

MiraCosta College

Institutional Self Study Report in Support of Reaffirmation of Accreditation

ADDENDUM

February 22, 2010

Submitted to:

Accrediting Commission for Community and Junior Colleges of the
Western Association of Schools and Colleges

Submitted by:

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II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Since the approval of the self study by the Board of Trustees a task force comprised of administrators and faculty drafted an online education plan (Attachment A) for the college. The draft will be considered for adoption by the college via the Collegial Consultation and Governance model. The plan considers meeting student needs related to student services and instructional support services. The plan addresses instructional and faculty issues related to online course approval, quality, curriculum development, testing and assessment, scheduling, program planning, selection of faculty to teach online, evaluation, and professional development. Further, the plan addressed student related issues including authentication, privacy, student intellectual property, service learning, learning communities, and student service support such as access to the college's child development center, counseling, admissions and records, academic support, and library and technology services. The plan also addresses assessment and planning for infrastructure necessary to support the plan and distance education in general. The plan will help the college meet Standard II.A.1.b by having a mechanism in place to assess student success and achievement in online courses as identified in the planning agenda for the Standard. The development of such a mechanism is identified in the planning agenda for Standard II.A.1.b. The plan also addresses what the commission recognized as necessary when it approved the college's distance education substantive change proposal in June 2009.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Since the approval of the self study by the Board of Trustees the college has established and implemented a process for developing student learning outcomes for degrees and certificates (Attachment B). The process will begin with career and technical education faculty identifying student learning outcomes for all certificates followed by all faculty identifying student learning outcomes for all degrees and certificates. This is the first step for the college towards meeting Standards II.A.1.c, II.A.2.b, II.A.2.e, and II.A.2.f. Once the process is fully implemented the college will have clearly defined connections between student learning outcomes and assessments, institutional learning outcomes and assessments and administrative unit outcomes and assessments. The timeline that is included with the process (Attachment B) offers an overview of progress through fall 2009 and plans through 2012 that matches the progress and plans to the levels of implementation on the ACCJC Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes. It should also be noted that the college continues to provide reassigned time for a faculty student learning outcomes coordinator.

The connections will be made through the college's annual program review process that leads budget and planning decisions. Ultimately the process will ensure sustainable and consistent quality improvement. Identifying and assessing student learning outcomes for certificates and degrees will address the planning agendas identified in the Self Study for Standards II.A.1.c, II.A.2.b, II.A.2.e, and II.A.2.f.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Since the Board of Trustees approved the self study the courses and programs committee approved Administrative Procedure 4021: Program Discontinuance (Attachment C) that replaces the Program Elimination Process & Procedures (PEPP) identified and described as part of the response to Standard II.A.6.b.

Self-Identified Actions Plans Response from the 2004 Accreditation Self Study

Planning Agenda I.B.2: PBC (Planning and Budgeting Council) and AMPC (Academic Master Planning Committee) will review and evaluate the new PBC planning cycle to ensure it allows AMPC goals to more directly drive planning at PBC (PBC, AMPCC).

The self study response to the self-identified action plan for planning agenda for Standard I.B.2 from the 2004 self study states, “Program Review reports and administrative unit outcomes and assessment results are generated and used by all councils and committees, including the Budget and Planning Committee, that is ultimately *responsible for ensuring the college meets the goals and principles of a new education master plan underway beginning in Fall 2009.*”

Since the Board of Trustees approved the Self Study the Budget and Planning Committee completed its work by developing principals of a new education master plan and has established a timeline for the completion of an education master plan to be completed by an academic master plan firm. The timeline for selecting the firm is as follows:

TIMELINE

January 19, 2010	Proposals due in response to re-issued Request for Proposals
January 29, 2010	Budget and planning committee task force will consider request for proposals
February 2010	Budget and planning committee will interview finalists.
March 5, 2010	Budget and planning committee develops recommendation of firms
March 2010	Master plan firms selected

As a result the development of an education master plan will begin following the selection of the firm with development continuing through the 2010-2011 academic year and beyond as necessary.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Given that the director of human resources is responsible for Ethics workshops was on medical leave for a significant portion of the Fall 2009 semester ethics workshops referenced in the planning agenda were not held during that semester. As such the planning agenda is revised as follows and reflects a change to facilitation of workshops beginning fall 2010 (instead of Fall 2009).

Planning Agenda:

The Human Resources Offices will facilitate Ethics workshops beginning in fall 2010. Workshops are 90 minutes in length and are mandatory for all administrators, faculty, regular classified employees and new employees. The workshops consist of viewing real life scenarios portrayed on video with facilitators guiding attendees through a discussion of MiraCosta College-specific scenarios including protecting privacy of student records, theft, falsifying data etc. for the purpose of reviewing best practices related to ethics and ethical standards to be applied to the scenarios.

