MODESTO JUNIOR COLLEGE
Program Review
Distance Education

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1. Program Overview

Review Title: Distance Education
Review Type: Instructional/Student Services Blended
Service Area: External
External Regulations: External
Departments (Disciplines):
Mission of the Program:

The MJC DE Education mission fits squarely within the Mission of Modesto Junior College to transform lives through programs and services informed by the latest scholarship of teaching and learning. The training we offer to faculty teaching online is measured by InACOL and Quality Matters standards, and is regularly updated and informed in consultation with the @One Project, California’s leader in professional development for online instruction. The Course Management System change to Canvas will dramatically expand CMS presence to cover all of our courses. It is an easier system to use, and will not only impact online and hybrid instruction, but face-to-face instruction as well. The DE Program helps faculty and students stay current with the latest technology and pedagogy that will help them reach their goals.

The MJC Mission Statement:
MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

The MJC Distance Education Mission Statement:
MJC uses current best practices to update and deliver challenging, dynamic distance learning opportunities that meet the needs of students in remote locations with diverse home, family and career demands.

Overview of the Program:

Program Overview:
Approximately 1 in 5 courses being offered at MJC are online or hybrid. Roughly 1,500 sections are offered each semester; about 200 of them are fully online and another 100 are hybrid. In the summer the percentage is even higher, at 31% online or hybrid in 2016. The Course Management System used to deliver online and hybrid courses (Canvas) is added to every section, online or not. This means that the DE Program as a whole, including its training and technology, is present in every course section at the college. No other program reaches all faculty and students. No other program has as much potential to shape content delivery and pedagogy across all disciplines.

Program Activities and Accomplishments:

The 2012-2017 DE Plan lists goals in areas of Student Support, Faculty Support, Technology & Infrastructure, and
Governance, Guidelines, and Budget. Almost all major goals listed have been met, including
* Successfully negotiated with Canvas for a 24/7 help desk for online and hybrid classes
* Created Online Orientation (Start Here”) Module
* Created “Ask the Librarian” program
* Created an “Online Readiness Quiz” (Are you ready to be an online student?)
* Created an “Online Readiness Certificate” (more than 6,000 students have earned the certificate in the last year)
* Created three courses to train faculty as online instructors (Introduction to Online Instruction, Introduction to LMS,
Advanced LMS—including section 508 Accessibility Compliance training)
* Certified 145 new faculty as online instructors
* Created a Summer Online Instruction Academy
* Created Online@YCCD Facebook group (198 members)
* Instituted Online Instructor of the Year award
* Overseeing transition from Blackboard to Canvas
* Training faculty in Canvas and in migrating content from Blackboard to Canvas
* Instituted MJC Course Design Rubric for new online instructors

2. Response to Prior Year

Previous Program Review Commendations:

From Manager:

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Previous Program review Recommendations:

From Manager:

From AIE Program Review Workgroup:

From Outcomes Assessment Workgroup (OAW):

Describe how your program has responded to these commendations and recommendations.

The DE Program Review prior to this one happened in 2009-2010, before CurricUnet was in place. A scanned copy of
that document is attached.

In a previous year, the college funded the Resource Requests listed below. You provided a proposed
measure of effectiveness at that time. Please "close the loop" by analyzing the actual effectiveness of
each item.

<table>
<thead>
<tr>
<th>Item Funded</th>
<th>Proposed Measure of Effectiveness</th>
<th>Analysis of Actual Effectiveness</th>
</tr>
</thead>
</table>

3. Program Personnel

Program Personnel:

<table>
<thead>
<tr>
<th>Fulltime Tenure Track Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
Fulltime faculty retirements or other departures last review:

1

Adjunct Faculty Spring:

0

Adjunct Faculty Fall:

0

Anticipated Staffing Changes:

James Clarke retired in summer of 2012
Cheryl Chavez works in the library under the Dean of Literature and Language Arts. The position is funded 100% by DE. Tier 1 Online Help Desk calls go to District as of spring 2015. Cheryl handles Tier 2 calls.

