

Online Teaching & Learning Committee Update

Presentation to Cuyamaca Senate 10/24/19

<http://bit.ly/ccDistEdPresentations>

Topics

- EvaluationKit Pilot
- CVC/OEI Consortium
- Peer Online Course Review (POCR)

EvaluationKit

- Canvas LTI (add-on)
- allows surveys within Canvas
- teachers can add questions
- results can be made available to teachers online (includes student comments)

Pilot

- Goal: improve response rate for student evaluation of online classes (typically <5%)
- Spring 2019, required for all official evaluations
- Made available for other online teachers who wanted to try it

EvaluationKit Pilot Results

47	Teachers
64	Courses
2,183	Students
1,255	Completed Surveys
58%	Average Completion Rate
18 - 97%	Completion Rate Range

What's next?

- Continuing pilot this semester with online classes
- Management from Rhonda to Office of Instruction
- Requesting district funding for DE only
- Considering another pilot with Face-to-face & hybrid classes
- looking for Senate Endorsement to use for online classes



California
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California Virtual Campus –
Online Education Initiative

CVC-OEI Overview

- [The Online Education Initiative \(OEI\)](#) merged with the California Virtual Campus (CVC) during the 2017-2018 grant renewal. [@ONE](#) also became part of the CVC-OEI
- The CVC-OEI is sponsored by the Foothill-De Anza Community College District as the recipient of a \$56.9 million five-year grant disbursed by the California Community College Chancellor's Office (CCCCO).
- The CVC-OEI goal is “to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses.”

CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE



ACCESS | QUALITY | COMPLETION

@one
ONLINE NETWORK OF EDUCATORS

CVC-OEI Consortium

- 2015: Initial pilot of 23 colleges
- 2018: Equity Cohort of 33 colleges, for a total of 56 colleges
- 2019: goal of 75 colleges

5-Year Roadmap for the CVC-OEI (2018-2023)

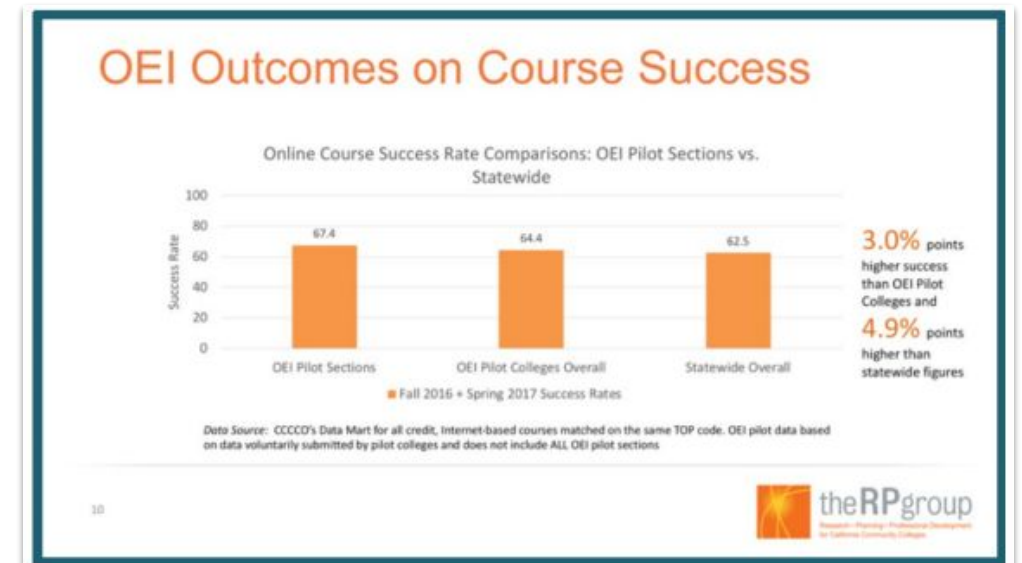
		2018-19	2019-20	2020-21	2021-22	2022-23	Objectives
CONSORTIUM	Governance structures	Identify & address major barriers	Ongoing consultation with stakeholder groups				1, 2, 4, 11
	Home and teaching colleges	Revise language & criteria for teaching & home colleges	Support home colleges transition to teaching colleges				
	All 114 colleges are home colleges; 56 are teaching colleges	75 teaching colleges	85 teaching colleges	100 teaching colleges	All 114 colleges are teaching colleges		
GROWTH	Increase # online ADT & certificate programs	Program Mapper integration proof of concept	50 ADT 50 Certificate	100 ADT 100 Certificate	150 ADT 150 Certificate	200 ADT 200 Certificate	5, 6
	Increase # course sections in Exchange	600	1500	2250	3500	5000	

