



CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

Dear Colleague,

Thank you again for your interest in the 2018 OEI Consortium Cohort! We now invite you to complete a College Self-Assessment Packet and have developed this checklist to assist you in the process.

- Schedule a College Planning Team meeting (recommend setting aside two hours).
- Ensure your CTO attends the January 2018 OEI / CCC Tech Center webinar (invitation will be emailed separately).
- Obtain the required signatures noted in Section IV of the College Self-Assessment.
- Obtain a copy of the resolution passed by your local academic senate in support of the college's participation in the OEI cohort. ¹
¹ (Only able to provide copy of passed Motion in support of submitting Self Assessment, not a Resolution.)
- Return your completed self-assessment packet, including the academic senate's resolution, no later than Thursday, March 1, 2018 to:

Karen Oeh, College Support Representative
650.949.7814
koeh@ccconlineed.org

If you need additional assistance as you move through the checklist, please do not hesitate to reach out to our Implementation Team. Again, thank you for your interest in the OEI. We look forward to working with additional college partners as we expand the consortium!

OEI Implementation Team



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SECTION I: COLLEGE SELF-ASSESSMENT

The information in this section should be completed by the college’s Single Point of Contact (SPOC) with input from the College Planning Team.

College San Bernardino Valley College

Contact Information

Name Joe Notarangelo

Title Distance Education Coordinator

Email jnotaran@valleycollege.edu

Phone 909-384-8629

1. Which of the following OEI tools or services is your college currently using (check all that apply):

- QuestReadiness (readiness tutorial)¹
- NetTutor (online tutoring)²
- Cranium Cafe / ConexEd (online counseling)³
- Proctorio (online proctoring)
- VeriCite (plagiarism detection)

Are there any additional tools your college has implemented or wishes to:

¹ QuestReadiness is available to all classes. A student preparedness instrument is in beta testing and ways to implement this to incoming online users is in committee.

² NetTutor has been approved for implementation by committee and Academic Senate. Funding is being sought. It is currently available to online students at our sister school, Crafton Hills CC.

³ Cranium Café has been made available. Training required for implementation

Is the college participating in any other statewide initiatives (i.e. guided pathways, educational planning, etc.):

- Yes
- No

If yes, which ones: Guided Pathways

2. Has your college adopted the OEI Course Design Rubric?

- Yes
 Yes, but with modifications
 No, but we are open to adopting the OEI Course Design Rubric
 No, we are using another tool to guide online course design on our campus

If yes or yes with modifications, are you using this as part of a local course approval or review process?

- Yes
 No

The OEI Course Design Rubric is being evaluated at the same time a local course-approval process is being designed.

3. Would your college be interested in developing a local peer course review process for courses entering the exchange?

- Yes¹
 No
 Already developed

¹SBCCD currently has access to 2 approved course design evaluators who may be available for a local peer course review: T. L. Brink and Rhiannon Lares.

4. Please describe the ways your college will support faculty and courses participating in the course review process:

- Regular outreach from the DE coordinator, the Online Program Committee, and the Professional Development Coordinator
- Workshops scheduled for understanding the OEI Rubric
- Workshops scheduled for Course Design
- Professional Development workshops on specific aspects of the rubric are already scheduled, including on Access; Regular, Effective Contact; etc.

5. What resources and/or services do you have in place to support accessibility (508 compliance) of online instructional material?

At the moment, this is addressed at the department level and on a case-by-case basis when the Coordinator of Distributed Education is contacted.

6. Describe your distance education program and structure. Please include the full-time staff member managing or coordinating the program and his/her role.

SBVC's online program is relatively old and quite large in terms of overall campus size:

- First online courses offered in 1996
- Currently represents 8,733 seats (25.3% of total seats) of SBVC's Spring 2018 course offerings
- Currently offers online course options in over 20 different disciplines
- Currently has 144 different full-time/part-time instructors teaching online or hybrid courses

The current size of and faculty support for online programs at SBVC can be directly related to the organic nature of its development. Course offerings and maintenance and teacher training were completed in a mentorship system on a departmental level for the first 19 years, with feedback and recommendations provided by the Online Program Committee. An emphasis on academic freedom, faculty enthusiasm, support for experimentation, and a desperate local need are primary causes for its development. In 2015, SBVC's Online Program was highly regarded by ACCJC during the accreditation process, which commented that it could represent "a model for the state."

