pictures, graphics, maps, animations, simulations, and streaming audio and video clips.

This design process starts with the premise that our distance learning courses can and should be more student-centered, more interactive, and richer in media content than in the more conventional modes of instruction.

Planning for the growth of distance learning courses and student services may also **be attributed to the College's Distance Learning Strategic Plan, first formulated by** the Distance Learning Committee and the Academic Senate in 2002. Quoting from the plan under the category of Course Development, Goal 5 states:

"Create an online distance learning path that leads to the fulfillment of the general education requirements necessary for an Associate degree. Then, work with college departments and programs to begin to encourage faculty to design and develop online courseware that could be applied to inclusive online certificates or degrees.

Critical success factors - (measurement of success over the next 5 years):

- develop at least four new program-specific distance learning degree tracks
- become one of the top 3 providers of distance learning degree programs amongst California community colleges
- distance learning courses to become 10% of the overall course offerings
- at least one distance learning course offering to be available within every program/department within the college
- assist in the development of information competency curriculum to meet **graduation/transfer requirements"**

After the Strategic Plan was approved, the College's Distance Learning Committee spearheaded a comprehensive plan to facilitate the process. A very important aspect of this procedure was also to be found in the Distance Learning Strategic Plan in Goal 8:

"Working with key Mission College personnel, establish a course management standard for the District (WebCT, Blackboard or something else), thereby allowing standardized course development practices, Datatel student database integration, and minimized yearly license fees."

This goal resulted in the adoption of the ANGEL Learning course management system by the District in 2006 as a replacement to WebCT. Most of our instructors either switched from WebCT to ANGEL when it first became available, or soon thereafter decided to use a course management system for the first time. Faculty who attended on-campus ANGEL workshops recognized the **automated system's** ease of use and its applicability to online and hybrid course instruction. In addition

to the normal online tools available earlier, ANGEL offered the following additional features:

- Availability of the system for both online and on-campus courses at no additional cost
- **Easier to personalize the system and course content for each individual faculty member** including combining course rosters into one master merged course
- **Easier for faculty to use with fewer steps required to upload new content** or create new pages with the built-in HTML editor
- **Increased 508 and ADA compliance, providing better accessibility for the disabled**
- Built-in Learning Object Repository included to provide sharing of common content between courses or instructors
- **More effective utilization of publisher-created test banks** and other related media materials

At this time nearly four hundred full-time and associate faculty members have been trained in the use of the ANGEL Learning course management system over the last three years. This has resulted in the development of dozens of new enriched online and web-enhanced college courses, more robust content, better student/instructor communication, and higher student satisfaction as determined through survey results.

West Valley College has improved its research capabilities in the last year and is better able to obtain relevant data concerning student retention and success for all of its courses, disaggregated by delivery mode. Appendix B. shows two recent reports depicting student retention and success data for live delivered courses and distance delivered courses. The first report compares performance data for West Valley College between the fall semester of 2007 and the fall semester of 2008. The differences between the two years are practically negligible, regardless of delivery mode. It is notable that student retention in the distance mode is 5.9% lower than retention for live delivery. The disparity in student success is larger, with distance mode success 15.9% lower than live delivery mode success. Corresponding data at the course level and program are now available and shared with the academic programs through the program review process. Analysis of these data is proceeding.

The second report places the issues concerning retention and success into a context where the College can compare its Fall 2007 student performance measurements with statewide averages and with those of nearby public community colleges. **In terms of retention, West Valley College's live** delivery course retention is 2.7% lower than the statewide average, but retention in its distance delivery courses is .6% higher than the statewide average. In this measurement West Valley College student retention in distance delivered courses is also higher than the nearby **community colleges. In terms of student success, West Valley College's live delivery** course success rate is 2.5% lower than the statewide average, and success in its distance delivery courses is 4.5% lower than the statewide average. In this measurement West Valley College student success in distance delivered courses is

8% lower than the nearest community college and relatively close to that at the other two nearby community colleges. Further research and analysis will allow the College faculty to better understand and determine how it can improve these measures of student performance. Further efforts to achieve quality improvement are described below.

The College has implemented elements of program review to ensure the evaluation of distance learning courses and to also ensure that distance learning instruction is comparable to traditional instruction, as follows:

- As mentioned above, program review data concerning distance learning courses, including success and retention rates, were added to the departmental questionnaires in October 2008 to allow departments to better evaluate instruction in distance education courses and to compare the distance learning courses to the comparable ones taught face-to-face. As a result, departments have noted where improvements are needed and developed action plans to address these.
- In its 2007/2008 Program Review, the Distance Learning Department identified two Actions and Objectives that pertain to instructor certification and course and instructor evaluation:
 1. Design and develop the new Distance Learning Instructor Certification Program for eventual offering in Fall 2008.
 2. Working with the campus Distance Learning Committee and key personnel from Mission College, establish a method and plan for evaluating distance learning courses.

And, in its 2008/2009 Program Review Update, the Distance Learning Department was able to report that both efforts had succeeded, as follows:

- A new Distance Learning Instructor Certification online course was developed during 2008 to provide faculty with the guidance and skill sets needed to effectively design and deliver distance learning courses. It was initiated and developed by the District-wide Distance Learning Committee. This course takes distance learning instructors through eight modules that include the necessary steps of an instructional design and pedagogical model. Upon completion, instructors can effectively design, develop, implement and evaluate their distance learning courses for the benefit of all learners.

The course was completed in the spring semester of 2008 by eight faculty attendees in a successful beta test. Eighteen additional faculty members completed the slightly amended course in fall 2008. The course is being offered again during spring 2009 to a larger number of faculty and it will be offered regularly in subsequent semesters. The Distance Learning Instructor Certification curriculum has been proposed as a credit course and submitted to the Curriculum Committee for approval.

- Starting in 2008 and continuing through the first quarter of 2009, members of the District Distance Learning Committee convened to address the need for evaluating Distance Learning faculty and courses. The subcommittee proceeded by adapting the existing approved evaluation form used for faculty who teach face-to-face courses. Both Academic Senates approved the work of the evaluation form and the committee submitted it to the faculty union (ACE). ACE and the District later took up the matter in negotiations.

The December 2008 beta test of the electronic delivery of the form was completely successful. ACE and the District signed a letter of understanding on February 6, 2009 authorizing the observation of distance learning faculty and full use of the automated course survey form for distance education students. The procedure has been incorporated into the spring 2009 semester faculty appraisal process.

Both colleges now have an evaluation form combined with a confidential and secure delivery system that follows District, ACE (the faculty union) and Academic Senate approved policies and procedures. Consequently, the College has also fulfilled the Action Plan item associated with Standard II.A.2c. of its 2007/2008 Self Study.

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

The development of Distance Learning at West Valley College is well documented. Growth proposals and budgets have consistently received endorsements and approvals from both the College Academic Senate and College administration each year since 1987. Related endorsements and budget proposals for the ANGEL Learning course management system have been approved by the Academic Senate, College Council, and the Board of Trustees each year since 2005. (Please see Appendix C. for the 2008/09 Budget showing the support for distance learning and Appendix D. for the apropos Organizational Chart.)

The West Valley College Curriculum Committee is charged with the responsibility to approve new and changed programs and courses. It also certifies courses taught in distance learning modes. All online courses and all telecourses currently taught at West Valley College go through a specific approval process through the Curriculum Committee to insure rigor, quality and comparability with face-to-face curriculum. In addition, instructors charged to develop all online courses for normal transfer programs, vocational programs, and certificate programs are directed to work with **the College's Instructional Technology/Distance Learning Coordinator**. One-on-one consultations are followed by group training sessions and sometimes additional one-on-one tutorials. These activities included:

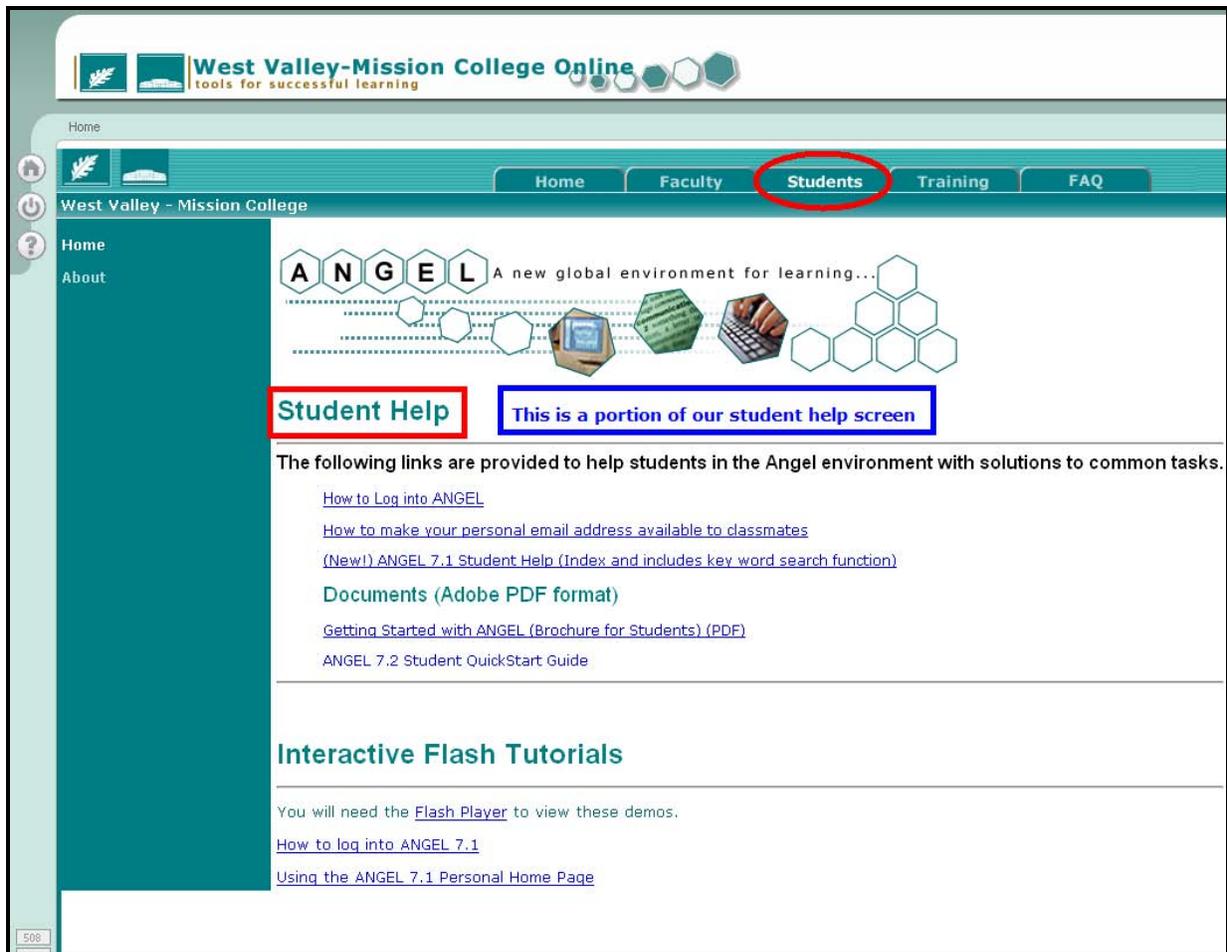
- careful development of instructional design elements,

- determination of effective delivery methods,
- responsibilities of instructors in online instruction,
- incorporation of media and other learning materials,
- use of online communication tools, chats, and online office hours
- instruction and orientation into the use of the ANGEL Learning course management software.

Internet links to syllabi and other information pertaining to all courses are available online from the college web site. The courses themselves are secure and accessible by password. Many of these courses are also part of the ongoing peer review process that occurs every few years for each instructor as part of their tenure review process or instructor evaluation.

Training for prospective, new and more experienced distance learning students is **provided in several ways. The College's Distance Learning website includes** orientation and simple step-by-step procedures for students who are new to distance learning, including short modules on "College Online Orientation", "Are Distance Learning Courses Right for You", "How to Succeed in an Online Course", "College Bookstore: Order Textbooks Online", "How to Log In to ANGEL", "Getting Started in an Online Course" and "Getting Started in a Telecourse".

Other training support for students enrolled in distance learning courses is embedded in the ANGEL user interface with its variety of help screens and tutorials. (Please see the screen shot below).



The College also offers telephone help during regular office hours or one-on-one help for students, both provided by the Distance Learning Office staff. Beginning Fall 2009, we will initiate ANGEL Student Orientations that entail how to become a successful online student. During 2009/10, we will develop and launch short video clips that show students how to use certain features in ANGEL, such as: check their grade book, post to a discussion forum, use a drop box, etc.

Finally, the College provides a comprehensive selection of student services and learning resources to all of its distant learners, including a variety of academic support services:

- Admissions and Records, including online application and registration
- Assessment Services
- Online Library resources
- Online Counseling
- Tutorial Services, including some online services
- Online Bookstore

- Instructional Computer Labs
- Financial Aid, including some online services
- Health Services
- Multi-cultural programs, including PUENTE and SUCCESS
- Outreach Services, including the Early Admission Program, concurrent enrollment, college planning workshops etc.
- Transfer Information, including access to many transfer websites

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

As stated above in D., any proposed distance learning course must go through an extensive approval process of its new or revised Title 5 course outline (as per Sect. 55002 of the California Code of Regulations) through the College's Curriculum Committee. In addition, distance learning courses require a separate Distance Education Certification, as specified by Title 5. Each course is then further reviewed by the Office of Instruction, and approved by the Academic Senate and District Board of Trustees before it can listed in the college catalog (or addenda) and scheduled for enrollment. Furthermore, specific degree or certificate programs, regardless of mode of instruction, must be separately approved by the California Community College Chancellor's Office before being offered to students.

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

Please see Appendix E. for the complete statement of the West Valley College Certification of Continued Compliance with Eligibility Requirements from its 2007 Self Study.

All aspects of each online course or telecourse adopted by the College is done in accordance with the relevant Eligibility Requirements, in particular: 7. Degrees; 8. Educational Programs; 9. Academic Credit; 10. Student Learning Achievement; 11. General Education; and 19. Institutional Planning and Evaluation. Most of our online and telecourse courses originated as conventional face-to-face courses and have already been taught on campus in that mode. As such, the Curriculum Committee has existing processes by which to scrutinize for rigor, quality and consistency between the original course and the one in the distance learning mode. Additionally, the instructional design aspects of the new distance learning course are reviewed to insure that online resources and strategies are equal to or better than those available in the classroom. This oftentimes requires additional media resources to be produced along with other supplementary instructional resources.

G. Evidence that each accreditation standard will still be fulfilled after the change and that all relevant Commission policies are addressed. Any standards that are particularly impacted by the change should be addressed in detail.

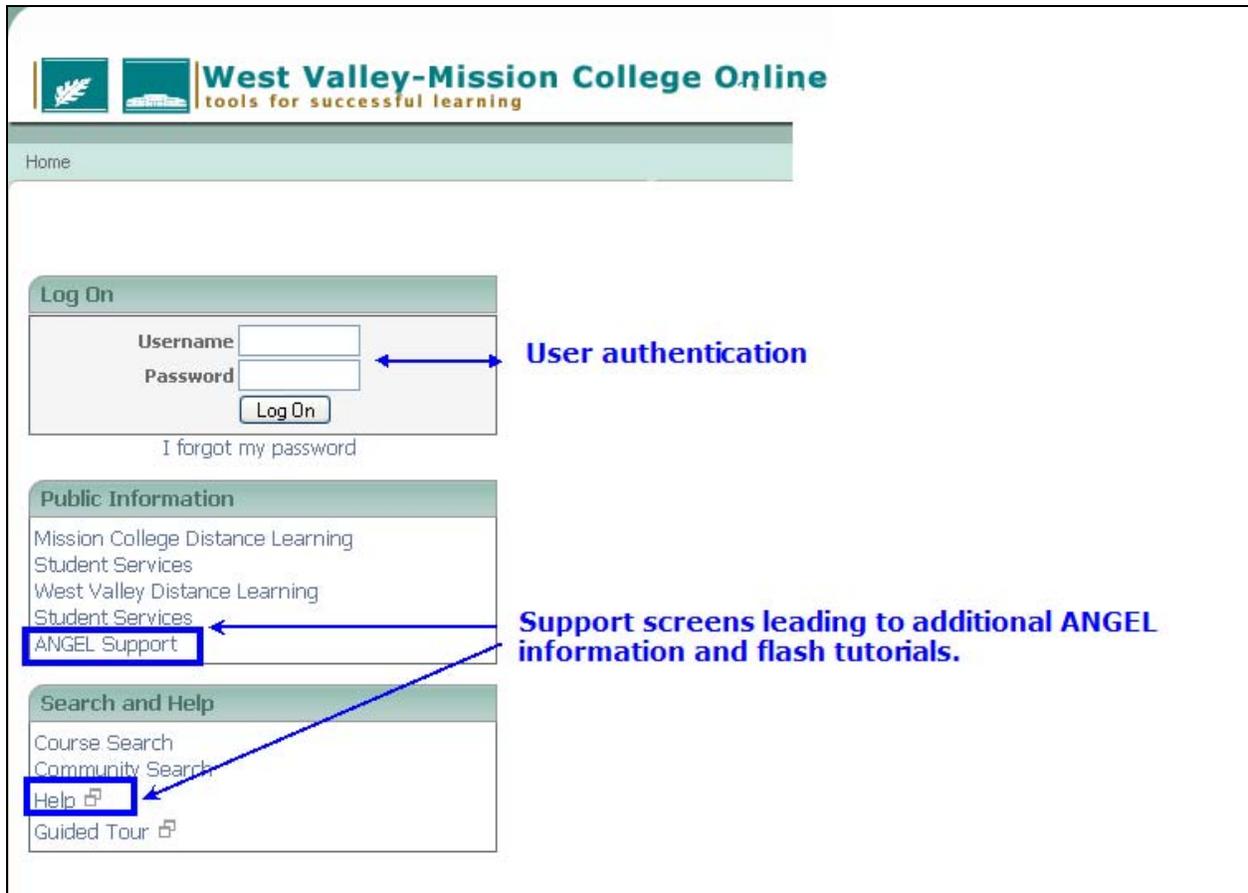
Please see Appendix F., Excerpts from the West Valley College 2007 Self-Study Pertaining to Distance Education related to this Substantive Change Proposal. As detailed above in section F., all distance learning courses have gone through normal approval channels just like any other course, including complete approval and scrutiny by the Curriculum Committee and the Office of Instruction. West Valley College just completed its accreditation self-study in 2007/2008 and had its accredited status **reaffirmed last summer**. **The College's distance learning offerings and support systems figured prominently in the self-study and were investigated thoroughly during the visit.** All distance learning courses are in keeping with the other programs and courses offered at West Valley College, regardless of format or **delivery mode. Every online course at the College follows the tenets of the ACCJC's "Principles of Good Practice for Electronically Delivered Academic Degree and Certificate Programs"**.

