Evergreen Valley College

2015-2018

Distance Education Plan

Distance Education Committee

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I.   Introduction to Evergreen Valley College Distance Education Plan

Discussion:

The office of Distance Education was established in 1975 with the opening of EVC's telecourse offerings.

The first online course offered by EVC was the II90 Tutor Training course which opened in Spring 1999. In early 2000, new Instructional Technology faculty were hired with a primary focus on training faculty and staff in the various software tools that came bundled with MS Office. Faculty and staff web page was created with a third-party web host, the EVC website was updated, and the faculty brought onboard with the concept of online, hybrid, and web-enhanced courses that would use the course management system (WebCT).

Since then, EVC faculty have steadily expanded their skills in online course-delivery technology and teaching. Student interest gradually grew until 2010, when telecourses were eliminated and EVC transitioned to online and hybrid courses only.

In the meantime, the position of Dean of Library and Distance Education was restructured, as the Instructional Technology faculty embraced a Distance Education Coordinator role that would focus more intensively on helping the faculty improve the online student retention and success, while raising offerings to a higher level of quality and polish.

Gradually, as more faculty members began to embrace technology in the classroom (while training to teach online hybrid and web-enhanced courses), the Instructional Technology faculty's duties and responsibilities began to evolve in other directions.

As a member of the California Community College DE Coordinators' Committee, the EVC DE Coordinator (who also serves as the Instructional Technology faculty member) kept the college and district ITSS updated. Meanwhile, the state began to show a keener interest in DE, and began creating grants that included the Online Education Initiative (OEI), while online course platforms such as Canvas and Moodle continued to evolve.

Aside from moving toward the Common Course Management System (Canvas), in February 2016 EVC made huge strides by transitioning from a Distance Adhoc Committee to a regular Distance Education Committee, a sub-committee of the EVC Academic Senate. [Refer to page 10]

With the support of the Evergreen Valley College Campus Technology Committee (CTC), the Distance Education Committee took proactive measures under the leadership of the EVC Academic Senate to join the OEI bandwagon by becoming early adopters of the OEI Rubric Standards.

However, EVC also wanted to join OEI as a district. Thus, in early 2016 the district (SJECCD) became a cohort of OEI. [Appendix **B**] Currently, the Online Education Initiative (OEI) is bringing rapid change to the campus. From its beginnings, EVC online courses have focused on "quality over quantity." Therefore, adopting the OEI Rubric Standards has merely helped consolidate what EVC had always emphasized for its online courses, i.e., learning objectives, regular effective contact hours, and authenticity.

The purpose of the plan

The purpose of this plan is to help online students by expanding their access and improving their chances of success through:

1. Determining which components are essential to provide appropriate and effective online course offerings and services to the students, while enabling them to complete their requirements and participate in a quality educational experience without visiting the physical campus sites.
2. Assessing the background and current state of these components, and making ongoing recommendations for ways to improve them.
3. Developing a vision for expanding the Distance Education courses to serve the needs of current students and prospective students, and to help them reach their educational goals through online learning.
4. Proposing to hire an Instructional Designer through the Academic Senate request for faculty process
5. Propose to hire a Media Specialist or a Program Specialist for taking the responsibilities of the office administrator and Media Specialist for DE
6. Ensuring the subsequent development and support of a robust online education offering at EVC, by:
   a. Including the various college disciplines and services (e.g., counseling) in the evaluation, planning, and budgeting processes for online education.
   b. Maintaining transparency by providing regular (annual) information about the status of online education at EVC to the Academic Senate committees, Campus Technology Committee, College Council, Department Deans, VPs, Student Services, and the Board of Trustees.
   c. Supporting communication between the college and the various disciplines and college services.
   d. Integrating Distance Education (i.e., courses and support services) into EVC's planning, decision-making, and budgeting processes.
   e. Continuing, expanding, and supporting professional development opportunities for current and prospective online instructors.
   f. Establishing a key place for online learning and the online site within the Educational Master Plan.
   g. Evaluating the infrastructure needs of the online site, and projecting the resource requirements to build that infrastructure.

h. Involving the online site in providing comprehensive educational programs that fulfill the college and district missions.

II.   Method of Delivery (Online, Hybrid, Web-Enhanced)

Discussion:

Recommendation that Hybrid/Online DE be offered only through a District Approved and Supported Delivery System:

Whereas the June 2011 ACCJC "Guide to Evaluating Distance Education" provides the institutional standards to be reviewed in assessing accreditation, and whereas these standards inquire as to the institution's selection, support (including administrative support), training, and staffing in Distance Education programs and offerings, and whereas the ACCJC standards require that the Distance Education delivery system be selected, evaluated, and supported for students and staff, and whereas EVC and the District presently support only one Distance Education Delivery system (Moodle), and whereas there are presently courses in distance education that do not utilize Moodle and may offer DE courses via alternate delivery systems, therefore be it resolved that course offerings in hybrid and online format shall utilize the Moodle delivery service (or other District and institutionally approved and supported delivery systems) as the platform(s) for all courses offered at EVC in DE format. Alternative resources, links, activities, interactive exercises, examinations, and other learning and evaluative activities may be utilized in concert and coordination with the Moodle or other District and institutionally approved platform(s).

Definition

A. An online course is a course in which 100% of the in-class seat time is replaced by work within the online course site. It require separate approval by the curriculum committee.

B. A Hybrid course for instructional purposes is defined as any course that replaces anything less than 100% regular face-to-face seat time with distance learning. The distance learning portion of the hybrid course must provide for "regular effective contact" as defined by the Academic Senate. The hybrid course requires separate approval of both the Curriculum Committee and the Distance Learning Committee.

C. Web-enhanced class is taught face-to-face using the Learning Management system to enhance the face-to-face classwork with online supplements. It is approved by the regular curriculum course approval process and does not require separate approval by the curriculum committee.

III. Statement of Distance Education

Discussion:

A well-supported distance education program will support the college's mission to empower and prepare students from diverse background to succeed academically. In addition to the services that distance education provides to our students, DE offers the college an eco-friendly means of maintaining, supporting, and expanding programs through a wide spectrum of educational experiences, flexible methodologies, and support services.

