

Academic Senate Sign-In Sheet May 2, 2018

	SENATOR	INITIAL
A	Aguilar-Kitibutr, Ailsa	
	Avelar, Amy	
B	Barnett, Kellie	<i>KB</i>
	Beebe, Yvonne	<i>YB</i>
	Burnham, Lorrie [Rania Hamdy, proxy]	<i>DL</i>
	Burns-Peters, Davena	<i>DP</i>
C	Calderon, Colleen	
	Copeland, Mary	<i>Mary Copeland</i>
D	Demsky, Jeffrey	
F	Ferri-Milligan, Paula	
	Fozouni, Daihim	<i>DF</i>
G	Gilbert, Jeremiah [Vicente Avarez, proxy]	<i>Vicente S</i>
H	Huston, Celia	<i>CH</i>
J	Jennings, Amy	<i>AJ</i>
	Jones, Carol	<i>CJ</i>
	Jones, EJ	<i>EJ</i>
	Jones, Patricia	<i>PJ</i>
K	Kafela, Kathy	<i>KK</i>
L	Lopez, Leonard	
M	Massad, Sana	
	Melancon, Kenny	<i>KM</i>
	Mestas, Marie [Patti Wall, proxy]	<i>Patti Wall</i>

	Meyer, Stacy	
	Moeung, Botra	
	Murillo, Joan [Todd Heibel, proxy]	<i>TDA</i> for <i>JM</i>
N	Notarangelo, Joseph	<i>JN</i>
R	Rosales, David	
S	Slusser, Michael	<i>MS</i>
	Smith, David	<i>DS</i>
T	Tasaka, Bethany	<i>BT</i>
V	Vasquez, Mary Lou	
	Vasquez, Tatiana [Soha Sobhanian, proxy]	
W	Worsley, Margaret	

FREQUENT VISITORS	
Long, Terri	
Rodriguez, Diana	
Thayer, Scott	<i>ST</i>

VISITORS (Print Name)	INITIAL
<i>Skatman Borge</i>	<i>SB</i>
<i>Albert Manias</i>	<i>AM</i>
<i>Terri Long</i>	<i>TL</i>
<i>Patty Quach</i>	<i>PQ</i>
<i>R. Pines</i>	<i>RP</i>

See back if more sign-in space is needed



SBVC ACADEMIC SENATE

Agenda
Wednesday, May 2, 2018

3:00-4:30 PM AD/SS 207

- | | |
|---|---------|
| 1. Call to Order and Roll Call (Sign-In) | 3:00 pm |
| 2. Public Comments | 3:05 pm |
| 3. Senate President's Report | 3:10 pm |
| 4. Committee Reports | 3:15 pm |
| a. Ed. Policy - | |
| b. Personnel Policy – Joe Notarangelo | |
| c. Student Services – Ailsa Aguilar-Kitibutr | |
| d. Career/Tech - Stacy Meyer | |
| e. Equity/Diversity – Kenny Melancon | |
| f. Elections – Margaret Worsley | |
| g. Curriculum – Mary Copeland | |
| h. Program Review – Paula Ferri-Milligan | |
| i. Accreditation & SLOs – Celia Huston | |
| j. Professional Development – Rania Handy | |
| 5. Additional Reports | 3:20 pm |
| a. SBCCD-CTA – Amy Avelar | |
| b. District Assembly | |
| 6. Consent Agenda | 3:25 pm |
| a. Minutes 4/4/18 | |
| 7. Old Business | 3:30 pm |
| 8. New Business | 3:35 pm |
| a. OEI Exchange (4) – J. Notarangelo | |
| b. AB 798 Plan | |
| c. Guided Pathways Coordinator/Faculty Lead (4) – Rania Hamdy | |
| d. College Promise (4) | |
| e. 2018/2019 Committee of the Senate (6) | |
| 9. SBVC President's Report | 4:20 pm |
| 10. Announcements | 4:25 pm |
| 11. Adjournment | 4:30 pm |

Commonly known as the "Ten Plus One," (as articulated in Title 5 of the Administrative Code of California, Sections 53200) the following define "Academic and Professional matters."

1. Curriculum including establishing prerequisites and places courses within disciplines	7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
2. Degree and certificate requirements	8. Policies for faculty professional development activities
3. Grading policies	9. Processes for program review
4. Educational program development	10. Processes for institutional planning and budget development
5. Standards or policies regarding student preparation and success	11. Other academic and professional matters as mutually agreed upon between the governing board and the senate
6. District and college governance structures, as related to faculty roles	

Academic Senate Meeting Dates Spring 2018: 1/17/18, 2/7/18, 2/21/18, 3/7/18, 3/21/18, 4/4/18, 4/18/18, 5/2/18, 5/16/18



SBVC ACADEMIC SENATE
President's Report
Wednesday, May 2, 2018

18/19 - 20/21 Committee Assignments List: I have not received committee lists from all Divisions or assignments for all faculty within a Division. I am in the process of pulling up Fall 18 schedules in Web Advisor and placing unassigned faculty in a committee.

District Assembly: The District Assembly of the San Bernardino Community College District is seeking nominees for the Assembly. The purpose of the Assembly will be to provide a forum for sharing responsibilities of governance in the San Bernardino Community College District. There are two faculty positions available. District Assembly meets the 1st Tuesday of the month during the Fall and Spring semesters.

CHC Academic Senate is moving forward with resolutions in opposition to the new State Funding Model for Community Colleges and the Online College.

AB 705: Craig Rutan, Chair of Academic Senate for California Community Colleges Curriculum Committee, will provide a current presentation on AB 705 legislation for English, ESL and Math, including questions regarding local implementation on our campus. Friday, 5/11/18 from 11 am – 2 pm. A question and answer session will follow if time permits.

FCC Auction Funds Proceeds: The District Budget Committee met on 4/19/2018 and after much discussion forwarded the original \$57M recommendation to the Board of Trustees. The Board of Trustees met on 4/26/18 and to action to approve the recommendation.

