



Substantive Change Proposal: Online Education

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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 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. During the fall 2010 semester, Orange Coast College offered 74 online sections of 60 different courses. The growth of OCC's online education program over the past five years is documented in the following table:

Table 1: Growth of Online Courses

	Fall 2006	Fall 2010	% Change
Courses	43	60	40%
Sections	63	74	18%
Enrollment	3,861	4,411	14%

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 online courses offered in the last two years 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. These include 4 general education options, 6 certificates of achievement and 9 majors.

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	55% - 61%
Option 2 – General Education CSU	67%
Option 3 – General Education IGETC (UC Requirements)	69%
Option 3 – General Education IGETC (CSU Requirements)	63%
Associate in Science	83%

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 6 certificates in which 50% or more of the required units may be taken via online courses. The certificates are detailed in the table below:

Table 3: Certificates of Achievement

Certificates	Percent of Units Offered Online
Real Estate – Real Estate Broker	71.0%
Management – Retail	67.6%
Accounting	60.5%
Management – Management & Leadership Studies	54.3%
Marketing – General Marketing	52.2%
Computer Information Systems	47.7%*

*Note: The Computer Information Systems certificate is 47.7% of units online, but represents 50% of the certificates courses offered

A catalog listing of the certificates that may be completed with at 50% or more online courses is shown in Appendix D. No certificates can be taken fully online at this time.

Majors

Table 4 is a listing of the 9 approved majors with 50% or more of the required major units offered online. The percent of units offered online was determined by analyzing the last two years' course offerings (2008/2009 – 2009/2010). The majors are detailed in the table below with a complete listing in Appendix E.

Table 4: Majors

Majors	Percent of Units Offered Online
Business	100%
Liberal Arts	100%
Social Science	100%
Economics	94.4%
Geology	55.6%
Natural Science	55.6%
Family and Consumer Sciences	50.0%
Humanities	50.0%
Psychology	50.0%

Relationship to the College Mission

The mission of Orange Coast College is:

Orange Coast College is committed to student learning and personal improvement. We provide associate degrees, transfer preparation, certificates in career and technical education, as well as instruction in basic skills and English as a Second Language. The college serves the economic and workforce development needs of the local community and develops globally aware citizens

Online 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

1. Ensure a solid basic skills foundation and academic support both in and beyond the classroom for all students.
2. Provide varied contemporary curricula, campus activities, and services that integrate outcomes and assessment to increase student retention and success.

Access

1. Provide a welcoming, technologically advanced learning environment to increase student utilization of and satisfaction with all campus services

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 2010 showed that two-thirds of online sections, when compared to their face-to-face counterparts, had a higher waitlist percentage. Over the last ten years, the percentage of students taking at least one online class increased from 1.4% (fall 1999) to 18.9% (fall 2009). Over the same time period, the percentage of total seats accounted for by online classes has grown from less than 1% (fall 1999) to 6.4% (fall 2009).

Rationale for the Change

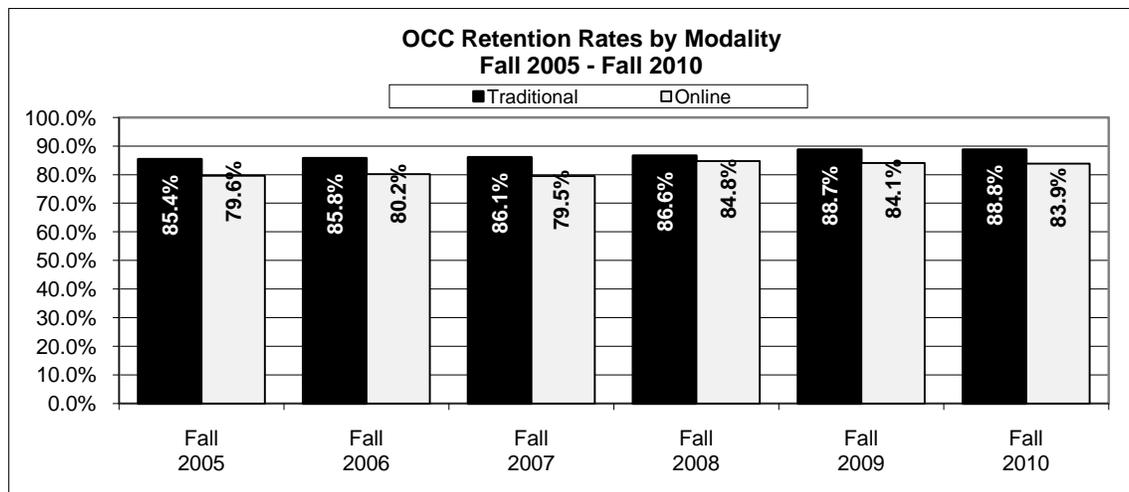
As the demand for online courses continues to grow and online course offering increase, students are finding that much of the course work required for the certificate or degree they are pursuing may be achieved online. Online completion of courses for certificates and degrees provides an education that is the equivalent of 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 in the chart below. In fall 2010, the retention rate in online classes was 83.9% while the retention rate in traditional classes was 88.8%, a difference of less than 5%.¹

¹ In fall 2010 'DR' grades were added to the standard success and retention calculation by the California Community College Chancellor's Office. These were omitted from this analysis to allow for historical comparative analysis.

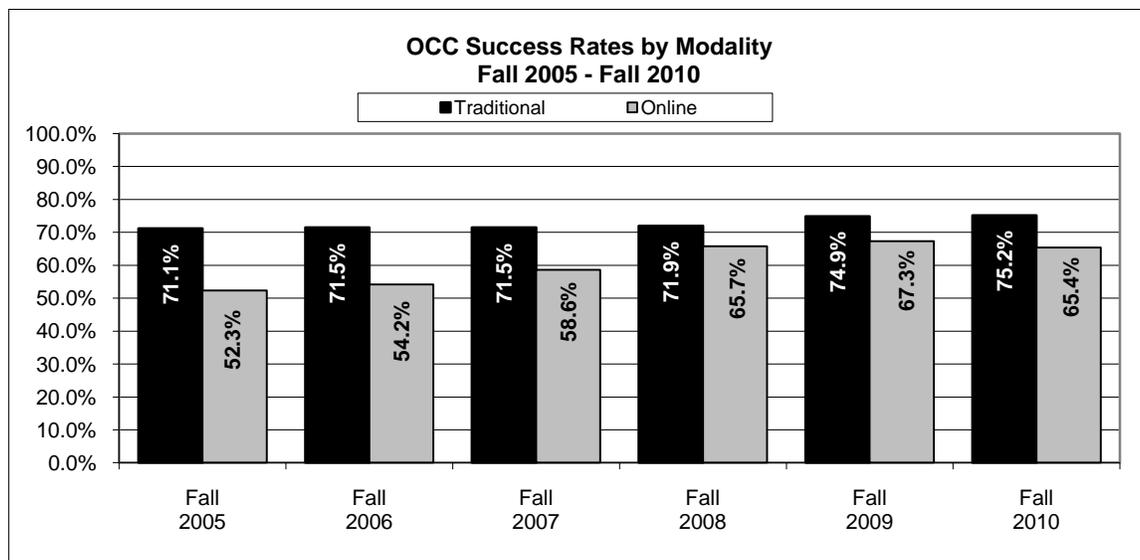
Table 5: Retention



Success

Success rates in online classes while somewhat lower than those in traditional classes; have been generally increasing since 2005, as shown in the chart below. Success rates pertain to the number of students who receive a grade of A, B, C or CR (credit). In fall 2010, the success rate for online classes was 65.4% while the success rate for traditional classes was 75.2%, a difference of 9.8%.

