

# Online Education Plan 2018-2023



## MJC Online Education Plan

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MJC's Online Education Plan was drafted and reviewed by the MJC DE Committee in Spring 2018. It was approved by the Academic Senate on September 20<sup>th</sup>, 2018 and then by College Council on September 24<sup>th</sup>, 2018.

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### **PROGRAM PHILOSOPHY**

The Online Education Program strives to help faculty leverage technology to deliver equitable, accessible, high-quality learning experiences to students. Operating within parameters established by the MJC Education Master Plan, the OE Plan must remain flexible to stay current with rapidly improving technologies. When making decisions and adopting new best practices, MJC always puts the best interests of students first.

### **EXECUTIVE SUMMARY**

In the last five years, the number of MJC students taking at least one fully online course has shot up from 18% to over 28% ([MJC EMP, 47](#)). Online programs at MJC generate 23% of the college's FTES. This expansion has happened organically, without a clear path or strategy for sustained growth. As one of his six YCCD Chancellor Goals, Henry Yong has pledged to "Help college presidents have a quality and growing Distance Education program" (YCCD Board of Trustees Study Session, July 18, 2017 <http://www.boarddocs.com/ca/yosemite/Board.nsf/goto?open&id=APLLZM578911>) MJC also plans to join the Online Education Initiative, which has the potential to expand online course offerings. In addition, the statewide Strong Workforce initiative is focused on increasing CTE enrollment and completion rates. The College is developing a hybrid CTE model to address those goals. All of these indicators point to significant expansion of our online offerings, as well as increased expectations on the faculty teaching those courses and the staff that supports them and their students.

Simultaneously, the LMS shift to Canvas has allowed the District to create a shell for every course, online or not. Students now expect to find grades and course materials for all classes online and on the Canvas phone app. The College has adopted Hobson's Starfish as a way for faculty to identify students at risk of failing. Starfish will enable the import of Canvas information to assist students before they fail. In addition, the Online Education Initiative (OEI) has expanded the profile and raised the bar in terms of quality and standards for online courses. Open Education Resources (OER) and Zero Textbook Cost (ZTC) courses are becoming part of the purview of online programs as faculty leverage technology to lower costs for students.

### **From “Distance Education” to “Online Education”**

Given evolving expectations and standards for what is possible across education with modern technology in the classroom and in online courses, the Distance Education Committee recommends changing its name to the Online Education Committee. This title more accurately reflects progressive use of the term “online.” The term “distance” connotes separation—exactly the opposite of what modern learning management systems and online learning pedagogy emphasize. Online learning today focuses instead on inclusion and collapsing barriers, on eliminating the perceived “distance” between students, their peers, the instructor, and the material.

In addition, the OEI is pointedly the “Online Education Initiative,” not the “Distance Education Initiative.” The Academic Senate for California Community Colleges has an “Online Education Committee,” not a DE Committee. In classrooms, the technology used for instruction is online. Hybrid courses are taught partially on campus and partially “online,” and fully online courses—as the name implies—are all “online.”

Furthermore, the name change would incorporate the committee’s expanding role in regard to Open Education Resources where materials are curated and disseminated online. OER has tremendous potential to help students, particularly those from traditionally disenfranchised groups where textbook cost remains a significant barrier to success. MJC is an Hispanic Serving Institution. MJC’s Online Instruction Program emphasizes student equity throughout its training. OER are gathered and shared online. The LMS serves as a conduit for OER distribution to students, putting OER well within the purview of online education.

Finally and most importantly, “Online Education” is easily understood by students. Their courses and materials are “online,” language that is part of their native vocabulary. For new students and others in the general public, “Distance Education” is a term that needs to be explained; it is jargon that has become antiquated. “Online Education,” on the other hand, needs no explanation. The name “Online Education Committee” best represents the committee’s charge and work.

### **Four Priorities**

This plan lays out a strategy for addressing the significantly expanded role technology will play at MJC over the next five years. The plan identifies four priorities:

1. Academic excellence in teaching and learning (intentional, well-communicated pedagogy, curriculum, and pathways to careers and continuing education)
2. Institutional culture and transformational change
3. Student-focused education and support that leads to completion (extraordinary, holistic services)
4. Evidence-based assessment, refinement, and sustainable practices

The OE Program provides instrumental support for making each of these priorities attainable. In particular, EMP Priority 2.3 states that the college will “Facilitate professional development that improves outcomes for students” (13). Priority 4.1 emphasizes the goal to “Increase student completion and transfer readiness” (17). The OE plan and the training it provides focus squarely on these top priorities. The recent shift to Canvas presents an opportunity to elevate and modernize the concept of academic excellence, as faculty across the campus learn to leverage online teaching tools to help students succeed.

In addition, as noted in the [MJC Student Equity Plan](#) and elsewhere, MJC is an Hispanic Serving Institution, with “a priority to ensure practices and policies align with our mission to serve Hispanic students and other students of color” (22). Success and retention gaps between traditionally more successful groups and students of color have been well documented, both online and on campus. The plan described here addresses equity disparities and offers solutions through technology training.

As seen in evolving programs in English and Mathematics, acceleration and targeted learning opportunities are expanding at MJC as the college works to streamline students’ progress toward their goals. Guided Pathways are another manifestation of this important effort. Technology in general and our LMS in particular provide valuable assistance to faculty and students as the pace of education accelerates.

The OE Plan’s goals and priorities were conceived through the MJC DE Committee, which includes representation from a broad range of campus stakeholders, including administration, student services, and a variety of academic disciplines. Priorities were narrowed through compression planning sessions held in spring 2017, and the plan itself was drafted in the fall to coincide with the MJC Education Master Plan.

## HISTORY

MJC was one of the first community colleges in California to offer online courses in 1997 under the guidance of Bob Gavreaux, then serving as Dean of Instructional Services. By 2009, the program had grown to support 220 online and hybrid courses, and 81 faculty. At that time, there was an online help desk with a full-time support person, a Telecourse Office with a full-time support person, and a Distance Education Coordinator. By 2011, the Telecourse Office was closed and the support person re-assigned, reducing staffing from 3.0 FTE to 2.0 FTE. In fall of 2017—with the same staffing levels—online and hybrid courses number 389. This means that the Online Program at MJC supported 24% of the 1,648 fall sections offered. An additional 644<sup>1</sup> face-to-face courses are enhanced with Canvas, bringing the total number of fall 2017 courses using Canvas to 1033, or 63% of all courses. .

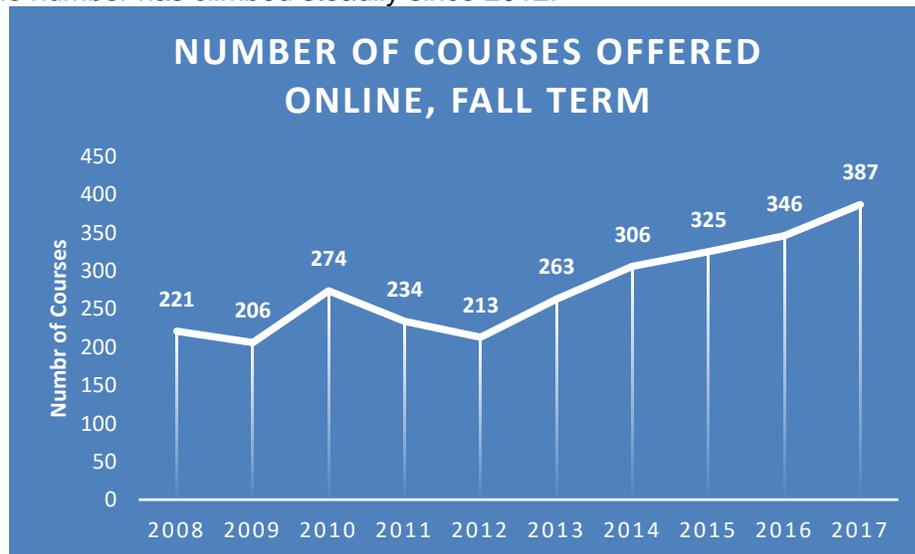
From a historical perspective, administrative and support services have evolved as follows:

- The position of Coordinator of Distance Education was created in 1999. The position has evolved since its inception, beginning as a 40% re-assigned time position; expanding to 70% re-assigned time in 2001; contracting to 20% in 2003 (due to budget constraints) and permanently re-expanding to 100% re-assigned time in 2004. An additional 40% re-assigned time “Online Faculty Development” position was temporarily added in 2010 in an attempt to bolster services to faculty teaching online. In 2012, the Coordinator of Distance Education position was advertised as faculty Instructional Design Coordinator, partly in hopes that grant funding would allow a more complete staff. This funding did not materialize, leaving the status quo in place but with a different title for the faculty DE Coordinator.
- Even as the number of courses and offerings continued to grow, twice during the decade between 2001-2011, the DE Coordinator position was eliminated due to budgetary

<sup>1</sup> This number is likely even higher, as Canvas reporting does not account for combined course shells.