4. Student Learning Outcomes

Institutional Learning Outcomes (ILO) Assessment Executive Summary:

The DE Program at MJC supports all of the Institutional Learning Outcomes for MJC:
http://www.mjc.edu/instruction/outcomesassessment/outcomes.php

In particular, the DE Program is especially well suited to promote in students "Capabilities for creative expression and effective communication," "technical literacy," and "pragmatic problem-solving skills."

Program Learning Outcomes (PLO) Assessment Executive Summary:

Faculty who complete the Online Instruction Program at MJC are able to

Design an online course
Build a community of online learners for better retention and success
Avoid online copyright infringement
Create engaging discussion board topics
Distinguish between and produce traditional and non-traditional assignments, and formative and summative assessments.
Create online grading rubrics
Describe and use tools that support academic integrity, such as Turnitin and Respondus.
Identify areas important to online accessibility, including video captioning, visual and auditory accommodation tools, and creating accessible documents.
Deploy an online course
Identify Blackboard best practices of course design
Create an online community and establish the same for our students.
Use the Blackboard content editor.
Create assessments, including tests that use pools.
Use Respondus and Turnitin.
Edit scores and views in the Blackboard Grade Center.
Create and Use Blackboard Rubrics.
Participate in and create discussion boards.
Create student groups.
Create and publish the first four weeks of your online course.
Use free software such as Jing and Screencast-O-Matic to capture Powerpoint and other lectures on video.
Embed streaming video, including screen-captured video.
Embed video and other websites even without the source code
Use a webcam to narrate course and module introductions
Open a Gmail account and use free Google tools.
Upload video to YouTube and stream it to your course.
Use the Blackboard Blog tool.
Embed your Twitter feed, Animoto movies, and VoiceThread assignments.
Create all 17 types of quiz questions and deploy them within a question pool.
Create a survey
Manipulate the grading tool, including frozen columns, smart views, dropping lowest scores, changing letter grade defaults, grading weighting, grading periods, color coding, and extra credit.
Create a Google Sites wiki page that we can share with the YCCD Online Community.

General Education Learning Outcomes (GELO) Assessment Executive Summary:

The DE Program at MJC supports all of the General Education Learning Outcomes for MJC:
http://www.mjc.edu/instruction/outcomesassessment/outcomes.php

In particular, the DE Program is especially well suited to help students become proficient in "Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking" and "Demonstrating critical thinking in the analysis and production of communication."

Has this program made adequate progress on assessing outcomes since the last program review? If not, provide a plan to meet the outcomes assessment expectations of the college:

5. Curriculum

There are currently no courses in this program out of compliance with the five-year cycle of review

All courses in this program have been taught within the last two years

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards overseen by this program?:

Yes

Are there plans for new courses or educational awards in this program?:

No

6. Trend Analysis

Trend Analysis:

The MJC Online Program continues to grow even in years when college FTES as a whole contracts. For example, in 2009-2010 the college’s peak FTES was 15,994. The next year, the FTES count declined to 13,234. Yet in that same period, the overall percent of FTES generated by the DE Program rose from 16% to 17%, a trend that continues to the present. MJC now stands at 13,055 FTES overall, roughly the same as in 2002-2003. In that time, the percent of FTES generated from online instruction has risen from 5% to 22%. We see no indication that the rise in FTES generated by the online program will level off.

Student success rates in online courses continue to rise, from 54% in 2009 to 61% in 2015. We attribute part of this improvement to the MJC Online Instruction Program, which has had 154 faculty complete at least one 40-hour training course since its inception in spring of 2013. In addition, more than 6,300 students have completed the MJC Online
Student Readiness Certificate since January, 2015, which has better prepared them for success in online courses.

