

# WASC Supplement for Online Programs/Courses

## Introduction

The Accrediting Commission for Schools of the Western Association of Schools and Colleges (WASC) has created this WASC Online Program/Course Supplement for the WASC-affiliated accreditation agencies that use their own protocol for accreditation and do not have criteria for online programs/courses. It is expected that schools that are either primarily online or those that offer blended programs with both traditional on-site classes and online options will complete the WASC Online Programs/Courses Report and attach it to their accreditation report in preparation of the joint accreditation visit.

Schools should respond to all questions in a narrative format to provide the Visiting Committee with the information it needs to review the school's online component. A template for the report is available and can be obtained from the WASC office.

## Purpose

This WASC supplement has been created to work in concert with the accreditation manuals from affiliated partners. Each affiliate accreditation process has been approved by the WASC Commission and has an established crosswalk of standards to ensure that all criteria meet both the affiliate standards and WASC criteria. For schools who have an online or blended program, this supplement provides the basis for creating a report that can be evaluated by an accreditation visiting committee.

The results of the accreditation process for schools with online programs/courses will be a full response to the criteria/standards established by each affiliate as well as a full response to the WASC criteria established for the online learning community. The inclusion of online programs/courses in the accreditation process will be a way to not only show integrity and trustworthiness, but also to provide for continual ongoing improvement and accountability for these programs and courses.

# WASC Report for Online Programs/Courses

**Online School Program and Course Description.** Provide a succinct summary of all types of online instruction and specialized programs offered, such as IB Diploma Program, college/career readiness programs (CTE, academies, Pathways), school/college partnerships, AVID, GATE, independent study, and other alternative education programs.

NOCE provides distance education programs in the following areas:

- **Career Technical Education** – Administrative Professional, Bookkeeping, Business Information Worker, Early Childhood Education, Funeral Service Assistant, Management, Medical Assistant, Personal Care Aide, Pharmacy Technician
- **English as a Second Language** – ESL Beginning: Literacy, Low, High; ESL Intermediate: Low, High; ESL Advanced; ESL for Academic Success I & II
- **Basic Skills/High School** – High School Diploma, GED/HiSET, College Preparation
- **Disability Support Services** – Academic, Computer, Core Skills, Employment, Interpersonal Skills, and Life Skills
- **Lifeskills Education Advancement Program (LEAP)** – Parenting

For each program listed, provide data that demonstrates the impact on student learning. Incorporate the disaggregation of selected data based on the separate program provided: enrollment, achievement completion rate, etc. NOTE: Some of this data may be referenced as part of schoolwide data.

NOCE's plan was to implement distance education in the fall of 2020. Due to the COVID-19 pandemic, all instructional programs transitioned to online instruction during the Spring 2020 trimester. For the spring trimester, courses were offered in the correspondence format. Training took place during the spring, summer and fall of 2020 in order get all faculty up to speed. Spring semester of 2021 all courses were offered in DE formats. Due to having distance education for such a short period of time there is minimal data. (Link to report - Dulce for numbers)

**Online Instruction Description.** Describe the school's online programs/courses as follows:

- **Types of online instruction.** NOCE offers courses in the following modalities: fully online, partially online, online with flexible in-person component, and web-enhanced. (pg. 8)
- **Learning management system.** The NOCE Distance Education Program provides Canvas as the official learning management system (LMS). Canvas includes managed hosting (<https://noce.instructure.com>), Administrator Support, Canvas Blueprints, Integration Customization Maintenance Support (ICM), and Accessibility software. Based on the training requirements set forth in the NOCE Distance Education Plan and Faculty Handbook, Canvas shells shall be generated for courses with the designation of fully online (FO), partially online (PO), online with flexible in-person component (OFI), or web-enhanced only.
- **Hardware and software requirements.** WebDav: a virtual server where Distance Education instructors can store electronic course materials for student access in CanvasxVDI: avirtual

desktop that provided access to Distance Education software used for the creation of accessible materials. VDI is the replacement for the legacy virtual desktop, Citrix