2018-2019 Senate Meeting Dates	
August 15, 2018	January 16, 2019
August 29, 2018*	January 30, 2019*
September 5, 2018	February 6, 2019
September 19, 2018	February 20, 2019
October 3, 2018	March 6, 2019
October 17, 2018	March 20, 2019
October 31, 2018*	April 3, 2019
November 7, 2018	April 17, 2019
November 21, 2018	May 1, 2019
December 5, 2018	May 15, 2019
*5 th Wednesday for Special Topic	

ACADEMIC SENATE RETREAT
 Tentatively Scheduled for
 Wednesday, August 8th 2018
 Location and Time TBD

Save the Date

- Career and Non-Credit Institute, May 3-5, 2018, (Costa Mesa)
- Guided Pathways Regional Meeting, May 11, 2018 (Pasadena)
- Curriculum Regional Meeting, May 19, 2018, (Cerritos) – AB705 will be a major topic
- Faculty Leadership Institute, June 14-16, 2018, San Diego
- Curriculum Institute, July 11-14, 2018 Southern California

OEI Exchange FAQ

Do we use SBVC's DSPS for students in OEI classes?

All Home Schools' policies will be implemented in the Exchange, so if a student qualifies for DSPS at SBVC, that student receives DSPS support at the Teaching School, and *vice versa*.

Will we have to designate OEI classes with specific section/reference numbers for the exchange? (I get the CID and course ID stuff)

At this time, my understanding is "No." For instance, if ENGL 101 70 were offering seats on the Exchange, it would show "15 available seats" in SBVC registration, and be called ENGL 101 70 with "10 available seats in Exchange registration.

Do students who want to take SBVC OEI classes have to go through a separate application process? Or is that taken care of at their "home" campus?

Again, Home Schools rules apply. However, in order to be part of the Exchange, several important "access" issues need to be ironed out—meaning that it may be necessary to make changes for some of these requirements to be available to SBVC online students, especially since it is plausible that SBVC may be offering 100% online degrees.

Or will students be assessed by OEI Exchange?

Nope. Assessment is completed by the Home School.

Will the exchange have class minimums and class caps, or can the institutions maintain theirs (e.g. collective bargaining requirements, like our 25 cap 15 min.)?

The Exchange will implement class caps as defined by the "Teaching School." Therefore, all courses offered by SBVC on the Exchange will adhere to the CBA requirements. I am under the impression that the OEI Exchange has 0 interest in being part of a grievance/lawsuit.

We would still have to go through our local Curriculum Committee and Board Approval processes, right?

Yes. All these would remain as is. There would be additional processes: the Course Design Approval Process for each section offered in the Exchange, as well as a Certification process for each Instructor.

Will there be OEI support/tutoring within the exchange for students or other resources?

Yes, and at the moment, this is fully funded.

Is OEI already approved by ACCJC?

No, because it isn't the "college. It's an ecosystem where colleges and students interact. Each Teaching School is responsible for the courses themselves, in terms of ACCJC approval; the sections are not "owned" by OEI. However, OEI's definitions and implementation suggestions regarding Regular and Effective Contact, ADA compliance, and Access are becoming the industry standard, so weirdly, ACCJC seems to be more conforming to OEI.

**RECOMMENDATION FROM THE ONLINE PROGRAM COMMITTEE...
AND THE TECHNOLOGY COMMITTEE (per 5/2 meeting)**

RECOMMENDATION: Join the statewide Online Education Initiative Exchange (OEI or OEI Exchange or simply, the Exchange).

WHAT IS THE OEI EXCHANGE? The OEI Exchange is a statewide collaborative effort among California Community Colleges committed to increasing student success and retention in online courses by working together to expand online learning and provide access to quality online courses and student services. The “Exchange” refers to an initiative allowing students to take online classes across a group of participating colleges within the consortium. (For more information, see <http://ccconlineed.org/documents/category>)

BACKGROUND: The Governor wants to increase access to online classes to help students complete educational goals. \$56.9 million was budgeted as a one-time grant for 5 years for the community colleges to set up a system-wide exchange of online classes offered by individual colleges but open to matriculated students from any college. The overall goal is completion (degrees, certificates, transfer). Important secondary goals are to increase retention and success in distance education (DE), and to increase DE access for basic skills. (For greater detail, see <http://ccconlineed.org/>)

WHY JOIN NOW? This January, I received an invitation to complete a Self-Assessment for joining the OEI Exchange. I asked/received permission from the Academic Senate and received the signatures of the SBVC President, all SBVC Vice Presidents, and the District’s Chief of Technology to apply. My goal was to get feedback from a failed bid and prepare SBVC for a strong submission in Jan. ’19. Instead, last week, we become one of the 33 new schools invited to join the Exchange with the original 6 who piloted the program.

OPC RECOMMENDS THE OEI EXCHANGE FOR THE FOLLOWING REASONS:

1. The OEI Exchange is good for students.

- a. Students frequently cite schedule conflicts/course waitlists as primary stumbling blocks to completing their education in a timely manner. The Exchange provides additional, quality online courses to students so they can complete their education in a timely manner.
- b. Students enrolled at colleges in the Exchange will be able to seamlessly register for Exchange courses. Likewise, SBVC will be able to offer its own courses to students statewide. This also will allow SBVC to offer more local courses to local students because they won’t require only local demand to fill.
- c. The OEI will increase our students’ ability to succeed by providing access to:
 - **Cranium Café:** a robust teleconferencing interface used many ways, including online counseling.
 - **NetTutor:** immediate online tutoring support for all online courses.
 - **Quest:** a student preparedness module (that I accidentally tried to steal last March)
 - Early intervention tools to provide support for struggling students, and more. I simply haven’t been able to go through it all.

These resources would be free to all of SBVC’s online classes, whether in the Exchange or not.

2. The OEI Exchange is good for SBVC and faculty.

- a. The OEI Exchange will allow SBVC to serve more students and in a broader capacity.
- b. The OEI Exchange will increase availability in high-demand courses and increase enrollment in difficult-to-fill courses.
- c. The OEI Exchange will assist SBVC faculty in achieving more successful outcomes in their online courses (currently 5% above the state average, and 7% above local average).