Table 6: Success



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 has grown at OCC the need for faculty leadership was recognized. The Faculty Online Coordinator is selected 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 Online Learning Program 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, Online Learning Program 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. 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)
- **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 at least two online courses 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 Blackboard 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.
- 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.
- Distance Education Guidelines are updated 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.
- Faculty includes online classes in the assessment of student learning outcomes in alignment with college goals.
- Creation of a Testing Center on campus is planned to support online learning and on campus classes.

The college conducts program review on a three-year cycle. Program review for the Online Learning Program was originally included in Information Technology department program review in 2008-2009. With the unification of the college's academic and administrative computing departments, the Online Program will complete a separate program review in the next cycle, currently scheduled for 2011-2012. The program Review will be completed by the Faculty Online Coordinator in conjunction with the Online Advisory Board and Information Technology. During this transition, the program's planning goal and three-year plan have been maintained by the Faculty Online Coordinator and incorporated into the Instructional Wing Plan. Additionally, each instructional department with online education offerings is required to analyze their online education offerings as part of their program review.

Distance education trends across programs are reviewed and analyzed by the Online Advisory Board and Instructional Planning Council annually. These trends will be formally incorporated into the Online Program's upcoming program review in 2011-2012.

All hybrid and online courses have current course outlines and addendums. The Curriculum Addendum form and Cover Sheet are in Appendix I.

Anticipated Effect on the College

The college expects that the over-all effect of increased online course offerings for the completion of academic programs will be minimal. 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 Online Learning Program.
- 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 which assist 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 online learning program is provided by the Information Technology Department (IT). 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.

Additionally, the Online Learning Team (OLT), consisting of a Blackboard Administrator, an Instructional Designer, an Instructional Assistant, and a Technology Trainer, was developed to support the Online Learning Program. These positions are shown in the Information Technology Organizational Chart in Appendix K. A description of each of these functions is as follows:

- **Blackboard 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 Blackboard.
- **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. The Faculty Online Coordinator and the Information Technology staff supporting the online program meet regularly, generally 1 to 2 times per month, to review and discuss support and issues related to the online program.
- **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 consults with the committee.

Our current learning management system is Blackboard Vista which is delivered and maintained off-campus by Blackboard. Blackboard Vista is being eliminated by Blackboard, therefore OCC is converting to Blackboard Learn by Fall 2011. Thus far, 31 courses were successfully migrated, and tested, and piloted during the Summer and Spring 2010 and Fall 2011. The Online Learning Team will be working with faculty to convert to the remaining courses during the summer of 2011. 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 Blackboard 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 Blackboard 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 Faculty Handbook available on the OCC Portal.
- The Academic Standards Committee establishes college wide standards following recommendations of the Academic Senate for California Community Colleges including “**Schedule distance education students** to attend in-person meetings, to take proctored examinations, and engage in frequent professor/student contact by phone, email, and in person to help mediate against occurrences of academic dishonesty.”

- 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. Instructors may ask Computer Center staff to administer make up exams if necessary.

Levels of testing:

- Students take exam through Blackboard 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.
- Students come to the Computer Center at a specific time and are supervised by Computer Center staff.

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:** SecureExam (Blackboard) 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. **Blackboard 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.
8. **Scratch paper:** a coded piece of paper and pencil can be provided to each student if the instructor requests it in advance; it will be collected at the end of the exam. (Coding could be using a particular color of paper or marking the paper with a highlighter.)
9. **Student Contract:** To enforce certain parameters for testing, instructors may require a student “contract” for online testing. The student must bring a printed copy of the “contract” with them to be admitted to the test. The “contract” may include: student’s name (printed), the date, the Student’s ID No., and be signed. The “contract” form spells out designated rules for the exam. For example “Closed book, closed notes, no belongings, no cell phone, PDA’s or other electronic devices.”

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 Students Student technology support is provided Monday through Friday 8 to 5, by the Online Learning Team. 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/myocc/Technical+Support.htm>. Additional team members work when there is high demand to assure rapid student assistance. An automated password change system is currently being developed and should be available to students soon.

Information about the Online Learning program, online classes, enrollment, and Blackboard 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.

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/academic>
- **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>
- **SmartThinking**, the online tutoring service is available to all students.

Evidence of Preparations

Staffing and Training

Orange Coast College has 215 fulltime faculty and 543 part time faculty members. Since 1999 we have trained 133 instructors to teach online. Over the last three years (2008/2009 – 2010/2011) 58 unique instructors have taught 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 Blackboard and Teaching and Learning Online, Jing for video creation, CCC Confer for video conferencing and course content supplementation. The use of Microsoft Office Suite software to create content for online courses is also offered. Two online courses are required to be completed by all faculty members wishing to teach online, with additional support services also provided. These are:

- **Using Blackboard in the Classroom** an online course for all faculty to assist in using Blackboard to support traditional classes. The courses include information on uploading the syllabus and other documents and use of the grade book.
- **Teaching and Learning Online** an online course that includes six modules including an orientation, course design, interaction and collaboration, assessment, learner support and designing your course. The class is adapted from Blackboard Exemplary course rubric and is required of all faculty before teaching online.
- **Open lab** is available every Friday morning for faculty, providing one on-one-training from August 2010 to April 2011 105 faculty have been assisted with Blackboard in the training room.
- **Faculty Boot Camps:** Two boot camps were offered this school year with 73 people attending in January 2011 and 17 in April 2011. Topics covered included increasing social awareness, copyright laws pertaining to online teaching, cheating and plagiarism and other issues related to teaching online.

In addition to these courses and workshops OCC offers:

- **@One Winter institute** (Winter 2009) held at OCC, 150 people attended including 16 from OCC as well as faculty members from the Southern California regions
- **The @One Summer Conference** to be held at OCC June 23-24, 2011. Twenty OCC faculty will receive free registration. Other conference attendees from the region will also be attending
- **Staff Development** also offers Technology trainings for faculty and staff, including MS applications and Blackboard.

In support of Online Education, the IT Department added 2 full-time positions and 1 hourly position to staff the support portion of the Online Learning Team. The three full time positions included the Blackboard Administrator and two Instructional Designers. Additionally, a part-time Instructional Associate was added. To facilitate student and faculty support, several self-service applications were developed to allow 24x7 request for basic support and a new, automated “password reset” feature is expected to be implemented by Fall 2011.

Equipment and Facilities

Training for OCC online education faculty is provided at the Technology Training 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.

Blackboard is the learning management system used on campus. An online shell is available for every course offered. Currently there are 950 active shells. Many instructors use Blackboard to report grades, post assignments, post their syllabus and student learning outcomes. Due to this level of usage, many students are familiar with Blackboard 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. However, the college has included a full-service testing center in its educational master plan for 2011- 2014. Such a testing center would not only serve online students and faculty members, but would be available for use by any faculty member teaching any modality.

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 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 2010-2011

Budget Line Item	Cost
Blackboard Hosting (OCC portion)	\$116,692.00
Blackboard Licensing (paid by district)	\$146,697.00
Software	\$5,428.00
Personnel	\$261,626.00
Training	\$12,000.00
Miscellaneous	\$300.00
Total	\$542,743.00

Monitoring of Achievements

Each program with online education offerings is required to analyze their online curriculum, enrollment trends, success rates and retention rates 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

In order to be eligible, an institution must be authorized or licensed to operate as an 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.

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 Western Association of Schools and Colleges as well as other specialized accrediting agencies.

2. Mission

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

Orange Coast College's current Mission Statement was adopted by the Coast Community College Board of Trustees on March 4, 2009. 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.

