Substantive Change Proposal: Online Education

Orange Coast College
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Executive Summary

Substantive Change Proposal

The following substantive change request is in reference to ACCJC Policy on Distance Education and on Correspondence Education (2012 edition).

- Specific section: *Institutions are expected to provide the Commission advanced notice of intent to offer a program, degree or certificate in which 50% or more of the course are via distance education or correspondence, through the substantive change process. For purposed of this requirement, the institution is responsible for calculating the percentage of courses that may be offered through distance or correspondence education.*

History: Orange Coast College previously reached the 50% threshold and submitted a Substantive Change request in 2011. This request was subsequently approved by ACCJC action at the June 2011 meeting and College was notified by letter dated July 11, 2011 of the proposals approval.

- The 2011 proposal requested 6 Certificate of Achievements, 3 Associate in Arts degrees, and an Associate in Science Degree.
- Orange Coast College has been offering online courses since 1999 and established formal processes for review and standards by 2006.
- Orange Coast College does not offer correspondence education.

Current Request: Orange Coast College, in fulfillment of the above policy monitors the percentage of courses that may be offered to reach this 50% threshold. This request proposes to maintain the previously approved certificates and degrees, and requests to have the following additions considered for approval:

- This 2017 proposal requests an additional 2 Certificates of Achievements, 6 Associate in Science degrees, and 5 Associate in Arts degrees.
- Orange Coast College continues to not offer correspondence education.

The following proposal is divided into the following sections:

- Outline of the proposed changes, the relationship to this request to the College mission, and performance statistics
- The College Distance Education assessment, benefits and the preparations for the College
- Evidence of support for distance education
- Statements related to Eligibility Requirements
- Outline of Online education in relation to the ACCJC Standards
- Appendices of evidence

Please do not hesitate to contact my office should any further information be needed to make a ruling on Orange Coast College's request for Substantive Change Request.

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Proposed Change

Brief Description of the Change

Orange Coast College (OCC) has been offering online education classes since 1999. Initially, online course offerings were a very small component of all instructional modes of delivery. However, as student demand for online courses, and faculty training to teach online increased, the college has now reached the position of having several programs which may be completed with 50% or more online courses. Online education courses are offered completely online and partially online (hybrid). For purposes of this substantive change report, only completely online courses were included in the calculations.

Since the inception of online courses, offerings have been expanding. In 2011, Orange Coast College received approval to offer nine associate degrees (Business, Liberal Arts, Social Science, Economics, Geology, Natural Science, Family and Consumer Sciences, Humanities and Psychology) and certificate programs (Real Estate – Real Estate Broker, Management – Retail, Accounting, Management – Management and Leadership Studies, Marking – General Marketing and Computer Information Systems) at 50% or more via mode of distance education or electronic delivery. Since that time, the college has monitored distance education enrollments annually to identify new programs close to or exceeding the 50% threshold. In its 2016-17 review of programs, two additional certificate programs and eleven associate degree programs have been identified close to or exceeding the 50% threshold.

During the 2015-16 academic year, Orange Coast College offered 158 online sections of 64 different courses. The growth of OCC's online education program over the past five years is documented in the following table and shows that while fewer courses have been offered online, more sections within the courses have been offered online.

Table 1: Growth of Online Courses Sections

	2010-11	2015-16	% Change
Courses	70	64	-8.6%
Sections	141	158	12.1%
Enrollment	8,557	8,554	0.0%

A comprehensive table is shown in Appendix A. As student demand for online courses has grown, OCC has increased its course offerings to anticipate and meet that demand. A full listing of course with distance education addenda is shown in Appendix B.

In a number of programs, students who plan carefully may complete their certificates or degrees with 50% or more of the courses being offered online. In the college's 2011 Substantive Change report, 4 general education options, 6 certificates of achievement and 9 majors could be completed in such manner.

General Education and AA/AS Degree Options

OCC offers the following transfer and degree option requirements:

- AA General Education – Option 1
  (General Education Requirements for the AA Degree)
- AA General Education – Option 2
  (General Education Breadth Requirements for the California State University)
- AA General Education – Option 3
  (Intersegmental General Education Transfer Curriculum – IGETC)
- Associate in Science Graduation Requirements

Table 2 below details each general education and degree option and the percentage of required units that could be potentially obtained via online course offerings based on the requirements within the option only. Percentages were calculated based the number of units required for each area and the number of units offered online within the past two year at OCC. The calculations do not include electives. It is possible that all electives could be taken online if selected carefully by the student.

Table 2: General Education Options

General Education Option	Percent of Options Online
Option 1 –General Education AA	86%-90%
Option 2 – General Education CSU	85%
Option 3 – General Education IGETC (UC Requirements)	88%
Option 3 – General Education IGETC (CSU Requirements)	81%
Associate in Science	100%

Fifty percent (50%) or more of units in each general education and degree option may be taken online. Option 1 – General Education AA has a percent range due to Area B requirements (lecture or lecture/lab). A detailed listing by option and area is listed in Appendix C.

Certificates of Achievement

Currently, OCC has 8 certificates in which 50% or more of the required units may be taken via online courses. Six were approved in 2011 and two additional are submitted in this report for approval. The certificates are detailed in the table below:

Table 3: Certificates of Achievement

Award Type	Major	Percent of Units Offered Online	Approved in 2011?
Certificate of Achievement	Accounting	57.1%	Y
Certificate of Achievement	Computer Information Systems	53.1%	Y
Certificate of Achievement	Real Estate - Broker	76.0%	Y
Certificate of Achievement	Management: Retail	76.0%	Y
Certificate of Achievement	Business Administration	67.6%	N
Certificate of Achievement	CIS: Business Application Development	45.5%	N

A catalog listing of the certificates that may be completed with 50% or more online courses is shown in Appendix D. The appendix also includes certificates that had 50% or more online courses in 2011 and were previously granted approval, but for which the units offered online in 2016-17 were less than 50%. No certificates can be taken fully online at this time.

Majors

Table 4 is a listing of the majors with 50% or more of the required major units offered online. Four were approved in 2011 and eleven additional are submitted in this report for approval. The percent of units offered online was determined by analyzing the last academic year course offerings (2016-2017). The majors are detailed in the table below with a complete listing in Appendix E, including those that were previously approved in 2011, which had less than 50% of units offered online in 2016-17.

Table 4: Majors

Award Type	Major	Percent of Units Offered Online	Approved in 2011?
Associate in Science	Business Administration	67.6%	Y
Associate in Arts	Economics	100.0%	Y
Associate in Arts	Liberal Arts	100.0%	Y
Associate in Arts	Psychology	50.0%	Y
Associate in Science	Accounting	57.1%	N
Associate in Science Degree for Transfer	Business Administration	74.1%	N
Associate in Science	Computer Information Systems	53.1%	N
Associate in Science	CIS: Business Application Development	45.5%	N
Associate in Arts Degree for Transfer	Economics	61.9%	N
Associate in Arts	Journalism	50.0%	N

Award Type	Major	Percent of Units Offered Online	Approved in 2011?
Associate in Science	Management: Retail	76.0%	N
Associate in Arts	Political Science	50.0%	N
Associate in Arts Degree for Transfer	Political Science	50.0%	N
Associate in Arts Degree for Transfer	Psychology	47.4%	N
Associate in Science	Real Estate Broker	76.0%	N

Relationship to the College Mission

The mission of Orange Coast College is:

Orange Coast College serves the educational needs of our diverse local and global community. The College empowers students to achieve their educational goals by providing high quality and innovative programs and services leading to academic degrees, college transfers, certificates in career and technical education, basic skills, and workforce development to enable lifelong learning.

The College promotes student learning and development through fostering a respectful, supportive, participatory, and equitable campus climate of student engagement and academic inquiry.

Online Education Mission Statement:

OCC Mission "*to empower students to achieve their educational goals by providing high quality and innovative programs and services*;" It is the mission of the Distance Education (DE) Program at Orange Coast College to increase educational opportunities and enhance learning through the development and support of quality online education courses that are comparable to traditional on-campus classes.

Online education supports the following College Goals:

Learning
Ensure students receive a quality education to become self-directed and successful lifelong learners

Access
Create equitable access through effective and innovative pathways and programs that result in increased student success.

Orange Coast College provides educational access to its diverse student body through a broad variety of instructional methods as they seek certificates, degrees, transfer, improvement of basic skills, and lifelong learning. The online education program allows the college to extend educational opportunities to students who might otherwise be unable to attend college: those whose full-time work schedule makes it difficult to attend the on-campus class offerings; those caring for children and are unable to afford childcare; and those who are unable to leave their homes due to disabilities. By expanding our online offerings so that the majority of a certificate or degree can be earned online, students with limited access to our on-campus schedule will be able to earn their certificates or associate degrees, and enter the job market or transfer to four-year institutions.

Enrollments in our online classes are high, and they are often the first classes to fill each semester. OCC implemented a formal wait list and reporting system in fall 2010. An analysis of wait list data for fall 2016 showed that more than two-thirds (68%) of online sections, when compared to their face-to-face counterparts, had a higher waitlist. Over the last ten years, the percentage of students taking at least one online class increased from 13.4% (fall 2005) to 16.6% (fall 2016). Over the same time period, the percentage of total seats accounted for by online classes has grown from 3.5% (fall 2005) to 5.6% (fall 2015).

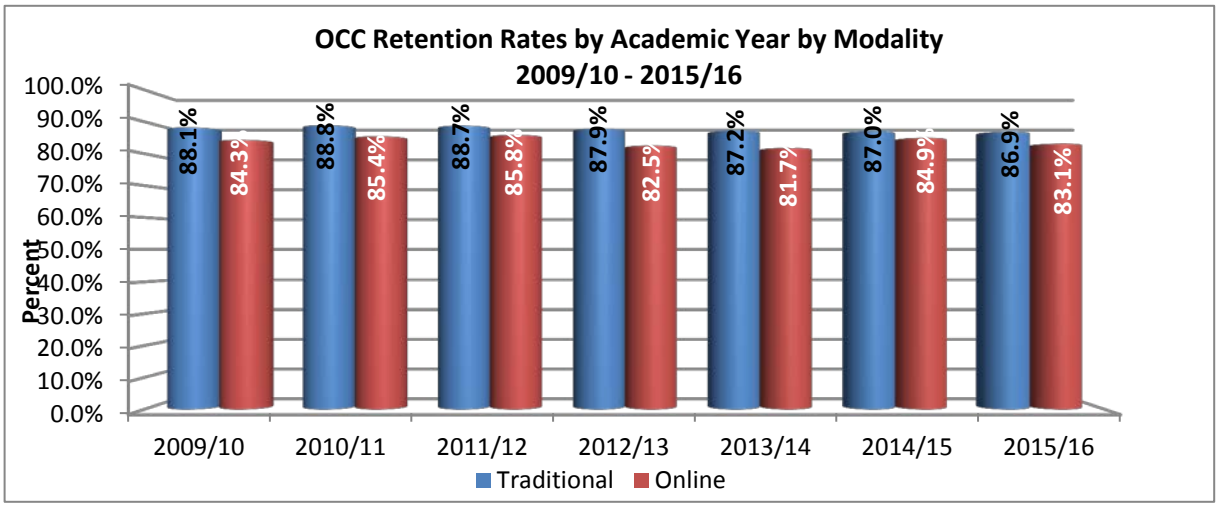
Rationale for the Substantive Change Request

As the demand for online courses continues to grow, the addition of associate degree for transfer and online course offering increase, students are finding that much of the course work required for the certificate or degree they are pursuing may be achieved online. Online completion of courses for certificates and degrees provides an education that is the equivalent to one earned through traditional, face-to-face, coursework. Orange Coast College has established an online and online education program that has evolved in response to student needs and provides high-quality instruction and student services.

Retention

The quality of our online program is shown in the data collected both at the college and at the program level. The retention rates in online classes are somewhat lower than retention rates in traditional classes, as shown Figure 1 below. In 2015/16, the retention rate in online classes was 83.1% while the retention rate in traditional classes was 86.1%, a difference of less than 5%.

Figure 1: Retention



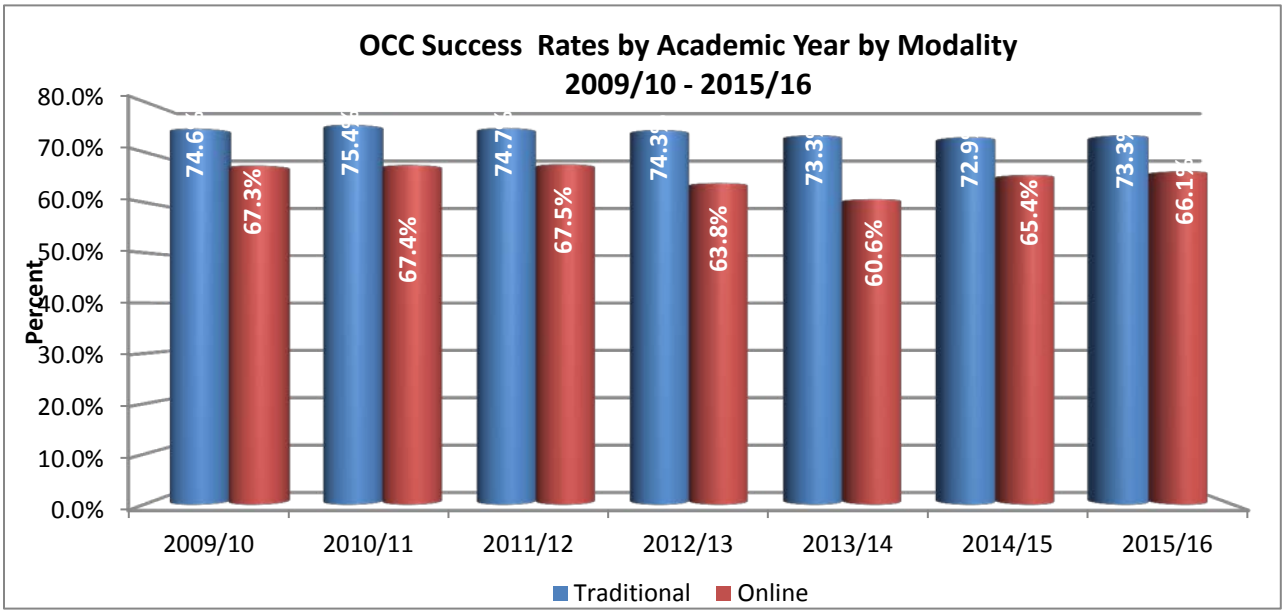
OCC Retention Rates by Academic Year by Modality							
2009/10 - 2015/16							
Performance	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**2015/16**
Retention - Traditional							
Retention Enrollments	133,451	127,684	120,133	108,591	113,664	112,929	112,940
Total Enrollments	151,394	143,710	135,406	123,605	130,416	129,803	130,022
Retention Rate	88.1%	88.8%	88.7%	87.9%	87.2%	87.0%	86.9%
Retention - Online							
Retention Enrollments	9,141	7,462	6,746	5,603	6,027	7,008	7,090
Total Enrollments	10,848	8,741	7,860	6,793	7,373	8,255	8,533
Retention Rate	84.3%	85.4%	85.8%	82.5%	81.7%	84.9%	83.1%

Source: Program Review Access & Success Cube AY 2009/10-AY 2015/16
NOTE: Academic year data was calculated based on prior summer, fall and spring semesters.

Success

Success rates in online classes have historically been somewhat lower than those in traditional classes as shown in Figure 2 below. Success rates represent the number of students who receive a grade of A, B, C or CR (credit). In 2015/16, the success rate for online classes was 66.1% while the success rate for traditional classes was 73.3%, a difference of 7.2%.

Figure 2: Success



OCC Success Rates by Academic Year by Modality							
2009/10 - 2015/16							
Performance	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**2015/16**
Success - Traditional							
Successful Enrollments	112,943	108,288	101,156	91,855	95,582	94,626	95,271
Total Enrollments	151,394	143,710	135,406	123,605	130,416	129,803	130,022
Success Rate	74.6%	75.4%	74.7%	74.3%	73.3%	72.9%	73.3%
Success - Online							
Successful Enrollments	7,298	5,889	5,308	4,333	4,468	5,400	5,644
Total Enrollments	10,848	8,741	7,860	6,793	7,373	8,255	8,533
Success Rate	67.3%	67.4%	67.5%	63.8%	60.6%	65.4%	66.1%

Source: Program Review Access & Success Cube AY 2009/10-AY 2015/16
NOTE: Academic year data was calculated based on prior summer, fall and spring semesters.

Distance Education and the College

Planning and Assessment of Needs

The number of online education courses offered has grown gradually, in response to student and faculty interest. As online education grew at OCC the need for faculty leadership was recognized and the Online Coordinator position was developed. The Faculty Online Coordinator is selected biannually through an application and interview process of the Academic Senate and reports Online Program performance to the Academic Senate on a regular basis. The Faculty Online Coordinator is a voting member of the Instructional Planning Council and the Technology Committee. The coordinator attends Curriculum Committee meetings as requested and regularly attends the Instructional Innovation Center meetings. The Faculty Online Coordinator input into the Instructional Wing planning process includes recommendations on staff development, facilities and technology. The Faculty Online Coordinator's job description is in Appendix F.

In 2006 the Online Advisory Board (OAB) was established to set standards for online education and peer-assist faculty in the design and evaluation of online courses. Co-chaired by the Faculty Online Coordinator, OAB membership includes full and part-time online faculty, face-to-face faculty, Instructional Innovation Center members, and the college's technology trainer.

In 2009, the OAB established OCC's Distance Education Guidelines to codify best practices for online education and ensure that online education meets state standards. These are updated to standardize technology issues in online learning and comply with state and ACCJC guidelines. Additionally, the OAB adopted the Blackboard Exemplary Course Rubric as the standard for the design and teaching of online courses. The Blackboard Exemplary Course Rubric addresses course design, interaction and collaboration, assessment, and learner support and can be found in Appendix G. As new courses are developed, they are presented to the OAB for peer evaluation using the rubric. Prior to submittal to the college's Curriculum Committee, online courses must be reviewed by the OAB.

The Distance Education Guidelines, available in Appendix H, include the following:

- **Definition of Online Education**, to include all instruction in which the instructor and student are physically separated and interact through the assistance of communication technology. (Education Code 55205).
- **Regular and effective contact** – Online courses are considered the "virtual equivalent" to face-to-face courses. Therefore, the frequency of the contact will be no less than in regular, face-to-face courses. (Education Code 55211)

- **Last day of attendance** - consistent with federal financial aid eligibility regulations, instructors teaching online must document last date of attendance based on student participation in academically related activities as defined by Coast District AP 5070.
- **Faculty Assignment** - When calculating faculty load, online and hybrid course assignments will be considered equal in status to on-campus courses.
- **Curriculum Review** - Each proposed or existing course, if delivered by online education, shall be separately reviewed and approved by the Curriculum Committee prior to being offered. (Education Code 55378).
- **Faculty Preparation** - Online teaching requirements for faculty include completion of an online course covering the use of the learning management system and online education pedagogies.
- **Course development** should follow guidelines established in the online training which are based on LMS Exemplary Course Rubric.
- **Technical Support** - Guidelines for technical support for faculty and students include support of the adopted learning management system.
- **Authentication guidelines** include required use of password protected access, clearly stated honesty policy on syllabus, and proctored exams where required.
- **Testing guidelines** - Added 2010, these guidelines provide direction to support staff in providing and maintaining a secure and controlled testing environment.

The role and responsibility of faculty in shaping online learning at OCC:

- Faculty are properly trained to teach online both in regard to online pedagogies and relevant technology.
- Faculty assists in the selection of the adopted learning management system.
- New courses are reviewed by the Online Advisory Board to assure compliance with standards for quality online education, regular and effective contact, regular substantial interaction
- Faculty includes online classes in the assessment of student learning outcomes in alignment with college goals.