- d. With OEI-subsidized training and expertise, our faculty can collaborate, receive professional development, access support services, and participate in continuous innovation in online education.
- e. With the OEI Exchange, faculty will have access to products and services that enhance online course delivery.
- f. The OEI will enable SBVC to protect its existing online programs from within the consortium and not have to go it alone against the newly forming Statewide Online College.
- g. As an early adopter of the Exchange and if it can get support and intelligent investment from management, OEI will provide an excellent opportunity for growth while simultaneously improving success and completion rates.
- h. The OEI ensures that SBVC will be a relevant choice for students in the technological age, especially with respect to the future of online education.

CONDITIONS FOR PARTICIPATING IN THE OEI EXCHANGE:

- a. Courses within the OEI Exchange must be offered in the Canvas common course management system (CCMS) to allow for all processes to be successfully implemented, including the deployment of OEI-provided resources (including student resources, technology resources, and faculty resources). Furthermore, to avoid student confusion when taking courses across the Exchange, participation by a college in the Exchange is contingent on the CCMS being the only CMS used by colleges in the consortium.
- b. Exchange courses must be aligned to the adopted Course Design Rubric as established by the OEI Steering Committee, and therefore will be part of the OEI review process.

SUMMARY: For students, the OEI Exchange would provide an enormous support mechanism for their success. For instructors, it would provide a state-of-the-art scaffold for training and course design. Adopting its practices would check off every accreditation box for high-quality online education. It would help protect the current 8,722-seat program from rapidly increasing statewide competition. And as an early adopter, solid management and modest financial support would make SBVC's Online Program an even stronger economic engine for the campus and student community than it already is.



CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

COURSE DESIGN RUBRIC

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



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

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

Online Course Review Information

Faculty Name:	
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Date:	
-------	--

College:	
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Local Course ID:	
------------------	--

Course C-ID:	
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Review type:	<input type="checkbox"/> Self	<input type="checkbox"/> P1	<input type="checkbox"/> P2	<input type="checkbox"/> ACE
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Reviewer Name:	
----------------	--



Information below this line will be completed by the Lead Reviewer

Lead Reviewer:	
----------------	--

Aligned Sections:	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
	<input type="checkbox"/> D	<input type="checkbox"/> E	

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

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

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

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

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

SECTIONS A-C

Section A: Content Presentation

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

Section B: Interaction

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

Section C: Assessment

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

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

Incomplete:

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

Aligned:

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

Additional Exemplary Elements:

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

Review Results

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

SECTION D

Accessibility

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

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

Review Results

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

SECTION E

Institutional Accessibility Concerns

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

Review Results

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

Table of Sections

Section A: Content Presentation	8
A1: Placement of Unit-level Objectives	8
A2: Clarity of Unit-level Objectives.....	8
A3: Alignment of Unit-level Objectives	8
A4: Course Navigation	9
A5: Unit-level Chunking.....	9
A6: Page-level Chunking.....	9
A7: Effective Use of CMS Tools.....	10
A8: Student Centered Teaching.....	10
A9: Instructions	10
A10: Individualized Learning	10
A11: Learner Feedback.....	11
A12: Institutional Policies	11
A13: Student Services.....	11
Section B: Interaction	12
B1: Pre-Course Contact	12
B2: Instructor Initiated Contact.....	12
B3: Technology Support.....	12
B4: Instructor Contact Info	12
B5: Student Initiated Interaction	13
B6: Student-to-Student Interaction.....	13
B7: Learning Community.....	13
B8: Participation Levels.....	13
Section C: Assessment	14
C1: Authenticity	14
C2: Validity	14
C3: Variety	14
C4: Frequency.....	14
C5: Rubrics/Scoring Guide.....	15
C6: Assessment Instructions.....	15
C7: Feedback.....	15
C8: Self-Assessment.....	15

Table of Sections

Section D: Accessibility – Content Pages	16
D1: Heading Styles	16
D2: Lists	16
D3: Links	16
D4: Tables	16
D5: Color Contrast	16
D6: Color and meaning	16
D7: Images	16
Section D: Accessibility – Files	18
D8: Heading Styles	18
D9: Lists	18
D10: Links	18
D11: Tables	18
D12: Color Contrast	18
D13: Color and meaning	18
D14: Images	18
D15: Digital Reading Order	19
D16: Digital Presentations	19
D17: PDFs	19
D18: Spreadsheets	19
Section D: Accessibility – Multimedia	21
D19: Audio and Video	21
D20: Live Broadcast	21
D21: Auto-Play	21
D22: Flashing Content	21
Section D: Accessibility – Accommodation	21
D23: Instructional Materials Inventory	21
Section E: Institutional Accessibility Concerns	23
E1: LTI/Apps	23
E2: Media Players	23
E3: Websites	23
E4: Publisher Content	23

Section A: Content Presentation

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

Criteria A1 – A3 Comments:

Section A: Content Presentation

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

Criteria A4 – A6 Comments:

Section A: Content Presentation

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

Criteria A7 – A10 Comments:

Section A: Content Presentation

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

Criteria A11 – A13 Comments:

Section B: Interaction

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: Instructor Initiated Contact		
<input type="checkbox"/> The plan for communication is unclear or missing.	<input type="checkbox"/> The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments.	<input type="checkbox"/> The instructor's plan to engage in regular effective contact includes the use of a wide variety of communication tools.
B3: Technology Support		
<input type="checkbox"/> The instructor's role for supporting course technology is not explained to the students.	<input type="checkbox"/> The instructor's role for supporting course technology is explained to students, and links to technology support are provided.	<input type="checkbox"/> Links to technology support are provided where needed throughout the course.
B4: Instructor Contact Info		
<input type="checkbox"/> Contact information for the instructor is missing or not easy to find.	<input type="checkbox"/> Contact information for the instructor is easy to find and includes expected response times.	<input type="checkbox"/> Students can choose from a variety of tools to contact the instructor.

Criteria B1 – B4 Comments:

Section B: Interaction

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

Criteria B5 – B8 Comments:

Section C: Assessment

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

Criteria C1 – C4 Comments:

Section C: Assessment

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

Criteria C5 – C8 Comments:

Section D: Accessibility – Content Pages

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

Criteria D1 – D7 comments on following page.

Content Pages (Criteria D1 – D7) Comments:

Section D: Accessibility – Files

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

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

Section D: Accessibility – Files continued

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

Criteria D8 – D18 comments on following page.