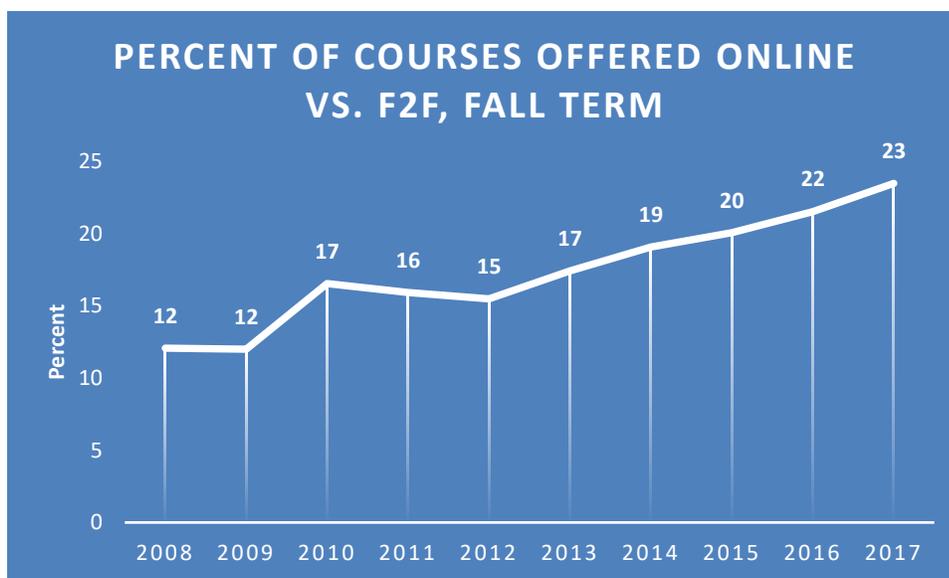
considerations. In Program Review, the DE Coordinator wrote about the “concerns being expressed concerning the quality of some of the course offerings” (2009-2010 DE Program Review, 4). He noted that programs the size of MJC’s frequently employed Instructional Designers and Instructional Technologists, while MJC did not.

- A Classified Library Support Staff position was created in 2003 to provide support to students taking distance education courses. This position answers student questions using a dedicated “Help Desk” phone number and via a dedicated email address. The position is shared within the library such that the individual assigned is also given other library duties when Help Desk call-volume and emails drop. The position currently is configured as one FTE positioned within the library, although funded from the DE Budget. The position began with a focus on taking student help-desk calls for both MJC and Columbia College. In spring 2017, the position shifted to provide telephone assistance to faculty and to field “Tier 2” support calls from students. The YCCD help desk began taking Tier 1 calls. In some semesters, depending on funding and availability, after-hour and limited weekend assistance is provided during the first two weeks of every semester or session. As the colleges shifted to Canvas in summer 2017, 24/7 telephone assistance with Canvas became available to faculty and students.
- Administrative oversight and support for Online Education has varied over the years, with the program initially reporting to the Dean of Instructional Services. After this position was eliminated in 2005 during an administrative re-organization, the program was moved under the auspices of the Dean of the Library and Technology. This arrangement lasted until 2012, when the Dean of Library and Technology position was eliminated and library oversight was shifted to the Dean of Literature and Language Arts, and Library. From 2012 to 2017, the Instructional Design Coordinator reported directly to the Vice President of Instruction. In fall 2017, Dean of Instruction position was re-constituted, re-assuming oversight of Online Education.
- In the summer of 2012, every online course to be offered in the fall was reviewed by the Vice President of Instruction. Starting that fall, only those faculty who had received training taught online courses, a practice that has been largely maintained since then.
- The chart below indicates the number of courses offered online each fall semester since 2008. The number has climbed steadily since 2012.



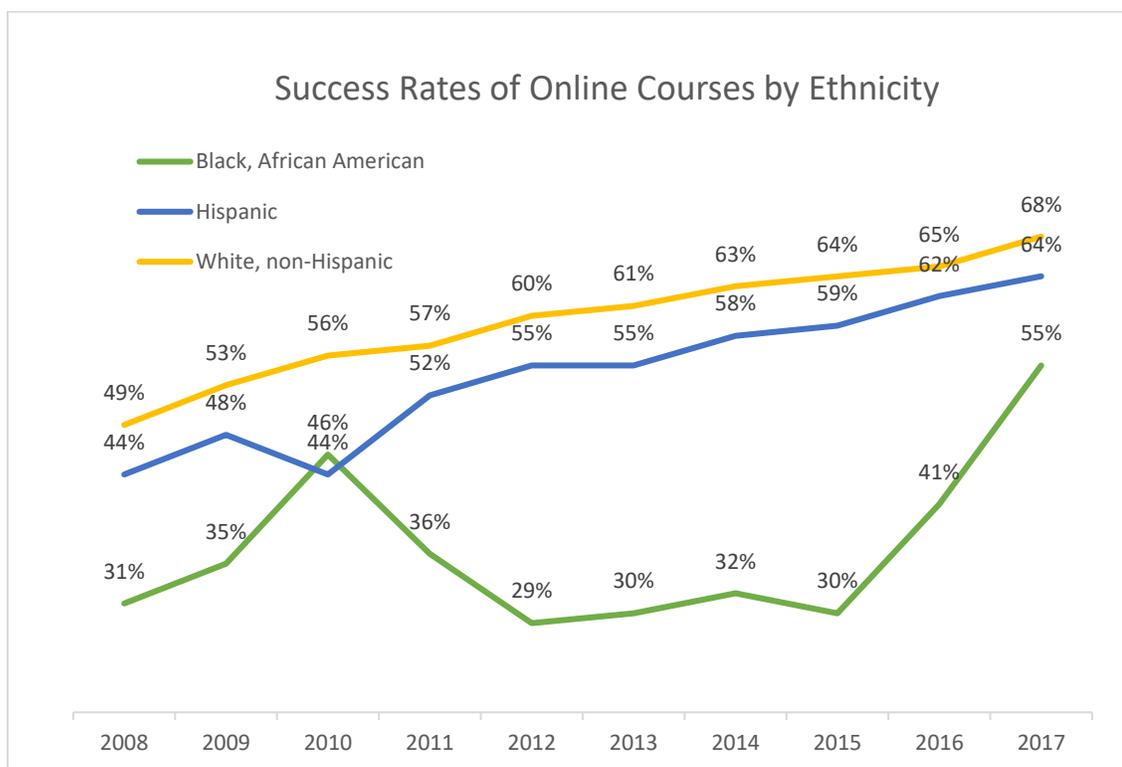
Source: MJC Data Dashboards

- The chart below indicates the overall percent of courses offered online since 2008. The chart indicates that online courses make up an ever-increasing proportion of all courses offered at the college.



Source: MJC Data Dashboards

- In the 2010-2011 academic year, sixteen percent of MJC students (2387 FTES) were enrolled in Distance Education Courses in a duplicated headcount. This number has increased over sixty percent since 2005. Unduplicated student headcount data shows that **one out of every five students enrolled at MJC is taking at least one online course.**
- Increased Focus on Equity**  
Starting with the MJC Equity Plan in 2016, online training began to focus more explicitly on equity issues. In 2017, the Center for Urban Excellence at USC began to offer training at the MJC campus. Professor Luke Wood from San Diego State University formed the Minority Male Collaborative (M<sup>2</sup>C), which was followed by an open online course, “Black Minds Matter,” in fall 2017. These efforts folded into the MJC Online Training program, as tools and techniques available through technology can be leveraged to help narrow equity gaps between students of different ethnicities. Equity online focuses on “humanizing the online classroom” and practicing “intrusive instruction,” techniques shown by Luke Wood, Ray Kaupp, and others to be especially important to the success of African Americans (particularly African American males) and Hispanics. Training efforts are beginning to pay off, as indicated in the chart below. Training efforts will continue to focus on this area, as more work needs to be done.

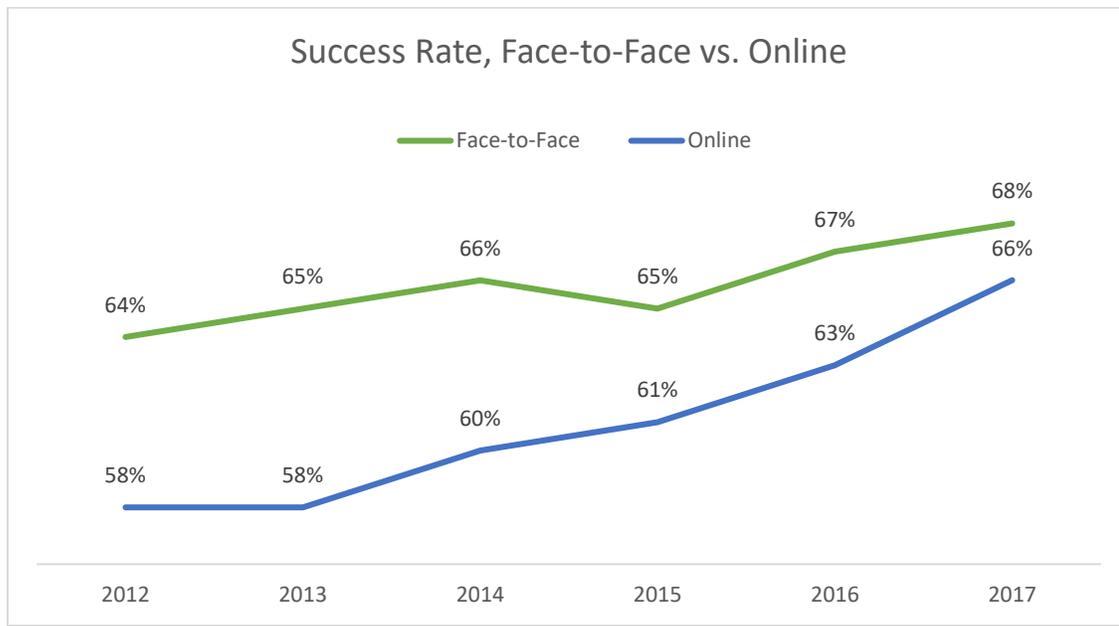


Source: MJC Data Dashboards

- **Historical Success Rates, Face-to-Face vs. Online**

The success rates of online courses have been a source of concern for several years. Since the beginning of the online course modality, success rates were 10-15% lower than face-to-face classes.