The college conducts program review on a three-year cycle and the Instructional Innovation Center completed a review in the 2015-2016 academic year which analyzed overall trends in online course offerings at the college. Additionally, each instructional department with online education offerings was required to analyze their online education offerings as part of their program review.

All hybrid and online courses have current course outlines and addendums. The Curriculum Addendum form and Cover Sheet are in Appendix I. All existing Addendums were reviewed in 2013-14. All new DE Addendums are reviewed in CurricUNET as part of the curriculum approval process. No online or hybrid class is approved without an Addendum

Anticipated Effect on the College

With the increased emphasis on degree and certificate completion at the community college, increased online course offerings have the potential to allow students to complete their course of study with added flexibility. Students, staff, and faculty continue to expand their use of technology in relation to teaching and learning. The awarding of online certificates and degrees is a natural outgrowth of the increasing use of technology inside and outside of college life. The college has added staffing and infrastructure necessary to meet the needs of students in these programs and is continuing to monitor the need for additional changes.

Intended Benefits

Through the awarding of certificates and degrees with 50% or more required coursework completed online, Orange Coast College will be able to serve students with greater flexibility as they pursue their educational goals. Students whose work schedules or life circumstances make it difficult to participate in traditional on-campus classes are given an additional mode of access through online education. Online education provides added instructional flexibility, and offers the opportunity for instructors to explore additional student-centered approaches as they engage students in the learning process through tools that match the changing technological environment.

Preparations for the Change

Online education has a long history at OCC beginning in 1998 with establishment of Design Works and the first workshops for faculty to create interest in teaching online. From the early beginnings, the college has evolved into the present structure which includes:

- Technical support from the Instructional Innovation Center.
- The faculty Online Coordinator with support of the Academic Senate.
- The Online Advisory Board which includes both full and part time faculty and staff.
- The Curriculum Committee which approves curriculum changes.
- The Technology Trainer assists the Faculty Online Coordinator in presenting a variety of trainings on campus including online courses, open labs, boot camps and workshops.

Instructional Program Development

Instructional programs are developed and reviewed as part of the college program review process. In response to faculty program planning and student demand, both online and face-to-face courses are scheduled. Based on enrollment patterns, the college allocates resources to support both online and face-to-face courses.

Online Learning Team

Technology support to the Instructional Innovation Center is provided by the Instructional Innovation Center, based in the Instructional Wing of the college. District-based IT staff installs

and maintains the college's hardware and software infrastructure, including: desktop/laptop computers, printers, servers, and data network. Additionally, IT administers and monitors access to the college's network, email, and the learning management system. As part of its software responsibilities, IT develops local software and custom reports and maintains the college's internet, intranet, and portal sites.

The campus based Instructional Innovation Center support staff, consists of a Learning Management System (LMS) Administrator, an Instructional Assistant, and a Technology Trainer. These positions are shown in the Information Technology Organizational Chart in Appendix K. A description of each of these functions is as follows:

- **LMS Administrator**: Responsible for overseeing the critical day to day operations of the course management system, is available to assist faculty in setting up on-campus exams, and to answer questions regarding the LMS and its related programs.
- **Instructional Assistant**: Works directly with the students under the supervision of the professor offering assistance with navigation, clerical and technical support in the LMS.
- **Technology Trainer**: Responsible for all technology training on campus including workshop development and materials.

In addition to this dedicated IT Staff, the Online Team includes faculty guidance from the:

- **Faculty Online Coordinator** appointed by the Academic Senate as the liaison between Technology and Faculty, chairs and coordinates the Online Advisory Board.
- **Online Advisory Board**: including faculty teaching online and the Online Learning Team
- **Curriculum Committee**: One of the members of the curriculum committee is designated to oversee online course proposals coming before the committee. In addition when an online course is proposed the Faculty Online Coordinator reviews the online addendums and consults with the committee.

The District is phasing out Blackboard in favor of Canvas; both systems are maintained off campus by the vendor. Thus far, 31 courses were successfully migrated, and tested, and piloted in Fall 2016. The Online Learning Team will be working with faculty to convert to the remaining courses during the Spring 2017. Boot camps, open labs, one- on- one support, online videos, and workshops will be used to train faculty.

Authentication

When applying to the college, every student receives a unique username and password through the student information system. These credentials provide a secure login and pass code for authentication to the LMS via MyOCC, the faculty/student portal. MyOCC is used for all student communication including registration. In the event the student portal is unavailable alternative access to the LMS is permitted using the same credentials.

At OCC Online education is included in a campus wide culture of academic integrity including:

- The Coast Community College District Student Code of Conduct is published on the Orange Coast College website under the Student Life tab accessible to all students.
- Academic Dishonesty including examples of violations and procedures for dealing with academic dishonesty is addressed in the OCC handbook available on the OCC Portal.
- The Distance Education Guidelines at OCC include specific information about Testing and Authentication. OCC is committed to assuring that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives the academic credit by doing the following:

    1. Students are required to use their username and password to log into their courses through our designated Learning Management System. Faculty may redirect their students to another site where grading occurs, as long as all student information including grades is secure (FERPA Guideline).
    2. Faculty are requested to communicate to the students that they follow the OCC honesty policy.
    3. At the discretion of the instructor, faculty may utilize the OCC Computer Center for testing, proctoring centers and/or other methods for testing. (OCC Computer Center Testing Policies are an addendum to the DE Guidelines)
    4. If proctored exams are not offered then it is recommended that several of the following be used
        - A variety of written assignments
        - Multiple assessment techniques including frequent quizzes and exams
        - Participation in threaded Discussion Boards
        - Online meetings or Chat Rooms
        - Plagiarism detection software such as Safe Assign for written assignments
        - Collaborative projects
        - Capstone project with work from the whole semester.

In addition to the following OCC requires all students to sign into their online course using a unique username and password.

While OCC does not have a dedicated online testing center, the Computer Center provides space for online and on campus classes to give computer aided exams. The Testing Guidelines include the following guidelines for faculty and students. Faculty are encouraged to include on campus proctored exams when it is appropriate for their course. The Testing Center guidelines are included in the Distance Education Guidelines in Appendix H.

OCC Computer Center Testing Guidelines (Addendum to DE Guidelines)

Currently, computer aided testing is available in the Computer Center based on availability of resources. It is recommended that instructors plan on being present during all exam times.

Levels of testing:

- Students take exam through the LMS on their own.
- Students come to the Computer Center at a specific time and are supervised by the instructor.

Faculty Guidelines:

1. **Reservations:** To reserve a space and time reserve space using 25 Live to be confirmed by Computer Center staff, contact the Computer Center Lab Coordinator early in the semester to reserve a time and space.
2. **Priority** will be given to online courses where on-campus testing is indicated in the Schedule of Classes.
3. **Proctoring:** Instructors must be present to administer their exams; Computer Center staff may not be qualified proctors.
4. **Timing of Exam**: Testing will be scheduled based on room availability.
5. **Special software**: is available to restrict access to the exam site only. All special software such as MyEconLab (Pearson), Aleks (Pearson), MyITLab (Pearson), NetOP (Danware, Inc.) etc. must be arranged for with the Computer Center Staff in advance.
6. **LMS password**: Instructors may wish to use the password option when creating their test, that way students will not be able to open the exam without the password.
7. **Student information**: Instructors should inform students of check in procedures and student responsibilities listed below.

Student Guidelines:

1. **Identification:** Official photo identification such as a current Orange Coast College photo ID, passport, driver's license, or government issued ID, is required.
2. **Sign in:** students will be required to sign in when arriving for the exam.
3. **Testing Materials:** No books, notes, notebooks, or other materials are allowed during testing unless listed on the "Test Instructions". Students caught with materials not specifically permitted by the instructor will have these material confiscated, and the incident will be reported to the instructor.
4. **Personal Items:** Students are advised to only bring the materials required by the instructor. There is no secure storage for personal items in the Computer Center.
5. **Scheduling:** Once a test is given to the student, it must be completed in one sitting.
6. **Electronic Devices:** The use of cell phones and other electronic devices is strictly forbidden. All devices must be completely turned off; they may not be on vibrate or silence. They must be put completely away; they may not be accessed during the exam (even to check messages) or kept on the desk. Any use of an electronic device during a test will be considered cheating.
7. **Calculators:** may be used as specified by the instructor.
8. **Children and non-testers** are not permitted in the testing area.

Failure to follow Computer Center Testing Policy or Computer Center personnel instructions will be reported to the instructor and may be treated as an act of academic dishonesty.

Support for Online Student technology support is provided Monday through Friday 8 to 5, by the Instructional Innovation Center. The team guarantees a response within 24-48 hours excluding weekends and holidays. Reports requests are filled out online at the following site http://www.orangecoastcollege.edu/about_occ/Technology/Pages/Technical-Support.aspx Additional team members work when there is high demand to assure rapid student assistance. Information about the Instructional Innovation Center, online classes, enrollment, and Blackboard and Canvas student tutorial is available from the OCC homepage at http://orangecoastcollege.edu/academics/online_classes. This site offers a link to MyOCC and Technology Help. Canvas has 24/7 support including after hours, nights and weekends. There is contact information provided to faculty and students in Canvas and Help desk information.

A comprehensive set of student support information and services are offered online through the college's public website to support online and on-campus students.

- **Online Enrollment Center** including Admissions, Registration, Records, Graduation, Frequently Asked Questions, Student Responsibility, Deadlines and Dates, Virtual Tour and Waitlist Frequently Asked Questions. A fully online application and registration process is provided. http://www.orangecoastcollege.edu/enrollment
- **The Academic page** offers access to information about Career Services, Class Schedules, Course Catalog, Honors Programs, Library, Service Learning Abroad, Teach3, Transfer Center and Student Success Center. http://www.orangecoastcollege.edu/academics/Pages/default.aspx
- **The Student Services** page contains information about Admission Status, Answer Center, Assessment Center, Bookstore, Counseling (including online counseling), EOPS, Financial Aid, Scholarship Office, Special Services, Student Computing, Student Health, Student Success Center and Veterans Services. http://www.orangecoastcollege.edu/student_services
- **Online Library** services include access to Periodical and Electronic Resources, ebooks, Books-Media- Reserves, Instruction and Research Help, Policies, Archives and Request Forms. In addition, access to an online Librarian through e-mail reference is available to assist with research projects. http://www.orangecoastcollege.edu/academics/library/
- **Virtual office hours** are available so faculty may assist online learning. On campus training includes the use of cccConfer.org for online office hours. http://www.cccconfer.org
- **Brainfuse,** the online tutoring service is available to all students.

Evidence of Preparations

Staffing and Training

Orange Coast College has fulltime and part time faculty members. Since Orange Coast College started the Online Teaching and Learning course, we've successfully trained 179 instructors to teach online.

Faculty hired to teach online must demonstrate qualifications for online instruction through prior training. To assist in preparing instructors for teaching online, the college offers various workshops through our Technology Trainer and Faculty Online Coordinator. These workshops include training in Basic LMS and Teaching and Learning Online, CCC Confer for video conferencing and course content supplementation. Course content can come from Microsoft Office Suite, and G-Suite (formerly GoogleApps for Education), and Adobe PDF software. Several online courses are required to be completed by all faculty members wishing to teach online, with additional support services also provided.

These are:

- **Accessibility 101** is online with face-to-face option workshop focusing on making online contents and classes accessible to students with disabilities. Topics include an understanding of the federal and state laws as well as the District's policies, examples of online accessible documents and strategies to creating accessible documents. Training includes making Microsoft Office, PDF, and web pages accessible with their tools. Attendees can have their completed course evaluated by well-trained ADA and OEI staff members.
- **Canvas in the Classroom** an online course for all faculty to assist in using Canvas to support traditional classes. The courses include information on uploading the syllabus and other documents, online assignment tools, and use of the grade book.
- **Strategies to Teaching and Learning Online (STLO)** an online course that includes six modules including orientation, course design, interaction and collaboration, assessment, learner support and designing your course. The workshop based on CA Online Learning Education Initiative course rubric sets up a role model for course design. Under OCC Online Distance Education Guidelines, which is approved by the Academic Senate, the completion of this workshop is required before teaching online at Orange Coast College.

In addition to these courses and workshops OCC offers:

- **Topic Specific Workshops** is a series of 90 minutes workshop covering specific topics focusing various Canvas tools and tasks. Based on historical data, these workshops are scheduled on Fridays, and we work collaboratively with Golden West College.
- **Faculty Boot Camps**: Two boot camps were offered this school year with 85 people attending in August 2016 and 38 in January 2017. Topics covered included increasing accessibility, social awareness, copyright laws about online teaching, cheating and plagiarism and other issues related to teaching online.

In addition to these courses and workshops, OCC endorses and recommend the faculty to attend the following:

- **The Online Teaching Conference** is held in annually by the CA Community College Chancellor's Office's @One/TTIP program.
- **Lynda.com training.** The Coast Community College District also offers Technology training for faculty and staff, including MS applications, Canvas and Blackboard via Lynda.com. Lynda.com offers a range of professional quality training videos which is now a Microsoft Company.

Guidelines

District board policy 4020 is associated with an administrative procedure specifically addressing Online Education. Ratified in April, 2016, AP 4105 "Distance Education" solidifies the district's commitment to quality online education.

Distance Education Guidelines are updated regularly, most recently in December 2016, to reflect current changes in distance education guidelines and expectations.

Equipment and Facilities

Training for OCC online education faculty is provided in the offices of the Instructional Innovation Center. The Technology Trainer and Online Learning Team assist faculty in creating and maintaining their online courses. The training room is equipped with both MAC and PC computers for training and workshops. Greenroom technology is available to record material to supplement their online courses in the IT area on campus.

Until June 1, 2017 Blackboard is currently the primary learning management system used on campus. The campus is using an 18 month migration window with Canvas being the only LMS on campus. An online shell is available for every course offered along with sandbox and course development shells in Canvas. Currently there are active Blackboard and Canvas shells. Many instructors use the LMS to report grades, post assignments, allow for paperless submissions, online assessments, post their syllabus and student learning outcomes. Due to this level of usage, many students are familiar with an LMS before signing up for online classes.

The Information Technology Department provides all faculty and staff on campus with up-to-date computers with a targeted four-year refresh cycle. Software is available to support faculty who teach online, and faculty may request access to additional accessories such as a webcam or computer tablet.

Most students who take online classes have their own computers. However, computer labs in the Library and the Computing Center are available on campus for students who do not have a computer or internet access. At these labs, students may receive tutoring or assistance in using tools connected with online education. Wireless is available in most areas on campus and is being expanded as buildings are built or remodeled. Currently, on-site testing for online sections is provided in the Computing Center.

Fiscal Resources

Both online and face-to-face courses are supported through the college strategic planning process. The need for course development or modification in course offerings in both online and face-to-face modes is identified through the program review process. Courses are scheduled, and depending on enrollment patterns, resources are allocated to support courses in both modes.

Funds are made available in the college budget to support the cost of Blackboard the LMS and other annual contracts, staffing, and miscellaneous expenditures, as well as hardware and infrastructure to support online education. The salaries of district employees supporting online education are paid from district funds. The costs associated with the online program support all curriculum and programs, not only online. For instance, our course management system supports hybrid and traditional courses. Staff members supporting the online program also support hybrid courses and other web-based needs on campus. The table below summarizes the ongoing costs and institutional budget for the online program. As the program grows, additional fiscal resources will be allocated as needed through our strategic planning and decision-making processes.

Table 5: Online Program Budget 2016-2017 annual budget

Budget Line Item	**Cost**
LMS Hosting (OCC portion)	$128,572
LMS Licensing (paid by district)	$229,782
Personnel	$206,148
Total	$542,743

Monitoring of Achievements and Outcomes

As part of program review, each program with online education offerings is required to analyze their online curriculum, enrollment trends, success rates, retention rates and compare student learning outcomes to traditional offerings as part of their program review. As part of this analysis, all modalities are compared, including large lecture, online, traditional and hybrid. Enrollment, success rates and retention rates by modality are included in the OCC Atlas, the college's fact book, and are discussed annually by the OAB and IPC. Additionally, courses and programs offered online follow the same guidelines for student learning outcomes (SLO) assessment, which is embedded in the program review process.

Evidence of Necessary Internal and External Approvals

Internally, many preparations were made for the online program. The Online Advisory Board (OAB) was developed to create a sustainable infrastructure for the online program to ensure quality online education and quality faculty training that meets the highest pedagogical and technology standards. The OAB reviews online courses before they are offered, supports instructors in the development on quality courses, assists in the selection of the learning management system, reviews policies related to online learning, reviews course addendums before they are submitted to the Curriculum Committee and conducts program review for online learning.

Pursuant to Title 5 of the California Code of Regulations, Section 55206, "if any portion of the instruction in a proposed or existing course or course section is designed to be provided through online education in lieu of face- to-face interaction between the instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures." Therefore, all online and hybrid courses are developed by faculty and approved by the Curriculum Committee and the Academic Senate in alignment with Board Policy 4020. The form utilized for the approval of online and hybrid courses are shown in Appendix E.

Courses approved by the Curriculum Committee are then forwarded to the Vice President of Instruction for review and approval, to the Vice Chancellor of Educational Services and Technology for review, and finally to the Board of Trustees for review and final approval.

Approvals by the Board of Trustees are applicable to all facets of the online program, but these are embedded in the same processes for face-to-face and other instructional modalities. Examples include: curriculum, faculty hiring, technology resources, and instructional supplies. No differentiation between modalities or types of processes is made except for the curriculum addendum form noted.

All courses are submitted to the California Community Colleges Chancellor's Office for approval, except as provided in California Code of Regulations, Section 55100(b) and 55160. The Chancellor's Office provides an external, system-level approval.

At this time, there are no courses or programs offered online which require external certification or specialized accreditation.

Maintenance of Eligibility Requirements

The Accrediting Commission and the Western Association of Schools and Colleges have prescribed 21 eligibility requirements for community and junior colleges. A summary of the eligibility requirements and the impact of this substantive change proposal (if any) on the eligibility requirements follows. Documentation is either included in this substantive change proposal or referenced for each requirement.

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.
Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Orange Coast College (OCC) is authorized to operate as an educational institution and award degrees through governance by the Coast Community College District Board of Trustees, which derives its authority from the California Education Code. The College is regulated by the California Community Colleges Board of Governors, and is accredited by the ACCJC, Western Association of Schools and Colleges as well as other specialized accrediting agencies.

2. Operational Status

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

Orange Coast College is operational, with students actively pursuing its degree programs. Approximately 24,000 students annually enroll at Orange Coast College. This includes full- and part-time students taking credit and non- credit classes at day and evening times. Students are seeking fulfillment of transfer requirements, Associate in Arts or Associate in Science degrees, and completion of career and technical education certificate programs. A *Class Schedule* is available online.

3. Degrees

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

Orange Coast College offers a broad range of associate degrees that include 3 options for associate in arts, associate in science, and associate in arts or science for transfer. All associate degrees require a minimum of 60 semester units or two academic years in length.

4. Chief Executive Officer

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

The College President was selected according to District procedures and confirmed by the District Board in December 2009. The President's primary responsibility is to Orange Coast College, the fulfillment of the College's stated mission, adherence to federal, state, and local mandates, and Board policies. The President's most important charge is to lead effectively in fiscal management, long-range planning, achievement of goals, cultivation of human resources, and institutional integrity.

5. Financial Accountability

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

Orange Coast College, as part of the Coast Community College District, demonstrates financial accountability through the findings of an independent auditor secured by the governing board. The independent auditor report is presented annually to the governing board in public session. In addition, the District retains an internal auditor to serve District colleges and make regular reports to the CCCD Board. In all fiscal matters, the College adheres to Board-approved policies and procedures.

