



# Online Education Plan 2011

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# Online Education Plan for MiraCosta College

**Last Revised 5/27/2011**

MiraCosta Community College serves students at the Oceanside campus, San Elijo campus, Community Learning Center, and its online site. Online education at MiraCosta began with one music class in 1995, after which a three-year period ensued during which there were no online classes. CyberCosta, an experiment in offering online courses formulated by the Technology and Pedagogy Committee, revitalized online education in spring of 1998, starting with five instructors and five classes. Two years later, in spring of 2000, twenty-two classes were offered through CyberCosta's sixteen faculty members [source: Academic Master Plan, CyberCosta Plan 2000-2003]. In nearly a decade since spring of 2000, the projected enrollment in online classes for 2008-2009 has grown exponentially to approximately 8,600 (headcount) students in over 300 sections [source: Accreditation Self-Study p. 94], over twice the number of students at the Community Learning Center, and as many students as at the San Elijo Center (in headcount, but not in FTES). There are currently 20 majors and 64 certificates approved by the Accrediting Commission to be offered more than 50% online. In fact, MiraCosta College has reached the point where the many courses and student services offered online can be viewed as a separate site.

The number of students who choose to take online courses and utilize online services is significant and rapidly increasing. While some of these 8,600 students live geographically distant from the college, most live within district boundaries. Even using zip codes to determine residence does not provide an accurate picture of the number of online students who are living outside the district because many online students are on military deployment, attending school elsewhere in the country simultaneously, or traveling for work or personal reasons. Other students choose online courses due to work or family time constraints or mobility constraints.

To meet the needs of students attending MiraCosta online, the college needs to [1] evaluate progress towards a comprehensive online site, [2] integrate online education explicitly within Program Review [3] support and coordinate existing faculty and staff leadership, [4] commit resources for infrastructure, innovation, and development of our online campus, [5] identify and sequentially introduce complete degrees and certificates delivered 100% online, and ensure that these degrees and certificates are approved by the ACCJC for offering online, and [6] provide the necessary and appropriate student services fully online.

The purpose of this plan is to increase access and success for online students through:

- Determining which components are essential to providing appropriate and effective online course offerings and services to students, enabling them to complete requirements and participate in a quality educational experience without physically visiting the other campus sites;
- Assessing the background and current state of those components, and making recommendations regarding ways to improve;
- Developing a vision for expansion of the online site to serve the needs of our students and prospective students and helping them to reach their educational goals through online learning;

- Insuring the subsequent development and support of a robust online education offering at MCC via the following:
  - Including disciplines and college services (e.g., counseling) in the evaluation, planning and budgeting processes for online education,
  - Providing Academic Senate committees, Academic Senate Council, Department Chairs/Departments, the Office of Instruction, the Student Services Council, and the Board of Trustees with regular (e.g., annual) information on the status of online education at MCC,
  - Supporting communication from the college back to the disciplines and college services,
  - Integrating Online Education (e.g., offering of courses, support services) at MCC into the college's planning, decision-making, and budgeting processes;
  - Continuing, supporting and expanding professional development opportunities for online instructors and prospective online instructors.
- Establishing a key place for online learning and the online site in the Educational Master Plan;
- Evaluating infrastructure needs for the online site and projecting the resources necessary to build that infrastructure;
- Involving the online site in provision of comprehensive educational programs that fulfill the district's mission.

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# I. Student Services

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Student Services constitutes the area in which the district directly provides students with support. Comparable appropriate services should be available to all students, regardless of the site where they attend. Most standard Student Services are offered in some format online. An effective system would offer access to all services to students in an online format, both synchronously and asynchronously. The Student Services webpage currently links to pages for each student service provided, as well as a link for international students. This page should include a link for online students, similar to the link for international students, giving detailed and direct information on accessing all student services online. This page should also be linked to the online courses web page and/or a student portal. A model for such a page would be CSU Chico's Center for Regional and Continuing Education webpage <http://rce.csuchico.edu/online/prospect.asp>

Students expect their institution to offer comparable, if not better, service than they experience in their personal lives for social, medical, commercial and other services. Among these expectations are the following:

- Self-service: Younger students, in particular, want to serve themselves. By developing more self-service options, institutions reduce staff workloads for routine tasks, freeing these professionals to focus on the more important individualized service students prefer. This also enables institutions to provide expanded access to certain services, in some cases making them available 24/7.
- Just-in-time: Students have grown accustomed to securing instructions, information, and advice as they need it - rather than in the one-time data dumps popular in the past. the Web allows institutions to meet this expectation with concise packets of service at specific or on-demand intervals preferred by the student.
- Customized service: Today's postsecondary population is more diverse than ever before, and one size does not fit all. Increasingly, students will expect institutions to deliver services that are appropriate for their specific needs and interests. Managing this relationship well will be the key differentiator among institutions in the more competitive environment on the horizon. "Choice" is the definition of this era and using it effectively is necessary to avoid information overload. Students want to choose formats, views, and preferred services for easy access at their convenience.
- Push and pull choices or selections: new technologies make it possible to both collect and send information/services to students as needed.
- Interactive information exchanges: Increasingly, students will expect interactive pages that take them more quickly to the specific information or services they desire.
- Integrated and consistent services: Good student service calls for integrating related services to provide a seamless and unified experience for the student.
- Personalized service: In the era of computers, generic service is obsolete. Students want and expect to be recognized as individuals.

## **A. Admission and Records**

**Discussion:** Students can currently apply for admission, access the online course schedule, pay fees, add and drop classes via SURF, obtain unofficial transcripts, make official transcript requests and access many forms online. Instructors access their course rosters to view enrollments, obtain permission numbers for distribution to students and assign grades. Recent development of an online wait list system with auto-enrollment into open seats has been very successful. Verifications of enrollments and degrees can be obtained through a third party vendor.

**Plan:**

- Review forms for appropriate placement on college website.
- Continue to request enhancement of system setup to allow students to enroll in classes via SURF that were previously completed with substandard grades or W's up to the allowable number of repetitions.
- Continue to request instructor online drop access.
- Continue expansion of online transcripts receipt and transmittal with other colleges.
- Expand communication to new applicants via the online application system.

## **B. Counseling**

**Discussion:** Counseling provides online FAQ's and contact information, online orientation and advisement, links to transfer information, General Education guidelines (IGETC, CSU) and the full General Catalog / program requirements.

**Plan:**

- Make counseling available in both synchronous and asynchronous formats.
- Assign one counselor to serve online students with online issues, including advising students on how to prepare to take online courses, prerequisites, co-requisites and advisories, major preparation, IGETC and CSU GE requirements, etc.
  - This online counselor should help students prepare and update an education plan online.
  - This online counselor should work closely with Transfer Center and Career Center directors to ensure online students are provided with correct information on, and access to, TAG agreements, transfer patterns, internships, placement services, and career counseling.
  - This online counselor should work closely with the directors of DSPS and EOPS to ensure access to these programs and their services for online students, and to encourage enrollment in online classes of DSPS and EOPS students.
  - This online counselor could advise departments on student needs regarding expanding class section offerings.
- Develop a component of College Success Skills courses that focuses on how to be successful in an online class.
- Offer all counseling courses online regularly.
- Develop videoconferencing counseling appointment options.

## **C. Financial Aid**



**Discussion:** Financial Aid (FAFSA) forms and the student handbook on financial aid are available online. General information and application forms for Cal Grants, Pell Grants, Federal Work Study, and BOGW are available online, along with links to outside sources of information regarding Financial Aid and Scholarships. Students are able to submit BOGW application, view their award notices, check their financial aid status and TO-DO list online

**Plan:**

- Make financial aid counseling available online in both synchronous and asynchronous formats.

## **D. Bookstore**

**Discussion:** The bookstore is part of Follett, and books can be ordered online. However, certain types of materials and processes require students to come to the bookstore, including out-of-stock requests, E-books and web subscriptions. All books for online classes are stocked only at the Oceanside campus. Follett's website is divided into Oceanside and San Elijo for online ordering; there is no indication that online course books are listed at Oceanside.

**Plan:**

- Make E-books available wherever appropriate to reduce student costs and increase access to textbook material. The option of an E-book or hard copy of a book should be provided on the bookstore website wherever both are available.
- Allow students to purchase E-books online.
- Make all bookstore processes available online.
- Publish all text book information in the online schedule of classes in compliance with the HEOA.
- Provide vouchers for books and required materials purchasing (through financial aid or EOPS) online, and create a method for students to redeem those vouchers online.
- List online as a site in Follett's website, or discontinue the practice of listing textbooks by site.

## **E. DSPTS**

**Discussion:** Some assessment and identification of disabilities is currently available online through email and online forms.

**Plan:**

- Make DSPTS counseling services available online in both synchronous and asynchronous formats.
- Explore possibilities for off-site verification of disability.

## **F. EOPS**

**Discussion:** EOPS services are only available onsite, although faculty may submit progress reports via email.

**Plan:**

- Allow EOPS students to access and use textbook vouchers online, and to check-out and return books available through EOPS's lending library of textbooks electronically, sending the books via US mail when necessary.

## **G. Matriculation and Placement Testing**

**Discussion:** Orientation and advisement are offered online via audio-narrated information, text, and an interactive map

<http://www.miracosta.edu/StudentServices/Admissions/onlineorientation.htm>. Placement testing is currently offered only onsite at Oceanside, San Elijo and Community Learning Center campuses. Students may submit approved alternatives to MiraCosta College placement tests. On a case-by-case basis, students may complete proctored placement tests elsewhere.

### **Plan:**

- Make Matriculation services available online in both synchronous and asynchronous formats.
- Publicize to online students the option of proctored placement testing in their geographical location, and facilitate location and certification of proctors or testing centers.