Plan:

1. Make technology resources available during all course offering hours, which may include evenings and Saturdays, as well as possible Sunday hours for online students.
2. Encourage students to use laptops in class, but require adherence to common classroom etiquette and instructor guidelines.
3. Consistently serve an ethnically and racially diverse campus.
4. Consciously serve a large number of low-income students.
5. To prepare students to succeed in their careers, and when they transfer, offer up-to-date training in technology skills.
6. Fulfill faculty expectations that technology decisions will be in the best interests of the college and students, and that decisions will be addressed to the major stakeholders.
7. EVC Professional Development Center (PDC) that offers regular professional development training for DE faculty should be allotted with a regular budget to use as stipend for DE faculty to develop courses utilizing technology.
8. Acquire technology in the Technology Resource Center (TRC) that will need to be supported consistently with time, personnel, funding, and space, and continuously maintained. These costs should be included within the entire cost of technology acquisition and made clear to the campus leadership.

IV.   Distance Education Goals

Discussion:
The mission of the Distance Education Department is to support Evergreen Valley College's overall mission by offering students a flexible alternative avenue to academic success, by enabling them to access quality distance learning courses using contemporary information technology.

The EVC Distance Education Vision, Mission, and Value Statement:

EVC Distance Education will promote student success and faculty development by providing resources, policies, procedures, and services that will offer students and faculty high-quality online instruction and learning.

- **Distance Education Vision:** In support of Evergreen Valley College's Mission, Vision, and Values, the Distance Education program offers students access to quality instruction and support in online and hybrid environments to empower a global community of learners.
- **Distance Education Mission:** The Evergreen Valley College Distance Education Program provides a high-quality, integrated and sustainable learning experience. The Distance Education Program will align with and support EVC's Technology Plan, as well as the Professional Development Plan, Educational Master Plan, and the strategic plans of the college.
- **Distance Education Values:** Evergreen Valley College nourishes a culture that respects the opportunities and solutions created by the use of technology. Distance Education offers an enhanced instructional experience that uses technology to improve learning and enhance student success.

Plan: The college strives to become a recognized leader in online education in the California community college community and beyond, through the creation of innovative, cost-effective solutions to overcome the inherent challenges of online learning.

The Distance Education Department is dedicated to upholding the highest standards of professionalism and to advancing the quality of distance education programs to meet and exceed the expectations of students and faculty. The Department aims to train faculty not only in building courses in Canvas, but in constructing quality courses that will encompass the Course Design Rubric for the Online Education Initiatives.

To accomplish these goals, the department is committed to support the college in:

1. Providing quality, accredited online courses that satisfy the students' elective and general education requirements and that meet the requirements for transfer of credits to BA/BS programs.
2. Assisting faculty in adopting distance learning technologies and pedagogies to deliver quality course content and develop future online programs.
3. Helping local and remote students fulfill their degree, certificate, and/or transfer requirements in a timely manner by offering flexible class choice through online instructional technologies.
4. Continually assessing the effectiveness of distance education courses and improving the quality and effectiveness of the programs.
5. Ensuring that the distance education program is conducted with adherence to all applicable rules, regulations, and policies stipulated by the college, state, and federal government.
6. Explore and pursue for grants and funding for EVC Distance Education Program

V.   Distance Education Committee

Established: Spring 2016
Purpose
The purpose of the Distance Education Committee (DEC) is to oversee and guide the college by providing training in and implementation of all online and hybrid courses across all curriculum areas and programs. The committee shapes EVC's approach to creating robust, quality online learning through the Common Course Management System (CCMS). The committee strives to support a campus culture that creates innovative, cost-effective solutions to overcome the challenges in Distance Education (DE).

Specifically, the committee will:
- Provide guidance in identifying appropriate processes for approving online and hybrid courses.
- Provide campus-wide training through the Online Education Initiatives (OEI) Rubric.
- Promote the CCMS and OEI Rubric throughout all divisions/departments and campus activities.
- Provide timeline for the development and implementation of a process for approving and vetting quality of DE curriculum.

Committee Recommendations Are Forwarded to:
- The Academic Senate

The Academic Senate supports the DEC's work by:
- Actively contributing to the culture of online and hybrid learning, while helping lead campus efforts to expand DE courses.
- Supporting OEI assessment activities by participating in assessments, adopting best practices, and utilizing the CCMS to offer GE courses through the State of California Exchange program.
- Reporting to the divisions, and linking with the State of California's DE policies.

Membership
- Administration: - One - Appointed by the College President
- Associated Students: – One
- Classified: - Two
- One representative from the Curriculum Committee is appointed by the Curriculum Chair.

- Faculty: – Seven (one faculty from each division, chosen by the Academic Senate).
    - Business and Workforce Development
    - Counseling and Matriculation
    - Language Arts
    - Library and Learning Resources
    - Math, Science, and Engineering
    - Nursing and Allied Health
    - Social Science, Humanities, Arts and P.E.
- Ex Officio: Vice President, Academic Affairs

Chair: DE Faculty Coordinator: By default as part of the job.

Term

- All members are either elected or appointed for two years, renewable by the appropriate constituent group.

Meeting

- Second and fourth Tuesdays of each month, 3-4 p.m.

Attendance

- Members are assigned for two-year terms, renewable by the appropriate constituent group. The committee may elect to enforce three consecutive unexcused absences as a term of vacancy, but must make reasonable attempts to contact the member before announcing the vacancy to the appropriate constituency.

VI.   Teaching Faculty Issues

Discussion:

Title V Section 55208(a): Faculty Selection and Workload states: "Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments."

Important: Note that the Distance Education courses and instructors are subject to the standard practices, procedures, and criteria established for traditional face-to-face courses at Evergreen Valley College, including but not limited to faculty involvement in course development and approval, instructor compensation, selection of online instructors, and oversight of online courses to ensure conformity with existing institutional practices and procedures.

Faculty who teach online courses are required to meet the same subject area qualifications as face-to-face faculty. Throughout the development process, faculty collaboration should be used to ensure best practices, and to share insights on teaching technology, methods, and practices. Several checklists or rubrics exist to help faculty in this critical endeavor.

As a cohort of the Online Education Initiatives (OEI), it is strongly suggested that faculty members develop a new course on using the OEI Rubric Standards for Online Instruction. In Summer 2016, EVC offered a 3.0-unit course, EDIT022: CMS to Develop Quality Online Courses, based on the OEI Rubric Standards. Thirty-one faculty from EVC and SJCC successfully completed the course to enhance their ability to launch their courses in Canvas in Spring 2016. Course developers are provided a Best Practices statement (per the OEI list) for making courses accessible to all students during the training sessions as well as in the online part of the training courses in both Canvas and Moodle.

Plan:

1.   All courses to be checked for ADA compliance (Section 55200). The DSPS access or media specialist will provide support for Universal Design practices, and will conduct workshops and offer individual faculty support on accessibility issues.