3. Governing Board

The institution must have a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board must be ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The board's membership must be sufficient in size and composition to fulfill all board responsibilities. The governing board must be an independent policymaking body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members must have no employment, family, ownership, or other personal financial interest in the institution. The board must adhere to a conflict of interest policy which 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.

4. Chief Executive Officer

The institution must have 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 administrator nor the college chief administrator may serve as the chair of the governing board.

The College President, Dr. Dennis Harkins, 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. 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.

6. Operational Status

The institution must be 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 certificate programs. A *Class Schedule* is published three times each year and is available online as well as in printed format.

7. Degrees

A substantial portion of the institution's educational offerings must be programs that lead to degrees, and a significant proportion of its students must be enrolled in them.

8. Educational Programs

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

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 Completion for specifically designed learning activities.

9. Academic Credit

The institution must award academic credits based on generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements must provide 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.

10. Student Learning and Achievement

The institution must define and publish for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it must demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Institutional educational outcomes and objectives for degree and certificate programs are published in the *Orange Coast College Catalog*. All course outlines approved by the Curriculum Committee are required to have clearly stated objectives and 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.

11. General Education

The institution must define and incorporate 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 must include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education must have comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study required for general 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.

12. Academic Freedom

The institution's faculty and students must be 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 must maintain 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) as well as the *Faculty and Staff Handbook*

13. Faculty

The institution must have a substantial core of qualified faculty with full-time responsibility to the institution. The core must be 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 2010, 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 and are substantially qualified and experienced to support the College's educational programs and mission.

14. Student Services

The institution must provide for all of its students appropriate student services that support 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, 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.

15. Admissions

The institution must have adopted and must adhere 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.

16. Information and Learning Resources

The institution must provide, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered

The new Orange Coast Library opened 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 John R. Clark Computing Center includes the largest campus open computing lab and nine computer classrooms. The Online Learning Program 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.

17. Financial Resources

The institution must document 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.

18. Financial Accountability

The institution must undergo an audit annually and make available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution must submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

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.

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 is completing its current three-year master plan (2008 – 2010). The college is currently developing its new Educational Master Plan, which includes revised college goals and strategic objectives, and will now cover a five year period (2011 – 2016). The foundation for the college's master plan was our district goals, college planning assumptions, internal and external scans, and results from program review, which analyze a variety of student achievement data and integrates student learning outcomes assessment. The master plan is the

overarching plan that guides the development of the college's supplemental plans, such as the Technology Plan, which is currently under revision.

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 rolling three-year plans and prioritized for resource allocation. The online program was previously included in the program review for Information Technology. In the current three-year cycle, the online program will complete an independent program review, collaborating with the Online Advisory Board and Information Technology.

20. Public Information

The institution must provide a catalog for its constituencies with precise, accurate, and current information about the college in general, requirements, major policies affecting students, and documentation.

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. Relations with the Accrediting Commission

The institution must provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the commission, 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 must comply with commission requests, directives, decisions and policies, and must 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: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished

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 Mission Statement, Vision Statement and its accompanying Institutional Commitment were further modified during the 2005-2006 academic year to include the Associate in Science degree, endorsed by the College, and approved by the Board of Trustees in Spring 2006 (Board, 5 April 2006, 27). The vision and mission statements are reviewed annually. Most recently, they were reviewed by the College Council in May 2011 as part of the college's master planning process. No revisions were suggested.

OCC's Mission Statement:

Orange Coast College is committed to student learning and personal improvement. We provide associate degrees, transfer preparation, certificates in career and technical education, as well as instruction in basic skills and English as a Second Language. The college serves the economic, and workforce development needs of the local community and develops globally aware citizens.

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 Cabinet, Academic Senate, Vice Presidents' Council, Student Services Council, and the Instructional Deans' 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 SmartThinking 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, according to the Mission Statement, 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. Since the last accreditation report, the College has developed a significant number of wireless "hot spots" across the College campus where students can access the Internet and use laptops. The 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 a solid basic skills foundation and academic support both in and beyond the classroom for all students.
 - **Learning:** Provide varied contemporary curricula, campus activities, and services that integrate outcomes and assessment to increase student retention and success.
 - **Access:** Provide a welcoming, technologically advanced learning environment to increase student utilization of and satisfaction with all campus services

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support students learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of

student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

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, Program Review, Staff Development Steering Committee, Student Learning Outcomes Assessment Council, 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 Online Learning Program
 - Accessibility is ensured as required by Section 508 guidelines.
 - All Title 5 mandates have been met and followed.

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).

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. 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 Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

All of the courses and programs offered online are of the same high quality as our face-to-face courses and programs. Each of the programs in which 50% or more of a degree or certificate can be earned online must undergo program review on a regular basis. Reviews are required every three years of all programs. These reviews are based on a systematic analysis of data sets on student success and student learning outcome assessments.

Although the majority of Orange Coast College courses are delivered in a traditional lecture, lab, or discussion format, the College does offer students alternate means of delivery and location. The annual growth in headcount enrollment into Online Education Programs is detailed in Appendix 1. Online Education classes were growing at a steady rate until 2010 when two factors contributed to a slow down. One was a reduction in classes due to budget constraints and second is uncertainty about the selection of a learning management system. Blackboard Learn 9 was selected as the LMS in spring of 2011 and full transition will take place in summer 2011. Student demand is high for Online Education classes. The 2010 Technology Student Survey showed that 94.7% of the students taking the survey had access to the internet at home and 56.4% of the students have taken an online course. We anticipate growth once this transition is complete.

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 Online Advisory Board was established in 2006 to involve faculty in the design and evaluation of online courses. The function of the Online Advisory Board is to set standards for online education and guide faculty in the development of new and continuing courses. The Distance Education Guidelines were developed by the OAB in 2009 and revised in 2011.

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using measures in order to improve the effectiveness of these services.

Student services have evolved over the past five years to accommodate the demand for online access to these services. Most of our student services are now available online to meet the needs of all students. Student services offers a robust set of online services, including admissions, orientation, counseling, and financial aid. Many of our student services are available online, including counseling, orientation, financial aid, admissions and registration. All of our student service units participate in the program review process, along with academic departments. In addition, an annual general student satisfaction survey is conducted that is used to evaluate our student support services. The survey is conducted online.

The College catalogue includes precise, accurate, and current information about Orange Coast College and is available electronically at www.orangecoastcollege.edu/academics. 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.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the 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 OCC library contains over 100,000 titles of books, periodicals, DVD's, CD's, world language CD's, ebooks, and ESL materials. This includes 100,040 volumes (92,835 titles) in the circulating and reference collections combined, 11,978 electronic books, and 524 periodical titles including 271 active 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 library has many departments but the major one of interest to online learning is The Online Services Department which coordinates all facets of the library's electronic environment including the addition, renewal, maintenance, and campus advertising of the electronic resources (online databases) for the library program. 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 electronic databases: Academic One-File(InfoTrac), Britannica Online, Expanded Academic ASAP, Lexis-Nexis Academic, CQ Researcher, Opposing Viewpoints, Health & Wellness Resource Center, Health Reference Center, PsycInfo, Literature Resource Center and Access Science. 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. This department includes one full-time faculty librarian who also serves as liaison to the Cal-West Consortium Systems Advisory Group.

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.

Standard III - Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

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

A. Human Recourses

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resources planning is integrated with institutional planning.

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 Using Blackboard in the Classroom and Teaching and Learning, 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 is the same as that for face-to-face classes. According to the master agreement, faculty, both fulltime and part-time, are evaluated every three years.

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. Classified and management follow a similar process.