## **H. Academic Proctoring Center**

**Discussion:** The Academic Proctoring Center (APC) proctors exams for online students at both the Oceanside and San Elijo campuses. Additionally, the APC proctors make-up tests for both online and onsite courses, and provides proctoring of extended time tests (for DSPS students). Students may either call or use a website for scheduling an exam. For non-local students enrolled in MiraCosta online courses (e.g., traveling, military, etc.), the APC will help them to identify the nearest proctoring center, and coordinate with the selected proctoring center the transmission of test materials. Students using non-MCC proctoring centers are charged by the other institution a fee for the proctoring service. The APC serves many different disciplines that offer online courses (e.g., Math, Nursing, Psychology, Economics, etc.). Given the proctoring services provided by the APC, more instructors are willing to teach online, and a greater variety of online courses are now available.

### **Plan:**

- Survey students, evaluate need, and collect data to provide direction for further development. Ask students what they want and need.
- Continue to increase hours and days of operation of the APC to accommodate the greater number of online courses now offered that make use of the APC proctoring service.
- Evaluate possible remote proctoring services (e.g., that use cameras and are off-site), and recommend those services that meet proctoring standards (similar to assisting non-local students with taking exams).
- Explore joining a consortium of proctoring centers nationwide that grants reciprocal use to students from other institutions that are in need of proctoring (after considering the number of non-MCC students that might then make use of the APC, prioritization of services, and possible impact on local MCC students requiring proctoring services).

- Continue to develop processes and criteria for selecting and approving individuals that are not members of a proctoring center to administer tests for students (e.g., for deployed military; to be offered with approval of the online instructor).

## I. Career Center

**Discussion:** Career Studies & Services offers a comprehensive list of internet resources for career information, assessment, research, connecting a major to a career, occupational guides and information, job search and employment, and resume services [https://www.miracosta.edu/Instruction/CareerServices/courseesservices\\_internetresources.htm](https://www.miracosta.edu/Instruction/CareerServices/courseesservices_internetresources.htm). An online resume workshop is available at the site [https://www.miracosta.edu/home/khudnutt/Resume/Resume\\_Wkshop/player.html](https://www.miracosta.edu/home/khudnutt/Resume/Resume_Wkshop/player.html). Additional online resources include the student worker manual and workshop and the succeeding in the workplace workshop. An online orientation for Cooperative Work Experience Education and Internship Studies is required. Co-op and internship students are also required to meet in-person with the instructor and employer for Title V mandated “in-person site visits”; however, in “certain limited situations ... defined in guidelines issued by the Chancellor,” alternatives may be permissible. CRLP (Career and Life Planning) credit courses, such as *Career and Life Planning* and *Introduction to Career Planning*, are also offered online. For in-depth and ongoing career counseling, students are required to meet onsite; however, career assessment and exploration resources and career development services are available online. Job Search Hour is only available onsite because it was developed to meet the needs of students who were not experiencing success utilizing online resources.

### Plan:

- The district’s credit career counselor will investigate the viability of offering career counseling online in both synchronous and asynchronous formats.
- Offer all workshops, excluding Job Search Hour, online in the asynchronous format within the next five years. Explore options for providing online synchronous access to onsite workshops, including Job Search Hour.

## J. Transfer Issues and the Transfer Center

**Discussion:** Online courses transfer to most universities fully and completely. Several private universities report not accepting online classes, or accepting them only on a case-by-case basis. ACCJC has approved 20 majors to be offered 50% or more online. Transfer counseling, application workshops, and other specialized workshops are held onsite at Oceanside and San Elijo campuses, but not online. Information on transfer and TAG programs is provided online, as well as applications. However, there is little link to other online institutions where students could transfer.

### Plan:

- ~~Make~~ Transfer Center will research and implement online services in both synchronous and asynchronous formats.
- Increase the number of majors to be offered 50% or more online and procure accreditation approval for those majors.
- The Articulation Officer will work with the appropriate universities to ensure that an online section of a transferable course has the same transfer status as its onsite counterpart.

## K. Technical Support and Preparation

**Discussion:** The Student Help desk is available by email or phone Monday-Friday 8 am - 4:30 pm. Most online students work on their classes during evening and weekend hours, when help desk service is unavailable. Students can self-assess their suitability for online learning by taking a useful survey on the Distance Education web page. The survey is not required for online class enrollment or access after enrollment. There is neither an online orientation nor a preparation class for potential or current online students. There are some tutorials available, but most are inside the Blackboard system and only relate to that specific system.

### Plan:

- Survey students, evaluate need, and collect data to provide direction for further development. Ask students what they want and need.
- Continue to expand Help Desk hours, particularly in a synchronous format.
- Continue to develop engaging online tutorials on common technical issues.
- The newest version of Blackboard provides a myriad of tools like direct links to the help desk, the ability for wikis, blogs,
- Develop an online orientation that instructors can assign or require in their classes, and which emphasizes general online skills and recommendations for student success in an online class.
- Expand access to student help desk by phone, e-mail, and live chat.
- Continue to create online tutorials for students to learn how to access and use Blackboard and SURF
- Continue to provide a Technical Requirements checklist for prospective online students has been provided
- Continue to provide for Assessing students' and prospective students' personal readiness for online learning
- [Continue to expand the distance education page to include a full directory with links to all of the online services](#)

## L. Health Services

**Discussion:** Health services are covered by student enrollment fees. Health Services provides students with contact information and to links relevant online resources (e.g., web pages about drug and alcohol issues, eating disorders, general health information, men's health, nutrition, sexual health, smoking, and travel health). Onsite students are able to receive individual, couple, and family counseling; they may also receive assistance concerning nutritional needs and healthful eating, weight loss, and healthy exercise, and this service should be extended to our online student population.

### Plan:

- Provide a .pdf version of onsite handouts to share with online students.

## II. Instructional Support Services

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### A. Library

**Discussion:** The library is highly responsive to the needs of distant learners by ensuring equitable access to information resources and research assistance. The library currently provides access to tens of thousands of periodicals, reference sources, e-books, and streaming media via a collection of more than forty online databases, both general and subject specific. The MCC librarians have created an interactive web-based information portal, allowing users to navigate to information and instructional media at their own convenience.

Students and faculty may access the library databases from any computer using a remote authentication process. The library collects annual usage data on all purchased and subscribed resources, and notes a significant rise each year in usage of the online resources. The department's aim of data-driven resource allocation decisions effectively supports the curriculum and research needs of all students.

The MCC Library provides instructional support for distant learners via our Ask-A-Librarian service. Ask-A-Librarian provides email and chat reference service to answer students' research questions. Librarians answer email questions during library hours, or students may access a 24/7 chat (IM) reference service provided by MCC librarians as well as academic librarians from all over the country. A knowledgebase of "frequently asked questions" has also been implemented to help users quickly access general library information. In addition, the "text-a-librarian" service focuses on providing short but quick answers to students on the go via their cell phones.

The library faculty work closely with online instructors to enhance online student learning by providing customized instruction and information. Though all librarians serve both on-ground and online learners, the department has designated a full time librarian to oversee the needs of online learners and to coordinate online services and resources. In addition, services and resources are coordinated with the Emerging Technologies Librarian, Electronic Resources Librarian, and Instruction Librarian.

The Library's ability to remain responsive to the needs of online learners is dependent on a secure and sustainable budget stream. When new programs, disciplines, and initiatives are started in response to curriculum changes, transfer requirements, or employment trends, the faculty and students involved in those programs require (and request) new resources (print, media, and digital) to support the curriculum, and their specialized learning and research. Additionally, enrollment increases raise the fees for access to online resources, which in turn allows for purchasing fewer resources for the same budgeted dollars.

#### Current Practices:

- *Ask a Librarian* service via chat, text, email, phone
- Authenticated off-campus access to databases, e-books, and streaming media sources
- "How do I?" searchable knowledgebase of frequently asked questions
- Library portal embedded in Blackboard for seamless access
- Online research tutorial for use with online classes
- Library-developed instructional videos available via YouTube
- Interlibrary loan for articles and books

Other Possible Practices:

- Facilitating access to e-textbooks through the library portal
- Delivery of print materials to distance learners:  
[http://www.li.suu.edu/library/distance\\_learners.htm](http://www.li.suu.edu/library/distance_learners.htm)

**Plan:**

- The Library faculty and AIS will work with administration to secure a sustainable budget stream that will allow the library to be responsive to all learners.
- The Library will continue to develop on-demand, multimedia, instructional materials such as videos and tutorials, and make them available on demand via the library portal or the course management system.
- The Library will continue to explore, develop, and improve on-demand services such as chat, text-a-librarian, search widgets, and social networking applications to better meet the needs of distant learners.
- The Library will continue to explore, develop, and improve its online resource collections, with special attention to streaming media , budgets permitting.
- The library will continue to work with AIS to better integrate library online resources and services into multiple course management systems such as Moodle and Blackboard.

## **B. Retention and Tutoring**

**Discussion:** Retention Services received a 2 year innovative initiative grant to pilot *cybertutoring* or Online Tutoring during the AY 04-05 and AY 05-06. The original idea included having technical support as well as academic support. In collaboration with AIS staff, the technical support aspect was developed first, while the academic support remained email/blog based, although CCC Confer was available.

A temporary coordinator was hired for Online Tutoring and the focus was solely on academic support through online means. The CCC Confer interface was chosen to conduct synchronous telephone and computer online tutoring between a tutor and student(s). The approach was to use Online Tutoring using CCC Confer as the interface, targeting specific online classes, and promoting group tutoring. Many technical difficulties were found in using the CCC Confer tool and the MiraCosta Online Tutoring website. Recommendation from faculty and tutors included: (1) increasing tutor availability, (2) linking the MiraCosta Online Tutoring website directly to the login page for CCC Confer, and (3) start as early as possible during the semester.

An expanded approach was utilized. First, new tutors were identified to tutor more subjects and to accommodate a more flexible tutoring schedule (mornings, evenings, and weekends were made available). Second, online faculty that worked with us previously and new faculty that showed interest in participating were identified. Third, the MiraCosta Online Website was improved to be more user friendly and to link directly to the CCC Confer login page.