- **Teacher and support staff qualifications.** Faculty were initially trained through the NOCE OTC Bootcamp. Due to a limited infrastructure, future opportunities for certification will be provided by @One Teaching and Design Certificate program. This will ensure that NOCE Distance Education faculty receive training informed by the latest research developments in best DE practices and regulatory changes (pg. 32). For faculty to maintain their certification beyond the initial three years, a course must be submitted for review through the Peer Online Course Review (POCR) process. Additionally, distance education faculty should complete a minimum of three hours of professional development directly related to online instruction per year (pg. 33).
- **Personnel involved in the instructional process.** Individuals involved in the instructional process are the Curriculum committee, faculty, the SLO coordinator, the DE coordinator, and Directors.
- **Curriculum offered both on-site or outsourced.** Curriculum is offered on-site and off-site. Prior to the pandemic, a few courses were outsourced. At this time, no classes are being outsourced. (Verify with Dennis)
- **Types of instruction offered, synchronous or asynchronous.** Courses are offered both synchronous and asynchronous.
- **Methods and processes used to ensure that all students have access to the instructional programs necessary for learning success.** Announcements and communications are provided through the Canvas communications and announcements, Social Media, the website, the Career Skills and Resource Center, counselors, the Learning Center, Canvas Student Resources, email, mailers, and support services such as laptop loans, parking lot Wi-Fi access, and the food pantry.
- **Types of assessment and assessment processes.** Formative and summative assessments are used to assist our students in obtaining understanding and showing understanding. The assessments are linked to student learning outcomes. The High School Diploma program uses in-person exit exams. ESL utilizes CASAS exams, while CTE has in-person and online challenge exams to name a few.
- **School culture for online environment, including types of school and community activities, opportunities for student involvement, participation data.** One way NOCE has included online students is through Canvas Global Announcements. We have also used social media: Instagram, Facebook, Twitter, and YouTube. The pandemic gave us a great opportunity to include students in many shared governance committees to ensure student involvement. StarHelp was created to provide students with a central hub to obtain information and assistance with common problems. Student surveys were also sent out on a variety of topics to ensure the student voice. Some great activities that were provided were the Wellness Workshops, online Counseling appointments, and virtual labs.
- **Orientation process for incoming students and parents to understand expectations for the online learning environment.** In Canvas a help section is populated within each course with a tutorial on OEI online readiness. An orientation course has also been created in Canvas called

Preparing for Online Success at NOCE. It is being piloted during the fall 2022 semester. The course outcomes are 1. Use the Canvas LMS to access course content and activities. (Apply) 2. Summarize time management and organizational strategies that support the success of online students. (Evaluate) 3. Interface with NOCE and Canvas online student resources to get assistance when needed. (Create) The final quiz has a question to assess whether students believe this training course was helpful, so we will be able to collect some data.

- **Student/teacher interaction on a typical day.** Instructors will, at a minimum, use the following resources to initiate contact with students: threaded discussion forums with appropriate instructor participation, general e-mail, weekly announcements in the Course Management System (Canvas), timely feedback for student work, instructor prepared e-lectures or introductions in the form of e-lectures to any publisher-created materials or OER that combined with other course materials, creates the “virtual equivalent” of the face-to-face class. (pg.26)
- **Student support services, including response to intervention (RTI), academic counseling and support for equal access, personal counseling, college/career preparation support, and health services.** Students have a variety of support services available. Tutoring is available through the Learning Centers and will be available through the High School lab in the fall semester of 2022. Virtual counseling is available through Disability Support Services and Counseling and Student Services. The Virtual Career Skills and Resource Lab provides resources in employability, career support, computer skills, and homework assistance. The ARISE Lab assists DSS students with academics, relationships, independence, self-advocacy, and emotional health.

**Schoolwide Learner Outcomes.** Select two of the school’s Schoolwide Learner Outcomes (SLOs) and describe to what extent their online programs/courses are connected to the SLOs and are being achieved in the online environment.