The Information Technology organization chart in Appendix K details the Information Technology structure and the positions directly supporting the online program.

B. Physical Resources

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

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.

Equipment needs for the online program as well as faculty and staff supporting the online program, are identified through the comprehensive (three-year) or annual (interim) program review process. 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 in 2010-2011. The college plans to fully fund the replacement plan over the next three to five years. Facilities needs follow a similar process, but are also prioritized by the Facilities Committee.

C. Technology Resources

Technology Resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning

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.

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. After the Education Master Plan is finalized in spring 2011, the Technology Plan will be revised to support the master plan. 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

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides reasonable expectations of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

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. This plan has been partially implemented in 2010-2011 and it is in the college's plan to fully fund in the next three to five years. 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 utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

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 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. This is the same process used for face-to-face courses. 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. Board and Administrative Operation

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. The first full cycle of comprehensive reviews and revisions of all Board policies will be completed in Spring 2012. 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:

“The primary mission of the Coast Community College District (CCCD) is to provide quality lower-division and occupational education to ensure that students from all ages and from all socio-economic backgrounds have the opportunity to achieve their postsecondary educational goals.”

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 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. Board policy establishes goals (*Board Policy O10-1-3, Mission Statement*) that drive the quality, integrity, and continuing improvement of student learning programs and services. These goals include:

- Goal 1: Provide the highest quality lower-division transfer education.
- Goal 2: Provide the highest quality occupational education training and retraining that meets community and student needs.
- Goal 3: Provide the highest quality transitional and life-long education programs that meet community needs.

- Goal 6: Provide learning resources and student support services needed to promote student success and to measure that success.
- Goal 8: Develop, implement, and maintain programs that address international and intercultural education.
- Goal 9: Maintain an energetic, involved, and informed faculty, classified staff, and administration through staff development, training, and other programs and initiatives.
- Goal 10: Increase the diversity of faculty, staff, and administrative personnel so that the district's employees reflect the diversity of California's population.
- Goal 11: Maintain and update one-year and five-year improvement plans on an annual cycle, and ten-year and twenty-year master improvement plans on a five-year cycle. The plans will include these elements: instruction, support services, human resources, facilities, and other capital expenditures.

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.

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. 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

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Face-to-Face						
Section Count	2,017	2,018	2,131	2,246	2,127	1,835
Enrollment (Duplicated)	70,012	70,195	75,455	76,598	78,414	69,577
Online						
Section Count	40	62	70	71	88	72
Enrollment (Duplicated)	2,877	3,641	4,548	4,129	4,980	4,110
Summary						
Total Section Count	2,057	2,080	2,201	2,327	2,215	1,907
Total Enrollment (Duplicated)	72,889	73,836	80,003	80,321	83,394	73,687

Appendix B

Orange Coast College

Online Courses Offered 2008/2009-2010/2011

Department	Subject	Course Number	Top Code
ACCOUNTING	ACCT	A101	0502.00 ACCOUNTING
	ACCT	A102	0502.00 ACCOUNTING
	ACCT	A110	0502.00 ACCOUNTING
	ACCT	A121	0502.00 ACCOUNTING
ALLIED HEALTH	ALH	A010	1201.00 HEALTH OCCUPATIONS, GENERAL
	ALH	A111	1201.00 HEALTH OCCUPATIONS, GENERAL
ANTHROPOLOGY	ANTH	A100	2202.00 ANTHROPOLOGY
ARCHITECTURAL TECHNOLOGY	ARCH	A101	0201.00 ARCHITECTUAL DESIGN AND ARCHITECTURAL DRAFTING
	ARCH	A160	0201.00 ARCHITECTUAL DESIGN AND ARCHITECTURAL DRAFTING
BUSINESS	BUS	A100	0501.00 BUS & COMMERCE, GEN
	BUS	A138	0501.00 BUS & COMMERCE, GEN
	BUS	A139	0501.00 BUS & COMMERCE, GEN
	BUS	A239	0506.00 BUSINESS MANAGEMENT
	BUS	A240	0506.40 SMALL BUSINESS AND ENTREPRENEURSHIP
COMPUTER INFORMATION SYSTEMS	BUS	A133	0702.10 SOFTWARE APPLICATIONS
	BUS	A134	0702.10 SOFTWARE APPLICATIONS
	BUS	A234	0702.10 SOFTWARE APPLICATIONS
	CIS	A090	0702.00 COMPUTER INFORMATION SYSTEMS
	CIS	A092	0702.00 COMPUTER INFORMATION SYSTEMS
	CIS	A100	0701.00 INFORMATION TECHNOLOGY, GENERAL
	CIS	A111	0707.10 COMPUTER PROGRAMMING
	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	A131	0702.10 SOFTWARE APPLICATIONS
	CIS	A133	0702.10 SOFTWARE APPLICATIONS
	CIS	A134	0702.10 SOFTWARE APPLICATIONS
	CIS	A149	0514.00 OFFICE TECHNOLOGY OFFICE COMPUTER APPLICATIONS
	CIS	A171	0709.00 WORLD WIDE WEB ADMINISTRATION
	CIS	A183	0707.20 DATABASE DESIGN AND ADMINISTRATION
	CIS	A192	0708.10 COMPUTER NETWORKING
	CIS	A193	0708.10 COMPUTER NETWORKING
	CIS	A194	0708.10 COMPUTER NETWORKING
	CIS	A196	0708.10 COMPUTER NETWORKING
	CIS	A231	0702.10 SOFTWARE APPLICATIONS
	CIS	A234	0702.10 SOFTWARE APPLICATIONS
	CIS	A280	0708.00 COMPUTER INFRASTRUCTURE AND SUPPORT
CIS	A290	0708.00 COMPUTER INFRASTRUCTURE AND SUPPORT	
COMPUTER SCIENCE	CS	A170	0707.10 COMPUTER PROGRAMMING
COUNSELING	COUN	A120	4930.00 GENERAL STUDIES