2.   The DE Coordinator, with help from the DE committee, is initiating efforts to apply for SSSP funds to hire a part-time media specialist and instructional designer. [Appendix E]

3.   EVC is in the process of developing an open course on Accessibility in Teaching Online in Canvas. [Appendix A]

4.   Once new degrees and certificates are in place, course approvals will need to be monitored to ensure that 50 percent or more of the courses approved for online delivery are taken to ACCJC for approval through the Substantive Change Proposal. [Appendix E]

1.   Faculty Selection

Discussion:

To ensure that course delivery is consistent, student-friendly, and integrated, the following criteria should be met before a faculty member designs, adopts, or teaches an online course. Additional training for online teaching is required and may be taken through the Technology Resource Center (TRC).

With the advent of Canvas, the new Learning Management System adopted by EVC as one of the cohorts of the OEI, a hybrid training workshop on Developing Online Courses with Canvas was established in the latter part of spring 2016.

The EVC Instructional Technology Faculty/DE Coordinator ensures that all instructors assigned to teach a course in any distance learning modality have completed at least 10 hours of training offered at the TRC, along with a 3.0-unit fully online course such as EDIT 010, EDIT012, or EDIT022 offered in spring and fall at EVC. [Appendix C]

Alternatively, instructors may attend an equivalent qualified Distance Learning Instructor training program such as those offered by @ONE to meet the skills requirement for instructing such courses efficiently and effectively. The college currently has 46 instructors who have completed this training and are approved for teaching online courses.

Recommended requirements for teaching online:

1.   Faculty members who seek to teach online have completed a fully online course on teaching with technology or online teaching and learning, or have taught online at other institution(s), and have completed 10 hours of training at the Technology Resource Center (TRC), and have completed the hybrid course "Develop Online Courses with Canvas" [Appendix A] on developing courses following the Best Practices and ADA compliance guidelines established by the OEI Rubric Standards.

2.   The course has been approved for online instruction, and the faculty member has worked in collaboration with the Distance Education Coordinator to complete 10 hours of training on the Learning Management System (LMS) to develop the course following the OEI Rubric Standards.

3.   New distance education courses must go through a course approval process before the course can be developed.

4.   Faculty who wish to adapt an existing class (a course with a current Course Outline of Record) to an online class must receive approval from the department chair and dean, and must keep them updated.

Plan:

1. A faculty member who seeks to teach online must have completed distance education certification (e.g., the @ONE Online Teaching Certificate).
2. Distance Education Committee members will review online courses developed by the faculty, based on the OEI Rubric Standards checklist [Appendix B] before it is taught for the first time.

2.   Faculty Evaluation

Discussion:

Faculty are evaluated in accordance with procedures developed by the Professional Growth and Evaluation Committee. For faculty teaching online courses, language was added to the handbook by Collective Bargaining Agreement (Spring 2015) to provide parity of evaluation for online classes with evaluation of onsite sections.

The additions indicate elements of course construction/syllabus, presentation of material, and student interactivity, with material and/or colleagues to be examined. Several departments have adopted the handbook recommendations for evaluating online full-time and adjunct faculty. Additionally, the EVC DE Coordinator reserves at least 3 timeslots on the Executive Committee meeting every semester to go over the policies and procedures and any new addition from California State Chancellor's Office or SJECCD in Distance Education at EVC.

The Chancellor's Distance Education Guidelines (2008) consider the evaluation process to be one of the "natural" places to assess regular effective contact. Student surveys have been offered online via the Limesurvey tool, which deans of various divisions use to gather student evaluations of online courses. Faculty teaching online courses are evaluated using the peer evaluation of online course form. This form was approved by the bargaining committee in Spring 2015. [Appendix A]

Plan:

1. Work with the adjunct faculty union to develop language for evaluating online faculty when they first teach at EVC, and when they offer their first EVC online course.
2. Encourage full-time faculty who are undergoing evaluation and are teaching online to identify at least one online course for a visitation and/or student evaluation during the semester in which they are being evaluated.
3. Create a template for departments to use to articulate policies for evaluating online teaching in particular disciplines.
4. Develop an in-house student survey that can be effectively deployed inside a LMS
5. Enable including questions in the survey related to online instruction in the discipline, and developed and approved by the discipline leader(s).

Discussion:

The Teaching and Learning Center, Technology Resource Center, and Student Learning Outcome Offices have joined forces to expand professional development opportunities for the EVC campus community, particularly through the new Canvas LMS which will provide opportunities to host workshops, technology trainings, Student Learning Outcome sessions, and other professional development services to all EVC employees.

Professional development opportunities for online instructors have been available through the Technology Resource Center (TRC) since Spring 2001, and through the @ONE Program since 2003. The Professional Development Center (PDC) was formed in Fall 2015. The PDC is an internal, volunteer-run, faculty-led consortium comprised of experienced online instructor who focus on developing teaching techniques appropriate to online, hybrid, and technology-enhanced environments for multiple subjects. Beginning in Fall 2016, The DE Coordinator will be offering the Canvas training workshop as a hybrid, since it has an online component called Develop Online Courses with Canvas that is available to all faculty. [Appendix A]

Plan:

1. Offer mini-workshops and occasional full-day or week-long conferences through the EVC Professional Development Center (PDC), and maintain a website under Distance Education that will offer substantial resources, including recordings of online and onsite workshops.
2. Increase the DE budget to bring online-pedagogy experts and leaders to the campus to conduct PDC workshops and sessions, and to fund faculty attendance at on-site and online seminars, courses, and sessions to improve online teaching.
3. Increase travel funding for faculty who desire to attend workshops and conferences in online education.
4. Develop ongoing stipend programs to compensate faculty who conduct workshops.
5. Continue the three-hour stipend for new faculty who attend the three-hour Canvas training and are engaged in developing pilot courses to be introduced in Spring 2017
6. Develop strong administrative support for the Professional Development Program, in the form of material assistance through mini-conferences, workshops, website support, etc.

7. Support the creation of a 15-unit Distance Learning Teacher Certificate Program in online teaching, open not only to EVC faculty but to teachers locally and globally, taught by experienced online faculty and acceptable for salary advancement.

8. Give an online faculty member 20-percent reassigned time to put together and teach a comprehensive 16-week series of workshops that will systematically cover pedagogy and technology fundamentals and skills for teaching online. Faculty who complete the series will have the option of earning flex time; or they can be credited with having completed a three-unit course toward salary advancement.

9. Encourage salary advancement consideration for coursework taken to improve online teaching; for example, adopting the OEI Rubrics, and having courses evaluated by the OEI's Rubric experts.

10. Conduct a student satisfaction survey in 2016 using questions from the state survey, to confirm that measures and training through the PDC have increased student satisfaction, particularly in regard to whether the courses are meeting the students' learning needs, that they are learning as much in DE courses as in face-to-face courses, and that there is an increased likelihood that students would take online/hybrid courses again.

VII.   Curriculum Development

Discussion:

According to Title V Section 55202, "The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses." Section 55204 mandates "regular effective contact between instructor and students."

Because moving from a traditional classroom to a virtual classroom is not as simple as merely putting the existing course notes and readings online, faculty should critically evaluate their online courses to ensure opportunities for student-centered learning.

All courses must be approved by the Distance Education Committee and the Curriculum Committee, with courses intended for online location and format required to also append the DE addendum (Online Course Supplement and Hybrid Course Supplement forms) which details course-level issues of instructor-student contact, quality, and ADA compliance available in CurricUNET, the software used for curriculum development at EVC. [Appendix C] In addition, course developers are referred to the Chancellor's Office Distance Education Accessibility Guidelines (link provided in the DE course addendum). The DE Committee is represented by ACCC chair and other member(s) of the ACCC. Also, the DE Coordinator is a member of the Technical Committee of ACCC to assist in the approval of the DE course supplements.

Plan:

1. Ensure that ACCC and DE Committee continue to work closely on DE course approval with special focus on 'regular and effective communication' and 'ADA compliance.'
2. Continue with the updated DE addendum that ensures contact compliance at the course level.
3. Enter a statement into CurricUNET that addresses how online courses will accommodate DSP students.
4. Keep standards and rigor high for all courses, by adopting the OEI Rubric Standards through training workshops and conference attendance.
5. Work with the ACCC Chair on any statewide DE related issues.

1.   Degrees

Discussion:

Currently, EVC does not offer any degrees online, but is looking into offering online certificates and AA Degrees. Being the cohort of the OEI, it is the hope of EVC to build online degrees and certificates sooner by becoming part of OEI's Exchange.

Plan:

1. Distance Learning Teacher Certification is in the process of being offered. This 15-unit Teacher Certification will be offered fully online. A Psychology program is in process, and if it works according to plan, this online degree will be offered in Fall 2017. The Legal Assistant program is another area that it will be possible to offer by Spring 2018.
2. Study transfer patterns to determine which majors could best be served online. For example, if a good percent of transfer students are majoring in Psychology, a major that has been successfully offered online at other colleges.
3. Work with instructors and departments toward the goal of offering complete IGETC and/or CSU GE online, using either online or hybrid courses from EVC, or pointing students toward courses they can take online elsewhere (e.g., OEI Exchange) in any cases where EVC faculty cannot offer a required course online that would be pedagogically appropriate.
4. Study barriers to offering key majors and IGETC and/or CSU GE courses online, and investigate ways to encourage their development, including support, training, equipment (hardware and software), and instructional technology assistance to instructors.
5. Monitor approval of new online course addenda to determine when a new online course addendum constitutes offering 50 percent or more of a degree or certificate online; then take that major or certificate to ACCJC for substantive change approval.
6. Encourage faculty to schedule courses online in approved majors and certificate areas.

2.   Courses Needed for Fully Online AA Degrees

Discussion:

EVC currently has 35 courses offered online that count toward various AA degrees. The EVC course catalog lists these courses, however, it does not enumerate which courses can also be taken online. [Appendix A] Departments are actively trying to determine the suitability of their courses for offering online. Some have explored online courses offered at other colleges that can be used for transfer. Others have examined online courses elsewhere and have determined that the technology is not yet at a level to make a quality online course possible. Certain labs and other courses that require personal contact are of particular concern.

Plan:
1. Explore the AA degrees that could be achieved fully online at EVC, and team with the OEI Exchange to enable online students from any California Community College System to take OEI-approved EVC course(s), and vice versa.
2. Continue to work with various departments to examine appropriate online course development needs.
3. The Psychology and Legal Assistant programs are in the process of developing fully online degrees, and according to plan they should be ready by Fall 2017 and Spring 2018 respectively.
4. Identify any barriers to offering courses online in key areas, and give instructional design support, equipment, and training as needed to foster development of those online courses where instructors identify a need for support.

3. Online Certification

Discussion:
Certification programs vary in focus and quality, and the department is the best place to determine whether they are needed. EVC does not have an online certification program, but there are quite a few programs that can be offered fully online.

Plan
1. EVC is in the process of establishing its own Distance Learning Certificate program in Fall 2017.
2. Departments should consider whether to require certification of their online faculty from one of the above sources, and/or to have an internal mechanism for assessing online teaching capability (e.g., an interview process that includes an experienced online instructor).

4. Online Laboratories

Discussion:

The development of lab courses, like all courses, is the responsibility of departments and faculty. None of the lab portions of the courses are offered online. EVC offers hybrid laboratory classes and lecture-lab classes that allow an appropriate portion of a core science class to be offered online, while requiring essential elements that must be conducted in a laboratory to remain in the onsite lab. Many science faculty members question the pedagogical appropriateness of a fully online laboratory for biology, chemistry, physics, or astronomy, given the current technology. Some faculty in biology are ready to embrace online labs and offer fully online biology course(s).

Plan:
1. Continue to work with departments to examine the offerings of other institutions, and determine when the technology has reached a suitable level for online course development.
2. Consider courses taken at a remote site that can be transferred as acceptable onsite alternatives to offering the course in its online format.
3. Schedule other courses that science majors can take online, such as advanced math courses, as hybrid courses, or at times when they do not conflict with laboratory classes that must be held fully or partially on-site.

5.   Online Honors

Discussion:
No Honors courses are offered in online and hybrid format. Instructors write Honors contracts in face-to-face, online and hybrid courses.

Plan:
Work with the Honors Advisory Council, Honors Transfer Council of California, and transfer partners to determine the appropriateness of online offerings, and address transferability issues.
Design Honors course offerings with the needs of students in mind.
Provide full support for offering Honors courses online, as appropriate.

6. Expansion of Online Course Offerings

Discussion:

The rate at which EVC is expanding certain GE courses that are offered online can sometimes not keep pace with the enrollment demands. The demand for certain GE courses at EVC has been expanding due to students transferring to four-year universities, and graduation requirements. Online offerings of these courses make community college education and training/retraining highly attractive to students, as do the limitations on enrollment at other area colleges and universities. Online courses will be even more in demand when courses open up for enrollment to international students.

Plan:

1. Continue the gradual pace of growth in online offerings, while recognizing that commute limitations on campus will likely increase the growth rate of the online courses.
2. Develop ways to quickly add online sections where wait-list or email notification of openings shows evidence that an additional section could be successfully offered.
3. Encourage development of online courses, majors, and certificates in key areas by identifying any barriers and developing appropriate solutions.

VIII. Distance Education Scheduling

Distance Education course scheduling is a critical responsibility that has been delivered by the DE Coordinator/Instructional Technology Faculty collaborating with the Business Office, Open Lab Assistant, and Division deans and office administrators. This allows students to view the orientation and proctored exam schedules on the website as they register for their online courses. This also establishes transparency with the faculty, student, and the college administrators regarding the orientation and proctored exam schedules of all online courses, along with the orientation schedules of the hybrid courses as well.

Plan

1. Automate the process by giving access to faculty to request forms that would help generate room availability based on time and date.
2. This task should be delivered by the DE office administrator or supervisor, rather than DE Coordinator/Instructional Technology faculty.

IX.   Testing and Assessments

Discussion:

All course management systems (Moodle/Canvas) require authentication of student identity by user ID and password. All online courses at EVC have mandatory proctored exam(s) that are included when the online courses are posted in the schedule. In addition, instructors and departments determine the need for onsite testing of students taking online courses.

The Academic Proctoring Center (LE-204), located in the Tutoring Center and administered by the Tutoring and Skills faculty, is available to proctor exams for online students. The detailed schedule of proctoring center availability is sent out at the beginning of each semester, including summer and spring sessions. [Appendix D].

Off-site proctoring arrangements (e.g., coordinating a student taking a test at another proctoring center) are facilitated by the instructor of the online course in agreement with the arrangement made by the student. It is the student's responsibility to connect the instructor with the proctoring center, and it is the instructor's responsibility to provide the center with authentication through student portal access to courses, using the course management system once the appropriate contact has been established [Appendix D]..

Plan:

1. Continue to keep current regarding authentication requirements and recommendations.
2. Implement the plan for an Academic Proctoring Center that will be larger than the current Proctoring Center in LE-204.
3. Document appropriate off-site proctoring situations, and inform departments of the possible options if online testing is not considered appropriate.
4. Implement Proctorio, which will allow online learners to complete exams on their own schedule without having to travel to a testing center.
5. Proctorio can be added as a Canvas plug-in.
6. Proctorio is ADA-compliant.

X.   Instructional Support Services

Discussion:

A variety of instructional support services are available for online and Distance Education students.

1.   Library

Discussion:

The library is highly responsive to the needs of distance learners, in keeping with its policy of ensuring equitable access to information resources and research assistance. The library currently provides access to tens of thousands of periodicals, reference sources, e-books, and streaming media through its collection of multidisciplinary and subject-specific online databases. EVC Library portal has been embedded in Canvas LMS to provide seamless access for Distance Education students and faculty. (Appendix D)

Remote access to databases is supported through a remote authentication process. The department's aim of data-driven resource allocation effectively supports the curriculum and research needs of all students. The library collects annual usage data on all purchased and subscribed resources, and regularly notes a significant year-to-year rise in usage of its online resources.

The EVC Library provides instructional support for distance learners via remote chat service and email reference service to answer students' research questions. EVC librarians create and maintain a collection of research guides called Libguides that are used by individual classes and disciplines to support specific course and assignment objectives. The library faculty work closely with online instructors to enhance online student learning by providing customized instruction and information. However, all librarians serve both on-ground and online learners. In addition, services and resources are coordinated with the librarians who oversee electronic resource development and instruction.

The library's ability to respond to the needs of online learners depends on a secure and sustainable budget stream. When new programs, disciplines, and initiatives are added in response to curriculum changes, transfer requirements, or employment trends, the faculty and students involved in those programs require (and will request) new resources (print, media, and digital) to support the curriculum and the librarians' specialized learning and research. Additionally, increased enrollment raises fees for access to online resources, which in turn requires purchasing fewer resources for the same budgeted dollars.

Current Practices:
1. Reference services via chat, email, and phone

2. Authenticated off-campus access to databases, e-books, and streaming media sources
3. Collection of librarian-created research guides via "LibGuides" designed for courses and/or disciplines to support learning objectives and assignments
4. Online research tutorial for use with online classes
5. Interlibrary loan for articles and books

Other Possible Practices:
1. Facilitate access to e-textbooks through the library portal.

The Librarians and DE Coordinator try to promote Open Education Resources (OER) to faculty on an individual basis.

Plan:
1. The library will continue to develop on-demand and multimedia instructional materials such as videos and tutorials, and will make them available on demand via the library portal or the course management system.
2. The library will continue to explore, develop, and improve its on-demand services such as chat, text-a-librarian, search widgets, and social networking applications to better meet the needs of distance learners.
3. The library will continue to explore, develop, and improve its online resource collections, with special attention to streaming media – budgets permitting.
4. The library will continue to work toward better integrating its online resources and services into multiple-course management systems such as Moodle and Canvas.
5. The library will explore the possibility of implementing a patron-initiated intra-library loan system to promote self-service and access to print materials at libraries within our district.
6. The library will plan to present options for library users who wish to obtain print materials at neighboring library systems, while actively endeavoring to expand its eBook collection.
7. Create a research guide or page for DE students that will tell them which library services are available to them at EVC and at neighboring institutions.
8. Create a handout/guide for all DE faculty who may wish to have a LibGuide (online research guide) tailored to meet their course learning objectives.
9. The librarians and DE Coordinator will collaborate to propose an OER Coordinator to establish a college-wide OER.

2.   Online Tutoring

Discussion:

Online tutoring is currently offered in collaboration with Tutor.com, which is free and accessible through the SJ Library (https://www.sjpl.org/tutor). The original idea was developed while the interested tutors from the tutoring center were being trained to use CCC Confer as an innovative tool for online tutoring. The new tutoring center faculty, hired in spring 2015, utilized the expanded approach with recommendations from faculty and tutors, including: (1) increasing tutor availability, and (2) linking Evergreen Valley College to the Online Tutoring website (file:///C:/Users/nasre/AppData/Local/Microsoft/Windows/INetCache/IE/DYSK216L/Online_Tutoring_Options.pdf).

To date, online tutoring through Tutor.com has been piloted by EVC student tutors for one semester as a soft rollout to ensure that the option is effective and efficient. Beginning in fall 2016, the option will be rolled out and advertised to the campus at large. The goal is to increase and monitor student usage for effectiveness and efficiency. Subjects offered include Math, English, Science, History, Foreign Languages, and Business.