NOCE has two institutional outcomes:

- Empowerment to be lifelong learners. Students can demonstrate the confidence and courage to learn how to learn as well as appropriate research, study, inquiry, and goal setting skills.
- Ability to function effectively within their community. Students demonstrate appropriate effective interpersonal communication, critical thinking, and problem-solving skills as well as an understanding of the value of diversity.

The DE program is connected to the first outcome by having courses that were able to continue online not disrupting student progress. The laptop loaner program allowed students access to online learning when it may have not been an option. Parking lot WiFi helped with gaps in internet access. Basic training and advanced training allow for a robust DE program beyond the pandemic introduction that many students want. POOCR will allow for continuous improvement.

Surveys of potential employer’s state soft skills are key. Having to interact in an online environment is allowing students to develop their communication skills more effectively. Face-to-face course schedules were prohibitive for some students. Online learning is allowing them to finish programs and matriculate to credit or to gain employment/employment advancement.

Based upon the available data in the accreditation report, comment on the degree to which the students are achieving the identified schoolwide learner outcomes within the online environment?

At this time, NOCE does not have data available. Moving forward we need measurable, observable outcomes and objectives at every level; course, program, and institutional, that are consistently implemented across all instructional modalities.

**Organization for Student Learning Online Instruction Prompts.** Schools should respond to the following online instruction prompts and describe in narrative style to what extent the school meets or exceeds WASC expectations.

#### **Relationship of Policies**

- **Indicator:** The governing authority's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.
- **Online Instruction Prompt:** *Evaluate the policies relate to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

The online programs are adopted in alignment with current Board of Trustees Board Policies and Administrative Policies. (Add links) This aligns with Title V requirements. Title V requires that instructors be "prepared" to provide online instruction in accordance with district policy and Collective Bargaining Unit. Board policy is silent regarding online faculty preparation. Past practice has been to defer to training standards adopted by each campus's Academic Senate. This gap was highlighted by union COVID-related negotiations and subsequent MOUs when a five-hour emergency online training was mandated with no input from the Senates. Potential revisions are being discussed to codify past practice. To this end, Vice Chancellor of Educational Services and Technology convened a districtwide distance education taskforce in the 2022 fall term. The charge of the taskforce is to review and update the District and all of its campus' policies and practices in distance education to ensure quality and consistency in this instructional delivery mode, including faculty training and certification requirements. Additionally, NOCE joined its sister colleges in signing the master agreement to join the California Virtual Campus Online Education Initiative (CVC-OEI). The CVC-OEI membership requires adherence to course design standards and faculty training requirements.

#### **Staff Actions/Accountability to Support Learning**

- **Indicator:** The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.
- **Online Instruction Prompt:** *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

The Online Teaching Certificate Boot Camp was previously adopted as the certification process for NOCE distance education faculty, and a pilot training was planned for Spring 2020. As a result of the stay-at-home order, the pilot cohort was expanded, and the Online Teaching Certificate training program was fully implemented in May 2020. A total of 184 instructors were certified to provide online instruction

over six cohorts in the Spring, Summer and Fall 2020 terms. Eight adjunct faculty assisted the Distance Education Faculty Coordinator in facilitating the training cohorts, ranging from 20 to approximately 70 participants (pg. 9). Surveys were conducted for both the participants and the instructors. Based on the information and the limited infrastructure within NOCE, future opportunities to become certified to provide online instruction will be facilitated by the @One Online Teaching and Design Certificate program. This will ensure our DE faculty receive training informed by the latest research developments in best DE practices and regulatory changes.

At the beginning of each school year, the Professional Development committee conducts a survey on the needs of faculty and staff. This survey provides faculty and staff the opportunity to request the types of trainings that are needed and wanted. The results of the survey drive the types of trainings that are presented throughout the year.

The Distance Education office provides trainings as well in the following areas: app-based trainings (SoM, DesignPLUS, UDOIT, and vendor provided trainings), a online Faculty Resource Center, 1:1 appointments for support, Growing with Canvas course for faculty who would like to offer web-enhanced courses and have not been certified to teach online or hybrid courses, as well as District provided trainings.