Consortium Benefits

- **Course Design Academy:** CVC-OEI provides instructional design and accessibility support to instructors who choose to align with the OEI Course Design Rubric.
- Course aligned to the OEI Course Design Rubric enjoy **4.9% higher student success** than the statewide average ([Jordhal 2018](#)).



Brought to you by the CCC
Online Education Initiative



Consortium Benefits

- [CVC Ecosystem](#): suite of online support resources that are free to consortium colleges

START HERE

Course Design Academy for course quality

Cranium Café for online student services

NetTutor for online tutoring

NameCoach for student-recorded name pronunciation

Notebowl for social learning

Proctorio for online exam proctoring

Projected Next Steps for Cuyamaca

- **May 2019:** Academic Senate endorses OTLC recommendation to adopt the OEI Course Design Rubric as a guide for designing high-quality online courses
- **September 2019:** can begin Peer Online Course Review (POCR) training and pilot
- **November 2019?:** can submit letter of intent to submit application
- **December 2019?:** can submit application to join OEI Consortium
- **Spring 2020:** can begin Local Peer Online Course Review (Local POCR) pilot:
 - voluntary internal peer-to-peer review with feedback to help faculty align with OEI Rubric
 - upon completion of Local POCR process, instructor joins OEI Course Design Academy and works with instructional designer and accessibility team as needed to fully align

OEI Course Design Rubric



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COURSE DESIGN RUBRIC

Table of Sections

Section A: Content Presentation

- A1-A3: Unit-Level Objectives
- A4-A8: Use of CMS.....
- A9-A11: Learner Support
- A12-A14: Institutional Support

Section B: Interaction

- B1-B3: Instructor Contact.....
- B4-B6: Student-to-Student Contact.....

Section C: Assessment

- C1-C4: Effective Assessment
- C5-C8: Guidance and Feedback.....

Section D: Accessibility

- D1-D10: Formatting
- D11: Accessibility Checkers.....
- D12-16: Audio and Video.....

Section B: Interaction - Instructor Contact

Incomplete	Aligned	Additional Exemplary Elements
B1: Pre-Course Contact		
<input type="checkbox"/> Instructor does not initiate contact prior to or at the beginning of the course.	<input type="checkbox"/> Instructor initiates contact prior to or at the beginning of course.	<input type="checkbox"/> Instructor provides multiple resources to help students successfully start the course.
B2: Regular Effective Contact		
<input type="checkbox"/> The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.	<input type="checkbox"/> The course design includes regular instructor-initiated contact with students using CMS communication tools.	<input type="checkbox"/> The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.
B3: Student-Initiated Contact		
<input type="checkbox"/> Instructor contact information, including expected response times, is missing or not easy to find.	<input type="checkbox"/> Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.	<input type="checkbox"/> Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.

Criteria B1 – B3 Comments:

Local POCR

- Fall 2019
 - develop Local POCR program pilot
 - train a few POCR peer reviewers (13 signed up, 6 completed)
 - conduct course reviews
 - pilot would include stipends for reviewers and faculty completing review and revision process





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Resources

- [CVC-OEI Website](#)
- [Course Design Academy](#)
- [CVC Ecosystem](#)
- [OEI Course Design Rubric](#)
- [ASCCC Resolution 09.03: Local Adoption of CVC-OEI Course Design Rubric](#)