6. Mission

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

Orange Coast College's current Mission Statement was adopted by the Coast Community College Board of Trustees on May 18, 2016. The Mission Statement is clearly defined, is consistent with the College's legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it serves. The Mission Statement is included in all class schedules, course catalogs, and the OCC website. The Mission Statement is complemented by a vision statement and a statement of Institutional Commitment that outlines the institutional core areas of student learning outcomes.

7. Governing Board

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.
The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The Board of Trustees for Coast Community College District (Orange Coast College, Golden West College, and Coastline Community College) is a functioning governing board, bearing the responsibility for the quality, integrity, and financial stability of the institution and for ensuring that the College's mission is carried out. The governing board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program.

The Board's membership is sufficient in size and composition to fulfill all Board responsibilities. The governing board consists of five elected members and a non-voting student member. The voting members are elected at- large by the community and must reside within the District boundaries. The majority have no employment, family, ownership, or other personal financial interest in the institution. The Board adheres to a "Conflict of Interest Policy" that assures that those interests are disclosed, and that they do not interfere with the impartiality of governing body members, or outweighs the greater duty to secure and ensure the academic and fiscal integrity of the institution.

8. Administrative Capacity

The institution must have sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support *its mission and purpose.*

Orange Coast College, in cooperation with the District office and appropriate faculty and staff, establishes clearly delineated and published standards for fulfillment of administrative duties and responsibilities. Prominent in all screening and selection processes is verification of experience, credentials, and personal and professional capacity to support the College mission and purpose. The President is directly supported by a senior staff consisting of the Vice Presidents of Instruction, Administrative Services, and Student Services. They are supported by deans, directors, managers, and supervisors who are responsible for specific divisions, departments, or operations. The organizational structure is outlined in institutional organizational charts. The administrative staff is sufficient to provide the services necessary to support the institution's mission and purpose.

9. Educational Programs

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

The Associate in Arts and Associate in Science degree programs at Orange Coast College are congruent with the College mission. By authorization of the Board of Governors of the California Community Colleges, the College confers the Associate in Arts and Science degrees to those who complete sixty units with a grade of "C" or better in prescribed courses or who prepare to transfer to a four-year institution. Fields of study are recognized as appropriate to higher education and are sufficient in content, length, quality, and academic rigor. Students may complete an associate's degree within four semester terms by averaging a 15-unit course load, thereby completing their program of study within two years.

The College also awards Certificates of Achievement requiring a minimum of 18 hours, as well as Certificates of Specialization for specifically designed learning activities primarily in the career and technical education fields.

10. Academic Credit

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

The College awards academic credits based on generally accepted practices in degree-granting institutions of higher education and in keeping with standards set by the American Association of College Registrars and Admissions Officers.

11. Student Learning and Student Achievement

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

Institutional educational outcomes and objectives for degree and certificate programs are published in the *Orange Coast College Catalog*. All course outlines approved by the College Curriculum Committee are required to have clearly stated learning outcomes. All learning outcomes are assessed a minimum of once per three year cycle. Assessment data provides evidence that students are meeting the outcomes of courses, programs, and institutional learning outcomes.

12. General Education

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

Orange Coast College has four patterns of General Education courses (OCC GE for AA, OCC GE for AS, CSU GE, and IGETC) that promote the student learning and personal improvement. Successful completion of the courses will contribute to a better understanding of the broad range of disciplines in which the human search for knowledge and skill training is carried out.

General education courses are listed in the college catalog. All course descriptions are found in the catalog and verification of their quality and rigor is provided. The college's Curriculum Committee approves all courses to be included in general education sequence. Many of the general education courses are taught through online education. The courses are taught in accordance with course outlines of record, with assessment of approved SLOs, regardless of the method of instruction.

13. Academic Freedom

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

The College respects the academic freedom of faculty and students to examine and test all knowledge appropriate to their discipline or area of major study. The *CCCD Manual of Board Policies and Administrative Procedures* clearly defines the College's commitment to encourage and protect academic freedom (BP 4030). This commitment to academic freedom is also stated in the collective bargaining agreement (article VI).

14. Faculty

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

As of fall 2016, 213 full-time faculty teach 63% of all courses offered; 543 part-time faculty teach 37% of all courses offered. All full-time faculty names and degrees are published in the *OCC Catalog*. Replacements of faculty and new faculty positions are based on institutional data, including program review. Faculty meet the teaching and hiring requirements of Title 5 of the Education Code of California Minimum Qualifications for Faculty and Administrators in California Community Colleges (amended

by Board of Governors 2014) and are substantially qualified and experienced to support the College's educational programs and mission.

15. Student Support Services

The institution provides for all of its students appropriate student services that foster student learning and development within the context of the institutional mission.

Student Services provides comprehensive services and development programs consistent with student characteristics and the institution. Such services and programs are outlined in the *OCC Catalog*, the student matriculation guide, the college web site, and other student resources. Included are special programs for learning disabled, re-entry, and educationally and economically disadvantaged students. Campus centers are in operation for transfer, international students, and assessment processes. A full program of student life includes clubs and leadership opportunities for a diverse student population. Student characteristics are reviewed each semester.

16. Admissions

The institution must have adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

Admission policies are consistent with the College's mission and specify the qualifications of students appropriate for all programs. Admissions information and requirements are published in the *OCC Catalog*. Applications are readily available and can also be found on the home page of the OCC website.

17. Information and Learning Support Resources

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

Orange Coast Library was built in 2008. The library, situated on the west side of the campus, anchors the college as the single largest building with over 80,000 square feet. The library provides traditional research support services, an extensive collection of books, serials, media resources as well as study rooms, computer labs, and viewing rooms. Additionally, the Computing Center, built in 2015, includes the largest campus open computing lab with over 700 computers and ten computer classrooms. The Instructional Innovation Center is dedicated to the support and development of computer-assisted and online learning. Additional learning resources include the OCC Student Success Center which offers one-stop tutoring and supplemental instruction for all disciplines and levels of instruction. The college also has an extensive Career Services program that includes an internship program and tracking of all career/technical advisory committee activities. Internet access is available to faculty, staff, and students, including campus-wide wireless internet access. There is sufficient access to information and learning resources and services to support the College mission and its educational programs.

18. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

The funding base, financial resources, and plans for financial development are adequate to support the College mission and educational programs. The College budget is part of the Coast Community College District budget model. Copies of the District and College budget are available and are reviewed regularly along with the status of state resources. District-wide quarterly reports are presented to the governing board in public session.

19. Institutional Planning and Evaluation

The institution systematically must evaluate and make public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution must provide evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution must assess progress toward achieving its stated goals and make decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation

Orange Coast College Planning processes are managed by the Office of Institutional Effectiveness and are under the purview of the College Council. The campus-wide program review and student learning outcomes and assessment processes provide the foundation while the academic master plan and wing three-year plans provide the framework for college planning. The College converted from a 3 year cycle of 33% of our programs under program review to having all program undergo program review on the same 3-year cycle. In academic year 2015/16 all college programs completed a comprehensive program review which included assessment of student learning outcomes and administrative unit outcomes.

Program review is not only a foundation for our master plan, but is the foundation for the college's planning process. An institution-wide system for program review is in place with a three-year cycle; with program review validation processes formally established for both instruction and student services. Needs are assessed in program review every three years and are reviewed annually. Programs are asked to specifically address needs in the following areas: technology/equipment, facilities, staffing, staff development and other needs linked to plans. These needs, linked to data analysis and outcomes assessment, are integrated into the college prioritizations for resource allocations. In the current three-year cycle, the online program completed an independent program review, collaborating with the Online Advisory Board and Technology Committees.

20. Integrity in Communication with the Public

Orange Coast College provides a print and online catalog with current information regarding the college mission statement, course, program, and degree offerings as well as the academic calendar and length of programs, acceptance of transfer credits, and requirements regarding the refund of fees. Other pertinent information contained in the college catalog includes student financial aid, available learning resources, names and degrees of faculty, administrators, and the governing board. Admission requirements, board policies and administrative regulations affecting students such as student conduct (BP 3902), student grading policies (BP 4232), prohibition of harassment and discrimination (BP 3902) and complaint procedures are included in the catalog. The college catalog is reviewed annually and updated as college and district policies and regulations are revised. Some of the aforementioned information is also provided in print and online form in the schedule of classes.

21. Integrity in Relations with the Accrediting Commission

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

Orange Coast College and the Coast Community College District Board of Trustees provide assurances that the institution adheres to the eligibility requirements and accreditation standards and policies of the Commission. The institution describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

Fulfillment of Accreditation Standards

Orange Coast College will continue to fulfill all of the accreditation standards with the addition of online courses that constitute 50% or more of the affected programs. Moreover, we believe that the change is a benefit to our students and will enhance our abilities to foster student learning and success.

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

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

A. Mission

Orange Coast College's Mission Statement is based on the campus' goal of enhancing student learning and contributing to the community's needs for lifelong learning. The College has long prided itself on its commitment to close teaching and learning relationships, as indicated by the Institutional Commitment accompanying the Mission Statement. In this statement, the College commits itself philosophically to providing a "learning community" for its students and to emphasizing institutional student learning outcomes characterized by four core outcome areas: Communication, Thinking Skills, Global Awareness, and Personal Development and Responsibility. The vision and mission statements are reviewed annually. Most recently, they were reviewed by the College Council in November 2015 as part of the college's master planning process. Minor revisions were suggested and approved by the Coast District Board of Trustees at the May 18, 2016 meeting.

OCC's Mission Statement:

Orange Coast College serves the educational needs of our diverse local and global community. The college empowers students to achieve their educational goals by providing high quality and innovative programs and services leading to academic degrees, college transfers, certificates in career and technical education, basic skills and workforce development to enable lifelong learning. The college promotes student learning and development through fostering a respectful, supportive, participatory and equitable campus climate of student engagement and academic inquiry.

The College Online Advisory Board has a mission for its committee activity to serve as an inter-disciplinary group dedicated to supporting quality distance learning through collaboration among campus divisions, it facilitates students' success for articulated courses, certificates, and

degree programs offered via distance learning. It oversees a peer-based approach to quality assurance and continuous improvement in online education by promoting excellence in web-based learning in the physical as well as in the virtual classroom. Our online program helps us to achieve this mission by extending the educational opportunities of the college to students who might otherwise be unable to attend college.

The College aligns its student learning programs and services with its intended student population by various means. Comprehensive statistical research analyzing student demographics is compiled annually by the College Office of Institutional Research in the Orange Coast College Atlas. Data in the Atlas tracks trends in several aspects of student demographics, ranging from diversity to educational goals, overall success, and retention rates. Additionally, the college's main planning council, the College Council, analyzes internal student and external community data to develop planning assumptions to help guide the college's planning processes. This analysis addresses the college's intended student population. In order to facilitate ongoing assessment of student learning needs, this data regarding the College student population is shared each semester with major committees such as Administrative Leadership Team, Academic Senate, Presidents' Cabinet, Student Services Planning Council, Institutional Advancement and Effectiveness Planning Council, and the Instructional Planning Council to use in ongoing evaluation and planning for programs and services.

In addition to program and curriculum development, OCC has expanded various services to meet the needs of its students:

- Student Financial Aid now supplements regular office hours with online applications and has installed a computer access area.
- The Registration Office provides in-person and telephone registration as well as assistance for students petitioning classes. Online registration and orientation is available.
- The Tutoring Center offers peer and faculty tutoring and has recently expanded the number of tutors including *Brainfuse* an online tutoring service is available for all students.
- The Admissions Office now accepts online applications and has further streamlined the admission process by modifying application dates to accommodate a more streamlined student admission process.

Other responses to students' needs, within the Mission of the College, include the expansion of the College's online course offerings and increased computing support to accommodate a growing demand for technology- based teaching and learning. The College has developed and implemented a wireless all campus access across the campus where students can access the Internet and use laptops and wireless devices. The new Computing Center has replaced and upgraded its computers, and the College has hired technology trainers to support faculty and staff. The Admissions Office has posted registration information online and provides online registration.

The Online program has extended the mission and goals of the college by incorporating them in the Distance Education Guidelines and continuing to support the goals by the development and teaching of strong online courses.

Distance Education Mission Statement:

It is the mission of the Distance Education (DE) Program at Orange Coast College to increase educational opportunities and enhance learning through the development and support of quality online education courses that are comparable to traditional on-campus classes.

Online education supports the following College Goals:

- Learning: Ensure students receive a quality education to become self-directed and successful lifelong learners
- Access: Create equitable access through effective and innovative pathways and programs that result in increased student success.

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

Orange Coast College has a long tradition of open communication and self-reflective dialogue about student learning. The College has fully embraced a "culture of evidence" in which this dialogue is bolstered by ongoing assessment and statistical review. Orange Coast College has several campus committees specifically focused on the continuous improvement of student learning, all of which are open to the campus community. Key committees to strengthening online learning are Academic Senate, College Budget Committee, College Council, Curriculum Committee, Facilities Planning Committee, Instructional Planning Council, Professional Development Advisory Committee, Online Advisory Board, and Technology Committee.

All courses and programs including Online Education have Student Learning Outcomes that are assessed on a regular three year cycle through Program Review. Assessment is completed in each Department or individual courses and the Online Advisory Board assesses the program.

Curriculum Approval Process for Online Education Courses assures that online addendums are submitted for each course in which any portion of the course is conducted through online education. The Curriculum Committee uses the following criteria when determining whether a course will be approved for online education. The Course Outline of Record has been approved or revised within the six years of DE addendum request for approval.

- Courses have incorporated discipline Student Learning Outcomes (SLO's).
- Online classes are expected to demonstrate that their students achieve these student learning outcomes through application of rigorous assessment as part of the normal program review process.

The Addendum includes:

- Students will benefit from having access to the course via online offerings.
- Sufficient consideration has been given to adaptations of methods of instruction and methods of evaluation to ensure regular and effective contact as required in Title 5.
- Sufficient content is provided to fulfill course hour requirements
- Necessary technical requirements are available through the Instructional Innovation Center
- Accessibility is ensured as required by Section 508 guidelines.
- All Title 5 mandates have been met and followed.

Institutional Effectiveness

In addition to program review the online program reports to the Academic Senate and the Instructional Planning Council. Specific goals evaluated on a regular basis are:

- All hybrid and online courses will have current course outlines and addendums.
- Faculty members are properly trained to teach online both in regard to online pedagogies and relevant technology.
- Distance Education Guidelines are updated regularly to standardize technology issues in online learning and comply with state and ACCJC guidelines.
- New courses are reviewed by the Online Advisory Board to assure compliance with standards for quality online education.
- Assessment of student learning outcomes is completed for each course as a part of regular program review in alignment with college goals.
- In the Online Program's Educational Master Plan Unit Summary submitted through IPC on March 11, 2011 an assessment of these goals is reported to the college (Appendix J).

C. Institutional Integrity

Within the college's instructional program review process, an evaluation of online courses compared to other modalities, including traditional courses, is required for data such as enrollment, scheduling, success and retention and assessment of student learning outcomes. The analysis of this data is overseen in two ways: first, through the peer review process; and, second, through of overall trends by the OAB and IPC. Additionally, the college's fact book, the OCC Atlas, publishes data by modality for campus review.

Standard II - Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

Orange Coast College offers 280 degree and certificate programs and 98% of courses offered at the college apply towards attainment of those degrees. Within these programs, multiple delivery systems, modes of instruction, and teaching methodologies are offered to its students. Most programs offer both online and traditional classes, as well as day and evening classes, to ensure that the scheduling needs of the students are met.

The majority of Orange Coast College courses are delivered in a traditional lecture, lab, or discussion format. In the spring of 2015, online course offerings represented 3.3% of all sections offered and 4.9% of student enrollment at census. The annual growth in headcount enrollment into online courses is detailed in Appendix A. This and other data is used to optimize the scheduling of different course modalities within each department and degree program.

In addition to monitoring trends in enrollment and course success and retention rates, OCC addresses quality through the standards it sets for online education. The College ensures the quality of its online instructional offerings through the Online Advisory Board (OAB), composed of faculty tasked with the design and evaluation of online courses. The OAB sets standards for the College's online instructional program, directing faculty in the development of new and continuing online courses. The OAB was established in 2006 to involve faculty in the design and evaluation of online courses. As with traditional course offerings, the Curriculum Committee must also approve new online courses after they have been approved by departments, divisions and the Faculty Online Coordinator.

In 2009, the OAB developed The Distance Education Guidelines which was subsequently revised in 2011 and 2016. The OAB uses the LMS Exemplary Course Rubric and when Canvas is fully adopted, will use the Canvas rubric to construct and evaluate both online and hybrid courses. All faculty teaching these courses have completed training in Teaching and Learning Online (TLO), a special course taught online by the Technology Trainer and the Faculty Online Coordinator. The course addresses the appropriate rubric (LMS or Canvas) and instructs faculty on effectively incorporating this rubric into their classes. Additionally, the online program completes a program review that evaluates the trends for the entire program. The Instructional Planning Council uses these results to develop its three-year plan.

Online courses are assessed within the department that delivers the course using methods comparable to their counterpart face-to-face course sections. Results of assessment are integrated into the program review cycle. Orange Coast College is at the proficiency level of SLO assessment, with the second cycle of SLO assessment completed in spring 2015.

The Distance Education guidelines for the College outlines recommendations for testing and assessment to minimize grading bias including how to effectively use a variety of assessment methods in the online course to determine a student's grade.

B. Library and Learning Support Services

Learning support services at Orange Coast College include the Student Success Center which provides tutoring in all disciplines as well as supplemental instructions, the OCC Library,

computing resources such as the John R. Clark Computing Center, computer equipped classrooms and study areas, and the Career Lab and Library.

The Student Success Center provides tutoring in a variety of subjects face-to-face, with more than 40 hours per week of open access. They serve 3000 students per semester, with drop-in and appointment tutoring as well as small group study sections. The Center administers supplemental instruction for face to face courses. It also oversees special programs for Basic Skills courses including specialized ESL tutoring, required tutoring for pre-college English courses and embedded tutoring in mathematics courses. Remotely, students can use the online tutoring program *Brainfuse* to access live tutors in a variety of subjects.

The OCC library contains over 100,000 titles of books, periodicals, DVDs, CDs, world language CDs, ebooks, and ESL materials. This includes 99,000 volumes in the circulating and reference collections combined, 18,000 electronic books, and during the semester periodical titles including during the semester subscriptions. These are in addition to a variety of audiovisual materials, electronic resources, an archival collection, and a full-text electronic periodical and textual collection spread out over a host of databases accessible through MyOCC.

The review of new databases, statistical analysis of current database usage, and recommendations for the continual updating and addition of new electronic resources also resides within this department. The library currently has active subscriptions to the following general electronic databases: Academic One-File(InfoTrac), Academic Search Ultimate, Britannica Online, Credo Reference, Lexis-Nexis Academic, MasterFILE premier, MAS Ultra, Popular Magazines and Student Resources in Context. In addition, the library maintains 14 discipline related databases. The library has also purchased three comprehensive e-books collections to support online courses. The online services librarian also maintains the library's automation program, the online public access catalog (OPAC), and security for the overall library electronic systems. Further, this department is responsible for maintaining the library's web and portal sites as well as all software replacement, maintenance, installation, and assessment that may be required for library operations. The reference librarian is available to individual students and can be added to an online class to support research within the online class and to answer reference questions via e-mail. Students, faculty, and staff have remote access to the library's online collection through the library webpage through EZ Proxy authentication. The library's Media Center provides instructional videos, DVDs, and instructor reserve materials for student and faculty use, in addition the Library provides access to *Films on Demand*, which are ADA compliant and remotely accessible by faculty.