In the first Distance Education Plan included a goal to require training for Student Support Services (CSS) and Disability Support Services (DSS) counselors. Counseling faculty opted to not participate in the proposed training program, even though two counselors did take the training, and instead explore alternative ways for acquiring the skills necessary to provide effective online counseling. The reasons for this decision included the need for developing a mechanism for meaningful input of counseling faculty at large. To this end, the DE counseling workgroup was created to have a place for on-going conversation between DSS and CSS counselors about the needs, best practices, and recommendations for remote counseling and to provide recommendations and gather feedback from CSS and DSS counseling departments that could be shared with the DE Advisory Group. Counselors also participated in trainings about Cranium Cafe and Zoom. There were departmental meetings to discuss best practices for online counseling as well as the opportunity for DSS and CSS counselors to come together to discuss best practices for supporting DE students.

### **Supervision and Evaluation**

- **Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.
- **Online Instruction Prompt:** *How effective are the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Being a new program, the opportunity to effectively evaluate supervision and evaluation has not taken place. The goal of the Distance Education plan is to have the Office of Institutional Research and Planning survey and pull data regarding student success/satisfaction. As we implement the POQR process, this data will be more readily available. Also, with the implementation of POQR, eLumen will provide before and after data of changes in SLO data.

### **Modifications Based on Assessment Results**

- **Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.
- **Online Instruction Prompt:** *Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support achievement and their needs.*

Evaluation will begin when data is available.

**Curriculum, Instruction, and Assessment Online Instruction Prompts.** Schools should respond to the following online instruction prompts and describe in narrative style to what extent it meets or exceeds WASC expectations.

### **Academic Standards for Each Area**

- **Indicator:** The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.
- **Online Instruction Prompt:** *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

The Curriculum Committee is in the process of developing a Program Curriculum Review process that will be piloted in the fall of 2022. The Institutional Effectiveness Committee developed a Program Review process that is utilized for the evaluation of departments for financial planning. The committee is in the process of renaming the process to eliminate confusion.

### **Accessibility of All Students to Curriculum**

- **Indicator:** A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.
- **Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses, if applicable.*

To ensure quality programs, NOCE will implement the Program Curriculum Review process, the Peer Online Course Review (POCR) process and will continue to provide students with supports, i.e., Laptop loan and Wi-Fi access: All instructors are responsible for ensuring that a Distance Education course is compliant with the Americans with Disabilities Act of 1990 and the 1998 Amendment to the Workforce Rehabilitation Act (Section 508). A section on accessibility is included in the Distance Education (online) course design rubrics adopted by the NOCE Curriculum Committee and included in the course Distance Education Addendum. [Link to the DE Addendum](#)

### **Policies – Rigorous, Relevant, Coherent Curriculum**

- **Indicator:** The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

- **Online Instruction Prompt:** *Determine the effectiveness of the school's policy for outsourced curriculum to maintain curricular integrity, reliability, and security.*

To maintain curricular integrity, reliability, and security all courses that are to be taught in an online modality must have on file a NOCE Distance Education Addendum. Any time the Course of Record (COR) is updated, the addendum must be updated as well. As we begin to return to campus and gather learning outcome data, we will be able to compare face-to-face data with online data. To provide secure, accessible software and applications to support online learning, a vetting and adopting applications and software policy has been adopted. This policy will ensure alignment with our LMS, accessibility guidelines, and institutional plans, as well as provide an account of all software on CORs to ensure regular updates.

### **Research-based Knowledge**

- **Indicator:** The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.
- **Online Instruction Prompt:** *Evaluate how teacher technology competencies are assessed during online instruction.*

Faculty members who wish to remain certified to provide online instruction beyond the initial three years must submit a course for review through the Peer Online Course Review (POCR) process. Additionally, distance education faculty should complete a minimum of three hours of professional development directly. Online evaluation is a negotiated item.

### **Challenging and Varied Instructional Strategies**

- **Indicator:** The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate.
- **Online Instruction Prompt:** *Evaluate the processes and the effectiveness of the strategies used by teachers to make decisions on learning and teaching approaches including direct instruction, and other student-teacher interaction opportunities. Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

In order to provide legally compliant, engaging, academically rigorous online instruction, NOCE has adopted the CVC-OEI Course Design Rubric to create and evaluate online course offerings. Course design elements should be aligned or exemplary.

