



# CALIFORNIA COMMUNITY COLLEGES ONLINE EDUCATION INITIATIVE

Dear Colleague,

Thank you again for your interest in the 2018 OEI Consortium Cohort! We now invite you to complete a College Self-Assessment Packet and have developed this checklist to assist you in the process.

- Schedule a College Planning Team meeting (recommend setting aside two hours).
- Ensure your CTO attends the January 2018 OEI / CCC Tech Center webinar (invitation will be emailed separately).
- Obtain the required signatures noted in Section IV of the College Self-Assessment.
- Obtain a copy of the resolution passed by your local academic senate in support of the college's participation in the OEI cohort.
- Return your completed self-assessment packet, including the academic senate's resolution, no later than Thursday, March 1, 2018 to:

Karen Oeh, College Support Representative  
650.949.7814  
[koeh@cccconlineed.org](mailto:koeh@cccconlineed.org)

If you need additional assistance as you move through the checklist, please do not hesitate to reach out to our Implementation Team. Again, thank you for your interest in the OEI. We look forward to working with additional college partners as we expand the consortium!

*OEI Implementation Team*



# CALIFORNIA COMMUNITY COLLEGES ONLINE EDUCATION INITIATIVE

## SECTION I: COLLEGE SELF-ASSESSMENT

*The information in this section should be completed by the college's Single Point of Contact (SPOC) with input from the College Planning Team.*

College Modesto Junior College

### Contact Information

Name Patrick Bettencourt

Title Dean of Instruction

Email bettencourtp@yosemite.edu

Phone 209.575.6221

1. Which of the following OEI tools or services is your college currently using (check all that apply):

- QuestReadiness (readiness tutorial)
- NetTutor (online tutoring)
- Cranium Cafe / ConexEd (online counseling)
- Proctorio (online proctoring)
- VeriCite (plagiarism detection)

Are there any additional tools your college has implemented or wishes to:

- We have used QuestReadiness when it was first released. Some faculty are still using it. We would like to begin using it again and integrate it more fully as an option in our "Start Here" module.
- Some of our faculty used NetTutor when they were working as adjunct faculty for Columbia College as part of their pilot, so we are familiar with it.
- We piloted Proctorio but could not afford it, even at its discount rate
- We piloted VeriCite but decided to wait until some of the integration bugs were worked out before fully adopting it.
- We have full integration with Turnitin
- We have full integration with VoiceThread
- We have full integration with NameCoach

2. Is the college participating in any other statewide initiatives (i.e. guided pathways, educational planning, etc.):

- Yes
- No

If yes, which ones: Guided Pathways, Aspen Institute College Excellence Program, Title V Removing Barriers grant, Achieving the Dream National Reform Network, and Hobsons Analytics (adoption underway)

3. Has your college adopted the OEI Course Design Rubric?

- Yes
- Yes, but with modifications
- No, but we are open to adopting the OEI Course Design Rubric
- No, we are using another tool to guide online course design on our campus

If yes or yes with modifications, are you using this as part of a local course approval or review process?

- Yes
- No

4. Would your college be interested in developing a local peer course review process for courses entering the exchange?

- Yes
- No
- Already developed

5. Please describe the ways your college will support faculty and courses participating in the course review process:

Currently, faculty being trained to teach online use the OEI Rubric to peer-review each other's courses. So far, approximately 35 faculty have been trained to use the OEI Rubric for peer review this way. We have plans to hold trainings that focus solely on the OEI Rubric, one section at a time (one per training). We are particularly excited to train on accessibility using the OEI Rubric. Those faculty who have been trained will be asked to peer-review courses before they are submitted to go through the Exchange Review process.

In addition, our Instructional Design Coordinator, Mike Smedshammer, also works for @One/OEI and is a Lead Course Reviewer. He was part of the initial group that went through the initial POCR training in San Diego in October, 2014. He also helped with the first major revision of the OEI Rubric. He has been a facilitator with POCR trainings given in person at various colleges and online through @One, team-teaching with Tracy Schaelen from SouthWestern College. He is in an excellent position to facilitate OEI Rubric training and peer-mentoring at Modesto Junior College.

6. What resources and/or services do you have in place to support accessibility (508 compliance) of online instructional material?

Our best resource currently is the online faculty themselves. Part of our certification training is unit focused on accessibility. Faculty demonstrate competence by creating accessible HTML pages, captioning their own videos, and uploading accessible files, such as PDF and Docx. Our goal is to have our online courses be accessible as our faculty build them. Over 200 faculty have been trained this way.

In addition, we have a DSPS office that includes staff dedicated to making materials accessible for students with disabilities. A staff member in Alternate Media Production along with a team of student workers caption videos that do not qualify for the DECT grant. The staff member contacts faculty in situations where materials are not accessible, such as a PDF file that is saved as a photo or “printed” as PDF rather than saved as a file type. She also has served on our DE Committee for several years and helps advise faculty with accessibility-related issues in online courses.

7. Describe your distance education program and structure. Please include the full-time staff member managing or coordinating the program and his/her role.

--Dean of Instruction: Patrick Bettencourt

Patrick's administrative duties include overseeing DE. He is working with the OEI Proctoring Network as part of their pilot. He is also working to integrate OERs in our college, both online and F2F. He is the co-chair of the DE Committee.

--Instructional Design Coordinator (faculty): Michael Smedshammer

Mike is our faculty trainer. He created a ten-week online training program to certify our faculty before they teach online. He answers faculty questions by phone and on email, and he holds on-campus as well as online training sessions. He also works with Canvas on integration and other technical issues. Along with Patrick, Mike is the co-chair of the DE Committee.

--Library Technician / Online Faculty Help Desk: Cheryl Chavez

Cheryl's duties in the past were primarily focused on helping students. Her role has expanded now to helping faculty.

--Student Online Help Desk: Yosemite Community College Help Desk (three full-time staff) The help desk fields calls from online students for Tier 1 support types of issues, such as resetting passwords and basic navigation.

According to Canvas Analytics, the MJC DE Program is supporting 397 instructors and 15,090 students. In fall of 2017, there were 387 online and hybrid courses (about two-thirds fully online; one-third hybrid). In fall 2017, the online and hybrid offerings together accounted for 23% of all course offerings.

8. What will your college uniquely bring to the OEI Consortium (i.e. specific types of courses, faculty expertise, etc.)

We were happy to see that the next OEI Consortium cohort focuses on student equity because this issue is a priority on our campus. As a Hispanic-serving institution, Modesto Junior College works to give all students the support they need to be successful. To this end, our faculty have been provided with disaggregated data showing their own, individual success and retention rates by ethnicity and by course. We began last year bringing trainers from the Center for Urban Excellence (CUE) to our campus to train our faculty, several of whom teach online. We are now training our third cohort of faculty with CUE. We also participated last fall as a host campus for the Black Minds Matter series hosted by Luke Wood from San Diego State. Equity is an engrained part of our culture on campus, in classrooms, and online.

Online specifically, the MJC Online Instruction Cohort training program focuses extensively on student equity. Faculty review equity research and discuss how research-based insights can be applied to their online courses. We go over the importance of human presence and community building and emphasize a "Relationships Before Pedagogy" approach. Faculty demonstrate competence in this area by creating assignments and activities that embrace equity principles. Our Instructional Design Coordinator, Mike Smedshammer, has presented at several conferences and colleges about how MJC is leveraging Canvas tools to improve equity gaps.

The research on equity tends to focus on F2F courses and students; we have had success adapting some of those insights to online course design as well as to on-campus courses that use Canvas technology. We feel Modesto Junior College could bring this experience to the OEI Consortium and share it with other colleges that are experiencing similar concerns.

9. How will participating in the OEI Consortium benefit student access and program maintenance or growth at your college.