Files (Criteria D8 – D18) Comments:

Section D: Accessibility – Multimedia

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

Section D: Accessibility – Accommodation

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

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

Criteria D19 – D23 comments on following page.

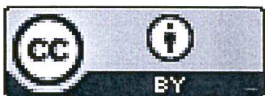
Multimedia (Criteria D19 – D22) & Accommodation (D23) Comments:

Section E: Institutional Accessibility Concerns

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

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

Criteria E1 – E4 Comments:



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NOTES OF INPUT/APPROVAL OF FINAL DRAFT OF THE DE EDUCATION INITIATIVES AND OBJECTIVES DOCUMENT

NOTES:

- 1st Draft presented to the Online Program Committee (OPC) on 2/17/18 by the DE Coordinator and underwent review.
- The 2nd Draft reflected the revisions recommended by the OPC Manager Co-Chair and the Dean of Academic Success & Learning (with whom this Academic Senate Committee coordinates),
- 2nd Draft 3/23/18, emailed to all recipients on the Academic Senate, Faculty Chair, and Online Program Committee email lists and cc'd to the Vice Presidents with instructions giving feedback.
- The 3rd Draft incorporated feedback from 19 different Academic Senators, Department Chairs, VPs, and Online Program Committee members. Final changes were resolved and the plan was adopted by unanimous OPC vote 4/13.
- The approved document was immediately reopened on 4/13, and the OPC approved including a revision of the Counseling Section.
- This 5/1 document reflects the approved document plus the recommendations made by Counseling.
- **Still see things that need to be added/improved? GOOD. It is important to remember that this is a dynamic document that will be revised and modified with approval from the OPC throughout the time it is in effect.**

2017-2022 Distance Education Initiatives and Objectives APPROVED BY OPC

The following distance education (DE) initiatives are designed to build on the successes of the prior DE plan and to support the Strategic Directions and related goals as delineated in the SBVC Educational Master Plan (EMP).

1. Quality Program and Course Development

Quality DE Program and Course Development Process			
Objective	SBVC DE courses will align with state, federal, and OEI standards		
1.1-Individual Course Design and Approval			
Point Person/Group	DE Coordinator, OPC, Academic Senate		
Actions	Timeline/Status	Measurable Outcome	Resources Needed
Evaluate and make a recommendation concerning the adoption and use of a course design rubric, and course evaluation and approval processes for SBVC DE courses	Fall 2019	Recommendation regarding the adoption and use of a quality course design rubric, and course evaluation and approval processes	An online quality course design rubric, and course evaluation and approval process
Adopt and use of a quality course design rubric	Spring 2019	Quality course design rubric adopted	
Objective	SBVC DE courses will meet ACCJC, Title 5, and federal regulations for online course design, content, and accessibility		
1.2-DE Course Currency			
Point Person/Group	DE Coordinator, OPS, SBVC Faculty, VPI, VPSS, DSPS Staff		
Actions	Timeline/Status	Measurable Outcome	Resources Needed
Review and if deemed appropriate recommend a DE course design revision timeline (life cycle) and review process	Fall 2019	OPC minutes annually	

2. Faculty Training and Support

Enhance DE Teaching and Learning by Providing Faculty Training and Support			
Objective	SBVC DE faculty will understand and apply best practices for online teaching and learning		
2.1-Faculty Training			
Point Person/Group	Professional Development Coordinator, Dean Academic Success (DAS) DE Coordinator, OPC, Academic Senate, TESS, VPI, VPSS		
Actions	Timeline/Status	Measurable Outcome	Resources Needed

Create a SBVC DE faculty self-verification of online competency	Fall 2017	Develop instructor approval process	
Update the SBVC DE website to include current information related to the SBVC DE instructor approval process and course design standards	Summer 2018	Updated and current DE faculty website	
Collaborate with Professional Development to determine ongoing professional development training interests and needs	Ongoing	Feedback from faculty reviewed by OPC and used to inform recommendations for DE professional development	
Coordinate with Professional Development to identify financial needs associated with completing DE certification courses and programs such as the one offered by @One	Ongoing	Course participation lists documenting SBVC faculty participation in and completion of DE instructional design, course management, and other DE-related courses	
Collaborate with Professional Development to provide in-service training and support on the use of technological media, tools, materials to enhance content delivery in both F2F and DE courses	Ongoing	DE faculty participation in Professional Development activities as noted in attendance rosters and workshop evaluations	
Objective 2.2-Online Pedagogy	Faculty and staff will understand and apply best practices for improving DE student learning and success		
Point Person/Group	DE Coordinator, DECC, DAS, SBVC President, VPs, and Deans	Measurable Outcome	Resources Needed
Actions	Timeline/Status	Measurable Outcome	Resources Needed
Promote training on best practices for online teaching and learning, including the adopted online course design rubric and the Quality Course Standards	Ongoing	Announcement of workshops, attendance rosters, materials, evaluations; develop best practices videos/examples for distribution through Professional Development	
Hiring processes will include questions related to technological skills and the related impact on teaching and learning as appropriate	Fall 2018	Technological skills as related to teaching/learning online will be considered in hiring processes as appropriate	
Objective 2.3 2.3-Instructional Support	Faculty and staff will be provided the support needed to design high-quality DE courses		
Point Person/Group	DE Coordinator, DAS, OPC, DECC, SBVC President, VPI, DECC		
Actions	Timeline/Status	Measurable Outcome	Resources Needed

Coordinate with VPI and others to develop a mechanism for assessing the financial needs of SBVC's online program, and provide regular investment in infrastructure, student success, and faculty training.	Ongoing	Needs assessment tools and regular operating budget for online program	
Publish on SBVC website the organizational structure of the SBVC online program and how it is integrated in instruction, student services, and information technology.	Fall 2018	Organizational structure published on SBVC website that shows integration with instruction, student services, and information technology	
Request EMP for all online/hybrid classes annually and complete needs assessment	Annual, starting Fall 2018	Receive an annual EMP and complete needs assessment	
Provide/promote course captioning alternatives for all Instructor-authored videos	Fall 2018	SBVC DE course videos include text captions	
Hiring committees will consider online skills when hiring personnel for online teaching and/or delivery of online services	Fall 2018	Online skills added to Desired Qualifications on job announcements as appropriate	
Evaluate need to increase Distance Education Coordinator position from 80% release to a 100% and make appropriate recommendations.	Fall 2018	OPC decides if recommendation should be forwarded to Academic Senate to increase Distance Education Coordinator to 100% release time	
Evaluate developing/hiring an Instructional Designer with expertise in DE course design and make appropriate recommendations.	Spring 2019	OPC decides if recommendation should be forwarded to hire campus Instructional Designer based upon needs assessment	

3. Supporting DE Student Success

Promote Student Success in DE courses			
Objective	Students will understand the challenges and be able to assess their readiness to learn and be provided an opportunity to experience the LMS prior to enrolling in a DE course		
3.1-Student Readiness			
Point Person/Group	DE Coordinator, DAS, OPC, Counseling Dept Chair		
Actions	Timeline/Status	Measurable Outcome	Resources Needed
Update website to include new information and tools to help advise and orient students to distance learning skills and challenges	Spring 2017, ongoing	Update/maintenance of online counseling page; evaluation/adoption of appropriate student readiness resources	Access to OEI student resources

Collaborate with Counseling Department regarding the inclusion of the DE student preparedness and readiness assessments as a part of registration	Fall 2018, ongoing	SBVC student registration process updated to add student readiness module; Counseling pages to include a description about online courses, online learning, and related tools	
Collaborate with Faculty, Professional Development, and Student Services personnel to determine what skills are needed by students to succeed in DE courses	Ongoing	Professional Development sessions on online learning provided to Counseling Department faculty and staff; review potential use of multiple measures background questions to incorporate into a student preparedness module	
Make a student preparedness module available for all students enrolling in online classes	Spring 2019	Student preparedness module available for students when enrolling in an online class	
OPC will discuss, review, and if deemed appropriate, recommend a policy for the use of DE advisories and remediation for DE courses	Annually	Established policy for the use of DE prerequisites (example: requiring any student who does not successfully complete X# of online course(s) to take the Online Student Preparedness Module prior to enrolling in another online course)	
Objective			
3.2-Student Success Data			
Point Person/Group		Maintain and/or improve DE success and completion rates	
Actions		Dean of Research and Planning, DE Coordinator, DAS, ORP, OPC, VPI, SBVC Faculty	
SBVC website will be updated to document the success and completion rates for all online courses	Timeline/Status	Measurable Outcome	Resources Needed
The OPC will discuss and, if deemed appropriate, modify success and completion rate baselines	Ongoing, annually	Compiled and reviewed DE data on success and completion rates, minutes of OPC meetings	
OPC will report success and completion rates of all students including the disproportionately impacted groups as identified in the SBVC student equity plan and recommend improvements/strategies when/if the rates fall below the established baselines	Ongoing, annually	Minutes of OPC meetings and AS meetings and related actions	
	Annually	Minutes of OPC meetings documenting discussions and recommendations on course success and completion rates; ORP data and recommended strategies to improve success and access	Data collection

4. Online Student Support Services

DE Students will have the same access to both academic and student services resources as traditional students			
Objective	Provide online fillable forms to be submitted to A&R Dept		
4.1-Admissions and Records			
Point Person/Group	A&R staff, DCS staff		
Actions	Timeline/Status	Measurable Outcome	Resources Needed
Work with appropriate offices to identify gaps in online vs. onsite access to admissions/enrollment forms and develop remedies	A&R Staff, DCS Staff	Students will be able to submit forms to A&R via the website 24/7 without having to be on campus	
Objective	Provide online support for FASA applications		
4.2-Financial Aid			
Point Person/Group	Financial Aid staff		
Actions	Timeline/Status	Measurable Outcome	Resources Needed
Investigate online FAFSA tutorials for DE	Fall 2018	Inclusion of an online FAFSA tutorial	none
Objective	Academic counseling and advising will be available to distance learning students at the same level as it is for students in on-campus environments		
4.3-Counseling			
Point Person/Group	DE coordinator, Dean of Counseling and Matriculation, Counseling Department Chair, Matriculation Coordinator, Lead Generalist Online Counselor, Dean of Student Equity and Success and designated others as recommended by Counseling		
Actions	Timeline/Status	Measurable Outcome	Resources Needed
Collaborate with Counseling to enhance current online orientation to include pertinent resources for DE, particularly on academic and personal success strategies in the online environment	Ongoing	Completed enhanced orientation for DE, including resources for academic self-efficacy, resilience, and SBVC's Counseling services as well as other student and academic support services	
Collaborate with Counseling to implement the Education Planning Initiative (EPI) Education Planner and Degree Audit platform	Fall 2019	SBVC DE students will have abbreviated and comprehensive education plans as guides to seamless completion of educational goals	

Consult with Counseling to understand online student needs in categorically funded and grants programs and collaborate with Counseling to provide these students resources	Fall 2022	Establish a process of implementation for online advising in categorically funded and grants programs	
Collaborate with Counseling and Professional Development to train DE faculty and students in Early Alert processes	Ongoing	Online workshops focusing on the use of the Starfish Early Alert System for both DE faculty and students	
Collaborate with Counseling to provide a secure educational environment for DE students in compliance with Family and Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), American with Disabilities Act (ADA) mandates, and American Counseling Association (ACA) Code of Ethics	Ongoing	Online guide for access to counseling services and other student and academic support services made available on CANVAS and Counseling Department web pages, and the analysis of research to identify and make improvements as applicable.	
Investigate technology tools for e-conferencing including the utilization of the Learning Management System (LMS) for student authentication/verification	Ongoing	Identify, adopt, and implement portals for e-conferencing appropriate to Counseling needs	
Objective 4.4-Bookstore	DE students will have full access to the SBVC bookstore online services via the website		
Point Person/Group	Bookstore Staff		
Actions	Timeline/Status	Measurable Outcome	Resources Needed
A fully supported online campus store will be made available to all SBVC students with semester textbook information available at registration along with other merchandise available for sale online	Ongoing	Updated SBVC web-based student store supporting online sales for course textbooks and related merchandise	
Textbook rentals will be made available to DE students through the Bookstore's online/web-based services.	Ongoing	Number of textbooks rented via the website	