The Distance Education Coordinator is working with Skillways to provide objective mapping in courses built by Ease Learning. This will provide data for individual student progress, course and program outcomes. Comparisons will be made between the Skillways courses and those created by DE instructors. As the program review process is developed, one goal is to evaluate the pacing of face-to-face courses compared to online courses. The DE Addendum outlines how online courses will present same outcomes as face-to-face courses.

The DE Faculty Handbook clearly outlines expectations for establishing and maintaining regular effective student-teacher contact. [Distance Education Faculty Handbook \(noce.edu\)](https://www.noce.edu/distance-education/faculty-handbook)

To ensure that the quality of academic rigor and purposeful design that apply to traditional in-person courses also apply to distance education courses, a distance education syllabus was created. It includes specific information necessary for a student to be successful in a distance education course and information necessary to comply with state and federal guidelines and regulations. (pg. 55 syllabus template)

#### **Evidence of Results based upon Challenging Learning Experiences**

- **Indicator:** Students working, and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.
- **Online Instruction Prompt:** *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending and conducting effective research.*

NOCE has adopted the CDC-OEI course design Rubrics that include standards for student-to-student interactive contact and group/team student assignment standards. Examples of effective student-to-student contact include online discussions, email, virtual chat, etc. All courses should be aligned or exemplary. As a part of recertification, course must go through the Peer Online Course Review.

#### **Student Use of Resources**

- **Indicator:** Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources.
- **Online Instruction Prompt:** *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

CVC-OEI distance education rubrics require effective student-to-content interaction. All course materials in the distance education learning management system must be relevant and aligned with the course materials presented in the Course Outline of Record. The Distance Education Coordinator is a member of California Community College Distance Education Coordinator's Organization (CCC DECO) which provides information and resources through the CVC-OEI. The Coordinator in turn relays that information to faculty through email, trainings, and workshops. The DE Addendum also provides insight in the real world experiences and applications for the students.

#### **Basis for Determination of Performance Levels**

- **Indicator:** The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.
- **Online Instruction Prompts:** *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated. Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

Both NOCE Course Outline of Record and the DE Addendum require instructors to provide information on how students' mastery of course objectives are evaluated. Some programs have prerequisites for progression to next course. While others use quizzes, tests, state exams to determine progression. For example, the CTE department requires students to pass courses with 80% or higher to progress to next

course. Additionally, instructors teaching DE courses are required to assess students' achievement of course-level student learning outcomes (SLO). The SLO assessment data are collected through DE LMS Canvas and transferred to the SLO database eLumen for further examination on an aggregate level.

Evaluate how effective teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

There is an Academic Integrity Policy listed in the adopted syllabus template. Further standardization will be developed during the program review pilot beginning in the fall of 2022.

#### **Demonstration of Student Achievement**

- **Indicator:** *A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes including those with special needs.*
- **Online Instruction Prompt:** *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Instructors align with the CVC OEI Rubric by providing clear instructions, rubrics, and feedback on assignments and other class or individual student communication. As a means of recertification, instructors put their course through the POCR process which further ensures the evaluation of student achievement and the schoolwide learner outcomes.

**Support for Student Personal and Academic Growth Online Instruction Prompts.** School should respond to the following online instruction prompts and describe in narrative style to what extent it meets or exceeds WASC expectations.

#### **Adequate Personalized Support**

- **Indicator:** The school has available adequate services, including referral services support all students in such areas as health, career and personal counseling, and academic assistance.
- **Online Instruction Prompt:** *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Access to online student resources is available to distance education students both on campus and on the NOCE website. A "Student Resources" menu item is available in each Canvas course shell to enable easy access to these services within all NOCE Distance Education course sites. The course menu item links directly to NOCE Student Support and provides access to the following information including Admissions & Records, ESL Learning Centers, Basic Skills Learning Centers, Career Planning and Support Resources, Disability Support Services, ARISE Labs, Counseling and Student Services, and Scholarships. (pg. 38) Students also have access to StarHelp, Cranium Café, Food Distribution, Career Counselors, and the Cypress Health Center. NOCE counselors can also refer for personal, mental, and emotional health issues.