- Overall student success and retention rates are attached
- Student success and retention by ethnicity is attached
- MJC Online Faculty Training Completers list is attached

Highlights over the last five years include the following:
- The percent of overall FTES at MJC generated by the Online Program has risen from 15% to 22% since 2009-2010.
- The retention rate for online courses has risen from 78% to 80% since 2009-2010.
- The success rate for online courses has risen from 54% to 61% since 2009-2010.
- The Online Instruction Program has trained or certified 296 faculty to teach online overall.
- 145 MJC faculty have completed at least one of the three courses in the MJC Online Instruction Program since spring of 2013.
- The Online Instruction Program has trained 49 faculty how to use Canvas since January 2016.
- More than 6,300 students have completed the MJC Online Student Readiness Certificate since January, 2015.
- Eighty-eight percent of the students who complete the MJC Online Student Readiness Certificate agree or strongly agree with the statement, “This course has given me a good overview of Blackboard and what it’s like to be an online student. This program has prepared me to be successful in online classes.”
- The MJC Online Readiness Certificate averages 90 minutes to complete.
- Students who complete the MJC Online Readiness Certificate for extra credit are retained at 94% compared to 66% for those who don’t, and 85% pass the course compared to 52% of those who don’t.

No Program Data Sheet is currently associated with this review on which to base a Trend Analysis.

7. Long-range Planning

Provide any additional information that hasn’t been addressed elsewhere in this program review, such as opportunities or threats to your program or an analysis of important subgroups of the population you serve.

STAFFING NEEDS
Staffing was our concern in our last program review in 2009. Since that review, we have actually lost a full-time Staff Support 3 Telecourse Office position, despite the fact that the percent of FTES generated online continues to grow. We have one full time Instructional Design Coordinator and a position at the Help Desk that splits duties between Library and Distance Education, although the funding for the help desk position comes 100% from the DE budget. (The MJC DE Help Desk also serves Columbia College students, although Columbia College does not contribute to the salary.)

Our current staffing level has remained static despite the fact that online FTES has grown from 5% of total MJC FTES in 2003 to 22% at present. This rise in volume puts an unsustainable burden on existing staff to train and provide support for the faculty teaching and students taking online courses.

By way of comparison, MJC has one full-time staff member (the Instructional Design Coordinator) to support well over 300 online and hybrid sections per semester, while Columbia College has a full-time DE Coordinator and a half-time support-staff position to support about 60 online and hybrid sections. MJC would need about five more full-time staff members and five more part-time support staff to be on equal footing.

TRAINING NEEDS
When the MJC Library was remodeled in 2012, the DE Program lost its home in the Instructional Resource Center. Since then, Library Basement 10 has been designated as the DE Training Center, but we have not had adequate equipment or staff to hold in-person trainings. With the more than 145 faculty trained since 2012, almost all have been trained online.

Thanks to funding from STEM, Room 10 is on the verge of being fully equipped with 15 laptops, a charging station, a projector, a screen, and a rolling stand for our 72” monitor. With this equipment in place, we can hold training not only for our conversion to Canvas, but also to enhance instruction across disciplines using Canvas and the instructional opportunities that come with it.

PROGRAM GROWTH
At the January 27, 2016 District Council Meeting, Chancellor Smith suggested expanding online education to meet FTES goals. At the February 24, 2016 DC Meeting, she reiterated this point and highlighted Allan Hancock College as an award-winning example of what we could aspire to. By comparison, Allan Hancock has about 230 online and hybrid courses per semester (i.e. a program smaller than ours) has a Dean of Learning Resources, a DL Coordinator, an LMS support person, and a Technical Support person (4 FTE). This level of staffing and commitment to online learning have helped Hancock achieve recognition as the fifth-best online community college in the nation by AccreditedSchoolsOnline.org.

We have the space and the equipment now to expand the training and support we give our faculty and students, and reach the potential described by Chancellor Smith. We need expanded staffing to make it happen.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities,
The move from Blackboard to Canvas will make it easier for even more faculty to use the Course Management System to support instruction and make their courses more accessible to students. As Canvas goes online, every section will have a Canvas shell automatically. We expect that students will ask instructors to use Canvas for grades and other materials. This means more instructors will need help learning the system, and more will become inclined to learn to teach online.