Objective 4.5-Tutoring	DE students with have access to online tutoring and supplemental instruction support services		
Point Person/Group	DAS, DE Coordinator, OPC, Tutoring Center Coordinator, support staff, tutors, and third-party vendor		
Actions	Timeline/Status	Measurable Outcome	Resources Needed
OPC will review, discuss, and recommend a platform for providing online tutoring	Fall 2017	Online tutoring platform adopted; the LMS includes a link to the SBVC online tutoring center resources	\$30,000 annually
OPC will coordinate with the Writing Center to maintain and increase online writing support across the curriculum	Ongoing	SBVC students across the disciplines in 100 level courses and above will have access to online composition tutoring services.	\$10,000 annually
Offer discipline-specific online tutoring services for online SBVC students in accordance with Ed. Code equal access standards	Fall 2018	SBVC students receive online tutoring, and	Budget to hire additional tutors; training for tutors; equipment, or budget to contract services with a third-party vendor
Utilize Supplemental Instruction (SI) in online courses with e-conference tools and methods, use online tutoring as an extension in our Learning Resource Centers (LRC), and follow the design for online tutoring that will be adopted in OEI	Spring 2019	SARS log-in records of students enrolled in DE courses accessing the lab	
Objective 4.6-Library	Assure quality of the DE program by integrating online library services and applications to improve student learning		
Point Person/Group	Learning resources faculty		
Actions	Timeline/Status	Measurable Outcome	Resources Needed
Access to the catalog, e-books, electronic databases, librarian support, orientations and specific library research documents are available online; inclusion of additional scholarly databases such as <i>Educational Resources</i> , <i>Lexis</i> , and <i>JSTOR</i> .	Ongoing	End-of-semester report, PPR or annual review, and Student Services Survey	

Information literacy and searching techniques tutorials; OPC will be designed and posted to the library website for 24/7 use	Ongoing	Information literacy resources posted on the SBVC Library website	
Synchronous library support services provided	Ongoing	DE students are able to access the SBVC librarians in real time	

5. Policies and Procedures

SBVC DE Policies and Procedures will be current and effective

Objective	The integrity of the DE teaching and learning process is protected		
5.1-Integrity			
Point Person/Group	OPC, DE Coordinator, Academic Senate		
Actions	Timeline/Status	Measurable Outcome	Resources Needed
Update/adopt a faculty handbook for DE including all adopted DE policies and procedures as delineated in Section 5 (Policies and Procedures)	Ongoing	DE faculty handbook completed and published (online)	
Evaluate and ensure campus policy on active participation is maintained and to inform instructors as to when they should drop a student from a DE course for lack of participation	Each semester, ongoing	Send announcements regarding active participation in DE courses	
Review and revise as needed the statement that requires DE students to formally acknowledge and pledge adherence to SBVC Student Conduct standards and adopted Acceptable Use Policies	Ongoing	LMS login process includes this acknowledgement	
DE courses include an overview of and require student to abide by the adopted SBVC plagiarism and cheating policies	Fall 2017	Login to the LMS includes an acknowledgement that students understand and will abide by the adopted SBVC plagiarism and cheating policies	
Objective	Processes have been established and implemented to verify identity of DE students		
5.2-Verification of Student Identity			
Point Person/Group	DE Coordinator, OPC, DECC and IT Programmers		
Actions	Timeline/Status	Measurable Outcome	Resources Needed

Verification of student identity has been implemented by students logging into the LMS through a college-administered authentication process (student ID related password protection)	DECC and IT Programmers Fall 2017	Single sign-on implemented for the LMS System	
Recommend and adopt a password aging policy that states how often LMS users are required to change their passwords	DECC and IT Programmers Fall 2017	Password revision policy implemented	
Objective 5.3-Privacy and Protection	FERPA Privacy and Protection Standards are followed in all DE courses		
Point Person/Group	DE Coordinator, OPC, DECC and IT Programmers		
Actions	Timeline/Status	Measurable Outcome	Resources Needed
Procedures are in place to ensure privacy and security of student work	Fall 2018	Faculty receive clear instructions to save, retain, and maintain the privacy of all work submitted electronically	
Establish a policy that defines expectations for redundancy/backup of student grades and other performance records posted to the LMS	Spring 2018	Established policy for backup of LMS grades	
Objective 5.4-Regular and Effective Contact	DE instructors will maintain regular and effective contact with their DE students.		
Point Person/Group	DE Coordinator, OPC, Academic Senate, DE Faculty		
Actions	Timeline	Measurable Outcome	Resources Needed
Adopt, maintain, and update a regular and effective DE contact policy	Fall 2018	Adopt a regular and effective contact policy and update as needed	
DE instructors will follow policy for regular and effective interaction between teacher and students, among students, and between students and the learning environment	Ongoing	DE courses include instructor-initiated contact with all students; students are held accountable for the communication activities within courses; training provided to instructors to facilitate these outcomes	
Objective 5.5-Accessibility of DE program	DE content will meet state and federal accessibility standards		
Point Person/Group	DE Coordinator, OPC, DSPS, DE Faculty		
Actions	Timeline/Status	Measurable Outcome	Resources Needed

Collaborate with Professional Development to provide appropriate and sustainable Americans with Disabilities Act (ADA) in-service workshops to ensure all course materials, assessments, course revisions, and updates are compliant with ADA requirements	Ongoing	SBVC DE courses are compliant with legal accessibility requirements	
Collaborate with DSPS to provide appropriate and sustainable Americans with Disabilities Act (ADA) services for students enrolled in DE courses	Ongoing	All courses include a list of services, appropriate links, and contact information for SBVC DSPS offices and services	
Promote available resources/strategies to include either captions (alt text, closed captioning, and/or appropriate signage) for all course-embedded graphics, media, and video	Fall 2018	Faculty support for closed captioning and accessibility standards is available	
<p>Note: 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. (State Chancellor's Office: Distance Education Guideline 2008 p. 3)</p>			
Objective	A system for designating which states our enrolled DE student are residents of and detailing where and how SBVC can obtain approval to offer courses to students in those states		
5.6-Out-of-State Enrollments	DECC, DE Coordinator, Dean of Admissions and Records		
Point Person/Group	Timeline/Status	Measurable Outcome	Resources Needed
SBVC will monitor and document course compliance for out-of-state DE students	Ongoing	Reports provided to SBVC (after census) by TESS identifying all DE students who reside out of state	
SBVC will follow the federal requirements for state approval of DE courses for out-of-state students enrolled in DE courses	Ongoing	Documented research on approval process for other states; updated list of states with which SBVC has established reciprocity for DE	
Update as needed the DE classes website to inform out-of-state students taking DE classes of the Department of Education's regulations regarding home state authorization for the DE course they are planning to enroll in	Spring 2019	A message on the DE classes website	

6. Monitoring and Evaluating Achievement

SBVC will monitor and evaluate student achievement in DE courses			
Objective	DE Program will include an annual Student Satisfaction Survey		
6.1-DE Course Feedback			
Point Person/Group	OPC, DE Coordinator, DAS, Academic Senate, DE Faculty		
Actions	Timeline/Status	Measurable Outcome	Resources Needed
Review and revise Student Satisfaction Survey, which may include use of the state-adopted DE course assessment questions	Ongoing	An approved student satisfaction instrument is provided through research protocols to ensure student feedback on the organization, content of the course, and instructor performance	
To ensure the quality of instruction, the Student Satisfaction Survey will be reviewed by the OPC and used to make recommendations for DE-related professional development workshops	Ongoing	Collaborate with Professional Development to create workshops	
Objective	Course SLOs will be assessed in DE courses as per the established schedule for assessing SLO as determined by the discipline faculty		
6.2-Student Learning Outcomes			
Point Person/Group	OPC, DE Coordinator, Academic Senate, DE Faculty		
Actions	Timeline/Status	Measurable Outcome	Resources Needed
SLO assessments will be completed in DE courses	Ongoing	SLO results posted to the SLO cloud for DE courses	
Disaggregated SLO assessments will be analyzed at the department level	Ongoing	Disaggregate data will be sent to each department	

7. Distance Education Enrollment Management

SBVC will develop a plan for DE enrollment management			
Objective	All courses and programs approved for DE instruction are identified in the programs course listings and on the SBVC website and those programs that offer 50% or more of their courses online will be forwarded to ACCJC in a substantive change request		
7.1-Monitor and Document DE Course Offerings			
Point Person/Group	Department Chairs, VPI, Deans, DE Coordinator (for substantive change request)		
Actions	Timeline/Status	Measurable Outcome	Resources Needed

	Highlight all courses offered in a DE format in each of the SBVC degrees, programs, and certificates; compile and post on the SBVC website	Ongoing	DE courses and programs are clearly documented (including student notification to check semester course schedule for availability); appropriate substantive change reports developed, submitted, and approved by the ACCJC for all programs, degrees, and/or certificates that offer 50% or more of their courses via distance education	
Objective	7.2-Enrollment Patterns	Enrollment management and growth plan for DE is driven by the SBVC DE enrollment and success trends as well as demonstrated need for such programs		
Point Person/Group		DE Coordinator, VPI, Deans		
Actions		Timeline/Status	Measurable Outcome	Resources Needed
	Monitor DE enrollments and success trends to support student interest and needs	Fall 2018	Report is provided to department chairs and deans	
Objective	7.3-Targeted Growth	Evaluate number of SBVC online courses and programs needed to meet student interest and demand		
Point Person/Group		VPI, ORP, Deans, Department Chairs, DE Coordinator		
Actions		Timeline/Status	Measurable Outcome	Resources Needed
	Analyze student populations data in online courses and develop strategies to increase enrollment of underrepresented populations	Fall 2016 and ongoing	Increase access in accordance with Student Equity plan objectives	Student Equity plan objectives
Objective	7.4-Communication and Marketing	Increase demand for online courses through web-based content and marketing		
Point Person/Group		DE Coordinator, Director of Communications and Community Relations		
Actions		Timeline/Status	Measurable Outcome	Resources Needed
	Update/maintain all SBVC DE web pages as needed	Ongoing	Updates and announcements on the SBVC website	
	Collaborate with Marketing/Research to facilitate and enhance the public's and the SBVC community's awareness about the college's DE Program by increasing press releases, flyers, and online tools such as social media sites, Twitter, etc.	Ongoing	SBVC website, President's Newsletter, SBVC social media posts, workshops/presentations, SBVC Foundation, online videos, press releases, and marketing materials	

8. Institutional Support and Planning

Maintain Institutional Support and Planning of the DE Program

Objective	Provide a high-quality, technically current, and user-friendly LMS for DE and face-to-face courses		
8.1-Learning Management System (LMS)	OPC, DE Coordinator, DECC		
Point Person/Group	Timeline/Status	Measurable Outcome	Resources Needed
Provide input on LMS updates and patches as recommended	Ongoing	LMS updates and patches are applied	
Objective	Maintain high-quality infrastructure and instructional support for DE students and faculty		
8.2-Technology Services Support	TESS		
Point Person/Group	Timeline/Status	Measurable Outcome	Resources Needed
Maintain LMS Technical Support (24/7 hosting, Remote Learner)	ongoing	Provide monitoring, staffing requests, workloads, and budgets	
Procure, manage, and maintain currency of DE hardware and software	ongoing	Quantity of services maintained at 99% up time; current versions of DE software and hardware are in use	

VALLEYBOUND AND PROMISE PROGRAM COMPARISON

San Bernardino Valley College Promise Program/Valley-Bound

Overview:

The San Bernardino Valley College Promise Scholarship/Valley-Bound will remove many financial barriers for the families of first year students to attend college. The San Bernardino College Promise program will orient new students to successfully transition into their first year of college by providing a supportive and welcoming environment where first year students will connect with the student support services and resources on campus to ensure their student success.