H. Other information requested by Commission staff that is pertinent to the specific nature of the change.

An item raised by Commission staff pertains to the authentication of students taking distance learning courses (more specifically, online courses) at West Valley College. The College and its faculty are mindful of the need for authentication and have had serious dialog for more than a decade on the legal and practical aspects of insuring the integrity of distance courses and their instruction, while not violating rights of privacy. The use of certain technologies and instructional practices have continued to advance the sophistication of authentication over the years in order to stay ahead of those individuals who might choose to circumvent our systems and **violate the College's academic dishonesty policies.**

The Higher Education Opportunity Act (HEOA of 2008) "requires institutions to authenticate the identity of distance education students". As such, we believe that West Valley College is in compliance with current student authenticity requirements and on par with other educational institutions with distance education offerings. The ANGEL course management system at West Valley College has security mechanisms in place that utilize student identification numbers and pass code information that must be entered each time the student participates in class time or coursework on-line. (Please see the screen shot below.) As new identification technologies are developed and become more sophisticated, less expensive and more mainstream, we anticipate their future use at the College.

In addition to the authentication features built in to our ANGEL course management system, the system allows faculty to use multiple test banks and produce exercises that obviate cheating. Finally, many of our faculty members make frequent use of plagiarism detection software for face-to-face and distance learning courses.



Unless indicated otherwise by the Commission, we feel that the substantive change pertaining to the growth and development of distance learning courses and student services at West Valley College, making it possible for a West Valley College student to complete an A. A. degree in specific areas of emphasis of Liberal Arts, solely through distance learning, or other degrees and certificates largely through distance learning, is substantially explained and substantiated in this document.

Please feel free to access the following web page citations at the college for additional information or clarification.

West Valley College Virtual Campus:

<http://www.westvalley.edu/dl/>

Graduation Requirements and Distance Learning:

http://www.westvalley.edu/dl/dl_grad_require.html

Distance Learning Strategic Plan:

http://www.westvalley.edu/dl/dl_strategic_plan.pdf

Current Annual Distance Learning Fiscal and Statistical Report:

http://www.westvalley.edu/dl/current_dl_report.pdf

Online Student Services:

<http://www.westvalley.edu/services.html>

Online Student Counseling:

<http://www.westvalley.edu/services/distancecounseling.htm>

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**APPENDIX A.: Inventory of Programs, Certificates or Degrees in Which
50% or More of the Courses are Offered in a Distance
Education Mode**

<u>Program</u>	<u>Degree or Certificate</u>	<u>Title</u>
College-wide Liberal Arts	Associate in Arts	Area I. Arts and Humanities
College-wide Liberal Arts	Associate in Arts	Area III. Social and Behavioral Sciences
College-wide Liberal Arts	Associate in Arts	Area V. Cultural and Global Studies
Administration of Justice	Associate in Science	Law Enforcement
Business	Certificate (12 units)	Administrative Management
Business	Certificate (9 units)	Real Estate Salesperson
Computer Applications	Certificate (12 units)	Office Technologies
Digital Media/Internet Services	Certificate (17 units)	Web Development

Graduation Requirements for the Associate Degree using Distance Learning Courses

The following paragraphs are taken verbatim from the 2008/2009 West Valley College Catalog, listing the general graduation requirements for the Associate Degree, followed by the distance learning course(s) fulfilling these requirements.

West Valley College will confer the Associate of Arts or Associate of Science degree upon a student who successfully completes the requirements listed below and has filed a petition in the Records Office by deadline dates printed in the current Schedule of Classes. A student who has remained in continuous attendance and enrolled in at least one course per academic year may elect to meet the degree **requirements in effect at any time during the student's period of continuous attendance**. The associate degree may be sought as either a final educational goal or a major step toward a baccalaureate degree elsewhere. Associate degree general education and proficiency requirements will be waived for students who have previously completed a baccalaureate degree at an accredited institution. For many students, the successful completion of the A.S. degree will result in preparation to enter an occupation.

I. Associate of Arts and Associate of Science Degrees

- A. Complete a minimum of 60 passing units of college work, 12 of which must be in **residence. A maximum of 20 "CR" units** may be applied toward the completion of the associate degree (see Grading Systems).
- B. **Achieve a "C" (2.00) grade point average in 60 units of work reflected on all college transcripts** submitted for graduation.
- C. Fulfill a major. Degrees are offered only in majors listed in the college catalog upon completion of all the major requirements.
- D. **Grades of "C" or better are required for all courses used to satisfy major requirements** for the Associate degree.
- E. Proficiency in reading, writing, mathematics and information competency is required for graduation with either associate degree.
 1. Reading - A grade equivalency score of at least 12th grade level on a standardized test or a grade of C or better in READ 053, Speed and Critical Reading, or the completion with a grade of C or better in a California State University transferable 3 unit reading course taken at an accredited college or university that is substantially equivalent to Reading 053.
 2. Writing - Completion of the English composition requirements with a C or better.

The following classes are available via Distance Learning to help satisfy the Reading and Writing requirements:

● **English 1A (online)**

3. Mathematics - A grade of C or better in Math 104, 105, 106, 106R, 107 or 000G, or higher, or completion of comparable high school courses with a grade of C or better.

The following classes are available via Distance Learning to help satisfy the Mathematics requirement:

● **Math 106R (online)**

4. Information Competency
 - a. A grade of C or better in LIBR 004.
 - b. A minimum of 1 semester unit or more in an information competency infused course.

The following classes are available via Distance Learning to help satisfy the Information Competency requirements:

- **LIBR 004 (online)**
- **ART 001A, Survey of Western Art I (online)**
- **ART 001B, Survey of Western Art II (online)**

- **BUS 051, Intro. to Business (online)**
- **CA 074, Stop Surfing – Start Researching (online; co-listed with LIBR 006)**
- **COUNS 005, College Success (online)**
- **ENGL 001B, English Composition (online)**
- **H.ED 008, Understanding Health (online)**
- **LIBR 006, Stop Surfing – Start Researching (online; co-listed with CA 074)**
- **PE.TH 051 , Dance in America: A Cultural Perspective (online)**

II. General Education Requirements: Minimum 25 units

A. Language and Rationality

A minimum of six (6) semester units. A minimum of three (3) semester units is required in English 1A and a minimum of three (3) semester units in communication and analytical thinking courses:

CIS 002, 004A, 04A1

Comm 001, 001 (Honors), 010, 010 (Honors), 020, 020 (Honors)

Engr 021; Engl 001B, 001C, 001C (Honors)

Mathematics 103/103R, 104, 105, 106/106R, 107, 000D, 000G, 001, 002, 003A, 003B, 004A, 004B, 004C, 008, 010, 010 (Honors), 012, 014, 018; Pkmgmt 016A; Phil 002, 003, 017; Read 053

The following classes are available via distance learning to help satisfy the Language and Rationality requirements:

- **English 1A (online)**
- **English 1B (online)**
- **English 1C (online)**
- **Mathematics 106R (online)**
- **Philosophy 3 (online)**
- **Philosophy 17 (online)**

B. Natural Sciences

A minimum of three (3) semester units to include inquiry into the physical universe and its life forms.

Anthropology 1; Astro 001, 002, 010, 010L, 011, 011L, 014

Bio 010, 011, 011 (Honors), 012, 013, 014, 015, 018, 021 (Honors), 022, 023, 024, 034, 035, 036, 041, 042, 043, 045, 046, 047, 048, 050, 055, 056, 057;

Chem 001A, 001B, 002, 010, 030A, 030B

Geog 001; Geol 001A, 001A (Honors) 001B, 002B, 003B, 005, 010, 015, 020; HTech 004; NS 015; Ocean 001, 010; Pkmgmt 014

Psci 010, 020, 030; Phys 001, 002AB, 004A,B, C, D, 010

Psych 002, 002 (Honors), 007

The following classes are available via distance learning to help satisfy the Natural Science requirement:

- **Astronomy 11 (telecourse)**
- **Biology 24 (online)**
- **Geography 1 (online)**
- **Geology 1A (telecourse)**
- **Nutritional Science 15 (online)**
- **Nutritional Science 15 (telecourse)**
- **Oceanography 1 (telecourse)**

C. Humanities

A minimum of three (3) semester units which cultivate the intellect, imagination, sensibility and sensitivity.

Art 001A, 001A (Honors), 001B, 001B (Honors), 001D, 001D (Honors), 001G, 001E, 004, 004 (Honors) 007, 010, 012A, 012B, 031A, 031B, 031C, 033A, 033C, 035A, 035B, 035C, 035D, 036, 037, 038, 039A, 039B, 047A, 047B, 047C, 047D, 049A, 049B, 049D, 052, 054, 065A, 065B, 067A, 067B, 075A, 075B, 075C, 075D, 085A, 085B, 088A, 088B

Chin 050A; Engl 002 (Honors), 005A, 005B, 006A, 006A (Honors), 006B, 006B (Honors), 007A, 007B, 010, 012, 013, 016, 018, 041, 043, 043 (Honors), 044, 046, 047, 048, 049, 049 (Honors) 070A, 070B

FD 032; Frnch 001A, 001B, 002A, 002B, 030A, 050A, 050B, 062

Germ 001A, 001B, 002A, 002B, 050A, 050B, 051A, 051B; Greek 050A Human 001A, 001A (Honors), 001B, 001B (Honors)

Ital 001A, 001B, 002A, 002B, 050A, 050B, 051A, 051B

Jpns 001A, 001B, 002A, 002B, 050A, 050B, 051A, 051B; Latin 050A

Music 001, 002, 003A, 004A, 004B, 005, 009, 010, 011, 020, 022, 027, 030A, 030B, 031A, 031B, 032A, 032B, 033A, 033B, 035, 036, 040, 041, 042, 043A, 043B, 048, 049, 051, 053, 054, 055, 060, 061, 063A, 063B

Phil 001, 003, 004, 004 (Honors) 005, 006, 008 (Honors), 012, 022

Photo 001, 001L, 002, 002L, 020A, 020B, 021A, 021B, 030, 045A, 045B, 045C, 070, 071, 072, 073, 074, 075; PE 3.1-3.24, PE. TH 050

Portg 001A, 001B; Russ 001A, 001B, 050A, 050B; SL 060A, 060B

Span 001A, 001B, 002A, 002B, 003A, 003B, 050A, 050B, 051A, 051B

Thear 001, 002A, 003A, 003B, 004, 005A, 005B, 006A, 006B, 007A, 007B, 007C, 008A, 008B, 010, 010 (Honors) 014A, 014B, 014C, 015, 015 (Honors), 017A, 017B, 018A, 018B, 019A, 020, 021A, 021B, 022B, 022C, 030, 033A, 033B, 035A, 035B, 040A, 040B, 041A, 041B, 042, 044A, 044B, 047A, 047B, 060-072; WS 001, 002

The following classes are available via distance learning to help satisfy the Humanities requirement:

- **Art 1A (online)**
- **Art 1B (online)**
- **Art 4 (online)**
- **Art 12A (online)**

- **Art 12B (online)**
- **English 70A (online)**
- **English 70B (online)**
- **French 1A (online)**
- **French 1B (online)**
- **French 50A (telecourse)**
- **French 50B (telecourse)**
- **Music 2 (online)**
- **Music 5 (online)**
- **Music 10 (online)**
- **Music 10 (telecourse)**
- **Music 54 (online)**
- **Music 55 (online)**
- **Philosophy 1 (online)**
- **Philosophy 3 (online)**
- **Spanish 50A (telecourse)**
- **Spanish 50B (telecourse)**
- **Spanish 51A (telecourse)**
- **Spanish 51B (telecourse)**
- **Theatre Arts 6A (online)**
- **Theatre Arts 6B (online)**
- **Theatre Arts 14A (online)**
- **Theatre Arts 14C (online)**
- **Theatre Arts 15 (online)**
- **Theatre Arts 19A (online)**
- **Theatre Arts 30 (online)**

D. Social Science

Series 1: Social and Behavioral Sciences:

A minimum of three (3) semester units dealing with human, social, psychological, political, and economic institutions and behavior and their historical backgrounds, selected from among the following:

Admin. of Justice 1; Anthropology 002, 003, 003 (Honors), 004, 055

Econ 001A, 001A (Honors), 001B, 001B (Honors), 045

Geog 002, 002 (Honors), 006

Hist 004B, 004B (Honors), 005B, 008B, 012, 014, 016, 020

Polit 002, 003, 003 (Honors), 004

Psych 001

Soc 001

The following classes are available via distance learning to help satisfy the Social Science Series 1 requirement:

- **Administration of Justice 1 (online)**
- **Anthropology 3 (online)**
- **Economics 1A (online)**

- **Economics 1B (online)**
- **Geography 2 (online)**
- **Political Science 1 (online)**
- **Psychology 1 (online)**
- **Sociology 1 (telecourse)**

Series 2: American History and institutions

Complete the American History and Institutions requirement for the California State University OR complete three (3) semester units with a credit or a grade of C or better in one of the following:

Hist 017B, 017B (Honors)
Polit 001, 001 (Honors)

If history is used to fulfill the Series 2 requirement, a course from a discipline other than history must be used to satisfy the Series 1 requirement. If political science is used to fulfill the Series 2 requirement, a course from a discipline other than political science must be used to satisfy the Series 1 requirement.

The following classes are available via distance learning to help satisfy the Social Science Series 2 requirement:

- **History 17B (online)**
- **Political Science 1 (online)**

E. Lifelong Understanding and Development

Option 1: Three (3) units from Area A, B, C or D, which are not part of the student's major.

Option 2: Three (3) units from courses listed below which cultivate self-understanding and development of the student as an integrated individual capable of coping with life in our modern society, assist students to acquire the skills necessary to adapt to change, gain self-understanding, and set achievable goals, and which include consideration of such matters as cognitive, affective and psychomotor development, health, stress management, and key relationships of human beings to their social and physical environment.

BUS 061; CA 017; CHS 053
Comm 004, 008, 017, 025
Couns 005, 012, 012A, 012B, 012C, 024, 025
FD 027; H. ED 008, 010, 012; Lead 020A, 020B, 030A
LS 001; Libr 004
PE. TH 042
Psych 012, 025, 030

The following classes are available via Distance Learning to help satisfy the Lifelong Understanding and Development requirement:

- **Counseling 5 (online)**
- **Counseling 12 (online)**
- **Health Education 8 (online)**
- **Health Education 12 (online)**
- **Library 4 (online)**

F. Cultural Diversity

A minimum of three (3) semester units to prepare students to work effectively and live harmoniously in a pluralistic society, acknowledge the experience, scholarship and accomplishments of the many cultures in our society, promote and foster a sense of inquiry about cultural diversity, and meet the needs of the culturally diverse student population. A course used to fulfill this requirement may not be used to fulfill another associate degree general education requirement. (Double counting is not permitted.)

CHS 005; Comm 012; Couns 050
Engl 012, 013, 018, 046, 046 (Honors)
Hist 003; Phil 016, 021
PE.Th 051, 051 (Honors)
Polit 005; Psych 009
Soc 020
WS 001, 002

The following classes are available via Distance Learning to help satisfy the Cultural Diversity requirement:

- **Communication Studies 12 (online)**
- **Counseling 50 (online)**
- **PE. TH 51 (online)**
- **Psychology 9 (online)**

G. Physical Education Activity

A one (1) semester unit activity course in physical education (P.E. 1.02 -11.10) is required to receive an Associate Degree. A course used to fulfill this requirement cannot be used to fulfill another associate degree requirement. (Double counting is not permitted.)

The following class is available via Distance Learning to help satisfy the Physical Education Activity requirement:

- **P.E. 4.12 (telecourse)**

Graduation Requirements for the Associate Degree in an Area of Emphasis in Liberal Arts using Distance Learning Courses

The following paragraphs will be listed in the 2009/2010 West Valley College Catalog. Included are the most recent general graduation requirements for the Associate in Arts Degree in an area of emphasis in Liberal Arts. Distance learning courses available to students to fulfill these requirements have **bolded and underlined course names and numbers**.

LIBERAL ARTS AA DEGREE AREAS OF EMPHASIS

I. ARTS & HUMANITIES: *Select a minimum of 18 units from the following Arts and Humanities courses. For depth, include a minimum of two courses from a single discipline; for breadth, include at least two disciplines in your selection. Courses can be counted toward completion of General Education requirements. (Honors courses also meet emphasis requirements.)*

The courses in this area emphasize the study of cultural, literary, humanistic activities and artistic expression of human beings. Students evaluate and interpret the ways in which people through the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation. Students also learn to value aesthetic understanding and incorporate these concepts when constructing value judgments.

ART (STUDIO) 31A, 31B, 31C, 33A, 33C, 53A, 53B, 53C, 55, 65A, 65B,
65C, 67A, 67B

ART (HISTORY) 1A, 1B, 1D, 1E, 1G, **4**, 10

ENGLISH 5A, 5B, 6A, 6B, 7A, 7B, 10, 41, 43, 44, 47, 48, 49, **70A**, **70B**

FASHION DESIGN 32

HISTORY 4A, 4B

HUMANITIES 1A, 1B

MUSIC 1, **2**, **5**, 9, **10**, 11, 30A, 30B, 31A, 31B, 32A, 32B, 32C, 36, 36B, **54**

PHILOSOPHY 1, 5, 6, 12, 22

PHOTOGRAPHY 1, 2

THEATRE ARTS 1, 10, **14A**, 14B, **14C**, **15**, **19A**, 40A, 40B

II. COMMUNICATION AND CRITICAL THINKING: *Select a minimum of 18 units from the following Communication and Critical Thinking courses. For depth, include a minimum of two courses from a single discipline; for breadth, include at least two disciplines in your selection. Courses can be counted toward completion of General Education requirements. (Honors courses also meet emphasis requirements.)*

The courses in this area emphasize the form and content of communication, and provide an understanding of the psychological basis and social significance of communication and critical thinking.

BUSINESS 78

COMMUNICATION STUDIES 1, 4, 8, 10, 20

ENGLISH 1A, 1B, 1C

MATH 10

PHILOSOPHY 2, 3, 17

III. SOCIAL AND BEHAVIORAL SCIENCES: *Select a minimum of 18 units from the following Social & Behavioral Science courses. For depth, include a minimum of two courses from a single discipline; for breadth, include at least two disciplines in your selection. Courses can be counted toward completion of General Education requirements. (Honors courses also meet emphasis requirements.)*

The courses in this area emphasize the perspective, concepts, theories and methodologies of the disciplines typically found in the variety of disciplines that comprise study in the social and behavioral sciences. Students study about themselves and others as members of a larger society in order to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavioral and social organizations of other human societies.

ADMINISTRATION OF JUSTICE 1

ANTHROPOLOGY 1, 2, 3, 4

BUSINESS 61

CHILD STUDIES 63

ECONOMICS 1A, 1B, 45

GEOGRAPHY 2

HISTORY 17A, 17B, 20

POLITICAL SCIENCE 1, 2, 3, 4

PSYCHOLOGY 1, 17, 30

SOCIOLOGY 1, 2, 3

IV. SCIENCE AND MATH: *Select a minimum of 18 units from the following Science and Math courses. For depth, include a minimum of two courses from a single discipline; for breadth, include at least two disciplines in your selection. Courses can be counted toward completion of General Education requirements. (Honors courses also meet emphasis requirements.)*

The courses in this area emphasize the natural sciences which examine the physical universe, its life forms and its natural phenomena. In addition, these courses emphasize experimental methodology, testing hypotheses, and the power of systematic questioning. Courses in math emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra.

ANTHROPOLOGY 1

ASTRONOMY 1, 2 (lab), 10, 10L, 11, 11L, 14

BIOLOGY 10, 11, 12, 13, 14, 15, 18, 22, 23, 24, 34, 35, 36, 55, 56, 57

CHEMISTRY 1A, 1B, 2, 30A, 30B
COMPUTER INFORMATION SYSTEMS 2, 4A, 4A1, 4B, 4B1
GEOGRAPHY 1
GEOLOGY 1A, 1B, 2B, 5, 10A, 15
MATH D, G, 1, 2, 3A, 8, 10, 12, 14
NUTRITION STUDIES 15
OCEANOGRAPHY 1, 10
PHYSICAL SCIENCE 10, 20, 30
PSYCHOLOGY 2, 7
PHYSICS 1, 2A, 2B, 10

V. CULTURAL AND GLOBAL STUDIES: *Select a minimum of 18 units from the following Cultural and Global Studies courses. **For depth, include a minimum of two courses from a single discipline; for breadth, include at least two disciplines in your selection.** Courses can be counted toward completion of General Education requirements. (Honors courses also meet emphasis requirements.)*

Note: A maximum of 10 units of foreign language (world language) credit can be applied to this area of emphasis.

The courses in this area emphasize how we function effectively and live harmoniously in a pluralistic society in an increasingly global environment. The focus of this area is to foster a sense of inquiry about cultural differences and similarities. With this as a focus, the courses further acknowledge the experience, scholarship, and accomplishments of the many cultures in our society and in the world.

ANTHROPOLOGY 55
ART 7, 12A, 12B
ARABIC 50A, 50B
CHILD STUDIES 5
CHINESE 1A, 50A, 50B
COMMUNICATION STUDIES 12
COUNSELING 50
ENGLISH 12, 13, 16, 18, 46
FARSI 50A, 50B
FRENCH 1A, 1B, 2A, 2B, **50A, 50B**, 57A, 57B, 58A
GEOGRAPHY 6
GERMAN 1A, 1B, 2A, 2B, 50A, 50B, 58A
HISTORY 3, 5A, 5B, 8A, 8B, 12, 14, 16
ITALIAN 1A, 1B, 2A, 2B, 50A, 50B, 58A
JAPANESE 1A, 1B, 2A, 2B, 50A, 50B, 58A
MUSIC 55
NUTRITION STUDIES 20
PHILOSOPHY 4, 16, 21
PHYSICAL EDUCATION THEORY 51
POLITICAL SCIENCE 5

PORTUGUESE 1A, 1B

PSYCHOLOGY 9

RUSSIAN 1A, 1B, 50A, 50B, 58A

SIGN LANGUAGE (AMERICAN) 60A, 60B

SOCIOLOGY 20

SPANISH 1A, 1B, 2A, 2B, 50A, 50B, 51A, 51B, 57A, 57B, 58A

WOMEN'S STUDIES 1, 2

VI. HUMAN GROWTH AND DEVELOPMENT & LIFELONG UNDERSTANDING:

*Select a minimum of 18 units from the following Human Growth and Development and Lifelong Understanding courses. **For depth, include a minimum of two courses from a single discipline; for breadth, include at least two disciplines in your selection.** Courses can be counted toward completion of General Education requirements. (Honors courses also meet emphasis requirements.)*

The courses in this area emphasize and cultivate the self-understanding and development of the student as an integrated individual capable of coping with life in our modern society. In addition, the courses assist students to acquire the skills necessary to adapt to change, gain self-understanding, and set achievable goals, including the consideration of such matters as cognitive, affective, and psychomotor development, health, stress management, and key relationships of human beings to their social and physical environment.

BUSINESS 51, 66

CHILD STUDIES 2, 53

COMMUNICATION STUDIES 17, 25*

COMPUTER APPLICATIONS 17, 74 (Co-listed with Library 6)

COUNSELING 5, 12, 24, 25*, 50

FASHION DESIGN 29

HEALTH EDUCATION 8, 10, 12

LEADERSHIP 20A

LIBRARY 4, 6 (Co-listed with Computer Applications 74)

PHYSICAL EDUCATION 1.02 – 12.10**

PHYSICAL EDUCATION THEORY 42, 44

PSYCHOLOGY 12, 25

SOCIOLOGY 40, 45

THEATRE ARTS 3A, 3B

* Communication 25 and Counseling 25 are the same course offered in two separate departments.

** Not more than four units of Physical Education activity courses can be applied to this area of emphasis.

Requirements for Degree Programs using Distance Learning Courses

A West Valley College student could potentially earn an A.S. degree in the following program by accumulating a substantial number of major requirements, major electives and college graduation requirement courses through distance learning, combined with a lesser number of face-to-face instructed courses:

Administration of Justice: Law Enforcement (up to 18 of 21 units of major requirements: online; up to 12 of 9 units of major electives: online; additional G.E. courses offered in distance education modes have been noted above and in Appendix B)

Requirements for Certificate Programs using Distance Learning Courses

A West Valley College student may also earn a certificate in the following programs solely through distance learning:

Administrative Management (12 units: online)
Office Technologies (9 units: online)
Web Development (15 units: online)

Note: Substantive change proposals have been previously submitted and approved in past years for these three certificate programs.

A West Valley College student could potentially earn a certificate in the following program by accumulating a substantial number of required and elective course units through distance learning, combined with a lesser number of face-to-face instructed courses:

Real Estate Salesperson (9 units: 6 of 6 units of certificate required courses available online; up to 12 of 3 units of certificate elective courses available online or by telecourse)

Appendix B.: Data Pertaining to Student Success and Retention

Performance Data West Valley College

RETENTION	Fall 2007 semester	Fall 2008 semester
All Courses	80.5%	81.1%
Live Format	80.9%	81.7%
Distance Format	76.4%	75.8%

SUCCESS	Fall 2007 semester	Fall 2008 semester
All Courses	63.1%	64.2%
Live Format	64.3%	65.9%
Distance Format	50.1%	50.0%

Performance Data West Valley College & Comparative

RETENTION	WVC Fall 2007 semester	Statewide Fall 2007	De Anza Fall 2007 quarter	SJCC Fall 2007 semester	Mission Fall 2007 semester
All Courses	80.5%	83.0%	87.5%	78.0%	83.8%
Live Format	80.9%	83.6%	88.3%	78.9%	84.9%
Distance Format	76.4%	75.8%	71.5%	61.4%	73.9%

SUCCESS	Fall 2007 semester	Fall 2007	Fall 2007 quarter	Fall 2007 semester	Fall 2007 semester
All Courses	63.1%	65.8%	76.8%	63.4%	63.0%
Live Format	64.3%	66.8%	77.7%	64.3%	64.1%
Distance Format	50.1%	54.6%	58.0%	47.9%	51.6%

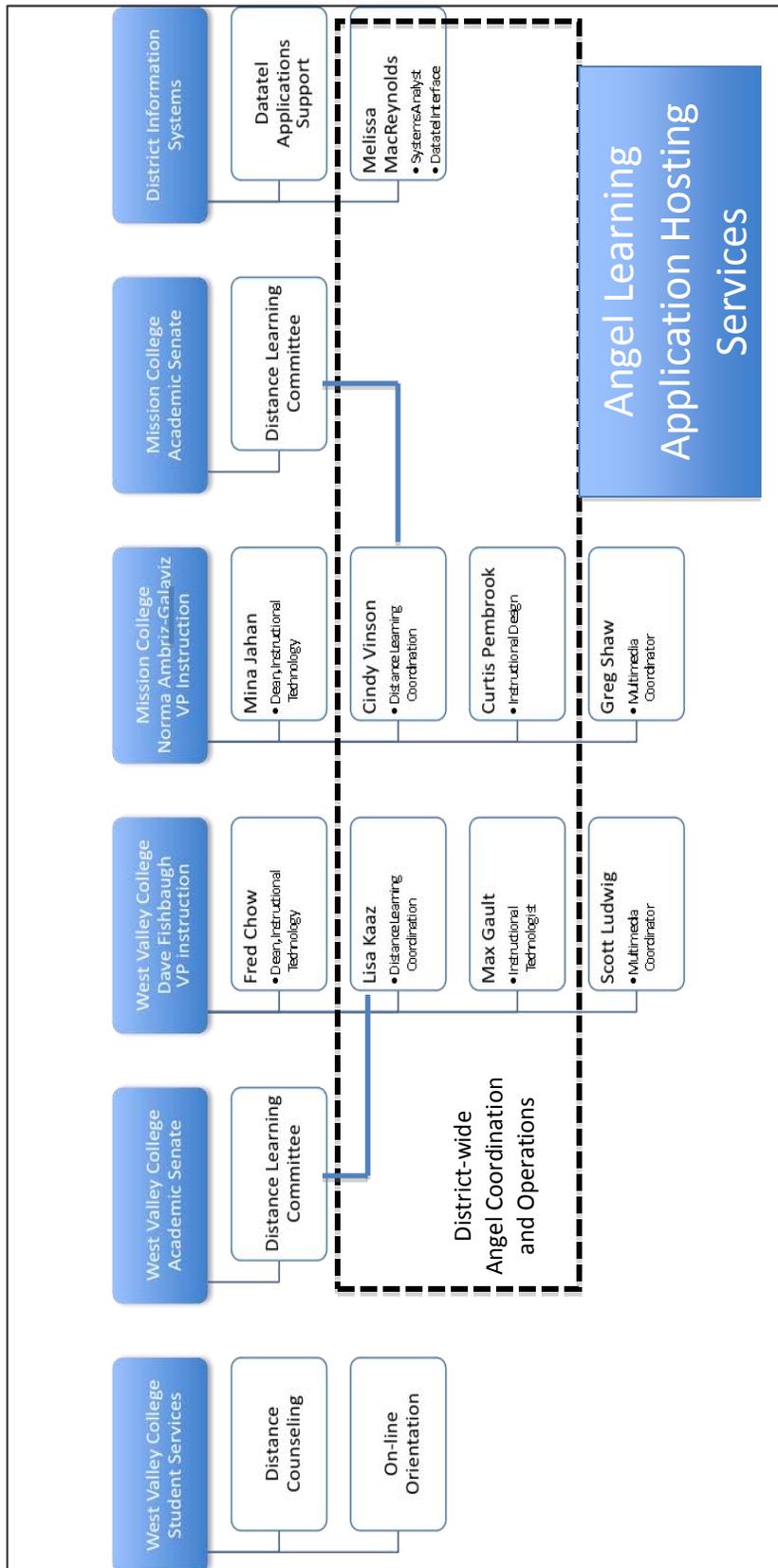
APPENDIX C.: Budget Showing Financial Support for Distance Education

West Valley College
Distance Learning Budget

Salaries and Benefits	\$186,621
Supplies	\$14,432
TV Course Subscriptions	\$21,000
Training	\$8,000
Equipment	\$12,000
Other - contract svc, mileage, duplicating	\$5,340
Angel Software License and Hosting*	\$58,800
Total	\$247,393

*Note: 1/2 of total contract / Mission funds other half

APPENDIX D.: Organizational Chart Showing Human Resources in Support of Distance Education



Appendix E.: Eligibility Requirements as per the 2007 Self-Study

West Valley College 2007 Self Study for Reaffirmation of Accreditation--- Addendum

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority

West Valley College is reviewed and accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This accreditation authorizes the college to offer courses that parallel the first two years of the state universities' curricula (*West Valley College Catalog 2007-2008*, p.2).

2. Mission

West Valley College's educational mission is clearly defined and published in the annual college catalog (*West Valley College Catalog 2007-2008*, p.2.) The mission statement was reviewed, revised, and adopted by College Council in spring 2007 and the West Valley-Mission Community College Board of Trustees. The mission is consistent with its legal authorization and appropriate to a degree-granting institution of higher education and the constituency it serves.

3. Governing Board

West Valley College "has a functioning governing board responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out (District Policy 1.6.5). Its membership is sufficient in size and composition to fulfill all board responsibilities (District Policy 1.6.2). The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions (District Policy 1.5 and 1.6). A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution (District Policy 1.6.6).

4. Chief Executive Officer

West Valley College has a chief executive officer who is appointed by the governing board and whose primary responsibility is to the institution (District Policy 2.1).

5. Administrative Capacity

The 15 administrative staff members at West Valley College support the services necessary to carry out the institution's mission and purpose. Their preparation and experience is scrutinized through rigorous management employee selection and evaluation procedures (District Policy 2.17).

6. Operational Status

West Valley College is operational with 10,980 students in fall 2007 actively pursuing transfer to four-year institutions, degree and certificate programs, and lifelong learning (Introduction to the Self Study).

7. Degrees

West Valley College offers a wide range of educational programs including 59 associate degrees and 92 certificate programs (*West Valley College 2007-2008 Catalog*, pp. 14-15).

8. Educational Programs

West Valley College's degree programs are congruent with its mission, based on recognized higher education fields of study, and sufficient in content and length. Instructors meet minimum qualifications established by the California Community Colleges Statewide Academic Senate and are contractually obligated to teach to the standards of their disciplines and to honor the official course outline of record. These requirements ensure that courses are conducted at levels of quality and with rigor appropriate to the degrees offered.

9. Academic Credit

West Valley College awards academic credits based on generally-accepted practices in degree-granting institutions of higher education (per regulation, Title 5, *West Valley College Catalog 2007-2008*, Academic Regulation 5.6 Academic Standards),

10. Student Learning Achievement

West Valley College defines and publishes each educational program's learning achievement objectives for students in the *West Valley College 2007-2008 Catalog*. See individual degree and certificate programs.

11. General Education

The College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breath of knowledge and promote intellectual inquiry (*West Valley College Catalog 2007-2008*, General Education Requirements, p.10). Mathematics, reading, writing, and speaking competency requirements are also stipulated in the catalog. The institution's General Education program is scrutinized for rigor and quality by the Curriculum Committee.

12. Academic Freedom

West Valley College adheres to and promotes the principles of academic freedom. District Policy 4.8, revised in 2003, clearly describes the District's commitment to academic freedom as it applies to administrators, faculty and students. Board policy is based on the California State University (CSU) system's statement on Academic Freedom.

13. Faculty

In spring 2007, WVC employed 197 full-time faculty members who are qualified to conduct the institution's programs as they have met state-mandated minimum qualification. Faculty duties and responsibilities are clearly outlined in the collective bargaining agreement (Agreement between Association of College Educators and West Valley-Mission Community College District, Faculty Handbook).

14. Student Services

West Valley College provides appropriate student services and programs consistent with student characteristics and the institutional mission (*West Valley College Catalog 2007-2008* pp. 188-191, District Policy: Academic Standards 5.6 and Matriculation Policy 5.8 in *West Valley College Catalog 2007-2008*, pp. 178-181).

15. Admissions

West Valley College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs (District Policy: Eligibility and Admission Requirements 5.2, in *West Valley College Catalog 2007-2008*, p.175).

16. Information and Learning Resources

West Valley College provides specific long-term access to sufficient information and learning resources and student services to support its mission and all of its education programs (*District Policies* Chapter 5, *West Valley College Catalog 2007-2008*, pp. 188-191, *Summer and Fall 2007 Schedule of Classes* pp.84-85).

17. Financial Resources

The General Fund Plan and Budget is considered an instrument to achieve the College's Mission, Strategic Goals and Priorities, and supports the existing programs services and College (District Policy 6.5 and 6.6).

18. Financial Accountability

Each year the district contracts with an independent certified public auditor. An audit is conducted in accordance with standards applicable to a financial audit, as contained in Governmental Accounting Standards Board Statements Number 34 and 35, using the business type activity model recommended by the state chancellor's office Committee on Fiscal and Accountability Standards.

19. Institutional Planning and Evaluation

West Valley College provides evidence of basic planning for the development of the institution—planning that identifies and integrates plans for academic personnel, learning resources, facilities and financial development, as well as procedures for program review and institutional improvement (2001 Educational and Facilitates Master Plan, Instructional and Non-Instructional Program Reviews, WVC Budget Development Process, Five-Year Construction Plan).

West Valley College systematically evaluates and makes public how well, and in what ways, it is accomplishing its purposes, including documentation of institutional effectiveness through reports to the California Community Colleges Chancellor's Office, annual State of the College Reports, reports for the League for Innovation in the Community College membership, accreditation self-study reports, college catalogs, reports to College Council, and other community and governance documents. The College has a plan, sanctioned by the Academic Senate, for campus-wide assessment of student learning outcomes (SLO reports to the Academic Senate).

20. Public Information

West Valley College publishes in its catalog and schedule of classes and on its Web site precise and up-to-date information including on the following:

- Purpose and Objectives (*West Valley College Catalog 2007-2008*, p. 2).
- Admission Requirements (*West Valley College Catalog 2007-2008*, p. 176).
- Items relevant to attendance and withdrawal (*West Valley College Catalog 2007-2008*, p.182 and *Summer and Fall 2007 Schedule of Classes*).
- Rules and Regulations Directly Affecting Students (*West Valley College Catalog 2007-2008*, pp.175-186 and *District Policies*, Chapter 5).
- Complaint and Grievance Procedures (*West Valley College Catalog 2007-2008*, p. 181, 186; *District Policies 5.19-5.21*; and Student Complaint and Grievance Procedures).
- Program and Course/Degrees Offered and Degree Requirements (*West Valley College Catalog 2007-2008* and www.westvalley.edu).

21. Relations with the Accrediting Commission

West Valley College adheres to the eligibility requirements, accreditation standards, and policies and procedures of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges as outlined in District Policy 1.4.2. This policy, which applies to both colleges in the West Valley-Mission Community College District, states, in part, that: "The Colleges are committed to presenting themselves in a uniform manner to all their accrediting agencies, to communicating any changes in accredited status, and to disclosing information required by accrediting agencies in carrying out their accrediting responsibilities." West Valley College adheres to this policy as evidenced by the college's Midterm and Progress Reports and the 2007 Self Study.

Appendix F: Excerpts from the 2007 Self-Study Pertaining to Distance Education

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

I.A.1. To improve accessibility for students with transportation issues, personal or work demands, or schedule conflicts, the College began offering online courses in 1996. In line with the 2004 Distance Learning Strategic Plan, online course delivery has burgeoned and continues to grow. In 2005-2006 the College offered 315 sections of distance learning courses with almost 8000 duplicated students taking online courses. A common distance learning delivery platform has been adopted for West Valley College and Mission College to provide students with uniform accessibility to online and hybrid course materials. The College invested resources to train faculty and staff in the new platform. The result was that many faculty who teach traditional face-to-face classes use the platform to supplement their traditional teaching activities (REF: I.3 and I.4.).

I.A.4. The college's mission is the foundation for planning and decision-making. Plans that guide the college include the Student Equity Plan, Matriculation Plan, Distance Learning Strategic Plan, Educational and Facilities Master Plan, and program reviews (REF: I.7., I.10., I.11., I.12.).

I.B.2. College Council, after collegial input, develops the annual goals for West Valley College (REF: I.9.). The 2006-2007 West Valley College Administration Statement of Commitment (REF: I.22.) aligns with the West Valley College strategic goals. The well-established strategic goals describe the college as being a learning community, fostering diversity and inclusion, working collaboratively in leadership, valuing its physical resources, and being fiscally innovative (REF: I.2., p.2). Key committees develop documents that guide institutional outcomes. Program reviews, the Matriculation Plan, the Student Equity Plan, Technology Advisory Committee reports, the Educational and Facilities Master Plan, the Distance Learning Strategic Plan, and most recently, and the WVMCCD Enrollment Management Plan: "A Shared Vision," used data to develop specific goals and activities with measurable outcomes. The plans are presented and discussed in various venues. The president's town hall meetings provide forums for the college community to ask questions and to share information. (REF: I.3. I.1.7., I.10., I.11., I.12., I.23., I.24., I.25.)

STANDARD II.A: STUDENT LEARNING PROGRAMS AND SERVICES: Instructional Programs

To meet the varied needs of its students, the College offers courses on campus in the day, afternoon, evening, and on Saturdays. Off-campus classes are offered in the evening at Leigh High School, at the recently-opened Campbell/San Jose Center, and at other special sites when appropriate. In addition to traditional class schedules, courses are offered in short intensive modules, distance learning format

and independent study formats, and through work experience/internship positions in business and industry (REF: II.A.1.).

West Valley College has expanded its distance learning methods of delivery through televised and online courses (REF: II.A.5.). Distance learning courses are reviewed individually by the Curriculum Committee to ensure that content, objectives and activities, and student-instructor contact are comparable to on-campus traditional instruction (REF: II.A.4.).

II.A.1.b. West Valley College continues to provide its students with a variety of instructional delivery systems that offer diverse ways for students to achieve positive learning outcomes. Regardless of delivery system or mode, the Curriculum Committee predetermines how any and all proposed systems of instructional delivery meet requisite learning objectives, substantial course content, and effectiveness criteria. Currently, over seventy courses have received distance learning certification by the Curriculum Committee. The varying needs of students are considered when decisions are made concerning delivery systems. Distance mode courses are rarely offered in isolation from a face-to-face course analog. Prospective students are advised by counselors and by information contained in the Web site (www.westvalley.edu/) as to the characteristics of student success vis-à-vis online instruction.

Faculty members using online instructional methods are assisted by the college's distance learning coordinator and other staff assigned to this function. This ensures that the design of courses in distance learning delivery systems is fairly standardized and a level of quality control can be applied to the instructional process and outcomes. One hallmark of the distance learning program is the **college's selection of** A New Global Environment for Learning (ANGEL) as its course management system. This enterprise-level system is operated by the district for both colleges in the district. Several hundred West Valley College courses are within the ANGEL system and offer students a variety of Web-based access points to their instructors and course content (REF: II.A.5.).

West Valley College has an exceptionally well-developed and sophisticated distance learning program. In addition, faculty members routinely use a variety of instructional deliveries that include self-paced, modular, and telecourses; online and hybrid courses; directed and independent studies; and contract education. These options allow students to select courses that meet their specific needs. In addition, the traditional methods of delivery such as lectures and labs continue to be upgraded through the use of technology. The commitment to develop instructional technology continues through the upgrading of computer laboratories, media-ready classrooms and the further growth and development of online and hybrid courses. Planning for the new campus technology center, the Fox Center, began in 2005 and will culminate with the construction of that building in 2009. This will be the first entirely new building on the West Valley College campus since the 1970s and will provide an opportunity for the college to pair traditional excellence in teaching with cutting edge educational technology. The center is designed to serve the entire campus and all of its disciplines.

II.A.2.a. Course development, review, and revision begin with the academic department in consultation with its respective division. The Curriculum Committee provides institutional oversight of the college's courses and programs. Through its review process, the Curriculum Committee approves the content, format and delivery modes, learning objectives and outcomes, assignments, and assessment processes for all new courses, revised courses, and courses requesting distance learning certification. The committee also reviews courses seeking information competency certification. Evaluation of programs and courses is accomplished through the program review process approved by the Academic Senate (REF: II.A.4., II.A.12.).

II.A.2.c. Course and instructor evaluations are conducted at all face-to-face instructional locations. **With the college's** investment in distance learning as an instructional option, a joint effort involving the faculty union, Associated College Educators (ACE), Academic Senate, and administration is underway to better evaluate the instructional effectiveness of all distance learning courses.

II.A.2.c. Action Plan

The appraisal of instruction in online courses, including student surveys, will be implemented and made consistent with the evaluation of conventional face-to-face courses.

II.A.2.d. West Valley College has offered credit and non-credit courses in a variety of distance learning modes for over a decade. The fall 2007, credit course offerings included 16 telecourses and 65 online courses (REF: II.A.5.). Student retention in distance learning course sections is generally on par with that of on-campus courses. Distance learning courses cut across disciplines and are primarily initiated by individual faculty interest and student demand. Much of the curriculum development is aided by an active instructional development unit. The Curriculum Committee requires separate certification for distance learning courses to insure effective student/instructor interaction (REF: II.A.4.).

The College has a Distance Learning Committee that works to promote and improve distance learning instructional practices. This committee is chaired by a faculty member and assisted by the Instructional Technology/Distance Learning Coordinator, a classified administrator.

Existing online courses are developed and maintained within a standardized Web course management system, ANGEL (REF: II.A.5). New online course development routinely employs this system. Local and off-site training for faculty involved in distance learning and instructional technology development is standardized.