C. Student Support Services

Most of our student services are available online to meet the needs of distance education students. Student services offer admissions, orientation, counseling, and financial aid for the general population in the online format. Specific information is available on the OCC website to guide students in enrolling in online courses, gauging their readiness for distance education and providing support during the semester:
http://orangecoastcollege.edu/academics/online_classes/Pages/default.aspx.

All of our student service units maintain Program and Administrative Unit Outcomes and conduct their program review on a 3 year cycle to assess learning support outcomes for its student population, alongside the academic departments.

The College catalogue includes precise, accurate, and current information about Orange Coast College and is available electronically at http://orangecoastcollege.edu/academics/CourseCatalog/Pages/default.aspx. No special fees are required for online courses and the same major policies apply to online and face-to-face students. All policies are included in the catalogue and at the OCC website.

Standard III - Resources

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

The college has demonstrated a strong commitment to online and online education through the allocation of human, physical, technology, and financial resources.

A. Human Resources

Orange Coast College has an institutional commitment and an organizational structure to assure its employee selection process is fair and well publicized. There is sufficient dialogue in the process as evidenced by the various hiring committee structures for classified, faculty, and administrative hiring. Job descriptions are reviewed by campus hiring committees and published in printed form, on the web, and in advertisements. Faculty degrees are evaluated for their relevance to the subject matter, and if an equivalency is requested, faculty committees and department deans review each request.

Faculty members teaching online courses are hired using the same criteria as for face-to-face courses, and most of our online courses are taught by regular fulltime faculty members who also teach face-to-face courses in the same discipline. All faculty members must meet the minimum qualifications in their respective disciplines. Additionally, faculty hired to teach online must demonstrate qualifications for online instruction through completion of "Strategies of Teaching and Learning Online, an online course designed to teach the pedagogies of exemplary online teaching. For continuing improvement regular workshops and boot camps are offered to online instructors. Additionally, the evaluation process for online faculty has a unique faculty evaluation instrument Appendix M. According to the master agreement, faculty, both fulltime and part-time, are evaluated every three years after the probation or tenure review process. During tenure, evaluations are performed every year by four reviewers and part time faculty are evaluated the first semester they teach.

The college's program review process evaluates the online program in two ways: embedded in the department offering the online course and in an independent program review. Enrollment, scheduling, success, retention and student learning outcomes assessment for all modalities are a required part of the program review process and directly guide the assessment of needs and development of goals. The needs assessed in the program review process include: technology/equipment, facilities, staffing, staff development and other needs linked to plans.

Needs are assessed in program review every years and are reviewed annually. Faculty hiring is conducted annually, linked to the program review process and prioritized by the Instructional Planning Council then forwarded to the College Council whom makes a recommendation to the President.

The organization chart in Appendix K details the structure and the positions directly supporting the online program called the instructional innovation center. In addition to those on the organization chart are a faculty coordinator, trainer and hourly staff.

B. Physical Resources

Equipment needs for the online program as well as faculty and staff supporting the online program, are identified through the comprehensive (three-year) program review process and by annual resource requests (ARR). Needs for equipment are included in the instructional wings three-year strategic plan. Needs are prioritized by the Instructional Planning Council and forwarded to the College Council for college-wide prioritization. As for routine replacement of computers and related equipment, a replacement plan has been developed. The plan has been prioritized as a high priority for the campus through the planning process and has been partially funded by an annuity in a local Bond (measure M) and by general fund obligation.

C. Technology Resources

The major committee designed to integrate technology planning with institutional planning is the Technology Committee. The Senior Director of Information Technology currently co- chairs this committee along with an elected faculty member, currently the Online Librarian. It is a campus-wide committee, including faculty, staff, and students, with representatives from all campus areas: Instruction, Administrative Services, Student Services, and the President's Wing. This committee annually reviews the technology resource requests from program review. The committee developed the college's Technology Plan, integrating trends from the technology field, planning assumptions and program review. The plan is monitored annually by the Technology Committee. As the online program and programs with online courses are part of the college's program review and planning process, online needs are integrated into technology planning.

D. Financial Resources

Substantial fiscal resources have gone to the physical and technology requirements of online and online education, many of them ongoing expenses. These expenditures are monitored by the College President, the Director of Fiscal Services, the Director of Information Technology, the Vice President of Instruction, and the College Technology Committee and Online Advisory Board, as part of our strategic planning process. Personnel and a dedicated budget for software and training costs have been established.

As part of its Technology Plan, the college has developed an Information Technology replacement plan and annual budget for its needs. This has been identified as a college planning priority to be secured with an ongoing, general fund line item budget and with an annuity from a local bond measure (M). A replacement plan, including technology needs for faculty teaching online, and

ongoing technology costs, including software and other infrastructure costs supporting distance education, have been identified in program review and vetted through the college's planning processes as a high priority.

Standard IV - Leadership and Governance

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

A. Decision-Making Roles and Processes

The primary document that guides the college decision making processes and roles of shared governance and committee structures can be found in the College's Decision Making Guide which is maintained and updated by the College Council.

Orange Coast College has followed all written policies and procedures in the development of its online education offerings including curriculum development and revision, program development, hiring, faculty evaluation, student learning outcomes assessment, and program review.

The development of online curriculum is within the purview of the faculty members and is overseen by the Curriculum Committee, a standing committee of the Academic Senate. Additionally, the Online Advisory Board reviews and recommends procedures for teaching and learning online as demonstrated by the development of the OCC Distance Education Guidelines. The Online Advisory Board is part of the college's strategic planning and decision making process, and reports to the Academic Senate, the Technology Committee, and Instructional Planning Council.

All students, including all online students, receive a syllabus no later than the first week of classes that clearly states the student learning outcomes for the course. The syllabus and other course information is available to students and serves the as the primary means of informing online students. Other means of communicating the respective role of students is the course catalog which contains all academic and student service policies and regulations and is available online.

Deans oversee the peer evaluation process for faculty within the disciplines in their departments. This process allows students to participate in the evaluation of online instructors as well as the faculty members participating as peers. Evaluations assure quality instruction. Student learning outcomes are addressed as appropriate during this process.

All online courses have established student learning outcomes which are assessed at least once during each three- year program review cycle. The faculty members must demonstrate how the assessment leads to program improvement.

B. Chief Executive Officer

The College President was selected according to District procedures and confirmed by the District Board in December 2009. The President's primary responsibility is to Orange Coast College, the fulfillment of the College's stated mission, adherence to federal, state, and local mandates, and Board policies. The President's most important charge is to lead effectively in fiscal management, long-range planning, achievement of goals, cultivation of human resources, and institutional integrity. The President chairs the College Council.

C. Governing Board

The Chancellor has worked with the Board Accreditation Committee, Board Clerk, Board President, and the Chancellor's Cabinet to develop formalized evaluations of policies and procedures so every existing Board policy will be reviewed on a regular cycle. Included in this review are the 030 policies that refer to educational programs and student relationships. Educational programs broadly include all course and program development, including online courses.

Additionally, the Vice Chancellor of Educational Services and Technology reviews all curriculum submissions from the college and then forwards to the Board for approval. All courses, including online courses, are reviewed for curriculum updates on a three year program review cycle.

The District Mission Statement is as follows:

Coast Community College District serves the diverse educational needs of its local and global communities. The District promotes academic excellence and student success, empowering students to achieve their educational goals by providing innovative, high quality, accessible, and flexible programs and services leading to associate degrees, transfer, workforce development, certificates, basic skills readiness for college, and careers. The District seeks to transform students into lifelong learners and engaged community members. (BP 1200)

Inherent in this mission is ensuring availability of education at times that meets the needs of our students. The online education courses are a direct response to the mission of our district and college.

The Board holds itself responsible to ensure that every student has the opportunity for the highest quality education consistent with the fiscal constraints of the District.

The District Mission Statement encompasses the essence of the OCC Mission Statement as well as the Mission Statements of the two sister colleges. The Board acknowledges the need for each college to observe policies that ensure the quality, integrity, and improvement of student learning

programs and services. The District Mission Statement supports online education.

The Board is committed to integrated, strategic planning and has approved the Vision 2020 Mission, Vision and Values statements in Appendix L. These statements serve as the foundation for the Orange Coast Educational Master Plan. The Vision 2020 statements have been further developed into 13 goals. These goals are:

1. Develop and enforce student-centered and student-first attitudes, processes, decisions, policies and culture.
2. Increase student success rates by adopting proven best practices and program designs.
3. Increase access and success to meet the changing students' needs of our community.
4. Provide leadership in addressing regional workforce training and development needs.
5. Embrace and increase the diversity of faculty, staff, administration and curriculum.
6. Invest in the professional and leadership development of all staff.
7. Create an institutionalized practice and culture of evidence in decision making.
8. Encourage and support creativity, flexibility and innovation.
9. Engage and invest in entrepreneurial activities to increase and diversify revenue streams.
10. Maximize the appropriate and strategic utilization of technology.
11. Enhance international educational learning opportunities for students, faculty and staff.
12. Achieve long-term financial stability and decrease reliability on state funding.
13. Strengthen and increase strategic alliances and partnerships in local and global communities.

Goals 1- 8, and 10 relate specifically to all instructional programs and include all course offerings – online, as well as traditional face-to-face, and hybrid. Therefore, in both the District Mission Statement and the District Vision 2020 goals, online education as a component of the comprehensive instructional program is supported.

D. Multi-College Districts or Systems

Board Policies clearly delineate authority to the colleges within the Coast Community College District. Specifically, BP/AP 2430 – Delegation of Authority CEO, BP 2510 Participation in Local Decision Making.

Conclusion

In conclusion, Orange Coast College has an extensive and mature infrastructure and services for supporting a growing and successful online educational program. The ACCJC accreditation standards have been met or exceeded with respect to those courses and programs offered via the online modality.

The online courses are offered at Orange Coast College increase student access, integrate emerging technology in instruction, and keep pace with the changes in academic environment. For example, with Orange Coast College's addition of the Associate Degrees for Transfer (the California Community College System alignment with the California State University System) our online course offerings are now indexed in the California Virtual Campus (https://cvc.edu/). While offering more courses and sections that are in keeping with the student needs, the online courses require a substantial institutional commitment and investment. Orange Coast College is committed to providing all the resources that these courses need and fulfill all the requirements of ACCJC standards such that online courses are comparable to on site courses in terms of student services and academic rigor. In order to ensure continued student success in its online courses and programs, Orange Coast College has maintained a continuous process of planning and evaluating to determine the optimal allocation of necessary resources. The Distance Education Guidelines and regular program review also establish a process of reviewing these courses while keeping in mind the critical issue of student success. The planning and resource allocation process ensures that the online courses meet the same rigorous accreditation standards of ACCJC as the traditional classroom-based courses.

Based on the commitments made by Orange Coast College to provide an academically rigorous program via Distance Education, permission is sought from ACCJC to approve this substantive change proposal.

Appendix A

Orange Coast College
Online Course Enrollment and Section Trends

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Traditional						
Section Count	4,002	3,685	3,396	3,899	4,108	4,268
Enrollment (Duplicated)	162,152	154,215	136,887	145,070	144,459	145,692
Online						
Section Count	141	136	116	136	147	158
Enrollment (Duplicated)	9,323	8,557	6,878	7,433	8,172	8,554
Hybrid						
Section Count	68	64	79	63	66	77
Enrollment (Duplicated)	2,397	2,311	2,654	2,185	2,179	2,555
Summary						
Total Section Count	4,211	3,885	3,591	4,098	4,321	4,503
Total Enrollment (Duplicated)	173,872	165,083	146,419	154,688	154,810	156,801

Source: Program Review Enrollment Cube

Appendix B

Orange Coast College
Courses with Distance Learning Addendums as of 2016/17

DEPARTMENT TITLE	SUBJECT CODE	COURSE NUMBER	TOP CODE
Accounting	ACCT	A101	0502.00 - Accounting*
	ACCT	A102	0502.00 - Accounting*
	ACCT	A110	0502.00 - Accounting*
	ACCT	A111	0502.10 - Tax Studies*
	ACCT	A116	0502.10 - Tax Studies*
	ACCT	A118	0502.00 - Accounting*
	ACCT	A119	0502.00 - Accounting*
	ACCT	A199	0502.00 - Accounting*
	ACCT	A215	0502.00 - Accounting*
	ACCT	A216	0502.00 - Accounting*
Airline & Travel Careers	ARLN	A116	3020.40 - Flight Attendant*
	ARLN	A119	3020.40 - Flight Attendant*
Allied Health	ALH	A010	1199.00 - Other Foreign Languages
	ALH	A111	0410.00 - Anatomy and Physiology
Anthropology	ANTH	A100	2202.00 - Anthropology
	ANTH	A185	2202.00 - Anthropology
	ANTH	A187	2202.00 - Anthropology
Architecture	ARCH	A101	0201.00 - Architecture and Architectural Technology*
	ARCH	A110	0201.00 - Architecture and Architectural Technology*
	ARCH	A155	0201.00 - Architecture and Architectural Technology*
	ARCH	A156	0201.00 - Architecture and Architectural Technology*
	ARCH	A160	0201.00 - Architecture and Architectural Technology*
Art	ART	A103	1001.00 - Fine Arts, General
Biology	BIOL	A100	0401.00 - Biology, General
Broadcasting	BRCT	A105	0604.30 - Broadcast Journalism*
Business	BUS	A100	0501.00 - Business and Commerce, General*
	BUS	A110	0501.00 - Business and Commerce, General*
	BUS	A118	0508.00 - International Business and Trade*
	BUS	A120	1301.10 - Consumer Services*
	BUS	A134	0702.10 - Software Applications*
	BUS	A138	0501.00 - Business and Commerce, General*
	BUS	A139	0501.00 - Business and Commerce, General*
	BUS	A200	0501.00 - Business and Commerce, General*
	BUS	A234	0702.10 - Software Applications*
	BUS	A239	0506.00 - Business Management*
	BUS	A240	0506.40 - Small Business and Entrepreneurship*
Communication Studies	CMST	A240	0610.00 - Mass Communications*
Computer Information Systems	CIS	A090	0702.00 - Computer Information Systems*

DEPARTMENT TITLE	SUBJECT CODE	COURSE NUMBER	TOP CODE
Computer Information Systems	CIS	A092	0702.00 - Computer Information Systems*
	CIS	A100	0702.00 - Computer Information Systems*
	CIS	A106	0702.10 - Software Applications*
	CIS	A110	0701.00 - Information Technology, General*
	CIS	A111	0701.00 - Information Technology, General*
	CIS	A123	0709.00 - World Wide Web Administration*
	CIS	A128	0709.00 - World Wide Web Administration*
	CIS	A129	0709.00 - World Wide Web Administration*
	CIS	A133	0702.10 - Software Applications*
	CIS	A134	0702.10 - Software Applications*
	CIS	A135	0707.20 - Database Design and Administration*
	CIS	A149	0702.00 - Computer Information Systems*
	CIS	A162	0708.10 - Computer Networking*
	CIS	A163	0708.10 - Computer Networking*
	CIS	A171	0709.00 - World Wide Web Administration*
	CIS	A191	0708.10 - Computer Networking*
	CIS	A192	0708.10 - Computer Networking*
	CIS	A193	0708.10 - Computer Networking*
	CIS	A194	0708.10 - Computer Networking*
	CIS	A196	0701.00 - Information Technology, General*
	CIS	A197	0708.10 - Computer Networking*
	CIS	A198	0708.10 - Computer Networking*
	CIS	A199	0701.00 - Information Technology, General*
	CIS	A223	0709.00 - World Wide Web Administration*
	CIS	A234	0702.10 - Software Applications*
	CIS	A261	0708.10 - Computer Networking*
	CIS	A262	0708.10 - Computer Networking*
	CIS	A263	0708.10 - Computer Networking*
	CIS	A265	0708.10 - Computer Networking*
	CIS	A267	0708.10 - Computer Networking*
	CIS	A268	0708.10 - Computer Networking*
	CIS	A280	0708.10 - Computer Networking*
	CIS	A281	0708.10 - Computer Networking*
	CIS	A282	0708.10 - Computer Networking*
	CIS	A285	0708.10 - Computer Networking*
	CIS	A286	0708.10 - Computer Networking*
	CIS	A290	0708.10 - Computer Networking*
Computer Science	CS	A122	0706.00 - Computer Science (transfer)
	CS	A131	0706.00 - Computer Science (transfer)
	CS	A132	0706.00 - Computer Science (transfer)
	CS	A142	0707.10 - Computer Programming*
	CS	A150	0707.10 - Computer Programming*
	CS	A170	0707.10 - Computer Programming*

DEPARTMENT TITLE	SUBJECT CODE	COURSE NUMBER	TOP CODE
Computer Science	CS	A280	0701.00 - Information Technology, General*
Counseling	COUN	A104	4930.00 - General Studies
	COUN	A105	4930.10 - Guidance
	COUN	A109	4930.10 - Guidance
	COUN	A120	4930.10 - Guidance
	COUN	A170	4930.10 - Guidance
Culinary Arts	CA	A100	1307.00 - Hospitality*
Economics	ECON	A100	2204.00 - Economics
	ECON	A170	2204.00 - Economics
	ECON	A175	2204.00 - Economics
Emergency Medical Technology	EMS	A150	1250.00 - Emergency Medical Services*
English	ENGL	A100	1501.00 - English
	ENGL	A101	1501.00 - English
	ENGL	A101H	1501.00 - English
	ENGL	A102	1501.00 - English
	ENGL	A140	1503.00 - Comparative Literature
	ENGL	A140H	1503.00 - Comparative Literature
	ENGL	A151	1503.00 - Comparative Literature
	ENGL	A151H	1503.00 - Comparative Literature
	ENGL	A179	1503.00 - Comparative Literature
	ENGL	A179H	1503.00 - Comparative Literature
	ENGL	A270	1503.00 - Comparative Literature
	ENGL	A270H	1503.00 - Comparative Literature
	ENGL	A275	1503.00 - Comparative Literature
	ENGL	A275H	1503.00 - Comparative Literature
ESL	ESL	A026	4930.86 - English as a Second Language - Listening and Speaking
	ESL	A035	4930.86 - English as a Second Language - Listening and Speaking
	ESL	A055	4930.86 - English as a Second Language - Listening and Speaking
	ESL	A060	4930.86 - English as a Second Language - Listening and Speaking
	ESL	A099	4930.86 - English as a Second Language - Listening and Speaking
Fashion	FASH	A120	1303.00 - Fashion*
Film & Video	FILM	A100	0612.10 - Film History and Criticism
	FILM	A150	-
Food Service Management	FSM	A100	1307.00 - Hospitality*
	FSM	A160	1307.10 - Restaurant and Food Services and Management*
	FSM	A161	1307.10 - Restaurant and Food Services and Management*
	FSM	A250	1307.10 - Restaurant and Food Services and Management*
Foods & Nutrition	FN	A170	1306.20 - Dietetic Services and Management*
Geology	GEOL	A105	1914.00 - Geology
	GEOL	A131	1914.00 - Geology