Since 2015, however, the statewide online teaching environment has changed radically in terms of setting and monitoring accreditation benchmarks, defining proper instructor training, and providing research and training options regarding course design. And as the new DE Coordinator (and the *first one*; this program was formerly overseen by the co-chairs of the Online Program Committee), I find myself in the middle of an enormous retooling effort.

The current organization of SBVC Online Programs has changed since the end of December and more changes are expected. As of January 2018, there is a DE Coordinator with .8 release time working with the Online Programs Committee, represented by both faculty and management, to recommend actions to the Academic Senate. The Academic Senate makes such decisions as warranted, and these decisions are then reported to the Dean of Academic Success and Learning and individual departments. What decisions can be implemented at a curricular level are attempted by the DE Coordinator and the departments. The decisions that need funding tend to get deferred to managers.

7. What will your college uniquely bring to the OEI Consortium (i.e. specific types of courses, faculty expertise, etc.)

SBVC's online program would provide the Consortium with up to 144 deeply committed and enthusiastic online instructors from up to 20 disciplines who are looking for opportunities to update their online training, retool their courses, and improve their departments' curriculum and degree opportunities.

Additionally, including SBVC in the Consortium would offer to a large group of students—from one of the lowest per-capita income regions in the state—opportunities to complete their degrees in a more reasonable time, for they would gain access to a large number of degree-applicable courses that are currently difficult to hold regularly because of attendance and funding issues.

Lastly, including SBVC in the Consortium would provide a scaffold for the new DE Coordinator to develop and implement structural measures to immediately improve the chance for success for over 8,700 seats.

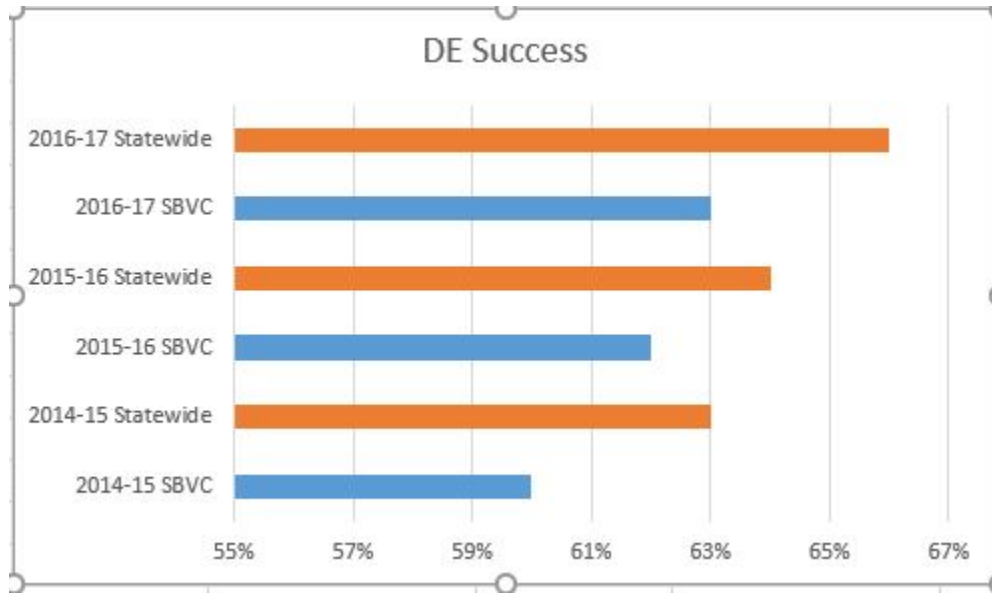
8. How will participating in the OEI Consortium benefit student access and program maintenance or growth at your college.