Department	Subject	Course Number	Top Code
DRAFTING TECHNOLOGY	DRAF	A150	0953.00 DRAFTING TECHNOLOGY
ECONOMICS	ECON	A180	2204.00 ECONOMICS
	ECON	A185	2204.00 ECONOMICS
FASHION	FASH	A120	1303.00 FASHION
FILM VIDEO	FILM	A100	0612.10 FILM HISTORY AND CRITICISM
	FILM	A150	0612.20 FILM PRODUCTION
FOOD AND NUTRITION	FN	A146	1306.20 DIETETICS SERVICES AND MANAGEMENT
	FN	A170	1306.20 DIETETICS SERVICES AND MANAGEMENT
FOOD SERVICE MANAGEMENT	FSM	A160	1307.10 RESTAURANT AND FOOD SERVICES AND MANAGMENT
	FSM	A161	1307.10 RESTAURANT AND FOOD SERVICES AND MANAGMENT
HEALTH EDUCATION	HLED	A100	0837.00 HEALTH EDUCATION
HOSPITALITY, TRAVEL AND TOURISM	HTT	A124	3020.40 FLIGHT ATTENDANT
	HTT	A128	3020.40 FLIGHT ATTENDANT
	HTT	A265	1307.00 HOSPITALITY
	HTT	A266	1307.00 HOSPITALITY
	HTT	A267	1307.00 HOSPITALITY
	HTT	A270	1307.00 HOSPITALITY
	HTT	A273	1307.00 HOSPITALITY
	HTT	A275	1307.00 HOSPITALITY
HTT	A278	1307.00 HOSPITALITY	
HUMAN DEVELOPMENT	HMDV	A180	1305.00 CHILD DEVELOPMENT/EARLY CHILD CARE
INTERIOR DESIGN	ID	A250	1302.00 INTERIOR DESIGN AND MERCHANDISING
LIBRARY	LIBR	A100	1699.00 OTHER LIBRARY SCIENCE
MANAGEMENT	MGMT	A100	0506.00 BUSINESS MANAGEMENT
	MGMT	A115	0506.30 MGMT DEVELOPMENT&SUP
	MGMT	A239	0506.00 BUSINESS MANAGEMENT
MARKETING	MKTG	A100	0509.00 MARKETING & DISTRIBUTION
	MKTG	A130	0509.10 ADVERTISING
	MKTG	A150	0509.00 MARKETING & DISTRIBUTION
MATHEMATICS	MATH	A010	1701.00 MATHEMATICS, GENERAL
	MATH	A030	1701.00 MATHEMATICS, GENERAL
	MATH	A130	1701.00 MATHEMATICS, GENERAL
MUSIC	MUS	A105	1004.00 MUSIC
	MUS	A115	1004.00 MUSIC
PHILOSOPHY	PHIL	A100	1509.00 PHILOSOPHY
PHYSICS	PHYS	A110	1902.00 PHYSICS, GENERAL
POLITICAL SCIENCE	PSCI	A180	2207.00 POLITICAL SCIENCE
PSYCHOLOGY	PSYC	A100	2001.00 PSYCHOLOGY, GEN
	PSYC	A220	2001.00 PSYCHOLOGY, GEN
	PSYC	A260	2001.00 PSYCHOLOGY, GEN
REAL ESTATE	RE	A110	0511.00 REAL ESTATE
	RE	A120	0511.00 REAL ESTATE
	RE	A130	0511.00 REAL ESTATE
	RE	A150	0511.00 REAL ESTATE

Appendix C

Orange Coast College

AA General Education Option 1 by Distance Education Offerings (2009/2010 - 2010/2011)

	Number of Units Needed	Number of Units Offered	Maximum Number of Units Offered Online	Percent of Units Offered
	in Area	Online (last two years)	(last two years) Counted for Option	Online (last two years)
Area A				
A1	3.00	0.00	0.00	0.0%
A2	3.00	4.00	3.00	100.0%
Total - Area A	6.00	4.00	3.00	50.0%
Area B				
Lecture	6.00	3.00	3.00	50.0%
OR				
Lecture/Lab	4.00	0.00	0.00	0.0%
Area C				
C1	3.00	12.00	3.00	100.0%
C2	3.00	3.00	3.00	100.0%
Total - Area C	6.00	15.00	3.00	100.0%
Area D				
D1a	0.00 - 3.00	0.00	0.00	0.0%
D1b	6.00	3.00	3.00	50.0%
D2	3.00	9.00	3.00	100.0%
D3	3.00	12.00	3.00	100.0%
Total - Area D	12.00	24.00	9.00	75.0%
Area E				
Total - Area E*	2.00	14.00	2.00	100.0%
OCC Local Graduation Requirement - Activity	1.00	0.00	0.00	0.0%
Total Units Option 1 - Area B				
Lecture	33.00	60.00	20.00	60.6%
Total Units Option 1 - Area B Lab	31.00	57.00	17.00	54.8%

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 at 2.0 units due to 1.0 local activity requirement

Orange Coast College

AA General Education Option 2 by Distance Education Offerings (2009/2010 - 2010/2011)

Area	Number of Units Needed in Area	Number of Units Offered Online (last two years)	Maximum Number of Units Offered Online (last two years) Counted for Option	Percent of Units Offered Online (last two years)
Area A				
A1	3.00	0.00	0.00	0.0%
A2	3.00	0.00	0.00	0.0%
A3	3.00	0.00	0.00	0.0%
Total - Area A	9.00	0.00	0.00	0.0%
Area B				
B1	3.00	3.00	Remaining 5 units can be taken from B1-B2	100.0%
B2	3.00	0.00		0.0%
B3 - Required	1.00	0.00	0.00	0.0%
B4 - Required	3.00	4.00	3.00	100.0%
Total - Area B	9.00	7.00	6.00	66.7%
Area C				
C1	3.00 - 6.00	12.00	6.00	100.0%
C2	3.00 - 6.00	3.00	3.00	100%*
Total - Area C	9.00	15.00	9.00	100.0%
Area D				
D1	3.00 - 6.00	3.00	Any combination of 9.00 units from D1-D10 satisfies Area D	100.0%
D2	3.00 - 6.00	6.00		100.0%
D3	3.00 - 6.00	0.00		0.0%
D4	3.00 - 6.00	0.00		0.0%
D5	3.00 - 6.00	0.00		0.0%
D6	3.00 - 6.00	0.00		0.0%
D7	3.00 - 6.00	3.00		100.0%
D8	3.00 - 6.00	3.00		100.0%
D9	3.00 - 6.00	9.00		100.0%
D10	3.00 - 6.00	0.00		0.0%
Total - Area D	9.00	24.00	9.00	100.0%
Area E				
Activity	1.00	0.00	0.00	0.0%
Non-Activity	2.00	11.00	2.00	100.0%
Total - Area E	3.00	11.00	2.00	66.7%
Total Units for Option 2	39.00	57.00	26.00	66.7%

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

*For Area C students must complete 3.00 units in C2, the remaining 6 units can be completed in C1.

	Number of Units Needed in Area	Number of Units Offered Online (last two years)	Maximum Number of Units Offered Online (last two years) Counted for Option	Percent of Units Offered Online (last two years)
Area 1				
UC				
Group A	3.00	0.00	0.00	0.0%
Group B	3.00	0.00	0.00	0.0%
Group C			N/A - CSU Requirement Only	
Total - Area 1	6.00	0.00	0.00	0.0%
CSU				
Group A	3.00	0.00	0.00	0.0%
Group B	3.00	0.00	0.00	0.0%
Group C	3.00	0.00	0.00	0.0%
Total - Area 1	9.00	0.00	0.00	0.0%
Area 2	3.00	4.00	3.00	100.0%
Area 3				
Group A	3.00 - 6.00	9.00	6.00	100.0%
Group B	3.00 - 6.00	3.00	3.00	100.0%
Total - Area 3	9.00	12.00	9.00	100.0%
Area 4				
Group 4A	3.00 - 6.00	3.00		50.0%
Group 4B	3.00 - 6.00	6.00		100.0%
Group 4C	3.00 - 6.00	0.00		0.0%
Group 4D	3.00 - 6.00	0.00		0.0%
Group 4E	3.00 - 6.00	0.00	Any combination of 9.00 units from 4A-4J satisfies Area 4	0.0%
Group 4F	No approved courses in this area.			
Group 4G	3.00 - 6.00	3.00		100.0%
Group 4H	3.00 - 6.00	3.00		100.0%
Group 4I	3.00 - 6.00	9.00		100.0%
Group 4J	3.00 - 6.00	0.00		0.0%
Total - Area 4	9.00	24.00	9.00	100.0%
Area 5				
Group A	3.00 + 1.0 lab	3.00	3.00	100.0%
Group B	3.00 + 1.0 lab	0.00	0.00	0.0%
Total - Area 5	7.00	3.00	3.00	42.9%

Area 1	Number of Units Needed in Area	Number of Units Offered Online (last two years)	Maximum Number of Units Offered Online (last two years) Counted for Option	Percent of Units Offered Online (last two years)
OCC Local Graduation Requirement - Activity	1.00	0.00	0.00	0.0%
Total Units for Option 3 - UC	35.00	43.00	24.00	68.6%
Total Units for Option 3 - CSU	38.00	43.00	24.00	63.2%

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

Orange Coast College

AS - Graduation Requirements by Distance Education Offerings (2009/2010 - 2010/2011)

Area A	Number of Units Needed in Area	Number of Units Offered Online (last two years)	Maximum Number of Units Offered Online (last two years) Counted for Option	Percent of Units Offered Online (last two years)
Group A1	3.00	0.00	0.00	0.0%
Group A2	3.00	7.00	3.00	100.0%
Total - Area A	6.00	7.00	3.00	50.0%
Area B	3.00	6.00	3.00	100.0%
Area C				
Group C1	3.00	12.00	3.00	100.0%
Group C2	3.00	3.00	3.00	100.0%
Total - Area C	6.00	15.00	6.00	100.0%
Area D	3.00	24.00	3.00	100.0%
Total Units for AS Option	18.00	52.00	15.00	83.3%

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

Appendix D

Orange Coast College

Certificate of Achievement Requirements by Distance Education Offerings (2009/2010 - 2010/2011)

Core requirements for certificates analyzed; electives for certificates not included in figures below.

