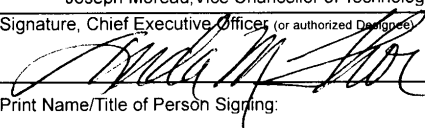


Section 1: Agreement Face Sheet

THIS FORM MAY NOT BE REPLICATED AND UNDER NO CIRCUMSTANCES CAN THE LANGUAGE BE ALTERED	
DISTRICT USE ONLY	
BOG, California Community Colleges Chancellor's Office - 6870	District (Grantee): <u>Foothill-De Anza College District</u> College: _____
BOG/CCCCO USE ONLY	
Grant Agreement Expanding Technology Online Education Initiative RFA # 13 - 082	Grant Agreement No.: 13 - 082 - 001 Funding Fiscal Year <u>2013-14</u> Total Amount Encumbered : \$ <u>16,900,000</u>
<p>This grant is made and entered into, by and between, the BOG, California Community Colleges Chancellor's Office and the aforementioned district, hereafter referred to as the Grantee. The grant shall consist of this Grant Agreement face sheet and the Grantee's application, with all required forms. The RFA Specification and the Grant Agreement Legal Terms and Conditions (Articles I, Rev. 10/10 and II, Rev. 4/08), as set forth in the RFA Instructions are incorporated into this grant by reference.</p> <p>The total amount payable for this grant shall not exceed the amount specified above as "Amount Encumbered".</p> <p>The term of this grant shall be from <u>December 1, 2013</u> to <u>June 30, 2014</u>. The Final Report must be submitted within 60 of the grant end date.</p> <p>Funding under this grant is contingent upon the availability of funds, and is subject to any additional restrictions, limitations or conditions enacted in the state budget and/or Executive Orders that may affect the provisions, term, or funding of this agreement in any manner.</p>	
GRANTEE	
Project Director: Joseph Moreau, Vice Chancellor of Technology	Total Grant Funds Requested: \$ <u>16,900,000</u> Total Match Funds, (if applicable): _____
Signature, Chief Executive Officer (or authorized Designee) 	Date: 10/10/13
Print Name/Title of Person Signing: Dr. Linda Thor, Chancellor	District Address: 12345 El Monte Road Los Altos Hills, CA 94022
STATE OF CALIFORNIA	
Project Monitor: Bonnie Edwards	Agency Address: 1102 Q Street, Suite 4554 Sacramento, CA 95811-6539
Item: 6870 - 101 - 0001 (26)	Object of Expenditure 6250 - 751 - 10050
Chapter 20	Statute 2013
Fiscal Year 2013-14	Amount \$ 16,900,000
Total Amount Encumbered : \$ 16,900,000	
Signature, Accounting Manager (or Authorized Designee) Budgeted funds are available for the period and purpose of the expenditures stated above. Date: _____	
Signature, Executive Vice Chancellor (or authorized Designee) Date: _____	
Print Name/Title of Person Signing: Steve Bruckman, Executive Vice Chancellor	

Section 2: Contact Pages (2)

Chancellor's Office
California Community Colleges

District: Foothill-De Anza

College: _____

RFA Number: 13-082

Contact Page

TO BE COMPLETED BY CCCCC

Grant Agreement No.:

Proposal ID No.:

Funding Status:

Fiscal Year:

Funding Source(s): 2013-14 CA State Budget Schedule (26) 10.10.050 - Expanding the Delivery of Courses through Technology

Project Title: California Community College Online Education Initiative

Institution: Foothill-De Anza College District

Address: 12345 El Monte Road

City: Los Altos Hills State: CA Zip+4: 94022-4504

College President (or authorized Designee)

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Title: Chancellor

Signature: N/A

Date: October 10, 2013

Phone: 650-949-6100

FAX: 650-941-6289

Email: thorlinda@fhda.edu

Responsible Administrator (Appropriate Program Area)

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Title: Vice Chancellor of Technology

Signature: N/A

Date: October 10, 2013

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Project Director

Name: Joseph Moreau

Title: Vice Chancellor of Technology

Signature: N/A

Date: October 10, 2013

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FAX: 650-941-6289

Email: moreaujoseph@fhda.edu

Business Officer

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Title: Vice Chancellor of Business Services

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Date: October 10, 2013

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Application/Grant Writer

Name: Joseph Moreau

Title: Vice Chancellor of Technology

Signature: N/A

Date: October 10, 2013

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FAX: 650-941-6289

Email: moreaujoseph@fhda.edu

Chancellor's Office
California Community Colleges

District: Butte-Glenn CCD
College: Butte College
RFA Number: 13-082

Contact Page

TO BE COMPLETED BY CCCCC

Grant Agreement No.:
Proposal ID No.:
Funding Status:
Fiscal Year:

Funding Source(s): 2013-14 CA State Budget Schedule (26) 10.10.050 - Expanding the Delivery of Courses through Technology

Project Title: California Community College Online Education Initiative

Institution: Butte-Glenn Community College District

Address: 3536 Butte Campus Drive

City: Oroville State: CA Zip+4: 95965

College President (or authorized Designee)

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Business Officer

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Application/Grant Writer

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Signature: N/A Date: October 10, 2013
Phone: 530-879-4088 FAX: (530) 895-2881 Email: schagoya@cccnext.net@

Section 3: Application Consortium Data Sheet

Chancellor's Office	District:	Foothill-De Anza
California Community Colleges	College:	
	RFA Number:	13-082
District: Foothill-De Anza College District		
Address: 12345 El Monte Road		
City: Los Altos Hills	State: CA	Zip+4: 94022-4504
Amount of dollars contributed to project by the district:		\$0
Role of the district/college in the consortium design:		
As referenced in Section 8 of this application		

District:	Butte-Glenn Community College District	
Address:	3536 Butte Campus Drive	
City: Oroville	State: CA	Zip+4: 95965
Amount of dollars contributed to project by the district:		\$0
Role of the district/college in the consortium design:		
As referenced in Section 8 of this application		

California Community College Online Education Initiative Grant RFA Specification No. 13-082

Jointly Submitted by:
Foothill-De Anza College District
Butte-Glenn Community College District

Section 4: Application Abstract (250 word maximum)

The Foothill-De Anza Community College District (FHDA) and Butte-Glenn Community College District (Butte) propose establishing a statewide Online Education Ecosystem (OEE) to dramatically increase the number of California Community College (CCC) students who obtain college associate degrees and transfer to four-year universities by providing online courses and support services within a single environment.

“We are ecstatic about this opportunity to make a difference for the entire state and for countless number of students. This is a cutting-edge vision for California! I believe it will transform online learning in our state.” - Dr. Linda Thor, FHDA Chancellor

This Initiative is critical to ensure that California’s future workforce has the 21st century skills required to compete in tomorrow’s fast-moving economy. With special focus on the needs of underrepresented students, this proposal helps ensure that California remains a leader in today’s fast-moving economy by providing all CCC students access to a high-quality, affordable 21st century CCC education.

The path to success is clear: Universal public access to higher education through the California Community Colleges and innovative teaching and learning that responds to each student’s unique learning style by offering multiple options for class schedules and locations. Students feel personally engaged in their education through sophisticated online tools based on analytics and behavioral patterns and are provided with many levels of support from the time they consider entering a CCC to successful completion of their CCC education. Continuous improvement ensures that the California Community Colleges continue pioneering leadership in public school education.

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5.1 Glossary of Terms

To assist the reader, the following glossary defines terms and abbreviations that may be unique to this proposal.

Butte

Butte-Glenn Community College District

CCC

California Community Colleges

Common Course Management System (CCMS)

The technology and services that surround the development, delivery, quality assurance, and support of online courses for Consortium members including the course catalog; the repository of online courses; course delivery software and services; credit-for-learning tools and assessments; online basic skills interventions; and faculty/staff professional development and certification. The CCMS is the implementation of the Online Course Exchange referred to in RFA 13-082.

Education Management Platform (EMP)

All technology associated with the Online Education Ecosystem

ePortfolio California Project (ePortfolio)

This Initiative is currently under way to provide leadership and community in the ePortfolio space. Within this proposal, any mention of an implementation of ePortfolio refers to this effort. More information regarding ePortfolio California can be found at www.eportfolioCA.com

FHDA

Foothill-De Anza College District

Launch Team

The Launch Team is the initial team of seasoned management and staff that will assume immediate responsibility for commencing operations and activities of the OEI.

Online Education Consortium (OE Consortium)

The committee composed of representative of all CCCs that are committed to active participation in the Online Education Ecosystem and have signed a Consortium agreement to that effect. It is anticipated that all CCCs will eventually join this Consortium.

Online Education Ecosystem (OEE)

The OEE encompasses all components of the OEI deliverables including the governance and organizational structure and the Online Education Consortium; online course development, approval, and delivery; associated faculty/staff orientation, professional development, and support; the wide range of associated student services; and the Education Management Platform.

Online Education Initiative (OEI)

The proposal from the OEI Partners addressing all aspects of RFA13-082

Online Education Initiative Partners (OEI Partners)

The joint partners for this proposal: Foothill-De Anza College District and Butte-Glenn Community College District

Student Support Services

All services provided by the Online Education Ecosystem to increase success and retention of students wishing to take online courses.

Section 6: Need

Foothill-De Anza Community College District and Butte-Glenn Community College District (Online Education Initiative Partners) propose the establishment of a statewide Online Education Ecosystem (OEE) for students of the California Community Colleges (CCC) students as an expansion of the California Virtual Campus (CVC). The Online Education Initiative Partners (OEI Partners) respectfully request \$26.9 million for the 19 months beginning December 1, 2013, to establish a dynamic and robust statewide online ecosystem for CCC students. This proposal also anticipates funding of \$10 million for each year of the following three years to continue this good work. Both partners strongly believe in the immense potential that this initiative holds for the CCC system, the state, and as a model for the nation.

6.1 Problem Statement and Need

California is facing another remarkable juncture in the history of California higher education. The 1960 California Master Plan for Higher Education contained the vision of universal access for public higher education.

“...It was the first time in the history of any state in the United States, or any nation in the world, where such a commitment was made -- that a state or a nation would promise there would be a place ready for every high school graduate or person otherwise qualified.”

– Dr. Clark Kerr 1999¹

Throughout the history of California higher education, there have been moments and opportunities to move rapidly toward the future. Since fall 2008, California Community Colleges’ (CCC) enrollments have shrunk by 485,000 students (17 percent) due to decreased state funding and the resulting reduction in the number of course sections offered. An unprecedented course backlog is now occurring in a state that pioneered the vision of universal access to public higher education.

The state of California is a global leader in innovative, leading edge solutions to very complicated problems. California’s Silicon Valley is the center for technological solutions that reverberate globally. California has the opportunity to extend this innovation to the world of higher education by providing widespread educational access for students beyond the bricks and mortar confines of college campuses. At the same time, this innovation can strengthen and increase the efficiency of on-campus experiences for students as they progress toward degrees and certificates.

The Online Education Initiative (OEI) provides a tremendous opportunity for distance education (DE) to move the dial forward toward universal public access to higher education. The explosion of online and communications technologies allows the development of DE capabilities beyond historic dreams. At the same time, funding is now available to make these dreams a reality. This is a significant moment in history.

With over 15 years of experience in designing, refining, and offering online courses and support mechanisms, CCCs are leaders in distance education. Even under severe budget cuts, 12 percent of all CCC enrollment is now in the distance education mode², with most via online courses. By putting the collective wisdom of CCCs together into one program design, the opportunity is ripe to move the success and retention needle and build a scalable solution for the entire CCC system. Each college has had

¹ Testimony to the California legislature, 1999

² Distance Education Report, California Community College Chancellor’s Office, August 2013

pieces of this puzzle, but none has ever had the funds or the broader collaboration necessary to put it all together until now.

The FHDA-Butte Proposal

The Foothill-De Anza Community College District (FHDA), in partnership with the Butte-Glenn Community College District (Butte), will address the California Community College Online Education Initiative by establishing a statewide Online Education Ecosystem for CCCs and their students as an expansion of the California Virtual Campus (CVC).

The Online Education Ecosystem (OEE) encompasses all elements of the OEI deliverables including the organizational structure and Online Education Consortium (Consortium); online course development, approval, and delivery; associated faculty/staff orientation, professional development, and support; the wide range of associated student services; and the technology to provide these capabilities. Central to the OEE is a Common Course Management System (CCMS) within a statewide Education Management Platform (EMP). This sophisticated, responsive, next generation online environment will provide a rich set of online courses and support services that meet the unique needs of CCC students, faculty, staff, and colleges.

The OEI Partners must look insightfully at a full range of alternatives to serve the growing enrollment demands of students for public higher education. All CCCs will be encouraged to participate in the OEI Consortium to ensure that the unique needs of each college are addressed and that all CCCs have the opportunity to play a substantial role in the EMP design and implementation. Faculty will play a lead role in making significant pedagogical contributions as online courses expand to serve increasingly specialized segments of the CCC population.

Research shows that addressing one aspect of an issue, such as student success in online courses, can have only limited impact. Adding a support service or special program for a certain group of struggling students can be very helpful, but meaningful and lasting change is more likely to come from an approach such as this that addresses every aspect of the student experience, crossing departments, divisions, and systems, in an integrated fashion. This proposal offers an opportunity to make integrated and coordinated change across instructional practices, support systems, technology platforms, funding structures, and more.

Our vision for the future is clear: Universal public access to higher education through the California Community Colleges and innovative teaching and learning that responds to each student's unique learning style by offering multiple options for class schedules and locations. Students feel personally engaged in their education through sophisticated online tools based on analytics and behavioral patterns and are provided with many levels of support from the time they consider entering a CCC to successful completion of their CCC education. Continuous improvement ensures that the California Community Colleges system continues its pioneering leadership in public school education.

6.2 Funding Priority Needs

This proposal is designed with a carefully considered philosophy that the California Virtual Campus (CVC), as a project funded to support all colleges, should operate to develop, construct, and maintain core services and relationships that support and enable distance education efforts at all CCCs and for all current and prospective CCC students.

OEI Partners' response to the Online Education Initiative will be strategically and carefully structured to integrate and expand upon several initiatives that are currently in operation including relevant existing

services from the TTIP program: CVC DE catalog, the @One Program and CCC Confer (professional development), portions of video conferencing services, and Edustream/3CMedia Solutions (video hosting and streaming service).

Building upon the significant work to date from the Telecommunications and Technology Advisory Committee (TTAC) and others, the Online Education Ecosystem (OEE) will address the following needs:

Need 1. Increase the number of college associate degree graduates and transfers to four-year colleges

Deep cuts in state funding have forced CCCs to significantly reduce the number of course sections offered, causing CCC enrollments to shrink by 17 percent (485,000 students) since fall 2008. In 2009-10, almost one-half of CCC students indicated that they sought transfer to a four-year institution or sought an associate's degree or certificate⁴; however, in California 47 percent of CCC students are unable enroll in classes, compared to 28 percent nationwide.⁵

These constraints come just as CCCs face an unprecedented demand from high school graduates, unemployed workers, and returning veterans. Undergraduate demand for the three public systems of higher education in California is expected to grow by 387,000 students by 2019. In addition, the Public Policy Institute of California estimates that by 2025, California will face a shortage of one million college degree and certificate holders who are needed to fuel its workforce. In addition, nearly 50 percent of all California veterans receiving GI educational benefits attend a California community college for workforce training, to earn an associate degree, or for transfer to a four-year university.⁶

As a result, a significant number of students risk the loss of timely completion of general education, transfer, and discipline requirements at CCCs, the California State University (CSU), and the University of California (UC) that are needed to meet workforce demand.

As of 2013, distance education (DE) represented 12 percent of all education sections offered in CCCs, more than doubling the offerings six years earlier.⁷ This growth is due, in large part, to the significant shift from televised instruction to Internet-based communication tools. Today, new technologies are emerging with the potential to transform the world of DE, realizing exponential growth in functionality and usage.

The OEI Partners are uniquely positioned to address this need⁸:

- FHDA was the **first CCC district to develop DE courses.**

⁴ The 2011-12 Budget: Prioritizing Course Enrollment at the Community College, Legislative Analyst Office Policy Brief, January 2011, Page 1

⁵ Community College Student Survey - Summary of California Results, Pearson Foundation, November 2010. http://pearsonfoundation.org/downloads/CC_Student_Survey_California.pdf

⁶ Impact of Budget Cuts on the California Community Colleges and Value of the System to California, Key Facts, CCCC Office of Communications, September 2013, Pages 2-3

⁷ CCCC Management Information Systems Data Mart, DE FTES Summary 2011-12 compared to 2005-06, 2013, http://datamart.cccco.edu/Students/FTES_Summary_DE.aspx

⁸ Unless otherwise noted, all Foothill statistics were obtained from the Dean of Foothill Global Access, Judy Baker.

- Foothill College has the **highest number of FTES** for *annual delayed interaction - Internet based DE* among CCCs, with 28 percent of total FTES delivered as DE in 2012-2013⁹. This year, 8,983 are enrolled in fully online courses representing 10,341 enrollments (31 percent of all Foothill College course enrollments), a 13 percent increase from last year. There are 289 fully online course sections (25 percent of all sections) and 91 percent of those online sections use open source learning management systems. In addition, there are 105 hybrid course sections (representing an additional 9 percent of all sections).
- Foothill College now offers **20 online degrees including three Associate Degrees for Transfer (ADTs)**. Eight of these degrees were added within the last year.
- Foothill College's Substantive Change Proposal was approved by the Accrediting Commission for Community and Junior Colleges (ACCJC) in May 2013 for 12 new degrees that have "50% or more via distance education or electronic delivery." The **commission praised the college's thorough planning and implementation process**.
- Butte and FHDA have **strong working relationships** with CCC Confer, @ONE and their professional development and certification services as well as the Council for Adult and Experiential Learning (CAEL) for credit for prior learning.
- FHDA is located **in the heart of Silicon Valley** with connections to a wealth of companies with innovative approaches to course development such as Google, Khan Academy, Coursera and Udacity.

The OEI proposal will provide an extensive range of quality courses that are aligned with students' matriculation path, with an initial emphasis on courses that experience high demand and waitlists. For additional information, please refer to Section 7: Work Plan, Objectives Addressing Funding Priorities.

Need 2. Improve retention and success of students enrolled in Exchange courses

As noted in the RFA, current DE solutions within the CCC system have been challenged by low retention and high dropout rates relative to their face-to-face counterparts, a differential of 7 percent and 9 percent respectively. Characteristics of current offerings that are believed to be limiting factors include difficulty finding online courses, quality of online course offerings, lack of student support systems, lack of uniformity among CCC offerings, and the significant funding required for CCCs to provide high performance, always-available online access and support.

Due to budget and staff reductions faced by many CCCs, virtual student services and technology support services have declined in the past few years. However, accreditors increasingly expect online student services to be equivalent or superior to the colleges' face-to-face, on-campus offerings.¹⁰ These limitations are aggravated by the isolated nature of each college solution.

Many of the greatest challenges noted in a 2012 distance education survey of administrators can be addressed with DE, including the top three challenges: adequate student services, adequate assessment, and support staff needed for training and technical assistance.¹¹ Additionally, a review of the DE report

⁹ California Community Colleges Chancellor's Office Data Mart, 2012-2013 school year.

¹⁰ 2012 Distance Education Survey Results, Trends in eLearning: Tracking the Impact of eLearning at Community Colleges, Instructional Technology Council, April 2013, Page 25

¹¹ 2012 Distance Education Survey Results, Trends in eLearning: Tracking the Impact of eLearning at Community Colleges, Instructional Technology Council, April 2013, Page 11

reveals that the student services most lacking for online students in the CCCs are personal counseling and remediation services which are also a focus of this Initiative.

The OEI Partners are uniquely positioned to address this need:

- Butte is the **highly respected provider of the CVC** and a thought leader on **statewide education systems architecture**.
- The CCC Technology Center at Butte has built a **technical infrastructure** that already delivers critical elements of the online student experience—a college application, electronic transcript, and electronic portfolio—to millions of CCC students each year.
- De Anza College is the home of the **High Tech Center Training Unit** supporting High Tech Center programs at 114 community colleges and satellite centers. More than 10,000 students with disabilities are enrolled in High Tech Center programs statewide.
- Foothill DE is **acclaimed for its results with 69 percent success rates and 15 percent drop rate** in 2011-12 fully online courses.
- FHDA **Chancellor Linda Thor is highly recognized** for her contributions to DE throughout the state and nation.
- FHDA is a leader in the use of **open education resources**, receiving the 2010 WCET Outstanding Work (WOW) Award for its College Open Textbooks Collaborative project and the 2008 Technology Focus Award from the CCCOER.
- FHDA's Institutional Research and Planning Department is working in partnership with the **Stanford Graduate School of Education** to examine issues related to student success online that will give us new insights into helping more students succeed.
- Both Butte and FHDA have **strong working relationships** with CCC Confer, @ONE and their professional development & certification services.

The OEI proposal will vastly improve student retention and success by providing a coordinated environment that projects a consistent statewide student experience while allowing customization to fit each CCC. For additional information, please refer to Section 7: Work Plan, Objectives Addressing Funding Priorities.

Need 3. Increase CCC education for the underserved and underrepresented including individuals with disabilities and those with basic skills needs

Students with limited financial means are constrained by work schedules and rising cost of face-to-face courses. Additionally, financial aid options are not easily understood. Forty percent of part-time students take evening classes, as compared with 13 percent of full-time students. Of those who work and are full-time students, 19 percent work close to full time, or more than 30 hours per week. As a result, these students have fewer options for certain kinds of interventions that strengthen engagement.¹²

¹² Matter of Degrees, Center for Community College Student Engagement, 2012, p.6

Over 75 percent of the students entering CCCs lack appropriate preparation in reading, writing, and mathematics and are often directed to a series of basic skills courses that delay student matriculation. Only 41 percent of these students progress past basic skills courses to achieve a certificate, degree, or transfer preparation.¹³

Students with disabilities and other limitations often benefit from online opportunities due to increased access; however, challenges exist in that distance education courses must be adapted to accommodate disabled distance education learners. In the 2012 ITC survey, only 52 percent of administrators believed they are completely or mostly compliant with Section 504.34 and Section 508.25 of the Rehabilitation Act of 1973 and few administrators are confident that their online courses are compliant.¹⁴

Accreditation guidelines require that all services available to on-ground students be equally accessible to online students when a program exceeds 50 percent of its courses available online.¹⁵ According to the distance education report for 2013 from the CCC Chancellor's Office, "The Instructional Technology Council, a council of the American Association of Community Colleges (AACC), in its annual survey of its 375 member institutions about distance education reported college administrators ranked 'adequate student services for distance-education students' as their greatest challenge, raising it two spots from No. 3 in the previous year's survey."

The OEI Partners are uniquely positioned to address this need:

- FHDA has many years of experience and a demonstrated **commitment to the underserved and underrepresented**.
- De Anza College houses the **High Tech Center Training Unit (HTCTU)**, an acclaimed leader in accessibility training and support for community college faculty and staff wishing to acquire or improve teaching skills, methodologies, and pedagogy in Assistive Computer Technology, Alternate Media and Web Accessibility. The HTCTU supports programs at 114 community colleges and satellite centers and more than 10,000 students with disabilities statewide.
- Butte is a **leader on Web and technological standards** that facilitate delivery of Universal Design.
- Both Butte and FHDA have **strong working relationships** with CCC Confer, @ONE and the HTCTU.

The OEI proposal will present a user experience tailored to the unique profile of each student, including support tailored to the needs of underrepresented students, access to appropriate financial aid information, and a wealth of support services. For additional information, please refer to Section 7: Work Plan, Objectives Addressing Funding Priorities.

Need 4. Increase ease of use and convenience of the online experience

A key requirement of this RFA is to provide DE in a uniform, easily navigated, online environment with a full complement of support and tools (RFA pages 14, 17) for both students and faculty (RFA page 21). According to the 2012 ITC distance education survey, despite migration fatigue, nearly one third of

¹³ Advancing Student Success in California Community Colleges, CCC Student Success Task Force, January 2012, p.2

¹⁴ 2012 Distance Education Survey Results, Trends in eLearning: Tracking the Impact of eLearning at Community Colleges, Instructional Technology Council, April 2013, Page 13

¹⁵ uploads/2012/08/Guide-to-Evaluating-DE-and-CE_2012.pdf

campuses report that they intend to change their learning management system (LMS) in the next two years¹⁶, a strong indicator of the need for new solutions and the opportunity for OEI to have deep impact.

The OEI Partners are uniquely positioned to address this need:

- FHDA’s **experience in online course development and leveraging an open source LMS** makes it uniquely qualified to lead conversations among constituents that are centered around maximizing functionality and ease of migration.
- The CCC Technology Center at Butte has built a **technical infrastructure** that already delivers critical elements of the online student experience—a college application, electronic transcript, and electronic portfolio—statewide to millions of CCC students each year.
- The CCC Technology Center infrastructure already has a data center and the network bandwidth that can **deliver the statewide scale** of courses and services called for by the OEI in a secure and standards-based environment.
- The Butte technical team has a proven, successful tradition of working with the variety of technical landscapes present in our 72 districts and 112 colleges, providing **extensive experience for transitioning and integrating colleges and districts into the statewide infrastructure**.
- Butte and FHDA have successful experience **working with key partners** such as 3CMedia Solutions and experience with seamlessly incorporating partner products such as CCC Confer.

The OEI proposal will provide an easy-to-use online experience with a single point of entry for college planning; basic skills and assessment support; and online course selection, registration, and course administration. For additional information, please refer to Section 7: Work Plan, Objectives Addressing Funding Priorities.

Need 5. Decrease the cost of student education

At this time, CCCs have silos of development for most areas of distance education (DE). A common statewide DE hosting and course management system does not currently exist, nor does a common 24/7 support center for tutoring, proctoring, registration, and other academic and student services. It is anticipated that there will be great cost savings in providing a statewide Online Education Ecosystem.

The OEI Partners are uniquely positioned to address this need:

- Butte’s leadership in providing a **common statewide architecture that allows for flexibility**
- Butte’s experience in **vendor negotiations and scaling** of products/services
- FHDA’s experience in **swiftly expanding its catalog of quality online courses**

¹⁶ 2012 Distance Education Survey Results, Trends in eLearning: Tracking the Impact of eLearning at Community Colleges, Instructional Technology Council, April 2013, Page 25

- FHDA is a leader in the use of **open education resources**, receiving the 2010 WCET Outstanding Work (WOW) Award for its College Open Textbooks Collaborative project and the 2008 Technology Focus Award from the CCCOER. Working with philanthropic partners including the The William and Flora Hewlett Foundation, the district has achieved significant student textbook cost savings, reaching \$150,000 in the 2013 spring quarter.

The OEI proposal will realize efficiencies by addressing overlap, taking advantage of economies of scale, and decreasing systems complexity. In the longer term, the flexibility of the architecture will allow for new technologies with greater capacity and/or lower costs. For additional information, please refer to Section 7: Work Plan, Objectives Addressing Funding Priorities.

Need 6. Significantly increase demand for online course delivery

The ultimate success of the Initiative will hinge on the extent to which students embrace the Online Education Ecosystem as an important resource for a quality CCC education.

There is a pressing need to assess the quality of distance education courses; this was ranked in the top three challenges since 2009 by CCC administrators. Most DE administrators lack the authority to select faculty, courses and their contents; schedule course offerings; and evaluate courses.¹⁷ No specific effort is being made surrounding the creation of statewide ADT pathways through DE at this time.

In addition, DE has been constrained by lack of confidence that DE course credit will be recognized when students transfer within CCCs and matriculate to CSUs/UCs.

The OEI Partners are uniquely positioned to address this need:

- Butte has nearly 15 years of experience in leading and supporting the **governance of statewide technology efforts** of the CCC system, including communications and an extensive statewide **outreach network** with access to more than 60,000 key members of the CCC community.
- Butte has a **successful track record and proven process of recruiting CCC districts** into voluntary statewide technology partnerships, such as CCCApply, an electronic online application offered by the CCC Chancellor's Office and used by 109 of the 112 colleges.
- Both Butte and FHDA have **strong, long-term professional working relationships** with CCC thought leaders and influencers statewide, ensuring strong credibility as they seek consortium agreements
- FHDA has an **extensive history of rapid growth** in local development and delivery of DE with very positive feedback.
- The **existing CVC DE catalog** has more than 110,000 visitors annually, including more than 19,000 courses and 1,200 degrees available online to California's students.
- Butte has a **strong history of successfully incorporating new technologies** into applications and tools and delivering them to the CCC system statewide.

¹⁷ 2012 Distance Education Survey Results, Trends in eLearning: Tracking the Impact of eLearning at Community Colleges, Instructional Technology Council, April 2013, Page 10

The OEI proposal is designed to promote active participation by all stakeholders, with strong commitments from CCCs through the OEI Consortium. For additional information, please refer to Section 7: Work Plan, Objectives Addressing Funding Priorities.

6.3 Statewide Scope

The OEI Partners will establish an Online Education Ecosystem (OEE) with a statewide common Education Management Platform (EMP) that provides students enrolled in participating CCCs with **quality online courses and associated support systems** that will:

- Increase the number of college associate degree graduates
- Increase the number of transfers to four-year colleges
- Improve retention and success of students enrolled in OEI courses

The quality of online courses offered within the EMP will be vigorously vetted through a well-defined and appropriate curriculum approval process and will provide an educational experience with qualitative value equal to face-to-face courses.

Learning theory and pedagogical approaches will be used to engage students that may be challenged by the traditional face-to-face classroom delivery mode. **Special focus will be given to underserved and underrepresented communities, including individuals with disabilities, and to interventions that address basic skills needs.**

The EMP will assist a greater number of students in completing educational goals by delivering online Associate Degrees for Transfer (ADT) and other credit degree courses that **allow students to matriculate within a reasonable timeframe.**

To ensure the widespread success of the EMP, this project includes:

A collaborative approach

- To ensure a sense of ownership, broad usage, and the ongoing sustainability of the EMP among California Community Colleges, special emphasis will be placed on establishing an **Online Education Consortium (Consortium) of participating CCCs** with clear responsibilities and goals. The expectation is that all CCCs actively participate in the Consortium over time.
- Governance, oversight, and advisory bodies will appropriately **represent all stakeholders within the CCC system** including CCC faculty, students, and administrators to ensure stakeholder needs are addressed, processes are in place, and the OEE integrates smoothly with other statewide services. **Faculty will assume a primary leadership role in these advisory groups.**

Strong partnerships

- FHDA is located in the heart of Silicon Valley and has established **partnerships with many of the leading high tech innovators.**
- Both Butte and FHDA have **highly respected leaders and strong ties with education thought leaders within and outside the state.**

- Both Butte and FHDA have **strong working relationships with current CVC partners** including CCC Confer, @ONE professional development and certification services, 3CMedia Solutions, High Tech Center Training Unit, and the RP Group, as well as CAEL and others.

Systemwide Perspective

- Butte is the **highly respected provider of the CVC** and a thought leader on statewide education systems architecture.
- The CCC Technology Center at Butte has built a technical infrastructure that **already delivers critical elements of the online student experience**—a college application, electronic transcript, and electronic portfolio—to millions of CCC students each year.
- FHDA offers the **largest number of online courses in California Community Colleges** and is acclaimed for its high student success and retention rates.
- Both partners **strongly believe in the immense potential that this Initiative** holds for the CCC system, the state, and as a model for the nation.
- The OEI Partners understand the **breadth of capabilities that encompass a winning OEE** including high quality online courses, basic skills support, credit for prior learning, accessibility, 24/7 support, behavioral metrics, tutoring, and mentoring as well as professional development and certification for faculty/staff.

6.4 Target Groups and Populations Served

Designed and funded to support all California community colleges, students, and faculty, the OEI will play an important role in providing consistent and coordinated educational pathways between K-12 and CSU/UC degree programs. Online courses within the EMP will be available to all CCCs that join the Online Education Consortium (Consortium). A specific college could participate in providing course content as well as offering EMP online courses to their local student population. At the same time, colleges will have the ability to continue to use their current online course offerings within their local learning management system. The goal is that all CCCs participate in the Consortium, providing online access to all CCC students associated with any CCC campus.

The target populations for the California Community College Online Education Initiative include: CCC students, CCC faculty, CCCs, and the statewide community college system as a whole:

CCC students:

Each year, California's 112 community colleges and 71 off-campus centers provide instruction to approximately 2.6 million students who are of all ages, backgrounds, and levels of academic preparation. With nearly 25 percent of the nation's community college students relying on local CCCs to prepare them for matriculation and beyond, strong education pathways are critical for student success.¹⁸

CCC students are diverse and have a variety of needs. In spring 2013, Hispanic students represented the greatest demographic group (39 percent), followed by white non-Hispanic (30 percent), and African-

¹⁸ Advancing Student Success in the California Community Colleges, Recommendations of the California Community Colleges Student Success Task Force, Final Report, January 17, 2012, Page 3.

American (7 percent). Almost half of the students were in their 20s while 22 percent were younger than 20.¹⁹

Many Californians see a college degree as increasingly difficult to attain: 65 percent say that the price of a college education is more burdensome than it was 10 years ago, a 9-point increase from 2007²⁰. The 2011 PPIC statewide survey of Californians about higher education reports more than two-thirds of residents (70 percent) say that many qualified and motivated students lack the opportunity to go to college due to increasing tuition and fees.

Students face many barriers that limit their ability to succeed in college. As noted in a 2012 study, the primary barriers that would result in students withdrawing from class or college include lack of finances (49% of respondents), working full-time (38 percent), caring for dependents (28 percent) and being academically unprepared (19 percent).²¹

Distance education is becoming increasingly important for these students. In 2011-12, some 643,255 students were enrolled in DE courses²² comprising 27 percent of all CCC students²³, an enrollment increase of 14.45 percent over six years²⁴. If this growth rate continues, projections would indicate nearly 50 percent of CCC students would be enrolled in at least one DE course in the next six years.²⁵

Several research studies have examined student characteristics and needs revealing the unique demographics of CCC students.

- Previous thinking posited that millennial generation students (18-25 years old) would be the ones attracted to online education; however, a 2013 report by the ITC states that non-traditional students (26+) are almost as likely to take an online class as traditional students (49 percent to 47 percent).²⁶
- “Forty percent of part-time students take evening classes, as compared with 13% of full-time students. As a result, these students have fewer options for certain kinds of interventions that strengthen engagement”.²⁷
- 19 percent of full time students who are employed work close to full time, or more than 30 hours per week.²⁸
- 13 percent of full time students and 40 percent of part-time students take evening classes.²⁹

¹⁹ CCCCO Management Information Systems Data Mart, Statewide Summary, Student County, Spring 2013.

²⁰ PPIC Distance Education Report, California Community Colleges Chancellor’s Office, August 2013, Page 12
Statewide Survey: Californians and Higher Education, 2009, p.3

²¹ Matter of Degrees, Center for Community College Student Engagement, 2012, p.7

²² Distance Education Report, California Community Colleges Chancellor’s Office, August 2013, Page 12

²³ 2012 Distance Education Survey Results, Trends in eLearning: Tracking the Impact of eLearning at Community Colleges, Instructional Technology Council, April 2013, Page 12

²⁴ Distance Education Report, California Community Colleges Chancellor’s Office, August 2013, Page 12

²⁵ <http://campustechnology.com/Articles/2011/01/26/Online-Learning-Set-for-Explosive-Growth-as-Traditional-Classrooms-Decline.aspx?Page=1>

²⁶ ITC 2012 Distance Education Survey Results, April 2013, Page 12

²⁷ Matter of Degrees, Center for Community College Student Engagement, 2012, Page 6

²⁸ Matter of Degrees, Center for Community College Student Engagement, 2012, Page 6

²⁹ Matter of Degrees, Center for Community College Student Engagement, 2012, p.6

Our OEI proposal addresses each of these challenges.

Community Colleges, Their Faculty, and the Statewide Community College Education System:

Nationwide, an unmet need for distance education is evident. The ITC 2011 distance education survey results, Trends in eLearning, reported that most distance education programs failed to meet student demand for online instruction:

- Almost two-thirds of institutions (62 percent) reported student demand exceeded their distance education class offerings
- Demand for distance education courses by community college students continues to grow at a rate much greater than demand for traditional courses. (ITC Report 2011, pages 19-20).

The California Community College system is already demonstrating its leadership in providing Distance Education. In 2011-12, the CCC system passed a major milestone when more than 50 percent of the colleges offered at least one degree or certificate via distance education with an average of 10 degrees offered via distance education at each college.³⁰

CCC Distance Education Programs, 2011-12

Colleges Offering Degrees and Certificates via Distance Education in 2011-12	Total Associate in Arts Degrees Offered	Total Associate in Science Degrees Offered	Total Certificates of Achievements Offered	Total Degrees and Certificates Offered
56	159	137	291	587

The CCC system is comprised of approximately 34,000 FTE faculty of which 19,000 are tenured or tenure tracked.³¹

In a national study on attitudes and practices related to online education, even though many faculty remained skeptical, 60 percent of faculty reported that they had recommended an online course to a student or advisee. The rate is 87 percent among those who teach online; even for those with no online teaching the rate is 49 percent. Surprisingly, nearly half of the faculty who believe that learning outcomes in online education are inferior to those for face-to-face instruction are still recommending online courses for their students.³² Faculty members with a greater exposure to online education have a less-pessimistic view than their peers, leading us to believe that strong faculty engagement and orientation efforts are critical to the success of the OEI Initiative.

³⁰ 2012 Distance Education Survey Results, Trends in eLearning: Tracking the Impact of eLearning at Community Colleges, Instructional Technology Council, April 2013, Page 4

³¹ CCCCO Management Information Systems Data Mart, Statewide Summary, Staffing for Fall 2012

³² "Conflicted: Faculty and Online Education, 2012: A Joint Project of The Babson Survey Research Group and Inside Higher Ed, June 2012, page 2.

Faculty will provide the primary leadership in the development of the California Community College Online Education Initiative and the Online Education Ecosystem (OEE). Faculty involvement is critical to its success -- both in the development and the delivery of online course. There is large unmet demand for additional online courses with almost two-thirds of nationwide institutions (62 percent) reporting student demand exceeds their distance education class offerings (From 2011 ITC Report). All CCCs are encouraged to join the Online Education Consortium and all CCC faculty are encouraged to participate in online course development, delivery, and associated support services.

In Summary

Since 2008, CCC course offerings have declined by as much as 21 percent over the course of the academic year, and over 60 percent in the summer term alone. A PPIC study finds that under the current levels of funding, access (especially for first-time students) has become more difficult, raising concern about the ability of our public higher education system to produce the number of skilled workers demanded by California's economy³³.

An investment in the expansion of CCC distance education is critical in providing California's future workforce with the 21st century skills required to compete in today's fast-moving economy. With special focus on the needs of underrepresented and underserved students, this proposal helps ensure that California remains a leader by providing all CCC students access to a high-quality, affordable 21st century education.

³³ PPIC: The Impact of Budget Cuts on California's Community Colleges, March 2013, pg. 2-3

Section 7: Application Annual Work Plan

Overview

The mission of the Online Education Initiative (OEI) is to dramatically increase the number of California Community College (CCC) students who obtain college associate degrees and transfer to four-year colleges each year by providing online courses and services within a statewide CCC Online Education Ecosystem (OEE). Special attention will be given to ensuring retention and success through basic skills support and other support services, especially for underserved and underrepresented cohort groups.

Our vision is that a statewide OEE provides students with an Education Management Platform (EMP) with a single sign-on to a user-friendly highly responsive environment. This EMP environment would provide a wealth of online courses, analytics, tools, and services that encourage each student to take charge of their unique educational needs, leading to timely and successful matriculation.

This proposal is a partnership between FHDA and Butte (OEI Partners) with roles and responsibilities clearly defined within the attached Letter of commitment in which FHDA has primary responsibility for the program management (strategy/methodology/approach, functional requirements, Consortium, grant management) and Butte has primary responsibility for the implementation of the EMP technology and communication (technical development, deployment, vendor selection, and ongoing maintenance in partnership with the CCC Technology Center) as well as marketing and communications.

An emphasis is placed upon:

- From the beginning, encouraging significant and continuous **involvement of CCC stakeholders** (CCC faculty, administrative, staff, and students) to ensure that all CCCs participate in the Consortium.
- Creating a **transformative foundation that builds upon the good work** of the CCCTC, CVC, CCC Confer, @ONE, 3CMedia Solutions, C-ID, CCCID, CENIC, Cal-PASS Plus, OpenCCCApply, COMIS, ePortfolio, High Tech Center Training Unit, and others.
- **Leveraging new developments in distance education**, including emerging technologies and Massive Open Online Courses, as well as the wealth of experts residing in Silicon Valley and throughout California to ensure the Initiative represents best practices in online education.

Objectives: Measureable and Performance Driven (RFA 7.a.1) plus Work Plan

Overview

This proposal has been created in **partnership with the RP Group**, a recognized expert in CCC outcome metrics and evaluation **to ensure that all objectives are measurable and performance driven**. A summary of all Objectives, Activities, Performance Outcomes, Activity Timelines, and Responsible Persons, grouped by Objective Category (i.e. Governance, Academic Affairs, etc.) is **located in Appendix: Comprehensive Work Plan Charts**. The following narrative will address the overarching elements of this proposal. Please refer to this appendix for a detailed description of objectives, activities, outcomes, and timelines.

All **Objectives** listed in the RFA are identified in the first column of the Comprehensive Work Plan and are grouped by Objective Category. Any additional Objectives are included in each Work Plan Category after the RFA-defined objectives. Objectives are numbered as <Objective category number><Objective subcategory letter>. For example, the first Objective is 1A, representing the first sub-item within the Governance Objective Category.

All **Activities** listed in the RFA identify the key activities to address the Objective. When an Activity directly addresses an RFA Procedure/Activity, it is so noted in bold type. In some cases, an RFA Procedure/Activity was deemed so important to the proposal that it was elevated to a Work Plan Objective; this relationship to the RFA is noted in bold in the summary statement at the top of the Objective page. Activities are numbered as <Objective category number><Objective subcategory letter><Activity number>. For example, the first Activity is 1A.1, representing the first activity in the first sub-item within the Governance Objective Category.

All **Performance Outcomes** have been **developed with the counsel of the RP Group**, a recognized expert in CCC outcome metrics and evaluation. Performance Outcomes are not numbered as they may apply to more than one Procedure/Activity and apply generally to the measure of success of the objective overall.

Each **Timeline** item relates directly to an Activity and uses the same numbering scheme as the associated Activity.

Responsible Person(s) are identified for each Objective. In most cases, this responsibility lies with the dean or director of the associated Objective Category who will rely on counsel from the associated Steering Committee.

Objectives: Address Funding Priorities (RFA 7.a.2)

The Objectives listed in Appendix: Comprehensive Work Plan Chart **fully address the RFA funding priorities** as described in detail as follows:

Need 1. Increase the number of college associate degree graduates and transfers to four-year colleges

The OEI will provide an extensive range of high quality courses aligned with students' matriculation paths, with an initial emphasis on courses that experience high demand and waitlists. A strong network that includes faculty and instructional developers offers an ever-increasing catalog of DE courses available to all CCC students and is tailored to each of their unique needs. The Work Plan activities ensure courses are aligned with standards, are of high quality, and realize continuous improvement. The priorities for course creation are:

- Short term: Creation of Associate Degree for Transfer (ADT) pathways
- Mid-term: Creation of other credit degree courses
- Research and planning for Basic Skills interventions
- Credit by exam/credit for prior learning

Special attention is paid to underrepresented students to ensure that support systems are in place for appropriate course selection and successful course completion.

This proposal will **dramatically increase the number of online courses** available to CCC students across campus boundaries. Although best practice strategies for online course contributions to the Online Education Ecosystem will be determined after a thorough environmental scan and needs assessment, a number of likely options have already been identified. These include:

- **Based on faculty/staff recommendations, identify high quality online courses already offered at selected colleges campuses** that may be migrated into the OEI Common Course Management System.
- **Assemble online course development teams consisting of faculty/staff and instructional designers** to create new online courses where demand is greatest
- **Create or license model online courses** that can be customized to fit the unique needs of each college.
- **Identify emerging online course development efforts** both within and outside the CCC system that may be integrated into the Common Course Management System.

Historically, DE has been constrained by lack of confidence that **DE course credit** will be recognized as students transfer within CCCs and matriculate to CSUs/UCs. This Initiative will leverage the good work already begun in this area. For example, CSU has recently approved online speech courses for articulation. This proposal provides an opportunity for DE decision makers from all three segments to share resources where appropriate and enable ease of articulation for online courses.

This proposal will work with the **Council for Adult and Experiential Learning (CAEL)** and others to investigate and implement credit for prior learning, including credit by exam. A recent study by CAEL examined data on 62,475 adult students at 48 colleges and universities across the country. CAEL found that graduation rates are two and a half times higher for students with prior learning assessment (PLA) credit. PLA students also had higher persistence rates and a faster time to degree completion.³⁴

Regarding research and planning for **basic skills interventions**, this Initiative will investigate and provide a roadmap for solutions based on an environmental scan and needs assessment. Although the implementation of basic skills interventions may not be possible within the 19-month window, there are a number of solutions that hold promise. As noted in a report funded by the Gates Foundation³⁵, some colleges have had great success using a modular approach to targeting the specific skills and knowledge that a student lacks. A typical course might cover 15 different skills, and each student must progress through each and every skill. If the course is broken into modules, on the other hand, students can focus on building the specific skills that they lack without spending more time than necessary on topics they have already mastered.

Colleges can further reduce students' time in developmental education courses by creating customized interventions that provide students with the specific help that they need. Allowing students to progress based on demonstrated competencies rather than seat time will substantially speed up entrance into a program of study.

³⁴ "Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes", March 2010.

³⁵ "Principals of Redesign: Promising approaches to Transforming Student Outcomes", prepared by the RP Group, April 2013, Page 16.

To encourage faculty and staff to support online course development and delivery, the OEI includes faculty/staff orientation, professional development, and certification options for participation in course delivery. Orientation will focus on assisting faculty and staff in understanding the role of online education, how they might contribute to online course development and delivery, and whether this modality is a good fit for their teaching style.

Professional development will include approaches that are self-paced or synchronous with much shorter cycle times, allow credit for prior learning, and apprenticeships. The certification process for course delivery will focus on dramatically increasing in the number of certified CCC faculty and staff.

Although most Objectives contribute to addressing this need, the following are essential:

- Objective 1A Governance Structures
- Objective 2B ADT Courses
- Objective 2C Other Credit Degree Courses
- Objective 2E Credit for Prior Learning
- Objective 3A Professional Development
- Objective 3B Certification for Online Delivery
- Objective 3C Course Approval Process
- Objective 3D Faculty/Staff Orientation

Need 2. Improve retention and success of students enrolled in Exchange courses.

The OEI will vastly improve student retention and success by establishing a single point of entry for online course selection and advisement, registration, orientation/assessment, course administration, and student support services. **The goal is to provide a coordinated environment that projects a consistent statewide student experience while allowing customization to fit each CCC.**

The Initiative will ensure that each student has the unique skills needed to succeed in distance learning and their DE environment. Suggested approaches include requiring online orientation and/or a combination of assessment and targeted online instruction in the areas that tested in the lower performance ranges. FHDA's Institutional Research and Planning Department is also working in **partnership with the Stanford Graduate School of Education** to examine issues related to student success online that will give new insights into helping more students succeed. As part of this Initiative, FHDA intends to expand this partnership, with exceptional support from Stanford, to continue to research the many factors that contribute to increased student retention and success in online instruction.

An essential element for success will be a **wealth of student support services** including mentoring, tutoring, and other areas of support. As noted in a recent report from the RP Group and funded by the Bill & Melinda Gates Foundation, strategies that show great promise include shifting the cultural expectations so that the college can partner with the student to provide guidance in navigating the educational experience, incentives that reward good behavior, and support services that are an integral part of students' college experience.

A goal of this OEI proposal is to provide **24/7 support** by sharing resources among participating CCCs so that no CCC is burdened by round-the-clock support coverage. A robust student response system triggered by behavioral patterns and data analytics will inform decision-making and encourage a targeted response appropriate to each student's needs.

In addition, DE coordinators throughout the state have started the move toward a **proctoring network**. This OEI can assist in bringing those plans to fruition.

Although most Objectives contribute to addressing this need, the following are essential:

- Objective 2D Basic Skills
- Objective 2F Retention and Success Strategies
- Objective 2H Proctoring and Tutoring
- Objective 4A Student Support Services
- Objective 4B Student Entry and Financial Aid Compliance
- Objective 4F Retention and Success Functionality

Need 3. Increase CCC education for the underserved and underrepresented including individuals with disabilities and those with basic skills needs

The OEI will present a **user experience** tailored to the unique profile of each student, including support for multiple languages, access to appropriate **financial aid** information and a wealth of support services. **Behavioral analytics** will be used to encourage appropriate learning tools and basic skills training to increase success and retention rates. **24/7 support** will provide schedule flexibility. Students will be directed to options for **credit for prior learning** (encompassing credit by exam and the broader national focus of awarding credits for prior experience) with initial focus on **military veterans**.

The acceleration movement currently taking place in connection with **the Basic Skills Initiative** and its ESL component will inform the realization of interventions and modules that meet the needs of underprepared CCC students.

Leveraging the High Tech Center Training Unit (HTCTU), **accessibility and universal design** needs will be integral to the design of the OEI platform and will inform strategies that colleges can adopt to correct ADA deficiencies that exist in systemwide online course offerings. Online courses provide access to education that would otherwise not be available to students with certain disabilities. Courses offered through the Common Course Management System (CCMS) will be designed to meet all adaptive technology requirements. The HTCTU also works with CCC Confer and @ONE to develop accessibility training as part of @ONE's **certificate** program for online teaching and learning, and this combination will be integrated into the **professional development** within the OEI.

Although most Objectives contribute to addressing this need, the following are essential:

- Objective 2D Basic Skills
- Objective 2F Retention and Success Strategies
- Objective 2H Proctoring and Tutoring
- Objective 4A Student Support Services
- Objective 4B Student Entry and Financial Aid Compliance
- Objective 4C Accommodations/Accessibility
- Objective 4E Geographic Diversity
- Objective 4F Retention and Success Functionality

Need 4. Increase ease of use and convenience of the online experience

The OEI platform will provide an **easy to use online experience with a single point of entry** for college planning, basic skills and assessment support, online course selection, registration, and course administration. Students will be able to search for course offerings based on varying criteria such as

timing, host college, financial aid, registration priority and new course offerings. Students and faculty will be able to choose among existing and future telecommunications technologies, including phone, web, mobile services, and video conferencing.

The OEI platform will incorporate **common overarching elements** such as C-ID and Federated ID and will integrate with current and prospective partner services including @ONE, CCC Confer, ePortfolio, uPortal, CENIC, COMIS, DECT, CalPASS Plus, and ASSIST and accommodate new technologies as they emerge.

Although most Objectives contribute to addressing this need, the following are essential:

- Objective 4C Accommodations/Accessibility
- Objective 4D Student Experience
- Objective 5A Common Course Management System
- Objective 5B User Experience
- Objective 5C Bandwidth
- Objective 5D Interoperability
- Objective 5E 24/7 Support Services
- Objective 5F Secure Central Location
- Objective 5G Facilitate Assessment
- Objective 5H Continued use of local LMS
- Objective 5I Design and implementation process

Need 5. Decrease the cost of student education

The OEI platform provides a common architecture that **leverages best practices** already in place within the CCC system while allowing the incorporation of new technologies as they emerge. In the short term, **efficiencies can be gained by addressing overlap, taking advantage of economies of scale, and decreasing systems complexity.** In the longer term, the **flexibility of the architecture will allow for new technologies with greater capacity and/or lower costs.** The OEI platform will also help address the increasing CCC enrollment demand, reducing the need for investment in additional “brick and mortar”.

The need for access to services such as tutoring, supplemental instruction, orientation and assessment has grown over the last few years; however, they are expensive and are accomplished through a wide variety of solutions.³⁷ The availability of support and other services in a consistent manner within the EMP will allow **greater leverage in purchasing agreements** as well as provide broader scope for evaluation of their effectiveness.

From the student’s perspective, the OEI will allow them to complete their degrees on time by providing course selections that match their needs and interests and robust, targeted student support services. This will realize savings for students, their families and the CCC system.

Although most Objectives contribute to addressing this need, the following are essential:

- Objective 5A Common Course Management System
- Objective 5C Bandwidth
- Objective 5D Interoperability

³⁷ Distance Education Report CCCCCO 2013
http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/REPORT_DistanceEducation2013_090313.pdf
page 53

Objective 5E 24/7 Support Services
Objective 5F Secure Central Location
Objective 5G Facilitate Assessment
Objective 6B Available to all CCCs
Objective 6C Timely Progress

Need 6. Significantly increase demand for online course delivery

The inclusive approach of this Initiative encourages all CCCs to strongly embrace the OEI and contribute significant brainpower to its success. While demand for online course delivery is greatly dependent upon high standards of quality, ease of use, and integration of services across the system, there are two factors that are critical to its success:

- A strong **outreach/communications strategy** that encompasses all stakeholders including but not limited to faculty, students, administration to encourage active participation in the Consortium.
- An **Online Education Consortium** composed of most if not all CCCs, all of which are committed to its success.

As the OEI grows, momentum is expected to gather around a central repository of courses and materials available to faculty members teaching in the DE environment. The resulting community of practitioners will steward the **development of master course content and best practices** that will help to inform the ongoing delivery of DE statewide. At the same time, **integrated data collection and assessment of outcomes** will allow for informed improvement of the ongoing effort, resulting in a high satisfaction, high demand, and exemplary course exchange.

Although most Objectives contribute to addressing this need, the following are essential:

Objective 1A Governance Structures
Objective 1B External Evaluation
Objective 1C Consortium Agreements
Objective 2A Consortium Involvement
Objective 2G Aligned with Standards
Objective 5C Bandwidth
Objective 5D Interoperability
Objective 5E 24/7 Support Services
Objective 5H Continued use of local LMS
Objective 6A Metrics
Objective 6B Available to all CCCs
Objective 6C Timely Progress
Objective 7A Program Structure
Objective 8A Marketing Plan
Objective 8B Communication Plan

Objectives: Methodology to address Needs (RFA 7.a.3)

This proposal embraces the following methodologies to address the above needs:

- **Collaborative Approach:** An organizational model that incorporates guidance from the OEI Advisory Committee and Steering Committees ensures that stakeholder needs will be addressed. An emphasis is placed on broad-based faculty participation and direction.
- **Results Oriented Focus:** Clear metrics and target outcomes are defined upfront with predictable evaluation and continuous improvement
- **Adaptive Project Framework:** The OEI planning process begins with an environmental scan and needs assessment to determine the best approach in providing OEI products and services. In this methodology, time and costs are typically held constant while the project scope is adjusted to reach the maximum value for stakeholders.
- **Agile Project Management:** With a focus on short cycle times and incremental deliverables, this methodology allows for fast response to changing stakeholder needs and feedback within ongoing technical development.

Each objective is linked to activities and performance outcomes in accordance with the RFA instructions. The above methodologies are incorporated within the Activities listed under each Objective in the Comprehensive Work Plan, located in the Appendix.

Objectives: High Probability of Success (RFA 7.a.4)

This proposal is uniquely positioned for success for the following reasons:

Visionary Leadership

The OEI team is composed of recognized leaders representing every aspect of this proposal. Dr. Linda Thor, FHDA chancellor, is a pioneer in DE as demonstrated by her highly acclaimed work at Rio Salado College and her thought leadership at both the state and national levels. Tim Calhoon is the director of the CCC Technology Center at Butte, where he led transformative change at the CVC during many tumultuous years of funding challenges. Joseph Moreau is a DE technology visionary, leading breakthrough work at colleges statewide and nationally since 1997. For more background on their experience, see Section 8: Project Management.

Strong Partnerships

Butte's acclaimed management of the underlying platform and FHDA's experience as the first and largest CCC provider of online courses makes this partnership, by far, the best suited for the OEI. Among many other benefits, this partnership ensures that funding will be spent wisely and no time will be allocated to "reinventing the wheel."

In addition to the leadership mentioned above, the OEI Partners have already received commitments to provide services from:

- Stanford Graduate School of Education: Research in progress on factors leading to student retention and success in online courses
- @ONE: Expertise and products/services for faculty professional development and certification

- CCC Confer: Online conferencing and other services
- RP Group: Expertise in program evaluation
- CAEL: Expertise in credit for prior learning
- 3CMedia Solutions
- High Tech Center Training Unit: accessibility

Letters of commitment confirming their involvement are included in the Appendix of this application package.

In addition, the OEI Partners have generated enthusiastic interest from a number of other potential partners—both commercial and non-profit. Those organizations include:

- Khan Academy
- Mt. San Jacinto Community College
- Dell Computers
- Cisco Systems
- Via Response
- Intelliresponse
- Rafter.com
- Innovative Educators
- Pearson
- Ellucian

Letters of support from these potential partners are available upon request.

The OEI Partners also have long term, professional relationships with the multitude of projects that will become increasingly integrated as the statewide technology infrastructure aligns behind the OEI, the Education Planning Initiative, and the Common Assessment Initiative. These projects include 3CMedia Solutions, CCC Confer, Cal-PASS Plus, C-ID, COMIS, and the projects currently managed by the CCC Technology Center, including CCCApply, CCCID (single sign-on; federated ID), ePortfolio California, eTranscript California, and CENIC (access to the CalREN Network). The CCC Technology Center also currently provides technology advice and leadership at the highest level within the Chancellor's Office through its ongoing support and participation in the Telecommunications and Technology Advisory (TTAC) Committee and the Systemwide Architecture Committee.

Strategic Commitment

Both FHDA and Butte consider the OEI a key component of their districts' strategic plans and are strongly committed to the success of the OEI. For more information, please refer to Section 9: Institutional Commitment.

Proven history of success

The OEI Partners have vast experience in implementing high-quality statewide initiatives. Both FHDA and Butte are known for successful collaborative and inclusive decision-making, and are leaders in the field of online education. With Butte's acclaimed leadership in the CCC Technology Center and the current California Virtual Campus and FHDA's historic leadership in online course development and delivery, this partnership is uniquely suited to leverage and collaborate with existing statewide initiatives while building a transformative Online Education Ecosystem (OEE). For more information, please refer to Section 8: Feasibility.

Readiness

A launch team is already assembled and is ready to begin. With hiring processes typically requiring up to a six-month turnaround, this is a huge advantage over proposals with positions to fill. This seasoned team has decades of directly applicable experience and will be able to “hit the ground running” as soon as funding is secured. The launch team will begin work on establishing the governance teams and assisting in the recruitment of the permanent team that will lead the grant. The launch team will also guide the transition to the permanent team. For further information, see Section 8: Project Management for further information.

Procedures: Feasibility of Solutions/Strategies (RFA 7.b.1)

To ensure the feasibility of each OEI solution/strategy, the Comprehensive Work Plan in the Appendix includes the following Activities:

1. **Stakeholder Involvement:** Thoughtful selection of the OEI Advisory Committee, steering committees, management teams, and task forces will ensure representation from all who have a stake in OEI outcomes, including but not limited to the CCC Academic Senate, CCC administration, CCC faculty, CCC staff and experts in accessibility, instructional design, student services, underrepresented cohort groups, CVC technical development, CVC infrastructure, and visionaries within and outside the CCC, with consideration for regional and underrepresented perspectives.
2. **Environmental Scans:** Scans will ensure that the team has a broad understanding of alternatives currently available by analyzing current CCC offerings, identifying best practices within and outside of the CCC setting, and performing a gap analysis as compared to stakeholder needs.
3. **Needs Assessments:** With broad stakeholder participation, a needs assessment will be performed to determine criteria, requirements, and processes for the OEI.
4. **Five-year roadmaps:** A five-year roadmap will be developed for each solution area to define clear expectations for measurable milestones and deliverables
5. **Compliance with Standards and Practices:** Compliance with associated standards and practices will be identified.
6. **Collaboration with other statewide projects:** Integration will occur with statewide projects as addressed in the RFA, including but not limited to C-ID, Federated ID, Open CCCApply, CCC Confer, ePortfolio, uPortal, CENIC, COMIS, CalPASS Plus, and ASSIST.
7. **CCC participation:** Emphasis will be placed on activities that ensure strong CCC participation at all stages of the Initiative, on recruitment of CCCs into the Consortium, and on retention of CCCs in the Consortium.
8. **Outcomes and Evaluation process:** The RP Group will ensure that appropriate metrics and outcomes are defined and a robust evaluation process is in place.
9. **Continuous Improvement:** An ongoing quarterly review and update to address new challenges and opportunities is built into each Objective to ensure continuous improvement toward the objective.

Procedures: Short- and Long-Term Benefits (RFA 7.b.1)

The OEI benefits each segment of the target population addressed in Section 6: Needs, including CCC students, CCCs and their faculty/staff, and the statewide CCC system.

Short-Term Benefits

During the time frame of this grant (19 months), the benefits include:

- Economies of scale for Consortium members
- Faster online course delivery certification process for faculty/staff
- Shorter cycle time for online course development
- Accessibility functionality incorporated into the platform
- Behavioral analytics incorporated into the architecture
- Statewide student orientation with corresponding assessments and tutorials
- Recommendations for best practices in improving student success and retention based on environmental scans and needs assessments
- Online access to free and/or low-cost tutoring services
- Master and exemplary course samples available from a central repository
- Alignment of online courses with ADT and C-ID
- Centralized communication and information resources
- Evaluation and integration of all CCC statewide technology offerings into EMP as appropriate
- Alignment with the Education Planning and Common Assessment initiatives

Long-Term Benefits

Students enrolled in CCCs who participate in the Consortium will realize many benefits, including:

- Faster degree completion
- Reduced education costs
- Greater schedule flexibility
- A greater selection of quality courses aligned with their matriculation path
- Assurance that required courses are available when needed
- Ability to easily move within and through the community college system
- Access to high quality online student support systems to ensure success in online environments

- A proactive and responsive environment that addresses individual learning styles and the unique needs of underserved and underrepresented students

California community colleges and faculty/staff that participate in the Consortium will realize benefits, including:

- Ability to serve a greater number of students by:
 - Reducing/eliminating wait lists for high demand courses
 - Serving those with special circumstances, including high school graduates, unemployed workers, and returning veterans
 - Attracting students who are not available for face-to-face classroom delivery settings
- Lower cost of course delivery, potential expansion of revenue, and increased college/faculty brand recognition outside of their local boundaries
- Involvement in the development of systemwide online course development and delivery
- Professional development, support for online course development and delivery, and access to master class content through a centralized repository
- Greater student satisfaction
- Faster degree completion and greater choice of course offerings
- 24/7 support

At a statewide level, the California Community Colleges system will realize benefits, including:

- Reduced cost/student (alternative delivery methods, economies of scale)
- Reduced technological complexity (common systems platform)
- Greater ability to meet the education needs of diverse student populations, students with disabilities, and underrepresented communities
- Greater consistency and interoperability of online services among colleges (via Consortium agreements)
- Greater consistency of course offerings (reduced duplication and misalignment)
- Increased online course quality and quantity (standards, review, evaluation)
- The ability to tap a wealth of data that can be used to inform decision-making and encourage a faster systemwide response to student needs

Procedures: Program Improvements (RFA 7.b.1)

The OEI significantly expands and enhances the CVC, providing the following products and services within an easy-to-use streamlined common Education Management Platform (EMP):

1. **Quality online courses** that significantly reduce the time required to matriculate
2. **Credit for prior learning** via online assessments and analyses
3. Online modules/tutorials for **basic skills development**
4. **Proctoring** services for online course testing
5. **Orientation and professional development for faculty and staff** wishing to participate in online course development and/or delivery
6. **Behavioral analytics** to dramatically improve student retention and success
7. **24/7 student services** to encourage student retention and success, including technical support, advisement, and tutoring.
8. **Seamless integration with other online functionality**, including registration, financial aid, course selection, course placement, and enrollment.

All CCCs will be encouraged to incorporate the Education Management Platform and its Common Course Management System (CCMS) in their environment and to participate in online course development and delivery.

Procedures: High Level Timeline (RFA 7.b.2)

The table below summarizes the major milestones for the term of this grant (19 months beginning December 2013). For more detailed information and the timelines for each individual Activity, refer to the Comprehensive Work Plan Charts in the Appendix. Since the OEI is closely linked to the Education Planning RFA 13-084, major milestones for Butte’s proposal for the Education Planning RFA are included as reference:

Date	OEI Milestones	Butte RFA 13-084 Milestone
Dec 2013	Launch team in place	
Mar 2014	Advisory Committee and Steering Committees in place	
Apr 2014	Full management team in place	Steering Committees in place, Marketing plan in place
June 2014	Environmental scans Needs analyses Establish peer review process for approval of online courses	Plan to coordinate all project activities Faculty PD for CCC Confer, 3CMedia Solutions
Aug 2014	Proctoring & Tutoring Roadmap Faculty/staff orientation available Faculty/staff PD Roadmap	

	Certification Roadmap Student Services Roadmap	
Sep 2014	Online Course Roadmap	
Oct 2014	Basic Skills Roadmap Credit for Prior Learning Roadmap	
Nov 2014	PD for course development/delivery	
Dec 2014	CCC Consortium Agreement available for signature Implement strategic marketing campaign Course approval process in place	Data services available across the system
Jan 2015	Streamlined faculty/staff online course delivery certification	
Apr 2015		Data access for web services
June 2015	Deploy Education Management Platform (EMP) including Common Course Management System (CCMS), Student Services, Tech support	Improved online education planning tools and program inventory in place

Performance Outcomes/Evaluation Design: Overview & Qualifications (RFA

7.c.1, 7.c.4)

This proposal will engage the **Research and Planning Group for California Community Colleges (RP Group)** to ensure the proper identification and implementation of metrics and outcomes. In addition, engaging separate personnel, the RP Group will act as the independent third party evaluator.

Evaluation Plan Overview

The Research and Planning Group for California Community Colleges (RP Group) has been engaged by the OEI Partners to evaluate the proposed Online Education Initiative. The RP Group will draw from more than 20 years of experience in evaluation, research, and the complexities of the California Community College (CCC) system to design and implement an evaluation that provides reliable quantitative and qualitative information that both informs progress achieved toward intermediate and final outcomes as well as contextualizes this information with perspectives obtained from key stakeholders.

Specifically, the RP Group's evaluation of the OEI will:

1. Generate information that key stakeholders need to make informed decisions throughout the project implementation process.
2. Utilize a rigorous technical design that is built on a platform of knowledge about effective practices and integration of quantitative and qualitative research to create a multifaceted picture of progress toward outcomes.
3. Produce useful and meaningful information that not only guides implementation and enables the OEI leadership groups to make informed decisions but also offers guidance to others within and beyond the CCC system in the design and development of online systems of instruction.

A description of the overarching themes, methods, and context of the evaluation plan is provided below, with the specific activities and outcomes to be assessed detailed in the Outcomes and Methodologies

tables in the Appendix. It is important to note, however, that this evaluation plan represents a starting point and initial framework for the project; as project objectives, outcomes, and budget details are adjusted post-award in collaboration with FHDA, Butte, and the Chancellor's Office, the evaluation will be correspondingly modified.

Qualifications

The RP Group's team of highly trained experts has successfully conducted a number of evaluations that make the organization uniquely qualified to play this critical role in the OEI. Just recently, the RP Group evaluated a collaboration between San Jose State University (SJSU) and Udacity, a massive open online course (MOOC) provider, that created remedial and introductory college courses on the Udacity platform. Additionally, at this time the RP Group is in the process of evaluating Mount San Jacinto College's pilot project to deliver a basic skills writing course as a MOOC. For additional information about the RP Group's experience in research, evaluation, dissemination, and more, please see the **Statement of Qualifications** in the Appendix.

Key Evaluation Components

The proposed evaluation includes three interactive components: an environmental scan, research design and analysis, and dissemination to internal and external stakeholders. Each component is described in detail below.

Environmental Scan

For the OEI to successfully achieve its goals, it must be guided by research into how other states have expanded and streamlined their delivery of online education as well as how online instruction can be delivered in ways that support and advance equity. The RP Group has extensive experience conducting literature reviews and environmental scans that inform large research initiatives; moreover, the RP Group has pioneered a new approach that extends this research component to run throughout the life of the project rather than simply providing an initial foundation of information. With this method, questions that arise as the design and implementation processes advance can be included in the environmental scan, with the appropriate expertise consulted for the duration of the project. Furthermore, the RP Group has just conducted a literature review as part of the above-noted evaluation of the SJSU-Udacity collaboration, providing a strong foundation from which to build and expand research for the OEI.

With this breadth of knowledge and relevant experience added to the expertise of the OEI Advisory Committee, steering committees, management team, and task forces, the RP Group will enable the OEI to leverage successful strategies at work around the country for the benefit of this project.

Research Design and Implementation

At the foundation of the RP Group's work are the research questions that will drive the evaluation. Based on a careful study of the RFA, the OEI team has collaborated with the RP Group to identify the following research questions that will drive the evaluation. These questions address key aspects of the OEI's implementation approach, outcomes, and systems level impact:

1. **Student success.** How does a statewide, uniform online education platform impact student outcomes at the course and program level? How does it impact degree completion and transfer, including both changes in completion/transfer rates and the efficiency with which students are able to achieve these goals?

2. **Equity of impact.** How does this new system affect disparities in student success, both between students in online courses and face-to-face courses as well as among students of differing backgrounds and ethnicities in online courses? How does the new system's impact vary among students pursuing different educational goals?
3. **Student support.** How can colleges best support student success in online courses? How can online education systems most effectively identify students who need help and provide that help? What types of support and delivery models will most effectively and efficiently provide students in online courses the assistance (academic and non-academic) necessary for them to thrive?
4. **College structures, models, and funding.** How does an increased emphasis on online education, and likely increase in student participation in online courses, impact the structure and delivery of, as well as funding for, education at California community colleges?

Dissemination to Internal and External Stakeholders

The final core component of the RP Group evaluation will be dissemination of key findings to internal and external stakeholders. Internal dissemination will be built into the evaluation design, ensuring that findings generated by the evaluation are shared in a timely manner with those who are in position to act on these findings. Because the project is large in scope and comprises individuals working in different teams and committees, the RP Group will participate in the OEI Steering Committees and provide quarterly debriefings to this group and other project stakeholders as appropriate. At each debriefing, the evaluation team will provide an update on progress achieved toward each major outcome and individuals will have the opportunity to ask questions, offer suggestions, and make requests. In this process, the RP Group will draw on its extensive experience translating research methods and language into information that is easily comprehensible and relevant to the intended audience.

As described in the Dissemination section, to disseminate project findings externally, the RP Group will collaborate with the OEI team in using print, online, and other media formats to broadly share critical information that arises from the project. Then, the RP Group will leverage its extensive network throughout the CCC system and beyond to conduct presentations, convenings, workshops, and more in order to help stakeholders inside and outside of the CCC system understand what these findings mean to them and how they can be used to improve student success.

Performance Outcomes: Link to Objectives and Procedures (RFA 7.c.2)

The RP Group has identified measurable outcomes associated with each Objective and developed a plan to measure those outcomes throughout the development and implementation of the new online education management system as seen in the Appendix entitled Comprehensive Work Plan. As the RP Group conducts these specific assessments, short-term and long-term findings will be examined in light of the broader questions in the above-described four key areas: student success; equity of impact; student support; and college structures, models, and funding.

In this way, data gathered and analyzed throughout the project will be used not just to inform the achievement of a particular objective, but also to provide insight into progress toward the larger goals of colleges, districts, and the state of California. As the project unfolds, the RP Group will work closely with the OEI Partners and the Chancellor's Office to refine as needed this evaluation framework, as well as the identified outcomes and evaluation methodology.

Performance Outcomes: Benefit to Stakeholders (RFA 7.c.3)

In addition to conducting the evaluation of the OEI, the RP Group is partnering with applicants to the Chancellor's Office Education Planning and Common Assessment grants. While the development and roll-out of each of these three projects will be distinct and unique in many ways, all three projects are also intimately connected—each designed to bring quality improvement and standardization to critical aspects of the student experience and, in doing so, both broaden and clear away obstacles on students' pathway to success.

If given the opportunity to conduct evaluations for all three projects, the RP Group will work to cultivate coordination among the projects so that findings from each one inform and improve the others. In this way, the RP Group hopes to bring to California community colleges, and the California Community Colleges system, a new level of illumination with respect to tackling the biggest obstacles to the success of our students.

Performance Evaluation Design: Measurement, Methodology, Anticipated Findings (RFA 7.c.4)

The **attached table in the Appendix entitled Outcomes and Methodologies** supplied by RP Group describes how each Objective in the Work Plan will be measured, anticipated findings, the measurement methodology, and the expected beneficiaries of the outcome.

Since best practice strategies for online course contributions to the Online Education Ecosystem will be determined after a thorough environmental scan and needs assessment, it is difficult to determine five-year targets for online courses. (For details regarding course development options, see Need 1 within this Section.) This OEI proposal therefore targets the number of students served by OEI online course offerings each year rather than identifying specific targets for the number of courses developed and/or delivered. This proposal will **dramatically increase the number of CCC students taking online courses**. Therefore, the primary long-range measure of success will be the number of students who complete online courses and, as a result, matriculate outside the CCC system.

Section 8: Project Management/Institutional Commitment

Overview (RFA 8.e)

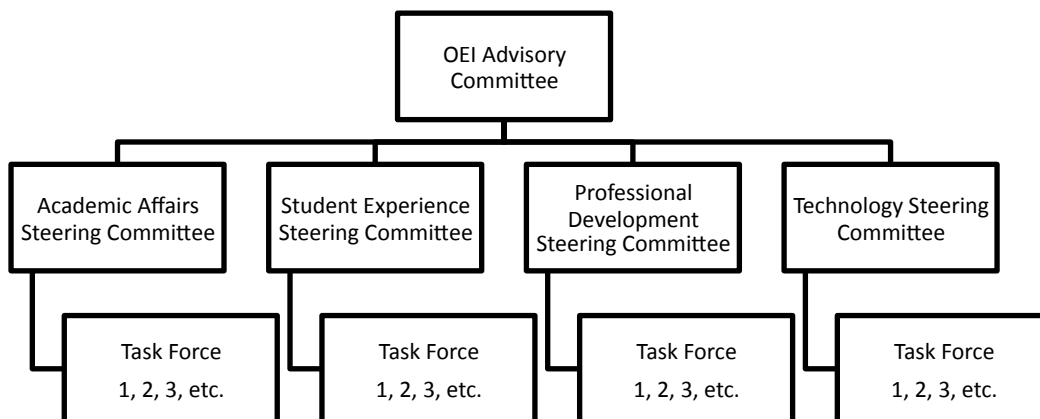
This proposal is a partnership between FHDA and Butte (OEI Partners) with roles and responsibilities of each partner defined within the **Letter of Commitment** located in the Appendix. FHDA has primary responsibility for the program management (strategy/methodology/approach, functional requirements, Consortium) and Butte has primary responsibility for the implementation of the EMP platform (technical specs, tech center, vendor selection, grant management) as well as marketing and communications. FHDA will serve as the fiscal agent for the partnership.

The OEI Partners have vast experience in implementing high-quality statewide initiatives, are known for successful collaborative and inclusive decision-making, and are leaders in the field of online education. With Butte's acclaimed leadership in the CCCTC and CVC and FHDA's leadership in online course development and delivery, this partnership is uniquely suited to leverage and collaborate with existing statewide initiatives while building a transformative Online Education Ecosystem (OEE).

Structure (RFA 8.e)

The OEI organizational structure is designed to bring together an experienced management team directed by an OEI Advisory Committee and with guidance from steering committees and task forces to build upon previous good work and to realize significantly greater student retention and success along with sustainable institutional improvement. These committees are designed to ensure that the needs of all stakeholders are recognized and will be composed of representatives from CCC faculty, administration, and staff as well as thought leaders from within and outside of the community college setting. To ensure student representation, focus groups and surveys will be employed.

Online Education Initiative Proposed Governance Structure Foothill-De Anza/Butte Joint Application



An **OEI Advisory Committee** will provide general oversight and guidance for the Initiative. This committee will also be instrumental in ensuring participation from all CCCs and stakeholder groups. The OEI Advisory Committee will meet quarterly to review the progress made toward completing the goals and objectives of the program, assess the success of the components of the program, report to appropriate stakeholders on the program's progress and success, and provide direction to the management team for future activities and developments. Members will include:

- Foothill-De Anza Community College District Executive Sponsor
- Butte-Glenn Community College District Executive Sponsor
- Executive Dean of the OEI Program - Co-chair
- Appointee of the CCC Statewide Academic Senate - Co-chair
- Appointee of the CCC Chief Instructional Officers
- Appointee of the CCC Chief Student Services Officers
- Appointee of the CCC Chief Information Systems Officers Association
- Representative of the CCCCCO Academic Affairs Division
- Representative of the CCCCCO Student Services Division
- Representative of the CCCCCO Technology, Research and Information Systems Division
- OEI Dean of Academic Affairs
- OEI Dean of Student Services
- OEI Dean of Professional Development
- OEI Chief Technology Officer

The four steering committees will guide the OEI management team on the implementation of the Initiative. These committees will actively and continually engage the various stakeholder communities throughout the state and provide input and recommendations to the management team and the OEI Advisory Committee. Even though each of the steering committees will have a specific focus, ongoing collaboration among the steering committees will be essential to develop a comprehensive, robust and integrated ecosystem to support online instruction and student services. The steering committees will meet via CCC Confer bi-weekly and in person quarterly. The precise membership of the steering committees will be determined by the OEI Advisory Committee once it is formed. A tentative list of prospective members is included below as reference.

OEI steering committees include:

OEI Academic Affairs Steering Committee – The Academic Affairs Steering Committee will provide ongoing leadership to the OEI program in areas such as associate degree for transfer pathways, online course quality standards, faculty certification, instructional support for basic skills, the award of credit for prior learning, and academic policies and procedures. Tentative membership composition includes:

- OEI Dean of Academic Affairs - Chair
- 8 faculty - from a variety of disciplines and regions of the state
- 1 instructional researcher
- 2 administrators – 1 from academic affairs, 1 from student services
- 2 technologists
- 2 classified staff

- 1 librarian
- 2 students
- OEI Director of Accessibility and Universal Design – ex officio
- OEI Director of Data Analytics – ex officio

OEI Student Experience Steering Committee – Beyond overseeing the development of cutting-edge, online student services and support systems, the Student Experience Steering Committee will holistically guide the integration of the many components of the OEI Program into a comprehensive and seamless online experience for students, faculty, and staff. Tentative membership composition includes:

- OEI Dean of Student Services - Chair
- 2 student services administrators
- 2 counselors
- 2 faculty
- 1 institutional researcher
- 2 registrars
- 1 financial aid director
- 1 tutoring director
- 1 writing center director
- OEI Director of Accessibility & Universal Design - ex officio
- OEI Director of Data Analytics – ex officio

OEI Professional Development Steering Committee – The Professional Development Steering Committee will assure that faculty and staff throughout the state have access to extensive and efficient training and professional development opportunities. Properly trained faculty and staff will capitalize on the new systems and services offered through the OEI and provide students with world-class instruction and support via the state’s Online Education Ecosystem. Tentative membership composition includes:

- OEI Dean of Professional Development - Chair
- 2 distance learning coordinators
- 2 administrators
- 4 faculty
- 2 counselors
- 2 classified staff
- 1 librarian
- OEI Director of Accessibility & Universal Design - ex officio
- OEI Director of Data Analytics – ex officio

OEI Technology Steering Committee – The Technology Steering Committee will investigate and implement advanced information systems and services in support of the state’s online instruction ecosystem. In seeking such solutions, the Technology Steering Committee will emphasize the development of innovative public/private partnerships for the most efficient and cost-effective development of new products and services. Tentative membership composition includes:

- OEI Chief Technology Officer - Chair
- 3 chief information systems officers
- 3 faculty
- 1 counselor
- 1 librarian
- 2 technologists
- OEI Director of Accessibility & Universal Design - ex officio
- OEI Director of Data Analytics – ex officio

Each steering committee will be formed with the guidance of the OEI Advisory Committee to ensure that they include proper representation of stakeholders, including CCC, faculty, staff, students, and thought leaders. The steering committees will guide the OEI management team as they implement the Activities that realize the Objectives of the Online Education Initiative.

Through the course of the OEI Program, it will be necessary to bring together highly specialized teams of stakeholders to focus on unique, short-term tasks. Any of the steering committees may form a **task force** and provide it with a specific charge, expected deliverables, and definite timeline. For example, based on criteria and specifications developed by the steering committees for a common course management system, it may be very useful to bring together a group of faculty and technologists from throughout the state to conduct product evaluations of commercial and open source options and make a recommendation to the steering committees as to a product selection. Task force members may be recruited from the membership of the steering committees or interested stakeholders from throughout the state.

An essential element of success is the formation and continued active participation of all CCCs in the **Online Education Consortium**. The OEI Executive Dean, in partnership with the OEI Advisory Committee and the founding colleges of the consortium, will develop a governance structure for the oversight and growth of the consortium.

The **OEI management team** will be jointly coordinated by the vice chancellor of technology at FHDA and the director of the CCC Technology Center at Butte-Glenn CCD.

Careful integration of personnel within FHDA and Butte organizations into a unified OEI management structure encourages a collaborative and united team culture. A strong bond with the CCCTC and CVC is essential to the success of the OEI and, as such, this integrated organizational structure supports intrinsic collaboration, consolidation of supporting services, better overall risk management, and effective use of shared internal services – while also providing each OEI project team a unified reporting relationship that is accountable to the Chancellor’s Office and OEI leadership.

Management Plan (RFA 8.a)

The OEI management team will be led by an OEI executive dean (ED) responsible for the successful outcomes of this initiative and for its sustainability. The ED will be responsible for the successful execution of OEI strategies and will be the primary interface to the OEI Advisory Committee. The ED will have both programmatic and fiduciary responsibility for the project and will be responsible for timely reporting. The organizational chart, roles and responsibilities, and qualifications of these employees appear later in this section.

Transition Plan (RFA 8.b)

Recognizing that this initiative requires a proposal that can “hit the ground running,” **an OEI Launch Team has already been assembled and is ready to begin.** This seasoned team has many years of directly applicable experience and will be able to start as soon as funding is secured. Further details regarding the launch team, their roles, and their exceptional fit for these roles are found later in this section.

The **launch team** will begin working immediately to recruit members of the OEI Advisory Committee and steering committees. They will also assist in the recruitment of permanent personnel. The launch team includes seasoned CCC leaders who have been recruited for their ability to quickly establish a productive organization with clear, well-defined goals. It is anticipated that this founding team will provide a smooth transition to a permanent leadership team within the first five months of this initiative.

The OEI Advisory Committee will be composed of members as specified in the RFA and is expected to be in place by January 2014. Steering committee participants will be selected through a systemwide open application process to be completed by the end of March 2014. To ensure active participation, the OEI budget includes funding for travel expense reimbursements and stipends for faculty and student participants.

Steering committee members will include, but are not limited to, representatives from the following:

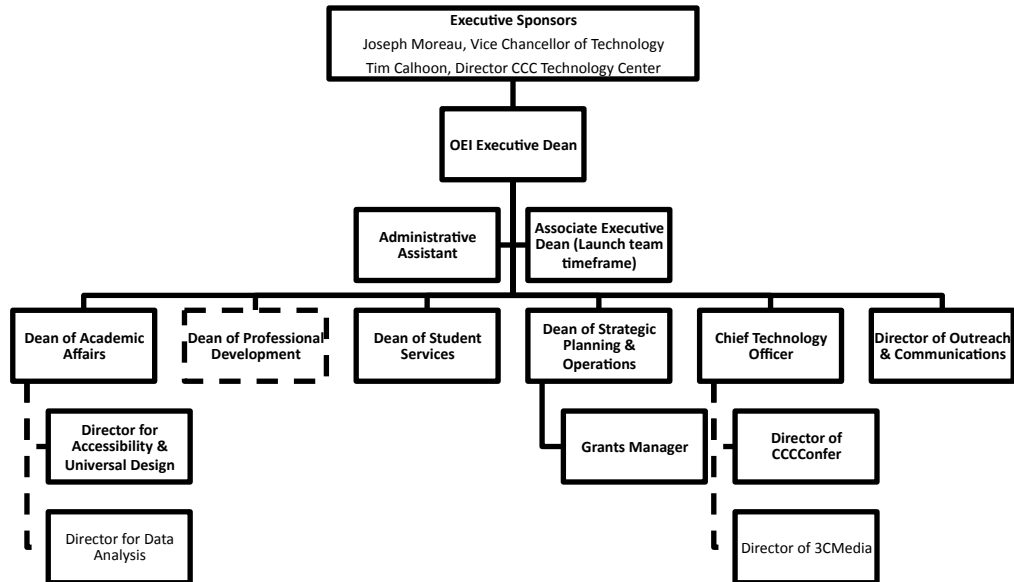
- Large and small districts
- Rural and urban areas
- Northern and Southern California
- Different student information systems
- Statewide leadership
- Underrepresented cohort groups
- Thought leaders within and outside the CCC system

In accordance with the nature of this initiative, all meetings will be available via CCC Confer and agendas, meeting minutes, and recorded meetings will be available online.

Organizational Chart with Roles and Responsibilities (RFA 8.c, 8.d)

The OEI Management Team will be structured as specified in the following Organizational Chart:

Online Education Initiative Proposed Management Structure Foothill-De Anza/Butte Joint Application



These positions will have the following roles and responsibilities:

Executive Dean (1 FTE) – This position has responsibility for all aspects of the planning and implementation of the CCC Online Education Initiative (OEI) Program.

Administrative Assistant (1 FTE) – Reporting to the executive dean, this position will provide general administrative and clerical support to the OEI management team.

Dean of Professional Development (1 FTE) – This position will direct the development and deployment of the professional development and personnel certification components of the CCC OEI Program. This role will also rely on support from a contract with CCC Confer and @One. Letters of commitment to that effect are included in the Appendix.

Dean of Academic Affairs (1 FTE) – This position will direct the development and implementation of program components related to the Associate Degree for Transfer, standards-based course content, basic skills support services, credit by exam, and academic policies and procedures.

Director of Accessibility & Universal Design (1 FTE) – Reporting to the dean of academic affairs, this position will be integrally involved with the development of standards, criteria, and specifications for any systems or products developed or procured through the OEI program to ensure their compliance with all applicable accessibility and universal design standards and regulations. This position will be filled

through a contract with the High Tech Center Training Unit (HTCTU). A letter of commitment to that effect is included in the Appendix.

Director of Data Analytics (1 FTE) – Reporting to the dean of academic affairs, this position will be integrally involved with the development of standards, criteria, and specifications for any systems or products developed or procured through the OEI program to ensure that robust and sophisticated data analytics and reporting functions have been incorporated. The role will be fulfilled through a contract with the RP Group. A letter of commitment to that effect is included in the Appendix.

Dean of Student Services (1 FTE) – This position will direct the development and deployment of online student support services.

Dean of Strategic Planning and Operations (1 FTE) – This position will provide overall direction to the OEI Program management team and organization for strategic planning and business operations.

Chief Technology Officer (CTO) (1 FTE) – This position will direct the technical developments and operation of the systems and services provided through the OEI Program. The CTO will work closely with existing statewide programs to integrate current production systems with new systems and services developed or procured through the OEI Program.

Director for 3CMedia (.25 FTE) – Reporting to the CTO, this position will oversee current and new operations of the 3CMedia Solutions program and their integration with new systems developed or procured by the OEI Program. This role will be fulfilled through a contract with 3CMedia Solutions. A letter of commitment to that effect is included in the Appendix.

Director for CCC Confer (.25 FTE) - Reporting to the CTO, this position will oversee current and new operations of the CCC Confer program and their integration with new systems developed or procured by the OEI Program. This role will be fulfilled through a contract with CCC Confer. A letter of commitment to that effect is included in the Appendix.

Director of Outreach & Communications (1 FTE) – Working closely with other members of the OEI Program management team, this position will be responsible for developing outreach and marketing programs to promote participation in the OEI Program.

Manager, Grants Research & Development (.20 FTE) – Working closely with the executive dean, chief technology officer, and launch team, this position will assist with project compliance and facilitation, development of steering committees and task forces, and communication efforts between Butte and FHDA during the project launch. The position will also focus on identifying private and public funding sources in order to ensure the sustainability/stability of funding for the Online Education Initiative during and after the 5-year funding period. Additionally, as promising new and emerging DE course delivery, professional development, student support strategies and technologies are identified that bolster the project initiative, this position will assist the team in working with private businesses, private foundations, and public agencies to ensure augmentation and enhancement funding is available to meet and exceed project goals and objectives.

This proposal has been developed in collaboration with a wide range of participants who are expected to be involved with the OEI when funded. They include:

Tim Calhoon, Director, CCC Technology Center
Joseph Moreau, Vice Chancellor of Technology and CTO, FHDA
John Ittleson, Professor Emeritus, Information Technology and Communication Design, CSUMB
Sandoval Chagoya, Project Manager, California Virtual Campus
Henry Burnett, Director Emeritus, Media Services, UCSC
Patricia James, Pat James Consulting, Online Program Design, Development & Implementation
RP Group
High Tech Center Training Unit (HTCTU)
@ONE
CCC Confer
3CMedia Solutions

Prior Experience (RFA 8.d)

The key roles within the OEI Launch Team (LT) have already been filled with seasoned executives uniquely suited to their role. The following identifies team members by name and includes a brief summary of their prior experience. Job descriptions for the permanent staff are included in the Appendix.

Executive Dean: Mr. Joseph Moreau (LT)

Joseph Moreau currently serves as Vice Chancellor of Technology and Chief Technology Officer for the Foothill-De Anza Community College District and is one of the executive sponsors of this application. Vice Chancellor Moreau will undertake the role of Executive Dean on the launch team. A technologist for over twenty-five years, Moreau previously served as Chief Technology Officer for the State University of New York at Oswego where he advanced the use of cloud computing technology and established a new technology planning process for the university. As Dean of Academic Information Services at MiraCosta College in Oceanside, California, and chief technology officer for the college, he led the implementation of the college's new comprehensive information system, including student records, human resources, and financial applications and oversaw the design of the 50,000 square foot Library and Information Hub. As Dean of Learning Resources of West Hills College in central California, he oversaw the development of a sophisticated distance education infrastructure that included interactive video and web-based courses. He began his career working as a videographer and media specialist for a variety of firms in the private sector, leaving the private sector for higher education where he helped design the 70,000-square-foot Shatford Library and was a key contributor to the transition from "traditional" media to digital media resources at Pasadena City College.

Moreau has served as the president of the California Community Colleges Chief Information Systems Officers Association. He served on the board of directors of the Corporation for Education Network Initiatives in California (CENIC) – the non-profit corporation charged with operating the K-20 Internet network in California. For five years, he served on the board of directors and as the president of the Oracle Higher Education User Group. While at SUNY, he served on the Faculty Advisory Council for Teaching and Technology and led the council's Learning Environments Task Group to explore international best practices in innovative instructional space design.

He earned his bachelor's degree in Visual Arts at the University of California, San Diego; his master's degree in Education at California State University, Los Angeles; and he completed the certificate program in Motion Picture Arts and Sciences at University of California, Los Angeles.

Associate Executive Dean: Dr. John Ittleson (LT)

Dr John C. Ittelson is California State University, Monterey Bay, (CSUMB) Professor Emeritus of Information Technology and Communication Design. One of the founding faculty at CSUMB, his areas of expertise include distance and online learning, multimedia development and ePortfolio deployment. Dr. Ittelson received a bachelor's degree in Radio-Television-Film, a master's degree in Instructional Television, and a Ph.D. in Educational Psychology and Instructional Design from Northwestern University. He sits on the boards of Access Monterey Peninsula Cable Consortium (AMP), the California Association for Supervision and Curriculum Development (CASCD), Pacific Metrics, and the National Board of the Center for Interactive Learning and Collaboration (CLIC). Ittelson has been appointed as an Apple Distinguished Educator and an Adobe Educational Leader and serves as the co-facilitator of a Community of Practice: EPAC - Electronic Portfolio Action and Communication, a national group focused on using ePortfolios. He is also the co-chair of the Academic ePortfolio Workgroup for Postsecondary Electronic Standards Council (PESC).

Dean of Academic Affairs: Mr. Ric Matthews (LT)

Ric Matthews earned a bachelor's degree in Wildlife and Fisheries Biology from the University of California, Davis, then, while working at the University of California, San Diego, School of Medicine, obtained a master's degree from San Diego State University in Biology. After twelve years of medical research, he accepted a position as the first full-time faculty in science at San Diego Miramar College, growing the science program. Early in this new career, he finished a second master's degree in Educational Technology from National University. He has been an early adopter and trainer in Instructional Technology, teaching courses online and using video conferencing to teach simultaneously at two campuses. He served four years on the Statewide Academic Senate Executive Board where he oversaw technology issues, chaired the committee that wrote the first guidelines for online instructional quality, served as a co-chair of the Distance Education Technical Advisory Committee, was a founding member of @ONE, worked with the development of the California Virtual University, and chaired an Inter-segmental Conference on the Articulation of Technology Enhanced or Delivered Education across the CCC, CSU and UC systems. He worked as a Faculty on Loan to the State Chancellor's Office, for two years, to coordinate the development of the Technology II plan for the CCC. Returning to his home district, the San Diego Community College District Chancellor assigned him 50 percent classroom and 50 percent faculty leadership for technology and online education, where he taught other faculty how to develop courses and use technology. After twenty years as a faculty member, he accepted a position as Dean of Math and Sciences at MiraCosta College, where he was responsible for natural sciences as well as behavioral and social sciences. During his nine years as dean, he worked closely with the curriculum committee, especially around issues of online education, and served as the Dean of Faculty Evaluation, helping faculty create ways to evaluate online instructors. He has taught online courses and continues to teach two face-to-face courses as an adjunct in his retirement.

Dean of Student Services: Anita Crawley (LT)

For over twenty-five years, Anita Crawley has fostered access to higher education and facilitated student success at community colleges in Illinois and Maryland, initially for on-campus students and more recently for online students. She has served as a college counselor, faculty member, and administrator working in both student and academic affairs. Her roles as an academic advisor, career counselor, and faculty member provided opportunities for her to establish innovative programs (e.g. First Year Experience, peer counseling, multicultural programming, and transfer and career programs) that improved college completion for community college students. In Maryland, she served as a distance learning counselor and then directed the Montgomery College distance learning program where she moved the college to adopt a comprehensive faculty development program and a videoconferencing system. In addition to her various campus-based responsibilities, she brings to the launch team her experience working with statewide online organizations (Illinois Virtual Campus and Maryland Online). With a passion for improving quality and efficiency, Anita became an early adopter of using technology both to teach online and to deliver online student services. Since 2000, she has designed, developed, and taught online courses. In 2001, she developed the Online Student Service Center for the Illinois Virtual Campus, which began over a decade of programming, presenting, and writing about innovative ways to improve the success of online learners.

Anita has developed numerous web-based tools for supporting online students at two community colleges and has presented many sessions including keynote speeches at local and national conferences. She has written journal articles as well as chapters in the Handbook for Student Affairs Administrators and Advancing Campus Efficiencies: A Companion for Campus Leaders in the Digital Era. She has authored a book, Online Student Services and Support: A Practical Guide to Planning, Implementing, and Evaluating Services. In addition to her writing and consulting, Anita is currently training online instructors for University of California, Los Angeles, Extension and teaching a Supporting Online Students course for Illinois Online Network.

Dean of Strategic Planning and Operations: Dr. Henry Burnett (LT)

Dr. Henry J. Burnett is an educator and futurist fully committed to expanding access and success for students in higher education. He was Director of Learning Resources at College of the Desert, Dean of Learning Resources at American River College, and Director of Media Services at the University of California, Santa Cruz. Burnett has been at the forefront of several technology transformations in California higher education and has particular expertise in the legal and political aspects of distance education. Strategies for responding to a greater variety of student learning styles, consulting with faculty, and introducing new technologies are high priorities for him.

Burnett is a founding member of the Directors of Educational Technology/California Higher Education (DET/CHE). He has served two terms as president and two terms as vice president. He was honored as Member of the Year in 2007. The DET/CHE organization includes representatives from each of the campuses of the California Community Colleges, the University of California, the California State University, private four-year colleges and universities, and proprietary schools. Henry provided leadership for the Consortium for Open Learning (COL) (1997-2001) as president, vice president, and executive council member. COL was a consortium of 27 member colleges in Northern California to broker licenses for online and telecourse content.

Burnett has testified before the California Community Colleges Board of Governors (BOG) on the following occasions: (1981) to support a Chancellor's Office staff report on Independent Study (Distance Learning); (1994) to support the Title 5 distance education revisions and comment on the Commission on Innovation Choosing the Future report; (1998) to support the Title 5 distance education revisions to allow offering online courses; (2000) to support the Technology II Plan and influence the BOG to maintain Budget Change Proposal (BCP) funding at the 94.6 million dollar level.

Burnett has made significant changes in the landscape of California higher education, has interacted with a diverse group of talented education professionals, and has had tremendous fun in the process. He received doctoral, master's, and bachelor's degrees from Indiana University. His doctorate was granted from the School of Education, Division of Instructional Systems Technology.

Chief Technology Officer (CTO): Dr. Fred Sherman (LT)

Dr. Fred Sherman is currently a consultant working with the Chief Information Systems Officers Association to develop a program to train and certify technology leaders for the California community colleges. For the past 19 years, he has served in executive positions managing technology, including Vice Chancellor and Chief Technology Officer for the Foothill-De Anza Community College District and Director of the Technology Center for the California Community Colleges system. He has taught part-time at three universities, managed counseling activities for a 20-city region in southern California (serving individuals applying to the US Military Academy at West Point), and served on United States Congressional nomination committees to recommend the selection of candidates to attend the United States military academies. He was also appointed to the Board of Examiners for the National Institute of Standards and Technology's Malcolm Baldrige National Quality Program and served three years evaluating educational organizations.

Prior to entering academia, Sherman served as an engineering manager at General Dynamics Corporation for 13 years managing several industrial technology programs involving the development of engineering designs with advance technologies and the establishment of collaborative joint ventures with international companies. He also served in the United States Army as an armor and aviation unit leader, obtaining the rank of Lieutenant Colonel upon retirement.

Sherman has a Ph.D. in management information systems and an MBA from Claremont Graduate University, a master's degree in systems management from the University of Southern California, and a bachelor's degree in military science from the United States Military Academy at West Point.

Director of Outreach & Communications: Sandoval Chagoya (Permanent)

Sandoval Chagoya has been a project manager for the California Community Colleges Technology Center (CCCTC) at Butte College since 2003. He has sixteen years of experience providing communications support and strategic marketing for both public and private sector clients. The primary focus of his work has been serving as managing editor of TechEDge News, the CCC Technology News Source. Since 2003, Chagoya has worked on a variety of statewide and regional marketing efforts on behalf of the CCC Chancellor's Office, including the following major projects: the Tech III Strategic Plan for the CCC System, The Real Game California, California Accelerated Pathways, ePortfolio California, the CAHSEE Stepping Into Your Future Program, CCCApply, eTranscript California, the CCC Transfer Counselor Website, and

the California Virtual Campus. He has also been principle communications support for the California Educational Technology Collaborative since its formation in 2004. Four of the projects that Chagoya has worked on have been awarded Technology Focus Awards, the CCC Chancellor's Office highest honor for technology projects.

Chagoya graduated with honors from California State University, Chico, as communication student of the year in 2002. He holds a degree in journalism as well as a technical writing certification and is currently working toward a Master of Science in Higher Education at Drexel University.

Manager, Grants Research & Development: Cheryl (Cheri) Taylor (Permanent)

Cheryl (Cheri) Taylor (0.20 FTE) brings over 19 years of experience working with funded grant initiatives. She joined Butte-Glenn Community College District in July 2013 with an .80 FTE appointment to assist administration and faculty in securing grants that support the mission and strategic objectives of the Butte-Glenn Community College District. Prior to employment with Butte, Taylor was employed with the California State University, Chico, Research Foundation (1994-2010) where she provided project management and development services to education and special education faculty who had secured United States Department of Education, Personnel Preparation Grants. She most recently held the position of Grants Coordinator (2010-2013) for the College of Communication and Education (CME) where she was charged with the start-up of the CME Office of Outreach, Research and Grants (ORG). The CME ORG office was developed to provide pre-and post-award support services to CME faculty to secure external funding through grants and contracts. During 2012-2013, the ORG office provided support to 8 project directors for 14 funded projects totaling over \$3,500,000.

OEI Partner Agreement (RFA 8.e)

FHDA and Butte (OEI Partners) are committed to work together collaboratively to execute the goals and objectives of this proposal should their application be accepted. Each partner has agreed to be primarily responsible for specific objectives of the grant, while responsibility for some objectives will be shared. Responsibility for accomplishing the objectives of the grant has been delineated as follows:

Joint Duties and Responsibilities

- Objective 1. Governance
- Objective 7. Partnerships and Program Structure
- Objective 8. Communications

FHDA Primary Responsibilities

- Objective 2. Academic Affairs and Instruction
 - Objective 3. Professional Development and Course Design Standards
 - Objective 4C. Accessibility
 - Objective 6. Project Planning and Evaluation
- The Districts have agreed that FHDA will serve as the fiscal agent for the grant.

Butte Primary Responsibilities

- Objective 4. Student Experience and Support Tools & Services
- Objective 5. Technical Infrastructure

Each partner has appointed an executive sponsor to serve as the primary point of contact for the administration of the grant:

FHDA - Joseph Moreau, Vice Chancellor of Technology
Butte - Tim Calhoun, Director of the CCC Technology Center

For additional information, please refer to the Letter of commitment in the Appendix.

In addition to the leadership mentioned above, the OEI Partners have already received commitments to provide services from:

- Stanford Graduate School of Education: Research in progress on factors leading to student retention and success
- @ONE: Expertise and products/services for faculty professional development and certification.
- CCC Confer: Online conferencing and other services
- RP Group: Expertise in program evaluation.
- CAEL: Expertise in credit for prior learning.
- 3CMedia Solutions
- High Tech Center Training Unit: accessibility

Letters of commitment confirming their involvement are included in this application package.

In addition, the OEI Partners have been able to generate enthusiastic interest from a number of other potential partners – both commercial and non-profit. Those organizations include:

- Khan Academy
- Mt. San Jacinto Community College
- Dell Computers
- Cisco Systems
- Via Response
- Intelliresponse
- Rafter.com
- Innovative Educators
- Pearson
- Ellucian

Letters of support from these potential partners are available upon request.

Section 9: Institutional Commitment

Overview

The OEI Partners have vast experience in implementing high-quality statewide initiatives, are known for successful collaborative and inclusive decision-making, and are leaders in the field of online education. With Butte's acclaimed leadership in the CCC Technology Center and the current California Virtual Campus and FHDA's leadership in online course development and delivery, this partnership is uniquely suited to leverage and collaborate with existing statewide initiatives while building a transformative Education Management Platform (EMP).

Since 1997, Butte has committed to providing resources and **support for CCC Chancellor's Office technology projects**, starting with the 4CNet infrastructure build-out and support of the early Telecommunications and Technology Infrastructure Program and Telecommunications Model Applications Pilot Projects. As these programs evolved, Butte continued its commitment with a formidable portfolio of projects administered on behalf of the Chancellor's Office, including the CCC Technology Center, CCC Live Caption, California Virtual Campus, The Real Game California, CAHSEE, CCC Assess, ePortfolio California, and eTranscript California. If awarded the OEI grant, Butte, in partnership with FHDA, welcomes the opportunity to demonstrate the district's ongoing commitment to facilitating the centralized CCC technology projects for the benefit of all colleges.

FHDA is a leader in **online course delivery** within the CCC system. Foothill College was the first CCC to deliver DE courses and is now the most prolific in Delayed Interaction - Internet Based DE among CCCs³⁸. This year, 31 percent of all Foothill College course enrollments are DE, a 13 percent increase from last year. With 25 percent of all course sections fully online and 91 percent via leading edge open source Learning Management Systems, FHDA has the experience and commitment to be a strong OEI partner.

FHDA is also showing leadership in **course development**. Foothill College now offers 20 online degrees, including three ADTs, with eight of these degrees added within the last year. Foothill College's Substantive Change Proposal was approved by the ACCJC in May 2013 for 12 new degrees that have "50% or more via distance education or electronic delivery." The commission praised the college's thorough planning and implementation process.

FHDA's Chancellor is a pioneer in DE. Among her many other accomplishments, Chancellor Thor served for nearly 20 years as president of Rio Salado College in Tempe, Arizona, one of 10 colleges in the Maricopa Community College District. Rio Salado is known for effectively using technology to serve working adults through distance education, offering customized degree and certificate programs for corporations and government, and providing accelerated learning programs, such as dual enrollment for ambitious high school students. During her tenure, enrollment increased 252 percent. Rio Salado enrolls more students online than any other community college nationally.

Both Butte and FHDA have **strong working relationships** with DE thought leaders as well as current and prospective partners, including 3CMedia Solutions, RP Group (for evaluation), CCC Confer, @ONE (for professional development and certification services), and CAEL (for credit for prior learning). FHDA is

³⁸ California Community Colleges Chancellor's Office Data Mart, 2012-2013 school year.

located in the heart of Silicon Valley with connections to a wealth of companies with innovative approaches to course development, such as Google, Khan Academy, Coursera and Udacity.

Alignment with OEI Partner Visions (RFA 9.1)

Both FHDA and Butte are closely aligned with the strategies of the OEI Initiative, with the strategies developed at each of the colleges, and are consistent with each district's prior strategic plans. They are consistent with the direction and ongoing dialogue with each board and are designed to represent the highest-level strategies that both districts seek to achieve. At the highest level, the three common commitments are:

1. Student Success and Achievement - Improve student success, equity and retention
2. Student Access - Engage with our communities to build bridges between us and those we serve
3. Stewardship of Resources - Increase effectiveness in use of district and college resources

Foothill-De Anza College District (FHDA)

“We are ecstatic about this opportunity to make a difference for the entire state and for countless number of students. This is a cutting-edge vision for California! I believe it will transform online learning in our state.”

- Dr. Linda Thor, Foothill-De Anza College District Chancellor

In direct alignment with the OEI, the mission of the FHDA is student success. The FHDA accomplishes this by providing access to a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the diverse educational and career goals of our students and communities.³⁹ With a **vision of “Educational Excellence and Opportunity for All,”** the board emphasized its commitment by directing its strategic planning team to focus on **“closing the achievement gap (improve bridge from high schools and increase retention and success)”** as far back as July 2009. Today, there is a focus on **education equity** at the highest levels of the organization, with leadership from De Anza College.

Since 1996, **FHDA’s Information Technology strategy** has been to maintain and claim status as a premier learning institution in the 21st Century, recognizing that this requires the district to build upon such initiative by developing and implementing specific technology-related plans which can provide a roadmap for the future. In direct alignment with the OEI, FHDA envisions a community in which students, faculty, and staff will have pervasive and easy access to the technology tools they need to improve student learning, work effectively, and communicate easily. Technology will be current, integrated, secure, reliable, and available anywhere, at any time.

In preparation for this grant proposal, **FHDA hosted a summit** composed of over 30 leaders within FHDA and Butte as well as education experts within the DE community. The enthusiasm was pervasive throughout the meeting and all faculty, staff, and thought leaders voiced strong support for this

³⁹ “Foothill-De Anza College District 2010-16 Strategic Plan approved May 3, 2010, page 6

proposal. **As Chancellor Thor noted at the meeting, “Buy-in from the field is absolutely critical to success;” it was obvious that this was the case at the Summit.**

Butte-Glenn Community College District (Butte)

The OEI vision is closely aligned with the student focus of the Butte-Glenn Community College District vision, and its guiding strategic **mission to create a student-centered, community-based learning environment which empowers students to become productive, literate, and responsible members of a diverse society**. The district extends this student focus to serving all of the CCC colleges through its work with the CCC Chancellor’s Office **statewide technology projects**. This vision and mission are extended into action by its comprehensive strategic initiative, “Focusing on Student Success,” which includes a commitment to align its resources to **student-centered actions** that promote a **full range of student learning possibilities**. This includes a dedicated focus on **improving the student experience**, whether in person or online, and **expanding student learning possibilities through distance education opportunities** like those included in the Online Education Initiative.

Initiative Institutionalization (RFA 9.2)

The FHDA has a long-term commitment and vision for the Online Education Initiative. As Chancellor Thor exclaims in the Chancellor’s update on the FHDA website, “My own experience in Arizona leads me to believe that with the right student support services, and in the hands of skilled instructors, it’s possible to close the achievement gap online. New technologies are being developed every day that support the kind of personalized instruction and support services that enhance deep learning. This is why I believe technology can play a meaningful role in advancing our equity agenda.”

The CVC at Butte has an ongoing outwardly-focused mission, designed to support and enhance online teaching and learning efforts at all colleges, not just at Butte, and with all segments, extending to all California Community Colleges and beyond. The core mission of the OEI is also closely aligned with Butte’s core value of “Students First” and its focus on student success as focal point for decision making and resource allocation. The CCC Technology Center and CVC have benefitted significantly from the experience, expertise, and support provided by Butte. By the nature of its many statewide partnerships, the CVC, in partnership with the CCCTC, have reached out to other CCC colleges to partner with efforts such as ePortfolio California, California Accelerated Pathways, Real Game California, and the CAHSEE-Steps Program.

Both FHDA and Butte consider this Initiative to be the starting point for an enormously successful common online Education Management System for all CCCs that realizes an ongoing commitment to universal high-quality public higher education for all California students.

Section 10: Application Budget Summary and Detail

Overview

The OEI budget breaks down into essentially five categories:

Personnel

A variety of new management and staff positions will be required to support the activities of the Online Education Ecosystem (OEE). Essential staff positions have been budgeted upfront with a small increase in the personnel budget after project roadmaps have been sufficiently developed to fund the additional staff required to support the resulting projects.

Support for Governance Activities

A critical success factor for the OEE will be the substantial and continual participation of a diverse group of stakeholders in the governance of the Initiative. The governance bodies will play a key role in the development of standards, specifications, and criteria for nearly all of the projects undertaken through the OEE. Subsequently, the budget has been developed to support broad-based participation by faculty, staff, and administrators from throughout the state. The governance bodies will work together over the course of the grant both remotely and face-to-face.

Contracting and Licensing

Many of the projects that will become part of the OEE will be developed or provided by partners, either within or outside the CCC system. In some cases, rough order of magnitude budgets for these outside services have been established. In other cases, budgets for specific program components will depend on standards and specifications yet to be determined through the process of environmental scans and needs assessments with stakeholders. In these cases, the proposal team estimated budgets based on comparable projects completed by the OEI partners.

Professional Development

A major focus of this application is the development and delivery of comprehensive professional development for faculty and staff. In addition to professional development for course development and delivery, training is needed to more completely serve students and for faculty and staff to support each other. In order for this approach to be truly successful, faculty and staff using the systems and services of the OEE will need to include orientation training on the Online Education Ecosystem, including the new portfolio of student services and analytics.

Dissemination of Program Outcomes

As described in the Work Plan, the outcomes from this Initiative will be numerous and substantial. Findings on best practices, new professional development opportunities, improved online services, and higher levels of student and faculty support, among many other important components, will be developed. However, the value of these outcomes is directly proportionate to the level of adoption by colleges, faculty, and staff throughout the state. Subsequently, making sure that information about how to participate in the Online Education Consortium and take full advantage of these services reaches all appropriate stakeholders is critical to the overall success of the Initiative.

Application Budget Summary – Crossover Chart (RFA 10)

As required, the Foothill-De Anza Community College District Chief Business Officer has signed the Budget Summary located in the Appendix (RFA 10.g).

Application Budget Detail Sheet (RFA 10)

The budget detail sheet represents the aggregate budget for the project. The OEI Partners have agreed as to how the total grant funds will be allocated to each district based on their primary areas of responsibility for accomplishing the project objectives. See the Appendix for the Application Budget Detail Sheet.

Section 11: Overall Feasibility of the Project

Strong Partnership

Foothill-De Anza College District (FHDA) and Butte-Glenn Community College District (Butte) (jointly, OEI Partners), are uniquely suited to lead this initiative, bringing:

- Visionary leadership
- Strong partnerships within and outside the CCC system
- Strategic commitment from both partners
- Proven history of success
- Organizational readiness to begin immediately

The OEI Partners align the academic and technology expertise required to lead this leading edge Initiative.

FHDA has shown its leadership through statewide initiatives such as the High Tech Center Training Unit (HTCTU), the ground up development of course management systems, and hosting a comprehensive set of online offerings with a solid success and retention record. In addition, senior management at FHDA has both the experience and the belief that distance education on a large scale, can be successful.

Butte is a demonstrated leader and provider of the technology backbone for all aspects of online delivery in the state as owner of the CVC. It has successfully developed an online infrastructure that is capable of providing federated identification for students, common course management systems, common enrollment services structure, stable connectivity, and more through the CCC Technology Center.

For further detail, please refer to the section entitled “High Probability of Success” within Section 6: Work Plan.

The overall feasibility for completing the wide-ranging goals of the OEI is further enhanced by the OEI Partners’ emphasis on building upon past success, focusing on stakeholder engagement, and leveraging new developments in distance education as the wealth of technology experts residing in Silicon Valley and throughout California.

Building upon past success

The CCC Chancellor’s Office and its partners have invested in significant statewide technology services and networks. The OEI Partners approach builds upon the good work of @One, CCC Confer, 3CMedia Solutions, the High Tech Center Training Unit, C-ID, COMIS, Cal-PASS Plus, and the projects currently managed by the CCC Technology Center, including the California Virtual Campus, OpenCCCApply, CCCID, ePortfolio California, eTranscript California, and the student portal development fulfilled in partnership with the Kresge Foundation. In addition, the CCCTC will continue to manage the CCC system relationship with the Corporation for Education Networks in California (CENIC), which provides to the community

colleges and other educational segments access to high speed internet via its CalREN network, which also includes access to Internet2 and the National Lambda Rail (NLR).

Focus on Engaging CCCs to Participate in the Consortium

From the beginning, the OEI Partners will focus on engaging CCC stakeholders (CCC administrative, faculty, staff, and students) in every aspect of the design and development of the program components of the Online Education Ecosystem (OEE). The OEI Partners have developed a governance structure that is wide-ranging and inclusive in order to capture the voice of all stakeholders, and it will provide significant incentives to ensure that all CCCs participate in and gain the benefits from the OEE. Ongoing engagement will be supported by a strategic marketing and outreach campaign that includes an emphasis on building communities of practitioners to carry the work forward.

Leveraging New Developments

The OEI Partners are uniquely positioned to leverage new developments in distance education as well as the wealth of experts residing in Silicon Valley and throughout California. The System Oriented Architecture of the current infrastructure has been built specifically to be flexible enough to marshal new, bleeding edge, and future technology into the existing system.

FHDA is located in the heart of Silicon Valley with connections to a wealth of companies with innovative approaches to course development such as Google, Khan Academy, Coursera and Udacity. In anticipation of the OEI grant, FHDA has made substantial efforts to engage numerous firms in the high tech and educational tech sector in relationship to this Initiative. All of these firms have expressed enthusiasm for participating in potential public-private partnerships to support the OEI and have been willing to express their commitment in writing. A list of the firms who have formally expressed their interest and support in working with FHDA and Butte to accomplish the goals and objectives of the OEI are listed in this application within Section 7: Work Plan Narrative, Objectives: High Probability of Success.

FHDA Experience

FHDA has been remarkably successful leading the way in CCC online learning and has a strong focus on ensuring the success of underrepresented cohort groups. Foothill College was the first CCC to deliver DE courses and is now the most prolific in Delayed Interaction - Internet Based DE among CCCs⁴⁰. This year, 31 percent of all Foothill College course enrollments are DE, a 13 percent increase from last year. With 25 percent of all course sections fully online and 91 percent via leading edge open source Learning Management Systems, FHDA has the experience and commitment to be a strong OEI partner.

FHDA is also showing leadership in course development. Foothill College now offers 20 online degrees including three ADTs with eight of these degrees added within the last year. Foothill College's Substantive Change Proposal was approved by the ACCJC in May 2013 for 12 new degrees that have "50% or more via distance education or electronic delivery." The commission praised the college's thorough planning and implementation process.

FHDA's Chancellor is a pioneer in DE. Among her many accomplishments, Chancellor Thor served for nearly 20 years as president of Rio Salado College in Tempe, Arizona, one of 10 colleges in the Maricopa

⁴⁰ California Community Colleges Chancellor's Office Data Mart, 2012-2013 school year.

Community College District. Rio Salado is known for effectively using technology to serve working adults through distance education, offering customized degree and certificate programs for corporations and government, and providing accelerated learning programs, such as dual enrollment for ambitious high school students. During her tenure enrollment increased 252 percent and a retention rate of over 85 percent was achieved. Rio Salado enrolls more students online than any other community college nationally.

Butte Experience

The existing Butte College CVC leadership team has been remarkably successful in not only leading the California Virtual Campus through its original transformation from a federation of several separately-managed projects into a single unified entity – the team has also been instrumental in transforming the vision of what the California Virtual Campus can be, from serving as a central learning management system and online catalog host, to a much broader effort.

Since 2005 the leadership team has worked on leveraging inter-segmental partnerships to reduce time to degree for our students, to create new tools for remediation and basic skills instruction, and to provide student access to key information they will need to explore careers, plan a personal education strategy, and then track their progress towards their education goals. Their experience in this area, in partnership with FHDA, significantly increases the overall feasibility of success for the Online Education Initiative.

This proposed interconnection of technology and programmatic explorations, pilot efforts, and expansions of current CVC pilots into a broader and more robust infrastructure of support systems and services for our students and colleges - while innovative and not without risk – is, in fact, very achievable by the FHDA/Butte team.

While the adoption of several leading-edge technologies is proposed, the overall approach balances technology, relationships, and carefully targeted services development. The OEI seeks to sustain and expand the CCC Chancellor's Office existing network of centralized technology partners to ensure that joint and extended efforts will be successful in creating a more seamless, engaging, and successful experience for all CCC students.

Technology

A primary goal of the OEI Partners for the CVC and the Online Education Ecosystem (OEE) is to provide a broad array of support and information services for faculty, staff, and students through an accessible, modern, and engaging CVC Unified Services Web Portal. The current CVC leadership has a strong track record collaborating with the CCC Technology Center and their Service-Oriented Architecture (SOA) development team, including private sector experience in SOA applications.

The current CVC leadership team is co-mingled with the CCC Technology Center leadership, standards bodies such as PESC and IMS, and technical suppliers and has recruited qualified permanent and contract staff who have skills and knowledge in each of the areas necessary to take complex technology projects from conception to execution. The team has carefully researched the technology needs of the OEE and its various program components and deemed each of them to be technically feasible. This measured, research- and experience-based approach will ensure long-term success. The CCCTC has always taken a standards-based, technically scalable approach to its selection of platform and

infrastructure. This selection ensures a lower cost to market and greater ability to scale to the statewide needs of the California Community Colleges system.

In addition to its technological expertise, the Butte CVC leadership team has an eight-year track record of success in delivering on its technology projects while navigating changing budget environments. The team has built a flexible and adaptable approach model that can accommodate significant shifts in the annual funding stream during the five-year course for this next grant, while still maintaining progress in all key areas.

Staffing and Personnel

As the OEI budget demonstrates, the proposed staffing structure proposes a very lean regular staff, with a robust, carefully targeted contract staff of specialized skill sets. This keeps the long-term organization staffing costs low, increases organizational agility, and ensures rapid adaptation to emerging technologies or other changes in the technology landscape. Butte has a strong reputation for managing contractor relationships, and as a result, has a pool of available and qualified candidates when needed to start up new efforts.

Scalable Support of all California Community Colleges

The original conceptualization of the California Virtual Campus was as an inter-segmental online-only college. In partnership with the CCCC staff and leadership over the past eight years, the current CVC leadership team has periodically re-examined this potential direction. In looking to the next five years and beyond, the primary goal of the OEI Partners' leadership team is to support all California community colleges statewide with funding, programs, and best practices to improve distance education at all of the colleges, rather than competing with them for resources and market share by providing its own separate online courses and degrees.

More California students would benefit from a scalable improvement in distance education student services across all colleges. While many colleges have impressive Student Services websites, they tend to be based on flat files, an architecture that is not scalable. Due to funding challenges, there is also wide disparity in the quality of distance education services, and their accessibility. Engaging statewide collaboration with all stakeholders, the OEI Partners propose a modularized infrastructure that scales to meet the needs of a statewide population and yet can still be customizable at the local community college level.

Section 12: Dissemination Plan

Overview (RFA 12.a and RFA 12.b)

The OEI Director of Outreach and Communication, in partnership with the RP Group, will ensure that findings and work products from this Initiative will be vigorously disseminated throughout the state and beyond so that new insights, promising practices, and successful strategies benefit stakeholders at every level. In addition, documents, reports, materials, and grant products resulting from the Initiative will be made public, following approval by the Chancellor's Office Project Monitor and consistent with new regulations regarding the distribution of material via Creative Commons licensing. Leveraging the strengths of organizations inside and outside the CCCs and communication networks that are both broad and deep, dissemination activities will be designed to ensure that the full impact of a statewide online education system—on students, colleges, and the CCC system in the short- and long-term—is both understood and shared.

Approach (RFA 12.a)

The OEI included the development and implementation of a Marketing and Outreach Plan which, among other activities, will include a detailed plan for dissemination of findings and work products. Findings and work products will be disseminated through state and regional conferences, including, but not limited to, meetings of the Community College League of California, the CCC Academic Senate, the RP Group, the CCC Distance Education Coordinators, the CCC Chief Information System Officers Association, Annual Distance Education Leadership Conference, the Chancellor's Office Annual Conference, and other annual meetings.

Role of the RP Group

Built into the RP Group's evaluation design is the active dissemination of findings at key points in the project's implementation so that internal and external stakeholders are provided the information they need to make decisions. To effectively reach the wide range of stakeholders, the RP Group will draw on its 20 years of experience with the nuances and complexities of the California Community College (CCC) system at the college, district, and system level. All dissemination activities will be guided by the understanding that even the most powerful and transformative ideas will have little impact if they are not shared, fully comprehended, and put into use at all levels—by practitioners, faculty, college administrators, district leaders, and statewide systems directors and decision-makers.

Overall Communications Plan

All findings and work products of the OEI—including documents, reports, materials, and all other grant products—will be disseminated statewide according to a formal OEI communication plan developed as part of the strategic marketing planning process. Development of a strategic marketing plan will include identifying and consulting stakeholders and stakeholder groups (formal and informal), building ongoing relationships, and fostering continuous two-way communication. Strategic marketing planning and evaluation planning will be integrated; the result will be a data-driven understanding of our stakeholders statewide: students, faculty, administrators and technical staff, and the CCC Chancellor's Office. This will allow for continuous refinement in the understanding of stakeholders served, the best way to communicate with them, and the most useful ways to disseminate knowledge.

Based in principles of public outreach, the OEI dissemination plan will be designed to increase awareness and generate positive recognition. Formal surveys will be used to evaluate the results of each communication activity. The success of the dissemination plan will be measured by the success in responding to stakeholder needs and ultimately, by the growing utilization of the Education Management System.

Many communication networks and routes of outreach are already in place at the CVC at Butte-Glenn Community College District, because of its close relationship with the CCC Technology Center—and its co-location on the Butte College campus. The OEI will leverage the successful communication efforts of its sister project. For example, current CVC staff members collaborate closely with the editorial staff of CCC TechEDGE News, a CCC Technology Center Web source, for news about technology in the California Community Colleges. TechEDGE News has a statewide audience and its stakeholders are the same stakeholders that would benefit from use of CVC findings, products, and services.

In addition, significant statewide outreach and communication networks now support the projects managed by the CCC Technology Center, including OpenCCCApply, ePortfolio California, and eTranscript California. Another example of this beneficial collaboration is the communication listserv server that is administered by the CCC Technology Center. The server provides e-mail list distribution services to regional and statewide organizations. It has more than 140 individual lists with more than 40,000 individual subscribers. This free service is widely used by higher education faculty, staff, and student organizations statewide. By contacting list owners with appropriate and targeted messages, the CVC has a statewide communication channel that can be leveraged seamlessly and immediately.

This type of mutually beneficial collaboration also extends to the many statewide and regional organizations that CVC engages with as it fulfills the mandate of Senate Bill 1437 and its expanded charter with California students. As called for in the RFA, the OEI communication team expects to fill a coordination role in uniting the communication and dissemination efforts of Cal-PASS Plus, CCC Confer, @One, 3C Media Solutions, and C-ID. This would include alignment with the outreach and communication elements within the Student Success and Support Program to bolster the efforts called for by Senate Bill 1456.

The dissemination plan, as part of the larger communication plan and design evaluation effort, will be reviewed on a quarterly basis. These periodic reviews will allow the OEI team to regularly analyze progress toward objectives and adjust plans accordingly.

The impact of the OEI rests not only in the implementation of the Education Management System but, just as importantly, in the successful outreach efforts of the OEI Communications team.

Distribution Strategy (RFA 12.b)

To disseminate findings from the OEI, the RP Group will use print, online, and other media formats to broadly share critical information that arises from the project. Then, the RP Group will leverage its extensive network throughout the CCC system and beyond to conduct presentations, convenings, workshops, and more in order to help stakeholders throughout the state understand what these findings mean to them and how they can be used to improve student success.

In addition to collaborating closely with the editorial staff of CCC TechEDge News, the CCC Technology Center listserv contacts, and the communications efforts of all partner organizations, the OEI Communications team will disseminate its findings and work products through regional, state, and national conferences, including, but not limited to meetings of the following organizations:

- Community College League of California,
- CCC Academic Senate,
- CCC Distance Education Coordinators,
- CCC Chief Information System Officers Association,
- Annual Distance Education Leadership Conference,
- Annual @ONE Online Teaching Conference,
- Chancellor's Office Annual Conference or other annual meetings
- Mid-Pacific Information and Computer Technology Literacy (MPICT) Project,
- MERLOT (Multimedia Educational Resources for Learning and Online Teaching),
- Sloan Consortium
- Western Cooperative for Educational Telecommunications (WCET), and
- Directors of Educational Technology in California Higher Education (DET/CHE)
- The League for Innovation in the Community College
- EDUCAUSE

Beyond these specific examples, the dissemination plan will utilize all appropriate communication modes to reach its audience, with special focus on no-cost and low-cost Web communication technologies. After approval by the Chancellor's Office Project Monitor, all information to be disseminated will be made available in electronic form, accessible by the public on demand, and also produced in print or appropriate multi-media format.

Appendix A: Statement of Evaluator Qualifications

Statement of Qualifications

Research and Planning Group for California Community Colleges

Organizational Overview

The Research and Planning Group for California Community Colleges (RP Group) is a non-profit, membership-based organization that was founded more than 20 years ago by institutional researchers and planners from community colleges across California. The RP Group's mission is to build capacity at all levels of the community college system in order to gather, analyze, and use data for the purpose of increased student success. This mission is advanced through four inter-connected areas of work: research, evaluation, technical assistance, and professional development.

All of the RP Group's work is designed and implemented to meet three standards of excellence. First, our projects address issues that are of high relevance and priority to California community colleges. Second, they must be designed and implemented with technical excellence. Finally, the findings our work generates must be used to inform decision-making and improve outcomes for students.

As evaluator of Foothill-De Anza Community College District (FHDA) and Butte College's Online Education Initiative (OEI) the RP Group will bring to the project a team of experts who are steeped in the challenges and opportunities facing California community colleges; an extensive history of engaging with the highest priority issues of the California Community College system and leveraging the knowledge gained from individual initiatives to inform future work; and specific expertise in each of the key components of the evaluation plan.

The RP Group Team

The RP Group's capacity to identify issues and projects that matter at the classroom, college, and systems level is inherent in the organization's structure. We are staffed by a group of professionals who worked for decades in the California community college system before joining the RP Group research team. Members of this team lead each of our projects with assistance from a stable of expert consultants recruited from among community colleges and the field of higher education across the state. In this way, the RP Group maintains flexibility to build teams that specifically match the needs of each project. The RP Group's membership structure also connects the organization to the institutional research offices at almost all of California's 112 community colleges. These relationships, in turn, offer insights into issues of concern to individual colleges and they enable the RP Group to have unique access to not just researchers, but also everybody else who works and studies in colleges around the state.

20 Years of California Community College System Engagement

The RP Group has a long and successful history of engaging in and providing leadership around issues that matter to the California Community College (CCC) system. One example of this can be seen in our role in the state's effort to improve basic skills education in 2007. The RP Group conducted research that resulted in the creation of a ground breaking report, *Basic Skills as a Foundation for Success in the California Community Colleges* (popularly known as the "Poppy Copy"). This report and its companion

self-assessment guide are still widely used by California community colleges to develop strategies for meeting the needs of basic skills students.

More recently, the RP Group conducted research informed statewide conversations and action related to student placement and progress toward college-level instruction. This work included conducting a study of which data can most reliably predict student outcomes in introductory English and math courses, as well as an evaluation of acceleration in basic skills. In doing this work, we were able to equip colleges across the state with powerful new knowledge, enabling them to make important steps toward improving student success. Additionally, at this time the RP Group is one of the leading contributors to research of online education delivered through massive open online courses (MOOCs).

One of the most significant projects the RP Group has undertaken was our work with the Student Success Task Force. In 2012, we helped facilitate, organize, and provide evidence-based guidance to the Student Success Task Force. Through this work, the RP Group has developed not just a deep understanding of each of the Student Success Program's priorities, but also the intended and potential interaction between priority areas as well as the research findings and conversations that drove their design.

Because of the extensive depth and breadth of work we have done with the CCC system, the RP Group has the ability to see each project not just as a unique venture, but also as an endeavor that connects to other critical issues and lessons learned. For example, we conducted a multi-year study of factors that contribute to increase transfer rates. In that study, students repeatedly pointed to the importance of having an education plan, and it emerged that the type of and timing of the education plan was of critical importance. We then explored this finding further in Student Support (Re)defined, a separate project focused on support services, and also injected these findings into our work with the Bay Area Workforce Funders' Collaborative, an ongoing, multi-year evaluation of a workforce development initiative.

Expertise in Each Component of the OEI Evaluation Plan

In evaluating the OEI, the RP Group will implement an evaluation plan that has three key components: equipping the project stakeholders with information from comprehensive and ongoing environmental scans; conducting a rigorous formative and summative assessment of the project; continuously feeding meaningful analyses back into the project in order to facilitate continuous improvement; and disseminating findings to the benefit of colleges across California and the CCC system itself. Our qualifications in each of these areas are described in detail below.

Environmental Scan

The RP Group believes that research and evaluation work should rest on the foundation of what is already known. As such, our standard operating procedure is to ground our projects in an environmental scan. This step comprises a review of the relevant literature and academic studies as well as interviews and even focus groups with key informants. Furthermore, our experience has shown that projects need to be informed by environmental scans not just as they get started, but also throughout the implementation process. As such, the RP Group paces our background research so that while a foundation of knowledge is collected up front, the environmental scan continues through the duration of each project, generating information about effective practices and more in order to inform and add perspective to each phase of implementation.

The RP Group's environmental scan for the OEI will draw from our work both within the CCC system and on a national level. The RP Group has been a part of a number of national initiatives, such as the Bill and Melinda Gates Foundation's Completion by Design and the Aspen Institute's Prize for Community College Excellence. This work has exposed the RP Group to innovative solutions and effective practices in use across the country. We will bring this knowledge to the OEI, introducing project leaders to new ways of thinking old challenges. Moreover, the RP Group will leverage our wealth of experience with the CCC system to help the OEI leadership team identify how these approaches at work outside of California could be adjusted to work within the parameters and complexities of our own system.

Finally, identifying and leveraging ideas and approaches from across the country will include our use of "advisors" who can further inform the project and connect a particular area of research to implementation and action. Advisors who participated in a recent RP Group project included nationally known research experts from Teachers College at Columbia University, CEOs of national initiatives in the targeted area, counselors from California community colleges, and student representatives. We met with each advisor two to three times each year over the course of the three-year project, asking them for specific feedback and advice on research questions, project updates, and research briefs. The RP Group's initial experience using this approach to advising has been so productive that intend to use it again for the benefit of the OEI

Research Design: Rigorous Assessment Paired with Meaningful Analysis

The RP Group uses an inquiry-based approach to design its research and evaluation projects. At the heart of this effort is the goal of engaging those who will be in a position to use the information produced by the research to support effective decision-making. We have found that the more engaged all team members are in these initial conversations, the more likely it is that the evaluation will be perceived as a resource for the project team. This work has already begun for the OEI, as the RP Group has worked closely with FHDA and Butte College to discuss objectives, identify meaningful outcomes, and explore the wide range of ways that the RP Group can support a successful project design and implementation. Moreover, we have engaged the OEI leadership team in developing a number of research questions that will provide context to and drive the evaluation process. Connecting our assessments of individual project outcomes to these overarching research questions will enable the RP Group to draw meaning from the data we collect and gain insight into the critical statewide issues that are at the core of the project.

Our research design for the OEI includes both quantitative and qualitative research, both areas in which the RP Group has decades of experience. With respect to quantitative research, we have conducted research projects that ranged in complexity from simple contingency table analysis to multivariate regression and structural equation modeling. For example, in a recent study of outcomes achieved by students enrolled in San Jose State University's collaboration with Silicon Valley MOOC provider Udacity, the RP Group research team integrated and analyzed data from SJSU's Management Information System (MIS) with MOOC platform data as well as responses from three student surveys, resulting in the generation of a flat file with approximately 100 variables. Additionally, we are presently serving as the external evaluator on a Department of Labor-funded Trade Adjustment Act project that will require comparisons of persistence and completion to degree of thousands of students in treatment and control groups.

The RP Group's deep familiarity with available and relevant databases adds great power to our ability to deliver the most useful findings to clients and other stakeholders. Of particular relevance to this

Initiative is our long-standing partnership with the California Community Colleges Chancellor's Office (CO) and frequent use of the CO's Management Information System. In fact, the RP Group has made several important contributions to build the resources that the CO has made available to practitioners around the state. These include the Basic Skills Tracker and the Transfer Cohort Tool, both developed by the RP Group to help practitioners access critically important baseline information that would enable them to measure improvements.

The RP Group's experience with qualitative research is equally extensive; we have designed and implemented innumerable survey, focus group, and interview instruments and protocols. Even more importantly, we have used the results of this research to inform and contextualize findings generated by quantitative research activities. In one recent project, the RP Group surveyed more than 900 students, coded their responses, and integrated them with data retrieved through the Chancellor's Office Management Information System (COMIS). In another project, we surveyed and conducted focus groups with more than 1,000 students and used the findings to help answer questions that had arisen from a parallel quantitative analysis of the time it takes students to reach transfer.

Perhaps most importantly, the RP Group's experienced teams will work throughout the duration of the project to integrate findings generated from the quantitative and qualitative research with information collected the environmental scan and other sources. The resulting nuanced and contextualized results will continuously connect new information back to project outcomes and goals as well as the overarching research questions. In this way, the RP Group will attach meaning to the data we've collected and share it with stakeholders to inform decisions at all levels in the CCC system.

Putting the Findings to Use: Internal and External Dissemination

The ultimate test of an evaluation project's success is whether its findings are actually used to inform or guide decisions that benefit students. The RP Group has learned from our own and other research organizations' experience that few research and evaluation findings are put to productive use. As such, we have worked for the past decade to find ways to effectively translate research and evaluation reports into inquiry and action guides that can be put to use by community college practitioners and leaders.

Our work on Student Success (Re)Defined, supported by the Kresge Foundation, illustrates our approach to dissemination. After the first stage of research had been completed, the RP Group hosted day-long convenings for participating colleges, engaging diverse teams of college representatives in conversations and activities that were designed to help them plan how they themselves could use the research findings to catalyze action in their own institutions. The RP Group has to date also presented the findings from this project to numerous college representatives throughout California, sparking conversations about the implications of the research and even inspiring a team of instructors to create a video that showcases the key research findings.

The RP Group's expertise in engaging practitioners in using research as a resource has become a theme in the two statewide conferences we host each year. Our two-day Student Success Conference draws more than 600 practitioners to dozens of interactive sessions researchers, faculty, and support professionals in which they showcase how they use evidence to guide change and better serve students. In addition, our Research and Planning Conference draws approximately 100 researchers from across the state. This event features sessions where researchers and planners share with their colleagues the practices they've used to engaging practitioners and leaders at their institutions in the practice of using evidence to guide change.

Building on the Breadth of Our Work

The RP Group's work with the OEI will be informed by the methods used and findings developed in a number of other recent and ongoing projects, such as:

- **Student Transcript Enhanced Placement (2012-13):** This project enables participating colleges to evaluate the utility of using high school English and math performance as measured by grades and test scores and other high school information as predictors of students' abilities to pass college-level coursework.
- **MOOC study (ongoing):** The RP Group recently evaluated a collaboration between San Jose State University and Udacity, a massive open online course (MOOC) provider, that created remedial and introductory college courses on the Udacity platform. Additionally, at this time the RP Group is in the process of evaluating Mount San Jacinto College's pilot project to deliver a basic skills writing course as a MOOC. We have been invited to submit our MOOC study to an international journal on online education.
- **Completion by Design (ongoing):** Through this initiative, the Bill and Melinda Gates Foundation is supporting nine community colleges in three states as they develop pathways through their institutions. The RP Group has been pivotal in offering hands-on technical assistance and generating resources designed to support non-participants in their own pathway development.
- **Career Advancement Academies (CAA) (ongoing):** The RP Group is collecting and managing data from 19 community colleges around the state and partnering with CO to match college submissions to COMIS and create a series of analytical files for the evaluators. We also work with the evaluators on issues of research design and results dissemination.
- **Basic Skills Research Project (2010-12):** This multi-year, classroom-based study, was conducted in partnership with Dr. W. Norton Grubb and the School of Education at UC-Berkeley. The RP Group examined basic skills instruction at 20 California community colleges, conducted an environmental scan, and produced a guide that synthesizes our findings and shows community college practitioners and leaders how to operationalize those findings to increase student success.

The RP Group's work on these and many other projects has provided us with both an arsenal of successful research, analysis, and dissemination techniques as well as a deep body of relevant knowledge, providing a powerful launching pad for our evaluation of the OEI.

Bringing the RP Group's Qualifications to the OEI

The RP Group looks forward to bringing our unique and distinct experience, qualifications, and field-credibility to our evaluation of the OEI. Moreover, we plan to actively engage with the two other statewide projects, either as the evaluator for one or both projects or in collaboration with their evaluator(s), so that all three of these critical initiatives inform and are informed by one another. By connecting the efforts to create statewide online education, education planning, and common assessment systems, the RP Group will help each one benefit from the others, leveraging information and insights for the benefit of students across California and the system that binds our colleges together.

Appendix B: Letters of Commitment

TTIP South Letter of Commitment



September 26, 2013
Joseph Moreau
Vice Chancellor, Technology
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hill, CA 94022

Dear Joseph,

On behalf of "TTIP South" (CCC Confer, 3C Media Solutions, @ONE, and the Online Teaching Conference), I want to express our enthusiastic support for your team's application for the California Community College Online Education Initiative. Your early efforts to include our grants in the planning and idea-sharing speak volumes about the promise of an ongoing collaborative and productive relationship and a project that takes full advantage of the system's cost-effective resources for online education and professional development. I am confident that our projects, working together, will champion the use of distance education technologies to improve education in California, offer first-rate professional development opportunities and programs to CCC instructors and staff, and provide a model of effective online education for higher education.

I herein express my support for the Foothill-De Anza – Butte partnership and application. If awarded, TTIP South will continue to:

- Provide free use and support of the powerful CCC Confer services platform for California community college instructors and administrators,
- Provide CC-BY-licensed courseware and self-paced courses
- Offer a video repository of CCC-produced lectures and presentations
- Allow students, faculty, and staff to store playlists of files and media for coursework.
- Provide a Learning Object Repository for all instructors
- Offer a file repository for free file storage to faculty
- Deliver conference support, including live streaming and recording of sessions
- Manage the annual Online Teaching Conference
- Extend syndication services (podcasting, RSS feeds, etc.) to faculty
- Suggest sources of expertise and talent within the CCCs
- Collaborate in promoting and disseminating each other's products and services via various media and events, including social media channels,



We have also suggested expanded services between our projects, should your proposal be funded. These include:

- Expanded and focused certification programs for online instructors
- Customized faculty orientations
- Customized training for counselors, tutors, and other student services professionals
- Production of high-quality videos for specific training or promotion needs
- Instant Messaging / Presence tool for just-in-time student support
- Badging and credentialing system for authentic assessment and verification
- Assistance in development and design of online support for Basic Skills instruction
- Virtual peer mentoring network
- Support communities for instructional designers, mentors, coaches, and others
- Train-the-Trainer system
- Contact database of 60,000+ CCC instructors and staff for e-mail blasts and outreach
- Regional conferences and online conferences devoted to this project
- Webinars and Video Streaming of presentations about the Online Education Initiative
- Social media collaborative efforts

This is a great opportunity to take full advantage of the technological expertise and resources of this great system, and I look forward to working with you and your team to make high quality online education available to our entire state from a single, unified launching point. Together, we can help change the world for the better. I can't wait to get started!

Sincerely,

Blaine Morrow, Director, TTIP South

bmorrow@palomar.edu

www.cccconfer.org

www.3cm mediasolutions.org

www.onefortraining.org

www.onlineteachingconference.org

@ONE Letter of Commitment



28237 La Piedra Rd
Menifee, CA 92584
951-639-5449

September 26, 2013

Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hill, CA 94022

To the FHDA/Butte College Grant Application Team,

We appreciate you reaching out to @ONE and taking the time to share with us your vision for increasing access to courses and resources across the state, providing students with timely opportunities to complete their educational goals.

We also want to thank you for the opportunity to discuss how our vision for providing highly effective professional development will support academic quality in online learning through access to highly qualified online instructors, trained academic and student support staff, and courses designed to meet research-driven standards for online course quality.

We came away from the discussion feeling that our visions closely align to one another, are well-developed, and are supported with strong leadership. We also recognize a shared passion for service, a willingness to collaborate, and a shared excitement to get started. Therefore, @ONE expresses its unreserved support for your application. If awarded, we are confident that together we can achieve the goals of this initiative.

Please keep us informed as to any news you might receive regarding your application.

If additional information is needed, please do not hesitate to call me at (951) 639-5449.

Good luck!

Sincerely,

A handwritten signature in black ink, appearing to read 'Micah Orloff', written over a horizontal line.

Micah Orloff
Director, @ONE

High Tech Center Training Unit Letter of Commitment



High Tech Center Training Unit
of the California Community Colleges
Foothill - De Anza Community College District

Thursday, October 03, 2013

RE: RFA Specification No. 13-082

To the selection committee:

I am very pleased to be writing this letter in support of Foothill-De Anza Community College District's proposal for the Online Education Initiative.

FHDACCD demonstrated their commitment to ensuring that online education is available to all students in the California community colleges by contacting us here at the HTCTU early in the submission process. They wished to include planning for accessibility in the overall concept and design of the project from its inception. Since from long experience, we have learned that the only real way to ensure access for all students is to build accessibility in from the ground up, I am more than pleased to be invited to work with Joe Moreau, Chancellor Linda Thor, and the FHDA team.

Specific details of MOUs will await the award of the grant, but in concept the HTCTU has agreed to the following:

- Consulting on aspects of accessibility to include Web access, DE access, document access, multimedia access, and curricular access
- Consulting on Universal Design for Learning (UDL) and how UDL impacts instructional design
- Job sharing the Web accessibility instructor (up to 100% during the first portion of the grant) to ensure that planning for access and instructional design occur from the outset
- Upon determination of need, sharing a portion of a second trainer who would provide offsite trainings for mainstream CCC DE faculty on UDL and Web accessibility, as well as providing in-house trainings at the HTCTU
- Expanding the @ONE course on accessibility (or developing an additional course) to cover UDL teaching strategies
- Explore the nexus of accessibility, basic skills, and UDL to better meet the educational needs of CCC students
- Consult on the inclusion of accessibility requirements in course submission guidelines

21050 McClellan Road, Cupertino, California 95014 (408) 996 4636 FAX (408) 996 6042 TTY (408) 252 4938
www.htctu.net



- Consult on long-term projects to develop accessible online support for student services activities, including accommodation requests, counseling, vocational guidance, academic advisement, etc.
- Consult on long-term projects to provide accessible assessment of and correlation between real world experience/knowledge and credit for experience, degree options, and vocational pathways—especially for returning veterans and wounded warriors
- Consult on the possible adoption of a statewide learning management system and other technological infrastructure to support accessible communication and curricular access
- Offer the use of HiSoftware Compliance Sheriff as an accessibility checker

In our role as access consultants, the HTCTU will further encourage collaboration between the Online Education Initiative and the Sidekick grants, as well as the VRC Project and the Virtual VRC Project.

I applaud Dr. Thor on her commitment to accessible online education and the entire FHDA team on their dedication to access for all, their interest in collaboration, and their forward-thinking. I believe that they are committed to making this grant project a success. Thank you for your consideration!

Sincerely,

A handwritten signature in blue ink, appearing to read 'Gaeir L. Dietrich', is written over a horizontal line.

Gaeir L. Dietrich
HTCTU Director

CAEL Letter of Commitment

National Headquarters
55 E. Monroe St., Suite 2710
Chicago, IL 60603

Telephone 312.499.2600
Facsimile 312.499.2601

Website www.cael.org



September 30, 2013

Linda M. Thor, Ed.D.
Chancellor
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022

Dear Linda:

As President and CEO of the Council for Adult and Experiential Learning (CAEL), I am writing in support of your application to coordinate the California Community College Online Education Initiative. Given CAEL's nationally recognized expertise in adult learning, and in particular prior learning assessment, we are ready and eager to provide several kinds of assistance to the initiative, specifically in the development of a California statewide system for credit by exam and other types of prior learning assessment (PLA) methods.

CAEL is a leader in assisting adult learners to gain access to postsecondary education and careers, and has decades of experience in researching and promoting all forms of PLA, especially the portfolio method of assessment. We advocate and innovate on behalf of all adult learners, regardless of their socio-economic circumstances, to increase access to education and economic security and to develop and provide effective services and tools. We are excited about the prospect of bringing this experience to the California initiative and working with Foothill-DeAnza and other districts to make the initiative successful.

We believe we can bring expertise in serving both special populations such as veterans and mature workers, and working adults in a variety of industries.

These are the special areas of expertise we have developed:

- Developing program guidelines and standards for the valid and reliable assessment of sponsored and prior experiential learning for college credit
- Developing and disseminating the "Ten Standards for Assessing Learning" that are accepted and disseminated by regional accrediting agencies
- Assisting hundreds of individual colleges to develop PLA processes, in both an on-line environment and on campus
- Helping statewide systems such as the University of Wisconsin-Extension system, the Vermont State Colleges, the Louisiana Board of Regents, the Kentucky Community and Technical College System, the Tennessee Higher Education Commission, the University System of Georgia, the Pennsylvania State System of Higher Education and the Ohio Board of Regents establish and implement PLA policies and practices

- Presenting on-site introductory PLA workshops at campuses and conferences, both nationally and internationally
- Presenting faculty assessor training workshops and on-line PLA certification training for faculty
- Producing manuals, texts and other publications for faculty, administrators, staff, and students about PLA and the value of credit for college-level learning acquired outside the college classroom

As a project of the Educational Testing Service, CAEL's work began in 1974 with a charge of investigating the feasibility of assessing non-collegiate learning for college credit. CAEL has been engaged in promoting the assessment of prior learning as an important adult learning strategy ever since. Most recently, in 2011, with assistance from several major US funders such as Lumina and Kresge foundations, we developed and launched LearningCounts.org (LC), a comprehensive PLA resource for adult learners, postsecondary institutions, employers, and workforce organizations. LC incorporates CAEL's best practices in assessment of prior learning to help adult learners earn college credit for their prior learning and accelerate their educational progress and career advancement. LC serves a national audience through this on-line portal.

CAEL greatly appreciates this opportunity to join you in this endeavor and would be a committed partner in working with the initiative on this exciting project that provides distance education to California students statewide. Helping develop a "virtual" campus is a natural extension of our work and mission, and we applaud Foothill-DeAnza for taking the lead in making this statewide initiative a reality.

Sincerely,



Pamela Tate
President and CEO

Stanford Letter of Commitment



DIGITAL RESEARCH AND PLANNING

Linda Thor, Chancellor
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills CA 94022-4054

10 October 2013

Dear Linda:

This letter is a continuation of collegial exchange between Stanford's Graduate School of Education (GSE) and Foothill and De Anza Community Colleges. Over the past two years our three institutions have been laying the groundwork for conducting mutually beneficial education research. So it is with special enthusiasm that I read the most recent draft of your application (joint with Butte-Glenn Community College District) for RFA 13-082, "Online Education Initiative," soon to be known as the Online Education Ecosystem (OEE). It would be Stanford's GSE's privilege to serve as a research partner in this endeavor.

Stanford GSE is a national leader in state-of-the-art research on education policy and online learning. Our long track record of training and placing top doctoral students means that we enjoy a steady stream of early-career talents. You have seen such talent firsthand in the two students and postdoctoral fellow who worked with your own research team this summer on a comparative analysis of Foothill and De Anza's online and in-person courses. Several of our faculty and many of our students are eager to continue such work with you – changing the character of higher education research while FHDA and Butte-Glenn make history with OEE.

Stanford GSE shares your conviction that online learning can positively transform the delivery and experience of college education – but only if the highest standards and measures of academic quality are brought to bear. Together our institutions can accomplish this.

GSE Dean Claude Steele and Vice Provost of Online Learning John Mitchell share my enthusiasm about working with you to build OEE. I look forward to this work.

Yours Sincerely,

A handwritten signature in black ink, appearing to read "MLS", followed by a horizontal line.

Mitchell L. Stevens

*Director of Digital Research and Planning, GSE & Vice Provost of Online Learning
Associate Professor of Education and (by courtesy) Business and Sociology*

Graduate School of Education & Vice Provost for Online Learning
246 Littlefield Center, 365 Lasuen Mall, Stanford, CA 94305 T 650.723.4536 F 650.725.7412

Appendix C: OEI Job Descriptions

Job Description: OEI Executive Dean

California Community Colleges Online Education Initiative Executive Dean

POSITION PURPOSE:

Reporting to the OEI Executive Sponsors, provides leadership; develops the budget; integrates all of the activities and components of the OEI; plans programs; guides the Advisory Committee; and supervises project staff, steering committees, and task forces.

NATURE and SCOPE:

This position is responsible for planning; budgeting; hiring; and overseeing all components, projects, services, and staff of the OEI program.

KEY DUTIES and RESPONSIBILITIES:

The following duties and responsibilities are typical but not limited to the following:

1. Oversee organizational activities to ensure consistency with the project's vision and mission.
2. Serve as a liaison between the Advisory Committee and the OEI management and steering committees.
3. Ensure integration of all components of the OEI consistent with program objectives.
4. Organize and guide the development of the CCC Online Education Consortium.
5. Participate in program assessment and dissemination.
6. Perform other duties as assigned.

EMPLOYMENT STANDARDS

Knowledge:

1. Statistical analysis, program planning, and trend projection.
2. State and federal compliance issues and regulations for distance education.
3. Working knowledge of all applicable laws, regulations, guidelines, and contracts, such as Title V, Education Code, OSHA, ACE.
4. Computers: commonly used software and communication mediums.
5. District policies and procedures.
6. Personnel management.

Skills and Abilities:

3. Understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff.
4. Communicate effectively both orally and in writing, including complex proposals and presentations.
5. Strong supervisory skills.
6. Proven leadership and management.
7. Public speaking and problem solving.

8. Interpersonal skills.

Education and Experience:

1. Advanced degree in a related field.
2. Personnel management experience.
3. Organizational management experience at the executive level

Preferred Qualifications:

1. Experience in online instruction

WORKING CONDITIONS:

Environment:

1. Typical office environment.

Job Description: OEI Dean of Academic Affairs

California Community Colleges Online Education Initiative Dean of Academic Affairs

POSITION PURPOSE:

Reporting to the OEI Executive Dean, provides leadership; develops the budget; integrates the activities of other OEI components; plans programs; and supervises project staff, steering committees, and task forces.

NATURE and SCOPE:

This position is responsible for planning; budgeting; hiring; and overseeing course quality standards development and implementation, online faculty certification standards, basic skills support, and credit by exam/credit for prior learning standards development.

KEY DUTIES and RESPONSIBILITIES:

The following duties and responsibilities are typical but not limited to the following:

1. Oversee organizational activities to ensure consistency with the project's vision and mission.
2. Serve as a liaison between the Advisory Committee and steering committees, task forces and project teams.
3. Supervise data analytics and accessibility program components.
4. Ensure integration of academic components of the OEI with technical and student services components
5. Participate in program assessment and dissemination.
6. Perform other duties as assigned.

EMPLOYMENT STANDARDS

Knowledge:

1. Statistical analysis, program planning, and trend projection.
2. State and federal compliance issues and regulations for distance education.
3. Working knowledge of all applicable laws, regulations, guidelines, and contracts, such as Title V, Education Code, OSHA, ACE.
4. National standards online course quality and faculty certification.
5. Computers: commonly used software and communication mediums.
6. District policies and procedures.
7. Personnel management.

Skills and Abilities:

1. Understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff.
2. Communicate effectively both orally and in writing, including complex proposals and presentations.
3. Strong supervisory skills.

4. Proven leadership and management.
5. Public speaking and problem solving.
6. Interpersonal skills.

Education and Experience:

1. Advanced degree in a related field.
2. Personnel management experience.

Preferred Qualifications:

1. Experience in online instruction

WORKING CONDITIONS:

Environment:

1. Typical office environment.

Job Description: OEI Dean of Professional Development

California Community Colleges Online Education Initiative Dean of Professional Development

POSITION PURPOSE:

Reporting to the OEI Executive Dean, provides leadership; develops the budget; integrates the activities of other OEI components; plans programs; and supervises project staff, steering committees, and task forces.

NATURE and SCOPE:

This position is responsible for planning, budgeting, and hiring for the OEI project; oversees the development of professional development and training components in support of OEI program.

KEY DUTIES and RESPONSIBILITIES:

The following duties and responsibilities are typical but not limited to the following:

1. Oversee organizational activities to ensure consistency with the project's vision and mission.
2. Serve as a liaison between the Advisory Committee and steering committees, task forces and project teams.
3. Ensure the development and delivery of professional development in support of all components of the OEI.
4. Participate in program assessment and dissemination.
5. Perform other duties as assigned.

EMPLOYMENT STANDARDS

Knowledge:

1. Statistical analysis, program planning, and trend projection.
2. State and federal compliance issues and regulations for distance education and student support services.
3. Working knowledge of all applicable laws, regulations, guidelines, and contracts, such as Title V, Education Code, OSHA, ACE.
4. Computers: commonly used software and communication mediums.
5. District policies and procedures.
6. Personnel management.

Skills and Abilities:

1. Understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff.
2. Communicate effectively both orally and in writing, including complex proposals and presentations.
3. Strong supervisory skills.
4. Proven leadership and management.
5. Public speaking and problem solving.
6. Interpersonal skills.

Education and Experience:

1. Advanced degree in a related field.
2. Personnel management experience.

Preferred Qualifications:

1. Experience in distance education and online student support.

WORKING CONDITIONS:

Environment:

1. Typical office environment.

Job Description: OEI Dean of Student Services

California Community Colleges Online Education Initiative Dean of Student Services

POSITION PURPOSE:

Reporting to the OEI Executive Dean, provides leadership; develops the budget; integrates the activities of other OEI components; plans programs; and supervises project staff, steering committees, and task forces.

NATURE and SCOPE:

This position is responsible for planning; budgeting; hiring; overseeing the development and implementation online student services including counseling, advising, financial aid, credit by exam/credit for prior learning, and transfer services. Oversees the development of a comprehensive, seamless, online student experience.

KEY DUTIES and RESPONSIBILITIES:

The following duties and responsibilities are typical but not limited to the following:

4. Oversee organizational activities to ensure consistency with the project's vision and mission.
5. Serve as a liaison between the Advisory Committee and steering committees, task forces and project teams.
6. Ensure integration of student services and support components of the OEI with technical and academic components
7. Participate in program assessment and dissemination.
8. Perform other duties as assigned.

EMPLOYMENT STANDARDS

Knowledge:

10. Statistical analysis, program planning, and trend projection.
11. State and federal compliance issues and regulations for distance education and student support services.
12. Working knowledge of all applicable laws, regulations, guidelines, and contracts, such as Title V, Education Code, OSHA, ACE.
13. Computers: commonly used software and communication mediums.
14. District policies and procedures.
15. Personnel management.

Skills and Abilities:

1. Understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff.
2. Communicate effectively both orally and in writing, including complex proposals and presentations.
3. Strong supervisory skills.
4. Proven leadership and management.

5. Public speaking and problem solving.
6. Interpersonal skills.

Education and Experience:

1. Advanced degree in a related field.
2. Personnel management experience.

Preferred Qualifications:

1. Experience in online student support

WORKING CONDITIONS:

Environment:

1. Typical office environment.

Job Description: OEI Dean of Strategic Planning and Operations

California Community Colleges Online Education Initiative Dean of Strategic Planning and Operations

POSITION PURPOSE:

Reporting to the OEI Executive Dean, provides leadership; develops the budget; integrates the activities of other OEI components; plans programs; and supervises project staff, steering committees, and task forces.

NATURE and SCOPE:

This position is responsible for coordinating overall planning, budgeting, and hiring for the OEI project; provides support and coordination to the entire OEI management team. Facilitates team communication and collaboration. Organizes steering committees and task forces.

KEY DUTIES and RESPONSIBILITIES:

The following duties and responsibilities are typical but not limited to the following:

1. Oversee organizational activities to ensure consistency with the project's vision and mission.
2. Serve as a liaison between the Advisory Committee and steering committees, task forces and project teams.
3. Ensure integration all components of the OEI.
4. Participate in program assessment and dissemination.
5. Perform other duties as assigned.

EMPLOYMENT STANDARDS

Knowledge:

1. Statistical analysis, program planning, and trend projection.
2. State and federal compliance issues and regulations for distance education and student support services.
3. Working knowledge of all applicable laws, regulations, guidelines, and contracts, such as Title V, Education Code, OSHA, ACE.
4. Computers: commonly used software and communication mediums.
5. District policies and procedures.
6. Personnel management.

Skills and Abilities:

1. Understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff.
2. Communicate effectively both orally and in writing, including complex proposals and presentations.
3. Strong supervisory skills.
4. Proven leadership and management.
5. Public speaking and problem solving.
6. Interpersonal skills.

Education and Experience:

1. Advanced degree in a related field.
2. Personnel management experience.

Preferred Qualifications:

1. Experience in distance education and online student support.

WORKING CONDITIONS:

Environment:

1. Typical office environment.

Job Description: OEI Chief Technology Officer

California Community Colleges Online Education Initiative Chief Technology Officer

POSITION PURPOSE:

Reporting to the OEI Executive Dean, provides leadership; develops the budget; integrates the activities of other OEI components; plans programs; and supervises project staff, steering committees, and task forces.

NATURE and SCOPE:

This position is responsible for planning, budgeting, and hiring for the OEI project; oversees technical components required to accomplish the objectives of the OEI program.

KEY DUTIES and RESPONSIBILITIES:

The following duties and responsibilities are typical but not limited to the following:

1. Oversee organizational activities to ensure consistency with the project's vision and mission.
2. Serve as a liaison between the Advisory Committee and steering committees, task forces and project teams.
3. Coordinates the efforts of the CCC Technology Center, CCC Confer, 3CMedia, and other existing programs in support of the OEI program
4. Ensure the development technical specifications and criteria for technology products and services in support of all components of the OEI.
5. Participate in program assessment and dissemination.
6. Perform other duties as assigned.

EMPLOYMENT STANDARDS

Knowledge:

1. Statistical analysis, program planning, and trend projection.
2. State and federal compliance issues and regulations for distance education and student support services.
3. Working knowledge of all applicable laws, regulations, guidelines, and contracts, such as Title V, Education Code, OSHA, ACE.
4. Computer networks, software application development, information security, system integration, project management, technical product/service evaluation procedures
5. Computers: commonly used software and communication mediums.
6. District policies and procedures.
7. Personnel management.

Skills and Abilities:

1. Understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff.
2. Communicate effectively both orally and in writing, including complex proposals and presentations.

3. Strong supervisory skills.
4. Proven leadership and management.
5. Public speaking and problem solving.
6. Interpersonal skills.

Education and Experience:

1. Advanced degree in a related field.
2. Personnel management experience.

Preferred Qualifications:

1. Experience in distance education and online student support.

WORKING CONDITIONS:

Environment:

1. Typical office environment.

Appendix D: Butte-Glenn Community College District Letter of Commitment



BUTTE COLLEGE

October 10, 2013

Joseph Moreau
Vice Chancellor of Technology
Foothill-De Anza Community College
12345 El Monte Road
Los Altos, CA 94022-4504

Dear Mr. Moreau,

This Letter of Commitment is made by the Butte-Glenn Community College District (BGCCD) located at 3536 Butte Campus Drive, Oroville, CA for the purposes of submitting a joint application with Foothill-De Anza Community College District (FHDA) located at 12345 El Monte Road, Los Altos, CA for the California Community College Online Education Initiative(OEI) grant, RFA # 13-082. The Districts are further committed to partnering and working collaboratively together to execute the goals and objectives of the grant should their application be accepted.

The senior leadership at both Districts have been consulted and have agreed to support the submission of this joint application and the accomplishment of the grant should funding be awarded to the Districts.

It is the understanding of BGCCD that this letter of commitment addresses the initial period of the grant – December 1, 2013 through June 30, 2015. Should funding for the OEI grant be renewed beyond June of 2015, the Districts agree this commitment will remain in effect for period(s) of the funding renewal.

The following Duties and Responsibilities have been identified as per the Request for Application document released by the California Community College Chancellor's Office which describes eight specific objectives to be accomplished by the grant recipients. Each District has agreed to be primarily responsible for specific objectives of the grant while responsibility for some objectives will be shared. Responsibility for accomplishing the objectives of the grant has been delineated as follows:

Joint Duties and Responsibilities

Objective 1. Governance
Objective 7. Partnerships and Program Structure
Objective 8. Communications

FHDA Primary Responsibilities

Objective 2. Academic Affairs and Instruction
Objective 3. Professional Development and Course Design Standards
Objective 4C. Accessibility
Objective 6. Project Planning and Evaluation

The Districts have agreed that FHDA will serve as the fiscal agent for the grant.

3536 BUTTE CAMPUS DRIVE, OROVILLE, CALIFORNIA 95965 (530) 895-2511

Butte Primary Responsibilities

Objective 4. Student Experience and Support Tools & Services

Objective 5. Technical Infrastructure

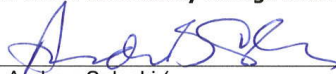
Each District has appointed an executive sponsor to serve as the primary point of contact for the administration of the grant:

FHDA - Joseph Moreau, Vice Chancellor of Technology

Butte - Tim Calhoun, Director of the CCC Technology Center

The Districts acknowledge that a detailed management plan will need to be established to specifically address the manner and methods by which the goals and objectives of the grant will be accomplished. Much of these details will be determined through the governance process described in the grant application. The Districts also acknowledge they have developed a preliminary plan that addresses administration, management and respective proposed budgets for each district for the division of resources to accomplish their areas of primary responsibility for the grant.

Butte-Glenn Community College District



Andrew Suleski (Authorized to execute Agreement)

Vice President, Administration

Butte-Glenn Community College District

Date

10/11/13

Accepted by:

Kevin McElroy

Vice Chancellor, Business Services

Foothill-De Anza Community College District

Date

ok
SP
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Appendix F: Comprehensive Work Plan Charts

The following Work Plans address all Objectives listed in RFA 13-082. Additional Objectives may appear at the end of each Objective category. Where applicable, the RFA Procedure/Activity corresponding to an Objective or Activity is so noted in bold.

APPLICATION ANNUAL WORK PLAN (ONE OBJECTIVE PER PAGE)

GOVERNANCE Objective 1A Ensure program success through effective governance structures. The successful applicant will be required to work with a representative advisory group developed in consultation with the Chancellor's Office.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 1A Ensure program success through effective governance structures as measured by diverse representation and delivery of high-quality results.</p>	<p>Activity 1A.1: Assemble a founding OEI Launch Management Team of seasoned executives as identified in this grant application. ADDRESSES RFA PROCEDURE 1A and 1B.</p> <p>Activity 1A.2: Establish and support a governance body (CVC Advisory Committee) composed of state and local California Community Colleges leadership including, but not limited to the following: Academic Senate for CCC, Chief Instruction Officers, Chief Student Services Officers, and Chief Information Systems Officers Association, as well as representatives from the Chancellor's Office from Academic Affairs, Student Services, and Technology, Research, and Information Systems. ADDRESSES RFA PROCEDURE 1A AND 1B.</p> <p>Activity 1A.3: Form a diverse steering committee for each project under the programmatic management of the grant OEI Management Team. Each steering committee will represent stakeholders across the system, establish a clear charter, and hold minimum bi-monthly meetings and quarterly joint meetings with the governance body. ADDRESSES RFA PROCEDURE 1B</p> <p>Activity 1A.4: Quarterly review and update to address new challenges and opportunities. Working with CCCCO, coordinate with the statewide CCC-CETC project management committee on all project activities for common objectives. Participate in strategic planning meetings with existing related statewide projects and new projects as they emerge. ADDRESSES RFA PROCEDURE 1B.</p>	<p>At least 80% of participants in governance committees and project implementation leadership indicate that processes are effective; that they understand the project's leadership structure and individual roles; and that all stakeholder groups are well-represented.</p> <p>The development of a project implementation plan that clearly lays out action steps, assigns responsibility, and sets deadlines.</p>	<p>Activity 1A.1 Done</p> <p>Activity 1A.2 Dec 2013 – March 2014</p> <p>Activity 1A.3 Dec 2013 – March 2014</p> <p>Activity 1A.4 Ongoing</p>	<p>OEI Management Team with counsel from the CVC Advisory Committee</p>

APPLICATION ANNUAL WORK PLAN (ONE OBJECTIVE PER PAGE)

GOVERNANCE Objective 1B The Online Education Initiative must operate legally, effectively and satisfy the program and operational goals of the State, colleges and students.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 1B The Online Education Initiative must operate legally, effectively and satisfy the program and operational goals of the State, colleges, and students as measured by annual external evaluation.</p>	<p>Activity 1B.1: Create a plan for ongoing development of policy and process related items to ensure the program can operate legally, effectively and achieve objectives of the grant. ADDRESSES RFA PROCEDURE 1C</p> <p>Activity 1B.2: Develop a five-year roadmap identifying overarching organizational roles & responsibilities, measureable milestones and evaluation criteria for the OEI initiative that are aligned with RFA priorities.</p> <p>Activity 1B.3: Quarterly review and update to address new challenges and opportunities specific to ongoing and established policy and process related options. Integrate feedback of annual external evaluation.</p>	<p>Project activities meet all legal requirements and conditions.</p> <p>Project outcomes match goals articulated in the RFA.</p>	<p>Activity 1B.1 April - June 2014</p> <p>Activity 1B.2 April – June 2014</p> <p>Activity 1B.3 Ongoing</p>	<p>OEI Management Team with counsel from the CVC Advisory Committee</p>

APPLICATION ANNUAL WORK PLAN (ONE OBJECTIVE PER PAGE)

GOVERNANCE Objective 1C NEW Develop and maintain consortium level agreements for participating colleges. **ADDRESSES RFA PROCEDURE 1D**

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 1C Develop and maintain consortium level agreements for participating colleges as measured by the participation in the OE Consortium by at least 80% of CCC colleges by year 5.</p>	<p>Activity 1C.1: Establish an OE Consortium task force in partnership with the CCCCCO that convenes regularly to collaborate on the development of Consortium agreements and ongoing recruitment of OE Consortium members. The OEI Executive Dean will lead this effort.</p> <p>Activity 1C.2: In partnership with the CCCCCO, establish flexible components for OE Consortium agreements, seek feedback from participating and non-participating colleges, and address comments and issues. ADDRESSES RFA PROCEDURE 1A.</p> <p>Activity 1C.3: Work with legal to create a formal OE consortium agreement for signature by CCC colleges.</p> <p>Activity 1C.4: With guidance from the OEI Academic Affairs Steering Committee, assemble a task force of diverse CCC representatives to determine key success factors for widespread OE Consortium participation by CCC colleges.</p> <p>Activity 1C.5: The OEI Director of Outreach & Communications will lead the recruiting of CCC college participation in the OE Consortium.</p> <p>Activity 1C.6: Quarterly review and update to address new challenges and opportunities specific to developing and maintaining OE Consortium level agreements.</p>	<p>A consortium agreement is developed.</p> <p>Number of colleges that sign consortium agreements with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 - 20% of CCCs • Year 3 - 40% of CCCs • Year 4 - 60% of CCCs • Year 5 - 80% of CCCs 	<p>Activity 1C.1 Dec 2013 – March 2014</p> <p>Activity 1C.2 April – Sept 2014</p> <p>Activity 1C.3 Oct – Dec 2014</p> <p>Activity 1C.4 Oct – Dec 2014</p> <p>Activity 1C.5 Dec 2014 – ongoing</p> <p>Activity 1C.6 Ongoing</p>	<p>OEI Management Team with counsel from the CCCCCO and the OE Consortium</p>

APPLICATION ANNUAL WORK PLAN (ONE OBJECTIVE PER PAGE)

Academic Affairs and Instruction Objective 2A

Assume responsibility for and provide online courses through the development and expansion of the existing California Virtual Campus (CVC) to be offered through a consortium of colleges providing online education.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 2A Assume responsibility for and provide online courses through the development and expansion of the existing California Virtual Campus (CVC) to be offered through a consortium of colleges providing online education as measured by the number of CCCs participating in the Consortium.</p>	<p>Activity 2A.1: With guidance from the OEI Academic Affairs Steering Committee, assemble a task force of diverse CCC representatives to determine key success factors for widespread acceptance of online courses by students, faculty, and other CCC stakeholders.</p> <p>Activity 2A.2: Develop standards and processes to facilitate the development of OE Consortium Agreements governing the design, development, and review of online courses that takes into consideration the key success factors identified in Activity 2A.1 ADDRESSES RFA PROCEDURE 2A</p> <p>Activity 2A.3 Assist the OEI Outreach & Communications team in recruiting Consortium CCCs.</p> <p>Activity 2A.4 Quarterly review and update of the Course expansion roadmaps in Objectives 2B, 2C, 2D, and 2E based on feedback from OE Consortium members and prospects.</p>	<p>Key success factors are identified.</p> <p>Colleges participate in the Consortium with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 – 20% of CCCs • Year 3 – 40% of CCCs • Year 4 – 60% of CCCs • Year 5 – 80% of CCCs <p>Number of students enrolled in online courses will at least double annually from Year 2 through Year 5</p>	<p>Activity 2A.1 Apr – May 2014</p> <p>Activity 2A.2 June - July 2014</p> <p>Activity 2A.3 Dec 2014 - ongoing</p> <p>Activity 2A.4 Dec 2014 - ongoing</p>	<p>OEI Academic Affairs management team with guidance from the OEI Academic Affairs Steering Committee</p>

APPLICATION ANNUAL WORK PLAN (ONE OBJECTIVE PER PAGE)

Academic Affairs and Instruction Objective 2B Identify and address the needs of Associate Degree for Transfer (ADT) students, faculty, Chancellor's Office and instructional support staff.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 2B Identify and address the needs of Associate Degree for Transfer students, faculty, Chancellor's Office and instructional support staff as measured by an increase in the number of associate's degrees awarded and transfers to four-year colleges.</p>	<p>Activity 2B.1 Perform an environmental scan of current CCC offerings, gap analysis, and best practices within and outside of the CCC setting for credit degree courses with special emphasis on ADT courses.</p> <p>Activity 2B.2 Perform a needs assessment of ADT and other credit degree course based on student demand, demographics, and cohort groups with special consideration for individuals with disabilities, the underserved, and the underrepresented.</p> <p>Activity 2B.3 Determine criteria, requirements, and process for course selection and approval.</p> <p>Activity 2B.4: Work in collaboration with the C-ID Project to review, approve, and assign course identifier number to every course as a requirement for inclusion in the statewide Course Management System. ADDRESSES RFA PROCEDURE 2B</p> <p>Activity 2B.5: To jumpstart courses becoming available online, identify at least xx online courses currently available at CCCs or in the marketplace that align with the course expansion roadmap for ADT courses and can quickly be made available in the Course Management System.</p> <p>Activity 2B.6: Develop a roadmap for courses to be available for registration within the statewide Course Management System by students enrolled in consortium CCCs.</p> <p>Activity 2A.7 Quarterly review and update of the roadmap to address new challenges and opportunities</p>	<p>Criteria, requirements and process reflect needs assessment.</p> <p>Roadmap completed</p> <p>Online courses within ADT pathways are offered with annual targets of:</p> <ul style="list-style-type: none"> Year 2 - 5 online ADT pathways serving at least 9,000 students in 10 CCCs Year 3 - 10 online ADT pathways serving at least 45,000 students in 30 CCCs Year 4 - 15 online ADT pathways serving at least 120,000 students in 50 CCCs Year 5 - 20 online ADT pathways serving at least 270,000 students in 75 CCCs 	<p>Activity 2B.1 Jan – Mar 2014</p> <p>Activity 2B.2 Jan - Mar 2014</p> <p>Activity 2B.3 April - May 2014</p> <p>Activity 2B.4 June 2014 - ongoing</p> <p>Activity 2B.5 June – Sept 2014</p> <p>Activity 2B.6 June – Sept 2014</p> <p>Activity 2B.7 Sept 2014 - ongoing</p>	<p>OEI Academic Affairs management team with guidance from the OEI Academic Affairs Steering Committee</p>

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Academic Affairs and Instruction Objective 2C Identify and address the needs of other credit degree courses students, faculty, Chancellor's Office and instructional support staff.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 2C Identify and address the needs of other credit degree courses students, faculty, Chancellor's Office and instructional support staff as measured by an increase in enrollment for other college credit courses.</p>	<p>Activity 2C.1: Based on the environmental scan and needs assessment in Objective 2B, determine the priority for other credit degree courses</p> <p>Activity 2C.2: Using the criteria, requirements, and process for course selection and approval developed in Objective 2B, identify online courses currently available at CCCs or in the marketplace that align with the course expansion roadmap for other credit degree courses.</p> <p>Activity 2C.3: Work in collaboration with the C-ID Project to review, approve, and assign course identifier number to every course as a requirement for inclusion in the statewide Course Management System. ADDRESSES RFA PROCEDURE 2B</p> <p>Activity 2C.4: Develop a roadmap for courses available for registration for students enrolled in OE Consortium CCCs that are integrated within the statewide Common Course Management System (CCMS)</p> <p>Activity 2C.5 Quarterly review and update of the roadmap to address new challenges and opportunities</p>	<p>Online course priorities are established</p> <p>Other online college credit courses are offered with annual targets of:</p> <ul style="list-style-type: none"> • Year 3 - online college credit courses serving at least 27,000 students in 30 CCCs • Year 4 - online college credit courses serving at least 75,000 students in 50 CCCs • Year 5 - online college credit courses serving at least 180,000 students in 75 CCCs 	<p>Activity 2C.1 April - May 2014</p> <p>Activity 2C.2 April - May 2014</p> <p>Activity 2C.4 June 2014 - ongoing</p> <p>Activity 2C.5 June – Sept 2014</p> <p>Activity 2C.6 Sept 2014 - ongoing</p>	<p>OEI Academic Affairs management team with guidance from the OEI Academic Affairs Steering Committee</p>

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Academic Affairs and Instruction Objective 2D Identify and address the needs of Basic Skills students, faculty, Chancellor's Office and instructional support staff by developing effective strategies in this area. **ADDRESSES RFA PROCEDURE 2C.2**

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 2D Identify and address the needs of Basic Skills students, faculty, Chancellor's Office and instructional support staff by developing effective strategies in this area staff as measured by an increase in number of students who transition from basic skills to college level courses.</p>	<p>Activity 2D.1: Perform environmental scan of current CCC solutions, gap analysis, and best practices within and outside of the CCC setting for basic skills support.</p> <p>Activity 2D.2: Perform a needs assessment for basic skill based on student demand, demographics, and cohort groups with special consideration for individuals with disabilities, the underserved, and the underrepresented, veterans, English language learners.</p> <p>Activity 2D.3: Research potential strategies for providing basic skills needs including but not limited to diagnostic assessment and customized tutorials that will reduce time expended prior to enrollment in ADT classes.</p> <p>Activity 2.D.4: Create a roadmap for roll out of basic skills support and services integrated within the statewide Common Course Management System (CCMS).</p> <p>Activity 2D.5 Quarterly review and update of the roadmap to address new challenges and opportunities</p>	<p>Agree to a prioritized list of strategies to address basic skills needs</p> <p>Road map to implement basic skills support based on the prioritized strategies (implementation to occur outside of the 19 month window of this grant proposal)</p>	<p>Activity 2D.1 April - May 2014</p> <p>Activity 2D.2 April - May 2014</p> <p>Activity 2D.3 June – Aug 2014</p> <p>Activity 2C.4 Sept – Oct 2014</p> <p>Activity 2D.5 Sept 2014 - ongoing</p>	<p>OEI Academic Affairs management team with guidance from the OEI Academic Affairs Steering Committee</p>

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Academic Affairs and Instruction Objective 2E Identify and address the needs of Credit By Exam students who wish to acquire course credit through an online process, including students, faculty, Chancellor's Office and instructional support staff. **ADDRESSES RFA PROCEDURE 2C.1**

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 2E Identify and address the needs of students who have prior learning and wish to acquire course credit through an online process (including but not limited to Credit by Exam), including students, faculty, Chancellor's Office and instructional support staff as measured by an increase in the percentage of students who obtain credit for prior learning.</p>	<p>Activity 2E.1: Perform an environmental scan of current policies and procedures for the award of credit for prior learning, gap analysis, and best practices within and outside of the CCC setting for credit for prior learning.</p> <p>Activity 2E.2: Perform a needs assessment based on student demand, demographics, and cohort groups with special consideration for individuals with disabilities, the underserved, the underrepresented, and those with military experience.</p> <p>Activity 2E.3 Identify and evaluate potential strategies for providing credit for prior learning, in partnership with the Academic Senate.</p> <p>Activity 2E.4: Develop a 5-year roadmap for the roll out of a statewide assessment and credit for prior learning integrated within the statewide Education Management System, including tools specific to military credit.</p> <p>Activity 2E.5 Quarterly review and update of the roadmap to address new challenges and opportunities</p>	<p>Credit for prior learning strategies address needs identified in the needs assessment</p> <p>Roadmap addresses highest priority strategies</p> <p>Percentage of students using the online process to obtain credit for prior learning will increase by at least 500% by Year 5 as compared to the baseline percentage identified in Year 1.</p>	<p>Activity 2E.1 April - May 2014</p> <p>Activity 2E.2 April - May 2014</p> <p>Activity 2E.3 June – Aug 2014</p> <p>Activity 2E.4 Sept – Oct 2014</p> <p>Activity 2E.5 Sept 2014 - ongoing</p>	<p>OEI Academic Affairs management team with guidance from the OEI Academic Affairs Steering Committee and Counsel for Adult and Experiential Learning (CAEL)</p>

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Academic Affairs and Instruction Objective 2F Using multiple strategies and methods increase student retention and success in all online courses and programs. The current differential between online and traditional courses for retention and success are seven and nine percent respectively.

ADDRESSES RFA PROCEDURE 2C

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 2F Using multiple strategies and methods increase student retention and success in all online courses and programs. The current differential between online and traditional courses for retention and success are seven and nine percent respectively as measured by students' in online courses attainment of retention and success measures that are equal to those of the corresponding traditional courses.</p>	<p>Activity 2F.1: In partnership with the OEI Student Services team, perform an environmental scan of current CCC offerings, gap analysis, and best practices within and outside of the CCC setting for student retention and success.</p> <p>Activity 2F.2: Perform a needs assessment based on student demand, demographics, and cohort groups with special consideration for individuals with disabilities, the underserved, and the underrepresented.</p> <p>Activity 2F.3: Define strategies, criteria, and requirements for student retention and success functionality within basic skills offerings and ADT course offerings with special attention on data analytics and student response systems for personalized responses to behavioral patterns.</p> <p>Activity 2F.4: Incorporate the strategies, criteria and requirements into the course selection and approval requirements in Objective 2B.</p> <p>Activity 2F.5: Work with the OEI Technology team to ensure that student retention and success factors are properly incorporated into the Education Management Platform (EMP).</p> <p>Activity 2F.6: Establish a process to ensure that student retention and success factors properly incorporate into the course approval process.</p> <p>Activity 2F.7: Feedback loop feed into standards, and continuous improvement of this area.</p>	<p>Strategies, criteria, and requirements for student retention and success will be identified based on the results of the environmental scan and needs assessment.</p> <p>Term-to-term retention for online students will increase by at least 5% annually from Year 2 through Year 5</p> <p>Course success rates for online students will increase by at least 5% annually from Year 2 through Year 5</p> <p>Term-to-term retention rates for online students will be equal to those seen among students in comparable face-to-face courses</p> <p>Course success rates for online students will be equal to those seen among students in comparable face-to-face courses</p>	<p>Activity 2F.1 April - May 2014</p> <p>Activity 2F.2 April - May 2014</p> <p>Activity 2F.3 June – Aug 2014</p> <p>Activity 2F.4 Sept – Oct 2014</p> <p>Activity 2F.5 Nov – Dec 2014</p> <p>Activity 2F.6 Nov - Dec 2014</p> <p>Activity 2F.7 Dec 2014 - ongoing</p>	<p>OEI Academic Affairs management team with guidance from the OEI Academic Affairs Steering Committee</p>

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Academic Affairs and Instruction Objective 2G Ensure that all academic processes and standards will sufficiently adhere to established distance education guidelines to enable statewide program implementation.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 2G Ensure that all academic processes and standards will sufficiently adhere to established distance education guidelines to enable statewide program implementation as measured by successful audit.</p>	<p>Activity 2G.1 Review and update the course selection and approval requirements identified in Objective 2B to ensure compliance with all academic processes and standards including but not limited to Title 4 (Financial Aid), Title 5, Ed Code and other applicable laws and regulations.</p> <p>Activity 2G.2 Review processes and standards for consultation with the Statewide Academic Senate.</p> <p>Activity 2G.3 Quarterly review and update to address new standards and opportunities</p>	<p>An audit of online educational platform that compares it to existing distance education guidelines results in a finding of compliance</p>	<p>Activity 2G.1 June – Aug 2014</p> <p>Activity 2G.2 Sept – Nov 2014</p> <p>Activity 2G.3 Dec 2014 - ongoing</p>	<p>OEI Academic Affairs management team with guidance from the OEI Academic Affairs Steering Committee</p>

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Academic Affairs and Instruction Objective 2H NEW Develop a plan to incorporate proctoring and tutoring experiences for all courses in the Online Course. **ADDRESSES PROCEDURE 2C.3**

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 2H Develop a plan to incorporate proctoring and tutoring experiences for all courses in the Online Course Exchange as measured by student and faculty satisfaction and services' impact on course success rates.</p>	<p>Activity 2H.1 Complete an environmental scan of current CCC solutions, gap analysis, and best practices within and outside of the CCC setting for proctoring and for tutoring.</p> <p>Activity 2H.2: in partnership with the Student Services team, complete a needs assessment of proctoring and tutoring needs based on student demand, demographics, and cohort groups with special consideration for individuals with disabilities, the underserved, and the underrepresented, veterans, English language learners.</p> <p>Activity 2H.3: Determine the best strategies for providing proctoring and tutoring and develop a roadmap for rollout. This may include both online and in-person solutions.</p> <p>Activity 2H.4: Roll out proctoring services for online courses integrated within the statewide Education Management Platform.</p> <p>Activity 2H.5: Roll out tutoring services associated with online courses that are integrated within the statewide Education Management Platform.</p> <p>Activity 2H.6 Quarterly review and update to address new standards and opportunities</p>	<p>Feedback from online faculty and students indicating satisfaction with the proctoring services with annual targets of:</p> <ul style="list-style-type: none"> • Year 3 - 60% online students and 60% of faculty • Year 4 - 70% online students and 70% of faculty • Year 5 - 80% online students and 80% of faculty <p>Feedback from online students indicating satisfaction with the tutoring services with annual targets of:</p> <ul style="list-style-type: none"> • Year 3 - 70% online students and 70% of faculty • Year 4 - 80% online students and 80% of faculty • Year 5 - 90% online students and 90% of faculty <p>Online students who utilize tutoring services will have higher course success rates than students in the same online courses who did not utilize the service</p>	<p>Activity 2H.1 April - May 2014</p> <p>Activity 2H.2 April - May 2014</p> <p>Activity 2H.3 June – Aug 2014</p> <p>Activity 2H.4 Sept – Dec 2014</p> <p>Activity 2H.5 Sept - Dec 2014</p> <p>Activity 2H.6 Jan 2015 - ongoing</p>	<p>OEI Academic Affairs management team with guidance from the OEI Academic Affairs Steering Committee</p>

APPLICATION ANNUAL WORK PLAN (ONE OBJECTIVE PER PAGE)

Professional Development and Course Degree Standards Objective 3A All faculty and staff involved with the CVC Program will have access to high quality professional development and receive training on the program and technical elements of CVC.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 3A All faculty and staff involved with the CVC Program will have access to high quality professional development for course development and delivery and receive training on the program and technical elements of CVC as measured by the level of participation in and satisfaction with professional development.</p>	<p>Activity 3A.1: With guidance from the OEI Academic Affairs Steering Committee and the conclusions from of the environmental scans in Objective 2, assemble a task force of diverse CCC representatives to brainstorm alternative methods of course development and delivery and their impact on professional development needs.</p> <p>Activity 3A.2: Perform an environmental scan of current CCC offerings, gap analysis, and best practices within and outside of the CCC setting for professional development for online course development and delivery.</p> <p>Activity 3A.3: Perform a needs assessment for professional development for faculty and staff involvement in online instruction and support services.</p> <p>Activity 3A.4: Determine strategies and priorities for professional development, including but not limited to approaches that are self-paced, synchronous with much shorter cycle times, allow credit for prior learning, and apprenticeships.</p> <p>Activity 3A.5: Incorporating iNACOL standards and Objective 3C design standards, create a roadmap for professional development. ADDRESSES PROCEDURE 3A (4A in RFA)</p> <p>Activity 3A.6: Implement professional development within the statewide Education Management Platform (EMP) and assist the Outreach & Communications Director in recruiting participation.</p> <p>Activity 3A.7 Quarterly review and update of the roadmap to address new challenges and opportunities.</p>	<p>Creation of a five-year professional development roadmap that is based on the results of the needs assessment, environmental scan, and determination of strategies and priorities.</p> <p>Professional development activities are made available with annual participation targets of:</p> <ul style="list-style-type: none"> • Year 2 – 5% of CCC faculty • Year 3 -- 7% of CCC faculty • Year 4 -- 10% of CCC faculty • Year 5 -- 12% of CCC faculty <p>Feedback from faculty participating in professional development activities will indicate at least 80% found the experience to be valuable and of high quality.</p>	<p>Activity 3A.1 April – May 2014</p> <p>Activity 3A.2 May – June 2014</p> <p>Activity 3A.3 May – June 2014</p> <p>Activity 3A.4 June – July 2014</p> <p>Activity 3A.5 July – Aug 2015</p> <p>Activity 3A.6 Nov 2014 -ongoing</p> <p>Activity 3A.7 Jan 2015 -ongoing</p>	<p>OEI Professional Development Dean with counsel from the OEI Professional Development Steering Committee and in coordination with @ONE, CCC Confer, and the Academic Senate ADDRESSES PROCEDURE 3C (4C in RFA)</p>

APPLICATION ANNUAL WORK PLAN (ONE OBJECTIVE PER PAGE)

Professional Development and Course Degree Standards Objective 3B Ensure that all faculty who teach courses in the Online Course Exchange have online teaching **credentials** comparable to the @ONE Online Teaching Certificate. Comparable programs provided as an example include but are not limited to any accredited college online teaching certificate, Sloan Consortium, Quality Matters, etc.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 3B Ensure that all faculty who teach courses in the Online Education Ecosystem (OES) have online teaching credentials comparable to the @ONE Online Teaching Certificate as measured by the number of new faculty certifications and the number of course taught by these faculty.</p>	<p>Activity 3B.1: Perform an environmental scan of current CCC offerings, gap analysis, and best practices within and outside of the CCC setting for certification for online course delivery.</p> <p>Activity 3B.2: Perform a needs assessment for certification for faculty and staff involvement in online delivery, incorporating the brainstorming results from Activity 3A.1.</p> <p>Activity 3B.3: Perform an assessment of current @ONE online certification services to determine key expansion and modifications required to provide a dramatic increase in the number of certified CCC faculty and staff and to best fit the needs of faculty. Special emphasis will be placed on solutions that recognize credit for prior online experience. ADDRESSES PROCEDURE 3B (4B in updated RFA)</p> <p>Activity 3B.4: Based on the above assessment, iNACOL standards, and design standards produced in Objective 3C, develop a roadmap for the creation of certification options for faculty and others involved with online course delivery. ADDRESSES PROCEDURE 3A (4A in RFA).</p> <p>Activity 3B.5: Select and integrate certification options recognized within the statewide Education Management Platform (EMP) for faculty and others associated with OE Consortium CCCs that wish to deliver online courses.</p> <p>Activity 3B.6 Quarterly review and update of the roadmap to address new challenges and opportunities.</p>	<p>Development of a roadmap for creation of certification options for online course developers and those delivering online courses that is based on the results of the needs assessment, environmental scan, and assessment of current @ONE online certification services.</p> <p>Number of additional faculty certified and delivering courses with the annual targets of:</p> <ul style="list-style-type: none"> • Year 1 – 180 faculty • Year 2 – 360 faculty • Year 3 – 540 faculty • Year 4 -- 720 faculty • Year 5 -- 900 faculty 	<p>Activity 3B.1 April – June 2014</p> <p>Activity 3B.2 April – June 2014</p> <p>Activity 3B.3 May – July 2014</p> <p>Activity 3B.4 July – Aug 2015</p> <p>Activity 3B.5 Sept – Jan 2015</p> <p>Activity 3B.6 Mar 2015 - ongoing</p>	<p>OEI Professional Development Dean with counsel from the OEI Professional Development Steering Committee and in coordination with @ONE, CCC Confer, CAEL, and the Academic Senate ADDRESSES PROCEDURE 3B & 3C (4B & 4C in RFA)</p>

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Professional Development and Course Degree Standards Objective 3C Ensure that all online courses offered through the Online Course Exchange are high quality and are **approved** through an advisory body.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 3C Ensure that all online courses offered through the Online Course Exchange are high quality and are approved through an advisory body as measured by the acceptance of approved courses for credit within the CCC and for transfer to CSU/UCs as well as the percentage of students successfully completing online prerequisites and subsequent courses.</p>	<p>Activity 3C.1: In partnership with the OE Academic Affairs team and @ONE and CCC Confer, define criteria for high quality online courses that are aligned with iNACOL standards and integrate student analytics and metrics. ADDRESSES PROCEDURE 3A & 3D (4A & 4D in RFA)</p> <p>Activity 3C.2: In partnership with the OE Academic Affairs team and @ONE and CCC Confer, define the process for evaluating high quality online courses that are aligned with iNACOL standards. ADDRESSES PROCEDURE 3A & 3D (4A & 4D in RFA)</p> <p>Activity 3C.3: Ensure that professional development and certification aligns with these criteria and processes.</p> <p>Activity 3C.4: Establish a peer review process for approval of online courses.</p> <p>Activity 3C.5 Quarterly review and update of the course approval criteria and process to address new challenges and opportunities.</p>	<p>Criteria for online course approval are identified.</p> <p>A process for online course approval is developed, including peer review components.</p> <p>Using this process, new online courses will be approved with sufficient number of courses to reach annual targets of:</p> <ul style="list-style-type: none"> Year 3 -- 10 online ADT pathways Year 4 -- 15 online ADT pathways Year 5 -- 20 online ADT pathways <p>As an indication of course quality, students who complete new online courses that are prerequisites for subsequent courses and enroll in the subsequent course will receive a grade of C or higher in that course with annual targets of:</p> <ul style="list-style-type: none"> Year 4 -- 60% of students completing the subsequent course Year 5 -- 75% of students completing the subsequent course 	<p>Activity 3C.1 April – May 2014</p> <p>Activity 3C.2 April – May 2014</p> <p>Activity 3C.3 June 2014 – Jan 2015 (& ongoing)</p> <p>Activity 3C.4 June 2014 - ongoing</p> <p>Activity 3C.5 June 2014 - ongoing</p>	<p>OEI Professional Development Dean with counsel from the OEI Professional Development Steering Committee and in coordination with the Academic Senate ADDRESSES PROCEDURE 3C (4C in RFA)</p>

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Professional Development and Course Degree Standards Objective 3D NEW Develop and administer a faculty orientation experience for the delivery of online courses. **ADDRESSES RFA PROCEDURE 3D (Identified as 4D in RFA)**

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 3D Develop and administer a faculty/staff orientation experience for the development and/or delivery and use of the Online Education Ecosystem as measured by level of participation in and satisfaction with orientations.</p>	<p>Activity 3D.1: In partnership with @ONE and CCC Confer, perform an environmental scan of faculty/staff orientation solutions in the marketplace, both within CCCs and from outside vendors. ADDRESSES RFA PROCEDURE 3D (4D in RFA)</p> <p>Activity 3D.2: Perform a needs assessment for orientation that helps the faculty/staff better understand the role of online CCC education, how they might contribute to online course development and delivery, and whether this modality is a good fit for their teaching style.</p> <p>Activity 3D.3: Define criteria and requirements for effective orientation for faculty/staff with emphasis on alignment with iNACOL standards. ADDRESSES RFA PROCEDURE 3A (4A in RFA)</p> <p>Activity 3D.4: Develop a roadmap for the creation of faculty/staff orientation for their potential roles in the Online Education Ecosystem (OEE).</p> <p>Activity 3D.5: Select and provide faculty orientation for online course delivery.</p> <p>Activity 3D.6: Quarterly review and refinement of progress toward the roadmap milestones and quality metrics.</p>	<p>Criteria and requirements for faculty orientation for online course delivery are identified.</p> <p>A roadmap for orienting faculty to online course delivery is developed.</p> <p>Faculty will participate in Online Education Ecosystem orientation with aggregate targets of the following number of faculty having completed orientation:</p> <ul style="list-style-type: none"> • Year 1 – 10% faculty • Year 2 – 25% faculty • Year 3 – 43% faculty • Year 4 – 63% faculty • Year 5 – 85% faculty <p>Feedback from faculty participating in orientation activities will indicate that at least 80% found the experience to be valuable and of high quality.</p>	<p>Activity 3D.1 April – May 2014</p> <p>Activity 3D.2 April – May 2014</p> <p>Activity 3D.3 May – June 2014</p> <p>Activity 3D.4 June – July 2014</p> <p>Activity 3D.5 Aug – Oct 2014</p> <p>Activity 3D.6 Dec 2014 - ongoing</p>	<p>OEI Professional Development Dean with counsel from the OEI Professional Development Steering Committee and in coordination with the Academic Senate ADDRESSES RFA PROCEDURE 3C (4C in RFA)</p>

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STUDENT EXPERIENCE AND SUPPORT TOOLS AND SERVICES OBJECTIVE 4A The Online Education Initiative will provide online Student Support Tools and Services, including but not limited to, advisement, online course orientation, assessment, tutoring and proctoring

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 4A The Online Education Initiative will provide online Student Support Tools and Services, including but not limited to, advisement, online course orientation, assessment, tutoring and proctoring as measured by the development and deployment of support tools, student usage, and impact on student success.</p>	<p>Activity 4A.1: Assemble an OEI Student Experience team under the Leadership of a OEI Dean of Student Services.</p> <p>Activity 4A.2: Collaborate with the OEI Academic Affairs and Professional Development teams and steering committees as well as the OEI Technology team to manage the functional development of the Student Support Tools and Services for the Online Education Ecosystem (ADDRESSES PROCEDURE 4A & 4B), and its integration with the Student Portal and other statewide technology services (ADDRESSES PROCEDURE 4C), including exploration, and possible development, of new and innovative delivery that leverages existing and future technologies (ADDRESSES PROCEDURE 4D).</p> <p>Activity 4A.3: Collaborate with the OEI Academic Affairs and Professional team and their steering committees and the OEI Technology team in a discovery process to determine the specifications and requirements and roadmap for Student Support Tools and Services for the Education Management Platform. ADDRESSES PROCEDURE 4A & 4B</p> <p>Activity 4A.4: Collaborate with the OEI Technology team to develop and test the usability of the Education Management Platform. ADDRESSES PROCEDURE 4C</p> <p>Activity 4A.5: Deploy the Student Support Tools and Services to Education Management Platform and support ongoing development according to student and faculty need. ADDRESSES PROCEDURE 4D</p>	<p>Student Services Roadmap</p> <p>EMP Student Support Tools and Services are integrated with the Student Portal and other statewide technology services</p> <p>Content elements and functional requirements are established</p> <p>EMP Student Support Tools and Services are developed and deployed in areas including, but not limited to, advisement, online course orientation, assessment, tutoring, and proctoring.</p> <p>Students in online courses will use at least two support tools with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 – 50% of students • Year 3 – 60% of students • Year 4 – 70% of students • Year 5 – 80% of students <p>Students in online courses using support tools will have higher course success rates than those not using available tools.</p>	<p>Activity 4A.1: Dec 2013 – March 2014</p> <p>Activity 4A.2: April – Dec 2014</p> <p>Activity 4A.3: June – Aug 2014</p> <p>Activity 4A.4: Sept 2014 – May 2015</p> <p>Activity 4A.5: June 2015 – Ongoing</p>	<p>OEI student services team with counsel from the Academic Affairs and Professional Development teams, the OEI Technology team, and the CCC Technology Center.</p>

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STUDENT EXPERIENCE AND SUPPORT TOOLS AND SERVICES OBJECTIVE 4B: Ensure that procedures and processes for registration and enrollment, placement and financial aid are in compliance with federal and state statutes and regulations and designed to meet the needs of CCC students. ADDRESSES PROCEDURE 4B

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 4B Procedures and processes for registration and enrollment, placement and financial aid are in compliance with federal and state statutes and regulations and designed to meet the needs of CCC students as measured by review of compliance and feedback from student users.</p>	<p>Activity 4B.1: Collaborate with CCC Chancellor's Office and other resources to ensure that all procedures and processes related to registration and enrollment, placement, and financial aid are in full compliance with all federal and state statutes.</p> <p>Activity 4B.2: Conduct a needs assessment to determine functionality required to meet the needs of CCC students.</p> <p>Activity 4B.3: Integrate results of needs assessment into ongoing development of Student Support Tools and Resources in the Online Education Ecosystem.</p> <p>Activity 4B.4: Designate a member of the team as the compliance and student needs expert for the ongoing development effort.</p>	<p>All procedures and processes for registration and enrollment, placement, and financial aid comply with federal and state statutes</p> <p>At least 80% of student users indicate that the Support Tools and Services meet their needs</p>	<p>Activity 4B.1: April – May 2014</p> <p>Activity 4B.2: May – June 2014</p> <p>Activity 4B.3: July – Aug 2014</p> <p>Activity 4B.4: Oct 2014 – Ongoing</p>	<p>OEI student services team with counsel from the CCCCCO and other compliance resources.</p>

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STUDENT EXPERIENCE AND SUPPORT TOOLS AND SERVICES OBJECTIVE 4C The Online Education Initiative must adhere to the American with Disabilities Act regulations and section 504 of the Rehabilitation Act and provide the accommodations necessary for disabled students to participate in courses hosted through the CVC. **ADDRESSES PROCEDURE 4D.**

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 4C The Online Education Initiative must adhere to the American with Disabilities Act regulations and section 504 of the Rehabilitation Act and provide the accommodations necessary for disabled students to participate in courses hosted through the CVC as measured by review of compliance and feedback from student users.</p>	<p>Activity 4C.1 Include an accessibility expert from the High Tech Training Center on each of the Academic and Student Services teams throughout this initiative to ensure that universal participation standards and features are addressed in the design and implementation of OEI functionality in the Online Education Ecosystem (OEE).</p> <p>Activity 4C.2: Integrate Universal Design Principles as developed by High Tech Center Training Unit at De Anza CC into development of Student Support tools and services.</p> <p>Activity 4C.3: Integrate accessibility and universal design standards into all aspects of CVC and Education Management Platform development.</p> <p>Activity 4C.4: Document adherence to accessibility and universal design standards.</p> <p>Activity 4C.5: Participate in ongoing development of accessibility and universal design standards.</p>	<p>A technical assessment confirms that all student tools in the Online Education Ecosystem abide Universal Design Principles</p> <p>The Online Education Ecosystem meets all relevant ADA and 504 regulations</p> <p>At least 80% of disabled students using online courses indicate satisfaction with their experience</p>	<p>Activity 4C.1: April – June 2015</p> <p>Activity 4C.2: April – June 2015</p> <p>Activity 4C.3: Sept 2014 – Ongoing</p> <p>Activity 4C.4: Sept 2014 – Ongoing</p> <p>Activity 4C.5: Dec 2014 – Ongoing</p>	<p>OEI student services team with counsel from the High Tech Center Training Unit.</p>

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STUDENT EXPERIENCE AND SUPPORT TOOLS AND SERVICES OBJECTIVE 4D The student experience is streamlined, consistent and automated to the greatest extent possible.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 4D The student experience will be streamlined, consistent and automated to the greatest extent possible as measured by feedback from student users.</p>	<p>Activity 4D.1: Collaborate with the OEI Academic Affairs and OEI Professional Development teams and the OEI Technology team to manage the student experience priorities of the Student Support Tools and Services for the Online Education Ecosystem (OEE) and its integration with the Student Portal and other statewide technology services. ADDRESSES PROCEDURES 4A, B & C.</p> <p>Activity 4D.2: Collaborate with the OEI Academic Affairs and OEI Professional Development teams and the OEI Technology team in a discovery process to determine the student experience specifications and requirements for Student Support Tools and Services for the Education Management Platform. ADDRESSES PROCEDURES 4A, B & C.</p> <p>Activity 4D.3: Collaborate with the CCC Technology Center to develop and test the usability of the Education Management Platform specific to the student experience. ADDRESSES PROCEDURE 4C.</p> <p>Activity 4D.4: Deploy the Student Support Tools and Services to the Online Education Ecosystem (OEE) and support ongoing development specific to the student experience. ADDRESSES PROCEDURE 4D.</p>	<p>At least 80% of students indicate that their experience of the EMP is streamlined and consistent with the Student Portal and other statewide technology services</p> <p>At least 80% of students indicate that the automated aspects of the EMP are helpful and increase efficiency</p>	<p>Activity 4D.1: April – Dec 2014</p> <p>Activity 4D.2: April – Aug 2014</p> <p>Activity 4D.3: Sept 2014 – May 2015</p> <p>Activity 4D.4: June 2015 – Ongoing</p>	<p>OEI student services team with counsel from the Academic Affairs and Professional Development teams, the OEI Technology team, and the CCC Technology Center.</p>

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STUDENT EXPERIENCE AND SUPPORT TOOLS AND SERVICES OBJECTIVE 4E The Online Education Initiative will explore new ways to support a geographically diverse student body.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 4E The Online Education Initiative will explore new ways to support a geographically diverse student body as measured by the number of support services developed for this student population and feedback from student users.</p>	<p>Activity 4E.1: With guidance from the OEI Academic Affairs and OEI Professional Development teams and the OEI Technology team, form a task force to focus on new ways to support the CCC student body specific to consideration of diverse needs within a large geographic area. ADDRESSES PROCEDURES 4A & B.</p> <p>Activity 4E.2: Collaborate with the OEI Student Experience Steering Committee to ensure that support for geographic diversity is included in the functional requirements of the Online Education Ecosystem (OEE). ADDRESSES PROCEDURES 4B.</p> <p>Activity 4E.3: Collaborate with the OEI Student Experience Steering Committee and the CCC Technology Center to develop and test the usability of the support services and tools in the Education Management Platform. ADDRESSES PROCEDURE 4C</p> <p>Activity 4E.4: Deploy the student support elements of the Education Management Platform according to the needs of the system's users. ADDRESSES PROCEDURE 4D.</p>	<p>By Year 4, 6 services specific to serving geographic need are available to students taking online courses</p> <p>At least 80% of students indicate that services specific to geographic need are helpful</p>	<p>Activity 5E.1: April – December 2014</p> <p>Activity 5E.2: June – Aug 2014</p> <p>Activity 5E.3: Aug 2014 – May 2014</p> <p>Activity 5E.4: June 2015 – Ongoing</p>	<p>OEI student services team with counsel from the Academic Affairs and Professional Development teams, the OEI Technology team, and the CCC Technology Center.</p>

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STUDENT EXPERIENCE AND SUPPORT TOOLS AND SERVICES Objective 4F NEW Provide student experience and support tools that significantly increase student retention and success in the Online Course Exchange.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 4F Provide student experience and support tools that significantly increase student retention and success in the Exchange as measured by students' in online courses attainment of retention and success measures that are equal to those of students in face-to-face courses.</p>	<p>Activity 4F.1: With guidance from the OEI Academic Affairs team and in partnership with research in Objective 2, assemble a task force of diverse CCC representatives to brainstorm potential approaches to improve student experience, retention and success through the use the use of tools and services in the Education Management Platform. ADDRESSES PROCEDURE 4D</p> <p>Activity 4F.2: Perform an environmental scan of current CCC offerings, gap analysis, and best practices within and outside of the CCC setting in online student experience, support tools, and services. ADDRESSES PROCEDURE 4C</p> <p>Activity 4F.3: Perform a needs assessment for online student experience, support tools, and services. ADDRESSES PROCEDURE 4A & B</p> <p>Activity 4F.4: Determine strategies and priorities for online student experience, support tools, and services, including but not limited to advisement, online course orientation, assessment, tutoring, and proctoring as well as the overall student experience within the Online Education Ecosystem.</p> <p>Activity 4F.5: Create a roadmap for online student experience, support tools, and services. ADDRESSES PROCEDURE 4B</p> <p>Activity 4F.6: Develop and Deploy within the statewide Online Education Ecosystem and assist the Outreach & Communications Director in recruiting participation.</p> <p>Activity 4F.7 Quarterly review and update of the roadmap to address new challenges and opportunities.</p>	<p>Strategies and priorities for the online student experience, support tools, and services are identified based on the results of the task force, environmental scan, and needs assessment.</p> <p>A roadmap for online student experience, support tools, and services is created and implemented.</p> <p>By Year 5, retention rates in online courses will equal those in face-to-face courses.</p> <p>By Year 5, success rates in online courses will equal those in face-to-face courses.</p>	<p>Activity 4F.1 April - May 2014</p> <p>Activity 4F.2 May – June 2014</p> <p>Activity 4F.3 May – June 2014</p> <p>Activity 4F.4 June – July 2014</p> <p>Activity 4F.5 July – Aug 2014</p> <p>Activity 4F.6 Sept 2014 - June 2015</p> <p>Activity 4F.7 Feb 2015 – ongoing</p>	<p>OEI Student Services Director with counsel from the OEI Student Experience Steering Committee and in coordination with the High Tech Training Center and the Academic Senate</p>

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TECHNICAL INFRASTRUCTURE Objective 5.A The Online Education Initiative will offer a single uniform common Course Management System (CMS) to effectively deliver and manage online courses.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 5A The Online Education Initiative will offer a single uniform common Course Management System (CMS) to effectively deliver and manage online courses that provide support services to students and faculty as measured by the development and deployment of such a system and its management and delivery of online courses and support services.</p>	<p>Activity 5A.1: Assemble an OEI technical team under the leadership of the OEI Chief Technology Officer.</p> <p>Activity 5A.2: With guidance from the OEI Academic Affairs and OEI Professional Development teams and the OEI Technology team manage the technical aspects of developing the Education Management Platform and its integration with the Student Portal and other statewide technology services. ADDRESSES PROCEDURE 5A</p> <p>Activity 5A.3: Collaborate with the OEI Academic Affairs team and the OEI Technology team in a discovery process to determine the technical specifications and functional requirements of the Education Management Platform. ADDRESSES PROCEDURES 5B & C</p> <p>Activity 5A.4: Collaborate with the High Tech Center Training Unit at DeAnza College to ensure that Universal Design is a guiding principle in all development processes. ADDRESSES PROCEDURE 5C</p> <p>Activity 5A.5: Collaborate with the CCC Technology Center to develop and test the usability of the Education Management Platform. ADDRESSES PROCEDURE 5C & D.</p> <p>Activity 5A.6: Deploy the Education Management Platform (EMP) and support its ongoing evolution.</p>	<p>EMP is integrated with the Student Portal and other statewide technology services</p> <p>Content elements and functional requirements are established</p> <p>EMP is developed and deployed</p> <p>Online courses are delivered and managed with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 - 5 online ADT pathways serving at least 9,000 students in 10 CCCs • Year 3 - 10 online ADT pathways serving at least 45,000 students in 30 CCCs • Year 4 - 15 online ADT pathways serving at least 120,000 students in 50 CCCs • Year 5 - 20 online ADT pathways serving at least 270,000 students in 75 CCCs <p>Support services are delivered and managed with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 – 5 services • Year 3 – 10 services • Year 4 – 15 services • Year 5 – 20 services 	<p>Activity 5A.1: Dec 2013 – March 2014</p> <p>Activity 5A.2: April 2014 – December 2014</p> <p>Activity 5A.3: June – Aug 2014</p> <p>Activity 5A.4: June – Aug 2014</p> <p>Activity 5A.5: Aug – May 2015</p> <p>Activity 5A.6: June 2015 – Ongoing</p>	<p>OEI technology team with counsel from the Academic Affairs, Professional Development, and Student Services teams along with the CCC Technology Center.</p>

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TECHNICAL INFRASTRUCTURE Objective 5B The Online Education Initiative will have a user friendly, integrated, web-based presence for communication, support and program activities.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 5B The Online Education Initiative will have a user friendly, integrated, web-based presence for communication, support and program activities as measured user satisfaction and interoperability with other statewide technology services.</p>	<p>Activity 5B.1: Collaborate with technical advisers to lead an initial discovery process focused on the usability of the website and its integration with other statewide services. ADDRESSES PROCEDURE 5A & D</p> <p>Activity 5B.2: Develop beta website to include assessment and reporting tools. ADDRESSES PROCEDURES 5D, F & G</p> <p>Activity 5B.3: Conduct usability studies of beta website to include user experience of integration with other statewide technology services. ADDRESSES PROCEDURE 4D</p> <p>Activity 5B.4: Refine website based on usability testing. ADDRESSES PROCEDURES 5F & G</p> <p>Activity 5B.5: Deploy website and manage its technical aspects and changes on an ongoing basis. ADDRESSES PROCEDURE 5G</p>	<p>A website is created that offers communication, support, and program activities</p> <p>At least 80% of student, counselor, faculty, and administrator users indicate that the site is user-friendly</p> <p>Website is integrated with the Student Portal and other statewide technology services</p>	<p>Activity 5B.1: June – Aug 2014</p> <p>Activity 5B.2: Sept – Dec 2014</p> <p>Activity 5B.3: Jan – Feb 2015</p> <p>Activity 5B.4: Mar – May 2015</p> <p>Activity 5B.5: June 2015 – Ongoing</p>	<p>OEI technology team with counsel from the OEI Academic Affairs, OEI Professional Development, and OEI Student Services teams along with the CCC Technology Center.</p>

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TECHNICAL INFRASTRUCTURE Objective 5C Hardware and bandwidth demands will allow for course administration, development and student support at high bandwidth and low bandwidth locations.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 5C Hardware and bandwidth demands will allow for course administration, development and student support at high bandwidth and low bandwidth locations as measured by technical assessment and user feedback.</p>	<p>Activity 5C.1: Study systems integration and technology standards as developed by the CCC Technology Center, SAC, and the Information Security Advisory Committee (ISAC) with specific focus on standards that allow optimal usage of the Education Management Platform (EMP) for both high and low bandwidth locations.</p> <p>Activity 5C.2: Integrate bandwidth standards into all aspects of EMP development and overall Online Education Ecosystem. ADDRESSES PROCEDURES 5B & E</p> <p>Activity 5C.3: Document adherence to statewide technology bandwidth standards. ADDRESSES PROCEDURES 5B</p> <p>Activity 5C.4: Participate in ongoing development of statewide technology bandwidth standards. ADDRESSES PROCEDURES 5B</p>	<p>Technical assessment confirms that services can be utilized by both high- and low-bandwidth locations</p> <p>At least 80% of users indicate that they experience little difference in functionality regardless of bandwidth capability</p>	<p>Activity 5C.1: April – May 2014</p> <p>Activity 5C.2: June 2014 – May 2015</p> <p>Activity 5C.3: June 2015 – Ongoing</p> <p>Activity 5C.4: Sept 2014 – Ongoing</p>	<p>OEI technology team with counsel from the CCC Technology Center, SAC, and ISAC.</p>

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TECHNICAL INFRASTRUCTURE Objective 5D Statewide technology system integration and standards will be governing principles throughout the lifecycle of the project.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 5D Statewide technology system integration and standards will be governing principles throughout the lifecycle of the project as measured by interoperability with other statewide technology services as measured by successful integration with statewide technology services.</p>	<p>Activity 5D.1: Study systems integration and technology standards as developed by the CCC Technology Center, SAC, and the Information Security Advisory Committee (ISAC). ADDRESSES PROCEDURES 5B, C, D, E & H.</p> <p>Activity 5D.2: Integrate standards into all aspects of EMP and Online Education Ecosystem development. ADDRESSES PROCEDURES 5A & B</p> <p>Activity 5D.3: Document adherence to statewide technology standards. ADDRESSES PROCEDURES 5B</p> <p>Activity 5D.4: Participate in ongoing development of statewide technology system integration and technology standards. ADDRESSES PROCEDURES 5B & G</p>	<p>EMP meets statewide technology system integration and technical standards</p> <p>EMP integrates seamlessly with all statewide technology services</p>	<p>Activity 5D.1: April – May 2014</p> <p>Activity 5D.2: June 2014 – May 2015</p> <p>Activity 5D.3: June 2015 – Ongoing</p> <p>Activity 5D.4: Sept 2014 – Ongoing</p>	<p>OEI technology team with counsel from the CCC Technology Center, SAC, and ISAC.</p>

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TECHNICAL INFRASTRUCTURE Objective 5E Instructional and technical support must be available to students, faculty and staff as needed.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 5E Instructional and technical support will be available to students, faculty and staff as needed as measured by the number of support services available and user feedback.</p>	<p>Activity 5E.1: With guidance from the OEI Academic Affairs and Professional Development teams along with the OEI Technology team, manage the instructional and technical support needs for the Education Management Platform development. ADDRESSES PROCEDURES 5A & B</p> <p>Activity 5E.2: Collaborate with the OEI Academic Affairs team and the OEI Technology team in a discovery process to determine the support requirements of the Education Management Platform (ADDRESSES PROCEDURES 5C & D), including exploration, and potential development, of new innovative uses of technology for providing support (ADDRESSES PROCEDURES 5D).</p> <p>Activity 5E.3: Collaborate with the High Tech Center Training Unit at De Anza College to ensure that Universal Design is a guiding principle in development of all student, faculty, and staff support mechanisms.</p> <p>Activity 5E.4: Collaborate with the CCC Technology Center to develop and test the usability of the Education Management Platform support services. ADDRESSES PROCEDURES 5B</p> <p>Activity 5E.5: Deploy the technical support elements of the Education Management Platform development according to the needs of the system's users. ADDRESSES PROCEDURES 5G</p>	<p>Support requirements and mechanisms for delivering that support are determined.</p> <p>At least 10 services are available to students, faculty, and staff for instructional and technical support.</p> <p>At least 80% of students, faculty, and staff agree that the support services are helpful and timely</p>	<p>Activity 5E.1: April – December 2014</p> <p>Activity 5E.2: June – Aug 2014</p> <p>Activity 5E.3: June – Aug 2014</p> <p>Activity 5E.4: Sept 2014 – May 2015</p> <p>Activity 5E.5: June 2015 – Ongoing</p>	<p>OEI technology team with counsel from the OEI Academic Affairs, OEI Professional Development, and OEI Student Services teams along with the CCC Technology Center.</p>

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TECHNICAL INFRASTRUCTURE Objective 5F The Online Education Initiative courses and instructional content should be stored in a central location. **ADDRESSES PROCEDURES 5F**

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 5F The Online Education Initiative courses and instructional content will be stored in a central location that is secure, recoverable, and fully integrated with the Education Management System and System Oriented Architecture as measured by technical assessment.</p>	<p>Activity 5F.1: Integrate CCC Technology Center technical standards and specifications for course and content data storage into the ongoing development of Education Management Platform.</p> <p>Activity 5F.2: Collaborate with the CCC Technology Center to determine the optimal centralized storage strategy for courses and content in the SOA environment.</p> <p>Activity 5F.3: Collaborate with Information Security Officer at the CCC Technology Center in order to ensure central data storage reflects best practices in information security.</p> <p>Activity 5F.4: Ensure that the centralized courses and content are indexed, searchable, and accessible to participants in the Online Education Ecosystem (OEE).</p> <p>Activity 5F.5: Establish disaster recovery protocols that ensure the persistence of centralized courses and content in the event of equipment failure or catastrophe.</p>	<p>Central data storage location is established</p> <p>Data storage is aligned with statewide technical standards</p> <p>Technical assessment finds that all data is secure, accessible, and recoverable</p>	<p>Activity 5F.1: June – Aug 2014</p> <p>Activity 5F.2: June – Aug 2014</p> <p>Activity 5F.3: Aug – Dec 2014</p> <p>Activity 5F.4: Aug – Dec 2014</p> <p>Activity 5F.5: Aug – Dec 2014</p>	<p>OEI technology team with counsel from the Academic Affairs, Professional Development, and Student Services teams along with the CCC Technology Center.</p>

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TECHNICAL INFRASTRUCTURE Objective 5G The Online Education Initiative will have robust data transfer, reporting features and functionality will be included in the program. **ADDRESSES PROCEDURES 5B & E**

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 5G The Online Education Initiative will have robust data transfer, and reporting features and functionality will be included in the program to facilitate assessment as measured by level of usage of data transfer and reporting features and functionality and feedback from participating colleges.</p>	<p>Activity 5G.1: With guidance from the OEI Academic Affairs and Professional Development teams and the OEI Technology team, manage the development of data transfer and reporting features for the Education Management Platform development.</p> <p>Activity 5G.2: Collaborate with the OEI Academic Affairs team and the OEI Technology team in a discovery process to determine the functionality requirements of the Education Management Platform.</p> <p>Activity 5G.3: Collaborate with the High Tech Center Training Unit at DeAnza College to ensure that Universal Design is a guiding principle in development of all student, faculty, and staff support mechanisms.</p> <p>Activity 5G.4: Collaborate with the CCC Technology Center to develop and test the usability of the Education Management Platform reporting features and functionality.</p> <p>Activity 5G.5: Deploy the technical support elements of the Education Management Platform and support ongoing development according to the needs of the system's users.</p>	<p>Integrated data transfer and reporting features and functionality are developed and deployed</p> <p>Colleges statewide use data transfer and reporting features and functionality with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 – 20% of colleges • Year 3 – 35% colleges • Year 4 – 50% colleges • Year 5 – 65% colleges <p>At least 80% college representatives indicate that data transfer and reporting features and functionality facilitate assessment.</p>	<p>Activity 5G.1: April – Dec 2014</p> <p>Activity 5G.2: June – Aug 2014</p> <p>Activity 5G.3: June – Aug 2014</p> <p>Activity 5G.4: Sept 2014 – May 2015</p> <p>Activity 5G.5: June 2015 – Ongoing</p>	<p>OEI technical team with counsel from the Academic and Professional Development Steering Committees and the CCC Technology Center.</p>

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TECHNICAL INFRASTRUCTURE Objective 5H The Online Education Initiative will be successfully deployed and available to all colleges regardless of local learning management system capabilities or processes on an ongoing basis. **ADDRESSES PROCEDURES 5A & B**

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 5H The Online Education Initiative will be successfully deployed and available to all colleges regardless of local learning management system capabilities or processes on an ongoing basis.</p>	<p>Activity 5H.1: With guidance from the OEI Academic Affairs and OEI Professional Development teams and the OEI Technology team, ensure that technical specifications for the Education Management Platform are flexible enough to accommodate the variety of learning management system capabilities or processes present in the CCC system.</p> <p>Activity 5H.2: Collaborate with the OEI Academic Affairs and OEI Professional Development teams and the OEI Technology team to ensure that the Education Management Platform is available to all colleges.</p> <p>Activity 5H.3: Collaborate with the CCC Technology Center to develop training materials and support plans to assist the local technical staff of colleges implementing Online Education Ecosystem (OEE) as necessary.</p> <p>Activity 5H.4: Deploy the Education Management Platform and monitor the relevant capabilities and processes of CCC colleges.</p>	<p>EMP meets statewide technology system integration and technical standards and can be used by all colleges regardless of local capabilities or processes.</p> <p>Colleges have full technical support for implementation of EMP</p>	<p>Activity 5H.1: April – Dec 2014</p> <p>Activity 5H.2: June – Aug 2014</p> <p>Activity 5H.3: Sept 2014 – May 2015</p> <p>Activity 5H.4: June 2015 – Ongoing</p>	<p>OEI technical team with counsel from the Academic and Professional Development Steering Committees and the CCC Technology Center.</p>

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TECHNICAL INFRASTRUCTURE Objective 5I NEW Organize a committee, define system requirements, and develop system design and implementation plans for new and modified capabilities within the Exchange. **ADDRESSES RFA PROCEDURE 5A**

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 5I Organize a committee, define system requirements, and develop system design and implementation plans for new and modified capabilities within the Exchange as measured by the successful deployment of the EMP.</p>	<p>Activity 5I.1: Partner with the Academic Affairs and Student Services teams throughout the Initiative to ensure the Education Management Platform matches the goals, functionality, and outcomes envisioned by OEI leadership. Partner with existing statewide technology, academic, and student support projects. (ADDRESSES RFA PROCEDURE 5H).</p> <p>Activity 5I.2: Perform a gap analysis of the proposed roadmap against the current CVC and CCCTC to identify the focus for system requirements, system design, and system implementation plans. Special attention will be placed on utilization of the CCCID for single online sign-in (ADDRESSES RFA PROCEDURE 5C), collaboration with the CCCTC for integration within UPortal for registration, student messaging, online course catalog, and work flow development (ADDRESSES RFA PROCEDURE 5D), transfer of relevant student data including COMIS and Cal-PASS Plus (ADDRESSES RFA PROCEDURE 5E), ability for faculty to easily identify, access, modify, store, stream and archive courses and course content (ADDRESSES RFA PROCEDURE 5F), and develop and maintain a web presence for the OEI (ADDRESSES RFA PROCEDURE 5G).</p> <p>Activity 5I.3: Create system requirements, system design, and system implementation plans to address these gaps and align with OEI roadmaps.</p> <p>Activity 5I.4: Test and Deploy within the statewide Education Management Platform</p> <p>Activity 5I.5: Quarterly review and update of the implementation and upcoming roadmap to address new challenges and opportunities.</p>	<p>Plans for system requirements, system design, and system implementation plans are created.</p>	<p>Activity 5I.1 Jan 2014 – Dec 2015</p> <p>Activity 5I.2 April – May 2014</p> <p>Activity 5I.3 June – Sept 2014</p> <p>Activity 5I.4 Oct 2014 – June 2015</p> <p>Activity 5I.5 Jan 2015 – ongoing</p>	<p>OEI Technical Director with counsel from the OEI Academic and Student Services Steering Committee and in coordination with the High Tech Training Center and the Academic Senate</p>

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Project Planning and Evaluation Objective 6A The various elements of the CVC program will have clearly stated and measurable metrics for evaluation purposes.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 6A The various elements of the CVC program will have clearly stated and measurable metrics for evaluation purposes as measured by evaluations that inform continuous improvement</p>	<p>Activity 6A.1: The RP Group will participate in all planning and design activities within the OEI initiative to ensure that clearly stated and measureable metrics are identified up-front and are built into the design of the Initiative. This participation will include but is not limited to environmental scans, needs assessments, strategy/criteria development, and continuous improvement processes. Metrics will address the impact on student, faculty, administrative, and technical success and effectiveness. ADDRESSES RFA PROCEDURE 6A</p> <p>Activity 6A.2 The RP Group will be represented in all OEI Steering Committees to ensure metrics and evaluation lead to meaningful evidence.</p> <p>Activity 6A.3 The RP Group will conduct debriefings with OEI Steering Committees on at least a quarterly basis to deliver updates on progress achieved toward each objective within the OEI initiative as well as provide opportunities for stakeholders to draw meaning from evaluation data so it can inform future decision-making.</p> <p>Activity 6A.4 The RP Group will provide ongoing feedback to the OEI initiative that facilitates continuous improvement.</p>	<p>Clear, measurable milestones and metrics are defined to encompass all OEI objectives.</p> <p>The RP Group provides the OEI initiative regular assessments of project progress and achievement of outcomes, including, but not limited to, quarterly, bi-annual, and annual reports.</p>	<p>Activity 6A.1 April – Dec 2014</p> <p>Activity 6A.2 Jan 2014 – ongoing</p> <p>Activity 6A.3 April 2014 –ongoing</p> <p>Activity 6A.4 April 2014 –ongoing</p>	<p>OEI Executive Dean with counsel from the OEI Advisory Committee</p>

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Project Planning and Evaluation Objective 6B The Online Education Initiative will be successfully deployed and available to all colleges, regardless of local learning management system capabilities or processes, on an ongoing basis. **ADDRESSES RFA PROCEDURE 6C**

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 6B The Online Education Initiative will be successfully deployed and available to all colleges, regardless of local learning management system capabilities or processes, on an ongoing basis as measured by the percentage of CCCs participating in the Consortium.</p>	<p>Activity 6B.1: In alignment with Governance Objective 1A, participate in the selection of the Advisory Committee, OEI steering committees, needs assessment task forces, and evaluation task forces to ensure that the needs of CCCs are properly represented.</p> <p>Activity 6B.2: In alignment with Governance Objective 1C, participate in the development of OE Consortium agreements to ensure that they are appropriate for all college settings, including those that wish to retain their current learning management systems in parallel with the emerging OEI common management system. Include incentives to encourage CCCs to migrate existing online courses to the Online Education Ecosystem. ADDRESSES RFA PROCEDURE 6C LAST SENTENCE</p> <p>Activity 6B.3: In alignment with Technical Objective 5H, provide oversight of the technical design and implementation of the Online Education Ecosystem to ensure that local learning management systems can continue in parallel with the Education Management Platform.</p> <p>Activity 6B.4: In alignment with Communications Objective 8A, participate in the development of CCC communications and outreach planning and implementation to ensure that CCCs are well informed.</p> <p>Activity 6B.5: In alignment with Objective 8A, participate in the identification and involvement of CCC champions to ensure that CCCs are integrally involved in the development and execution of the OEI initiative.</p> <p>Activity 6B.6 Quarterly review and update of progress toward the above Objectives to ensure that CCC interests are represented.</p>	<p>CCCs participate in the Consortium with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 – 20% of CCCs • Year 3 – 40% of CCCs • Year 4 – 60% of CCCs • Year 5 – 80% of CCCs 	<p>Activity 6B.1 Jan 2014 – Dec 2014 and ongoing</p> <p>Activity 6B.2 Jan - Dec 2014</p> <p>Activity 6B.3 Jan 2014 – June 2015</p> <p>Activity 6B.4 Jan 2014 – ongoing</p> <p>Activity 6B.5 April – Dec 2014 and ongoing</p> <p>Activity 6B.6 April 2014 - ongoing</p>	<p>OEI Executive Dean with counsel from the OEI Advisory Committee</p>

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Project Planning and Evaluation Objective 6C (FROM RFA vsn 1) Adequate planning activities will be developed, followed and monitored to ensure progress toward milestones. (**ADDRESSES RFA version 1 Objective 6B**)

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 6C Adequate planning activities will be developed, followed and monitored to ensure progress toward milestones as measured by the timely completion of roadmap milestones.</p>	<p>Activity 6C.1: The RP Group will participate in all planning activities within the OEI initiative to ensure the use of best practices in planning and monitoring. They will also ensure that the OEI implementation plan is comprehensive, strategic and inclusive of all statewide project dependencies as appropriate and includes ongoing monitoring and sustaining activities. ADDRESSES RFA PROCEDURE 6E and 6F</p> <p>Activity 6C.2: A member of the RP Group who is not involved in OEI planning and design activities will develop and implement an external evaluation process and produce finding. ADDRESSES RFA PROCEDURE 6B</p> <p>Activity 6C.3 Quarterly review and update of the roadmaps to ensure timely progress toward completion of milestones. Milestones for all project areas will be developed, tracked, and communicated. ADDRESSES RFA PROCEDURE 6D and 6F</p>	<p>A project implementation plan is developed that clearly lays out action steps, assigns responsibility, and sets deadlines.</p> <p>The RP Group develops and provides the OEI initiative regular assessments of progress toward completion of milestones as compared to the implementation plan.</p>	<p>Activity 6C.1 Dec 2013 – June 2015</p> <p>Activity 6C.2 April 2013 – June 2015 and ongoing</p> <p>Activity 6C.3 April 2014 - ongoing</p>	<p>OEI Executive Dean with counsel from the OEI Advisory Committee</p>

APPLICATION ANNUAL WORK PLAN (ONE OBJECTIVE PER PAGE)

Program Structure Objective 7A The Online Initiative will operate through a clearly defined and effective programmatic structure.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 7A The Online Initiative will operate through a clearly defined and effective programmatic structure as measured by feedback from stakeholders.</p>	<p>Activity 7A.1: Foothill De Anza Community College District (FHDA) and the Butte-Glenn Community College District (BUTTE) jointly agree to roles and responsibilities and ensure that this structure satisfies the OEI objectives. ADDRESSES RFA OBJECTIVE 7A.2 and PROCEDURE 7B</p> <p>Activity 7A.2 Develop and maintain necessary relationships with all advisory groups, partners and other technology projects to implement the goals and objectives of the OEI. ADDRESSES RFA PROCEDURE 7B</p> <p>Activity 7A.3 Quarterly review of the OEI structure and modify as needed. ADDRESSES RFA PROCEDURE 7B</p>	<p>Project structure will be documented, including roles and responsibilities at all levels.</p> <p>At least 80% of members of the OEI initiative, partner agencies, advisory groups, and other stakeholders indicate that the project structure is well understood and effective.</p>	<p>Activity 7A.1 Dec 2013</p> <p>Activity 7A.2 Dec 2013 – ongoing</p> <p>Activity 7A.3 Mar 2014 - ongoing</p>	<p>OEI Executive Dean with authority from both Districts' boards of directors</p>

APPLICATION ANNUAL WORK PLAN (ONE OBJECTIVE PER PAGE)

Communication Objective 8A The CVC Online Course Exchange will be marketed to current and potential community college students through effective channels of communication. **ADDRESSES RFA PROCEDURE 8A.**

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 8A The Online Education Ecosystem, including the course exchange, will be marketed to current and potential community college students through effective channels of communication as measured by student usage and college participation.</p>	<p>Activity 8A.1: Collaborate with the OEI Advisory Committee and the CVC Advisory Committee to develop a strategic, integrated marketing plan that identifies and consults stakeholders and stakeholder groups, builds ongoing relationships, fosters continuous two-way communication, and leverages new and emerging communication technology.</p> <p>Activity 8A.2: Ensure that the OEI strategic marketing plan leverages all communications channels of the multiple existing and developing OEI partnership organizations as well as the participating Consortium colleges.</p> <p>Activity 8A.3: Work closely with the other OEI teams to integrate strategic marketing planning and evaluation planning to gain a data-driven understanding of our stakeholders statewide.</p> <p>Activity 8A.4: Integrate into the strategic marketing plan all key success factors for student and college participation, as developed by the OEI Academic Affairs team and the OE Consortium.</p> <p>Activity 8A.5: Execute strategic marketing campaign, including ongoing quarterly review and update to address new challenges and opportunities.</p>	<p>Development and execution of an integrated, strategic marketing plan.</p> <p>Creation and statewide distribution of marketing materials.</p> <p>Number of students enrolling in new online education platform will increase by at least 10% annually from Year 2 through Year 5.</p> <p>Colleges indicate that marketing materials and activities are effective.</p>	<p>Activity 8A.1: Dec 2013 – March 2014</p> <p>Activity 8A.2: April – Sept 2014</p> <p>Activity 8A.3: April – Sept 2014</p> <p>Activity 8A.4: Oct – Dec 2014</p> <p>Activity 8A.5: Dec 2014 – Ongoing</p>	<p>OEI Outreach & Communication Team with guidance from the OEI Advisory Committee.</p>

APPLICATION ANNUAL WORK PLAN (ONE OBJECTIVE PER PAGE)

COMMUNICATION Objective 8B Information related to the CVC Online Course Exchange will be easily accessible and clearly understood. ADDRESSES RFA PROCEDURE 8A.

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 8B Information related to the CVC Online Course Exchange will be easily accessible and clearly understood as measured by external evaluation and direct feedback from stakeholders.</p>	<p>Activity 8B.1: Develop a process approach that ensures that all information is developed according to the principles of technical writing so that it is easy to find, easy to use, and easy to understand.</p> <p>Activity 8B.2: Engage RP Group as the external evaluator with specific expertise in accessibility and clarity to gauge the effectiveness of the subcommittee's process approach and to assess public-facing information.</p> <p>Activity 8B.3: Ensure that all public information and marketing materials related to the Online Education Ecosystem (OEE) include integrated methods of soliciting and collecting feedback regarding accessibility and clarity.</p> <p>Activity 8B.4: Quarterly review and update to integrate feedback from the public regarding how to improve accessibility and clarity of project information.</p>	<p>Development and execution of an integrated, strategic communications and dissemination plan.</p> <p>Feedback from students, faculty staff and administrators at colleges statewide indicate that information about the Online Education Ecosystem is accessible and clear.</p>	<p>Activity 8B.1: Dec 2013 – March 2014</p> <p>Activity 8B.2: April – Sept 2014</p> <p>Activity 8B.3: Oct – Dec 2014</p> <p>Activity 8B.4: Dec 2014 – Ongoing</p>	<p>OEI Outreach & Communication Team with guidance from the OEI Advisory Committee.</p>

APPLICATION ANNUAL WORK PLAN (ONE OBJECTIVE PER PAGE)

COMMUNICATION Objective 8C NEW Recruit participating colleges into the OE Consortium. **ADDRESSES RFA PROCEDURE 8A**

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>Objective 8C Recruit participating colleges into the OE Consortium as measured by the participation in the Consortium by at least 80% of CCC colleges by year 5.</p>	<p>Activity 8C.1: Guide the OE Consortium in partnership with the CCCCCO that convenes regularly to collaborate on the development of Consortium agreements and ongoing recruitment of OE Consortium members.</p> <p>Activity 8C.2: In partnership with the CCCCCO, establish flexible components for OE Consortium agreements, seek feedback from participating and non-participating colleges, and address comments and issues.</p> <p>Activity 8C.3: In collaboration with the OEI Academic Affairs team, assemble a task force of diverse CCC representatives to determine key success factors for widespread OE Consortium participation by CCC colleges.</p> <p>Activity 8C.4: In partnership with OE Consortium, recruit CCC college participation into the OE Consortium.</p> <p>Activity 8C.5: Quarterly review and update to address new challenges and opportunities specific to recruiting new colleges into the OE Consortium.</p>	<p>A consortium agreement is developed.</p> <p>Number of colleges that sign consortium agreements with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 - 20% of CCCs • Year 3 - 40% of CCCs • Year 4 - 60% of CCCs • Year 5 - 80% of CCCs 	<p>Activity 8C.1 Dec 2013 – March 2014</p> <p>Activity 8C.2 April – Sept 2014</p> <p>Activity 8C.3 Oct – Nov 2014</p> <p>Activity 8C.4 Dec 2014 - ongoing</p> <p>Activity 8C.5 Feb 2014 – ongoing</p>	<p>OEI Outreach & Communication Director with the CCCCCO and guidance from the OEI Advisory Committee.</p>

Appendix G: Outcomes and Methodologies

The following table is referenced in “Section 7: Application Annual Work Plan” narrative and is included to further describe the evaluation design and measurements in the Performance Outcomes/Evaluation Design subsection.

Objective	Outcomes	Measurement Methodology	Benefit ⁴¹
OBJECTIVE 1: Governance			
1A. Ensure program success through effective governance structures as measured by diverse representation and delivery of high-quality results.	<p>At least 80% of participants in governance committees and project implementation leadership indicate that processes are effective; that they understand the project's leadership structure and individual roles; and that all stakeholder groups are well-represented.</p> <p>The development of a project implementation plan that clearly lays out action steps, assigns responsibility, and sets deadlines.</p>	<p>Interviews and/or focus groups with members of governance committees and project implementation leaders.</p> <p>Review implementation plan and tracking of meeting of deadlines.</p>	1, 2, 4
1B. The Online Education Initiative must operate legally, effectively and satisfy the program and operational goals of the State, colleges, and students as measured by annual external evaluation.	<p>Project activities meet all legal requirements and conditions.</p> <p>Project outcomes match goals articulated in the RFA.</p>	<p>Review report(s) from the OEI initiative describing legal requirements and how they are met.</p> <p>Review of project outcomes for students, faculty/staff, colleges, and the state as compared to project goals as articulated in the RFA.</p>	1, 2, 4
1C. Develop and maintain consortium level agreements for participating colleges as measured by the participation in the Consortium by at least 80% of CCC colleges by year 5.	<p>A Consortium agreement is developed.</p> <p>Number of colleges that sign consortium agreements with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 - 20% of CCCs • Year 3 - 40% of CCCs • Year 4 - 60% of CCCs • Year 5 - 80% of CCCs 	<p>Review Consortium agreement.</p> <p>Calculation of the percentage of California's 112 colleges that have signed Consortium agreements</p>	1, 2, 4

⁴¹ The stakeholders who will benefit from each particular outcome will be identified using the following numbering system and definitions: (1) benefits at the college level to both the grantee college and others in the CCC system; (2) benefits at the district level, including the grantee district and others statewide; (3) benefits to the regions in which CCCs operate; and (4) benefits at the state and/or CCC system level.

Objective	Outcomes	Measurement Methodology	Benefit
OBJECTIVE 2: Academic Affairs and Instruction			
<p>2A. Assume responsibility for and provide online courses through the development and expansion of the existing California Virtual Campus (CVC) to be offered through a consortium of colleges providing online education as measured by the number of CCCs participating in the Consortium.</p>	<p>Key success factors are identified.</p> <p>Colleges participate in the Consortium with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 – 20% of CCCs • Year 3 – 40% of CCCs • Year 4 – 60% of CCCs • Year 5 – 80% of CCCs <p>Number of students enrolled in online courses will at least double annually from Year 2 through Year 5</p>	<p>Track of the number of new online courses created</p> <p>Track the number of new courses offered to students</p> <p>Track the number of colleges participating in the initiative</p> <p>Track the number of students enrolled in online courses each semester and compare to previous semesters</p>	<p>1, 2, 3, 4</p>
<p>2B. Identify and address the needs of Associate Degree for Transfer students, faculty, Chancellor's Office and instructional support staff as measured by an increase in the number of associate's degrees awarded and transfers to four-year colleges.</p>	<p>Criteria, requirements and process reflect needs assessment. Roadmap completed</p> <p>Online courses within ADT pathways are offered with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 - 5 online ADT pathways serving at least 9,000 students in 10 CCCs • Year 3 - 10 online ADT pathways serving at least 45,000 students in 30 CCCs • Year 4 - 15 online ADT pathways serving at least 120,000 students in 50 CCCs • Year 5 - 20 online ADT pathways serving at least 270,000 students in 75 CCCs 	<p>Regular surveys of students, faculty, Chancellor's Office, and instructional support staff.</p> <p>Tracking the number of online ADT pathways as well as number of students served at which CCCs</p>	<p>1, 2</p>

Objective	Outcomes	Measurement Methodology	Benefit
<p>2C. Identify and address the needs of other credit degree courses students, faculty, Chancellor's Office and instructional support staff as measured by an increase in enrollment for other college credit courses.</p>	<p>Online course priorities are established</p> <p>Other online college credit courses are offered with annual targets of:</p> <ul style="list-style-type: none"> • Year 3 - online college credit courses serving at least 27,000 students in 30 CCCs • Year 4 - online college credit courses serving at least 75,000 students in 50 CCCs • Year 5 - online college credit courses serving at least 180,000 students in 75 CCCs 	<p>Regular surveys of students, faculty, Chancellor's Office, and instructional support staff.</p> <p>Tracking the number of online college credit courses as well as number of students served at which CCCs</p>	<p>1, 2</p>
<p>2D. Identify and address the needs of Basic Skills students, faculty, Chancellor's Office and instructional support staff by developing effective strategies in this area staff as measured by an increase in number of students who transition from basic skills to college level courses.</p>	<p>Agree to a prioritized list of strategies to address basic skills needs</p> <p>Road map to implement basic skills support based on the prioritized strategies (implementation to occur outside of the 19 month window of this grant proposal)</p>	<p>Regular surveys of students, faculty, Chancellor's Office, and instructional support staff.</p> <p>Tracking the number of online basic skills courses as well as number of students served at which CCCs</p> <p>Identify students who attempted online basic skills courses; determine what percentage of these students progressed to and successfully completed college-level courses; and comparison of percentages in Year 1 and Year 5</p>	<p>1, 2</p>
<p>2E. Identify and address the needs of students who have prior learning and wish to acquire course credit through an online process (including but not limited to Credit by Exam), including students, faculty, Chancellor's Office and instructional support staff as measured by an increase in the percentage of students who obtain credit for prior learning.</p>	<p>Credit for prior learning strategies address needs identified in the needs assessment</p> <p>Roadmap addresses highest priority strategies</p> <p>Percentage of students using the online process to obtain credit for prior learning will increase by at least 500% by Year 5 as compared to the baseline percentage identified in Year 1.</p>	<p>Regular surveys of students, faculty, Chancellor's Office, and instructional support staff.</p> <p>Track the percentage of students who used the online process to obtain credit by exam annually; compare the percentages in Year 1 and Year 5</p>	<p>1, 2</p>

Objective	Outcomes	Measurement Methodology	Benefit
<p>2F. Using multiple strategies and methods increase student retention and success in all online courses and programs. The current differential between online and traditional courses for retention and success are seven and nine percent respectively as measured by students' in online courses attainment of retention and success measures that are equal to those of the corresponding traditional courses.</p>	<p>Strategies, criteria, and requirements for student retention and success will be identified based on the results of the environmental scan and needs assessment.</p> <p>Term-to-term retention for online students will increase by at least 5% annually from Year 2 through Year 5</p> <p>Course success rates for online students will increase by at least 5% annually from Year 2 through Year 5</p> <p>Term-to-term retention rates for online students will be equal to those seen among students in comparable face-to-face courses</p> <p>Course success rates for online students will be equal to those seen among students in comparable face-to-face courses</p>	<p>Calculate the % of online students who enroll in subsequent semesters</p> <p>Calculate the % of students who earn a grade of C or higher in their online courses</p> <p>Compare the % of online students each semester who enroll in subsequent semesters to the % of students enrolled in comparable face-to-face courses in the same semester who enroll in subsequent semesters</p> <p>Compare the % of online students each semester who earn a grade of C or higher in their online courses to the % of students enrolled in comparable face-to-face courses in the same semester who earn a grade of C or higher</p>	<p>1, 2</p>
<p>2G. Ensure that all academic processes and standards will sufficiently adhere to established distance education guidelines to enable statewide program implementation as measured by successful audit.</p>	<p>An audit of online educational platform that compares it to existing distance education guidelines results in a finding of compliance</p>	<p>Annual audit of the development of the new online platform that describes general distance education guidelines and assesses how the new platform aligns with those guidelines</p>	<p>1, 2, 4</p>

Objective	Outcomes	Measurement Methodology	Benefit
<p>2H. Develop a plan to incorporate proctoring and tutoring experiences for all courses in the Online Course Exchange as measured by student and faculty satisfaction and services' impact on course success rates.</p>	<p>Feedback from online faculty and students indicating satisfaction with the proctoring services with annual targets of:</p> <ul style="list-style-type: none"> • Year 3 - 60% online students and 60% of faculty • Year 4 - 70% online students and 70% of faculty • Year 5 - 80% online students and 80% of faculty <p>Feedback from online students indicating satisfaction with the tutoring services with annual targets of:</p> <ul style="list-style-type: none"> • Year 3 - 70% online students and 70% of faculty • Year 4 - 80% online students and 80% of faculty • Year 5 - 90% online students and 90% of faculty <p>Online students who utilize tutoring services will have higher course success rates than students in the same online courses who did not utilize the service</p>	<p>Regular surveys of online faculty and students with respect to satisfaction with proctoring and tutoring services</p> <p>Comparison of the percentage of students utilizing tutoring services who earn a grade of C or higher in the online course for which they received tutoring to the percentage of students in the same online courses that did not utilize tutoring who earn a grade of C or higher</p>	<p>1, 2</p>

Objective	Outcomes	Measurement Methodology	Benefit
OBJECTIVE 3: Professional Development and Course Degree Standards			
<p>3A. All faculty and staff involved with the CVC Program will have access to high quality professional development for course development and delivery and receive training on the program and technical elements of CVC as measured by the level of participation in and satisfaction with professional development.</p>	<p>Creation of a five-year professional development roadmap that is based on the results of the needs assessment, environmental scan, and determination of strategies and priorities.</p> <p>Professional development activities are made available with annual participation targets of:</p> <ul style="list-style-type: none"> • Year 2 – 5% of CCC faculty • Year 3 -- 7% of CCC faculty • Year 4 -- 10% of CCC faculty • Year 5 -- 12% of CCC faculty <p>Feedback from faculty participating in professional development activities will indicate at least 80% found the experience to be valuable and of high quality.</p>	<p>Review professional development roadmap, including the level of incorporation of results from the needs assessment, environmental scan, and determination of strategies and priorities.</p> <p>Track percentage of CCC faculty participating in professional development activities</p> <p>Regular surveys of participating faculty.</p>	<p>1, 2</p>
<p>3B. Ensure that all faculty who teach courses in the Online Education Ecosystem (OES) have online teaching certification comparable to the @ONE Online Teaching Certificate as measured by the number of new faculty certifications and the number of course taught by these faculty.</p>	<p>Development of a roadmap for creation of certification options for online course developers and those delivering online courses that is based on the results of the needs assessment, environmental scan, and assessment of current @ONE online certification services.</p> <p>Number of additional faculty certified and delivering courses with the annual targets of:</p> <ul style="list-style-type: none"> • Year 1 – 180 faculty • Year 2 – 360 faculty • Year 3 – 540 faculty • Year 4 -- 720 faculty • Year 5 -- 900 faculty 	<p>Review certification services roadmap, including the level of incorporation of results from the needs assessment, environmental scan, and assessment of current @ONE online certification services.</p> <p>Track the number of new online teaching certifications awarded to CCC faculty.</p> <p>Track the percentage of online courses taught by certified faculty.</p>	<p>1, 2, 4</p>

Objective	Outcomes	Measurement Methodology	Benefit
<p>3C. Ensure that all online courses offered through the Online Course Exchange are high quality and are approved through an advisory body as measured by the acceptance of approved courses for credit within the CCC and for transfer to CSU/UCs as well as the percentage of students successfully completing online prerequisites and subsequent courses.</p>	<p>Criteria for online course approval are identified.</p> <p>A process for online course approval is developed, including peer review components.</p> <p>Using this process, new online courses will be approved with annual targets of:</p> <ul style="list-style-type: none"> • Year 3 -- 10 online ADT pathways • Year 4 -- 15 online ADT pathways • Year 5 -- 20 online ADT pathways <p>As an indication of course quality, students who complete new online courses that are prerequisites for subsequent courses and enroll in the subsequent course will receive a grade of C or higher in that course with annual targets of:</p> <ul style="list-style-type: none"> • Year 4 – 60% of students completing the subsequent course • Year 5 - 75% of students completing the subsequent course 	<p>Review online course approval criteria, including alignment with iNACOL standards and integration of student analytics and metrics</p> <p>Review online course approval process.</p> <p>Track number of new online courses approved for course credit.</p> <p>Track the percentage of students who take an online prerequisite and then enroll in the subsequent course receive a grade of C or higher in the subsequent course.</p>	<p>1, 2, 4</p>

Objective	Outcomes	Measurement Methodology	Benefit
<p>3D. Develop and administer a faculty/staff orientation experience for the development and/or delivery and use of the Online Education Ecosystem as measured by level of participation in and satisfaction with orientations.</p>	<p>Criteria and requirements for faculty orientation for online course delivery are identified.</p> <p>A roadmap for orienting faculty to online course delivery is developed.</p> <p>Faculty will participate in Online Education Ecosystem orientation with aggregate targets of the following number of faculty having completed orientation:</p> <ul style="list-style-type: none"> • Year 1 – 10% faculty • Year 2 – 25% faculty • Year 3 – 43% faculty • Year 4 – 63% faculty • Year 5 – 85% faculty <p>Feedback from faculty participating in orientation activities will indicate that at least 80% found the experience to be valuable and of high quality.</p>	<p>Review orientation criteria and requirements.</p> <p>Review orientation implementation plan.</p> <p>Track the number of faculty participating in orientation activities.</p> <p>Regular surveys of participating faculty.</p>	<p>1, 2</p>

OBJECTIVE 4: Student Experience and Support Tools and Services

<p>4A. The Online Education Initiative will provide online Student Support Tools and Services, including but not limited to, advisement, online course orientation, assessment, tutoring and proctoring as measured by the development and deployment of support tools, student usage, and impact on student success.</p>	<p>Student Services Roadmap</p> <p>EMP Student Support Tools and Services are integrated with the Student Portal and other statewide technology services</p> <p>Content elements and functional requirements are established</p> <p>EMP Student Support Tools and Services are developed and deployed in areas including, but not limited to, advisement, online course orientation, assessment, tutoring, and proctoring.</p> <p>Students in online courses will use at least two support tools with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 – 50% of students • Year 3 – 60% of students • Year 4 – 70% of students • Year 5 – 80% of students <p>Students in online courses using support tools will have higher course success rates than those not using available tools.</p>	<p>Review student services team</p> <p>Review integration of EMP Student Support Tools and Services with the Student Portal and other statewide technology services</p> <p>Review content elements and functional establishments</p> <p>Review support tools and services made available to students.</p> <p>Track use of support tools by students in online courses</p> <p>Track course success rates of students in online courses using support tools and compare against students in online courses who are not using support tools</p>	<p>1, 2</p>
<p>4B. Procedures and processes for registration and enrollment, placement and financial aid are in compliance with federal and state statutes and regulations and designed to meet the needs of CCC students as measured by review of compliance and feedback from student users.</p>	<p>All procedures and processes for registration and enrollment, placement, and financial aid comply with federal and state statutes</p> <p>At least 80% of student users indicate that the Support Tools and Services meet their needs</p>	<p>Review report(s) from the grantee college/district describing legal requirements and how they are met.</p> <p>Regular surveys and/or focus groups with student users</p>	<p>1, 2</p>

Objective	Outcomes	Measurement Methodology	Benefit
<p>4C. The Online Education Initiative must adhere to the American with Disabilities Act regulations and section 504 of the Rehabilitation Act and provide the accommodations necessary for disabled students to participate in courses hosted through the CVC as measured by review of compliance and feedback from student users.</p>	<p>A technical assessment confirms that all student tools in the Online Education Ecosystem abide Universal Design Principles</p> <p>The Online Education Ecosystem meets all relevant ADA and 504 regulations</p> <p>At least 80% of disabled students using online courses indicate satisfaction with their experience</p>	<p>Review technical assessment.</p> <p>Review report from the grantee college/district describing how the Online Education Ecosystem meets American with Disabilities Act regulations and section 504 of the Rehabilitation Act requirements</p> <p>Surveys and/or focus groups of disabled student users</p>	<p>1, 2</p>
<p>4D. The student experience will be streamlined, consistent and automated to the greatest extent possible as measured by feedback from student users.</p>	<p>At least 80% of students indicate that their experience of the EMP is streamlined and consistent with the Student Portal and other statewide technology services</p> <p>At least 80% of students indicate that the automated aspects of the EMP are helpful and increase efficiency</p>	<p>Surveys of student users</p>	<p>1</p>
<p>4E. The Online Education Initiative will explore new ways to support a geographically diverse student body as measured by the number of support services developed for this student population and feedback from student users</p>	<p>By Year 4, 6 services specific to serving geographic need are available to students taking online courses</p> <p>At least 80% of students indicate that services specific to geographic need are helpful</p>	<p>Track the number of services specific to meeting the needs of geographically diverse students.</p> <p>Survey of student users</p>	<p>1, 2, 3, 4</p>

Objective	Outcomes	Measurement Methodology	Benefit
<p>4F. Provide student experience and support tools that significantly increase student retention and success in the Exchange as measured by students' in online courses attainment of retention and success measures that are equal to those of students in face-to-face courses.</p>	<p>Strategies and priorities for the online student experience, support tools, and services are identified based on the results of the task force, environmental scan, and needs assessment.</p> <p>A roadmap for online student experience, support tools, and services is created and implemented.</p> <p>By Year 5, retention rates in online courses will equal those in face-to-face courses.</p> <p>By Year 5, success rates in online courses will equal those in face-to-face courses.</p>	<p>Review strategies and priorities for the online student experiences, including incorporation of results from the task force, environmental scan, and needs assessment.</p> <p>Review roadmap for online student experience</p> <p>Track retention rates in online courses and compare them to retention rates in relevant face-to-face courses</p> <p>Track success rates in online courses and compare them to success rates in relevant face-to-face courses</p>	<p>1, 2, 3, 4</p>

Objective	Outcomes	Measurement Methodology	Benefit
OBJECTIVE 5: Technical Infrastructure			
<p>5A. The Online Education Initiative will offer a single uniform Common Course Management System (CCMS) to effectively deliver and manage online courses that provide support services to students and faculty as measured by the development and deployment of such a system and its management and delivery of online courses and support services.</p>	<p>EMP is integrated with the Student Portal and other statewide technology services</p> <p>Content elements and functional requirements are established</p> <p>EMP is developed and deployed</p> <p>Online courses are delivered and managed with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 - 5 online ADT pathways serving at least 9,000 students in 10 CCCs • Year 3 - 10 online ADT pathways serving at least 45,000 students in 30 CCCs • Year 4 - 15 online ADT pathways serving at least 120,000 students in 50 CCCs • Year 5 - 20 online ADT pathways serving at least 270,000 students in 75 CCCs <p>Support services are delivered and managed with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 – 5 services • Year 3 – 10 services • Year 4 – 15 services • Year 5 – 20 services 	<p>Review level of integration of EMP with the Student Portal and other statewide technology services</p> <p>Review EMP content elements and functional requirements</p> <p>Track EMP development and deployment</p> <p>Track the number of online courses delivered</p> <p>Track the number of support services delivered</p>	<p>1, 2, 4</p>
<p>5B. The Online Education Initiative will have a user friendly, integrated, web-based presence for communication, support and program activities as measured user satisfaction and interoperability with other statewide technology services.</p>	<p>A website is created that offers communication, support, and program activities</p> <p>At least 80% of student, counselor, faculty, and administrator users indicate that the site is user-friendly</p> <p>Website is integrated with the Student Portal and other statewide technology services</p>	<p>Review website and its communication, support, and program components</p> <p>Surveys and/or focus groups of student, counselor, faculty, and administrator users</p> <p>Review level of integration of website with the Student Portal and other statewide technology services</p>	<p>1, 2, 4</p>

Objective	Outcomes	Measurement Methodology	Benefit
<p>5C. Hardware and bandwidth demands will allow for course administration, development and student support at high bandwidth and low bandwidth locations as measured by technical assessment and user feedback.</p>	<p>Technical assessment confirms that services can be utilized by both high- and low-bandwidth locations</p> <p>At least 80% of users indicate that they experience little difference in functionality regardless of bandwidth capability</p>	<p>Review technical assessment of access from high- and low-bandwidth locations</p> <p>Surveys and/or focus group of student, counselor, faculty, and administrator users</p>	<p>1, 2, 4</p>
<p>5D. Statewide technology system integration and standards will be governing principles throughout the lifecycle of the project as measured by interoperability with other statewide technology services as measured by successful integration with statewide technology services.</p>	<p>EMP meets statewide technology system integration and technical standards</p> <p>EMP integrates seamlessly with all statewide technology services</p>	<p>Review report from OEI leadership describing how EMP meets statewide technology system integration and technical standards</p> <p>Review level of integration of EMP with other statewide technology services</p>	<p>1, 2, 4</p>
<p>5E. Instructional and technical support will be available to students, faculty and staff as needed as measured by the number of support services available and user feedback.</p>	<p>Support requirements and mechanisms for delivering that support are determined.</p> <p>At least 10 services are available to students, faculty, and staff for instructional and technical support.</p> <p>At least 80% of students, faculty, and staff agree that the support services are helpful and timely</p>	<p>Review identification of support requirements and delivery mechanisms</p> <p>Track number of services available</p> <p>Surveys and/or focus groups of student, faculty, and staff users</p>	<p>1, 2, 4</p>

Objective	Outcomes	Measurement Methodology	Benefit
<p>5F. The Online Education Initiative courses and instructional content will be stored in a central location that is secure, recoverable, and fully integrated with the Education Management System and System Oriented Architecture as measured by technical assessment.</p>	<p>Central data storage location is established</p> <p>Data storage is aligned with statewide technical standards</p> <p>Technical assessment finds that all data is secure, accessible, and recoverable</p>	<p>Confirm existence of central data storage location</p> <p>Review report from OEI leadership describing how data storage is aligned with statewide technical standards</p> <p>Review technical assessment</p>	<p>1, 2, 3, 4</p>

Objective	Outcomes	Measurement Methodology	Benefit
<p>5G. The Online Education Initiative will have robust data transfer, and reporting features and functionality will be included in the program to facilitate assessment as measured by level of usage of data transfer and reporting features and functionality and feedback from participating colleges.</p>	<p>Integrated data transfer and reporting features and functionality are developed and deployed</p> <p>Colleges statewide use data transfer and reporting features and functionality with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 – 20% of colleges • Year 3 – 35% colleges • Year 4 – 50% colleges • Year 5 – 65% colleges <p>At least 80% college representatives indicate that data transfer and reporting features and functionality facilitate assessment.</p>	<p>Review development and implementation of integrated data transfer and reporting features</p> <p>Track percentage of CCCs using data transfer and reporting features</p> <p>Surveys and/or focus groups of college representatives</p>	<p>1, 2, 4</p>
<p>5H. The Online Education Initiative will be successfully deployed and available to all colleges regardless of local learning management system capabilities or processes on an ongoing basis.</p>	<p>EMP meets statewide technology system integration and technical standards and can be used by all colleges regardless of local capabilities or processes.</p> <p>At least 80% of college representatives indicate have full technical support for implementation of EMP</p>	<p>Review report from OEI leadership describing how EMP meets standards and its usability by all colleges regardless of local capabilities or processes</p> <p>Surveys and/or focus groups of college representatives</p>	<p>1, 2, 3, 4</p>
<p>5I. Organize a committee, define system requirements, and develop system design and implementation plans for new and modified capabilities within the Exchange as measured by the successful deployment of the EMP.</p>	<p>Plans for system requirements, system design, and system implementation plans are created.</p>	<p>Review plans for system requirements, system design, and system implementation</p>	<p>1, 2, 4</p>

Objective	Outcomes	Measurement Methodology	Benefit
OBJECTIVE 6: Project Planning and Evaluation			
<p>6A. The various elements of the CVC program will have clearly stated and measurable metrics for evaluation purposes as measured by evaluations that inform continuous improvement</p>	<p>Clear, measurable milestones and metrics are defined to encompass all OEI objectives.</p> <p>The RP Group provides the OEI initiative regular assessments of project progress and achievement of outcomes, including, but not limited to, quarterly, bi-annual, and annual reports.</p>	<p>Review each objective and identified associated outcomes</p> <p>Delivery to OEI initiative of regular and ongoing assessments of project progress and achievement of outcomes</p>	<p>1, 2, 4</p>
<p>6B. The Online Education Initiative will be successfully deployed and available to all colleges, regardless of local learning management system capabilities or processes, on an ongoing basis as measured by the percentage of CCCs participating in the Consortium.</p> <p>6C. Adequate planning activities will be developed, followed and monitored to ensure progress toward milestones as measured by the timely completion of roadmap milestones.</p>	<p>CCCs participate in the Consortium with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 – 20% of CCCs • Year 3 – 40% of CCCs • Year 4 – 60% of CCCs • Year 5 – 80% of CCCs <p>A project implementation plan is developed that clearly lays out action steps, assigns responsibility, and sets deadlines.</p> <p>The RP Group develops and provides the OEI initiative regular assessments of progress toward completion of milestones as compared to the implementation plan.</p>	<p>Track percentage of CCCs participating in the Consortium</p> <p>Review project implementation plan</p> <p>Delivery to OEI initiative of regular and ongoing assessments of progress toward completion of milestones as compared to the implementation plan</p>	<p>1, 2, 3, 4</p> <p>1</p>

Objective	Outcomes	Measurement Methodology	Benefit
OBJECTIVE 7: Program Structure			
<p>7A. The Online Initiative will operate through a clearly defined and effective programmatic structure as measured by feedback from stakeholders</p>	<p>Project structure, including roles and responsibilities at all levels, will be documented.</p> <p>At least 80% of members of the OEI initiative, partner agencies, advisory groups, and other stakeholders indicate that the project structure is well-understood and effective.</p>	<p>Review documentation of project structure</p> <p>Surveys and/or focus groups of members of the OEI initiative, partner agencies, advisory groups, and other stakeholders</p>	<p>1, 2, 4</p>

Objective	Outcomes	Measurement Methodology	Benefit
OBJECTIVE 8: Communications			
<p>8A. The CVC Online Course Exchange will be marketed to current and potential community college students through effective channels of communication as measured by student usage and college participation.</p>	<p>Development and execution of an integrated, strategic marketing plan.</p> <p>Creation and statewide distribution of marketing materials.</p> <p>Number of students enrolling in new online education platform will increase by at least 10% annually from Year 2 through Year 5.</p> <p>At least 80% of CCC representatives indicate that marketing materials and activities are effective.</p>	<p>Review the marketing plan.</p> <p>Review marketing materials</p> <p>Track the number of CCCs that receive the materials.</p> <p>Track enrollments in online courses offered via the new system.</p> <p>Surveys and/or focus groups of diverse CCC representatives</p>	<p>1, 2, 3, 4</p>
<p>8B. Information related to the CVC Online Course Exchange will be easily accessible and clearly understood as measured by external evaluation and direct feedback from stakeholders.</p>	<p>Development and execution of an integrated, strategic communications and dissemination plan.</p> <p>At least 80% of students, faculty, staff, and administrators at colleges statewide indicate that information about the Online Education Ecosystem is accessible and clear</p>	<p>Review the communication and dissemination plan and monitor the successful completion of each item within the plan.</p> <p>Surveys and/or focus groups of students, faculty, staff, and administrators at colleges statewide</p>	<p>1, 2, 3, 4</p>
<p>8C. Recruit participating colleges into the OEI Consortium as measured by the participation in the Consortium by at least 80% of CCC colleges by year 5.</p>	<p>A Consortium agreement is developed.</p> <p>Colleges sign Consortium agreements with annual targets of:</p> <ul style="list-style-type: none"> • Year 2 - 20% of CCCs • Year 3 - 40% of CCCs • Year 4 - 60% of CCCs • Year 5 - 80% of CCCs 	<p>Review Consortium agreement</p> <p>Track percentage of CCCs that sign the Consortium agreement</p>	<p>1, 2, 4</p>

End of Proposal

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