The Online Tutoring encompassed participants in various subject areas. Subjects included Accounting, CIS, Counseling, History, Math, Philosophy, and Sociology. The expanded approach substantially improved student participation.

Plan:

As a cohort of OEI, EVC will also explore assessing NetTutor for a 100-hour trial period for online and hybrid students in Fall 2016. After reviewing feedback from faculty, staff, and students, the following recommendations are proposed, provided that adequate staff and faculty resources are provided for their implementation:

1. Change format from "pre-determined" online sessions to "student-initiated" online sessions.
2. Integrate online tutor scheduling with on-ground tutor scheduling.
3. Continue offering online tutoring appointments and inquiries.
4. Develop a plan to incorporate tutoring experiences for all courses in the Online Education Initiatives (OEI) Online Course Exchange.
5. Implement NetTutor, which provides online live tutoring, question drop-off, and paper/essay review.
6. NetTutor is available to students at any time and can be accessed via computer, tablet, or mobile device.
7. NetTutor can be added as a Canvas plug-in.

XI.   STUDENT SERVICES

Discussion:

A variety of online student services are available to help expand the success and retention of students taking remote classes at Evergreen Valley College. EVC provides a wide range of student services, including counseling, orientation, assessment, financial aid, transfer information, health services, Disability Support Program, Extended Opportunity Program and Services, and Student Life. The focus of these student services is to help students successfully meet their educational goals.

1.   Admission and Records

Discussion:

Students can currently apply for admission via CCCapply and can access the online course schedule on the EVC website. Students can pay fees, add and drop classes, and obtain unofficial transcripts via MyWeb. Instructors can access their course rosters to view enrollments, obtain permission numbers for distribution to students, and assign grades via MyWeb. The recent development of an online wait list helps IT schedule and deliver services rapidly, and is very helpful for A & R. Verification of enrollments and degrees can be obtained through the National Clearing House. Early alert via MyWeb has also been very effective to help online faculty monitor student attrition and retention.

Plan:

1. Acquire Starfish for A & R to communicate online with faculty and students.
2. Review forms for appropriate placement on college website.
3. Continue to request enhancement of system setup to allow students to enroll in classes via CCCapply and MyWeb.
4. Continue to expand online transcript receipt and transmittal with other colleges by outsourcing it to Credentials beginning in November 2016.
5. Expand communication to new applicants via the online application system.

2.   Counseling

Discussion:

The Counseling office provides online FAQs and contact information, online orientation and advising, links to transfer information, General Education guidelines (IGETC, CSU), and the full General Catalog and program requirements. An orientation subcommittee will work on online orientation.

EVC offers an online COUN 014 course- College Success course online during the regular semester which focuses on how to be successful in college. In May 2016, the Distance Education Coordinator proposed to the Dean of Counseling that EVC help increase student access and success through its Distance Education program. [Appendix E] Since then, the Dean of Counseling has worked with the DE Coordinator toward enhancing student success in DE. The first action that the Dean put into effect was providing the DE Program with a Program Assistant from the Student Success Center starting in August 2016. This has been a tremendous help to the Distance Education program. The Program Assistant collaborated with counseling services by initiating a presentation with the Cranium Café, an online counseling software recommended by the OEI. This was the first and a successful attempt made to receive the buy-in of the VP of Student Services, dean of counseling and the counselors involved with DE students. This positive encounter also led to the dean of counseling inviting the DE Coordinator to attend the kick-off meeting that involves using canvas to deliver our online orientation

Plan:
1. Make counseling available in both synchronous and asynchronous formats through Canvas starting in Fall 2016.
2. Implement Cranium Café, an ADA and FERPA compliant software platform that provides online counseling services for students who are enrolled in distance education.
3. Cranium Café will offer equity of services to students who are unable to physically come to campus.
4. Cranium Cafe can be added as a Canvas plug-in.
5. Using Canvas to deliver online orientation.
6. Assign one or more counselors to advise online students regarding online issues, including advising them on preparing to take online courses; understanding prerequisites, co-requisites, and advisories; major preparation; IGETC and CSU GE requirements, etc.
    A. The online counselor should help students prepare and regularly update an education plan online.
    B. The online counselor should work closely with the directors of the Transfer Center and Career Center to ensure that online students are provided with correct information about and access to TAG agreements, transfer patterns, internships, placement services, and career counseling.
    C. The online counselor should work closely with the directors of Special Programs to ensure that online students will have access to these programs and their services, and to encourage students to enroll in online classes.
    D. The online counselor can advise departments about student needs regarding expanding class section offerings.

7. Regularly offer all counseling courses online.
8. Develop videoconferencing counseling appointment options.

3.   **Financial Aid**

Discussion:

Financial Aid (FAFSA) forms and the student handbook on financial aid are available online. General information and application forms for Cal Grants, Pell Grants, Federal Work Study, and BOGW are also available online, along with links to outside sources of information regarding financial aid and scholarships. Students are able to submit BOGW applications, view their award notices, and check their financial aid status and TO-DO lists online.

Plan:

1. Make financial aid counseling available online in both synchronous and asynchronous formats.

4.   Bookstore

Discussion:

The bookstore is part of Follett. Books can be ordered online. However, certain types of materials and processes require students to come to the bookstore, including requests for out-of-stock items, and ordering eBooks and web subscriptions. All books for online classes are stocked on campus.

Plan:

1. Make eBooks available where appropriate, to reduce student costs and increase access to textbook material. The option of an eBook or hardcopy book should be provided on the bookstore website when both are available.
2. Allow students to purchase eBooks online.
3. Make all bookstore processes available online.
4. Publish all textbook information in the online schedule of classes.
5. Provide vouchers for purchasing books and required materials through financial aid or EOPS online, and create a method for students to redeem the vouchers online.

5.   DSP

Discussion:

DSP does not have an assessment or identification online, but they would like to implement it in future. For students taking online courses who have difficulty coming to the DSP, the department will fax, e-mail, or mail them our forms. They can then fax, e-mail, or mail them to us (as long as DSP has the original signatures). There is significant back-and-forth communication by e-mail, followed by a phone appointment with our DSP administrators. DSP is in the process of determining how to make its counseling services available online. However, DSP currently does a great deal of communicating with students via e-mail, with frequent follow-up phone calls as needed.

Plan:

1. Make DSP counseling services available online in both synchronous and asynchronous formats.
2. Explore possibilities for off-site verification of disability.

6.   EOPS

Discussion:

EOPS services are only available onsite, but faculty may submit progress reports via email.