The Online Tutoring pilot yielded 27 participants in various subject areas. We had ten students, seven tutors, ten faculty, and 16 classes. The subjects included Accounting, CIS, Counseling, History, Math, Philosophy, and Sociology. The expanded approach improved student participation; however this was relatively small considering the increase in resources and availability. We received feedback from 19 students in selected classes that provided the following: students preferred evening hours between 4pm and 9pm for online tutoring. They also seemed to prefer Monday through Wednesday for tutoring vs. Thursday through Saturday. Lastly, more than half (57.10%) of the respondents preferred one-on-one tutoring over group tutoring (regardless if it is online or in-person). In summary, ten students utilized Online Tutoring over the two year pilot period as we made numerous adjustments and defined resources. By assessing and evaluating the funding/staff resources set aside for this pilot project and the low student usage, Online Tutoring was postponed until further campus efforts to address a comprehensive online plan is vetted and implemented across divisions.

**Plan:**

After reviewing all feedback from faculty, staff, and students, the following recommendations are proposed provided that assessment of adequate staff and faculty resources are provided for implementation:

1. Change format from "pre-determined" online sessions to "student-initiated" online sessions.
2. Integrate Online tutor scheduling with on-ground tutor scheduling.
3. Change from use of CCC Confer to Blackboard/Eluminate.
4. Create an asynchronous form of tutoring on the MiraCosta Online Tutoring website to compliment the already developed synchronous format.
5. Train a majority of tutors in on-line software environments.
6. Continue offering Online tutoring appointments and inquiries.
7. Seek professional development of staff and faculty in department growth of Online possibilities.

## **C. Writing Center**

**Discussion:** The Writing Center has a robust website which offers students and faculty access to many resources including the online ability for students to sign up for appointments and faculty to sign up for class visits and in-class assistance. The Writing Center piloted online asynchronous support with the help of an innovation grant in 2005 using Smarthinking.com which was made available to a variety of online and on ground classes which resulted in extremely limited usage. Fourteen classes participated in the pilot, eight of them online. Out of 335 unique students possible, only 33 participated, two of whom were online students; this produced a total of 105 uses. At that time the Writing Center Advisory Committee saw no need to continue since online students did not use the service. The Writing Center sought financial support through an online support grant in 2009 and through Program Review in 2010-11 but was not funded in either instance. The current plan when funding is available follows.

**Plan:**

- Pilot asynchronous writing feedback service to students of online courses because the majority of the first pilot's requests occurred between 10 p.m. and midnight when we are not open for service on site.
- Explore technological delivery systems so that to offer students the easiest service possible.
- Provide spoken and visual electronic feedback rather than written, much as we do in person.
- Develop a front end so that student papers come with necessary contextual information (i.e. prompt, time line, student questions) needed for writing consultants to respond effectively.
- Assess costs for any technology purchase including the associated training costs.
- Make Writing Center response time online occur within a twenty-four hour window Monday-Saturday. This mirrors the Writing Center's appointment service requirement for a 24-hour wait period before appointments are made.
- Train a small group of advanced writing consultants in online response techniques.
- Assess and adjust this pilot based on costs and usage.
- Explore synchronous systems for future. While a synchronous system would not deliver the ability for students to submit at whatever time they finish drafting, it could diminish the training needs since there would be conversation more than just feedback.

## **D. Learning Communities**

**Discussion:** More than 50 credit sections per semester offer Learning Community opportunities to students at the Oceanside and San Elijo campuses, using graduate interns and veteran tutors as facilitators of Supplemental Instruction. No Learning Community opportunities are offered online.

**Plan:**

- Offer Learning Communities in online sections using graduate interns and veteran tutors as facilitators of Supplemental Instruction.



# III. Instruction and Faculty

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## A. Online Course Approval

**Discussion:** All courses must be approved by the Courses and Programs Committee, with those intended for the online location/format also required to append Form A: Online Course Approval, which details course-level issues of instructor-student contact, quality, and ADA compliance [see Administrative Procedure 4105 in appendix].

Each course that will be offered in an online or hybrid format has an approved Form A. The form was recently adapted to ensure that all courses are in compliance with Title 5 regulations regarding instructor-student contact frequency and effectiveness (Section 55204) and course quality (Section 55202).

All courses are checked as ADA compliant (Section 55200), and course developers are provided with a Best Practices list for making course factors accessible to all students. Support for Universal Design practices is provided by the DSPS access specialist who conducts workshops and provides individual faculty support for accessibility. In addition, course developers are referred to the Chancellor's Office Distance Education Accessibility Guidelines.

**Plan:**

- Continually update department chairs on the status of online issues.
- Monitor course approvals to ensure that new degrees and certificates that are comprised of courses where 50% or more are approved for online are taken to ACCJC for approval through the substantive change process.

## B. Online Course Quality

**Discussion:** According to Title V Section 55202, "The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses", and Section 55204 mandates "regular effective contact between instructor and students".

**Plan:**

- Ensure representation by at least one faculty member with extensive online experience as a member of Course and Programs.
- Continue with the new Form A that assures contact compliance at the course level.
- Keep standards and rigor high for all courses, regardless of the site where they are offered.

## C. Curriculum Development

### 1. Degrees

**Discussion:** In 2009, ACCJC approved twenty majors for offering 50% or more online, but did not grant blanket approval for future majors to be offered 50% or more online.

**Plan:**

- Study transfer patterns to determine which majors could best be offered online. For example, 19% of transfer students are Business majors, a major that has been successfully offered online at other colleges.
- Work with instructors and departments with the goal of offering complete IGETC and/or CSU GE online, either using online or hybrid courses from MCC, or pointing students towards courses they can take online elsewhere, in any cases where MCC faculty cannot offer a required course online or hybrid that would be pedagogically appropriate.
- Study barriers to offering key majors and IGETC and/or CSU GE courses online, and investigate ways of encouraging their development, including support, training, equipment (hardware and software) and instructional technology assistance to instructors.
- Monitor approval of new online course addenda to determine when a new online course addenda constitutes offering 50% or more of a degree or certificate online, and take that major or certificate to ACCJC for substantive change approval
- Encourage faculty to schedule courses online in approved majors and certificate areas

**2. Courses needed for fully online AA degree**

**Discussion:** Some courses which count toward particular AA degrees are not yet offered online. Other AA degrees and GE certification can be earned completely in an online environment, but CSU/IGETC cannot. Departments determine the suitability of their courses for online offering. Some have explored online courses offered at other colleges, which could be used for transfer. Others have examined such online courses elsewhere and determined that the technology is not yet at a level to make a quality online course possible. Certain labs and other courses requiring interpersonal contact are of particular concern.

**Plan:**

- Advertise the AA degrees that can be achieved fully online.
- Continue to work with departments to examine the offerings elsewhere and determine when the technology is at an appropriate level for online course development.
- Consider courses taken at a remote site which do transfer to be acceptable onsite alternatives to offering the course in its online format.
- Study barriers to offering courses online in key areas and give instructional design support, equipment, and training as needed to foster development of those courses online where instructors identify need for support.

**3. Science Laboratories**

**Discussion:** The development of lab courses, like all courses, is the responsibility of departments and faculty. A few labs are offered in an online format such as Geology 101L, but most are not. Many science faculty members question the pedagogical appropriateness of a fully online laboratory for biology, chemistry, physics, or astronomy, given current technology.

**Plan:**

- Continue to work with departments to examine the offerings elsewhere and determine when the technology is at an appropriate level for online course development.
- Consider courses taken at a remote site that do transfer to be acceptable onsite alternatives to offering the course in its online format.
- Develop hybrid laboratory classes and lecture-lab classes that allow an appropriate portion of a core science class to be offered online, with essential elements that must be in a laboratory to remain in the onsite lab.
- Schedule other courses that science majors take, such as advanced math courses, online, as hybrid courses, or at times when they do not conflict with laboratory classes that must be fully or partially on-site.

## D. Testing & Assessments

**Discussion:** Student identity is authenticated by all course management systems (Blackboard, , Moodle) using a user ID and password. In addition, instructors and departments determine the need for onsite testing in their programs, courses or classes. The Academic Proctoring Center is available to proctor the exams for local online students. Off-site proctoring arrangements (e.g., coordinating a student taking a test at another proctoring center) are facilitated by the APC in response to student request and with agreement of the instructor.

**Plan:**

- Continue to keep current regarding authentication requirements and recommendations.
- Consider providing authentication through student portal access to courses regardless of course management system used
- Implement plan for Academic Proctoring Center.
- Document appropriate off-site proctoring situations and inform departments of the possible options if online testing is not considered appropriate.

## E. Honors

**Discussion:** Honors courses recently changed from a one-unit addendum to full courses. Honors courses are offered at both Oceanside and San Elijo campuses, providing access to the honors program to credit students at both physical campuses. While honors courses in the online format have been approved by C&P, none have yet been scheduled. In the past year, Honors courses have been offered in the hybrid format. Questions have arisen in the Honors Advisory Council and at the Statewide Honors Transfer Council of California about the appropriateness and transferability of 100% online honors courses.

**Plan:**

- Provide full support for offering honors courses online, as appropriate.
- Work with the Honors Advisory Council, Honors Transfer Council of California and transfer partners to determine appropriateness of online offerings and address transferability issues.
- Plan for honors course offerings with the needs of students at all three credit sites.

## **F. Class Sections and Scheduling**

### **1. Balance of offerings**

**Discussion:** The balance of class section offerings has been determined thus far primarily by the willingness of department full-time faculty to either teach such sections or hire associates to do so. Some departments offer many sections and others very few. The site has grown organically rather than systematically.