DEPARTMENT TITLE	SUBJECT CODE	COURSE NUMBER	TOP CODE
Geology	GEOL	A280	1914.00 - Geology
	GEOL	A285	1914.00 - Geology
Health Education	HLED	A100	0837.00 - Health Education
	HLED	A122	0837.00 - Health Education
	HLED	A271	0835.20 - Fitness Trainer*
History	HIST	A140	2205.00 - History
	HIST	A170	2205.00 - History
	HIST	A175	2205.00 - History
Hospitality, Travel & Tourism	HTT	A100	1307.20 - Lodging Management*
	HTT	A105	3020.40 - Flight Attendant*
	HTT	A114	3020.40 - Flight Attendant*
	HTT	A116	1307.20 - Lodging Management*
	HTT	A118	1307.20 - Lodging Management*
	HTT	A120	1307.20 - Lodging Management*
	HTT	A128	3020.40 - Flight Attendant*
	HTT	A129	3020.40 - Flight Attendant*
	HTT	A131	3020.40 - Flight Attendant*
	HTT	A133	1307.20 - Lodging Management*
	HTT	A135	1307.20 - Lodging Management*
	HTT	A140	1307.20 - Lodging Management*
	HTT	A150	1307.20 - Lodging Management*
	HTT	A152	3020.40 - Flight Attendant*
	HTT	A154	1307.20 - Lodging Management*
	HTT	A160	1307.20 - Lodging Management*
	HTT	A165	1307.20 - Lodging Management*
	HTT	A170	1307.20 - Lodging Management*
	HTT	A175	1307.20 - Lodging Management*
	HTT	A180	1307.20 - Lodging Management*
	HTT	A240	1307.20 - Lodging Management*
	HTT	A265	1307.20 - Lodging Management*
	HTT	A266	1307.20 - Lodging Management*
	HTT	A267	1307.20 - Lodging Management*
	HTT	A270	1307.20 - Lodging Management*
	HTT	A271	1307.20 - Lodging Management*
	HTT	A272	1307.20 - Lodging Management*
	HTT	A273	1307.20 - Lodging Management*
	HTT	A274	1307.20 - Lodging Management*
	HTT	A275	1307.20 - Lodging Management*
	HTT	A276	1307.20 - Lodging Management*
	HTT	A277	1307.20 - Lodging Management*
	HTT	A278	1307.20 - Lodging Management*
	HTT	A279	1307.20 - Lodging Management*
	HTT	A281	1307.20 - Lodging Management*

DEPARTMENT TITLE	SUBJECT CODE	COURSE NUMBER	TOP CODE
Hospitality, Travel & Tourism	HTT	A282	1307.20 - Lodging Management*
	HTT	A285	1307.00 - Hospitality*
Hospitality, Travel & Tourism	HTT	A286	1307.20 - Lodging Management*
	HTT	A288	1307.20 - Lodging Management*
	HTT	A290	1307.20 - Lodging Management*
Hotel Management	HTEL	A110	1307.20 - Lodging Management*
	HTEL	A130	1307.20 - Lodging Management*
Interior Design	ID	A150	1302.00 - Interior Design and Merchandising*
	ID	A250	1302.00 - Interior Design and Merchandising*
Kinesiology	KIN	A105	0835.00 - Physical Education
	KIN	A270	0837.00 - Health Education
	KIN	A271	0835.20 - Fitness Trainer*
Library	LIBR	A100	1699.00 - Other Library Science
Management	MGMT	A100	0506.00 - Business Management*
	MGMT	A115	0506.30 - Management Development and Supervision*
	MGMT	A239	0506.00 - Business Management*
Marine Science	MRSC	A100	0401.00 - Biology, General
	MRSC	A180	0401.00 - Biology, General
	MRSC	A185	0401.00 - Biology, General
Marketing	MKTG	A100	0509.00 - Marketing and Distribution*
	MKTG	A130	0509.10 - Advertising*
	MKTG	A150	0509.00 - Marketing and Distribution*
Mathematics	MATH	A010	1701.00 - Mathematics, General
	MATH	A030	1701.00 - Mathematics, General
	MATH	A115	1701.00 - Mathematics, General
	MATH	A160	1701.00 - Mathematics, General
	MATH	A170	1701.00 - Mathematics, General
Music	MUS	A100	1004.00 - Music
	MUS	A105	1004.00 - Music
	MUS	A115	1004.00 - Music
	MUS	A139	1004.00 - Music
Philosophy	PHIL	A100	1509.00 - Philosophy
Photography	PHOT	A110	1011.00 - Photography
	PHOT	A130	1011.00 - Photography
Physics	PHYS	A110	1902.00 - Physics, General
Political Science	PSCI	A180	2207.00 - Political Science
Psychology	PSYC	A100	2001.00 - Psychology, General
	PSYC	A220	2001.00 - Psychology, General
	PSYC	A250	2001.00 - Psychology, General
	PSYC	A260	2001.00 - Psychology, General
Real Estate	RE	A110	0511.00 - Real Estate*
	RE	A120	0511.00 - Real Estate*
	RE	A130	0511.00 - Real Estate*

DEPARTMENT TITLE	SUBJECT CODE	COURSE NUMBER	TOP CODE
Real Estate	RE	A140	0511.00 - Real Estate*
	RE	A150	0511.00 - Real Estate*
Spanish	SPAN	A199	1105.00 - Spanish

***Vocational Programs**

Appendix C

Orange Coast College
AA General Education Option 1 by Distance Education Offerings 2016/2017

Area	Number of Units in Area	Number of Units Offered Online	Maximum Number of Units Offered Online Counted for Option	Percent of Units Offered Online
Area A				
A1	3.00	3.00	3.00	100.00%
A2	3.00	24.00	3.00	100.00%
Total – Area A	**6.00**	**27.00**	**6.00**	**100.00%**
Area B				
Lecture	**6.00**	**3.00**	**3.00**	**50.00%**
OR				
Lecture/Lab	**4.00**	**0.00**	**0.00**	**0.00%**
Area C				
C1	2.00 – 5.00	12.00	3.00	100.00%
C2	1.00 – 4.00	3.00	3.00	100.00%
Total – Area C	**3.00**	**15.00**	**6.00**	**100.00%**
Area D				
D1	6.00	3.00	3.00	50.00%
D2	3.00	12.00	3.00	100.00%
D3	3.00	9.00	3.00	100.00%
Total – Area D	**12.00**	**24.00**	**9.00**	**75.00%**

Area E				
Total – Area E1	**0.50 – 3.00**	**20.00**	**3.00**	**100.00%**
Total – Area E2 Activity*	**1.00 – 3.00**	**0.00**	**0.00**	**0.00%**
Total for Option 1 – Area B Lecture	**30.00**	**89.00**	**27.00**	**90.00%**
Total for Option 1 – Area B Lecture/Lab	**28.00**	**86.00**	**24.00**	**85.71%**

NOTE: Local graduation requirements for this option can be double counted in the General Education requirements with the exception of the Activity requirement.

*Area E must have a minimum of a 1.00 unit activity course in Kinesiology, Dance or Marine Activities for local graduation.

Orange Coast College 2016/2017
AA General Education Option 2 (CSU) by Distance Education Offerings 2016/2017

Area	Number of Units in Area	Number of Units Offered Online	Maximum Number of Units Offered Online Counted for Option	Percent of Units Offered Online
Area A				
A1	3.00	0.00	0.00	0.00%
A2	3.00	3.00	3.00	100.00%
A3	3.00	3.00	3.00	100.00%
Total – Area A	**9.00**	**6.00**	**6.00**	**66.67%**
Area B				
B1	1.00 – 5.00	0.00	0.00	0.00%
B2	1.00 – 5.00	3.00	3.00	100.00%
B3 – Lab from B1 or B2	1.00	0.00	0.00	0.00%
B4	3.00 – 5.00	12.00	3.00	100.00%
Total – Area B	**9.00**	**15.00**	**6.00**	**66.67%**
Area C				
C1	1.00 – 5.00	18.00	6.00	100.00%
C2	1.00 – 5.00	3.00	3.00	100.00%
Total – Area C	**9.00**	**21.00**	**9.00**	**100.00%**
Area D				
D1	3.00 - 6.00	3.00		100.00%
D2	3.00 - 6.00	9.00		100.00%
D3	3.00 - 6.00	0.00		0.00%
D4	3.00 - 6.00	0.00	**Any combination of 9.00 units**	0.00%
D5	3.00 - 6.00	0.00	**from at least two sub-areas**	0.00%
D6	3.00 - 6.00	0.00	**satisfies Area D**	0.00%

D7	3.00 - 6.00	0.00		0.00%
D8	3.00 - 6.00	3.00		100.00%
D9	3.00 - 6.00	9.00		100.00%
D10	3.00 - 6.00	0.00		0.00%
Total – Area D	**9.00**	**24.00**	**9.00**	**100.00%**
Area E				
Non-Activity	2.00 – 3.00	3.00	3.00	100.00%
Activity	1.00 – 3.00	0.00	0.00	0.00%
Total – Area E	**3.00**	**3.00**	**3.00**	**100.00%**
Total for Option 2	**39.00**	**69.00**	**33.00**	**84.62%**

NOTE: Local graduation requirements for this option can be double counted in the General Education requirements.

Orange Coast College 2016/2017

AA - Graduation Requirements Option 3 (IGETC) by Distance Education Offerings 2016/2017

Area	Number of Units in Area	Number of Units Offered Online	Maximum Number of Units Offered Online Counted for Option	Percent of Units Offered Online
Area 1				
CSU				
1A	3.00	3.00	3.00	100.00%
1B	3.00	3.00	3.00	100.00%
1C	3.00	0.00	0.00	0.00%
Total – Area 1 (CSU)	**9.00**	**6.00**	**6.00**	**66.67%**
UC				
1A	3.00	3.00	3.00	100.00%
1B	3.00	3.00	3.00	100.00%
Total – Area 1 (UC)	**6.00**	**6.00**	**6.00**	**100.00%**
Area 2	**3.00**	**12.00**	**3.00**	**100.00%**
Area 3				
3A	3.00 – 6.00	12.00	6.00	100.00%
3B	3.00 – 6.00	3.00	3.00	100.00%
Total – Area 3	**9.00**	**15.00**	**9.00**	**100.00%**
Area 4				
4A	3.00 – 6.00	3.00		100.00%
4B	3.00 – 6.00	9.00		100.00%
4C	3.00 – 6.00	0.00		0.00%
4D	3.00 – 6.00	0.00	**Any combination of 9.00 units**	0.00%
4E	3.00 – 6.00	0.00	**from at least two disciplines**	0.00%
4F	No approved courses in this area.	0.00	**satisfies Area 4**	0.00%

4G	3.00 – 6.00	0.00		0.00%
4H	3.00 – 6.00	3.00		100.00%
4I	3.00 – 6.00	9.00		100.00%
4J	3.00 – 6.00	0.00		0.00%
Total – Area 4	**9.00**	**24.00**	**9.00**	**100.00%**
Area 5				
5A	3.00 (1.0 lab)	3.00	3.00	100.00%
5B	3.00 (1.0 lab)	0.00	0.00	0.00%
	One course must include lab			
Total – Area 5	**7.00**	**3.00**	**3.00**	**42.86%**
Language Other than English – UC Only	0.00 – 5.00	0.00	0.00	0.00%
Total for Option 3 - CSU	**37.00**	**60.00**	**30.00**	**81.08%**
Total for Option 3 - UC	**34.00**	**60.00**	**30.00**	**88.24%**

Orange Coast College

AS - Graduation Requirements by Distance Education Offerings 2016/2017

Area	Number of Units in Area	Number of Units Offered Online	Maximum Number of Units Offered Online Counted for Option	Percent of Units Offered Online
Area A				
A1	3.00	3.00	3.00	100.00%
A2	3.00	18.00	3.00	100.00%
Total – Area A	**6.00**	**21.00**	**6.00**	**100.00%**
Area B	**3.00**	**3.00**	**3.00**	**100.00%**
Area C				
C1	3.00	18.00	3.00	100.00%
C2	3.00	3.00	3.00	100.00%
Total – Area C	**6.00**	**21.00**	**6.00**	100.00%
Area D	**3.00**	**24.00**	**3.00**	**100.00%**
Total for AS Option	**18.00**	**69.00**	**18.00**	**100.00%**

Appendix D

Orange Coast College
Certificate of Achievement Requirements by Distance Education Offerings (2016/17)
Core requirements for certificates analyzed; electives for certificates not included in figures below.

Award Type	Award Title	Number of Units Needed in Area	Number of Units Offered Online	Percent of Units Offered Online	Approved in 2011?
Certificate of Achievement	Accounting	35	20	57.1%	Y
Certificate of Achievement	Computer Information Systems	32	17	53.1%	Y
Certificate of Achievement	Real Estate - Broker	25	19	76.0%	Y
Certificate of Achievement	Management: Retail	25	19	76.0%	Y
Certificate of Achievement	Management and Leadership Studies	36	15	41.7%	Y
Certificate of Achievement	Marketing: General Marketing	27	9	33.3%	Y
Certificate of Achievement	Business Administration	34	23	67.6%	N
Certificate of Achievement	CIS: Business Application Development	33	15	45.5%	N

Appendix E

Orange Coast College
Major Requirements by Distance Education Offerings (2016/17)

Award Type	Major	Number of Units Needed in Area	Number of Units Offered Online	Percent of Units Offered Online	Approved in 2011?
Associate in Science	Business Administration	34	23	67.6%	Y
Associate in Arts	Economics	18	20	100.0%	Y
Associate in Science	Family & Consumer Sciences	27	6	22.2%	Y
Associate in Science	Geology	18	0	0.0%	Y
Associate in Arts	Liberal Arts	18	24	100.0%	Y
Associate in Science	Natural Science	18	0	0.0%	Y
Associate in Arts	Psychology	18	9	50.0%	Y
Associate in Science	Accounting	35	20	57.1%	N
Associate in Science Degree for Transfer	Business Administration	27	20	74.1%	N
Associate in Science	Computer Information Systems	32	17	53.1%	N
Associate in Science	CIS: Business Application Development	33	15	45.5%	N
Associate in Arts Degree for Transfer	Economics	21	13	61.9%	N
Associate in Arts	Journalism	18	9	50.0%	N
Associate in Science	Management: Retail	25	19	76.0%	N
Associate in Arts	Political Science	18	9	50.0%	N
Associate in Arts Degree for Transfer	Political Science	18	9	50.0%	N
Associate in Arts Degree for Transfer	Psychology	19	9	47.4%	N
Associate in Science	Real Estate Broker	25	19	76.0%	N

Appendix F

Per the Collective Bargaining Agreement (CBA) between the District and the Coast Federation of Educators, AFT Local 1911 (Article XI, Section 16), the following Coordinator position has been negotiated and is hereby announced:

COLLEGE & POSITION TITLE

Position Description:	**Faculty Online Coordinator**
Location:	Orange Coast College
Date of Announcement:	May 2016
Term:	2016-2018 Academic Years (2-Year Term)
Start and End Date:	August, 2016 through May 30, 2018

Duties:

This position provides guidance and support for faculty that are either teaching or developing courses in an online (or hybrid) methodology, web enhanced instruction, and provides leadership to the OCC online teaching community. The Vice President of Instruction or an appropriate management designee will provide general supervision of this position.

The Faculty Online Coordinator coordinator will:

1. Co-chair the Online Advisory Board (OAB)
2. Serve on the District LMS Committee
3. Serve as a member of key committees such as the Technology Committee representing the OAB, Accreditation Coordination Committee, and as a member of the Instructional Planning Council representing the OAB.
4. Work in collaboration with the Curriculum Committee representing the OAB and overseeing the approval of distance education addenda.
5. Meeting with all on-line learning faculty and staff on a regular basis in order to facilitate coordination of activities and provide for establishment of guidelines for achieving increased online student success through regular and effective assessment of online teaching.
6. Continuously update and teach the "Strategies of Teaching and Learning Online" course and promote professional development activities for online faculty.
7. Ensure that departments utilize current best practices for effective online teaching and are adhering to the requirements of the College, the Academic Senate, Financial Aid (attendance and regular and effective contact) and ACCJC accrediting standards.
8. When coordinator offers workshops or training sessions the coordinator will provide a survey to participants for evaluation of effectiveness of workshop/training.
9. For the Academic year of 2016/17, assist the campus with the conversion from Blackboard to Canvas LMS.

Eligibility/Minimum Qualifications:
Regular faculty are eligible to serve in such positions. Temporary full-time and non-tenured categorical faculty are eligible to serve up to thirty (30) LHE reassigned time in any two year period. Part-time faculty are eligible to serve up to twenty (20) LHE in a Coordinator position in any two year period. Tenure track faculty are eligible to serve up to a total of 30 LHE during their tenure track period.

Desirable Qualifications:
The Faculty Online Coordinator must demonstrable experience in the development of online coursework and a history of excellent teaching in a distance learning, electronically moderated learning environment. Qualified individuals should submit an "Application for Online Learning Coordinator" that specifically details their qualifications as described in the job description for the position to the Academic Senate for consideration.

Compensation:
As negotiated by the Coast Federation of Educators, AFT Local 1911, and Coast Colleges, the compensation for this position is as follows:

2016-2017 Fiscal Years:

- Fall semester: 40% (6 LHE) reassigned time
- Spring semester: 40% (6 LHE) reassigned time

2017-2018 Fiscal Years:

- Fall semester: 26% (4 LHE) reassigned time
- Spring semester: 26% (4 LHE) reassigned time

Similar to other faculty members' regular assignments, flexibility will be allowed for working at home, off-campus, and for other personal or professional obligations. At the beginning of each coordinator's term, the Coordinator shall meet with the Vice-President of Instruction to review which of the position activities are appropriate to perform offsite occasionally or regularly.

Per the CBA, 1.0 LHE = 2.25 non-teaching hours per week.

Selection Process:
Reassignments of more than one academic year the selection process for such assignments shall be made by the Academic Senate in consultation with Management. If the Academic Senate determines that an election would be beneficial, the election shall be conducted with the same procedures established for Department Chairs (CBA Article X, Section 4).

Evaluation:
Evaluation of Coordinators shall be conducted as per the Collective Bargaining Agreement, Article VIII. Evaluations.

Appendix G

Orange Coast College
Blackboard Exemplary Course Program Rubric

CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

COURSE DESIGN RUBRIC

The Online Education Initiative (OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in **high quality online courses**.

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Creative Commons Attribution 4.0 International License.

Revisions approved by the Online Education Initiative Steering Committee December 9, 2016.

This page is intentionally left blank for printing purposes. If you plan to print the document for your own reference, you may check the page numbers to print just what you need.

Online Course Review Information

Faculty Name:	

Date:	

College:	

Local Course ID:	
Course C-ID:	

Review type:	❑ **Self**	❑ **P1**	❑ **P2**	☐ **ACE**

Reviewer Name:	

Information below this line will be completed by the Lead Reviewer

Lead Reviewer:	

Aligned Sections:	❑ **A**	❑ **B**	❑ **C**
	❑ **D**	❑ **E**	

The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development work group to assure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone three major revisions since then, including the current iteration, in response to changes in available instructional technology and feedback from both instructors and reviewers.

For a course to be offered to students in the CCC Course Exchange, it must first go through a course review process that ensures alignment with the OEI Course Design Rubric. The Rubric is divided into five sections.

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In addition to preparing courses for the CCC Course Exchange, the OEI Course Design Rubric is licensed under a Creative Commons Attribution 4.0 International License and can be used as:

- A roadmap for instructors designing new online courses.
- A tool for instructors seeking to update or improve existing courses.
- The foundation for starting a local POCR (Peer Online Course Review) Club.

Visit cccconlineed.org for more information on the OEI, the Rubric, and the Course Review Process. We welcome your feedback and suggestions

SECTIONS A-C

Section A: Content Presentation

The 13 elements for quality course design in this section address how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

Section B: Interaction

The 8 elements in this section address instructor initiated and student initiated communication. Key elements of quality course design covered in this section include regular effective contact, student-to-student collaboration, and communication activities that build a sense of community among online learners.

Section C: Assessment

The 8 elements in this section address the variety and effectiveness of assessments within the course. Key elements include the alignment of objectives and assessments, the clarity of instructions for completing assessments, and evidence of timely and regular feedback.

Following a review by a team of trained faculty peer reviewers, each element in Sections A-C will be marked in one of three ways:

Incomplete:

The element is missing or present to a degree that does not adequately support student success in online learning.

Aligned:

The element is present and effectively designed to support student success in online learning.