Program	Number of Units Needed in Area	Number of Units Offered Online (last two years)	Percent of Units Offered Online (last two years)
Real Estate - Real Estate Broker	31.00	22.00	71.0%
Management - Retail	37.00	25.00	67.6%
Accounting	38.00	23.00	60.5%
Management - Management and Leadership Studies	64.50	35.00	54.3%
Marketing - General Marketing	34.50	18.00	52.2%
Computer Information Systems	44.00	21.00	47.7%

Appendix E

Orange Coast College

Major Requirements by Distance Education Offerings (2009/2010 - 2010/2011)

Program	Number of Units Needed in Area	Number of Units Offered Online (last two years)	Percent of Units Offered Online (last two years)
Business	18.00	18.00	100.0%
Liberal Arts	18.00	18.00	100.0%
Social Science	18.00	18.00	100.0%
Economics	18.00	17.00	94.4%
Geology	18.00	10.00	55.6%
Natural Science	18.00	10.00	55.6%
Family and Consumer Sciences	18.00	9.00	50.0%
Humanities	18.00	9.00	50.0%
Psychology	18.00	9.00	50.0%

Appendix F

Online Faculty Coordinator

Orange Coast College is in need of an Online Faculty Coordinator. This position will teach new online faculty online pedagogies to help them translate their traditional courses into online courses. This position will also act as a liaison between campus committees, faculty, and the Online Learning Program. Duties for this position include:

- Co-chair of Online Advisory Board (OAB)
- Member of the Technology Committee
- Member of the Instructional Planning Council (IPC)
- Attend Curriculum Committee meetings as requested
- Meeting with OLP staff once per month, or less if appropriate, to coordinate activities
- Develop and/or update and teach the Teaching and Learning Online (TLO) course
- Actively recruit new online faculty to promote the growth of Online Education

The Online Faculty Coordinator will be compensated with 3 LHE reassignment time for each primary semester or payment as a stipend at the overload rate (to be determined in consultation with the coordinator).

The Online Faculty Coordinator must be a full-time faculty member with at least one year of experience teaching online. If you are qualified and interested, please submit an "Application for Online Faculty Coordinator" to the Academic Senate for consideration.

The length of term for this position is two years, beginning 1 July 2011 and terminating 30 June 2012.

Appendix G

Orange Coast College

2011 Blackboard Exemplary Course Program Rubric

The Blackboard Exemplary Course Program began in 2000 with the goal of identifying and disseminating best practices for designing engaging online courses and courses with online components.

Using the Blackboard Exemplary Course Program Rubric, instructors and course designers are able to evaluate how well their own course conforms to best practices for Course Design, Interaction and Collaboration, Assessment and Learner Support. Furthermore, they learn and better understand by internalizing the evaluation criteria, what makes an exemplary course.

The Blackboard Exemplary Course Program Rubric details a range of criteria to rate performance in each component of the course. The performance ratings are Exemplary, Accomplished, Promising, and Incomplete. Detailed feedback on expectations needed to meet to achieve a specific rating for each component in the course is provided.

Using the Blackboard Exemplary Course Program Rubric offers a number of advantages:

- The ECP Rubric allows course designers and instructors to become better judges of the quality of their own work. It provides detailed information about areas of strengths and areas of their course in need of improvement.
- The ECP Rubric allows assessment of online and hybrid/blended courses (those which have online and face-to-face components) to be more objective and consistent. An increased focus on student learning outcomes demands development of high quality courses whether they are fully online, or have online components.
- The ECP Rubric reduces the amount of time it takes to assess the quality and completeness of a course. This is especially helpful if you are using the rubric to assess the courses across a program of study or the work of multiple course developers.

For more information about the Blackboard Exemplary Course Program, best practices in course design, and examples of exemplary courses please visit <http://www.blackboard.com/ecp>.

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)

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 distance education courses that are comparable to traditional on-campus classes.

College Goal

Learning

Ensure a solid basic skills foundation and academic support both in and beyond the classroom for all students.

Provide varied contemporary curricula, campus activities, and services that integrate outcomes and assessment to increase student retention and success.

Access

Provide a welcoming, technologically advanced learning environment to increase student utilization of and satisfaction with all campus services.

Definition of Distance Education Classes

Traditional & Web enhanced: 0% online, course may use web-based technology to facilitate what is essentially a face-to-face course, may use a course management system or web pages to post the syllabus and assignments. No online addendum required.

Blended/Hybrid: up to 79% of course offered online. This course blends online and fact-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and has a reduced number of face-to-face meetings. Online addendum required.

Online: 80+% 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.

These definitions were adopted from Allen, Elaine and Jeff Seaman, Staying the Course Online Education in the United States, 2008, The Sloan Consortium page 4.

Regular and effective contact

Any portion of a course conducted through distance education includes regular effective 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. Regular effective contact is an academic and professional matter pursuant to sections (55204 Chancellor's Office, California Community Colleges)

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 Course Management System.
- Timely feedback, the syllabus and course information should clearly indicate 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: 24 hour response during the week and 72 hour response time on weekends to email questions and one week for grading of exams and assignments.)
- 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.

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 have other responsibilities beyond teaching and that their presence on campus is important. Therefore full-time faculty are required to have a minimum of a three-day on-campus contract teaching schedule and are not allowed to have a 100% online teaching schedule. 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 Online Learning Program
 - 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:

- The faculty member developing and teaching the course has completed all required preparation including the Teaching and Learning Online Course (TLO).
- 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 Blackboard Learning Management System 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:
 - **Blackboard 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 Blackboard.
 - **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 online learning program 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 special Distance Education 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.

- 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 are 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 or librarian who supervises the administration of a test or examination.
- **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:** Exams administered by the computer center staff are not proctored but we do our best to supervise the exam. To assure the exam is proctored, the instructor must be present.
- **The John Clark Computer Center** is located (Building 73)

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. Because we do not have a testing center but are using the Computer Center to administer test, it *is recommended that instructors plan on being present during all exam times*. Instructors may ask Computer Center staff to administer make up exams if necessary.

Levels of testing:

- Students take exam through Blackboard 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.
- Students come to the Computer Center at a specific time and are supervised by Computer Center staff.

