

Columbia College

has been invited to participate in a
State-Wide

Online Education Initiative

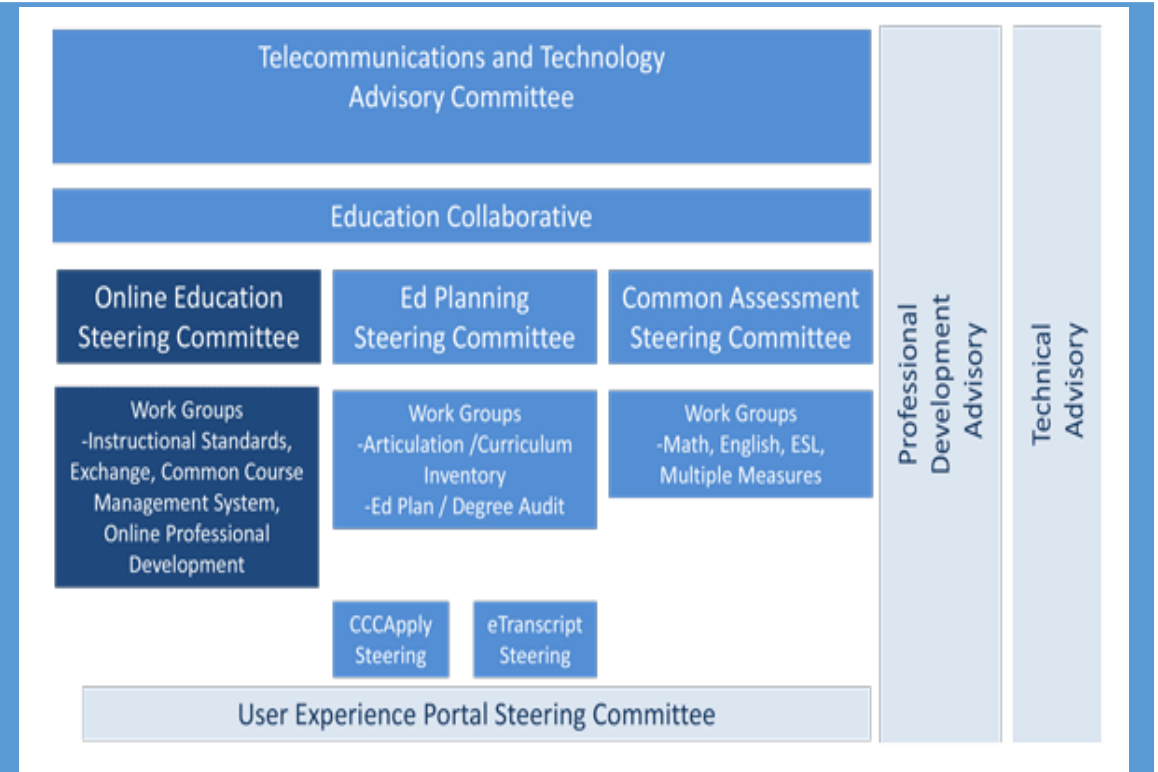


OEI Concept

- To fund the expansion of the existing online education that the CA community colleges have done well since the 1990s. Source: Senate Rostrum - September 2014
- 5 year grant awarded to Foothill-DeAnza CCD/Butte-Glenn CCD. Funding in the 1st year is \$16.9 million, ongoing funding of \$10 million per year for the remainder of the grant period. Source: Senate Rostrum - September 2014

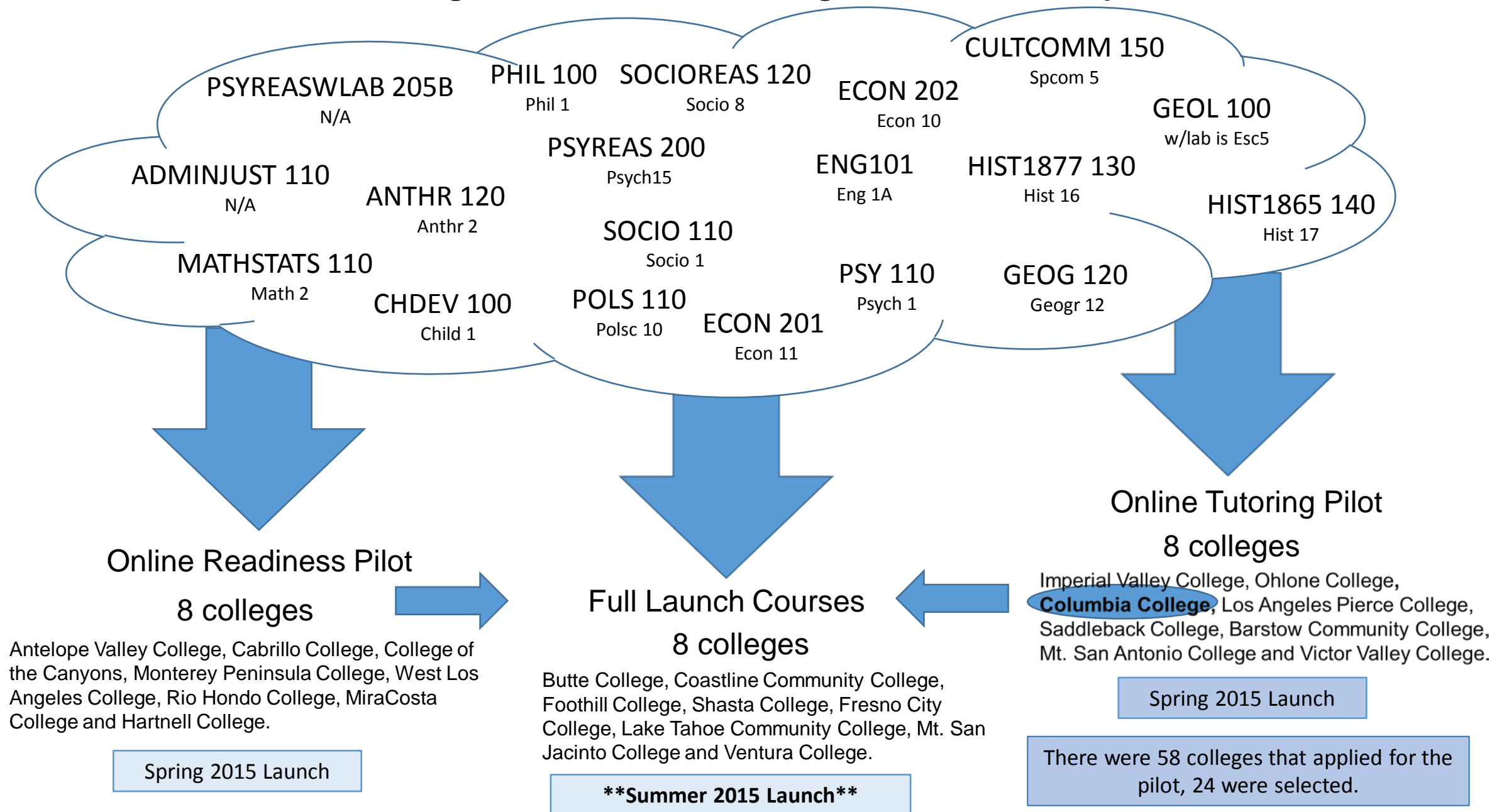
Overall Focus is to provide:

- Focus on ADT (associate degree for transfer) courses
- Development of common course management system for use at little or no cost to participant colleges and built to specification
- Provide faculty professional development in online pedagogy
- Providing student support tools such as online tutoring



The Chancellor's Office is providing assurances there will be no separate college planned or expected.

Initial Phase - High Demand, Associate Degree for Transfer - Spr '15



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Where?

Psych 1 – *Shelley
Frichtenkort

Hist 16 – *Curtis
Martin

Spc Com 5 –
*Kim Gyuran

Eng 1A – *Ann
Smith

What?

An **Online Tutoring** Service/Vendor selected by the OEI will be embedded in the selected classes for the **initial** phase of the Tutoring pilot during spring 2015.

Instructors are required to fill out an extensive application and if selected will go through a review process in order to offer the course in the spring '15 pilot.

Who Benefits?

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Columbia College
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Additional benefits include being on the ground floor for assisting in expanding online student services for all students. Having access to other components being piloted in the OEI, such as online student success components. Applying the course design rubric to help set a standard across the state for exemplary online courses and DE programs.

*All faculty chosen are experienced, trained, and have successfully offered these courses over several years.

Benefits of the Tutoring Pilot

- **Inform** the development of the resources, testing them and providing important data and feedback on their effectiveness.
- **Participate** in the ground floor for assisting in expanding online student services.
- **Access** to other components being piloted in the OEI, such as online student success components.
- **Apply** the course design rubric to help set a standard across the state for exemplary online courses and DE programs.

OEI Pilot Timeline for Spring 2015

1. Applications in by the 10/8
2. Notifications of selection to have course reviewed by 10/13 or 10/14. The selection is based on several factors, including breadth and diversity of offerings across pilot colleges and propensity to yield data.
3. Review of selected courses start 10/15 - 10/27
4. Instructor will be notified if course:
 - o Passed
 - o Passed – conditionally with work neededOR
Did Not Pass

There may be an option to pull in the additional courses submitted if needed.

Concurrently, DEAs moving through the Columbia College Curriculum Committee process. OEI checking and confirming CID approvals.

Online Offerings Across the State

- History
 - Community Colleges – 422
 - CSU – 32
 - UC – 6
 - Independent - 72
- Psychology
 - Community Colleges – 268
 - CSU – 84
 - UC – 18
 - Independent - 563
- Speech Communications
 - Community Colleges – 26
 - CSU – 121
 - UC – 9
 - Independent - 141
- English
 - Community Colleges – 709
 - CSU – 95
 - UC – 101
 - Independent - 224



A sample of online offerings across the state
from the CVC Catalog for the 4 proposed
courses.

<http://www.cvc.edu/>

[CVC Catalog](http://www.cvc.edu/)

Course Design Rubric

- The rubric is designed to inform the work of reviewers for courses being taught in connection with the California Community College Online Education Initiative. It is informed by the National Standards for Quality Online Courses by the International Association for K-12 Online Learning (iNACOL).



October 3rd & 4th OEI Reviewer's Training

30 reviewers trained from 29 colleges across the state

YCCD represented by Teresa Borden, Mike Smedshammer and Melissa Colon

The Course Design Rubric consists of 4 components:

- **Course Design** - Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.
- **Interaction and Collaboration** - Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. “Interaction” denotes communication between and among learners and instructors, synchronously or asynchronously. “Collaboration” is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.
- **Assessment** - Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.
- **Learner Support** - Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

We welcome & appreciate your questions!



Check out the OEI Web site: <http://ccconlineed.org/>