Standard III.A: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Board of trustee's policy 7120 is referenced in Standard III.A. That policy is not completed and will not be completed by March 1, 2010. As such the reference is changed to the following existing Board policies and/or administrative procedures that are available for viewing using the links noted with each policy and/or administrative procedure:

1. Full time faculty: Board Policy V.B and Administrative Procedure V.B-01

http://www.miracosta.edu/OfficeOfThePresident/BoardOfTrustees/policy_old/downloads/POLV.B_000.pdf

2. Part time faculty: Administrative Procedure V.B-02 and the Associate Faculty Collective Bargaining Agreement with the MiraCosta Community College District.

http://www.miracosta.edu/OfficeOfThePresident/BoardOfTrustees/policy_old/downloads/PRV.B-02.pdf

<https://www.miracosta.edu/Instruction/Downloads/Faculty%20Collective%20Bargaining%20Agreement.pdf>

3. Classified staff and classified administrators: Board Policy VI.B and Administrative Procedure VI.B-01

http://www.miracosta.edu/OfficeOfThePresident/BoardOfTrustees/policy_old/downloads/POLV.B_000.pdf

<http://www.miracosta.edu/OfficeOfThePresident/BoardOfTrustees/Downloads/Procedures/Chapter%205/Procedure%20V.B-01.pdf>

4. Administrators: Board Policy V.B.

http://www.miracosta.edu/OfficeOfThePresident/BoardOfTrustees/policy_old/downloads/POLV.B_000.pdf

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

As a result of the appropriate constituent groups that worked in accordance with the collegial consultation and governance process Board of Trustees Policy and Administrative Procedure 7120 is in development and will outline selection (hiring) procedures for classified staff and administrators. As a result the planning agenda for this Standard is changed to:

Planning Agenda:

As a result of the new collegial consultation and governance process, Board of Trustees Policy and Administrative Procedure 7120 is in development and will be submitted to the Board of Trustees for approval and, in the case of administrative procedure, for information by the end of the spring 2010 semester (May 2010).

Attachment A

Online Education Plan for MiraCosta College

Online Education Plan for MiraCosta College

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 PERCY (which is the Program Review vehicle for communication about planning and budgeting), [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;

Draft Distance Education Plan Draft

- 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.

I. Student Services

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:

- 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: In the era of computers, generic service is obsolete. Students want and expect to be recognized as individuals.
- [Source: WCET LAPP Project Beyond the Administrative Core: Creating Web-based Student Services for Online Learners by Pat Shen and Sue Armiage, <http://www.wcet.info/projects/laap/guidelines/overview.htm><http://www.wcet.info/projects/laap/guidelines/overview.htm>jecthttp://www.wcet.info/projects/laap/guidelines/overview.htmject]

A. Admissions 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 some forms online. Instructors are provided with add codes for students to add full courses online with instructor permission, but cannot drop students online. Other services are available to students online or via telephone on a case-by-case basis.

Plan:

- Make all forms available online, including Committee on Exceptions forms, requests for grad check and GE certification, request to reenroll via SURF in a class already taken (under the rules for course repetition).
- Provide a way for faculty to drop students in SURF.
- Develop wait list enrollment system, or request for notification of class opening, that serves online students and instructors.
- Track attempts to enroll in full classes, or interest in notification of class openings, to determine where growth is needed, and respond to growth needs in a timely fashion by adding sections where growth is most in demand.
- Send / receive transcripts electronically to / from certain schools
- Request enrollment verification online : Student self-service via National Student Clearing House: <http://www.studentclearinghouse.org/colleges/sss/default.htm>
Example from Birmingham-Southern College:
http://www.bsc.edu/records/enroll_verify.htm

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.

Plan:

- Make financial aid counseling available online in both synchronous and asynchronous formats.
- Give students the ability to submit BOGW online with appropriate verification (similar to SDCCD e-BOGW) San Diego City College e-BOGW:
<https://studentweb.sdccd.edu/e-bogw/index.cfm>
- Implement student self-service capability to allow students to view the status of their Financial Aid awards online*

* MiraCosta has the capability to offer student access to Financial Aid status, but has not implemented this service because the information is currently more confusing than helpful, but the FA Office does plan to implement online status look-up in the near future.

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. DSPS

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

Plan:

- Make DSPS 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:

- Make EOPS counseling and peer mentoring services available online in both synchronous and asynchronous formats.
- 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 and San Elijo campuses. 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.
- Allow students to take both math and English placement tests online, or publicize to online students the option of proctored testing, and facilitate location and certification of proctors or testing centers.

H. 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/courseservices_internetresources.htm. An online resume workshop is available at the site

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.

I. 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 services, including counseling, application workshops and other specialized workshops, available online in both synchronous and asynchronous formats.
- Explore TAG-type arrangements with universities offering baccalaureate degrees online.
- Increase the number of majors to be offered 50% or more online and procure accreditation approval for those majors.
- Make Honors courses available online to increase the accessibility of transfer for online students.
- The Transfer Center and 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.

J. 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.

- Expand the synchronous help provided inside Blackboard to a web-based assistance link that can be used in any CMS, blog, wiki, or outside technology.
- 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.
- Create online tutorials for students to learn how to access and use Blackboard and SURF
- Provide a Technical Requirements checklist for prospective online students
- Assess students' and prospective students' personal readiness for online learning
- Construct a webpage for online students, similar to CSU Chico's, to help online students <http://rce.csuchico.edu/online/prospect.asp>

K. Health Services

Discussion: Health services are covered by student enrollment fees, and currently online students are exempt from paying a health service fee. 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

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 students 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 evidence supports that its resource allocation decisions are effectively supporting 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. The library faculty work closely with online instructors enhance online student learning by providing customized instruction and information resources.

- Ask a Librarian
- Access to databases, e-books, and citation resources
- "How do I?" FAQ's

Other Possible Practices:

- Delivery of print materials to distance learners:
http://www.li.suu.edu/library/distance_learners.htm
- Online library orientation and tutorials introducing electronic resources and research methods.
- Online Writing Center services:
- <http://www.tarleton.edu/~library/distance.html>
- <http://www.dsu.edu/academics/owl/>
- Online tutoring: <http://www.smarthinking.com/>
- TASC piloted online tutoring and writing services, but received minimal response from students.