Our program will focus on the following areas:

1. **Early outreach** to Colton Joint Unified School District (CJUSD), Rialto Unified School District (RUSD), San Bernardino City Unified School District (SBCUSD) students.
2. **Onsite admissions** to include Student Development courses during their senior year.
3. Offering **priority registration** to students accepted into the San Bernardino Valley College Promise/Valley-Bound (Priority B).
4. Six-week **summer bridge** program that consists of a combination of courses, student success workshops, team-building opportunities, and leadership activities that will aid students to be successful in their first year at San Bernardino Valley College (SBVC).
5. **Linked courses** with guided pathways for CTE, Health Sciences and Fast Track Basic Skills.
6. **Program requirements** that include: mandatory pre-assessment workshops, mandatory counseling and tutoring sessions, volunteer hours, and peer mentoring.
7. **Strengthen our partnership** with California State University, San Bernardino (CSUSB) to increase the number of transfer students with the Transfer Admissions Guarantee. Additionally, providing access to SBVC students to their library and increase the number of Dual Enrollment with CSUSB.
8. **Sophomore experience** is a pathway program based on the desired field of study for second year students. The second year students would be required to mentor first year promise students and visit their home high school as ambassadors. Each mentor will have a ratio of 10 first year students as part of their caseload. The goal is to increase the success and retention rates of second year students.

The following is an outline of a “College Promise Scholarship Program” plan to follow to ensure dissemination of information to CJUSD, RUSD and SBCUSD students, in order to ensure broad participation, guarantee student completion and success, and pave the way for entry into San Bernardino Valley College (SBVC).

VALLEYBOUND AND PROMISE PROGRAM COMPARISON

San Bernardino Valley College

Valley-Bound Commitment Program Process:

To be considered for the Valley-Bound Commitment Program:

1. Apply online for admission to SBVC at www.valleycollege.edu.
2. Complete the SBVC Orientation online (approximately 45 minutes) or in-person (approximately 90 minutes). For more information, visit the SBVC website "[Orientation](#)" page found at Student Services > Counseling > Orientation.
3. Schedule and complete the SBVC Assessment Exam. Prepare in advance by visiting the SBVC website "[Assessment](#)" page found at Student Services > Counseling > Assessment.
4. Apply for financial aid at www.fafsa.gov by completing all financial aid requirements and meeting "economically-disadvantaged" status (**If you are an AB540 student, see information below).
5. Be determined as "financial aid eligible" by the SBVC Financial Aid Office.
6. Submit a Valley-Bound Commitment Application Packet including: a) One-sheet Valley-Bound Commitment Application; b) 1,000 word personal essay showing how the program will help you achieve your dreams through education; c) High school transcripts (unofficial or official).
7. Graduate with a high school diploma from one of the 12 designated high schools (after having attended at least one of the schools for 9th-12th grade).
8. Enroll in Student Development and/or basic skills courses to ensure seamless transition into college.
9. Enroll as a full-time SBVC student (12+ units).
10. Maintain a college grade-point average (GPA) of at least 2.0.
11. Serve 30 hours of community service over two semesters at SBVC.

***All AB540 Students

1. Apply online for admission to SBVC at www.valleycollege.edu.
2. Complete a California Dream Act application at www.CalDreamAct.org.
3. Download (or request from SBVC Admissions/Records Office), sign and submit a "[California Nonresident Tuition Exemption](#)" form to the SBVC Admissions/Records Office. The form is also available in the "Admissions" section of the SBVC website by clicking on Admissions & Financial Aid > Admissions & Records > Admissions > Residency.
4. Complete the SBVC Orientation online (approximately 45 minutes) or in-person (approximately 90 minutes). For more information, visit the SBVC website's "[Orientation](#)" page found at Student Services > Counseling > Orientation.
5. Schedule and complete the SBVC Assessment Exam. Prepare in advance by visiting the SBVC website's "[Assessment](#)" page found at Student Services > Counseling > Assessment.
6. Be determined as "financial aid eligible" by the SBVC Financial Aid Office.
7. Submit a Valley-Bound Commitment Application Packet including: a) One-sheet Valley-Bound Commitment Application; b) 1,000 word personal essay showing how the program will help you achieve your dreams through education; c) High school transcripts (unofficial or official).
8. Graduate with a high school diploma from one of the 12 designated high schools (after having attended at least one of the schools for 9th - 12th grade).
9. Enroll in Student Development and/or basic skills courses to ensure seamless transition into college.
10. Enroll as a full-time SBVC student (12+ units).
11. Maintain a college grade-point average (GPA) of at least 2.0.
12. Serve 30 hours of community service over two semesters at SBVC.

VALLEYBOUND AND PROMISE PROGRAM COMPARISON

Fall Semester	San Bernardino College Promise:/Grade:	9th	10th	11th	12th
September	<input type="checkbox"/> Campus Tours	X	X	X	X
October	<input type="checkbox"/> College Showcase/ Hispanic Heritage Month 'Got SEP'	X	X	X	X
November	<input type="checkbox"/> College Showcase/Football game	X	X	X	X
December	<input type="checkbox"/> College Showcase/Theater Productions	X	X	X	X
Spring Semester	San Bernardino College Promise/Grade:	9th	10th	11th	12th
January	<input type="checkbox"/> College Showcase/ & Men's Basketball game		X	X	X
February	<input type="checkbox"/> College Showcase/Black History Month		X	X	X
	<input type="checkbox"/> Presentations: Introduction to the San Bernardino Valley College Promise/Valley-Bound	X	X	X	X
	<input type="checkbox"/> SBVC VB Action Plan (Application, Orientation, Assessment, Advising) 'Got SEP'				X
March	<input type="checkbox"/> College Showcase/CTE/Health Science Open House	X	X	X	X
	<input type="checkbox"/> Presentations: Introduction to the San Bernardino Valley College Promise/Valley-Bound	X	X	X	X
	<input type="checkbox"/> SBVC VB Action Plan (Application, Orientation, Assessment, Advising) 'Got SEP'				X
April	<input type="checkbox"/> College Showcase/Senior Day				X
	<input type="checkbox"/> SBVC VB Action Plan (Application, Orientation, Assessment, Advising) 'Got SEP'				X
May	<input type="checkbox"/> College Showcase/Theatre Productions	X	X	X	X
	<input type="checkbox"/> SBVC VB Action Plan (Application, Orientation, Assessment, Advising) 'Got SEP'				X
June	<input type="checkbox"/> Summer Bridge	Entering Freshmen at SBVC			
July	<input type="checkbox"/> SBVC Summer Classes		X	X	X

Promise Program