Plan:

1. Allow EOPS students to access and use textbook vouchers online, and to check out and return books from the EOPS textbook lending library electronically, with books being mailed as needed.
2. Follow the Counseling Education Department and implement Cranium Café, which will allow EOP counselors to provide the required counseling services and transfer assistance to colleges and universities online.
3. Make required orientation available on the website for those who cannot come to the campus.

7.   Assessment Center

Discussion:

The Compass assessment system is outdated and does not work for Distance Education, nor can it be downloaded to individual computers using the Chrome or Mac operating systems. It is not web-based, and because it will be another year before the California Common Assessment can be implemented, it would be beneficial both locally and globally to take advantage of web-based assessment.

Plan:

1. Purchase only a one-year license for web-based Assessment before the Common Assessment is adopted.

8.   Proctoring Center

Discussion:

Institutions offering Distance Education need to provide proctoring services, at least for online classes. EVC has always been aware of the importance of authenticity in its online courses. This is why EVC created a proctoring Center in LE-204 under the supervision of the Academic Skills and Tutoring Center faculty in Spring 2015.

Also, it is important to note that since 2012 all online courses have mandated proctored exams (at least for 30 percent of the coursework). Students who are unable to take exams on campus are required to make provisions to connect the faculty member at the local institution with a proctoring center supervisor. Faculty members who teach online courses are provided with the EVC Online Course Proctoring form. [Appendix D]

The EVC Academic Skills and Tutoring Center Faculty and DE Coordinator have been provided with the virtual demo of Proctorio. The Proctorio manager issued a trial account for both of them to test their product as well as share with other faculty to test with their students.

Plan:

1. Promote EVC Proctoring Center (LE-204) to all faculty members teaching online.
2. Implement Proctorio, the automated remote proctoring service, through a flexible secure browser with student ID verification. Proctorio is the app recommended by OEI Standards as the online proctoring tool that can be added to the Canvas LMS.
1. Because Career Café is very new, a tutorial video can be created and posted on the website to help students navigate the Career Café website.

9.   Career Center

Discussion:

The career center has a self-guided career planner on its websites for all students to access and use. The career planner includes self-assessments, exploration of careers and majors, advice for making decisions, making an action plan, finding a job/internship, creating resumes, and accessing and using job postings. The Career Center has also started to use the California Career Café as a virtual career center which is open 24/7 to give students insights and tools to help them identify career directions and be successful in the job market.

Plan:

1. Because Career Café is very new, a tutorial video can be created and posted on the website to help students navigate the Career Café website.

10.   Transfer Issues and Transfer Center

Discussion:

The transfer center makes all of its tools available to all students on its website. The website has information about AA/AS degrees for transfer, CSU and UC profiles for students to explore, links to CSU and UC applications, and lists of the CSU and UC transfer requirements.

Plan:

2. Make CSU and UC workshops available on the website for students who are taking online classes and cannot come to the campus to get this information.
3. Add a profile for private schools on the website, to provide more options for online students.

XII.   Technical Support and Preparation

Discussion:

The District Help desk is available by email or phone Monday to Friday from 7-–5:30. Most online students work on their classes during the evening and weekend hours when the help desk service is not available. This is now being fulfilled by being the cohort of the OEI which allows Canvas help Mon-Fri, 5:00 p.m. to 8:00 a.m. and weekends (24x7), contact Canvas Support Hotline for EVC. Along with that, EVC Online orientation and readiness services are available for current and potential online students. Tutorials on online learning and resources are also available from the California Community Colleges Online Education Initiatives (OEI) [Appendix B]

Plan:

1. Survey students to evaluate the desire and need. Collect data to provide direction for further development.
2. Continue to expand the Help Desk hours, particularly in a synchronous format that can become implemented through the adoption of Canvas and by partnering with OEI.
3. Continue to develop engaging online tutorials to help students with common technical issues.
4. Develop an online orientation that instructors can require in their classes, and that will emphasize general online skills and offer suggestions for student success in an online class.
5. Expand access to the student helpdesk by phone, e-mail, and live chat.
6. Give students access to online tutorials on using Canvas to help them learn how to navigate the system and make efficient use of their learning time.
7. Continue to provide a Technical Requirements checklist for prospective online students.
8. Continue to assess current and prospective students' readiness for online learning.
9. Continue to expand the distance education page, including building-out a full directory with links to all online services.

XIII.   Infrastructure

Evergreen Valley College provides multiple sites where students can access computers that have online capability. These sites include the Learning Resource Center; Library, Math and Science Resource Center; Career and Transfer Center; Disabilities Support Program; CalWORKs; and EOPS.

Faculty have access to desktops, laptops, iPads, and smart classrooms to support their classroom instruction and online learning. The Technology Resource Center has eight computers (seven PCs and one Mac) for faculty and staff, and for small technology training groups. The software installed includes MS Office, Camtasia (lecture capture), Adobe Acrobat, and Photoshop.

In addition, faculty and staff may use applications available through CCCConfer, such as Meet and Confer, Office Hours, Teach and Confer, and the recently added ConferNow with Zoom video conferencing via PC, Mac, and mobile devices.

EVC Campus Technology Support Services (CTSS) and the San Jose Evergreen Community College District (SJECCD) Information and Technology Support Services (ITSS) continue to provide equipment and facilities to support learning, both on-campus and at a distance. In recent years the following improvements have been made to better serve the students and faculty:

1.   Hardware

- June 2015: All legacy Wireless Access Points were upgraded with new WAPs.
- Server environment virtualization server update: In 2012, the virtual hosting environment had critical memory constraints and was being stressed beyond its capacity. A special ad-hoc project (H-AH-01) replaced the existing virtual servers with a new solution that allows easily migration of existing systems and can flexibly expand to handle future growth.
- Network wiring closets and switches: A new main distribution center was built in the Student Center. This project included upgrading the fiber optic cable in all buildings in the spring and summer of 2016. Update: Because of planned changes at the District office, the MDF (main distribution frame) had to be relocated to the EVC campus. The MDF is a physical location within a campus where telecommunications wiring is received from the outside and distributed to locations within the campus. This is a major design/build project (N-AH-04) and includes the redesign of the EVC fiber plant.
- Network backbone update: In order to realize several of the District's strategic IT initiatives, significant improvements had to be made to the data bandwidth between the campuses and the District office. As of June 2014, a current ad-hoc project (N-AH-02) seeks to redesign and implement high-speed (at least 1-GBPS) data lines between the campuses and the new data center.

- Technology Resource Center (TRC), located in LE-227 (Library Building) is the training center for EVC faculty and staff. The six desktops used for the training along with the portable overhead are obsolete and need to be replaced by cutting edge and faster computers with lot more memory.