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. 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. The library has recently had its materials funding reduced and consequently may no longer be able to support current online collections or meet the growing demand for additional online resources. Additionally, enrollment increases raise the fees for access to online

resources, which in turn allows for purchasing fewer resources for the same budgeted dollars.

- The library will continue to develop multimedia materials to enhance the information literacy skills of distant learners. With the advent of Web 2.0 technologies the library can more easily produce learning objects such as instructional videos, tutorials, and other interactive instructional materials and make them available on demand via the library portal or the course management system.
- The library will continue to explore and develop 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 work with AIS to better integrate library online resources and services into multiple course management systems such as Moodle and Blackboard.
- Digitize videos upon request so that they may be presented within online classes (e.g. using EduStream to ensure compliance with fair use practices).

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. We chose the CCC Confer interface 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 our 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 is 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 through numerous adjustments and resources. Without proper funding and staff support, and low student usage, Online Tutoring was postponed until further interest and research warrant such a comprehensive program.

Plan:

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

- Change format from "pre-determined" online sessions to "student-initiated" online sessions.
- Integrate online tutor scheduling with on-ground tutor scheduling.
- Continue use of CCC Confer/Elluminate.
- Create an asynchronous form of tutoring on the MiraCosta Online Tutoring website to compliment the already developed synchronous format.

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.

Discussion: Although tutoring was tried online before, the project has been abandoned. Challenges include tutors being required to be trained and to do their tutoring only onsite. Current CRLA certification handbook is from 2003 and does not include online issues.

Plan:

- Make tutorial services available online in both synchronous and asynchronous formats.
- Train tutors in online tutoring; training should also be available online.
- Create a tracking system so that tutors can work from off-campus locations at any hour.
- Include tutors in the same process of resolving out-of-state faculty hires, so that online tutors who have taken MCC classes may work from outside the state.

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. We've piloted online asynchronous support in ENGL classes via BlackBoard resulting in extremely limited usage. With the support of an innovation grant, in 2005, the Writing Center piloted an OWL

(Online Writing Lab) using Smarthinking.com for asynchronous feedback. 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. This coming Spring marks five years since this pilot, a perfect time to try an online pilot again.

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.
- 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.

E. 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).
- Consider 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).

III. Instruction and Faculty

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, 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.

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, 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, Etudes, 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. While honors courses in the online format have been approved by C&P, none have yet been offered. Honors courses are offered at both Oceanside and San Elijo campuses, providing access to the honors program to credit students at both physical campuses, but no honors courses are offered online. Questions have arisen in the Honors Subcommittee and at the Statewide Honors Consortium level about the appropriateness and transferability of honors courses offered online.

Plan:

- Provide full support for offering honors courses online, as appropriate.
- Work with the Honors Subcommittee locally and statewide Honors Consortium 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 in mind.
- Encourage students to enroll in online honors sections.

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).
- Require 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

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 childcare 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.

Plan:

- Offer enrollment in early care, late care, and lunch to online students.

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

A. Networks and Servers

Discussion: The District is currently maintaining 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 is scheduled to conclude in 2009-2010.

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. Blackboard hosts 172 out of 208 courses offered fully online for Fall 2009. The Blackboard server and software license has dedicated annual funding via a fiscal enhancement request of approximately \$45,000 annually.

ETUDES NG is hosted remotely and receives support from Academic Information Services, faculty leadership, and directly from ETUDES NG. Faculty are required to participate in formal training from ETUDES NG before they will allow them access. ETUDES NG is partially integrated with PeopleSoft, so student adds/drops are automatically updated. ETUDES NG hosts 8 out of 208 courses offered fully online for Fall 2009. ETUDES NG hosting and support has an annual cost of approximately \$18,000 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.

A total of 27 online courses were hosted in Moodle during Fall 2009. 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. Moodlerooms is hosting 7 out of 208 courses offered fully online for Fall 2009. (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 \$6,000 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)
- If Moodle is selected, consolidate into a single hosting environment either off-site with Moodlerooms or internally on MiraCosta servers, for technical support
- Continue to monitor emerging technologies and explore options for piloting new CMS as they are developed

- Evaluate and dedicate resources (fiscal and human) required to provide appropriate CMS support.
- Factor CMS support into a total cost of ownership evaluation for online teaching and learning.
- Use the student portal to provide an entryway into all student courses, regardless of CMS or other location.

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:

- Consider dedicating a full position to a Dean for Online Education who will have an appropriate team of support staff to provide student and faculty services, to monitor and promote development of courses and programs and who reports to the instructional and student services units for the district.
- 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 ETUDES-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

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. 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 site administrator(s) at the level of dean, with responsibility for online education. This is a sufficiently complex site administration job to warrant a dean entirely dedicated to the site.
- Create a chair of Distance Education position to be elected by online faculty.
- Foster a close working relationship between the administration (site dean and chair of DE) and the AAC's faculty advisory group (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. In addition, a Professional Standards Committee addresses 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, especially the technology infrastructure decisions of the Campus committee, decisions on Form A in Courses and Programs, and decisions about provision of Student Services in Student Affairs.

Plan:

- Establish a faculty advisory group to Academic Affairs, the online dean, and chair of DE/Online Education comprised of 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 PERCY: Procedures and methods

Discussion: In Fall of 2009, PERCY was adopted and implemented as the Program Review software and sole venue for requesting program development resource allocation through the college budgeting process. Percy 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, planning and budgeting 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 budgeting processes.

Percy provides a discipline/service with the opportunity to [1] self-evaluate regarding online education, [2] plan and request resources, and [3] forward this information to the Office of Instruction and AS committees that [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 Percy relating to online education could be reviewed to form a basic annual MCC Online Education Report.

Plan:

- Go through appropriate committee channels (Academic Affairs Committee) to update standards in PERCY 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 Chair of Distance Education should work with individual faculty members to develop grant proposals for mini-grants and NCHEA grants.
- The Chair of Distance 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

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 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]

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.

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- **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.

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Inventory of Courses Approved for being taught Online or as Hybrid sections as of Dec. 2009. These have all been approved through Courses and Programs (formerly known as Academic Policies and Procedures)

Approved for 100% Online Delivery as of Dec. 2009

ACCT	101	CHEM	108	DRAF	201
ACCT	145	CHLD	109	DRAF	203
ACCT	148	CHLD	112	DRAF	204
ACCT	158	CHLD	113	DRAF	207
ADM	100	CHLD	121	DRAM	105
ANTH	101	CHLD	210	DRAM	120
ANTH	102	CIS	100	EART	106
ARCH	207	CIS	101	ECON	100
ART	157	CIS	102	ECON	101
ART	247	CIS	105	ECON	102
ART	248	CIS	150	ENGL	100
ART	259	CIS	151	ENGL	850
ASIA	105	CIS	152	ENGR	110
ASIA	107	CIS	154	ESL	802
BIO	103	CIS	164	ESL	803
BIO	105	CIS	165	ESL	820
BIO	172	CIS	169	FILM	101
BOT	100	CIS	184	FILM	110
BOT	101	CIS	191	FREN	101
BOT	102	CIS	192	GEOG	101
BOT	109	COMM	120	GEOG	102
BOT	110	COMM	215	GEOG	104
BOT	113	COMM	220	GEOL	101
BOT	116	COUN	100	GEOL	101L
BOT	117	COUN	110	GEOL	120
BTEC	120	CRLP	100	GERO	101
BTEC	210	CRLP	101	HEAL	100
BTEC	211	CRLP	102	HEAL	101
BUS	117	CRLP	103	HIST	100
BUS	120	CS	111	HIST	101
BUS	130	CS	112	HIST	103
BUS	131	CS	113	HIST	104
BUS	132	CS	130	HIST	105
BUS	134	CS	138	HIST	107
BUS	135	CS	140	HIST	108
BUS	136	CS	141	HIST	109
BUS	137	CS	150	HIST	110
BUS	138	CS	151	HIST	111
BUS	140	CS	220	HIST	116
BUS	147	DNCE	100	HIST	117
BUS	160	DNCE	101	HIST	165
BUS	170	DRAF	101	HORT	111
BUS	171	DRAF	110	HOSP	100
CHEM	103	DRAF	123	HOSP	114

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HOSP	117	MUS	203	BTEC	215
HOSP	133	MUS	204	BTEC	221
HOSP	134	NURS	150	BTEC	222
HOSP	234	NURS	151	CIS	141
HUMN	205	NURS	155	CIS	142
KINE	190	NURS	284	CIS	143
KINE	200	OCEA	101	CIS	144
KINE	204	PHAR	100	CIS	145
KINE	210	PHAR	201	CIS	204
LIBR	101	PHIL	100	KINE	110
LIBR	108	PHIL	101	NURS	180
MAP	100	PHIL	102	NURS	181
MAP	102	PHIL	105	NURS	182
MAP	110	PHIL	122	NURS	183
MAT	110	PHIL	221	NURS	281
MAT	125	PHSN	101	NURS	282
MAT	135	PLSC	101	NURS	283
MAT	150	PLSC	102	PHAR	150
MAT	165	PLSC	103	PHAR	151
MAT	170	PLSC	150	PSYC	205
MAT	180	PSYC	100	SOC	205
MAT	225	PSYC	101		
MATH	101	PSYC	104		
MATH	105	PSYC	112	Approved as Hybrids	
MATH	106	PSYC	113	with 99% or less	
MATH	115	PSYC	121	AUTO	102
MATH	125	REAL	100	BIO	210
MATH	130	REAL	105	BTEC	110
MATH	135	REAL	110	BTEC	201
MATH	150	REAL	120	BTEC	202
MATH	155	REAL	130	BTEC	203
MATH	226	REAL	130	BTEC	204
MATH	260	REAL	206	BTEC	206
MATH	265	REAL	240	BTEC	207
MATH	270	REAL	250	BTEC	215
MATH	820	SOC	101	BTEC	221
MATH	830	SOC	104	BTEC	222
MUS	101	SOC	210	CIS	141
MUS	102	SPAN	101	CIS	142
MUS	103	SPAN	102	CIS	143
MUS	104	Subject	Catalog	CIS	144
MUS	105	AUTO	102	CIS	145
MUS	113	BIO	210	CIS	204
MUS	114	BTEC	110	KINE	110
MUS	115	BTEC	201	NURS	180
MUS	116	BTEC	202	NURS	181
MUS	119	BTEC	203	NURS	182
MUS	201	BTEC	204	NURS	183
MUS	202	BTEC	206	NURS	281
		BTEC	207	NURS	282

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NURS	283
PHAR	150
PHAR	151
PSYC	205
SOC	205

Programs available to be offered 100% online now or with a few courses added.

Given the current inventory of approved courses (January 2010). Students have many options for the completion of the following:

CSU general education-each area has multiple opportunities
IGE TC courses-each area has multiple opportunities.

Associate Arts degrees in:

- General studies-area of emphasis in arts and humanities.
- General studies-area of emphasis in social and behavioral sciences.
- General studies-area of emphasis in natural sciences

Timeline for implementation of recommendations

Spring 2010.

- Set formal structure (online components: Dean, counselor, director or chair; budget; library collections).
- Make all student services forms online; e-BOGW.
- Enable to the ability to draw students in SURF.
- Published textbook information in compliance with HEOA.
- Encourage Academic Senate to have experienced online instructor on courses and programs.
- Implement and adapt to improve the authentication of users.
- Continue high quality professional development of online faculty, leading to certificate.
- Work with department chairs/faculty to develop course/instructor evaluation rubric.
- Complete CMS pilot study and select two final systems to be supported
- Continue to monitor/test emerging technologies.
- Survey faculty technology needs.
- Survey student needs/desire for student portal use/content.
- Annual report to the Board of Trustees

Fall 2010

- Gather statistics/profiles of online students for planning purposes.
- Develop a wait list system, depending on governance decision.
- Track unsuccessful attempts to enroll in online courses for scheduling purposes.
- Designate a counselor for online.
- Work with librarians for multimedia objects.
- Work with faculty to broaden course offerings including labs.
- Create student community for the fourth District Center

Spring 2011

- Develop mechanism to send and receive transcripts, electronically.
- Writing center goals-online feedback; e.g. technology systems; develop front end for paper submission.
- Work with courses and programs on creative scheduling-course length and start times

Last document revision 10 December 2009

Attachment B

The Certificate Outcomes Process

The Certificate Outcomes Process

Consistent with our accreditation requirements outlined within ACCJC's *Rubric for Institutional Effectiveness* (attached) and with our outcomes & assessment process developed over the past six years, what is outlined below is our initial approach to **assessing outcomes at both the certificate and degree levels**.

In closing the feedback loop, just as we evaluate the results of our assessments of student learning outcomes and apply what we have learned from such (informing our classroom practices), assessment at the certificate and degree levels requires an evaluation of the assessments conducted within those core courses comprising the certificate or degree.

In piloting our approach, this endeavor begins with the development of an *Assessment Documentation Matrix* for each of our certificates. The Office of Instruction will develop templates for these matrices (in an Excel spreadsheet) for each of our certificates in Career & Technical Education. The matrices will include (along the top) cells for each of the five **CTE Outcomes** (*Technical Skills, Application of Discipline Skills, Critical Thinking & Problem Solving, Effective Communication, and Professional Behavior*). Each of the **core courses** within the associated certificate will be listed within the cells down the left side of the matrix (see attached example).

Department Chairs in CTE will be forwarded their respective matrices for each of their certificates, and asked to **insert the corresponding assessment tasks** (aligned with the associated SLOs) identified in the course *Reporting Rubrics* for the core classes comprising each certificate. Chairs will be asked to forward each of their completed *Assessment Documentation Matrices* (ADMs) for their certificates to the Office of Instruction (for migration to TracDat) by the first week of March 2010.

The primary effort is focused on *aggregating the various assessment tasks*, aligning each with the respective core course & SLO, and using this to provide a snapshot of the outcomes & assessment process embedded within each certificate. It is anticipated that discipline faculty will use the ADMs to engage in robust discussions of the outcomes process within their respective certificates and across their program. Upon completion of this pilot, we expect to obtain feedback from the CTE Chairs and use this approach to frame the assessment of degree outcomes within both CTE and GE programs.

Assessment Documentation Matrix for Certificate Programs

CHILD DEVELOPMENT Teacher Certificate (Core Courses)	Technical Skills (TS)		Application of Discipline Skills (DS)		Critical Thinking & Problem Solving (CT)		Effective Communication (EC)		Professional Behavior (PB)	
CHLD 105: Program Planning and Curriculum Methods			Program Evaluation	Philosophy Statement	Philosophy Statement			Philosophy Statement		
CHLD 106: Educational Play: Materials			Learning Plan					Written Report		
CHLD 109: Child Behavior and Guidance			Field Notes, Rating Scales; Guidance Plan or Field Notes	Child Observations				Guidance Plan		
CHLD 113: Child and Adolescent Growth and Development			Essays, Fieldnotes, or Observations; Philosophy Statement;	Essay Question						
CHLD 200: Early Childhood Observation & Assessment			Observation Report;	Essay Question				Documentation Board		
CHLD 205: Health and Safety Issues in Childhood			Essay Question; Learning Plans	Program Evaluation						
CHLD 210: Child, Family, and Community			Interviews; Agency Report	Essay Question						
CHLD 270: Preschool Teacher Internship			Lead Teaching Evaluation	Reflective Essays				Internship Evaluation		

Reporting Rubric (sample): Complete one rubric per course-level SLO

Discipline: **CHLD** Course: **105** GE Area (if applicable): _____

Assessment Completed: NO

GE Area Mission Statement (if applicable):

Discipline Mission Statement (if applicable):

GE Program-Level Outcomes: Effective Communication, Critical Thinking, Global Awareness and Responsible Citizenship, Information Literacy, Aesthetic Literacy and Appreciation, Productive Work Habits.

CTE Program-Level Outcomes: Technical Skills, Application of Discipline Skills, Critical Thinking and Problem Solving, Communication, Professional Behavior.

Student Learning Outcome #1:	<i>Analyze</i> the relationship between observation, planning, implementation and assessment in developing effective teaching strategies that meet individual child needs
General Education or CTE SLO(s) to which course SLO aligns	CTE: Critical Thinking & Problem Solving
Assessment Task(s)	Program evaluation assessed using a departmental rubric.
Expected Level of Achievement	Students receive a score of at least 70% when assessed with the associated evaluation instrument.
How Data were Gathered and Evaluated	
Results of Evaluation	
Use of Data/Plans	

*The final format of the form has yet to be determined, may be electronic.

MIRACOSTA COLLEGE

Student Learning Outcomes: Anticipated Timelines & Accomplishments

Prior to March 2nd 2010 ACCJC Visitation

Target Dates	Activities & Accomplishments	Primary Contributors
12/3/09	<ul style="list-style-type: none"> Review Rubric for Evaluating Institutional Effectiveness - SLOs and anticipated timelines/accomplishments with Department Chairs 	<ul style="list-style-type: none"> Outcomes Coordinator, VP of Instruction, Director of Institutional Research; Department Chairs
12/10/09	<ul style="list-style-type: none"> Identify remaining Course SLOs yet to be completed; advise each discipline of need to write & submit SLOs (using SLO Rubric) to Courses & Programs for review & approval. 	<ul style="list-style-type: none"> Office of Institutional Research
12/17/09	<ul style="list-style-type: none"> Proposal for Degree & Certificate Outcomes completed and an electronic template developed; selected disciplines identified to pilot creation of Degree/Certificate Outcomes Matrices 	<ul style="list-style-type: none"> Outcomes Coordinator; Office of Instruction; invited GE/CTE/NC disciplines
12/23/09	<ul style="list-style-type: none"> All 6-Year SLO Calendars accounted for and embedded electronically in TracDat 	<ul style="list-style-type: none"> Office of Institutional Research
1/21/10	<ul style="list-style-type: none"> Student Learning Outcomes Assessment Plan documenting processes for Course, Degree, Certificate, Program and Institutional Outcomes drafted for review by all College constituent groups 	<ul style="list-style-type: none"> Outcomes Coordinator; Office of Instruction; College Councils
2/4/10	<ul style="list-style-type: none"> TracDat Trainings offered to all interested disciplines/programs across the College 	<ul style="list-style-type: none"> Office of Institutional Research
2/11/10	<ul style="list-style-type: none"> Piloted Certificate Outcomes Matrices completed by invited disciplines Remaining SLOs (not entire course outlines) submitted to Courses & Programs for review & approval at February 26th meeting 	<ul style="list-style-type: none"> Outcomes Coordinator; Office of Instruction; invited GE/CTE/NC disciplines; associated disciplines (completing initial SLOs); Courses & Programs Committee
2/18/10	<ul style="list-style-type: none"> Certificate Outcomes Matrices distributed to CTE disciplines for inclusion of associated assessments within each certificate offered 	<ul style="list-style-type: none"> Office of Instruction; CTE disciplines
3/1/10	<ul style="list-style-type: none"> Newly approved SLOs migrated to TracDat; TracDat updated to include all SLOs for every course Completed Certificate Outcomes Matrices migrated to TracDat Equivalent process/template drafted for Degree Outcomes Matrices 	<ul style="list-style-type: none"> Office of Instruction; Office of Institutional Research

MIRACOSTA COLLEGE

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Overview of Progress to Date • Fall 2009

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review	Related College Actions
<p>Awareness</p>	<ul style="list-style-type: none"> • There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The College has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. 	<ul style="list-style-type: none"> • ACCJC visitation report recommends that the College develop a plan to implement the measurement of student learning outcomes at the course, program, and institutional level. • Outcomes & Assessment Committee (OAC) conducts research and examines institutional practices pertaining to the design, implementation, and evaluation of student learning outcomes at the local, state and national levels • Ongoing discussions and operational planning are devoted to the design of a meaningful, manageable, and sustainable assessment process that is a faculty-designed and learning-center enterprise. • The College articulates and adopts a set of principles, goals, and conclusions framing and guiding an effective and meaningful implementation of the student learning outcomes process.
<p>Development</p>	<ul style="list-style-type: none"> • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration) have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development. 	<ul style="list-style-type: none"> • Initial proposals for the institutionalization of an effective student learning outcomes process are vetted within and across various College constituent groups (Academic Senate, Department Chairs, Classified Senate, Office of Instruction, Business Services, Student Services, President/Superintendent). • OAC leads the implementation of the agreed-upon student learning outcomes process by conducting a series of orientations to and trainings in the development of SLOs at the <i>program level</i> (General Education and Career & Technical Education) and <i>individual course level</i> (with 5-6 SLOs identified for each program and 3 SLOs identified for each course). • OAC conducts trainings in the evaluation of student learning outcomes using rubrics across the College and within individual disciplines. • Faculty within each discipline (across both GE & CTE) develop SLOs, associated evaluation rubrics, and assessment timelines for a minimum of three courses within their respective disciplines.

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review	Related College Actions
<p>Proficiency</p>	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • Results of assessment are being used for improvement and further alignment of institution-wide practices. • There is widespread institutional dialogue about the results. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed on a regular basis. • Course student learning outcomes are aligned with degree and programs in which they are enrolled. • Students demonstrate awareness of goals and purposes of courses 	<ul style="list-style-type: none"> • The Academic Senate Council underscores the work to date done on SLOs but suggests a significant acceleration of the implementation timeline. Council recommends that OAC initiate the implementation of such with a clearly defined set of tasks to be accomplished and associated target dates (providing simplicity while maintaining pedagogical integrity). • OAC develops a plan to insure that every discipline will assess every SLO for all of its courses and close the feedback loop for each SLO at least once during a six-year program review cycle. SLO assessment data will be reported as a component of department program review. • 6 Year SLO Assessment Calendars are developed by each discipline as a roadmap to the collection, assessment, and evaluation of student learning outcomes and SLOs are embedded within all course syllabi. • The College devotes significant resources in the form of both time and money toward the goal of supporting faculty to have course-level SLOs for all courses written and submitted to OAC for review (Fall 2008). • The SLO assessment process is embedded within our institutional research and planning efforts with the purchase and implementation of TracDat as a systematic means of collecting, evaluating, and archiving the results of ongoing evaluation of student learning on a regular basis. • A new College Governance Model is adopted that significantly reduces the number of existing committees, more clearly defines the roles of administrators in the governance process, and aligns planning & budgeting with program review (Spring 2009). • The development, assessment, and evaluation of student learning outcomes is fully embedded within the institutional governance process (Fall 2009). • Annual program review includes an appraisal of the factors contributing to student success, including the assessment of student learning outcomes (Fall 2009). • The Courses & Programs Committee (CPC) assumes responsibility for the review of SLOs within the curriculum development process while the Academic Affairs Committee (AAC) assumes responsibility for the integrity of the instructional program review process (which involves an annual evaluation of factors contributing to student success). • A process for assessment of SLOs at the degree and certificate level is developed and vetted within and across the Academic Senate, Department Chairs, & the Office of Instruction (Fall 2009). • The integrity of 6 Year SLO Calendars is maintained and TracDat narrative evaluation summaries are updated in preparation for mid-term ACCJC accreditation visit (Spring 2010).

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review	Related College Actions
<p style="text-align: center;">Sustainable Continuous Quality Improvement</p> <p style="text-align: center;">2010 - 2012</p>	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews. 	<ul style="list-style-type: none"> • A <i>Student Learning Outcomes Assessment Plan</i> describing and distinguishing the processes for assessing course, program, degree, and certificate SLOs for both instructional and non-instructional programs is developed (Spring 2010). • SLOs are embedded within the annual program review cycles of both instructional and non-instructional programs. • Data on student learning and achievement are used within the annual planning & budgeting processes for both instructional and non-instructional programs to refine and improve institutional practices.

Attachment C

Administrative Procedure 4021: Program Discontinuance

Responsibility

The process of program revitalization and discontinuance is linked directly to Program Review, and under the purview of the Academic Affairs Committee. The annual program review process is described in BP 4020.

Criteria

Through the annual program review process, the Academic Affairs Committee will identify those MiraCosta College programs (to include transfer, career and technical education, basic skills, credit, and non-credit) exhibiting, in any combination, the following indicators:

- A. Continued declining or low enrollment for a sustained period of time of not less than three consecutive years.
- B. Continued declining or low retention/persistence/completion rates for a sustained period of time of not less than three consecutive years.
- C. Continued declining or lack of demand in the work place for a sustained period of time of not less than three consecutive years.
- D. Continued declining or lack of institutional resources to support the program for a sustained period of time of not less than three consecutive years.

Once a program has been identified using the above criteria, the Academic Affairs Committee may recommend, in consultation with the program faculty and program dean, that a program revitalization plan be initiated.

Program Revitalization

Program revitalization may take many forms, though central to its process is a commitment to develop a comprehensive plan to strengthen the program before program-discontinuance procedures are considered. The program revitalization plan is to be developed by an ad hoc program revitalization task force, which is specific to the program and created when the Academic Affairs Committee recommends a program revitalization plan be initiated.

This task force is to be comprised of at least the following members:

- A. The program faculty.

- B. A majority of the department faculty, including the department chair.
- C. The program dean.
- D. At least one additional dean to be appointed by the Vice President of Instructional Services.
- E. At least two additional discipline-related faculty members, one to be selected by the program faculty and one to be selected by the program dean.
- F. For career and technical education programs, the advisory committee must be involved in the construction of this plan.
- G. Additional members maybe added, with the final composition to be approved by the Academic Affairs Committee Chair in consultation with the Academic Senate President

The program revitalization plan should address, where applicable, at least the following considerations:

- A. Continued declining or low enrollment issues:
 - 1. Active recruitment of targeted populations.
 - 2. Cooperative ventures with local employers, transfer institutions, and/or other community colleges.
 - 3. Enhanced career and academic counseling services (career/transfer center, job fairs, transfer day, etc.).
 - 4. Adjustment of course scheduling—times of day, block scheduling, short and flexible courses, instructional modality changes, frequency and number of sections.
 - 5. Analysis of demand for the program through use of labor market information.
 - 6. Curriculum modifications, updates, and creation.
 - 7. Related professional development and training of faculty to teach modified and updated curriculum.
 - 8. Realignment, reduction, and right-sizing of offerings.
 - 9. Analysis of demand for the program at other community colleges in the region, including an analysis of how those programs may be structured differently or if different curriculum is offered.
 - 10. Feedback from regional deans.

11. Articulation of programs and courses—K-12, Tech Prep, etc. and a four-year sequencing of offerings to ensure student ability to transition to subsequent levels.
 12. Visitations of other similar programs to consider best practices.
- B. Continued declining or low retention retention/persistence/completion rates issues:
1. Faculty development in classroom techniques such as addressing alternative learning styles, student course contracts, etc.
 2. Analysis of the curriculum to ensure alignment with course outcomes with next course entry skills in sequences.
 3. Enhanced student support services, such as: tutoring, financial aid, learning and study skills, childcare, etc.
- C. Continued declining or lack of demand in the work place issues:
1. Analysis of local and regional labor market trends.
 2. Analysis of advisory board feedback.
 3. Meetings and job shadowing with potential employer internship and career resource development.
- D. Continued declining or lack of institutional resources to support the program issues:
1. Analysis of the ways in which institutional resources might be shifted or combined to assist the program.
 2. Analysis of adequate faculty, both in numbers of full-time faculty and in their particular expertise.
 3. Analysis of physical resources including facilities, equipment, and supplies.
 4. Analysis of external funding opportunities such as grants, partnerships, and workforce-development initiatives.
 5. Analysis of levels of outside support such as classified staff, course offerings, library materials, and work-place learning opportunities.
 6. Analysis of cost savings through offering instruction in different facilities, locations, and instructional modalities.

The program revitalization plan must include a timeline of not more than two years and must be submitted to the Academic Affairs Committee no later than the second to last meeting of the following semester in which the program revitalization plan was

recommended. Academic Affairs will either approve the plan or make recommendations to modify the plan. The plan will go into effect immediately upon final approval.

If, upon completion of the approved program revitalization plan, the program continues to exhibit, in any combination, the indicators listed in the criteria section above, the ad hoc program revitalization task force will recommend, vis-à-vis a formal report to the Academic Affairs Committee, one of the following options:

- A. Giving the program an extension of one year. At the end of the extension, the committee will reconvene and re-evaluate.
- B. Accept the program in its current state if it serves a community, instructional, or training need.
- C. Create a new program revitalization plan.
- D. Recommend discontinuance of the program.
- E. Once this task force's work is finished, it will be disbanded.

Program Discontinuance

If the ad hoc program revitalization task force recommends discontinuance of the program, a new ad hoc program discontinuance task force, specific to the program, will be created. The task force will be comprised of the following members:

- A. The chair of the Academic Affairs Committee.
- B. The chair of the Courses and Programs Committee.
- C. Two Academic Affairs Committee faculty members to be appointed by the Academic Affairs Committee Chair.
- D. One student ASG Member appointed by the Associated Student Government President.
- E. Two faculty appointed by the Academic Senate President.
- F. The Academic Senate President.
- G. One Academic Senate Council member appointed by the Academic Senate President.
- H. The dean of the program being recommended for discontinuance.
- I. One additional dean appointed by the Vice President of Instructional Services.
- J. The Vice President of Instructional Services.
- K. One additional vice president appointed by the Academic Senate President.

The ad hoc program discontinuance task force will meet and complete a comprehensive review of all information available. Special attention will be given to both quantitative and qualitative factors. In addition, primary consideration is to be given to the college's need for a comprehensive set of offerings and appropriate mix of transfer, career and technical education, and basic skills courses in serving its overall mission to the community. As part of this comprehensive review, a public forum will be held by this task force to hear from members of the community.

Upon completion of the comprehensive review, this task force will create a report along with a recommendation that addresses the following specific issues:

- A. Justification for program discontinuance.
- B. A timeframe for notifying affected faculty, students, staff, advisory committees, and other interested individuals.
- C. A support and transition plan for students currently enrolled in the program.
- D. Where program discontinuance will result in a full-time tenured faculty member(s) having less than a full teaching load, a retraining and reassignment plan will be developed as part of the recommendation.

Upon completion of the report and recommendation, this task force will submit their report and recommendation to the Academic Affairs Committee.

The Academic Affairs Committee will vote on the report and recommendation from the task force. The report and recommendation may not be altered by the Academic Affairs Committee.

If the Academic Affairs Committee votes to accept the report and recommendation, the recommendation will be sent to the Academic Senate Council. The Academic Senate Council will vote on the report and recommendation from the task force. The report and recommendation may not be altered by the Academic Senate Council.

If the Academic Senate Council votes to accept the report and recommendation, the report and recommendation will be sent to the Board of Trustees.

The Board of Trustees will vote on the report and recommendation.

If the Board of Trustees votes to accept the report and recommendation, the timeframe for notifying affected faculty, students, staff, advisory committees, and other interested individuals will be implemented, the support and transition plan for students currently enrolled in the program will begin, and the affected full-time tenured faculty member(s) will be offered the retraining and reassignment plan. If the affected full-time tenured faculty member(s) choose to not accept this plan, Human Resources will notify affected full-time tenured faculty member(s) of their employment rights and begin layoff procedures.

If the ad hoc program discontinuance task force, Academic Affairs Committee, Academic Senate Council, or Board of Trustees does not recommend or affirm the program for discontinuance, the program will be reevaluated, similar to any other program, the following year by the Academic Affairs Committee using the indicators

listed in the criteria section above. If the same program is identified a second time as exhibiting, in any combination, the indicators listed in the criteria section, the Academic Affairs Committee may recommend, in consultation with program faculty and program dean, that a program revitalization plan be initiated or program discontinuance procedures be initiated. In either recommendation, no more than 25 percent of the individuals comprising the new ad hoc program revitalization task force or the new ad hoc program discontinuance task force may be the same.

Note that in the rare case where a program has become not viable because of exceptional external factors (for example, state law changes), and the program and department faculty unanimously agree and submit their own recommendation for program discontinuance to the Academic Affairs Committee through the program-review process, the Academic Affairs Committee may recommend, in consultation with the program faculty and program dean, a program revitalization plan be initiated or program discontinuance procedures be initiated. It is understood that if program discontinuance is recommended by the Academic Affairs Committee, the overall time frame, as compared to non-faculty initiated program discontinuance (described above), is potentially reduced but that the exact same program discontinuance procedures are to be followed (described above).