Faculty Guidelines:

10. **Reservations:** To reserve a space and time, contact the Computer Center Lab Coordinator early in the semester to reserve a time and space.
11. **Priority** will be given to online courses where on-campus testing is indicated in the Schedule of Classes.
12. **Proctoring:** Instructors must be present to administer their exams; Computer Center staff may not be qualified proctors.
13. **Timing of Exam:** Testing will be scheduled based on room availability.
14. **Special software:** SecureExam (Blackboard) 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.
15. **Blackboard 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.
16. **Student information:** Instructors should inform students of check in procedures and student responsibilities listed below.
17. **Scratch paper:** a coded piece of paper and pencil can be provided to each student if the instructor requests it in advance; it will be collected at the end of the exam. (Coding could be using a particular color of paper or marking the paper with a highlighter.)
18. **Student Contract:** To enforce certain parameters for testing, instructors may require a student “contract” for online testing. The student must bring a printed copy of the “contract” with them to be admitted to the test. The “contract” may include: student’s name (printed), the date, the Student’s ID No., and be signed. The “contract” form spells out designated rules for the exam. For example “Closed book, closed notes, no belongings, no cell phone, PDA’s or other electronic devices.”

Student Guidelines:

9. **Identification:** Official photo identification such as a current Orange Coast College photo ID, passport, driver’s license, or government issued ID, is required.
10. **Sign in:** students will be required to sign in when arriving for the exam.
11. **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.
12. **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.
13. **Scheduling:** Once a test is given to the student, it must be completed in one sitting.
14. **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.
15. **Calculators:** may be used as specified by the instructor.
16. **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:

- Online Advisory Board Approved the whole document May 9, 2011

Appendix I

**ORANGE COAST COLLEGE
DISTANCE LEARNING PROPOSAL**

Curriculum Committee Approval Required

Course Name/No. _____ Semester Effective ___ Fall
(Year)

Course Title _____

Until the limited term authorization ends, all approved Orange Coast College courses may be taught at a distance aided by communication technology if the following conditions are met:

A CHECK INDICATES THAT THE CONDITION HAS BEEN MET. ATTACH A COPY OF THE COURSE OUTLINE.

- Standards of quality that normally apply to OCC curriculum and instruction are met.

- Special records are maintained and reports made. (The Office of Institutional Research and other appropriate campus and district offices will assist with this requirement.)

- The number of students per class meets district policies.

- The instructor maintains regular contact with students in person or as specified in the version of the course approved for distance education.

Source: California Community Colleges Chancellor's Office, Program & Course Approval Handbook, page 47, Distance Education

Faculty initiator: _____

Online Learning: (Jill Golden x25756): _____

Department Chair: _____

Department full-time faculty: _____

Department full-time faculty (if no department chair): _____

Division Curriculum Representative: _____

Division Dean: _____

MUST BE

SUBMITTED ON GREEN PAPER

AFTER CURRICULUM COMMITTEE APPROVAL (meeting date) _____

Curriculum Chair: _____

Vice President of Instruction: _____

October 2006

DISTANCE LEARNING COURSE OUTLINE ADDENDUM

COURSE NAME/NUMBER/TITLE: _____

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the Curriculum Committee prior to being offered. [Education Code '55378]

Address the following questions:

1. Need/Justification

What is the intent in offering the course by distance education?

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

2. Methods of Instruction: Instructor-Student Contact

Regular Contact

Please indicate type and frequency of instructor-student contacts per semester and why you feel this will be effective.

Online communication

E-mail _____

Individual _____

Via Discussion Area _____

Via Chatroom _____

Via Bulletin Board _____

Via FAQs _____

Other _____

Telephone contacts _____

Orientation sessions (in person) _____

Group meetings (in person) _____

Review session (in person) _____

Other (describe) _____

Explain the effectiveness of this pattern of contact.

Describe the nature and methods of instructor-student communications designed to intervene when students are at-risk of dropping the course due to poor participation or low test performance.

Hours for Content Delivery and Interaction

Please show the approximate hours anticipated for each student activity.

Student Activity	Approximate Hours
Lecture/Discussion	
Lab	
Total	

3. Assignments

Please describe student assignments.

4. Methods of Evaluation

Please describe how you will evaluate students.

5. Technical Support

If equipment or staffing beyond that available through the Online Learning Program is required, explain how such support will be provided.

6. Additional Resources

Are additional resources or secretarial support needed or anticipated to teach by distance learning?

Appendix J

Orange Coast College
Education Master Plan 2011 - 2016

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.

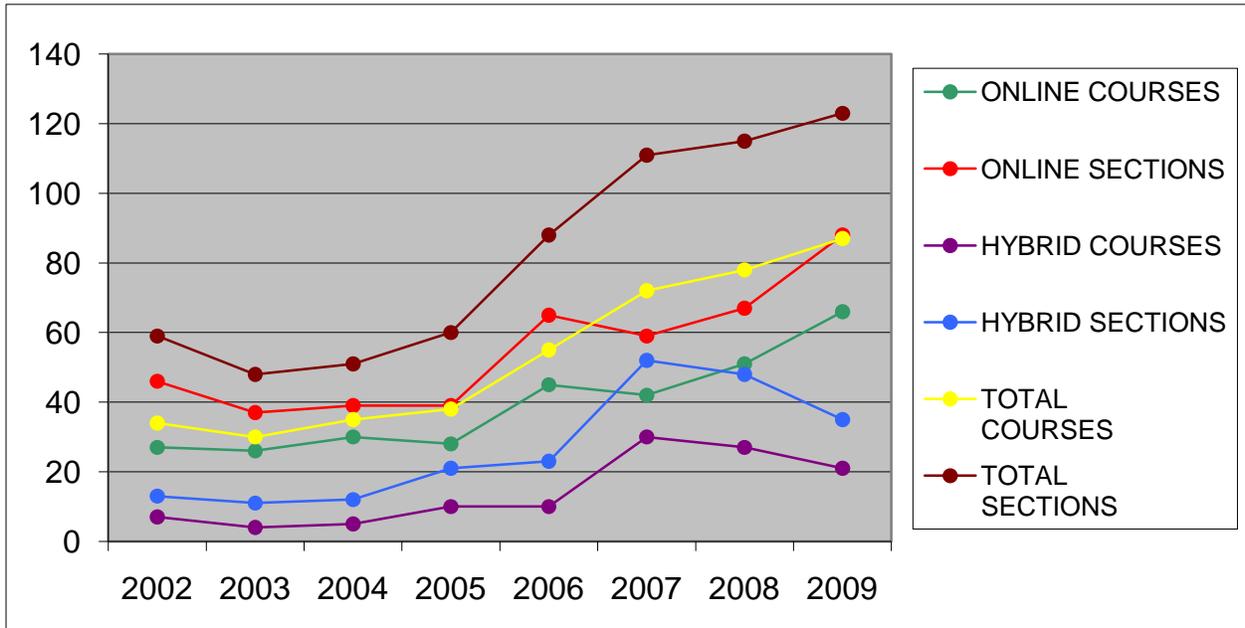
Online learning works with Information Technology to select a learning management system and assist with faculty training. OLP also works with the Computer Center to establish Testing Guidelines and the Information System Trainer to train faculty.