Plan

1. CTSS will work with CTC and the Budget committee to install hardware compatible for use in the Canvas Learning Management System with all its tools and apps.

II.   Software

- The Moodle course management system will be outsourced to a remote learning center for hosting and maintenance.
- The Canvas learning management system will be outsourced to Instructure hosting and maintenance piloting beginning in summer 2016.
- The move to Office 365 for staff and students. As part of initiative S-04, Office 365 was implemented for student email, and may be extended to obviate the need for local email exchange servers.
- Upgrade to Colleague Web UI 4.5.
- Update to MyWeb and Colleague systems, including migration to MS SQL in December 2015.
- Update of the Millennium Integrated Library system for better performance.
- CurricUnet implementation for the curriculum management system. SLO module planned.
- The District migrated from XAP to Open CCCApply for student admissions applications. We launched the new Open CCCApply application on October 1, 2015.

Plan

1. CTSS will work with CTC and the Budget committee to install software compatible for use with the Canvas Learning Management System with all its tools and apps since Canvas will be the LMS beginning Summer 2017.
2. It is vital for EVC to assign a robust and consistent budget line item for Distance Education for licensing and purchasing software as follows:
   - **a)** Licensing NetTutor, online tutoring software
   - **b)** Licensing Proctorio, online proctoring software
   - **c)** Group licensing for Camtasia Studio, screen recording and video editing software

Note:

The SJECCD Strategic Information Technology Plan was updated in June 2014. As part of the assessment of initial strategic initiatives, the District Technology Committee, in

conjunction with both Campus Technology Committee and ITSS, created new plans to directly support distance education, as well as students, faculty, and staff. The DE Coordinator is a member of the CTC who also works closely with ITSS administrators and CEO of District ITSS.

Summary and Recommendations

Innovation through collaboration and support: Through respectful collaboration, active engagement, and communication on the topic of Online Education, establish a district-wide Online Education Initiative (OEI).

The introduction of OEI has renewed interest and enthusiasm for distance education and for creating and implementing quality standards, led by the EVC Distance Education Committee and EVC Academic Senate. We are considering becoming part of the OEI course exchange. We are also in communication and are sharing information with statewide distance education stakeholders at the state Academic Senate conferences and at Distance Education Coordinators online meetings, as well as well as with Instructure (Canvas), Cranium Café, Proctorio, and NetTutor representatives.

EVC, ITSS, and SJCC are working together in a collegial and supportive environment. Every semester the DE Coordinators of both campuses meet with DO ITSS under the leadership of the Vice Chancellor of IT to discuss establishing and strategizing the policies and procedures with the Learning Management Systems and Distance Education. The meeting is held once a month and sometimes more frequently based on the urgency. For example, in the event of adopting Canvas, there are additional meetings held virtually with Instructure and the district where the EVC DE Coordinator's input has a lot of value.

EVC proposed the SSSP and Student Equity through Distance Education Program in May 2016. In a collaborative effort by the dean of counseling and the DE committee, the Distance Education Program was able to receive an hourly Program Assistant from the Student Success Center. The Program Assistant began her hourly services for the DE Program in July 2016. The proposal also included a part-time Media Specialist and a part-time Instructional Designer to be hired in the near future.

Increase professional development opportunities: The Professional Development Center (PDC) at EVC focuses on student success outcomes in Distance Education. Not every course and instructor may embody the distance education vision or follow every guideline perfectly. These struggles may parallel the issues affecting our on-campus classrooms as we move towards change and improvement. Our students need online and hybrid classes, and we want to be the college that our students will choose for these courses. We hope to grow our online program and further develop the talents of our current and future online faculty. Faculty who are early adopters of Canvas and OEI Rubric could be the mentors for their respective divisions. This will expedite the campus

to move from Moodle to Canvas more seamlessly. They could be called Division Mentors of Distance Education who would be compensated for the training she/he provide from budget allotted to the DE Program or the DEC.

Since the past decade, EVC faculty, staff and administrators have been supportive and passionate about online teaching and learning and doing everything to help our students succeed, often against great odds. We understand and have fought for distance education as a convenience for our students, not only for our faculty. Our online and hybrid faculty are held to the same levels of rigor as on-campus faculty, often to even higher standards. We as faculty regularly create new distance education policy to improve ourselves and to better serve our students.

Increase student completion rates: EVC plans to improve completion rates for degrees, certificates, and transfer, while preserving access, enhancing quality, and closing achievement gaps for courses and programs offered via online/hybrid modalities.

With OEI, our college has gained some of the direction we have long needed, for example through clearly articulated course design standards and a student-friendly course management system (Canvas) that has widespread uses, and is used at our #1 transfer institution, San Jose State University.

An area where EVC could improve is gathering more research about our online students in order to more clearly understand which courses our students need, and which resources need to be added to help them succeed, as well as examining distance education at EVC in a more holistic manner. EVC has done student satisfaction survey on the Learning Management System with the help of the DO ITSS. However, to make this consistent and an ongoing practice, the DE Program could make that a regular task for the Program Assistant can administer an exit-survey to all online or hybrid students to have solid research of where our EVC DE Program need to improve. We hope that our institution will make this a priority in 2017-2018.

Appendices

Appendix A

Online Courses

- "Accessibility in Online Teaching":

  https://sjcc.instructure.com/courses/2426

- "Developing Online Courses with Canvas":

  https://sjcc.instructure.com/courses/80

- Fall 2016 Course Catalog: http://www.evc.edu/current-students/schedule-of-classes/fall-distance-ed-courses

- Student Evaluation of Online Courses: http://www.fa-aft6157.org/contract/contract_070114-063017_reopen.pdf

Appendix B

Online Education Initiative

- CCC Canvas Registration:
- OEI Rubric: https://sites.google.com/site/coursedesignrubricoeifinal/
- Online Student Readiness: http://apps.3cmediasolutions.org/oei/

Appendix C

Faculty Resources

- CurricUNET: http://evc.curricunet.com/Account/Logon?ReturnUrl=%2f
- EVC Professional Development Center: http://www.evc.edu/faculty-staff/evc-professional-development-center
- Faculty Distance Education Handbook: http://www.evc.edu/AcademicAffairs/Documents/Distance%20Education%20Handbook.pdf

Appendix D

Resources and Services

- EVC Library for Distance Education: http://libguides.evc.edu/de
- Online Proctor Exam Request:
- Proctor Center Availability:

Appendix E

Proposals

- SSSP Funds Proposal:

- Substantive Change Proposal:
  http://www.evc.edu/AcademicAffairs/Documents/EVC_Substantive_Change_Proposal.pdf