Additional Exemplary Elements:

This designation recognizes design choices that further enhance the student experience in the online learning environment.

Review Results

If any element in Section A-C is Incomplete, the instructor will receive on-going support from a dedicated Course Design Specialist to bring the element(s) into alignment with the rubric.

SECTION D

Accessibility

The 23 elements in this section are reviewed to determine if a student using assistive technologies will be able to access course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance").

Since Section D addresses elements that are required by law to be present, the elements in this section can only be marked as **Incomplete or Aligned**.

Review Results

If any element in Section D is Incomplete, the instructor will receive on-going support from a dedicated Course Design Specialist or an Accessibility Expert to bring the element(s) into alignment with the rubric.

SECTION E

Institutional Accessibility Concerns

The 4 elements in this section cover accessibility of external tools and third-party content. While the accessibility elements in Section D are primarily under the control of faculty when developing a course, the elements in Section E may be outside the purview of the instructor which would require additional consideration or intervention at the institutional level.

Review Results

If a course is aligned in all Sections except E, the OEI Chief Professional Development Officer and the Director of Accessibility will look at the specific accessibility issue(s) and work with the instructor on a plan for making the course accessible.

Section A: Content Presentation 8

A1: Placement of Unit-level Objectives 8

A2: Clarity of Unit-level Objectives 8

A3: Alignment of Unit-level Objectives 8

A4: Course Navigation 9

A5: Unit-level Chunking 9

A6: Page-level Chunking 9

A7: Effective Use of CMS Tools 10

A8: Student Centered Teaching 10

A9: Instructions 10

A10: Individualized Learning 10

A11: Learner Feedback 11

A12: Institutional Policies 11

A13: Student Services 11

Section B: Interaction 12

B1: Pre-Course Contact 12

B2: Instructor Initiated Contact 12

B3: Technology Support 12

B4: Instructor Contact Info 12

B5: Student Initiated Interaction 13

B6: Student-to-Student Interaction 13

B7: Learning Community 13

B8: Participation Levels 13

Section C: Assessment 14

C1: Authenticity 14

C2: Validity 14

C3: Variety 14

C4: Frequency 14

C5: Rubrics/Scoring Guide 15

C6: Assessment Instructions 15

C7: Feedback 15

C8: Self-Assessment 15

Section D: Accessibility – Content Pages 16

D1: Heading Styles 16

D2: Lists 16

D3: Links 16

D4: Tables 16

D5: Color Contrast 16

D6: Color and meaning 16

D7: Images 16

Section D: Accessibility – Files 18

D8: Heading Styles 18

D9: Lists 18

D10: Links 18

D11: Tables 18

D12: Color Contrast 18

D13: Color and meaning 18

D14: Images 18

D15: Digital Reading Order 19

D16: Digital Presentations 19

D17: PDFs 19

D18: Spreadsheets 19

Section D: Accessibility – Multimedia 21

D19: Audio and Video 21

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D21: Auto-Play 21

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D23: Instructional Materials Inventory 21

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E1: LTI/Apps 23

E2: Media Players 23

E3: Websites 23

E4: Publisher Content 23

Incomplete	Aligned	Additional Exemplary Elements
A1: Placement of Unit-level Objectives		
☐ Objectives are not included in individual learning units/modules.	☐ Objectives are included in the individual learning units/modules.	☐ Objectives are included in assessments.
A2: Clarity of Unit-level Objectives		
☐ Objectives do not include demonstrable learning outcomes.	☐ Objectives include demonstrable learning outcomes.	☐ Objectives are written in language that is student centered.
A3: Alignment of Unit-level Objectives		
☐ Unit content and activities are not aligned with unit objectives.	☐ Unit content and activities are aligned with unit objectives.	☐ The connection between the content/activities and the unit objectives are made explicitly clear to the students.

Criteria A1 – A3 Comments:

Incomplete	Aligned	Additional Exemplary Elements
A4: Course Navigation		
☐ Navigation and content flow are not easily determined.	☐ Navigation and content flow are easily determined by the user.	☐ Clearly labeled tutorial materials that explain how to navigate the specific course are included.
A5: Unit-level Chunking		
☐ Content is not presented in visibly distinct learning units or modules.	☐ Content is presented in visibly distinct learning units or modules.	☐ Learning units or modules are consistently structured and sequenced allowing students to better anticipate and manage their workload.
A6: Page-level Chunking		
☐ Page content is not chunked in manageable segments using headings; long pages of text make online reading difficult.	☐ Page content is chunked in manageable segments using headings that facilitate online reading.	☐ Page content uses descriptive headings and subheadings that enhance student understanding of the material.

Criteria A4 – A6 Comments:

Incomplete	Aligned	Additional Exemplary Elements
A7: Effective Use of CMS Tools		
☐ CMS tools that could reduce the labor intensity of learning are not used effectively.	☐ Course Management System (CMS) tools are used to reduce the labor-intensity of learning in a way that streamlines access to materials and activities for students.	☐ CMS Tools are used to provide integrated and innovative learning materials and activities for students.
A8: Student Centered Teaching		
☐ Content is presented using only one modality.	☐ A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning.	☐ Technology is used creatively to emphasize student-centered learning throughout the course.
A9: Instructions		
☐ Instructions for working with course content is incomplete, or non-existent.	☐ Course design includes instructions for learners to work with content in meaningful ways (e.g. instructing students to take notes during a video, explaining the purpose of an external resource).	☐ Instructions are directly embedded with the content or activity.
A10: Individualized Learning		
☐ There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.	☐ Individualized learning opportunities, such as remedial activities or resources for advanced learning, are provided.	☐ Numerous individualized learning opportunities are provided throughout the course.

Criteria A7 – A10 Comments:

Incomplete	Aligned	Additional Exemplary Elements
A11: Learner Feedback		
☐ Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.	☐ Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.	☐ There are opportunities to give anonymous feedback both during course delivery and after course completion.
A12: Institutional Policies		
☐ Institutional policies relevant for learner success are not included or are difficult to find.	☐ Institutional policies relevant for learner success (e.g., plagiarism, academic honesty, technical support, and DSPS) are included and easy to find.	☐ Institutional policies are provided in units or activities where they are most relevant.
A13: Student Services		
☐ Links to institutional services are not included, thus requiring students to exit the course management system to find links for support.	☐ Links to institutional services, including the DSPS office and the library, are embedded in the course and clearly labeled.	☐ Links to institutional services are provided in units or activities when they may be needed most.

Criteria A11 – A13 Comments:

Incomplete	Aligned	Additional Exemplary Elements
B1: Pre-Course Contact		
☐ Instructor does not initiate contact prior to or at the beginning of the course.	☐ Instructor initiates contact prior to or at the beginning of course.	☐ Instructor provides multiple resources to help students successfully start the course.
B2: Instructor Initiated Contact		
☐ The plan for communication is unclear or missing.	☐ The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments.	☐ The instructor's plan to engage in regular effective contact includes the use of a wide variety of communication tools.
B3: Technology Support		
☐ The instructor's role for supporting course technology is not explained to the students.	☐ The instructor's role for supporting course technology is explained to students, and links to technology support are provided.	☐ Links to technology support are provided where needed throughout the course.
B4: Instructor Contact Info		
☐ Contact information for the instructor is missing or not easy to find.	☐ Contact information for the instructor is easy to find and includes expected response times.	☐ Students can choose from a variety of tools to contact the instructor.

Criteria B1 – B4 Comments:

Incomplete	Aligned	Additional Exemplary Elements
B5: Student Initiated Interaction		
☐ Students are not given opportunities to initiate interaction.	☐ Opportunities for student-initiated interaction with other students and the instructor are clearly available and encouraged.	☐ Student-initiated interaction contributes to a student-centered learning environment.
B6: Student-to-Student Interaction		
☐ Student-to-student interaction may be present but is not a required part of the course.	☐ Student-to-student interaction that reinforces course content and learning outcomes is required as part of the course.	☐ Student-to-Student collaboration is designed to build workplace skills such as teamwork, cooperation, negotiation, and consensus-building.
B7: Learning Community		
☐ Communication activities that help build a sense of community among learners are not included.	☐ The course includes communication activities that are designed to build a sense of community among learners.	☐ The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.
B8: Participation Levels		
☐ Guidelines explaining required levels of student participation are not provided.	☐ Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are provided.	☐ A rubric or equivalent grading document is included to explain how participation will be evaluated.

Criteria B5 – B8 Comments:

Incomplete	Aligned	Additional Exemplary Elements
C1: Authenticity		
☐ There is little or no evidence of authenticity built into assessments.	☐ Assessment activities lead to the demonstration of learning outcomes.	☐ Assessments are designed to mimic authentic environments to facilitate transfer.
C2: Validity		
☐ Students are evaluated on performance unrelated to the stated objectives.	☐ Assessments appear to align with the objectives.	☐ Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.
C3: Variety		
☐ Assessment types are limited to only one type of assessment (either formative or summative).	☐ Both formative and summative assessments are used.	☐ Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.).
C4: Frequency		
☐ Assessments are few and infrequent.	☐ Multiple assessments are administered during the duration of the course.	☐ Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.

Criteria C1 – C4 Comments:

Incomplete	Aligned	Additional Exemplary Elements
C5: Rubrics/Scoring Guide		
☐ Rubrics or descriptive criteria for desired outcomes may not be included for some assessment activities.	☐ Rubrics or descriptive criteria for desired outcomes are included.	☐ Rubrics and/or descriptive criteria for desired outcomes include models of "good work."
C6: Assessment Instructions		
☐ Assessments include little or no instruction.	☐ Instructions clearly explain to students how to successfully complete the assessments.	☐ Instructions are written clearly and with exemplary detail to ensure understanding.
C7: Feedback		
☐ There is little to no evidence of meaningful feedback on student assessments.	☐ The course includes a clear plan for providing meaningful, timely feedback on assessments.	☐ Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.
C8: Self-Assessment		
☐ There is little to no evidence that students are provided opportunities for self-assessment	☐ Opportunities for student self-assessment with feedback are present.	☐ There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.

Criteria C5 – C8 Comments:

Incomplete	Aligned	N/A
D1: Heading Styles		
☐ Content Pages do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles.	☐ Content Pages consistently use heading styles (i.e. Heading 2, Heading 3, etc.).	☐
D2: Lists		
☐ Numbers, letters, or symbols are manually inserted to create a list.	☐ Lists are created using the Bullet or Numbered List tool in the rich text editor.	☐
D3: Links		
☐ Links are not descriptive, or URLs are displayed instead of meaningful links; and/or underlining is used for emphasis or for denoting headings.	☐ Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.	☐
D4: Tables		
☐ Tables do not use designated header cells.	☐ Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.	☐
D5: Color Contrast		
☐ Insufficient color contrast between foreground (text or graphics) and the background could create difficulties for low vision and color blind students.	☐ There is sufficient color contrast between foreground and background to meet Section 508 standards.	☐
D6: Color and meaning		
☐ Visual elements alone have been used to convey meaning.	☐ Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.	☐
D7: Images		
☐ Does not consistently use descriptive alternative text, or the image has text that is not part of the alternative description, or uses "image of" or "picture of" as part of the alt text.	☐ Every image (including those used in Pages, Discussions, Quizzes and Assignments) uses descriptive alternative text that includes any text visible in the image, does not contain "image of" or "picture of", and uses "" if the image is purely decorative.	☐

Criteria D1 – D7 comments on following page.

Content Pages (Criteria D1 – D7) Comments:

Incomplete	Aligned	N/A
D8: Heading Styles		
☐ Documents do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles.	☐ Documents consistently use heading styles (i.e. Heading 2, Heading 3, etc.).	☐
D9: Lists		
☐ Numbers, letters, or symbols are manually inserted to create a list.	☐ Lists are created using the Bullet or Numbered List tool.	☐
D10: Links		
☐ Links are not descriptive, or URLs are displayed instead of meaningful links; and/or underlining is used for emphasis or for denoting headings.	☐ Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.	☐
D11: Tables		
☐ Tables do not use designated header cells.	☐ Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.	☐
D12: Color Contrast		
☐ Insufficient color contrast between foreground (text or graphics) and the background could create difficulties for low vision and color blind students.	☐ There is sufficient color contrast between foreground and background to meet Section 508 standards.	☐
D13: Color and meaning		
☐ Visual elements alone have been used to convey meaning.	☐ Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.	☐
D14: Images		
☐ Does not consistently use descriptive alternative text, or the image has text that is not part of the alternative description, or uses "image of" or "picture of" as part of the alt text.	☐ Every image uses descriptive alternative text that includes any text visible in the image, doesn't contain "image of" or "picture of", and uses "" if the image is purely decorative.	☐

Section D: Accessibility – Files criteria continued on following page.

Incomplete	Aligned	N/A
D15: Digital Reading Order		
☐ Reading order is not correctly set so that content is presented in the proper sequence to screen readers and other assistive technologies.	☐ Reading order is correctly set so that content is presented in the proper sequence to screen readers and other assistive technologies.	☐
D16: Digital Presentations		
☐ Some slides have identical titles, reading order is not properly set (slides have had elements added to the layout), and/or images/charts do not include alternative text. Some text visible in slides is not visible in Outline View.	☐ Every slide has a unique title, reading order is properly set (slides use pre-set layouts), and all images/charts include alternative text. All text is visible in Outline View so that it can be read by assistive technology.	☐
D17: PDFs		
☐ PDFs contain accessibility issues and do not pass the Adobe Accessibility Check.	☐ PDFs pass the Adobe Accessibility Check with no substantial errors.	☐
D18: Spreadsheets		
☐ Spreadsheets lack labels and supplemental explanations that would allow a student with visual or motor impairment to make use of the content using assistive technologies.	☐ Spreadsheets include labels for the rows and columns, detailed labels for any charts, and is accompanied by a textual description of the spreadsheet, drawing attention to key cells, trends, and totals.	☐

Criteria D8 – D18 comments on following page.

Files (Criteria D8 – D18) Comments:

Section D: Accessibility – Multimedia

Incomplete	Aligned	N/A
D19: Audio and Video		
☐ Accurate transcripts are not included for audio and/or closed captioning for video is not present.	☐ Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.	☐
D20: Live Broadcast		
☐ Live broadcasts do not have synchronized captions.	☐ Live broadcasts include a means for displaying synchronized captions.	☐
D21: Auto-Play		
☐ Multimedia is set to auto-play.	☐ Multimedia is not set to auto-play.	☐
D22: Flashing Content		
☐ Contains blinking or strobing multimedia.	☐ Multimedia (including gifs and images) do not blink or strobe.	☐

Section D: Accessibility – Accommodation

Incomplete	Aligned	N/A
D23: Instructional Materials Inventory		
☐ Inherently inaccessible learning objects are present, and an instructional material inventory and plan for accommodation has not been provided.	☐ An Instructional Material Inventory of each inherently inaccessible learning object is provided with a plan that has been reviewed and approved by the DSPS office for accommodating students with disabilities.	☐

Instructional material inventory form available at: http://bit.ly/material-inventory

Criteria D19 – D23 comments on following page.

Multimedia (Criteria D19 – D22) & Accommodation (D23) Comments:

Section E: Institutional Accessibility Concerns

Incomplete*	Aligned	N/A
E1: LTI/Apps		
☐ LTI or Apps used in the course have not been verified as accessible.	☐ Any LTI or Apps used in the course have been verified as accessible.	☐
E2: Media Players		
☐ Third-party media players used in the course have not been verified as accessible.	☐ Any third-party media players used in the course have been verified as accessible.	☐
E3: Websites		
☐ Third-party websites used in the course have not been verified as accessible.	☐ Any third-party websites used in the course have been verified as accessible.	☐
E4: Publisher Content		
☐ Publisher content used in the course has not been verified as accessible.	☐ Any publisher content used in the course has been verified as accessible.	☐

*A determination of incomplete may result in an additional level of review for OEI Exchange courses.

Criteria E1 – E4 Comments:

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Appendix H

OCC Distance Education Guidelines

For any DE program to be successful, all constituencies involved must agree about their roles in the program development, implementation and maintenance processes. Collaboration and consensus regarding the decisions confirmed these guidelines are essential.

Definition of Distance Education

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. (55200 Chancellor's Office, California Community Colleges)

Federal regulations - 34 C.F.R 600.2 - define distance education as education that uses one or more of the technologies listed in paragraphs (1) through (4) below of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

Distance Education Mission Statement:

OCC Mission "*to empower students to achieve their educational goals by providing high quality and innovative programs and services;*" It is the mission of the Distance Education (DE) Program at Orange Coast College to increase educational opportunities and enhance learning through the development and support of quality distance education courses that are comparable to traditional on-campus classes.

College Values and Strategic Goals

Under the framework of the OCC Educational Master Plan Values and Goals (C.L.A.S.S), The Distance Education Program is aligned primarily with two of these Values and Goals:

LEARNING:
Ensure students receive a quality education to become self-directed and successful lifelong learners

ACCESS:
Create equitable access through effective and innovative pathways and programs that result in increased student success.

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Definition of Distance Education Classes

Traditional & Web enhanced: Course may use web-based technology to enhance a face-to-face course, may use a learning management system (LMS) or web pages to post the syllabus and assignments. Does not replace face-to-face instruction with online instruction. No online addendum required.

Blended/Hybrid: In order to schedule a Blended/Hybrid course, 51% - 79% of course/contact hours are online. This course replaces a portion of face-to-face delivery with online instruction. A substantial proportion of the content is delivered online, typically using online discussions, and has a reduced number of face-to-face meetings. Online addendum required. Blended/hybrid classes are not scheduled at OCC with less than 51% online contact in order to ensure compliance with state apportionment issues.

Online: 80+% course/contact hours online, a course where most or all of the content is delivered online. Typically have no face-to-face meetings. May require orientation, midterm and final on campus or proctored. Online addendum required.

Regular Substantive Interaction /Regular and effective contact

Any portion of a course conducted through distance education must include regular and substantive instructor initiated contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Alternate online activities that entail instructor-student contact should be made available to students unable to attend face-to-face activities. Alternate online activities include, but are not limited to, online chats, video or audio conferencing, online interactive tutorials or computer-assisted instruction, online discussions, or online exams.

See AP 4105 Distance Education

Regular and substantive interaction between student and teacher:

- Is central in determining whether a course is distance education rather than correspondence education.
- Is needed in every course that is fully online and in the online elements of courses otherwise on-site.
- Must be demonstrable and documented.
- Is vital to a college's relationship with the U.S. Department of Education for student financial aid eligibility.
- Is key to quality education and the student outcomes required by the ACCJC Accreditation Standards.

A distance education course requires "regular and substantive interaction between these students and the instructor." **(**600.2 of the Electronic Code of Federal Regulations**)**

- Regular – frequent points throughout the course
- Substantive – academic in nature; something that helps a student learn
- Interaction - two-way communication; initiated by the faculty is highly favored

Regular effective contact is an academic and professional matter pursuant to sections (55204 Chancellor's Office, California Community Colleges)

Instructor Contact: Any portion of a course conducted through distance education includes regular and substantive instructor initiated contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library

workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Alternate online activities that entail instructor-student contact should be made available to students unable to attend face-to-face activities. Alternate online activities include, but are not limited to, online chats, video or audio conferencing, online interactive tutorials or computer-assisted instruction, online discussions, or online exams. Instructors will use the following practices of regular and substantive contact in their distance education courses: (AP 4105 Distance Education Coast Community College District)

All DE courses at OCC, whether hybrid or fully online, will include regular effective contact as described below:

Policy establishing expectations of frequency and timeliness of instructor-initiated contact and instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

Initiated interaction: Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the course.

Frequency: DE Courses are considered the "virtual equivalent" to face to face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face to face course.