In the last several years the gap between F2F and online success has narrowed to the point that now, at least at MJC, the gap has become statistically insignificant. This narrowing correlates to the increase in faculty training, student familiarity with the online learning modality, and improvements in learning management systems. Efforts in these areas will need to continue so that all students, no matter their circumstances socio-economically, racially, or personally, and no matter the learning modality that best fits their needs, have a high probability of success.



Source: MJC Data Dashboards

- **Learning Management Systems**

Since its inception, MJC has used at least three Learning Management Systems (LMS). In 2004, YCCD was using WebCT, which eventually was purchased by Blackboard. The program was maintained and hosted in-house with two programmers. Shortly after switching to Blackboard 9 in 2009-2010, and then Blackboard 9.1 in about 2011, the District decided to pay for Cloud hosting, which freed District programmers for other tasks. District was paying around \$150,000 per year for Blackboard hosting. In 2012, MJC piloted Canvas, but despite overwhelming support from the faculty and students involved in the pilot, the \$190,000 price tag was too high. On October 15, 2015 the MJC Academic Senate voted to support Canvas, which had been selected by the California Community College Online Education Initiative (OEI) as the LMS for the state-wide Online Course Exchange. Because the OEI pays for Canvas, the MJC and Columbia College joint resolution supporting Canvas included the stipulation that funds saved from the transition go to online training, accessibility support, and enhancing the online programs at both colleges. MJC completed a three-semester transition to Canvas in summer of 2017.

## MISSION

The MJC Online Education (OE) mission fits squarely with the mission of Modesto Junior College to transform lives through programs and services informed by the latest scholarship of teaching and learning. The training the college offers to faculty teaching online is regularly updated and informed in consultation with the @One Project, California's leader in professional development for online education, and by the California Community College Online Education Initiative (OEI). The change to Canvas has dramatically expanded the CMS presence to cover all of our courses. It is an easier system to use, and is not only impacting online and hybrid instruction, but face-to-face instruction as well. The OE program helps faculty and students stay current with the latest technology and pedagogy that will help them reach their goals.

### The Mission of Modesto Junior College

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate 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.

### MJC Online Education Mission Statement

MJC uses current best practices with technology to update and deliver challenging, dynamic, equitable learning opportunities that meet the needs of students with diverse home, family, and career demands.

The OE Program supports the District and College vision and mission, statements that drive the initiatives of the District and College:

	VISION	MISSION
<b>YCCD</b>	Dream. Learn. Achieve. YCCD... where it happens.	The Yosemite Community College District is committed to responding to the needs of our diverse community through excellence in teaching, learning and support programs contributing to social, cultural, and economic development and wellness.
<b>MJC</b>	MJC will enrich lives by challenging all students to become successful, lifelong learners who strengthen their community in a diverse and changing world. The college is the first choice for educational excellence in our community.	MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate 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.
<b>MJC Technology</b>	To contribute to a culture of faculty, staff and students who pursue lifelong, technology-enhanced learning in order to maintain current skills and contribute to their community.	Modesto Junior College provides current and innovative technology, training and support to its faculty, staff and diverse student population to enhance learning and prepare users for a technology-based society.
<b>MJC</b>	MJC will be a leader in the delivery of classroom and online instruction by using innovative instructional	MJC uses current best practices with technology to update and deliver challenging, dynamic, equitable

<b>Online Education</b>	technologies and services to help students meet their education and career goals.	learning opportunities that meet the needs of students with diverse home, family, and career demands.
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## DEFINITIONS

### **Title 5 Section 55200. Definition and Application**

*Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d). NOTE: Authority cited Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; Title 29 United States Code Section 794d, and Title 42 United States Code Section 12100 et seq.*

[http://extranet.cccco.edu/Portals/1/AA/DE/de\\_guidelines\\_081408.pdf](http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf)

**MJC DE Definitions:** While the DE Regulations released in 2008 by the Chancellor's Office define what the criteria is for distance education, it is up to individual colleges to develop functional descriptions that inform students prior to their enrolling in distance education courses. Therefore, in the schedule of classes, it is important that online and hybrid courses are clearly defined and identified. In an effort to be clear with students, functional descriptions for consistent terminology are identified in the table below:

Descriptor	MJC Definition	Processing	Notes
<b>Fully Online</b>	Courses in which students work entirely online. Synchronous activities are not required, but if synchronous events are scheduled, they may be posted as required archives for asynchronous access.	Requires separate Curriculum Committee approval with Technology mediated instruction form (TMI) and follows all quality measures as outlined in the Distance Education Guidelines.	Requires faculty readiness standards are met prior to online teaching.
<b>Hybrid (Blended)</b>	Any time distance education is offered in lieu of face-to-face class time, where planned face-to-face time is formally scheduled. This designation is also given whenever students are required to come to an MJC site for any reason (testing, orientation, etc.), or to take a live-proctored exam at another college or approved location.	Requires separate Curriculum Committee approval with Distance Education Addendum TMI form and follows all quality measures as outlined in the Distance Education Guidelines.	Requires faculty readiness standards are met prior to online teaching.  Apportionment funding is not affected by the frequency or regularity of on-campus meetings. Decisions about scheduling the on-campus portion of a hybrid course should be based on sound pedagogy, in collaboration with the department and area dean, and in the best interests of students.
<b>Enhanced (Face-to-face with web enhancement)</b>	Face-to-face courses that allow or require the student to access the Internet and/or LMS as part of the course work, or to access course materials such as handouts and grades.	Students are expected to be able to access the internet and the LMS infrastructure either at home or from campus learning resource centers where assistance for using these technologies is available.	

## MJC DE Definitions

The following were drafted by OEC and approved by the Academic Senate in Spring 2022

### Flex Campus

- **On Campus:** Class takes place on campus at scheduled times.
- **Hyflex:** Class takes place on campus and simultaneously via live video conferencing technology, with students able to take the same class in person, online live, or a combination of both, and with the option to move between modalities.

### Online

- **Online Live (synchronous):** Class takes place online live during scheduled times. Course work and other activities may also take place online anytime, with deadlines.
- **Online Anytime (asynchronous, with deadlines):** Class takes place online anytime (with deadlines), but without scheduled live video conferences.

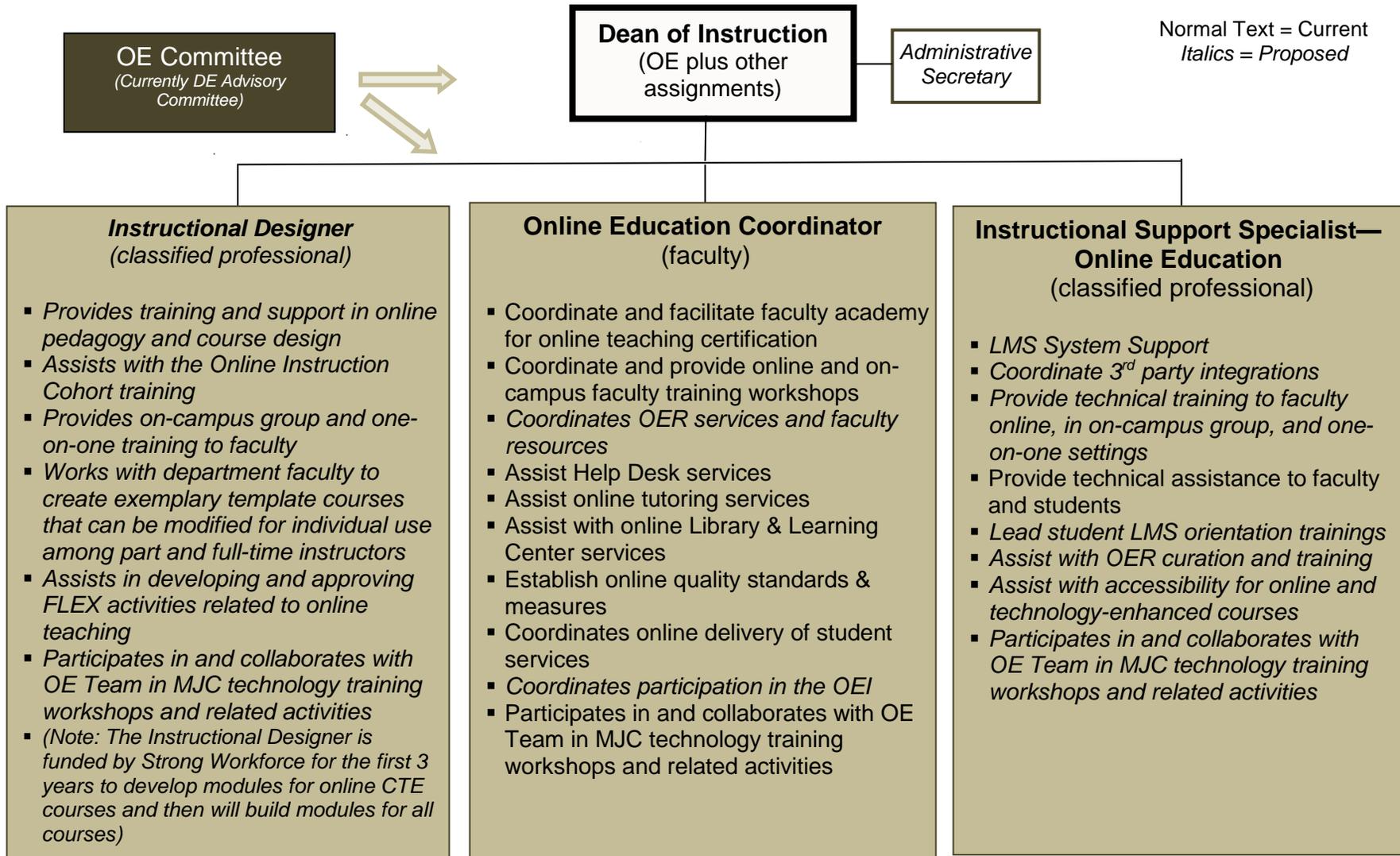
### Hybrid

- **Hybrid Live (synchronous):** Class takes place partially on campus and partially online live at scheduled times.
- **Hybrid Anytime (asynchronous, with deadlines):** Class takes place partially on campus at scheduled times and partially online anytime (with deadlines).

### Examples

- **On Campus** *Advanced Composition and Critical Thinking:* This course meets twice a week on campus from 9:35 to 11:00 every Tuesday and Thursday. The instructor may also put material such as grades and handouts in Canvas.
- **Hyflex** *Physical Geology:* This course meets twice a week on campus and online from 1:00 to 2:35 every Monday and Wednesday. Students may choose to be on campus or online live in Zoom that day, their choice.
- **Online Live (Synchronous)** *Cultural Anthropology* This course meets twice a week live online through Zoom on Monday and Wednesday from 4:00-5:35. The instructor may also put material such as grades and handouts in Canvas.
- **Online Anytime (Asynchronous, with deadlines):** *Introduction to Sociology:* This course is entirely online with no required synchronous Zoom meetings. The course is designed in weekly modules with weekly deadlines and due dates.
- **Hybrid Live (Synchronous)** *Trigonometry:* This course meets mainly online live in Zoom from 2:00-3:35 on Tuesdays and Thursdays. However, it also has four required on-campus exams that have been scheduled and listed in Self-Service as well as in the course syllabus.
- **Hybrid Anytime (Asynchronous, with deadlines)** *Beginning Guitar* This course meets on-campus once per week on Tuesdays from 1:00-2:35. The course also has online lecture and assignment content organized in weekly modules and due dates.

## Modesto Junior College OE Operational Structure & Services



## PROGRAM GOALS

The Modesto Junior College Online Education Plan provides a roadmap for the growth and sustainability of instructional and student support services through on-campus, online, hybrid (partially online), and other technology-enhanced educational modalities.

Based strictly on past data that uses MS Excel's "Forecast" tool, indications are that the projected number of courses offered online will continue to swell over the next five years from 387 courses to as much as 464. The same algorithm forecasts an increase in percentage of online vs. face-to-face courses from 23 to 29 percent, based on past trends.

However, two additional, significant developments will likely boost online numbers much further:

- 1) Joining the Online Education Initiative
  - a. MJC plans to apply to join the OEI in spring of 2018, with courses going into the Exchange by late-start fall 2018 at the earliest. The Exchange will make it much easier for students across the state to find and enroll in open online sections. When MJC courses go into the Exchange, there is potential for additional students from outside our current service area to take our courses, impacting our enrollment even further. It should be noted also, however, that if our students cannot find open online seats, they may use the Exchange to attend other colleges, taking the FTES with them. With this potential on the horizon, the OE plan includes professional development for deans and faculty to help prepare for the addition of even more online sections rather than face an online exodus.
- 2) Moving Career Technical Education to Online (hybrid) Modality
  - a. Strong Workforce (SW) funding will support the development of a cohort model for adult learners aimed at increasing the completion rates of certificates in CTE programs. Taught by discipline faculty interested in exploring various delivery models, the cohorts are expected to feature options such as compressed term lengths, hybrid delivery, and evening classes. Students will complete a percentage of each course online, moving through the sequence as a cohort with embedded support services. The Instructional Designer salary will be supported by SW funding through December 2020 to develop dynamic course modules that CTE faculty can adapt for individual courses. CTE disciplines include Allied Health, Child Development, Business, Computer Graphics/Computer Science, Agriculture, Industrial Electronics, Advanced Manufacturing, and other skills-based programs. Developed modules can be adapted by other faculty, once designed. After the SW funding period, the Instructional Designer will work directly with all faculty to design dynamic modules for online courses.

Given the growth trends over the last five years, the fact that MJC is applying to join the OEI, and the CTE move to an online modality, the online program at MJC is facing what could be the most dramatic growth period since its inception.

The OE Plan was developed 1) to support the YCCD Chancellor's goals of growing online courses, 2) in conjunction with the spirit behind the OEI, which is to increase access for California's students, and 3) to meet student demand for more online courses in the MJC service area. As noted in the 2017 Student Experience Survey at MJC, "Not enough online courses" was listed as the fourth "most challenging" aspect of attending MJC (<http://www.mjc.edu/general/research/surveys/studentexperiencesurvey17.php>). The following specific goals and activities help develop and grow the number of trained MJC faculty and

increase technical capacity. They also support the trend toward increased online student success that has begun over the last five years.

Strategies in five fundamental categories have been identified to address the needs of online learning at the college: 1) **Student Support**; 2) **Faculty Support**; 3) **Technology and Infrastructure**; 4) **Outreach**; and 5) **Governance, Guidelines and Budget**.

### ***AREA I: STUDENT SUPPORT***

**GOAL 1: Deliver technology-enhanced, equity-focused online support services for online and on campus students to persist and succeed in their educational goals.**

#### **OBJECTIVES:**

##### **1.1 Bridge gap between K-12 and MJC for online learning**

- a. Work to establish online pathway agreements between area high schools and MJC (e.g. Spartans 101: Middle College).

##### **1.2 Develop a badge system**

- a. Tutoring
- b. Online Readiness
- c. Super-User

##### **1.3 Improve communication for students for online support**

##### **1.4 Improve Technology Transition for Students**

- a. Develop improved website for online student services
- b. Establish protocols for using the Canvas Announcements tool to communicate information to students
- c. Work with IT on a smooth, intuitive Student Portal experience that includes online access to instructional and technical assistance

##### **1.5 Establish online and face-to-face services to assist students with instructional and technical support at MJC**

- a. Expanded orientations, Tier One knowledge base, in-person, and live video and/or chat assistance

##### **1.6 Update and Maintain Student Self-Help Materials**

- a. Online tutorials
- b. Checklist of essential steps to register, add, and log-in to online courses
- c. Online learning student readiness assessment
- d. Online-faculty profiles

##### **1.7 Expand online tutoring**

##### **1.8 Develop online student counseling and advising**

##### **1.9 Expand the number of degrees and certificates that are 100% available online**

- a. Degrees, certificates, and university transfer programs;
- b. Investigate fully online speech and science lab courses

**1.10 Provide current on-campus student services through online delivery (online document signing)**

- a. Financial aid, assessment/placement, student petitions, degree audit, online education plans, financial and economic literacy, college/life management skill development

**1.11 Provide appropriate matriculation/orientation services via online technology for all students**

***AREA II: FACULTY SUPPORT***

**GOAL 2: Maintain training qualifications and standards, and provide initial and ongoing equity-focused faculty training and support to effectively leverage LMS tools for on-campus, online, and hybrid courses.**

**OBJECTIVES**

**2.1 Maintain a faculty academy that provides faculty training in current best practices for online instruction and trains instructors how to teach effectively online**