I have requested formal research data on this question but not received it by the deadline, so I hope to have a more nuanced response for the next cohort. However, I can provide some logical and anecdotal evidence at this time:

- SBVC, like all community colleges that serve in lower-income, less-academically-prepared regions, struggles to provide transfer-level courses while simultaneously supporting basic skills programs because of funding and available faculty. Providing the Online Exchange to our better prepared transfer-level students would help them complete their degrees in normative time.
- Again, at the moment, 1-in-4 seats at SBVC are online. And also again, SBVC exists in one of the lowest income-per-capita areas statewide. That makes funding a problem, which by extension makes instructor access to resources that improve online education quality and success rates a challenge. Therefore, getting SBVC included in the Consortium so that it can improve local online success rates and maintain the existing programs—and that income—for the benefit of the local populace, should probably be considered an existential necessity.

9. Please provide any data relevant to your college's online achievement gap:

SBVC's organically developed program is improving. But not fast enough:



Additionally, we have wildly divergent data on achievement gaps that exist between disciplines in terms of both statewide online success rates and comparisons with online vs. onsite success rates. The most recent data collected is in the document attached to the Self Assessment.

10. One of the long-term goals of your college's participation in the Consortium in participation in the Course Exchange. If accepted into the Consortium, is your college prepared to:

- Actively pursue a target of 10% of the college's existing online offerings listed and available to students in the Course Exchange within two semesters (or four quarters) of the college going live in the Course Exchange AND scheduling those online courses in a manner that allows students to access at least a portion of available seats via the Course Exchange (Note: Seats designated for the Course Exchange may also be accessed by local students in the event the locally designated cap is met).
- Pursue a target of 20% of the college's existing online offerings listed and available to students in the Course Exchange after four semesters (eight quarters) of the college going live in the Course Exchange.
- Identify faculty and courses to engage in the OEI Course Design Academy sufficient to meet the commitments listed above. An accelerated process for preparing courses will be available if the OEI Course Design Rubric is applied through a local college peer review process.

I can't check any of the above boxes. However, with the feedback I hope to receive from this submission, I am sure I can answer all three extremely clearly for the next cohort. And if my college had access to the Consortium's resources over the year preparing for the next cohort, I guarantee I can answer all the above in the affirmative.

11. What programs and courses are currently impacted at your college and could benefit from increased access for students through the Course Exchange?

I formally requested the info for this question too late for the Self Assessment and only have anecdotal evidence that there are current degrees in the hard sciences and in English that would benefit from access to the statewide Exchange. I will have it for the next one.

12. Which programs and courses have low online enrollments or cannot be offered every term, and would benefit from students enrolling at your college via the Course Exchange?

I formally requested the info for this question too late for the Self Assessment and only have anecdotal evidence that there are current degrees in the hard sciences and in English that would benefit from access to the statewide Exchange. I will have it for the next one.



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SECTION II: TECHNICAL REQUIREMENTS

The information in this section should be completed by the college's Chief Technology Officer (CTO).

Student Information System:

- Banner
- Peoplesoft
- Colleague
- Other:

Other Requirements:

- Canvas fully implemented for all online courses

Date of implementation completion (previous CMS/LMS deactivated): _____

- Open CCC Apply enabled

- Implemented eTranscript California

- SSO/federated ID enabled for students enabled

Please advise if SSO/federated ID is not implemented but is on a near-term roadmap _____

Our CTO has attended and/or viewed the January 2018 OEI/CCC Tech Center webinar, which presented a summary of the tasks required of the college/district IT staff once admitted into the OEI Consortium.

Chief Technology Officer initials: _____



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SECTION III: COLLEGE PLANNING TEAM

Please include name and title for each entry.

Single Point of Contact (SPOC) P. Quach, Dean of Student Academic Success

Academic Senate Representative C. Huston, President of Academic Senate

Distance Education Coordinator J. Notarangelo, Coordinator of Distributed Education

Chief Student Services Officer S.W. Thayer, Interim Vice President, Student Services

Chief Instructional Officer T. Long, Interim Vice President, Instruction

Chief Technology Officer A. Chang, Chief Technology Officer

IT Representative (responsible for SIS) A. Chang, Chief Technology Officer

CMS/LMS Administrator A. Chang, Chief Technology Officer



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SECTION IV: REQUIRED SIGNATURES

You may have individuals sign digitally using Adobe Acrobat.

President signature: _____

Chief Instruction Officer signature: _____

Chief Student Services Officer signature: _____

Chief Technology Officer signature: _____

Distance Education Coordinator signature: _____

Academic Senate President signature: _____