**Plan:**

- Departments should examine the enrollment response to their online course offerings and expand as needed.
- A plan for adding additional sections of online courses during the enrollment process, as needed, should be developed, along with a more reliable mechanism for assessing student demand during enrollment.
- Conduct a systematic assessment of student demand through the Office of Institutional Research.

### **2. Starting and Ending Dates and Length of Classes**

**Discussion:** The majority of classes at MiraCosta are semester-length, with a few late-start (15 weeks) and eight-week courses in some disciplines. Proprietary schools such as National and University of Phoenix are able to offer courses starting on a monthly basis. Due to space constraints it has not been feasible for most community colleges to follow suit, although enrollment patterns indicate that late-start and eight week classes are in demand.

**Plan:**

- Encourage creative scheduling of online class sections with various lengths and starting and ending dates to serve students' needs.
- Investigate the option of a summer schedule that runs for 12 weeks with various starting and ending dates
- Investigate winter intersession online classes as an alternative for winter break course completion
- Develop eight week sequential classes that allow students to complete a course series in a semester's time

### **3. Expansion of offerings**

**Discussion:** The rapid expansion of courses offered online has kept pace with student enrollment demands. The Oceanside campus is severely impacted. Recent changes in class scheduling have allowed for additional prime-time hours to be available to students, but generally all available teaching space is filled at the Oceanside campus, both morning and evening, Monday through Thursday. Demand for courses at MiraCosta is expanding due to economic pressures that make community college education and training/retraining highly desirable to students, as well as limitations on enrollment growth at other area colleges and universities.

**Plan:**

- Continue organic growth in offerings with recognition that physical limitations at the Oceanside campus will likely increase the rapidity of growth at the online site.
- Develop ways to quickly add online sections where wait list or email notification of openings requests show evidence that an additional section could be offered successfully.
- Encourage development of online courses, majors and certificates in key areas by identifying barriers and developing solutions, where appropriate.

## **G. Teaching Faculty Issues: Selection, Evaluation, and Professional Development**

### **1. Selection of faculty**

**Discussion:** According to Title V Section 55208(a): Faculty Selection and Workload, "[I]nstructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments." Online application and application review process are available for hiring of full-time faculty, and will be available for associate faculty hiring in spring of 2010.

**Plan:**

- Departments continue to select appropriate faculty to teach online, in accordance with Title V Section 55208(a).
- Interviews conducted by departments may use synchronous technologies if an in-person interview is not convenient, or if a demonstration of online communication skills is desired.
- Work with Payroll and the County to allow out-of-state hires.

### **2. Evaluation of faculty**

**Discussion:** Faculty are evaluated in accordance with procedures developed by the Professional Growth and Evaluation Committee. For full-time faculty, language was added to the handbook several years ago to provide parity of evaluation for online classes with evaluation of onsite sections. The additions indicate elements of course construction/syllabus, presentation of material and student interactivity (with material and/or colleagues) to be examined. Several departments have adapted the handbook recommendations for evaluating online associates, for whom the procedure is mandated by Collective Bargaining Agreement (2008-11), which has no provisions for online evaluations. Some disciplines have formalized their own process for hiring and evaluating online faculty. The Chancellor's Distance Education Guidelines (2008) consider the evaluation process as one of the "natural" places for assessing regular effective contact. Student surveys have been offered online via an outsourced system that has provided very low response, which is adversely affecting the evaluations of all online instructors.

**Plan:**

- Work with associate faculty union to develop language for the evaluation of online faculty (when they first teach at MCC, and when they offer their first online course at MCC).

- Encourage Full-time faculty undergoing evaluation who teach online during the semester in which they are being evaluated to identify at least one online course for a visitation and/or student evaluation.
- Create a template for departments to use in articulating discipline policies for evaluating online teaching in particular disciplines.
- Develop an in-house student survey that can be effectively deployed inside a CMS or in an open web-based format, but is connected to SURF identification and passwords.
- Enable the inclusion in the survey of questions related to online instruction in the discipline, developed and approved by the discipline leader(s).

### 3. Professional development

**Discussion:** Professional development opportunities for online instructors have been available through the Program for Online Teaching (POT) since 2005, as well as Foothill College, @ONE and other professional organizations and universities offering courses in teaching online. POT is an internal, volunteer, faculty-led consortium comprised of experienced online instructors, both full-time and associate, who focus on the development of teaching techniques appropriate to online, hybrid and technology-enhanced environments and suitable for multiple subjects. POT offers its mini-conferences and workshops through MCC's Professional Development Program and maintains a website with substantial resources, including recordings of previous onsite and online workshops.

#### Plan:

- Increase PDP's budget to bring online pedagogy experts and leaders to campus to conduct POT workshops and sessions, and to fund faculty attendance at on-site and online seminars, courses and sessions to improve online teaching.
- Increase travel funding for faculty seeking to attend workshops and conferences on online education.
- Develop a stipend program to compensate faculty who conduct workshops.
- Develop strong administrative support of the Professional Development Program in terms of material assistance with mini-conferences, workshops, website assistance, etc.
- Support the creation of a 3-unit class in online teaching, open not only to MCC faculty but to the community, taught by experienced online faculty and acceptable for salary advancement.
- Provide an online faculty member with 20% reassigned time to put together and teach a 16 week comprehensive series of workshops that systematically cover the pedagogy and technology background and skills for teaching online; faculty completing the series would have the option of earning flex or be accounted as having completed a 3 unit course towards salary advancement.
- Encourage salary advancement consideration for coursework taken to improve online teaching.

### 4. Certification

**Discussion:** A number of certification programs are available for online faculty. POT has its own certificate. In addition, online teaching certificates are available from university extensions, including UCLA and UCSD. @ONE also offers a certificate. Certification programs vary in focus and quality, and the department is the best place to determine whether it is needed.

**Plan:**

- Departments should consider whether to require certification of their online faculty from one of the above sources, and/or have an internal mechanism for assessing online teaching ability (e.g., interview process that includes an experienced online instructor).

**5. Technical training**

**Discussion:** Training in technologies supported or purchased by the district is available through Academic Information Services workshops and individual appointments with staff, as well as via the web from colleges, universities, and @ONE. In addition, the Program for Online Teaching offers faculty-led workshops on the most current and educationally useful web technologies. There is no training for web skills or attention to emerging technologies apart from a specific application [see Infrastructure, below].

**Plan:**

- Continue to provide faculty support through the AIS trainer and alternate methods as they evolve
- Look at self-paced online solutions to address individual faculty needs for technical training.

**6. Technical and clerical support**

**Discussion:** Support for technologies supported or purchased by the district is available through Academic Information Services workshops and individual appointments with staff, with requests made through the Employee HelpDesk inside the Portal. A default setup for Blackboard courses is provided by the Faculty Technology Specialist in AIS. Clerical support is provided by faculty secretaries as needed, but not all have knowledge of web-based work patterns for effective data entry or retrieval, online word processing, printing rosters or gradebooks, posting absence announcements, or other tasks comprising the online equivalent of secretarial support provided for onsite classes.

**Plan:**

- Provide faculty secretaries with training in all district-supported applications used for online and hybrid courses.

**7. Load/assignment/contract and class size**

**Discussion:** Currently online classes are not distinguished from onsite for the purposes of load or assignment, as per Academic Senate policy. Currently there is no distinction between online class size and onsite class size, although occasionally those teaching online for the first time have been permitted to have a smaller class size. Most other colleges seem to have lower limits for online classes, but this needs to be researched. According to Title V Section 55208(b), determining such limits is the job of the Courses and Programs Committee.

**Plan:**

- Continue policy on assignment.

- Conduct research on class size for online or hybrid courses at other colleges for the purpose of informing a C&P Committee decision.

## **8. Faculty Intellectual Property**

**Discussion:** Board Policy and Administrative Procedure 3715 supports and protects the intellectual property rights of online and onsite faculty:

*A district employee who is the creator of an academic work in his or her field of expertise owns the copyright in that work. Academic works include textbooks, lecture notes and other course materials, literary works, artistic works, musical works, architectural works and software produced with no more than nominal or incidental use of the district's resources. Academic works described in this paragraph are owned by the employee even though such works may have been developed within the employee's scope of employment. The official course outline of records is the property of the college, regardless of authorship. The individual expressions in the syllabus are the intellectual property of the author. [source: AP 3715]*

## **9. Office Hours**

**Discussion:** MCC's Academic Senate adopted the following policy in 2004:

*Regular office hours (a minimum of two hours per week) must be scheduled and maintained by each instructor and must be announced to students as well as submitted to the appropriate faculty secretary by the end of the first week of class, or as soon as approved. The purpose of office hours is to provide students with a definite time when they know that they will be able to consult with or get feedback from their instructor. Office hours may be held in a location on campus, by phone, or online (by an appropriate method, such as email, chat, discussion board). The method chosen by the instructor for his or her office hours should reflect the needs of the students.*

The full-time faculty load agreement designates five hours per week of student contact outside of class, including the two scheduled office hours, for all classroom faculty members.



## IV. Student Issues

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### A. Student community

**Discussion:** Student community is built through college hour and other activities at both Oceanside and San Elijo campuses. MiraCosta encourages student participation with the college on social networking sites, including YouTube, Myspace, Twitter, and Facebook. A student portal is in the development stages.

**Plan:**

- Survey students, evaluate need, and collect data to provide direction for further development. Ask students what they want and need.
- Monitor and pilot various emerging technologies to create a "virtual" student community allowing for interaction and participation
- Brand the online site, as part of the college's overall rebranding work, to create a sense of community and belonging to a virtual college location among students who attend MCC online.

### B. Authentication

**Discussion:** District-level authentication of individual identity for access to college services is discussed above. Class-level authentication can be provided by college username/password access, instructor or third-party issued codes or passwords, selective release of URLs, or other means accepted by best web practices for sites and pages. Instructors may demand additional authentication, such as a verbal password for audio reporting, or the placement of a student I.D. in the line of sight for a video report.