We see no slowing of the trend toward expanding online offerings; rather, we anticipate online demand will continue to grow. The Online Education Initiative (OEI) for California Community Colleges means that students will have a much easier time moving between colleges to find the courses they need online. At MJC, this means we must do all we can to keep up with other colleges or we will potentially see a drop in FTES as students seek better courses and course offerings elsewhere.

In addition, as Canvas makes its way into all sections, we see an opportunity to enhance instruction across the board. Canvas trainings can introduce faculty not only to the tool, but also to instructional design methods proven to work with on campus as well as online adult learners. The training on Canvas can double as a training on teaching, supporting evidence-based teaching methods that increase success rates for all students and close equity gaps for specific populations. This goal is attainable with sufficient staff to provide training and support to faculty and students.

To meet this need, MJC should expand its staff by two positions. We need a Director of Education Technology as well as an additional Instructional Designer. We also need the DE Help Desk position that is currently 100% funded by DE but that splits duties between Library Circulation Desk and DE to become solely focused on DE. A staff of this size would allow us to have in-person and online trainings, as well as work with faculty in targeted areas where retention and success are most at risk.

### 8. Resource Requests

<table>
<thead>
<tr>
<th>Name</th>
<th>Resource Type</th>
<th>Sub type</th>
<th>Budget Object Code</th>
<th>Level</th>
<th>Est. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Education Design and Technology</td>
<td>Personnel</td>
<td>Management</td>
<td>Certificated Managers</td>
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<tr>
<td>Camtasia</td>
<td>Technology-Software</td>
<td></td>
<td>Instruc-Reg(classroom faculty)</td>
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</tr>
<tr>
<td>Instructional Designer</td>
<td>Personnel</td>
<td>Classified</td>
<td>NonInstruc-Hourly</td>
<td>Desired</td>
<td>$70,000</td>
</tr>
</tbody>
</table>

### 9. Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your dean or manager and the Instruction Council (or any other appropriate campus governance body).

The transition to Canvas presents an opportunity to improve teaching not only in our online and hybrid courses, but in all courses across the campus. As we improve online quality, we improve the quality of our courses across the board because the vast majority of our instructors teach in both modalities. What they learn in our program about student-centered, project-based instruction, they take with them to the classroom. What they learn about student success, equity, and the needs of different types of learners, they take with them to the classroom. What they learn about instructor-student interaction and the importance of creating a community of learners who support one-another, they take with them to the classroom.

We need expanded staffing to take advantage of this opportunity. Instead, it is striking to note that in the 2009-2010 DE Program Review (See attached files), the DE staff was larger than it is now. There was a Coordinator, a Staff Support 3, and a Staff Support 2. Today we have an Instructional Design Coordinator and one staff support position (the DE Help Desk). Regarding the Help Desk, students now use the District Help Desk to triage their questions. Meanwhile, the focus of that position has shifted toward Library needs rather than the DE Program despite the fact that the position is 100% funded through DE.
In other words, staffing has shrunk to the point that one position supports a program that has grown from 15% of overall FTES in 2010 to 22% of overall FTES today.

The State has responded to continued growth in online programs by funding the Online Education Initiative (OEI), which poses an opportunity and a threat as it moves out of the pilot stage. Online programs and courses are beginning to be held to a higher standard. Students will have an easier time migrating from course to course, campus to campus, depending on who is offering the best course at the most convenient time. We want our program to be a shining example of excellence that attracts students. If we don’t, they will look elsewhere.

Another factor impacting our program is the transition from Blackboard to Canvas. Adopting Canvas involves expanding to include a Canvas shell for every section on campus, not just those that are online or hybrid. Instructors are likely to find Canvas more appealing because it is simpler than Blackboard. Students will ask instructors who have never used technology to put their grades and handouts in Canvas. We can expect the impact on our programs to be significant as instructors seek training.

At our current staffing level, we can only do so much to take advantage of this opportunity. As in 2009-2010, our need is with personnel. These are exciting times in DE, but the stakes have never been higher.

10. Managers Comments

Commendations:
Recommendations:

11. Instruction Council Comments

Commendations:
Recommendations:

12. Outcome Assessment Workgroup Comments

Commendations:
Recommendations: