

Online Education Initiative for the California Community Colleges Memorandum of Understanding Between Foothill DeAnza Community College District and Selected Colleges Piloting OEI Resources

This document outlines the agreement between the Online Education Initiative ("OEI") project as hosted by the Foothill DeAnza Community College District and Antelope Valley College. The duration of the agreement will be from January 1, 2015 through June 30, 2016. The agreements outlined herein pertain to the three pilot groups and are defined accordingly. Signatures on this document pertain to agreements relevant to the appropriate pilot group as identified below:

The following agreement is between Foothill-De Anza Community College District representing the Online Education Initiative project and Antelope Valley College as part of the **[Full Launch or Student Readiness Staging Group or Tutoring Staging Group]**.

Project Goal: The goal of the OEI is to engage colleges in the implementation of online resources that will improve student success and completion in the California Community Colleges. All of the colleges involved in this effort will be asked to pilot processes and tools, and assist in the selection, development, and testing of the resources involved. There will be three groups of colleges working to develop and test the resources used by the project. The duration of this agreement will be from January 1, 2015 through June 30, 2016.

There are three groups of pilot colleges as described below. Each group consists of eight colleges that will focus on one of the following activities:

1. Full Launch Colleges:

- a. Develop and test the processes necessary to facilitate the Online Course Exchange across colleges and full implementation of the OEI. This includes but is not limited to: application/residency determination, course registration, matriculation, and the support services being piloted by the readiness and tutoring groups.
- b. Review and inform the choice of a CCC common course management system (CCMS) through the development and evaluation of the Request for Proposal (RFP) process and selection of the CCMS through participation in the CCMS Committee.
- c. Deploy and pilot the selected CCMS, associated processes and courses within the exchange.
- d. Implement the first courses within the CCMS in Fall 2015 and the first courses within the exchange in early 2016.

2. Student Readiness Staging Group:

- a. Pilot a diagnostic assessment to help students evaluate their readiness for online learning.
- b. Pilot dynamic tutorials designed to improve student readiness for online success.
- c. Participate in evaluation of diagnostic assessment and readiness tutorials.
- d. Participate in staging activities for entry into the course exchange.
- e. Begin readiness preparation work in November 2014 with participating colleges submitting candidate courses to the OEI for inclusion in courses in Spring 2015.
- f. Deploy diagnostic assessment and readiness tutorials from within the teaching colleges' own systems with their own students and CMS.

3. Tutoring Staging Group:

- a. Review and pilot method of delivering effective online tutoring services for students in online classes and integrating statewide support services with local tutoring services.
- b. Develop a plan to promote robust and effective use of online tutoring services.
- c. Participate in evaluation of the online tutoring pilot.
- d. Participate in staging activities for entry into the course exchange.
- e. Colleges begin tutoring solution preparation work in November 2014 with participating colleges submitting candidate courses to the OEI for inclusion in courses in Spring 2015.
- f. Deploy online tutoring solution within the teaching colleges' own systems with their own students and CMS.

All colleges party to this agreement will receive the following from the OEI Project:

- Resources appropriate to their pilot group.
 - Group 1: Free access to the Common Course Management System for OEI prioritized courses throughout the pilot offering.
 - Group 2: Free access to the OEI developed readiness applications for pilot courses.
 - Group 3: Free access to OEI developed tutoring resources for pilot courses.
- Reviews by trained faculty reviewers whose purpose is to provide feedback and assistance including instructional design support along with accessibility assistance for at least three to five online courses as submitted by the college.
 - Courses that are submitted to be offered as part of the OEI, will be part of a formative review and design process that aligns them to the OEI Course Design Standards (based on national standards).
 - The process consists of the faculty member voluntarily completing an application for course submission, having the course reviewed by trained CCC faculty reviewers as organized via @ONE. Courses that closely meet the standards will be prioritized for first offering within the OEI.
 - Courses that need some adaptation to meet one or more areas of the standards, will receive instructional design support to complete a revision process and will be offered in the priority determined by a revision timeline
 - The review covers course design components and in no way should be considered an evaluation of the faculty member's online teaching performance.
 - The review results will be shared solely with the faculty member involved who may or may not choose to participate further.
- Professional development support as needed.
- Regular inclusion in decision-making processes with other pilot college staff and faculty and OEI Steering Committee members appropriate to pilot focus areas including overall project development as needed.

All colleges will agree to the following:

- Identification of courses consistent with OEI guidelines for course review and potential inclusion in pilot activities.
- Participation in the course review and update activities.
- Use of the *Open CCCApply* application by January 2015.
- Participation in the development of reciprocity agreements that will be needed to implement the project and ensure that all students receive the services necessary to facilitate success.
- Participation in virtual and in-person development team meetings for pilot group focus areas as needed.
- Participation in professional development activities as appropriate.
- Obtain the agreement to participate from the local Academic Senate.
- Provide data necessary to assess the effectiveness of the pilot efforts, in cooperation with the RP Group as the official evaluator for the OEI.
- Group 1 agrees to use the selected common course management system for the pilot of the initial courses in Summer of 2015 and/or Fall of 2015.
- Groups 2 and 3 agree to consider potential expansion of pilots in Fall of 2015 and Spring of 2016 by mutual agreement with the OEI, pending analysis of pilot data and capacity of the OEI to expand pilot readiness, tutoring, and CCMS solutions.

Course Review:

Courses that are submitted to be offered as part of the OEI will be part of a formative review and design process that aligns them to the OEI Course Design Standards (based on national standards). The process consists of the faculty member voluntarily completing an application for course submission and having the course reviewed by trained CCC faculty reviewers as organized via @ONE.

Courses that closely meet the standards will be prioritized for first offering within the OEI. Courses that need some adaptation to meet one or more areas of the standards will receive instructional design support to complete a revision process from the OEI and will be offered in the priority determined by a revision timeline. Faculty members who submit courses should also agree to participate in any review process if they wish to continue to be forwarded to the OEI for offering the course.

There will continue to be opportunities in the future to receive instructional design support through the review process for faculty who do not wish to continue with submission to the OEI, but who may wish to resubmit their courses at another time. The review covers course design components and in no way should be considered an evaluation of the faculty member's online teaching performance. The review results will be shared solely with the faculty member involved who may or may not choose to participate further.

Course Intellectual Property Rights: The OEI does not claim any rights to any courses that are offered through the pilots or thereafter. Receipt of instructional design assistance by a faculty member or college does not relinquish rights to the course that is submitted for offering in the pilot.

Signatures:

Dr. Bonnie C. Suderman 3/17/15
Vice President of Instruction Date

Academic Senate President Date

Vice President of Student Services Date

[Signature] 3/17/15
Distance Education Coordinator Date

OEI Executive Director Date

FHDA Sponsor Date