**Plan:**

- Comply with the HEOA by exercising due diligence in authentication of online students. The HEOA requires diligence regarding proper authentication. When students enroll at MiraCosta they go through various processes of authentication. Once admitted to the institution, they are granted a student identification and temporary password allowing them to access the course enrollment software and the student portal and/or CMS used by instructors. The validation of a student at admission and the subsequent granting of individual authentication (typically username and password) allows access to defined levels of the campus enterprise system.
- MiraCosta will continue to monitor and participate in Federated Identity Management as it evolves; this is where participating institutions share identity attributes based on agreed-upon standards.
- Continue to implement and update authentication services regularly. The campus takes systems security and user authentication very seriously, and has dedicated full-time professionals assigned to implement and update these systems.
- Monitor evolving technologies around user authentication from other higher education groups and the financial industry. Use the technology to enhance proper authentication.

## C. Privacy Issues

**Discussion:** The district has a responsibility to ensure the privacy of its students and staff, following FERPA guidelines. The college employs dedicated fulltime staff to assist with these processes. There has been and should be continued training.

**Plan:**

- Apply campus-wide rules and policies to the online environment.
- Work continuously to monitor and implement legislation emerging around individual privacy.
- Work with identity management processes to authenticate users.

## D. Student Intellectual Property

**Discussion:** Student Intellectual Property is also covered in BPAP 3715, as follows:

*District students who created a work are owners of and have intellectual property rights in that work. District students own the intellectual property rights in the following works created while they are students at the district: (1) intellectual property created to meet course requirements using college or District resources, and (2) intellectual property created using resources available to the public. Intellectual property works created by students while acting as district employees shall be governed under provisions for employees. [Source: AP 3715]*

Currently, the college contracts with Turnitin.com through Blackboard and outside of Blackboard. Papers submitted to Turnitin.com become source documents in its reference database. Other websites may have similar policies.

**Plan:**

- Instructors who use Turnitin.com or other services that exert ownership or control of student work should include in the syllabus a statement informing students of these policies.
- Students should be permitted to either submit papers without identifying information or to opt out of submitting papers through Turnitin.com by providing additional source information.

## E. Service Learning

**Discussion:** Service beyond the classroom has been identified as a core value for MiraCosta. Online students should have the opportunity through individual contracts to receive credit for work they do within their communities.

**Plan:**

- Modify and adapt existing standards and extend service learning opportunities to students who are exclusively online and do not come to campus.

## **F. Child Development Center**

**Discussion:** Online students have access to the same priority admission into the Child Development Center as onsite students, with the exception of early care, lunch, and late care options that are limited to students who are enrolled in classes during those times.

NOTE: It would be useful to include the Child Development Center Director in any discussions pertaining to Center enrollment policies and procedures.

Current Child Development enrollment policies and procedures make no distinctions among or between education modalities (on ground, on-line, or hybrid) in determining MiraCosta College student status, nor are there any Center policies prohibiting or limiting online MiraCosta College students from admission to any designated services provided by the Child Development Center. See <http://www.miracosta.edu/instruction/childdevelopmentcenter/applyingtocenter.html>

**Plan:**

- All MiraCosta College students (on-ground, online, or hybrid) are fairly and equitably accounted for within the enrollment processes at the Child Development Center.

## **G. Scholarships**

**Discussion:** Scholarship applications are available only onsite. There are no online scholarship application forms. Sample forms are available online, but students must come onsite, physically obtain and fill out the scholarship forms.

**Plan:**

- Make scholarship information and applications available in a fully online format.

# V. Infrastructure

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## A. Networks and Servers

**Discussion:** Through the end of 2010-2011, the District will maintain three course management systems. Support equates to budget, systems administration, training, and technical support. With existing resources, only two systems can adequately be supported within AIS. In 2007-2008 Academic Information Services and the Technology and Pedagogy (TAP) committee launched a 3 year pilot to select 2 course management systems to be fully supported at the College. The three systems include Blackboard, ETUDES NG, and Moodle. The pilot was scheduled to conclude in 2009-2010. For Fiscal Year 2011-2012 the District will be supporting only Blackboard and Moodle. ETUDES NG will be discontinued.

Blackboard is hosted internally and receives full support from Academic Information Services (hosting, backups, patches, administration, training, support, etc.). Blackboard is integrated with PeopleSoft so all courses in the current schedule are provided a course-shell, and student adds/drops are automatically updated. The Spring semester 2011 saw Blackboard hosts 496 unique faculty members of which 172 out of 208 courses offered fully online for Spring 2011. The Blackboard server and software license has dedicated annual funding via a fiscal enhancement request of approximately \$60,000 annually.

A total of 42 online courses were hosted in Moodle during Spring 2011. Courses in Moodle are hosted remotely in one of three off-site locations: (1) MiraCosta's Moodle is hosted with Moodlerooms; and receives support from Academic Information Services, faculty leadership, and directly from Moodlerooms. (2) Coastline's Moodle is hosted with Coastline Community College, and receives support from Academic Information Services, and directly from Coastline. Coastline primarily hosts our Music program. Coastline is hosting 17 out of 208 courses offered fully online for Fall 2009. (3) Individual faculty accounts with Moodle, 3 out of 208 courses offered fully online for Fall 2009. No Moodle instances have PeopleSoft integration at this time. MiraCosta's Moodle (Moodlerooms) has an annual cost of approximately \$6,500 which has been funded for the pilot test via AIS Indirect Funds. AIS Indirect Funds have transferred to the Office of Instruction as of 2009-2010.

**Plan:**

- Complete the CMS pilot and select appropriate systems to be fully supported by the district (send to College Steering Council for proper routing)
- Consolidate Moodle into a single hosting environment either off-site with Moodlerooms or internally on MiraCosta servers, for technical support

## B. Support structure

### 1. Network

**Discussion:** MiraCosta has deployed a robust and reliable wired and wireless network infrastructure. The district has multiple connections to the internet to provide access to on line student resources including Blackboard, Surf, WWW, etc. Currently both connections have substantial bandwidth available for growth in on campus and off campus use.

Although the college currently has two connections to the internet they both connect to the main campus in Oceanside.

**Plan:**

- Move one of the connections to the SEC campus, allowing DE students to continue to use services in case of a major disaster at the Oceanside campus

## **2. Multimedia and course materials**

**Discussion:** While multimedia content can be created by instructors, and there is access to some equipment via AIS, technical resources are inadequate. MCC can access the streaming multimedia server provided via the California Community Colleges Satellite Network, which will now transition to EduStream. For individual classes, instructors may order publisher material to go with a textbook, or have students purchase keys for such material via the bookstore. However, there is no district-wide budget for accessing large collections of material that can be used online. Currently database subscriptions for online versions of multimedia and other content are paid for through the library, or on a case-by-case basis. In recent years the selection of quality material that can be used in online, on-site and hybrid course has increased enormously.

**Plan:**

- Survey faculty, evaluate needs, and collect data to provide direction for further development. Ask the faculty at-large what they want and need. Include a TCO for any additional staffing, equipment, or facilities.
- Evaluate the implications for intellectual property when content is developed in a team environment by multiple employees.
- Provide space, equipment and staff assistance for the creation of multimedia content for online, onsite and hybrid classes.
- Continue to publicize CCCSat and utilize this resource for streaming media.
- Create a budget item for Library/Open Learning to fund subscriptions to web-accessible databases of instructional materials.

## **3. Administrative**

**Discussion:** The online teaching and learning environment has become large enough to become an independent "center". Like the three physical campuses currently in existence, the online environment should be treated as an additional site. Currently each of the MiraCosta College sites has a dedicated administrative structure and support staff, this should apply to the online campus as well. One of the deans was assigned to be the Distance Education dean starting in late fall 2009.

**Plan:**

- Hire a faculty director of online education
- Investigate the option of having a chair of DE/Online Education, selected by the online instructors, similar to the model at Saddleback College, but modeled on existing chairships at MiraCosta.

## **4. Security**

**Discussion:** Access to MiraCosta College Confidential and Restricted information assets may only be granted to Authorized Data Users on a need-to-know basis. A unique user name and initial password is issued for each User of the systems. Students are required to change password once a year

**Plan:**

- Further enhance student authentication by implementing challenge questions within the Student Portal and/or learning Management Systems to ensure identity of students.
- Develop proctoring agreements with other institutions.

## **5. Student portal**

**Discussion:** Currently the portal is in development and functions primarily as an intranet for college business.

**Plan:**

- Survey students to determine needs and desires for the content of a student-portal.
- Develop a user-friendly student portal to convey information, particularly about online resources and student services, encourage development of a student sense of community, and connect students to courses in various course management systems using the same entryway.
- Work with rebranding experts to create a portal that fosters a sense of belonging and community for students at the online site.
- Utilize the portal as an entryway into online classes for ease of use regardless of CMS used, and to provide authentication and security for online students.

## **6. Course management systems and emerging technologies**

**Discussion:** Blackboard is currently considered "the" college CMS, although both Moodle and -NG are currently supported via outside vendors, and increasing numbers of faculty do not use a CMS at all. Current trends in the development of Personal Learning Environments and student-centered learning are not supported.

**Plan:**

- Build financial support for emerging technologies into the AIS budget in order to support educational technology pilot projects and exploration.
- Continue support for multiple systems.
- Encourage student training in terms of online skill sets rather than reliance on particular technologies (see above).
- Online dean and chair of DE/Online Education should work with AIS to determine which pedagogical applications should be adopted college-wide, whether by subscription or purchase.

## **7. Instructional design**

**Discussion:** The Chancellor's Distance Education Guidelines (2008 Omnibus) Section 55202: Course Quality Standards section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of distance education courses. Most MCC online faculty design their own courses and determine their

own materials as an extension of academic freedom. Although technical support is available for some aspects of course design, especially course construction inside Blackboard, there is no specific instructional design assistance available to faculty beyond that based in the CMS. Instructional design concepts exposure is available via professional development workshops and certificate programs, but there is no technical support for implementation.

**Plan:**

- Hire an instructional designer or educational technologist with a firm foundation in developing technology to meet an instructor's pedagogical goals.

## **C. Equipment and software**

### **1. Hardware replacement cycle**

**Discussion:** The hardware replacement cycle is once every four years for every computer, regardless of the needs of the user. Faculty may request a Dell PC, an iMac, or a laptop computer in either Mac or PC format. The cost of replacement computers is less than \$1,000, or less than \$20 per month on a four-year cycle.

**Plan:**

- Reconsider replacement cycles according to the needs of the individual user.
- Offer laptop computers and a higher priority on the replacement cycle to faculty who are teaching online.
- Increase access to college-provided computer hardware for associate faculty who teach online.
- Consider offering other means of keeping in contact with students to online instructors on request, including Blackberry or iPhone hardware.
- Offer more advanced computers to faculty teaching online who rely specifically on their computer for creating materials and teaching online.

### **2. Maintenance and upgrades**

**Discussion:** Critical operating system patches are installed on all systems as soon as possible after their general release. Critical application patches are installed to the extent possible on all systems as soon as feasible in order to minimize system outages and security exposures.

**Plan:**

- Continue to support and include in the budget timely maintenance and upgrades for all systems.

### **3. Site licenses, software and virtual labs**

**Discussion:** Site licenses are currently funded for onsite labs and Microsoft Office applications on campus. Software needed for online classes can only be used in campus labs.

**Plan:**

- Pilot the use of virtual labs to make MCC software available to online students and faculty, using the MCC key server (e.g., SPSS for online behavioral statistics students; Camtasia or Captivate for faculty).

## VI. Administrative

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### A. Marketing

**Discussion:** The online site has grown organically with little to no marketing, as students seek out ways of integrating their work and family lives with their educational goals. Little marketing has been needed as the popularity of online classes has made it the fastest growing segment. The Board and District recognize the online teaching environment to be the “Fourth Jewel in the Crown of MiraCosta”. Advertisements in college schedules and word-of-mouth have sufficed to attract thousands of students to the online site.

**Plan:**

- Study community needs and advertise the online site to increase awareness of online course opportunities in the surrounding area.
- Investigate targeted marketing to specific populations such as marketing to new mothers, members of the military, older adults, students in online high school programs, discouraged workers that need to enhance job skills in a competitive economy, and discouraged students who need to enhance transfer-readiness in a competitive application environment.
- Investigate program-specific marketing for particular majors and certificates that are well-suited to the online environment to increase awareness of their availability.

### B. Annual Report to Chancellor's Office

**Discussion:** Reports to the system office are necessary for various components of the community college operations, including reports specific to online education.

**Plan:**

- Dean of Online Education develops reports using data gathered by the Office of Institutional Research
- Faculty review the report through the Chair of Distance Education
- Review and recommendation of report by the Office of Instruction and Academic Senate Council
- Approval of report by Board of Trustees.

### C. Leadership

#### 1. Online site and faculty leadership

**Discussion:** Despite the size of the online campus at MiraCosta there is no site leadership to advocate for the needs of instructors and students specific to the online teaching/learning environment. Both credit instructional sites, and the noncredit site, have significant leadership onsite, including both a dean and an associate dean at SEC and CLC, and three department chair positions at the CLC. The unique infrastructure needs of the online site, the accreditation standards' focus on online education, and the rapid expansion of online



offerings and enrollments indicate a need for site leadership to identify needs and resources and ensure those needs are met.

At present, each dean and department chair has individual responsibility for scheduling online classes in the context of normal departmental and divisional scheduling. A voluntary team of experienced online faculty, the Program for Online Teaching (POT), provides opportunities for professional development including mini-conferences and a certificate, as well as resources for online teachers at its website. In spring 2010, POT will provide a substantial percentage of the professional development workshops offered.

The Dean of Academic Information Services was traditionally assigned leadership duties at the online site. Because of the nature of the position and its many other duties, that leadership has been limited to supervision of the staff members that provide technology training, ensuring adequate staffing at student and faculty helpdesks to assist with technological issues, and working with faculty on technological issues related to online learning. In late fall of 2009, online learning duties were added to the roles of an existing instructional dean.

Site leadership could work to provide integrated and comprehensive student services for the online site, develop and acquire resources for online teachers and students through grants and the college budget process/program review process, ensure continued compliance with Accreditation Commission standards for online education that all majors and certificates that are offered 50% or more online are taken through the substantive change process, and manage growth and expansion of online offerings.

**Plan:**

- Hire a faculty director of online education
- Foster a close working relationship between the faculty director of online education and MiraCosta Online Educators (see below).

## **2. Senate committee structure**

**Discussion:** The new Governance Organization (G.O.) process was implemented in fall of 2009 with six committees: Academic Affairs, Budgeting and Planning, Campus, Community Relations, Courses and Programs, and Student Affairs. It was modified in 2011 to include five committees: Academic Affairs, Budget and Planning, Courses and Programs, Institutional Program Review, and Student Interests. In addition, working conditions and professional standards committees address issues of load, salary, fringe benefits, equivalency, sabbatical leaves, and professional advancement for faculty. All recommendations then go to one of the three Councils for approval. The online site and online education have specific needs related to each of these committees, decisions on Form A in Courses and Programs, and decisions about provision of Student Services in Student Interests.

**Plan:**

- Establish a faculty advisory group (MOE or a modified version), and include the faculty director of online education and members from each committee who have expertise in online teaching issues.

## **D. Planning and Resource Development**

### **1. Research: Student access and success**

**Discussion:** While the Office of Research at MiraCosta has maintained records of the rapid growth of the online site in offerings and enrollments, research on the success of online students has not yet been conducted. Students have access to online classes themselves, but not all of the support services that foster success for onsite MiraCosta students are available for those students online. The data indicates that student satisfaction is high -- in the 2008 Accreditation Self-Study Survey, Student Version, 98% of students reported that they were satisfied with the format (i.e. online, on-campus, self-paced) in which courses are offered by MiraCosta College [Accreditation self-study - p. 16] -- but there is no data on whether or not student success is high.

#### **Plan:**

- The college should use EDDI to determine the overall pattern of successful retention, completion, and grade distribution in online sections and compare this data with the data for similar courses offered onsite.
- Any anomalies found should be investigated and resources sought to correct them (e.g., If online students are less likely to succeed, more resources should be put into providing access to online tutoring, counseling, and other interventions that promote student success).
- Statistics on the transfer, graduation and certificate rates of students who enroll primarily or exclusively online should be compared with the same statistics for a similar population of students at the two physical credit sites.

### **2. Role of Program Review: Procedures and methods**

**Discussion:** In Spring of 2011, a Program Review Handbook was adopted and implemented as the document detailing the steps of program review, reflection, and planning. and sole venue for requesting program development resource allocation through the college budgeting process. Program Review is important to insuring the subsequent development and support of a robust online education offering at MCC, by doing the following:

- including disciplines and college services (e.g., counseling) in the evaluation and planning processes for online education;
- providing AS committees and Office of Instruction with regular (e.g., annual) information on the status of online education at MCC;
- supporting communication from the college back to the disciplines and college services;
- integrating Online Education (e.g., offering of courses, support services) at MCC into the college's planning, decision making, and informing budgeting processes.

Program Review provides a discipline/service with the opportunity to [1] self-evaluate regarding online education, [2] plan and identify resources, and [3] forward this information to the Office of Instruction and AS committees that, in a subsequent budget linkage process, [4] will then need to evaluate and prioritize where the funds go, and [5] through the program review process provide feedback to the discipline/service. Note that the

sections responded to in Program Review relating to online education could be reviewed to form a basic annual MCC Online Education Report.

**Plan: [Note: these changes have been incorporated into the new Handbook]**

- Go through appropriate committee channels (Academic Affairs Committee) to update standards in Program Review to facilitate requests for resources needed to expand online offerings and support existing offerings. Specific standards to be updated:
- Update the 'Program Facilities' question to read, *"Are the offices, work areas, **online spaces (e.g., CMSs, Portal)**, storage, and other spaces assigned to the program sufficient in terms of square footage, location, quality, and upkeep to optimize departmental performance? Of what quality are the facilities that currently house this program and in what ways to these affect the ability of the program to achieve its objectives?"*
- Update the 'Equipment and Supplies' question to read, *"Is the program provided with supplies, **software**, and equipment appropriate in kind, amount, and quality to address the needs of staff in the program and to meet program requirements and objectives?"*
- Update the 'Staff Development' question to read, *"Is the program provided with sufficient resources and opportunity to allow its staff to remain abreast of current trends and requirements, to develop job proficiency and expertise, **to serve onsite and online students**, to learn new skills and to explore new initiatives, or to make innovative contributions to the functioning of the department?"*
- Update the 'Program Development Relative to Provisions of the Educational Plan' question to read, *"To what extent and to what degree has the development of the program met the expectations for program growth specified in the college's master planning documents (at the Oceanside campus, San Elijo campus, CLC campus, and online)?"*

### **3. Grants**

**Discussion:** The College offers mini-grants through the foundation and grants for joint projects between north county colleges through NCHEA. The foundation has recently received a grant to hire a grant writer. There are increasing federal and private funding opportunities for grants in online education.

**Plan:**

- The Faculty Director of Online Education should work with individual faculty members to develop grant proposals for mini-grants and NCHEA grants.
- The Faculty Director of Online Education should work with the Dean, faculty, and the foundation's grant writer to identify opportunities and develop grant proposals for online education from private and federally funded grants.

# Reference Documents

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## **Chancellor's Distance Education Guidelines (2008 Omnibus): Section 55204: Instructor Contact**

It is important to document regular effective contact and how it is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

## **Title V Section 55208(b) of California Code of Regulations: Faculty Selection and Workload**

The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

## **Chancellor's Office Guidelines for Section 58170: Apportionment for Tutoring (2008 Omnibus)**

A tutorial center may offer tutoring assistance between a tutor and tutee when they are separated by distance and are using on-line or other synchronous "real time" technologies such as videoconference, web conference, audio conference, etc. When the tutor and tutee are separated such that one or the other is not physically present in the tutoring center, the supervisor must be able to monitor the communication and a mechanism must be in place to accurately track positive attendance hours. If both the tutor and tutee are not physically present in the tutorial center, the district must ensure and be able to document, if audited, that the supervisor was actually able to, and did, monitor the interaction of the tutoring session.

### **Title V 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).*

## **Title V Section 55202 of California Code of Regulations: Course Quality Standards**

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002 [Standards and Criteria for Courses], and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2. [Senate primacy areas]

### **Title V Section 55204** of California Code of Regulations: Instructor Contact

In addition to the requirements of section 55002 [Standards and Criteria for Courses] and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular 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, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. [Guidelines for DE]

### **DISTANCE EDUCATION ACCESSIBILITY GUIDELINES** For Students with Disabilities

#### **AP 4105 Distance Education**

References:

Title 5 Sections 55200 et seq.

**Definition:** Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

**Course Approval:** Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the classroom instruction in a course, or an entire section of a course, is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

**Certification:** When approving distance education courses, the Courses and Program Committee will certify the following:

- **Course Quality Standards:** The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
- **Course Quality Determinations:** Determinations and judgments about the quality of the distance education course were made with the full involvement of the Courses and Programs Committee approval procedures.
- **Instructor Contact:** Each course that is designed to be delivered through distance education contains a description of appropriate means to ensure regular effective contact between instructor and students.
- **Duration of Approval:** All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

#### **Title V Section 55210 of California Code of Regulations: Ongoing Responsibility of Districts**

If a district offers one or more courses or course sections in which instruction is provided through distance education for at least 51 percent of the hours of instruction in the course or course section, the district shall:

(a) maintain records and report data through the Chancellor's Office Management

Information System on the number of students and faculty participating in new courses or sections of established courses offered through distance education ;

(b) provide to the local governing board, no later than August 31st of each year, a report on all distance education activity;

(c) provide other information consistent with reporting guidelines developed by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

## Data from the MiraCosta Master Plan Related to Online Education

### ONLINE EDUCATION (CYBERCOSTA)

#### Description

CyberCosta refers to the District's online education website, where all online courses and services are offered. Both credit and noncredit courses are accessible online. After the first online course offering in 1995, CyberCosta opened in spring of 1998 with five courses offered by five different instructors. From spring of 1998 till fall of 2009, growth of online offerings has far outstripped the growth in enrollment overall. In fall 2009, 11% of the District's weekly student contact hours were offered at CyberCosta to 3,958 students. The credit courses offered at CyberCosta contribute to fulfilling requirements for transfer, associate degree, and certificates. There are currently 20 majors and 64 certificates approved by the Accrediting Commission to be offered more than 50% online.

Expansion of the number of courses, certificates, and services to be offered online is included in the plans of many District instructional disciplines and student services. A summary of these plans follows.

The Deans and Department Chairs collaboratively develop the schedule of online classes and a faculty committee, MiraCosta Online Educators, supports the instructional components of this delivery method in a variety of ways. Additional collaborative groups will be formed as needed to achieve the District's institutional objective to further develop this component of instruction and student services.

#### Growth Projection

Online education is projected to grow faster than the overall District in the near term (2010-2015) and to grow at the same rate as the District in the far term (2015-2020).

#### Data

The increase in online course enrollment is responsible for 43% of the District's total enrollment growth between fall 2007 and fall 2009. There are two bases for comparison of student success in online courses:

- Compared to on-campus courses: For fall 2009, the rate of successful course completion for online courses was below the rate for on-campus credit courses (63% compared to 70%). Similarly, the student retention rate for online courses was below the student retention rate for on-campus courses (78% versus 84%).
- Compared to the state average for online courses: For fall 2009, the District's overall rate of successful course completion exceeds the state average while the District's overall rate of student retention matches the state average.

### MiraCosta District Retention and Successful Course Completion for Online and On-campus Courses for Fall 2009

Fall 2009	Total Enrollments	% Withdrawals	Successful Course	Student Retention
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Completion				
On Campus	31,001	16%	70%	84%
Online	5,275	23%	63%	78%
Hybrid	479	23%	60%	77%
	<b>36,755</b>	<b>17%</b>	<b>69%</b>	<b>83%</b>

### MiraCosta District Retention and Successful Course Completion for Online Courses for Fall 2009

Chancellor's Office Definition of Distance Education Program Type	MiraCosta College Success	Statewide Success	MiraCosta College Retention	Statewide Retention
Biological Sciences (04)	69%	60%	86%	78%
Business and Management (05)	67%	56%	82%	77%
Education (08)	73%	62%	88%	82%
Engineering and Industrial Technologies (09)	43%	57%	71%	79%
Family and Consumer Sciences (13)	71%	61%	82%	81%
Fine and Applied Arts (10)	58%	61%	80%	82%
Foreign Language (11)	42%	56%	51%	78%
Health (12)	75%	70%	83%	83%
Humanities (Letters) (15)	64%	54%	78%	75%
Information Technology (07)	62%	57%	76%	77%
Interdisciplinary Studies (49)	65%	60%	81%	82%
Library Science (16)	66%	60%	86%	82%
Mathematics (17)	49%	43%	62%	71%
Media and Communications (06)	58%	57%	68%	77%
Physical Sciences (19)	60%	58%	74%	75%
Psychology (20)	68%	58%	82%	80%
Social Sciences (22)	62%	55%	78%	77%
Total	<b>63%</b>	<b>56%</b>	<b>78%</b>	<b>78%</b>

Successful Course Completion: (A+B+C+CR+P)/Total Grades

Retention: (A+B+C+CR+P+D+F+NC+NP)/Total Grades

### Projections for Online Education (CyberCosta)

The planned expansion of online education is the District-wide goal of increasing student access and is articulated in this institutional strategic objective:

- Implement a robust distance education site that includes effective online support for student success as well as the courses necessary to complete several associate degree majors

The planning process to occur in spring 2010 will identify the action steps, responsible parties and timeline to achieve this institutional strategic objective.

Instructional Discipline	Currently Offer Online	Currently Offer Hybrid	Plan to develop online courses	Plan to develop online certificates or degree	Plan to develop hybrid courses	Plan to increase online sections	Specific course if identified
Accounting	x		x	degree	x	x	
Administration of Justice		x			x		
Anthropology	x		x			x	
Architecture			x	certificate		x	
Art	x		x			x	
Astronomy			x		x		ASTR 101
Automotive Technology		x					
Biology	x	x	x		x	x	
Biotechnology	x	x	x		x	x	
Business Administration	x		x	degree		x	
Business Office Technology	x						
Career and Life Planning	x					x	
Chemistry	x				x	x	CHEM 108 CHEM 110
Child Development	x	x	x	x		x	
Chinese							
Communication Studies	x		x		x	x	
Computer Studies and Information Science	x	x		x			
Computer Science	x					x	
Counseling	x						
Dance	x		x		x	x	
Drafting Design Technology	x	x					
Dramatic Arts	x		x		x	x	
Earth Sciences	x						
Economics	x		x			x	
Education			x			x	
English	x		x				ENGL 850 ENGL 100
English as a Second Language			x				
Film Studies	x		x				FILM 101
French			x				3-semester sequence
Geography	x						
Geology	x						
German							



Gerontology	x		x	x		x	
Health Education (no Wellness Ctr)	x	x	x		x	x	
History	x				x	x	HIST 116 HIST 117
Horticulture			x	certificate	x		
Hospitality	x	x	x	certificate degree		x	
Humanities			x				HUMN 250 HUMN 251
Interdisciplinary Studies							
Italian			x				3-semester sequence
Japanese							
Kinesiology (no Wellness Ctr)	x		x		x	x	
Library Science							
Linguistics							
Literature			x				
Mathematics (No MLC)	x					x	
Media Arts and Technology	x						
Medical Administrative Professional	x						
Music	x	x			x		
Nursing/Pharmacology	x	x			x	x	
Oceanography	x		x		x		
Philosophy	x			x			
Physical Sciences	x						
Physics					x		
Political Science			x				PLSC 102
Psychology	x	x	x			x	
Energy Technology							
Reading							
Real Estate	x		x	certificate	x	x	
Sociology	x		x			x	
Spanish	x		x			x	SPAN 160, SPAN 161
Special Education							
Surgical Technology							
Health Education/KINE (Wellness Ctr Only)							

<b>MLC</b>							
Work Experience and Education							
Noncred ESL			x		x		
Noncred Adult HS/Career Development		x	x		x		
<b>Student Services with a goal to expand online services</b>							
Admissions and Records							
Counseling							
DSPS							
EOPS							
Financial Aid and Scholarship Office							
Health Services							
Retention Services: TASC							
Service Learning and Volunteer Center							
Testing Services							
Transfer Center							

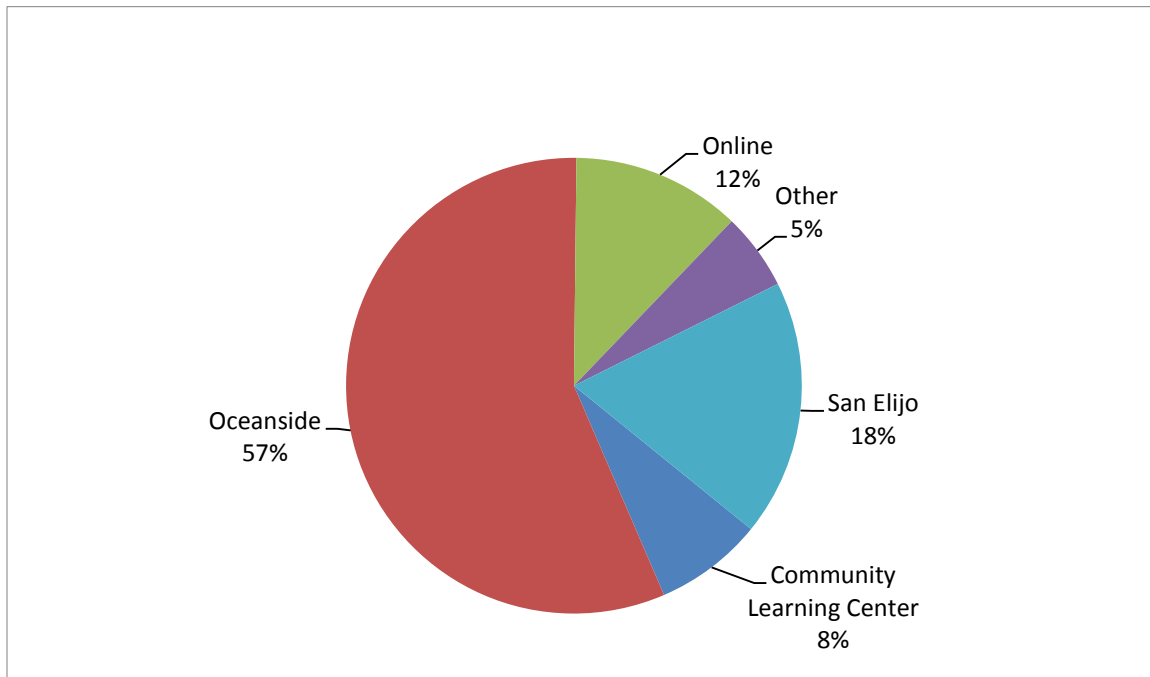
**Data Set 36: MiraCosta District Duplicated Credit Headcount by Campus**

	Fall 2007	Fall 2009	% Change
Oceanside	8,173	10,119	24%
San Elijo	2,806	3,652	30%
Community Learning Center	22	44	100%
Online	2,409	3,622	50%
Off-campus	124	79	-36%

Notes:

- The Community Learning Center offers primarily noncredit courses.
  - Off-campus includes students enrolled in classes not held online or at a District campus.
  - Refer to the Appendix for student demographic information by site.
- The majority of the District's students take at least one credit course at the Oceanside Campus.
  - In the past two years both Oceanside and San Elijo Campuses experienced similar significant growth in student enrollment in credit courses.
  - Enrollment in online courses has grown 50% since fall 2007. This increase of a little over 1,200 students represents 43% of the District's total enrollment growth between fall 2007 and fall 2009.

**Data Set 37: MiraCosta District Weekly Student Contact Hours by Campus for Fall 2009**



- 57% of WSCH was delivered at the Oceanside Campus and 18% at the San Elijo Campus.

**Data Set 38: MiraCosta District Credit Enrollment by Gender and by Campus and Online for Fall 2009**

	Oceanside		San Elijo		Online	
Female	5,695	57%	1,820	51%	2,482	63%
Male	4,226	42%	1,728	48%	1,440	36%
Unknown	114	1%	49	1%	36	1%
<b>Total</b>	<b>10,035</b>		<b>3,597</b>		<b>3,958</b>	

- As noted in Data Set 28, overall more female than male students attend credit classes. The gender distribution differs among the three sites. The female/male distribution at Oceanside Campus matches the overall District distribution (57%/42%) while there is a greater balance of female/male students at San Elijo (51%/48%). In online courses, female students outnumber male student by a ratio of 2 to 1.

**Data Set 39: MiraCosta District Credit Enrollment by Race/Ethnicity and by Campus and Online for Fall 2009**

	Oceanside		San Elijo		Online	
American Indian/Alaskan Native	82	1%	23	1%	24	1%
Asian/Pacific Islander	933	9%	272	8%	374	9%
Black	506	5%	49	1%	167	4%

Hispanic	2,314	23%	438	12%	646	16%
White	4,927	49%	2,348	65%	2,231	57%
Multiple Ethnicities	590	6%	204	6%	245	6%
Other Non White/Unknown	683	7%	263	7%	271	7%
<b>Total</b>	<b>10,035</b>		<b>3,597</b>		<b>3,958</b>	

- Students' race/ethnicity at Oceanside Campus is comparable to the distribution of race/ethnicity in the District's total student population with the exception of slight differences in the proportion of Hispanic and White students. Compared to the District's total student population, at the Oceanside Campus there are proportionately fewer White students (49% compared to 53%) and proportionately more Hispanic students (23% compared to 20%).
- The San Elijo Campus has the highest proportion of White students in the District (65%) and the lowest proportion of Hispanic (12%) and Black (1%) students.
- Among the students taking online courses, the distribution of students' race/ethnicity mirrors the patterns at on-campus sites with two exceptions:
  - A slightly higher proportion of White students take courses online compared to those attending the Oceanside Campus (57% compared to 49%) and a slightly lower proportion of White students take courses online compared to those attending the San Elijo Campus (57% compared to 65%).
  - A slightly lower proportion of Hispanic students take courses online compared to those who attend the Oceanside Campus (16% compared to 23%) and a slightly higher proportion of Hispanic students take courses online compared to those who attend classes at the San Elijo Campus (16% compared to 12%).

**Data Set 40: MiraCosta District Credit Enrollment by Age and by Campus and Online for Fall 2009**

	Oceanside		San Elijo		Online	
17 and Under	562	5%	191	5%	143	4%
18 and 19	2,328	23%	1,031	29%	744	19%
20 to 24	3,284	33%	1,227	34%	1,354	34%
25 to 29	1,396	14%	410	11%	665	17%
30 to 39	1,090	11%	293	8%	524	13%
40 to 49	747	7%	215	6%	329	8%
50 to 59	464	5%	161	5%	168	4%
60+	164	2%	69	2%	31	1%
<b>Total</b>	<b>10,035</b>		<b>3,597</b>		<b>3,958</b>	

- The distribution of the students across the age cohorts is comparable at the two on-campus sites and online with the exception of a slightly greater proportion of 18 and 19-year old students at San Elijo (29% compared to 23% at Oceanside and 19% online).

**Data Set 42: MiraCosta District Campus Attended by ZIP Code of Residence for Fall 2009**

ZIP Code Area of Residence	Cities of Residence	Total Residents	Site of Enrollment		
			Oceanside	San Elijo	Online
Northern Portion of District	Carlsbad/La Costa	1,210	84%	16%	28%
	Oceanside/Camp Pendleton	5,028	87%	8%	28%
	<b>Total</b>	<b>6,238</b>	<b>87%</b>	<b>9%</b>	<b>28%</b>
Southern Portion of District	Carlsbad/La Costa	1,070	59%	49%	28%
	Carmel Valley/Del Mar	671	30%	78%	28%
	Encinitas/Cardiff	1,442	40%	69%	26%
	Solana Beach/Rancho Santa Fe	364	35%	74%	25%
	<b>Total</b>	<b>3,547</b>	<b>43%</b>	<b>65%</b>	<b>27%</b>
Outside the District	Vista/San Marcos	1,973	86%	11%	28%
	Other ZIP codes	2,098	67%	23%	34%
	<b>Total</b>	<b>4,071</b>	<b>76%</b>	<b>17%</b>	<b>31%</b>

Note: This table compares where credit students live to which campus they attend. This table was compiled to address the question of whether students attend the campus closest to their residences. The first two columns of the table indicate where students live within the Northern or Southern portion of the service area or outside of the district. These data exceed 100% because some students are enrolled at more than one campus.

- Students generally attend the campus closest to their residence. Of the 6,238 credit students who live in the Northern portion of the service area 87% attend Oceanside, 9% attend San Elijo and 28% are enrolled in an online class. More than half of the students who live south of Carlsbad attend the San Elijo Campus.
- About three-fourths of the out-of-district credit students attend the Oceanside Campus and 31% are enrolled in an online course.

**Data Set 52: MiraCosta District Retention and Successful Course Completion for Online Credit Courses for Fall 2009**

Chancellor's Office Definition of Distance Education Program Type	MiraCosta College Success	Statewide Success	MiraCosta College Retention	Statewide Retention
Biological Sciences (04)	69%	60%	86%	78%
Business and Management (05)	67%	56%	82%	77%
Education (08)	73%	62%	88%	82%
Engineering and Industrial Technologies (09)	43%	57%	71%	79%
Family and Consumer Sciences (13)	71%	61%	82%	81%
Fine and Applied Arts (10)	58%	61%	80%	82%
Foreign Language (11)	42%	56%	51%	78%
Health (12)	75%	70%	83%	83%
Humanities (Letters) (15)	64%	54%	78%	75%
Information Technology (07)	62%	57%	76%	77%
Interdisciplinary Studies (49)	65%	60%	81%	82%
Library Science (16)	66%	60%	86%	82%
Mathematics (17)	49%	43%	62%	71%
Media and Communications (06)	58%	57%	68%	77%
Physical Sciences (19)	60%	58%	74%	75%
Psychology (20)	68%	58%	82%	80%
Social Sciences (22)	62%	55%	78%	77%
<b>Total</b>	<b>63%</b>	<b>56%</b>	<b>78%</b>	<b>78%</b>

(#) indicates the TOPs code

Successful Course Completion:  $(A+B+C+CR+P)/\text{Total Grades}$

Retention:  $(A+B+C+CR+P+D+F+NC+NP)/\text{Total Grades}$

- For online credit courses, the District's overall rate of successful course completion exceeds the state average (63% compared to 56%) while the District's overall rate of student retention matches the state average (both at 78%).
- For fall 2009, the rate of successful course completion for online courses was below the rate for all credit courses (63% compared to 69%). Similarly, the student retention rate for online courses was below the student retention rate for all credit courses (78% versus 83%).

*Last document revision May 27, 2011*