### Strategies Used for Student Growth/Development

- **Indicator:** Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.
- **Online Instruction Prompt:** *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have full opportunity for academic success.*

A currently piloted Canvas blueprint orientation course provides one-click access to services, e.g., scheduling an appointment with a counseling service or student tech support center operating under the laptop loan program. Orientation is available online or in person in the counseling center on the Anaheim campus. Assessments are also provided in person for the TABE and both in-person and online for the CASAS exam.

### Support Services and Learning

- **Indicator:** *The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.*
- **Online Instruction Prompt:** *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Counselors are available for appointments via phone, Zoom, and in-person. A pilot virtual lobby for general counseling questions was available to students using Cranium Cafe from spring 2021 (DSS-only) and Fall 2021-Spring 2022 (CSS and DSS) but was discontinued due to low student usage. Counselors also provide support to students via email.

Canvas course called Master Preparing for Online Success at NOCE allows students to learn Canvas basics, time management techniques, and who to contact when they need to access specific resources. Students can earn a badge of completion of the course, and faculty are encouraged to share this with their students.

Students have access to online orientations, which are accessible through MyGateway. Prior to the pandemic, ESL students did not have an online orientation option but that has been created and is available, in addition to the in-person orientations.

In fall 2022, NOCE expanded its laptop loan program to include in-person and online tech support in addition to giving students access to technology. Students can check out a laptop and a hotspot for the duration of their studies at NOCE and access WiFi at NOCE premises and in the surrounding parking lots. [Link to NOCE Laptop Loan Program.](#)

### **Co-Curricular Activities**

- **Indicator:** School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes.
- **Online Instruction Prompt:** *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school.*

NOCE offers Student Leadership program providing opportunities for student representation on shared governance committees which continue to operation virtually for the most part. These opportunities are announced through social media, the school website, and on Canvas global announcements. NOCE has also created a presence on social media, Twitter, Facebook, and Instagram. Student to student interaction is also required through the CVC-OEI Rubric. One example of this interaction can take place in the Student Lounge or Course-related discussion which is a part of the Canvas Course Blueprint.

### **Student Involvement in Curricular/Co-Curricular Activities**

- **Indicator:** The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.
- **Online Instruction Prompt:** *Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

NOCE is in the process of developing curricular/co-curricular activities. Our first step was to create in-person space for these activities. Once these spaces are created and the activities can be developed, we can then move them online.

### **Parent/Community and Student Achievement**

- **Indicator:** The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.
- **Online Instruction Prompt:** *Evaluate the school's processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.*

NOCE offers adult education exclusively. All NOCE students are 18 years or older and are responsible for making their educational choices. Additionally, to be compliant with FERPA laws, NOCE is not permitted to share confidential information with anyone without student consent. Disability Support Services program regularly offers family orientation sessions in person and online. During the orientation sessions, families gain knowledge about a variety of education options at DSS and NOCE, including distance education offerings.

### **School's Strengths and Growth Areas for Online Program**

#### **Strengths:**

1. Trained 184 faculty to teach online over a 9-month period
2. Created NOCE Distance Education Faculty Resource Center on Canvas
3. Provided two advanced trainings in Accessibility and Course Design

4. Five faculty have received POCR training
5. Began the process to become a POCR campus
6. Began the process to join Consortium
7. Revised the DE Plan 2022-2024 pending approval

**Growth Areas:**

1. Permanent staffing structure in order to sustain and expand online learning offerings
2. Continuous training and development of faculty, both instructional and counseling, offering DE
3. Training and support for academic managers evaluating faculty teaching DE
4. Evaluation of effectiveness of DE Program
5. Effective and regular ways of getting feedback from students taking DE courses and their needs related to being successful in reaching their educational goals through DE