Type of Contact: Regarding the type of contact that will exist in all OCC DE courses, instructors will, at a minimum, use the following resources to initiate contact with students:

- Threaded discussion forums with student to student and instructor to student interactions.
- Weekly announcements in the Learning Management System.
- Timely feedback, the syllabus and course information should clearly indicate reasonable instructor response time for key events and interactions. This includes instructor availability, including e-mail response time, degree of participation in discussions, and availability via other media (phone, in-person if applicable. (Example: If an instructor adopts a policy, that information should be clearly stated in the course.)
- Other forms of communication can include: group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities and/or CCC Confer, video conference, pod cast, or other synchronous technologies may also be included.

Last Date of Student Attendance

Consistent with federal regulations pertaining to federal financial aid eligibility, each instructor will document and report the last date of attendance for all students who stopped attending class, including students who withdrew themselves. The last date of attendance is the actual date that a student actively participated in the class activities that faculty can document in case of an audit.
For face-to-face classes, documentation is based on taking class attendance and the class roster.
For distance education classes, documentation is based on participation in academically-related activities such as:
- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted instruction
- Attending a study group that is assigned by the institution
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course (See AP 5070 Attendance)

Faculty Assignment

Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time. (55208 California Community College, Chancellor Office)

In accordance with Title 5 Regulations, which designate online and partially online courses as equivalent in credit status with regular courses, the Administration and Faculty of OCC consider distance education courses the same in content and credit as on campus courses. Online and hybrid course assignments will be considered equal in status to on-campus courses when faculty load is calculated.

OCC recognizes that the teaching load of the full-time faculty member, as defined by the union contract, has a significant effect on the quality and success of the mandated regular effective instructor-student contact. Decisions to offer excessive overload must be made with student contact in mind.

Overload: Article XI section 3 (d) (Annual Work Load) page 21 *Overload assignments (District assigned or voluntary) may not exceed six and eight tenths (6.8) lecture hour equivalencies in any semester unless agreed upon by the Faculty member and approved by the appropriate Vice President.*

The Coast Community College District recognizes that full-time faculty has other responsibilities beyond teaching and that their presence on campus is important. In addition, regularly scheduled office hours must be maintained on campus. One hour may be a virtual office hour if the instructor receives approval of Division Dean.

Number of Students

The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1). (c) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. (55208 California Community College, Chancellors Office)

OCC recognizes that class size has a significant effect on quality and success of the mandated regular effective instructor-student contact. Ideally online courses are smaller than on campus courses. Decisions to increase class size beyond that normally offered on campus must be made by the instructor and Division Dean in consultation with the Online Learning Department for instructional support of the section.

Access Guidelines for Students with Disabilities

Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility. Faculty need to receive appropriate training in order to ensure that they understand what constitutes accessibility, and institutions must provide faculty with both the necessary training and resources to ensure accessibility. The Americans with Disabilities Act of 1990 (42 U.S.C. 12100 et seq.), section 508 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794d), and California Government Code section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds.

(See Legal Opinion M 03-09). Title 5, section 55200 explicitly makes these requirements applicable to all distance education offerings.

Courses content must be accessible for all student enrolled in the course. Special support for online students is available through Special Services (Students with Disabilities) High Tech Center.

Curriculum Committee

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures. (55206 California Community College, Chancellors Office)

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section (55206 Chancellor's Office, California Community Colleges).

Online Addendums are required when any portion of the instruction is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student. The Curriculum Committee will use the following criteria when determining whether a course will be approved for distance education:

- The Course Outline of Record has been approved or revised within the six years of DE addendum request for approval
- Courses have incorporated discipline Student Learning Outcomes (SLO's).
- Distance Education classes are expected to demonstrate that their students achieve these student learning outcomes through application of rigorous assessment as part of the normal program review process.
- The Addendum shows:
    - Students will benefit from having access to the course via a distance offering.
    - Sufficient consideration has been given to adaptations of methods of instruction and methods of evaluation to ensure regular and effective contact as required in Title 5.
    - Sufficient content is provided to fulfill course hour requirements
    - Necessary technical requirements are available through the Instructional Innovation Center
    - Accessibility is ensured as required by Section 508 guidelines.
    - All Title 5 mandates have been met and followed.
- When a program or certificate offers 50% or more of its courses online OCC must notify ACCJC through the Substantive Change Process.

Online Advisory Board

OAB recognizes that Distance Education curriculum should demonstrate appropriate rigor comparable to courses offered in the traditional face-to-face format. After Curriculum Committee approval of the course for Distance Education delivery, the following process will be followed:

- Before developing and teaching an online course, the faculty member must complete the Strategies of Teaching and Learning Online course (STLO) or an equivalent course.
- The initiating faculty member, with the assistance of instructional support staff, will develop the course.
- When approximately one-third of the course has been developed, the faculty member will meet with the Faculty Online Coordinator to review the course and assure it meets the Guidelines established by the Online Advisory Board (OAB). The OAB advises the instructor that building a course is very time consuming, and it is recommended that the course be completed before the semester starts.

- After meeting with the Faculty Online Coordinator, the faculty member will present the course to the OAB.
- The OAB will be reviewing the course for qualities that encourage regular and effective student-faculty interaction and student retention - *not* content. Content is the responsibility of the instructor.
- If course materials are developed outside the institution, the academic quality of those materials should be assessed by the OAB.
- Assuming all requirements have been met the course may be scheduled and offered.

Continuing Course Development

OCC recognizes that courses will evolve over time. The OAB expects all DE courses to maintain the approved and recognized standards.

- The course adheres to the Official Course Outline of Record.
- The course is offered with rigor, depth and breadth consistent with its on-campus counterpart.
- Student learning meets the standards set within the discipline, especially in regard to sequenced and/or transfer courses.
- Courses are revised regularly as new materials become available.
- Appropriate technical design is reviewed and revised as necessary.
- Opportunities for student participation and interaction are continued and expanded.
- A variety of learning activities considerate of all learning styles are included.
- Student assessment activities appropriate to the content are revised as needed.

Technology Support

OCC has adopted the Canvas Learning Management System beginning Fall 2016 for online instruction and recommends that faculty use it for all their courses. OCC might not be able to provide support to the instructors or students for other Learning Management Systems. A centralized system provides continuity for building and maintaining a strong distance education program.

- OCC recognizes that adequate support and a stable environment are essential to creating and maintaining a quality distance education program.
- The following support rolls are essential to an effective Distance Education Program:
  - **Program Administrator**: Responsible for overseeing the critical day to day operations of the course management system, setting up on-campus exams, and to answer questions regarding blackboard and its related programs.
  - **Instructional Designer**: Responsible for new course development and the creation of instructional tools (videos, animation, course layouts) to help facilitate learning in both online and on-campus classes.
  - **Instructional Assistant**: Works directly with the students under the supervision of the professor offering assistance with navigation, clerical and technical support in the LMS.
  - **Information System Trainer:** Responsible for all technology training on campus including workshop development and materials.
  - **Faculty Online Advisor** appointed by the Academic Senate as liaison between Technology and Faculty, coordinates the Online Advisory Board.
- Student technology support is available during normal business hours. Student support tickets will be answered within 24/48 hours of submission through the OCC website. Faculty are strongly encouraged to choose a midweek, daytime cut off time for assignments and assessments in order to assure proper support for technical issues.
- Faculty support for building and maintaining courses is available during normal business hours.
- A procedure is in place to ensure continual monitoring of all technical systems related to online program delivery.
- Because technological currency is important, it is recognized that Distance Education faculty may need additional training on a regular basis, and is offered through special workshops and open labs.

- The Instructional Innovation Center will provide access to hardware and software for course development.
- All components of courses will be available to users of all campus-supported operating systems.

Student Services

- Student support services at a distance will be provided, including library, counseling, bookstore, orientation and tutoring and enrollment services.
- A Librarian is available to assist with research projects in the online course when requested.
- Digital library materials are available to Distance Education classes through the Library homepage.
- Library 100: Library and Information Competency class is offered online for all students.
- Communication systems for informing and orienting students to distance learning must be in place.
- Schedule and catalog copy is easily accessible for students seeking distance learning opportunities.
- Support for course development is available, particularly in the area of accessibility compliance.

Authentication

OCC is committed to assuring that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives the academic credit by doing the following:

- Required: Students are required to use their username and password to log into their courses through our designated Learning Management System. Faculty may redirect their students to another site where grading occurs, as long as all student information including grades is secure (FERPA Guideline).
- Faculty is requested to communicate to the students that they follow the OCC honesty policy.-
- At the discretion of the instructor, faculty may utilize the OCC Computer Center for testing, proctoring centers and/or other methods for testing. (OCC Computer Center Testing Policies are an addendum to the DE Guidelines)
- If proctored exams are not offered then it is recommended that several of the following be used
    - A variety of written assignments
    - Multiple assessment techniques including frequent quizzes and exams
    - Participation in threaded Discussion Boards
    - Online meetings or Chat Rooms
    - Plagiarism detection software such as Safe Assign for written assignments
    - Collaborative projects
    - Capstone project with work from the whole semester

Testing Definitions:

- **Proctored Exam:** A proctored exam is one that is overseen by an impartial individual (called a proctor) who directly monitors or supervises while the student is taking an exam. The proctor ensures the security and integrity of the exam process.
- **Proctor:** any certificated faculty member who supervises the administration of a test or examination Certificated faculty members are full-time and part-time instructors, librarians, and counselors.
- **Test day administrators, computer center staff:** Regular staff of the institution, instructional associate or workers hired for testing. Staff will be trained by testing operations manager on the guidelines established by the computer center. These are not proctored exams.
- **Testing Operations Manager:** is responsible for appropriate contact and coordination with faculty and departments at the institution the use computer center services, although daily contact with institutional personnel may be performed by other computer center staff.
- **NOTE**: To assure the exam is proctored, the instructor must be present.
- **Math, Business & Computer Center (Bldg. 74)**

OCC Computer Center Testing Guidelines (Addendum to DE Guidelines)

Currently, computer aided testing is available in the Computer Center based on limited availability of resources.

Levels of testing:

- Students take exam through the LMS on their own.
- Students come to the Computer Center for testing are verified but are not supervised.
- Students come to the Computer Center at a specific time and are supervised by the instructor or a proctor as designated by the instructor.

Faculty Guidelines:

1. **Reservations:** To reserve a space and time, contact the Computer Center Lab Coordinator early in the semester to reserve a time and space.
2. **Priority** will be given to online courses where on-campus testing is indicated in the Schedule of Classes.
3. **Proctoring:** Instructors must be present to administer their exams; Computer Center staff may not be qualified proctors.
4. **Timing of Exam**: Testing will be scheduled based on room availability.
5. **Special software**: Plagiarism and browser lock down software is available to restrict access to the exam site only. All special software such as MyEconLab (Pearson), Aleks (Pearson), MyITLab (Pearson), NetOP (Danware, Inc.) etc. must be arranged for with the Computer Center Staff in advance.
6. **LMS password**: Instructors may wish to use the password option when creating their test, that way students will not be able to open the exam without the password.
7. **Student information**: Instructors should inform students of check in procedures and student responsibilities listed below.

Student Guidelines:

1. **Identification:** Official photo identification such as a current Orange Coast College photo ID, passport, driver's license, or government issued ID, is required.
2. **Sign in:** students will be required to sign in when arriving for the exam.
3. **Testing Materials:** No books, notes, notebooks, or other materials are allowed during testing unless listed on the "Test Instructions". Students caught with materials not specifically permitted by the instructor will have these material confiscated, and the incident will be reported to the instructor.
4. **Personal Items:** Students are advised to only bring the materials required by the instructor. There is no secure storage for personal items in the Computer Center.
5. **Scheduling:** Once a test is given to the student, it must be completed in one sitting.
6. **Electronic Devices:** The use of cell phones and other electronic devices is strictly forbidden. All devices must be completely turned off; they may not be on vibrate or silence. They must be put completely away; they may not be accessed during the exam (even to check messages) or kept on the desk. Any use of an electronic device during a test will be considered cheating.
7. **Calculators:** may be used as specified by the instructor.
8. **Children and non-testers** are not permitted in the testing area.

Failure to follow Computer Center Testing Policy or Computer Center personnel instructions will be reported to the instructor and may be treated as an act of academic dishonesty.

The above document has been reviewed and approved by the following committees on campus:

- Academic Senate approved February 17, 2017
- Technology Committee approved the Technology Support Section March 2013
- Online Advisory Board approved April 18, 2016
- Instructional Planning Council approved the Faculty Assignment Section May 2009
- Academic Standards Committee approved February 2013
- Dean of Students - Kate Mueller April 2009
- Curriculum Committee May 13, 2009
- Deans Council May 27, 2009

Appendix I

Distance Education Addendum Review and Approval Process

Distance Education Addenda and modifications are submitted through CurricUNET. Listed below are the reviewers in the approval process.

- Faculty Originator
- Curriculum Staff
- Articulation Officer (optional)
- Department Chair (optional)
- Distance Education Coordinator
- Division Curriculum Representative
- Division Dean
- Curriculum Committee Chair – Agenda Placement
- Curriculum Committee voting

The curriculum committee adheres to the OCC Distance Learning Guidelines listed below.

Curriculum Committee

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures. (55206 California Community College, Chancellors Office)

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section (55206 Chancellor's Office, California Community Colleges).

Online Addendums are required when any portion of the instruction is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student. The Curriculum Committee will use the following criteria when determining whether a course will be approved for distance education:

- The Course Outline of Record has been approved or revised within the six years of DE addendum request for approval
- Courses have incorporated discipline Student Learning Outcomes (SLO's).
- Distance Education classes are expected to demonstrate that their students achieve these student learning outcomes through application of rigorous assessment as part of the normal program review process.
- The Addendum shows:
    - Students will benefit from having access to the course via a distance offering.
    - Sufficient consideration has been given to adaptations of methods of instruction and methods of evaluation to ensure regular and effective contact as required in Title 5.
    - Sufficient content is provided to fulfill course hour requirements
    - Necessary technical requirements are available through the Instructional Innovation Center
    - Accessibility is ensured as required by Section 508 guidelines.
    - All Title 5 mandates have been met and followed.
- When a program or certificate offers 50% or more of its courses online OCC must notify ACCJC through the Substantive Change Process.

Orange Coast College
Distance Education Addendum

Course Name/Number: Course Title:

DATE OF CURRICULUM COMMITTEE APPROVAL*:

* Each proposed or existing course if delivered all or in part by distance education, shall be separately reviewed and approved by the Curriculum Committee prior to being offered. (Title 5 § 55206). This is required if ANYcourse time is replaced by distance education.

1. **Need/Justification**

How will learning be enhanced by the use of distance education technology?

2. **Delivery Methods (Check all the apply)**

☐Hybrid (Any combination of online and face to face)
☐Live Interactive 2-way
☐On-line
☐Telecourse
☐Other

3. **Instructor-Student Contact**

Through the use of the following online contact methods and students completing of tasks online, students will meet the requirements of the course outline.

Specific types and frequencies of proactive instructor-student regular substantive interaction include:
☐Announcements/Bulletin Boards
☐Chat Rooms
☐Discussion Boards
☐Email Communication
☐FAQ
☐Resource Links
☐Scheduled Face-To-Face Meetings
☐Telephone
☐Other (Please Explain)

4. **Accommodations for Students with Disabilities**

Will this course, as designed, accommodate students with disabilities? Yes No

5. **Additional Resources/Technical Issues**

Are additional resources required to offer this course in a distance learning mode?

6. **Material Fees**

Are material fees required for any non-distance learning sections of this course? Yes No

Are material fees required for any distance learning sections of this course? Yes No

Appendix J

Wing: Instruction

Organizational Unit: Online Education

IA. Description of Organizational Unit

Programs – The Online Learning Program provides training and technical support to online and on campus faculty in the use of technology to enrich their courses.

IB. Mission Vision and Values

Mission: It is the mission of the Distance Education (DE) Program at Orange Coast College to increase educational opportunities and enhance learning through the development and support of quality distance education courses that are comparable to traditional on-campus classes.

Values: The Faculty Online Advisor and the Online Advisory Board work closely with Information Technology to provide the highest in quality online, hybrid and on campus courses possible, through selection of a learning management system, training and technical support.

IC. External Factors

The online learning program closely monitors the Chancellors Office and ACCJC recommendations for online learning to assure that OCC is in compliance with the latest recommendations. The Online Advisory Board assists the Faculty Online Advisor in development of Distance Education Guidelines and evaluation of new online courses.

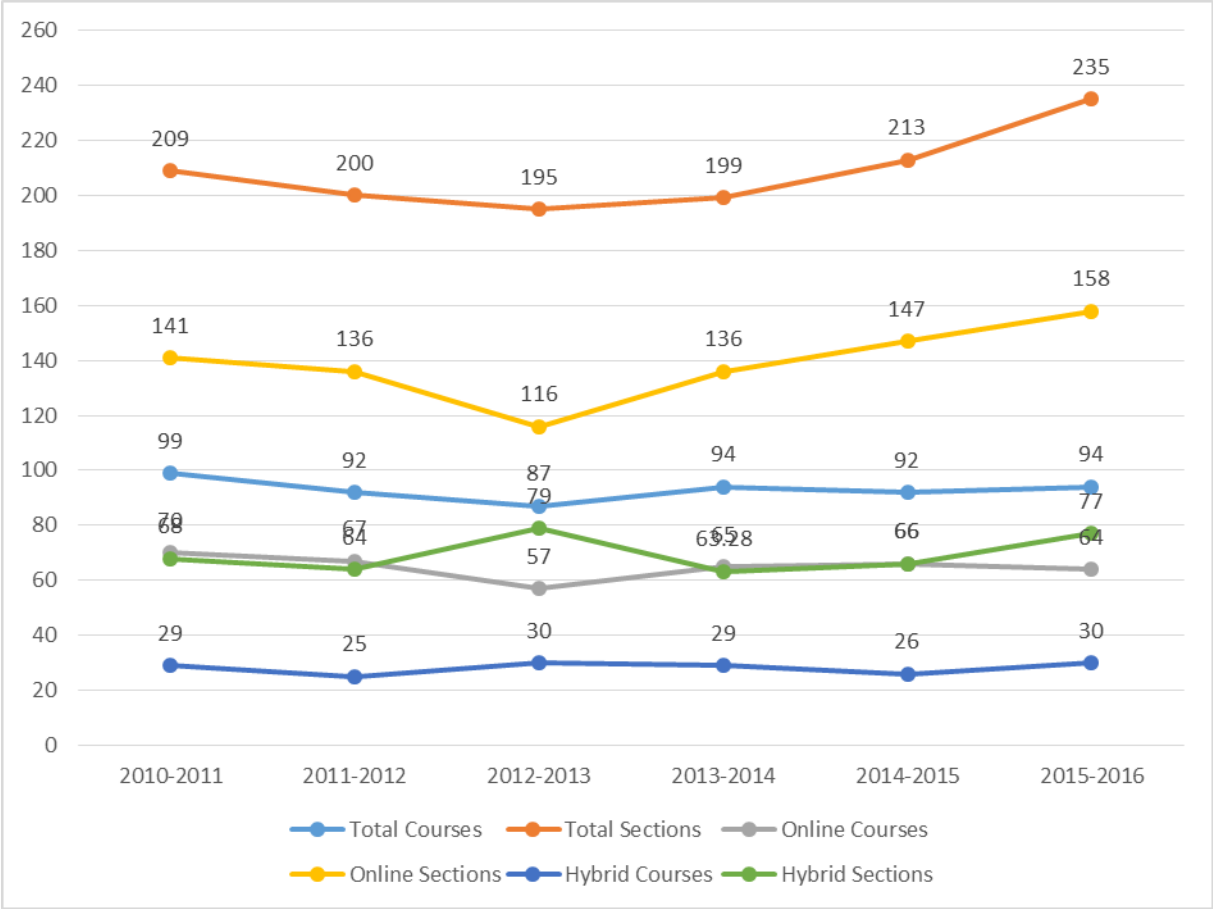
Online learning works with Information Technology to select a learning management system and assist with faculty training. OLP also works with the Computer Center to establish Testing Guidelines and the Information System Trainer to train faculty.