II. Enrollment and Access

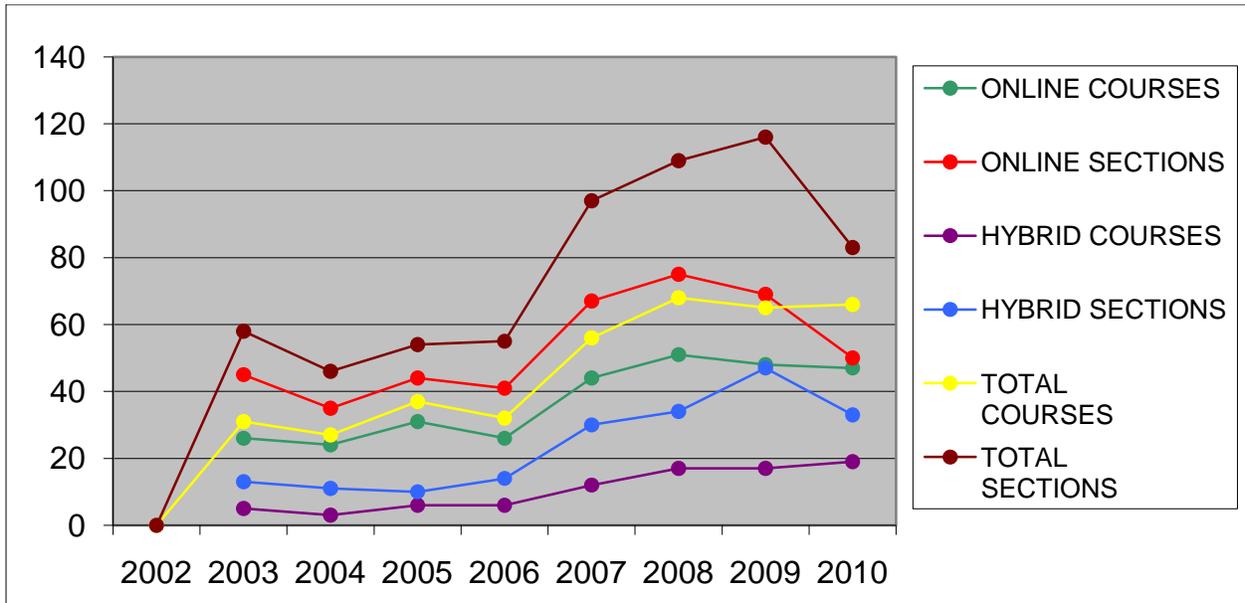
II.A. Student/Program demand

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

Fall Data



Spring Data



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

slow down. 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 have shown continued improvement over the last 6 years. As faculty become better trained and students become familiar with online learning success and retention rates are approaching those of the college as a whole.

OCC Online and Hybrid Success and Retention Rates: Fall 2004 - Spring 2009

Online Success and Retention Rates: Fall 2004 - Spring 2009														
	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
Success														
Success Rate	72.5%	71.4%	71.9%	68.8%	52.4%	52.3%	54.2%	58.6%	65.8%	54.6%	55.7%	54.9%	60.8%	66.0%
Total Enrollments	603	1,041	890	1,383	2,374	2,653	3,357	4,222	4,126	2,465	2,794	3,593	4,317	5,195
Retention														
Retention Rate	85.1%	89.6%	90.6%	87.3%	79.2%	79.6%	80.2%	79.5%	84.8%	77.5%	81.8%	77.8%	82.6%	84.4%
Total Enrollments	603	1,041	890	1,383	2,374	2,653	3,357	4,222	4,126	2,465	2,794	3,593	4,317	5,195

Hybrid Success and Retention Rates: Fall 2004 - Spring 2009														
	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
Success														
Success Rate	n/a	n/a	70.0%	67.3%	61.8%	60.4%	54.8%	64.7%	62.9%	67.4%	50.0%	57.0%	61.6%	59.6%
Total Enrollments	n/a	n/a	40	55	532	740	899	988	1,171	374	325	902	902	1,073
Retention														
Retention Rate	n/a	n/a	87.5%	78.2%	82.5%	80.4%	72.7%	81.9%	77.9%	82.9%	73.5%	73.2%	77.4%	77.3%
Total Enrollments	n/a	n/a	40	55	532	740	899	988	1,171	374	325	902	902	1,073

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, Blackboard 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)

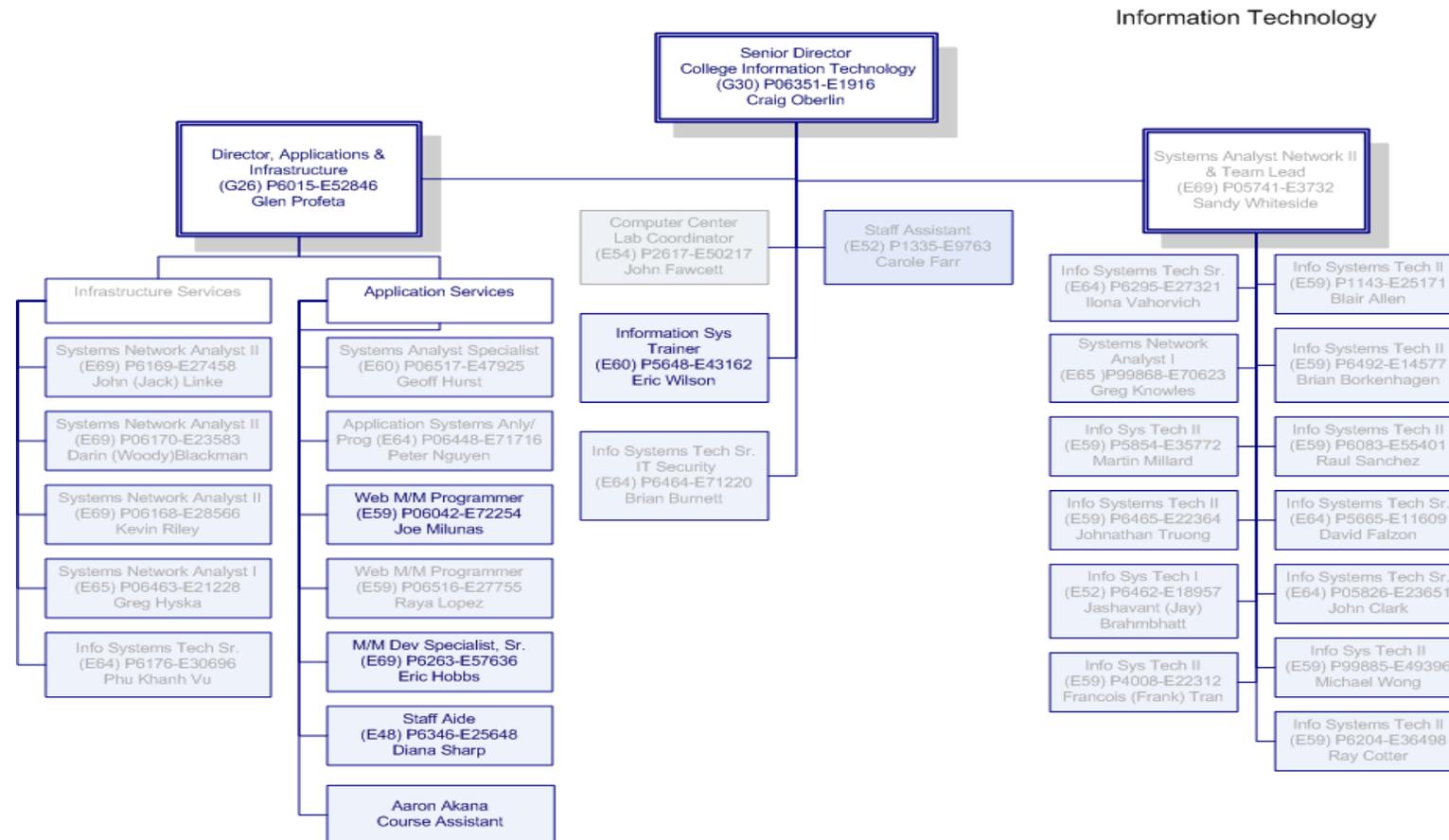
Long term vision includes the hiring of a qualified person and creation of a dedicated space for testing at OCC to meet the increasing demand for testing from online and on campus courses.

Online 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

Information Technology Organizational Chart (as of 5/20/2011)



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

We value:

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>