For many years the College has recognized and supported the varied learning styles of its students. The College views distance learning as a component of a strategic initiative leading to enrollment growth and a way to extend the college to underserved populations.

STANDARD II.B: STUDENT LEARNING PROGRAMS AND SERVICES: Student Support Services

II.B.1. Every student support program needs to develop SLOs and integrate them into the ongoing program review process. West Valley College has a very large and successful distance learning program with students taking classes from various locations throughout the world. This leads to different student expectations of the college's Web functionality and creates the need to address student support and access issues for distance learning students.

II.B.1. Action Plan

Student services programs will develop SLOs related to their unique service and student population needs. Student services programs will also conduct student surveys to determine the needs of off-campus and distance-learning students. Lastly, student services programs will work with IS to extract student-interest information from CCC Apply applications and develop a process for responding to the student requests.

II.B.3.a. Counseling classes, as well as an orientation, are offered online. For distance learning students and other students with scheduling or proximity issues, there is online counseling assistance. Information about the online orientation Web site and process is included in the schedule of classes each semester and also is part of the matriculation information available to new students each semester. A short student survey is completed at the end of each online orientation to gauge satisfaction with, and benefits of, the process (REF: II.B.20.).

Through the West Valley College Web site, students can access Datatel MyWebServices and apply to the college and enroll in classes without coming to campus. The new ANGEL course management system not only assists students with distance learning classes but also enhances communication across campus through interactive forums and informational exchanges. Because the distance learning program is strong, many students are interested in online classes. To guide students in their decision-making about online classes, the distance learning link on the college Web page provides a short, informational quiz that gives interested students specific information and perspectives about distance learning classes (REF: II.B.20.).

The Student Services link on the college's Web site has information about all student services and programs. The Health Services link provides both depth and breadth of information including active links to other health resources and referrals. This gives students health information and options on a 24-hour basis. The student activities, Student Senate, and inter-club council links are other ways students can access information about social, cultural, and interactive activities on campus that help promote a feeling of community (REF: II.B.27.).

To improve ease of use and timeliness, the student services and distance learning Web pages are reviewed regularly through the Online Student Services Committee,

the marketing committee, Student Services Council, and an *ad hoc* Web site development group. Appropriate, comprehensive, and reliable services are provided to students at all service venues.

STANDARD II.C: STUDENT LEARNING PROGRAMS AND SERVICES: Library and Learning Support Services

II.C.1.c. Electronic resources are accessible to off-campus students, faculty, and staff using the Innovative Interfaces' proxy server software as well as being available from on-campus computers (REF: II.C.13.). Access to collections for distance learners is made easier through the Link+ visiting patron and pickup anywhere options and through the e-book collection (REF: II.C.14.).

Library services are posted online <http://wvclibrary.info>. A module is currently being developed to provide orientation information for off-campus students and distance learning courses. A link to library resources is provided in all courses in ANGEL, the college's distance learning course management system. The library also provides an e-mail reference service (REF: II.C.15.). An adjustable computer table and two disability-accessible computers, a scanner with special needs software, and closed-circuit television magnifier reader for print are available in the library for students with different needs.

Library hours were reduced to current levels during the budget crisis, thus limiting access to the facility and to print and audiovisual collection during evenings and weekends. However, the library provides many electronic resources including full-text articles and e-books, 24/7, and the acquisition librarian recently was able to expand library e-resources. Also, distance learners can request and pick up books and materials at other Link+ consortium libraries that may be more convenient (REF: II.C.2). Despite reduced hours and other limitations, the library effectively serves faculty and staff. Seventy-nine percent of the respondent to the 2007 accreditation survey indicated positively that the library provides user instruction (REF: II.C.12.).

STANDARD III.A: RESOURCES: Human Resources

III.A.5.a. The College notes changes in technology and develops training to address the needs created by these changes. Ongoing training workshops are offered in using Datatel, e-mail, and the district and college Internet and intranets. Professional development offers numerous training sessions in the areas of technology and distance learning including ANGEL, My Web Services, and others. **Additionally, the college's professional development encouraged faculty to sharpen their technology skills by funding enrollment in workshops sponsored by the educational organization, @ONE. In the spring 2007, the college's professional development also collaborated with Apple, Inc., to offer a seminar focusing on how to use technology in the classrooms to better support student success.**

STANDARD III.B: RESOURCES: Physical Resources

In 2004 the District authorized Geier & Geier Consulting, Inc. to assess its current facilities. This assessment found that over the three decades since campus was completed, changes in instructional methods have created the need to modify existing space (classrooms, laboratories, and offices) and to develop additional technology capacity and distance learning capabilities (REF: III.B.3.). Such modifications entail **re-working the college's wiring structure and installing advanced technology in all classrooms and many of the laboratories.** Another high priority is barrier removal to improve access for the physically disabled.

STANDARD III.C: RESOURCES: Technology Resources

III.C.1.a. Distance learning is a core component of instructional technology. A course management system turns the Internet into a 24/7 educational environment that brings faculty and students together in a common virtual space. Students work independently and collaboratively. They interact using various communication tools and technologies and can access a wide variety of online resources.

The number of distance learning (DL) courses has grown significantly since the last accreditation period. In 2001-02 West Valley College offered 132 distance learning courses compared to 266 courses in 2007, an increase of 101%. The College added one full-time position as the need for more support became evident. The College assesses the staffing needs as the DL program continues to expand. The Distance Learning and Instructional Technology unit **addresses the college's goal to attract and retain students by employing innovative and creative technology approaches in virtual classrooms, telecourses, and hybrid courses.** In 2007, there were nearly 8000 annual enrollments in 800 courses in distance learning and/or hybrid formats. Distance Learning and Instructional Technology supports the **college's mission of making quality education available to students via a flexible and adaptable delivery method** (REF: III.C.1.).

Prior to fall 2005, Mission College and West Valley College used two different course management systems for distance learning. Limitations of these systems and their lack of integration with Datatel reduced their effectiveness. ***A New Global Learning Environment*** (ANGEL) was selected as a district-wide online course management system in 2005. The ANGEL system provides contracted hosting services that include the technology infrastructure, networking, and IT operations personnel to manage the course management system without **taxing the college's infrastructure and personnel.** West Valley College collaborated with Mission College to hold joint ANGEL training sessions at both campuses.

One of the key components of the ANGEL implementation was the integration with Datatel. This integration consists of a custom-developed interface that accesses all course sections, instructor accounts, and student enrollments to Angel system. Thus, all course sections and all students are loaded into the course management system at the beginning of each semester; later, incremental adds/drops processed within Datatel are passed to the ANGEL course management system as the semester progresses.

The real but unexpected advantage of the new course management system is the significant growth in hybrid-learning opportunities. In this format, faculty combine both online and traditional learning environments. As more classes have an online presence, there are noticeable changes in teaching and learning. (REF: III.C.18.).

III.C.1.d. The continued growth in technology-enhanced courses makes support for the development, maintenance, and enhancement of programs and services a challenge. Over 700 student computers plus instructional servers were being supported by one technical support staff person. Two additional classified positions have been approved at West Valley to help address this situation: an instructional technologist position to help support distance learning that is on hold for funding and a classroom technologist to provide hybrid desktop and audio visual support.

Planning Agenda Summary

5. The College is committed to support distance learning as a mode of delivery. The college will develop methods to assess and meet the needs of distance learning students to ensure that achievement of student learning outcomes through on-line delivery is consistent with traditional modes of delivery.

THEME 3: TECHNOLOGY

The College will aggressively encourage the use of instructional and administrative technology by providing equipment, facilities, and training to faculty and staff.

The College has aggressively developed and implemented procedures for faculty and staff to use instructional and administrative technology. The dean of instructional technology has provided effective leadership in streamlining processes and coordinating with district IS. Through the Academic Senate, the College has formed an active Distance Learning (DL) Committee. The DL committee formulated a strategic plan that was approved by College Council in 2002 and is currently being implemented. Additionally, the dean of instructional technologies collaborates closely with the Division Chair Council and the Technology Advisory Committee to insure that institutional needs are identified and addressed. The committee specifically addresses the updating and purchasing of computer equipment that provide faculty and staff with the tools needed to more efficiently fulfill their respective roles. New software and management program such as ANGEL, CurricUNET, ClassTracks, and My Budget have been provided for faculty and staff. Training for new software and management systems is ongoing (REF: IV.8.).

Current infrastructure enhanced through instructional technology includes the development of a district-wide institutional assessment data warehouse. Other technology components include enhanced server capability and library and campus center wireless networks.

THEME 5: PROFESSIONAL DEVELOPMENT AND TRAINING

The College is especially aware of changes in technology and develops training to address the needs created by these changes. Professional development offered numerous training sessions in the areas of technology and distance learning including ANGEL, My Web Services, and others. Additionally, faculty were encouraged to sharpen their technology skills by enrollment in workshops sponsored by the educational organization, @ONE, and funded by professional development. **In the spring 2007, the college's professional development** also collaborated with Apple to offer a seminar on how to use technology in the classroom to better support student success (REF: III.A.21.).