II. Enrollment and Access

II.A. Student/Program demand

Online courses experience high demand, often filling before on-campus courses. Evaluation of online course sections show continued growth in online education at OCC which reflects the national trend in education.

Figure X: Online and Hybrid Course and Section Offerings, 2010-11 to 2015-16



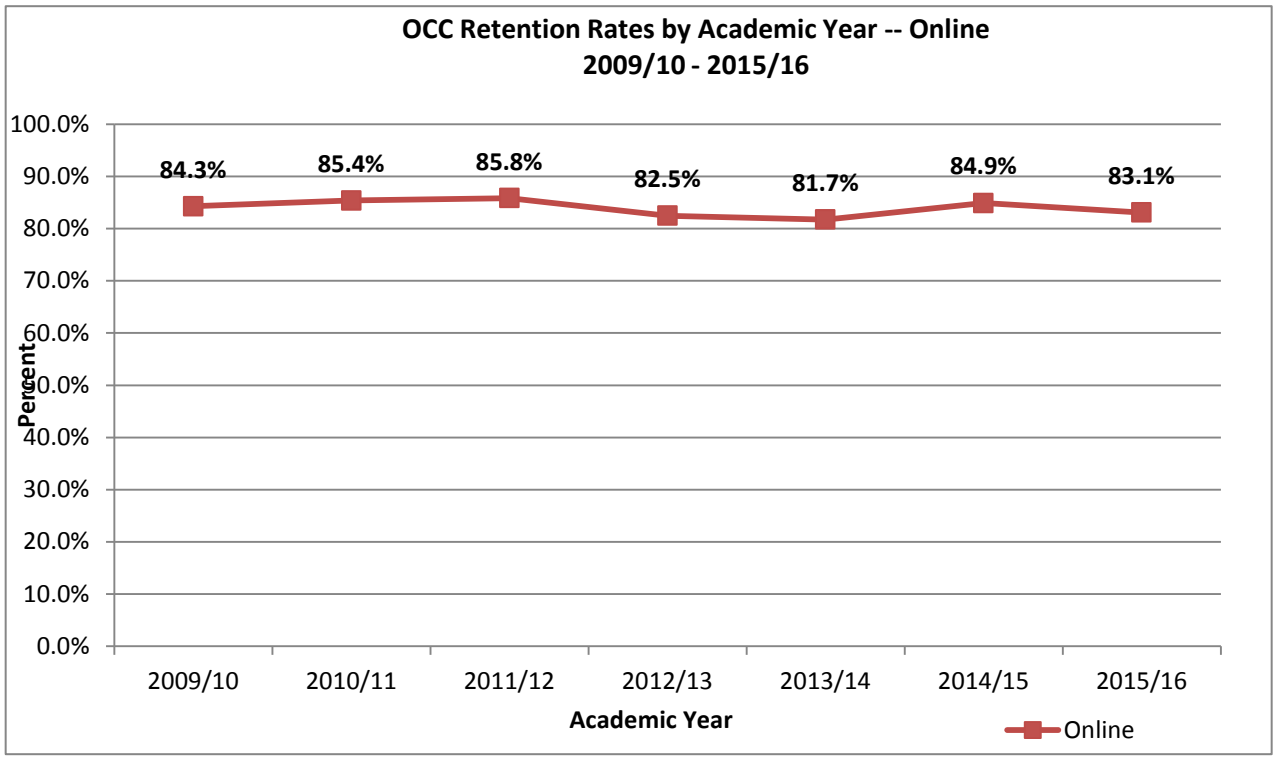
II.B. Anticipated Student/Program Demand

Student Demand is strong, once selection of a Learning Management System (LMS) is completed; we anticipate a growth in online courses. Nationally online programs are the fastest growing segment of education. Online education was growing at a steady rate until 2009 when two factors contributed to a slowdown. One was a reduction in classes due to budget constraints and the second is uncertainty about the selection of a learning management system. I expect that growth will continue once a LMS is selected and we are able to offer the courses.

III. Success and Retention

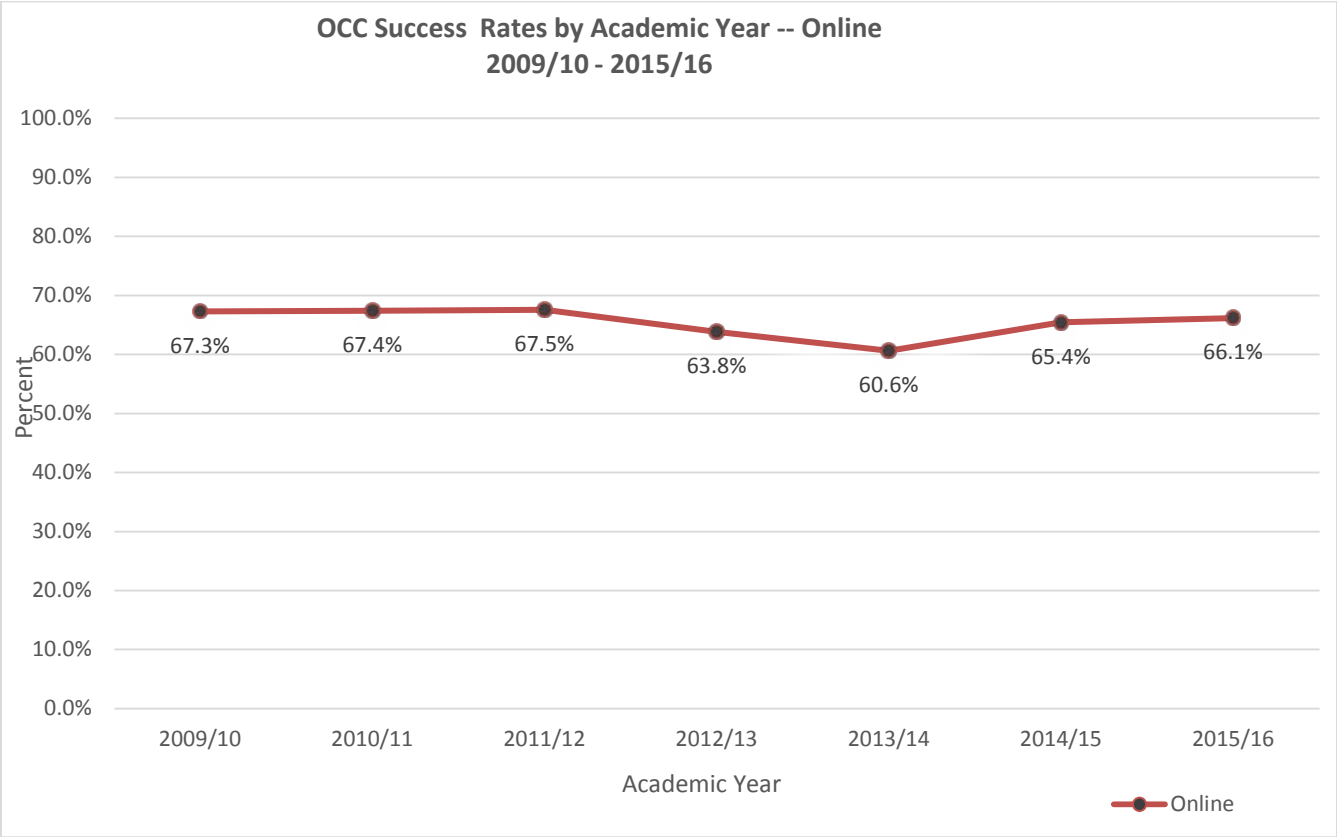
Online success and retention rates remained relatively consistent over the past seven years. As faculty become better trained and students become more familiar with online learning, it is expected that success and retention rates will approach those of the college as a whole.

OCC Online Success and Retention Rates: Academic Year 2009/10-2015/16



OCC Retention Rates by Academic Year by Modality							
2009/10 - 2015/16							
Performance	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**2015/16**
Retention - Online							
Retention Enrollments	9,141	7,462	6,746	5,603	6,027	7,008	7,090
Total Enrollments	10,848	8,741	7,860	6,793	7,373	8,255	8,533
Retention Rate	84.3%	85.4%	85.8%	82.5%	81.7%	84.9%	83.1%

Source: Program Review Access & Success Cube AY 2009/10-AY 2015/16
NOTE: Academic year data was calculated based on prior summer, fall and spring semesters.



OCC Success Rates by Academic Year by Modality							
2009/10 - 2015/16							
Performance	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**2015/16**
Success - Online							
Successful Enrollments	7,298	5,889	5,308	4,333	4,468	5,400	5,644
Total Enrollments	10,848	8,741	7,860	6,793	7,373	8,255	8,533
Success Rate	67.3%	67.4%	67.5%	63.8%	60.6%	65.4%	66.1%

Source: Program Review Access & Success Cube AY 2009/10-AY 2015/16

NOTE: Academic year data was calculated based on prior summer, fall and spring semesters.

III.B. Degrees and Certificates Awarded (Instructional Programs only) NA

IV. Student Learning Outcomes (SLOs)

IV. A. Results of SLO Assessment

The Online learning program has not completed Program review or an assessment of courses. The online courses are assessed along with regular on campus classes in each department.

V. Planning

Planning Areas	Short Term (1-3 Years)	Intermediate (3 – 5 Years)	Long Term (6 – 10 Years)
Organizational status	Current management organization it is working well.		
Technology/Equipment	Select and Maintain a learning Management System	Continue to support a stable LMS system.	
Facilities	Create a Testing center on campus to support online learning and on campus classes	Expand support for Testing Center, including hiring a testing center manager	Create a free standing testing center independent of the computer center to provide adequate computer assisted testing for online and on campus classes.
Human Resources	Maintaining the Online Learning team is essential in supporting effective online education. The team must include at a minimum the Information trainer, course assistant, LMS Administrator, Course Developer and Faculty Online Advisor to be effective.	Increase number of members on the Online Learning Team to support increased number of online courses.	Continue to increase as the number of classes increase.
Staff Development	Faculty will be properly trained to teach online both in regard to online pedagogies and relevant technology		

V.B. Short Term and Intermediate Goals (3-5 years)

Short term and intermediate goals include selection of a Learning Management System and training faculty to use it. Once this is done the Online Learning Team can work with faculty to grown the online program at OCC.

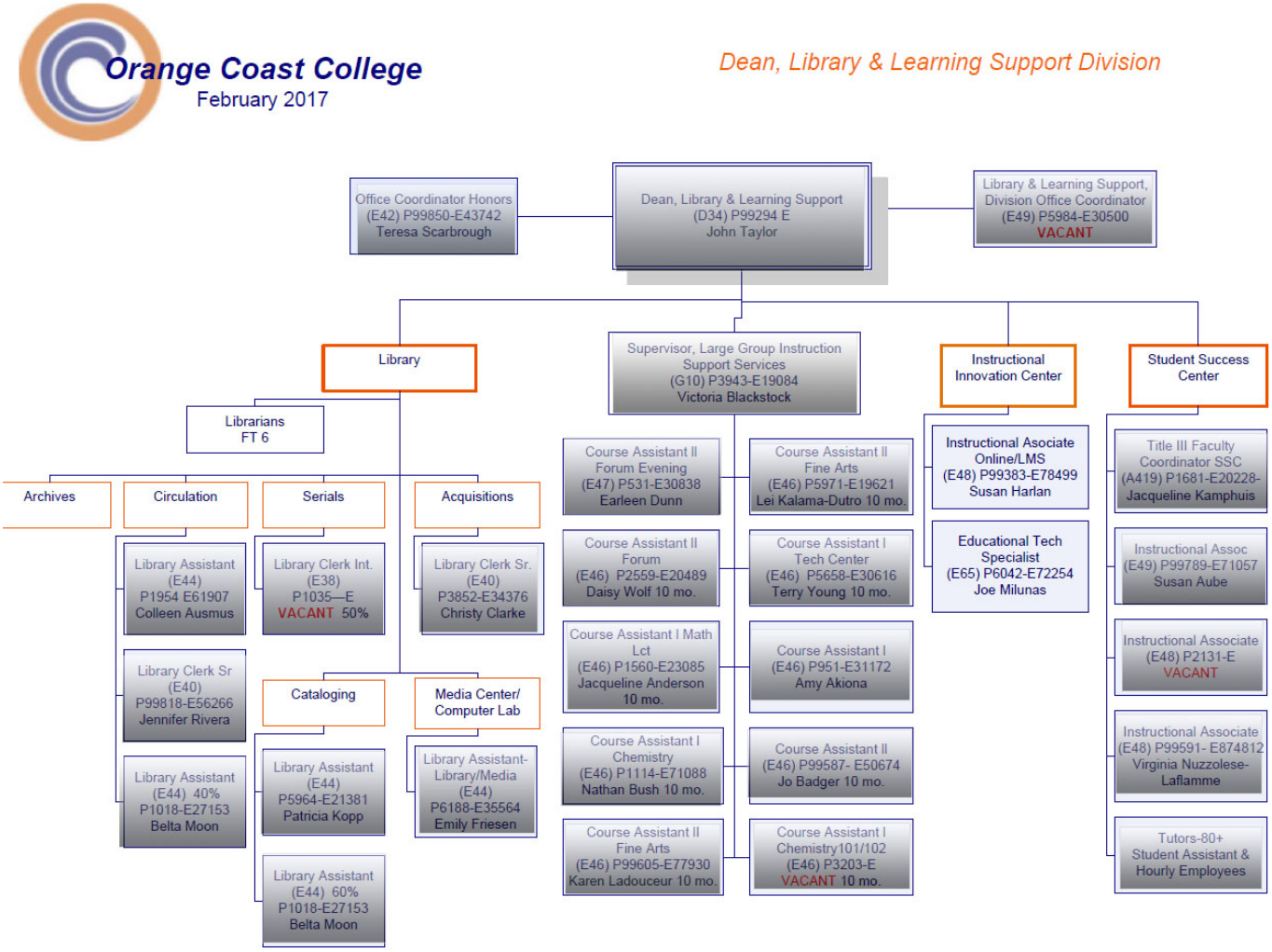
V.C. Long Term Vision (10 Years)

Long term vision includes the hiring of a qualified person and creation of a dedicated space for testing at OCC to meet the increasing demand for testing from online and on campus courses.

Online line learning is here to stay, we can grow our program to meet the demand of our students or let other colleges take the lead. We are in position to be a leader in online learning, the courses we currently offer are strong and our Online Learning Team is in place to grow the program.

Appendix K

Orange Coast College
Instructional Innovation Center Chart



NOTE: Positions not supporting the online program are shaded.

Appendix L

Coast Community College District

Vision Statement

Coast Colleges provide excellence, innovation and success in education to inspire and transform lives in our local and global community.

Mission Statement

Coast Colleges offer inspiration, innovation and meaningful learning experiences to its diverse and changing community and prepares students to achieve success in post-secondary, career and technical and life-long educational opportunities.

Values

1. The mission and responsibilities of our profession;
2. Students success;
3. Support teaching and learning excellence;
4. Learning, fairness, unity and continuous improvement;
5. Collaborative, institutional culture;
6. Support of students, faculty, management and staff;
7. Active outreach;
8. Professional integrity;
9. A transparent, accessible and balanced governance structure.

Principles

Learning:
Student-centered and outcome-based for optimal success.

People:
Respect for and commitment to invest in people.

Focus:
Vision inspired, student centered and goal driven by strategic master plans.

Agility:
Flexible, responsive and courageous when needs require change in practices and conditions.

Integrity:
Truthfulness is the first and most important trait to good institutional citizenship.

Collaboration:
Shared responsibility and teamwork across disciplines, departments, divisions, colleges and districts.

Engagement:
Broad-based involvement of stakeholders to encourage optimal decision making.

Diversity:
Reflect inclusiveness with all ethnic, socio economic, educational, abilities and cultural backgrounds.

Equity:
All staff serves and contributes to our students' success with equal importance.

Unity:
The importance of the collective good and bond is greater than the gain of individuals, departments, colleges.

Goals

1. Develop and enforce student-centered and student-first attitudes, processes, decisions, policies and culture.
2. Increase student success rates by adopting proven best practices and program designs.
3. Increase access and success to meet the changing students' needs of our community.
4. Provide leadership in addressing regional workforce training and development needs.
5. Embrace and increase the diversity of faculty, staff, administration and curriculum.
6. Invest in the professional and leadership development of all staff.
7. Create an institutionalized practice and culture of evidence in decision making.
8. Encourage and support creativity, flexibility and innovation.
9. Engage and invest in entrepreneurial activities to increase and diversify revenue streams.
10. Maximize the appropriate and strategic utilization of technology.
11. Enhance international educational learning opportunities for students, faculty and staff.
12. Achieve long-term financial stability and decrease reliability on state funding.
13. Strengthen and increase strategic alliances and partnerships in local and global communities.

From: http://www.cccd.edu/about/mission.aspx

Appendix M

COAST COMMUNITY COLLEGE DISTRICT
DISTANCE LEARNING FACULTY EVALUATION REPORT

(This form must be given to the Faculty Evaluatee within seven working days of the observation.)

Coastline College _____ Golden West College _____ Orange Coast College _____

___ Categorical ___ Contract (Tenure Track) ___Regular ___Temporary Contract ___ Part-Time

_____ _____ _____

Faculty Name Course Title Date of Visit

Description of course _____

Instructional Assessment	Comments
1. Knowledge of subject.	
2. Ability to present ideas; clarity of explanations. *a. Is it easy to find specific items in the course site?* *b. Are pages and/or content easy to read?* *c. Is content and/or links current and functional?* *d. How effectively is instructional content presented?*	
3. Use of instructional techniques and aids which stimulate class interest and meet student needs. a. *Does the course lessons contain interactive learning activities?* *b. Are there multiple ways for students to gain Understanding of the material?*	

4. Encouragement of student participation. *a. Are discussion groups and/or group assignments available for student interaction?* *b. How are students encouraged to interact with instructor?*	
5. Preparation for class and organization of material consistent with approved course outline. *a. Are all course outcomes covered?* *b. Is the amount and distribution of assignments well thought out and clearly posted?*	
6. Evidence of effective class time management. *a. Does the syllabus and course organization provide enough structure for students?* *b. Are due dates clearly listed in advance?* *c. Are assignments and activities reasonable in the stated deadlines?*	
7. Regular and effective communication/Regular and Substantive interaction. *a. Does the instructor respond in a timely manner* *b. Does the instructor give relevant and helpful feedback?* *c. How does instructor effectively communicate with students?*	
8. Instructor's adaptability of teaching methods to learning needs of students. *a. Are auditory, visual, & interactive tools available and easily accessible?* *b. Is there evidence that the instructor has addressed multiple learning styles?*	
9. Student Learning Outcomes: Are SLOs on the evaluatee's course syllabus? □ Yes □ No How has the evaluatee used SLO assessments to improve student learning?	

Strengths: _____
_____
_____

RATING:

_____ Satisfactory
_____ Satisfactory but Needs Improvement (Part-time evaluations only). If checked, must include a separate Improvement Plan.
_____ Unsatisfactory

Suggestions: _____
_____
_____
_____

Comments by Faculty Instructor(Evaluatee): _____
_____
_____
_____

Date of Post-Observation Conference: _____

Additional Comments by Evaluators (s):
_____
_____
_____

Signature of Faculty Evaluatee: _____ Date: _____

Signature of Faculty Evaluator Who Wrote This Observation Report: _____

Date: _____

Committee Review and Signatures

Committee Names – Print Legibly	Committee Signatures	Date