- a. Maintain Online Instruction Cohort training to train faculty to teach online. Faculty are trained prior to teaching online. Certification can be completed through the MJC Online Instruction Cohort or an equivalent, recognized online instruction program such as the @ONE Certificate in Online Course Design.
- b. Develop MJC online “on-boarding” training for faculty who have taught online previously for other colleges but lack certification
- c. Develop and maintain refresher trainings in areas such as
  - a. Regular Effective Contact
  - b. Online Accessibility
  - c. The OEI Rubric
  - d. Equity in Online Classes
  - e. Using Technology to Support Classroom Equity
  - f. Faculty Showcase Presentations where online faculty share best practices and teaching strategies
  - g. Video technology for conferencing, small group workshops, office hours, and other uses
  - h. Flipped classroom strategies
  - i. Incorporating OER materials in online and on-campus classes
- d. Faculty training and support to participate in OEI Exchange
- e. Create Academy to participate in the OEI Course Exchange
- f. Improve compliance with accessibility standards, both online and on campus
- g. Develop and provide on-campus and online trainings, including modular training in accessibility
- h. Maintain an application process to manage the training and eligibility of faculty interested in teaching online (see also Area IV: Governance, Guidelines, and Budget)

**2.2 Develop options for Open Education Resources (OER)**

- a. Establish advisory group
- b. Establish campus experts to advise on OER materials
- c. Create an OER website
- d. Include professional development options and incentives, such as stipends, professional improvement credit, FLEX credit
- e. Create OER-course options

**2.3 Maintain a Faculty Website for Online Instructors**

- a. Best Practices repository, how-to materials, instructional videos
- b. Work with District on portal

**2.4 Provide Instructional Design Support to Online Faculty**

- a. Instructional delivery templates, peer review of courses, faculty mentoring
- b. Faculty assistance with best practice online course design

***AREA III: TECHNOLOGY AND INFRASTRUCTURE***

**GOAL 3: Acquire, maintain and support technologies that increase the effectiveness of online learning.**

**OBJECTIVES:**

**3.1 Encourage and support F2F faculty to enhance courses with instructional technology, particularly the LMS.**

**3.2 Develop multiple proctoring solutions (F2F and online)**

**3.3 Humanize technology to improve student equity and success**

**3.4 Identify, obtain, and maintain current, effective plagiarism tool**

**3.5 Explore the ability to provide online instructors with access to appropriate Canvas administrative tools and areas, such as reports**

**3.6 Join the OEI Course Exchange**

**3.7 Identify ongoing online resources for online tools**

***AREA IV: STRATEGIC GROWTH AND DEVELOPMENT***

**GOAL 4: Support strategic growth and development that meets student and faculty needs.**

**OBJECTIVES:**

**4.1 Identify courses and programs of greatest student interest for online delivery through student surveys, focus groups and individual educational plans in Starfish**

**4.2 Work with MJC Marketing to make students aware of online courses, certificates, pathways, and programs, and the technology available to support student learning**

**4.3 Promote professional development opportunities for faculty**

**4.4 Increase awareness and offer training in Open Education Resources**

## **AREA V: ORGANIZATION, GUIDELINES AND BUDGET**

**GOAL 5: Establish organization, guideline and budget standards to effectively implement and monitor the college OE Program.**

### **ORGANIZATION/ADMINISTRATION:**

#### **5.1 Develop a staffing structure to carry out the activities and support related to a successful OE program.**

- Dean whose duties include overseeing OE
  - Oversees training and resources for deans in online evaluation measures
  - Oversees online faculty training
  - Oversees online delivery of student services
  - Oversees participation in the OEI
  - Oversees OER program
  
- Online Education Coordinator
  - Coordinates and facilitates faculty academy for online teaching certification
  - Coordinates and provides online and on-campus faculty workshops
  - Coordinates OER services and faculty resources
  - Assist Help Desk services
  - Assist online tutoring services
  - Assist online Library & Learning Center services
  - Establish online quality standards & measures
  - Coordinates online delivery of student services
  - Participates in and collaborates with OE Team in MJC technology training workshops and related activities
  
- Instructional Designer (classified)
  - Provides training and support in online pedagogy and course design
  - Assists with the Online Instruction Cohort training
  - Provides on-campus group and one-on-one training to faculty
  - Works with department faculty to create exemplary template courses that can be modified for individual use among part and full-time instructors
  - Assists in developing and approving FLEX activities related to online teaching
  - Participates in and collaborates with OE Team in MJC technology training workshops and related activities
  
- Instructional Support Specialist (classified)
  - Supports Learning Management System (LMS)
  - Supports 3<sup>rd</sup> party integrations
  - Provides technical training to faculty online, in on-campus group, and one-on-one settings
  - Provides technical assistance to faculty and students
  - Lead student LMS orientation trainings
  - Assist with OER curation and training
  - Assist with accessibility for online and technology-enhanced courses
  - Participates in and collaborates with OE Team in MJC technology training workshops and related activities

- Administrative Secretary (classified)
  - Assist the Dean whose duties include Online Education and Open Education Resources, as well as the Online Education Coordinator, Instructional Designer, and Instructional Support Specialist.
  - Participates in and collaborates with OE Team in MJC technology training workshops and related activities

**GUIDELINES:**

**5.2 Maintain policies and procedures that address federal and state regulations as well as local guidelines to ensure the highest level of integrity, access, and quality for online learning.**

- a. Update Regular Effective Contact (REC) Policy
  - Regular and effective faculty-student contact, also known as “regular and substantive interaction,” helps make online courses the equivalent of face-to-face courses for purposes of articulation, apportionment, and financial aid. Accreditation guidelines emphasize that regular, effective contact with students must be initiated by faculty who teach online courses. See Appendix E
- b. Authentication Practice for Students  
Specific practices for student authentication (Higher Education Act of 2008, Part H):
  - Secure credentialing/login and password
    - Review LMS procedures for login and password verification
  - Proctored or other authenticated examinations
    - Join the OEI Proctoring Network
    - Develop procedures for contacting, acquiring, and verifying proctors and proctored exams
    - Explore live or recorded video/audio exams
  - Technology authentication systems
    - Explore programs that include personal identification “challenge” questions

c. Maintain training standards and qualifications for faculty to teach online

*“Increase student retention for distance education courses relies heavily on faculty training. Faculty that have completed some form of certification training for teaching via distance education have better retention rates that [sic] those that have not completed any certification training.” --CCCCO Distance Education Report, 2013*

- Certification

- To teach online courses at MJC, faculty first complete online training certification. Certification can take place through MJC’s Online Instruction Cohort training or an equivalent, recognized training, such as the @ONE Project Online Certification, the Online Teaching Certificate (Formerly SLOAN Online Teaching Certificate), equivalent programs at Columbia or other California community colleges, or other equivalent programs. Equivalency can be determined by the area dean in consultation with the Dean of Instruction, OE Director, and/or Instructional Design Coordinator.
- MJC’s Online Instruction Cohort training will occur multiple times per year. The training includes current best practices regarding online instruction pedagogy as well as hands-on course development using LMS tools. Faculty who satisfactorily complete the training receive a stipend (dependent on funding), or three units of academic-equivalent unit credit toward pay-column advancement, or 120 hours of FLEX credit. (Faculty can choose only one form of compensation.)
- A list of trained online instructors will be maintained by the OE program and shared regularly with deans and faculty.
- MJC faculty teaching online courses are encouraged to participate in ongoing professional development related to online teaching.

d. Accessibility

- Assure Accessibility Standards are Maintained in Online and Technology-Enhanced Courses and Materials

**Budget:****5.3 Identify budget levels to support an effective OE program.**

- a. Staffing, operational, technology, Professional Development budget estimates for an effective OE Office

The budget outlined below is only a general estimate. Regular font is existing positions/costs.

*\*Italics indicate proposed new positions/costs.*

<b>Category</b>	<b>Title/Item</b>	<b>Description</b>	<b>Cost</b>
Personnel	Dean Instruction	Oversees OE and other programs	\$210,000
	<i>*Administrative Secretary</i>	<i>Assists Dean of Instruction and Department</i>	<i>\$100,000</i>
	Online Education Coordinator	Coordinates and provides training, resources, OER program	\$160,000
	<i>*Instructional Designer (classified)</i>	<i>Provides online training; course design assistance, module creation, workshops</i>	<i>\$100,000</i>
	Instructional Support Specialist— <i>Online Education (classified)</i>	LMS system support, provides technical training and assistance, Assists with OER curation and training  <i>Phone support for faculty/students</i>	\$80,000
Software	Turnitin	Plagiarism Detection	\$ 32,000
	VoiceThread	Video discussion board	\$ 4,000
	Respondus Lockdown Browser License	Provides increased test security within LMS	\$ 4,500
	<i>*Respondus Monitor</i>	<i>Provide security for exams</i>	<i>\$ 4,000</i>
	NameCoach	Name pronunciation tool	\$ 7,495
	<i>*FlipGrid</i>	<i>Video discussion board</i>	<i>\$ 3,000</i>
Training	Faculty Academy training and support	Stipends for 40 faculty for Online Instruction Training	\$ 40,000
Professional Development	Conferences	Stay current with effective practices	\$ 10,000
<b>Total</b>			<b>\$831,495</b>
<b>Current Funds allocated (approximate) – staff, software, training, PD</b>			<b>\$624,495</b>
<b>TOTAL NEW FUNDING</b>			<b>\$207,000</b>

**Timeframe:**

The Work Plan below includes specific activities and target dates for accomplishment.

<b>AREA I: STUDENT SUPPORT</b>		
<b>Goal #1: Deliver technology-enhanced, equity-focused online support services for online and on campus students to persist and succeed in their educational goals.</b>		
<b>Objective</b>	<b>Activities</b>	<b>Timeframe</b>
1.1 Bridge gap between K-12 and MJC for online learning	a. Establish online pathway agreements between area high schools and MJC, such as in the model of Spartans 101: Middle College, between Davis High School and MJC.	Spring 2019
1.2 Develop a badge system	a. Investigate different badging systems and their integrations with Canvas.  b. Create badging for students in areas such as tutoring, online readiness (including Quest for Online Success), super-user	Fall 2019
1.3 Improve communication for students for online support	a. Revise student online website for ease of use  b. Streamline support information in the Start Here module  c. Create regular announcements in Canvas letting students know about support options  d. Include support information in Quest for Online Success materials	Fall 2018
1.4 Improve Technology Transition for Students	a. Develop improved website for online student services  b. Establish protocols for using the Canvas Announcements tool to communicate information to students  c. Work with IT on a smooth, intuitive Student Portal experience that includes online access to instructional and technical assistance	Fall 2018

1.5 Establish online and face-to-face services to assist students with instructional and technical support at MJC	<ul style="list-style-type: none"> <li>a. Expand student orientations to online instruction with online and on-campus options</li> <li>b. Create a Tier One knowledge base (FAQ) and distribute on website and other easy to find locations</li> <li>c. Establish in-person assistance for online students</li> <li>d. Establish live video and/or chat assistance for online students</li> </ul>	Fall 2018
1.6 Update and Maintain Student Self-Help Materials	<ul style="list-style-type: none"> <li>a. Online Tutorials</li> <li>b. Checklist of essential steps to register, add, and log-in to online courses</li> <li>c. Online learning student readiness assessment</li> <li>d. Online-faculty profiles</li> </ul>	Spring 2019
1.7 Expand online tutoring	<ul style="list-style-type: none"> <li>a. Work with library to expand the subjects for which online tutoring is available</li> <li>b. Advertise and promote online tutoring to face-to-face as well as online students</li> </ul>	Fall 2019
1.8 Develop online student counseling and advising	<ul style="list-style-type: none"> <li>a. Work with counseling department to expand the availability of online counseling and advising</li> <li>b. Work with counseling department to promote current, easy-to-use technology for online counseling and advising</li> <li>c. Help expand, where appropriate, online access to Student Success Specialists</li> </ul>	Spring 2019
1.9 Expand the number of degrees and certificates that are 100% available online	Identify courses and work with area faculty and the Curriculum Committee to expand the number of	Spring 2020

	<ul style="list-style-type: none"> <li>a. degrees available fully online</li> <li>b. certificates available fully online</li> <li>c. university transfer programs available fully online</li> <li>d. Investigate fully online speech courses</li> <li>e. Investigate fully online science lab ("lab in a box") courses</li> </ul>	
1.10 Provide current on-campus student services through online delivery (online document signing)	<p>Assist Student Services with paperless document signing so that online students do not need to come to campus in areas of</p> <ul style="list-style-type: none"> <li>a. financial aid</li> <li>b. assessment/placement</li> <li>c. student petitions</li> <li>d. degree audit</li> <li>e. online education plans</li> <li>f. financial and economic literacy</li> <li>g. college/life management skill development</li> </ul>	Fall 2020
1.11 Provide appropriate matriculation/orientation services via online technology for all students	<ul style="list-style-type: none"> <li>a. Assist Student Services to provide online and face-to-face students with online/video matriculation/orientation information</li> </ul>	Fall 2020

<b>AREA II: FACULTY SUPPORT</b>		
<b>Goal #2: Maintain training qualifications and standards, and provide initial and ongoing equity-focused faculty training and support to effectively leverage LMS tools for on-campus, online, and hybrid courses.</b>		
<b>Objective</b>	<b>Activities</b>	<b>Timeline</b>
2.1 Maintain a faculty academy that provides faculty training in current best practices for online instruction and trains instructors how to teach effectively online	<p>a. Maintain Online Instruction Cohort training to train faculty to teach online</p> <p>b. Develop MJC online “on-boarding” training for faculty who have taught online previously for other colleges but lack certification</p> <p>c. Develop and maintain refresher trainings in areas such as</p> <ol style="list-style-type: none"> <li>1. Regular Effective Contact</li> <li>2. Online Accessibility</li> <li>3. The OEI Rubric</li> <li>4. Equity in Online Classes</li> <li>5. Using Technology to Support Classroom Equity</li> <li>6. Faculty Showcase Presentations where online faculty share best practices and teaching strategies</li> <li>7. Video technology for conferencing, small group workshops, office hours, and other uses</li> <li>8. Flipped classroom strategies</li> <li>9. Incorporating OER materials in online and on-campus classes</li> </ol> <p>d. Faculty training and support to participate in the OEI Exchange, such as</p> <ol style="list-style-type: none"> <li>1. Local Peer Online Course Review</li> <li>2. The OEI Rubric</li> <li>3. Create Academy to participate in the OEI Course Exchange</li> </ol> <p>e. Create Accessibility Training</p>	<p>a. Spring 2018</p> <p>b. Summer 2018</p> <p>c. Spring 2019</p> <p>d. Fall 2018</p> <p>e. Spring 2018</p>

	<ol style="list-style-type: none"> <li>1. Develop and provide on-campus and online trainings, including modular training in accessibility</li> <li>2. Improve compliance with accessibility standards, both online and on campus</li> </ol>	
2.2 Develop options for Open Education Resources (OER)	<ol style="list-style-type: none"> <li>a. Establish advisory group</li> <li>b. Establish campus experts to advise on OER materials</li> <li>c. Create an OER website</li> <li>d. Include professional development options and incentives, such as stipends, professional improvement credit, FLEX credit</li> <li>e. Create OER-course options</li> </ol>	Fall 2018
2.3 Maintain a Faculty Website for Online Instructors	<ol style="list-style-type: none"> <li>a. Create best Practices repository</li> <li>b. Update and organize how-to materials</li> <li>c. Update and organize instructional videos</li> <li>b. Work with District on portal</li> </ol>	Spring 2019
2.4 Provide Instructional Design Support to Online Faculty	<ol style="list-style-type: none"> <li>a. Create Instructional delivery templates</li> <li>b. Establish faculty mentoring process</li> <li>b. Assist faculty with best practice online course design</li> </ol>	Fall 2019

<b>AREA III: TECHNOLOGY AND INFRASTRUCTURE</b>		
<b>Goal #3: Acquire, maintain and support technologies that increase the effectiveness of online and technology enhanced learning.</b>		
<b>Objective</b>	<b>Activities</b>	<b>Timeframe</b>
3.1 Encourage and support F2F faculty to enhance courses with instructional technology, particularly the LMS.	<ul style="list-style-type: none"> <li>a. identify, contact, and assist faculty who currently do not enhance their courses with the LMS</li> <li>b. incentivize on-campus faculty training with stipends, badges, flex, or other methods</li> </ul>	Fall 2019
3.2 Develop multiple proctoring solutions (F2F and online)	<ul style="list-style-type: none"> <li>a. participate in the OEI Proctoring Network</li> <li>b. identify options for proctoring used by other colleges</li> <li>c. explore remote proctoring solutions, including “predictive behavior” (i.e. robot) monitoring</li> <li>d. promote proctoring as an important part of online academic integrity</li> </ul>	Fall 2021
3.3 Humanize technology to improve student equity and success	<ul style="list-style-type: none"> <li>a. research and identify current best practices in online equity instruction</li> <li>b. provide recommendations on current tools and LMS integrations that promote humanizing the online classroom</li> </ul>	Fall 2018
3.4 Identify, obtain, and maintain current, effective plagiarism tool	a. Investigate the market for effective plagiarism detection tool that integrates smoothly with the LMS, and make recommendations to the College about which tool to purchase	Summer 2020
3.5 Explore the ability to provide online instructors with access to appropriate Canvas	a. Research and work with Canvas implementation manager to identify ways to	Spring 2019

administrative tools and areas, such as reports	allow appropriate access to Canvas administrative tools and areas, such as reports	
3.6 Join the OEI Course Exchange	a. Apply to the OEI Course Exchange during successive cohort openings until accepted	Fall 2018
3.7 Identify ongoing online resources for online tools	a. Work with administrative services, program review, the Resource Allocation Committee, and others to identify ongoing funds for third-party online tools such as VoiceThread, Turnitin, and Respondus	Spring 2019

#### AREA IV: STRATEGIC GROWTH AND DEVELOPMENT

##### GOAL #4: Support strategic growth and development that meets student and faculty needs.

Objective	Activities	Timeframe
4.1 Identify courses and programs of greatest student interest for online delivery through student surveys, focus groups and individual educational plans in Starfish	<p>a. Create and administer student survey, perhaps as part of an existing survey, such as the Survey of Online Student Experience (SOSE)</p> <p>b. Work with ASMJC to establish focus groups to help identify programs of greatest student interest</p> <p>c. Review student reports, such as from Starfish, that may help identify programs of greatest student interest</p>	Fall 2021
4.2 Work with MJC Marketing to make students aware of online courses, certificates, pathways, and programs, and the technology available to support student learning	a. Create a plan with the MJC Marketing department to help students become more aware of the online options available to them	Fall 2019
4.3 Promote professional development opportunities for faculty	a. Expand the MJC Online Education Committee to include representatives from each division that can report out regarding online education professional development opportunities	Spring 2019

	<p>b. Use the Canvas global announcements tool to let faculty know about professional development opportunities</p> <p>c. Work with the MJC Marketing department to create ways that will help faculty become aware of the online options available to them</p>	
<p>4.4 Increase awareness and offer training in Open Education Resources</p>	<p>a. Create dedicated website for OER</p> <p>b. Create trainings for OER</p> <p>c. Expand the MJC Online Education Committee to include representatives from each division that can report out regarding open education resources training and professional development opportunities</p> <p>d. Use the Canvas global announcements tool to let faculty know about open education resources training and professional development opportunities</p> <p>e. Work with the MJC Marketing department to create ways that will help faculty become aware of open education resources training and professional development opportunities</p>	<p>Fall 2018</p>

<b>AREA V: GOVERNANCE, GUIDELINES AND BUDGET</b>		
<b>GOAL #5: Establish governance, guideline &amp; budget standards to effectively implement and monitor the college OE Program. <i>Italics = new positions</i></b>		
<b>Objective</b>	<b>Activities</b>	<b>Timeline</b>
<b>Governance/Administration</b>		
5.1 Develop a staffing structure to carry out the activities and support related to a successful OE program	<ul style="list-style-type: none"> <li>a. Dean whose duties include overseeing OE</li> <li>b. Online Education Coordinator (faculty)</li> <li>c. <i>Instructional Designer (classified)</i></li> <li>e. Instructional Support Specialist—Distance Education (classified)</li> <li>f. <i>Administrative Secretary (classified)</i></li> </ul>	Fall 2018
<b>Guidelines</b>		
5.2 Maintain policies and procedures that address federal and state regulations as well as local guidelines to ensure the highest level of integrity, access, and quality for online learning.	<ul style="list-style-type: none"> <li>a. Update Regular Effective Contact (REC) Policy</li> <li>b. Determine effective student authentication practices (password, proctoring, challenge questions, etc.)</li> <li>c. Maintain training standards and qualifications for faculty to teach online (certification)</li> <li>d. Assure Accessibility Standards are Maintained in Online and Technology-Enhanced Courses and Materials</li> </ul>	Spring 2018
<b>Budget</b>		
5.3 Identify budget levels to support an effective OE program.	a. Staffing, operational, technology, Professional Development budget estimates for an effective OE Office	Fall 2018

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## **APPENDIX A: Potential Online Degree Options**

Students can complete several certificates and some skills recognitions entirely online. They can also complete areas A-E on the MJC GE Pattern for Associate's degree. However, students cannot currently complete degrees entirely online. On December 19, 2013, the Curriculum Committee approved moving Art 102 and Computer Graphics 202 (cross-listed introduction to computer graphics courses) from Area II: Activities to Area C, Humanities. This change went into effect in summer 2015. The unintended consequence was to remove the only two online courses offered in the Activities area of the GE Pattern.

### **Online Degrees**

If Art 102/CG202 (or other course(s) in the Activities area) were again listed in the Activities area, the online degrees would again be possible. For example, assuming the student has placed into transfer-level math and transfer-level English, the following Career and Technical Pathway degree programs could be offered fully online again:

- AS Administration of Justice
- AA General Studies, Emphasis in Humanities
- AA General Studies, Emphasis in Social and Behavioral Sciences

The following degrees would also be possible if additional courses were offered online:

- AS in Business Administration: **2 more courses would need to be** offered online (BUSAD 201, 202) for it to be fully online
- AS in Business Operations: Management: **1 more course** would need to be offered online (BUSAD 201) for it to be fully online
- AS in Child Development: **4 more courses** would need to be offered online (CLDDV 121,125,127 or 128,167) for it to be fully online
- AA General Studies, Emphasis in Language and Rationality: **1 more course** from CSCI area (see list for options) would need to be offered online for it to be fully online
- AA General Studies, Emphasis in Natural Sciences: **3 more courses** would need **to be offered online** for 18 units total but must cover 6 units in 2 disciplines, which may be a challenge. An additional Natural Science course must also be taken for Area A for General Education--can't double count with this AA degree.
- AA Humanities: **1 more course** would need **to be** offered online from Group 2 for a fully online AA Humanities
- AA Marketing: **1 more course** would need **to be** offered online (Cmpgr 215) for a fully online AA Marketing

- AS Real Estate: **3 more courses** would need **to be** offered online (Rles 382; Rles 385; Busad 201) for a fully online AS Real Estate
- AS Supervisory Management: **1 more** would need **to be** offered online (Comm 106) for a fully online AS Supervisory Management

### **Certificate Programs**

#### 1. Fully Online

- Associate Teacher Certificate of Achievement

#### 2. Certificate of Achievement programs *not available* fully online requiring 3 or less courses:

- Communication Studies: **2 more courses** would need **to be** offered online (Comm 100 or 102 or 110 & Comm 106)
- Computer Applications Specialist: **3 more courses** would need **to be** offered online (Csci 220; 200; 230)
- Computer Network Technician: **2 more courses** would need **to be offered online** (Cmpet 210; Csci 240)
- International Business: **1 more course** would need **to be** offered online (Busad 201)
- Professional Selling: **2 more courses** would need **to be** offered online (Busad 50, Comm 100)
- Teacher Certificate (CLDDV): **3 more courses** would need **to be** offered online (CLDDV 107, 121, 127 or 128)
- Real Estate Broker: **3 more courses** would need **to be** offered online (Rles 382; Rles 385; Busad 201)
- Retail Management: **2 more courses** would need **to be** offered online (Busad 201; Comm 100 or 102)
- Supervisory Management: **1 more course would need to be** offered online (Comm 106)

## **Skills Recognition Award**

### 1. Fully Online

- Ethnic Studies
- Real Estate Salesperson

## **APPENDIX B: ACCJC Accreditation Standards relative to Distance Education**

### **Standard II: Student Learning Programs and Services**

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

#### **A. Instructional Programs**

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.
  - b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.
  
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.
  - d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

#### **B. Student Support Services**

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.
  
- 3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

### **C. Library and Learning Support Services**

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.
  - b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.
  - c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

### **Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

### **C. Technology Resources**

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.
  - b. The institution provides quality training in the effective application of its information technology to students and personnel.
  - c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.
  - d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

## **APPENDIX C: OE Committee Charge and Membership**

### **Charge:**

The OE (formerly Distance Education Advisory) Committee provides ongoing coordination of the College's activities related to online education policies, priorities, standards, resource allocation, planning, and implementation. The Committee also provides input to the YCCD Technology Coordinating Committee, Student Services Council, and the College Technology Committee.

### **Areas of Responsibility:**

The Committee makes recommendations to college administrators, faculty and staff regarding the direction and evaluation of Online Education-related decisions campus-wide, including:

- Development, implementation, evaluation, and ongoing refinement of DE Plan
- Analysis and communication of applicable standards and guidelines (e.g., ACCJC Distance Learning Manual, Distance Education Guidelines from the California Community Colleges Chancellor's Office) to determine and support MJC compliance
- Conducting regular surveys to determine MJC DE practices, strengths, and gaps
- Recommending faculty, staff and student training and support
- Setting minimum standards for Online Education delivery
- Reviewing and recommending the delivery of online student services
- Communication with the Academic Senate on topics relevant to Senate purview over academic and professional issues, including curriculum, faculty professional development, educational program development, student preparation and success, relevant planning and budget development, etc.

### **Meetings:**

Monthly during academic year and as needed.

### **Membership:**

Administrative oversight: Dean overseeing Online Education

The Committee will be co-chaired by the Dean overseeing DE and the Faculty Coordinator.

The Committee will include:

1. Two Instructional Deans
2. Four Senate-appointed faculty representatives to include one from Library and one from Counseling
3. A YFA representative
4. A Curriculum Committee representative, recommended by the Curriculum committee and appointed by the Senate.
5. A Student Services representative
6. Online Ed Office Staff
7. Two CSEA-appointed classified staff representatives
8. A Student Senate representative
9. Director of Media and IT
10. An IT representative from Central Services

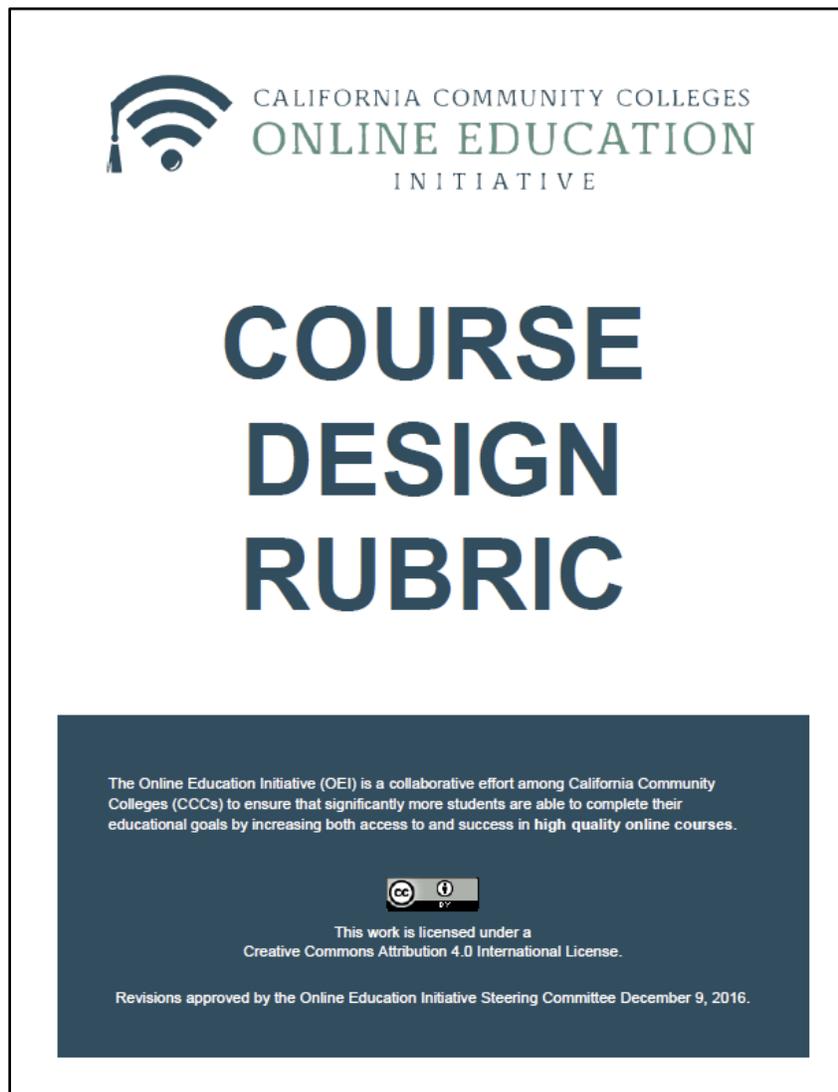
In order to disseminate information and updates, an effort will be made to include at least one online faculty from each division.

**Terms:** Academic Senate, CSEA and College Unit appointees will serve a term of two years on the OE Committee. Staff with direct responsibility affecting OE initiatives will be permanent committee members.

## **APPENDIX D: OEI Online Course Design Rubric**

On September 22, 2016, the MJC Academic Senate approved adopting the OEI Rubric. This rubric is part of the MJC Online Course Review Process. The rubric guides new online faculty who are developing online courses. Deans also use this rubric as a guide when assigning new online instructors to online courses. The Online Course Design Rubric is not to be used for the purposes of periodic evaluation of faculty.

The rubric can be found on this webpage: <http://ccconlineed.org/faculty-resources/professional-development/online-course-design-standards/>



## APPENDIX E: Regular Effective Contact Policy

The updated MJC Regular Effective Contact Policy was drafted by the DE Committee in fall 2017 and discussed and approved by the Senate in on 3/15/2018, as [S18-B](#).

# Regular Effective Contact for Online Courses

Regular and effective faculty-student contact, also known as “regular and substantive interaction,” helps make online courses the equivalent of face-to-face courses for purposes of articulation, apportionment, and financial aid. Accreditation guidelines specify that regular, effective contact with students must be initiated by faculty who teach online courses (See [ACCJC Guide to Evaluating DE, pp.2-4](#); [CCCCO 2008 DE Guidelines §55204, p. 7](#)). Regular effective contact must be

1. Initiated by the instructor
2. Regular and frequent
3. Meaningful or of an academic nature

Distance education courses demonstrate “regular and effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email, or other activities” ([CCCCO 2008 DE Guidelines §55204, p. 6](#)).

It is recommended faculty use discussions, announcements, or other methods of regular, effective contact at least once a week to assure regular and effective contact with students and deliver content outlined in the Course Outline of Record (COR). While teaching online, faculty should strive to use multiple REC methods listed in a course's DE Addendum but, at the same time, faculty are especially encouraged to use discussions, announcements, or other methods of regular, effective contact in ways that are readily visible and accessible to evaluators and accreditors seeking to confirm Title V REC compliance.

## Examples and Best Practices

As technology changes, so also do the many ways faculty can maintain regular and effective contact with their online students. The following list is by no means definitive as new examples emerge.

### Announcements

Regular course announcements can be made that reflect on activities taking place in the course or elsewhere. Students can reply back to course announcements. The announcement tool is highly effective because it can be used regularly (we recommend at least once per week at minimum), and because it keeps a permanent record of the faculty-initiated contact.

## Discussion Boards

Faculty can participate in discussion boards and post reactions, comments, and questions to their students' posts that further students' thinking and take the discussion deeper. Some faculty are reluctant to participate because they feel that doing so may stifle free expression among students. In this case, interaction may take place in the gradebook feedback area. Another option may be to provide a summary or highlight of the discussion's best posts as a course announcement, inviting further thought and reflection from students.

## Q & A Discussion Boards

Faculty can invite students to post questions and faculty can provide answers in a Q & A discussion board. As evidence of *regular* and effective faculty-initiated student contact, it is recommended that faculty periodically post announcements inviting student participation in the Q & A discussion board.

## Assignment Feedback

Feedback to different assignments is regularly initiated by the instructor and provides students an opportunity to reply to that feedback.

## Office Hours and Conferences

Group or individual video or telephone meetings give students opportunities to interact with the instructor. In-person and/or online video, telephone, chat, or other office hours qualify similarly as effective faculty-student contact. It is recommended that faculty use the announcements tool to remind students regularly about these options in order to create a record of faculty-initiated contact.

## Third-Party Tools

Faculty can also embed or use third party tools for communication with their students. Social media sites, texting tools, blogs, and other resources can provide effective means of faculty-initiated contact. It is recommended that faculty use the announcements tool to remind students regularly about these options in order to create a record of faculty-initiated contact.

## The Online Course Syllabus

The syllabus is an important resource for providing students with information about how to reach the instructor (instructor contact information) and what the instructor's plan is for returning calls, answering emails, providing assignments feedback, participating in online discussions, and other modes of contact. In this way, the syllabus becomes a single instance of faculty-initiated contact with students. Students should be reminded of these options via course announcements or other forms of regular, effective, faculty-initiated contact.

## Email

Email can be an especially effective tool for faculty initiated contact with students. However, email does not leave a record tied to the course. For contacting an entire class, it is recommended that faculty use the Announcement tool instead. Unless students alter the notification settings in the LMS, a copy of the announcement goes to the students' email accounts. For contacting individual students through email, it is important to document the instructor's email policy and expected reply time in the course syllabus (usually 24-48 hours).

## Records of Regular Effective Contact

Not all types of faculty-initiated contact are recorded in online courses. Discussions and announcements can be easily accessed and documented. Student feedback is normally provided in the gradebook area. However, email, office hours, video conferences, phone calls, the use of third-party tools, and other types of effective contact are normally not permanently recorded within the course. In cases like this, it becomes important to describe and quantify these activities in the course syllabus, which is a permanent record. For example, with office hours, the instructor might describe where and in what modality (in person and/or online or through video) the hours take place. To quantify, the instructor would include the frequency of the office hours (what days of the week and at what time, for example).

## Frequency

Distance Education courses are considered the "virtual equivalent" of face-to-face courses in terms of the student experience ([See ACCJC Guide to Evaluating DE, p. 46](#)). The number of instructor contact hours per week that would be available for face-to-face students should also be available, in asynchronous and/or synchronous mode, with students in the online format. Contact should be distributed each week as is appropriate for the contact hours described in the course outline of record.

## Accreditation and Financial Aid Audits

Courses described as "distance education" can be reclassified by auditors as correspondence courses after the fact, which can be traumatic for students in terms of articulation and matriculation, and traumatic financially for the college in terms of refunding allocated financial aid and apportionment. To help colleges maintain the integrity of their online programs, the ACCJC follows the [Guide to Evaluating Distance and Education and Correspondence Education \(2013\)](#) during accreditation site visits. ACCJC routinely checks online courses for evidence of Regular Effective Contact during site visits.

## Definition

Distance Education (DE) is a mode of education and instruction that uses one or more technologies to deliver course content to students who are separated from the instructor and that supports regular and substantive interaction between the student and instructor, either synchronously or asynchronously.

## Distance Education Courses vs. Correspondence Courses

The distinction between a Distance Education Course and a Correspondence Course is important in regard to Regular Effective Contact.

By education code, DE courses are the virtual equivalent of face-to-face courses ([See ACCJC Guide to Evaluating DE, p. 46](#)) and therefore qualify for financial aid and apportionment. DE courses also normally articulate to four-year colleges.

In correspondence courses, on the other hand, interaction with the instructor is limited, and there may be no interaction with peers because correspondence courses are usually self-paced. Pointedly, a correspondence course is “Not distance education” ([Code of Federal Regulations, Title 34 \(Ed Code\), § 602.3](#)).

The California Community College Chancellor’s Office explains “regular and effective contact” this way: It is “the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term ‘regular effective contact’ in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record” ([CCCCO 2008 DE Guidelines §55204, p. 7](#)).