Modesto Junior College was chosen to be part of the California Guided Pathways Project. Although the pathways themselves have not been defined yet, we feel that joining the OEI Consortium will likely fill gaps where our current online offerings do not reach. Within the pathways we create, we hope to offer many options to students in order to best meet their needs. As an early participant in Guided Pathways, we feel that we could demonstrate a kind of "proof of concept" to other colleges that the online modality within pathways can happen through participation in the OEI, and in that way expand opportunities for students throughout the state.

As soon as we add online courses to our schedule, those courses fill. Our students are requesting more options in terms of modality and the times when those courses are offered, as our waitlists demonstrate. Students are recognizing that our online courses offer a high-quality experience, and our increased online enrollments continue to rise as a result. We have gone from 213 online and hybrid courses in 2012 to 387 today. As online quality continues to rival and in some cases eclipse the F2F experience, thus fueling student demand, we predict the volume of online offerings to continue to rise. We already are having difficulty keeping pace. The OEI has done a lot to help raise the bar for great online instruction. Students are beginning to realize that courses in the Exchange are excellent. Participation in the OEI Consortium is one way we hope to meet student demand as online instruction continues to grow.

10. Please provide any data relevant to your college's online achievement gap:

The DE Program at MJC is especially proud of what we have done to remove equity gaps between ethnic groups, particularly between White and Hispanic students, who by far make up our largest student populations. Over the last eight years, the gap in those populations has steadily narrowed until in fall of 2016, it stood at just three percent difference. We credit training in strategies proven to help narrow equity gaps, particularly in "humanizing" the online classroom so students become part of a supportive community rather than isolated, independent learners. We are turning our attention now to other groups, particularly African American males, who continue to experience unacceptably low rates of success in online courses. We plan on closing achievement gaps here by increased training aimed specifically at helping faculty understand how to help African American males be successful. The outreach and need for individualized attention is possible when we are dealing with much smaller numbers of students, such as in this example. Now that we have experienced success with our larger constituencies, we can begin redirecting our efforts more specifically.

11. One of the long-term goals of your college's participation in the Consortium in participation in the Course Exchange. If accepted into the Consortium, is your college prepared to:

- Actively pursue a target of 10% of the college's existing online offerings listed and available to students in the Course Exchange within two semesters (or four quarters) of the college going live in the Course Exchange AND scheduling those online courses in a manner that allows students to access at least a portion of available seats via the Course Exchange (Note: Seats designated for the Course Exchange may also be accessed by local students in the event the locally designated cap is met).
- Pursue a target of 20% of the college's existing online offerings listed and available to students in the Course Exchange after four semesters (eight quarters) of the college going live in the Course Exchange.
- Identify faculty and courses to engage in the OEI Course Design Academy sufficient to meet the commitments listed above. An accelerated process for preparing courses will be available if the OEI Course Design Rubric is applied through a local college peer review process.

12. What programs and courses are currently impacted at your college and could benefit from increased access for students through the Course Exchange?

Across the board, the overall course fill rate in fall and spring semesters is typically 95%. With this percentage, it is clear that increased access is desirable and needed in most disciplines; however, our greatest impact is in English, biology, math, chemistry, anatomy, art, psychology, and communications. Course exchange participation will expand the existing online presence of most of these disciplines, but in biology, math, chemistry, and anatomy, to name a few, Course Exchange participation will add a modality option that is not a predominant option currently. At present, students who desire distance learning in these disciplines are not served in that modality at Modesto Junior College.

13. Which programs and courses have low online enrollments or cannot be offered every term, and would benefit from students enrolling at your college via the Course Exchange?

With the high fill rate stated above, there are no programs suffering from low enrollment. Rather, participation in the Exchange will allow MJC to expand the variety of courses offered. In certain instances, courses at the highest end of sequences fill at a lower rate. Examples of this can be found in foreign languages and English literature. By expanding the audience for these courses, languages can be scheduled with more confidence, i.e. the likelihood of cancellation for low enrollment will decrease. This means that students will be better able to plan their schedules and less often suffer the consequences of cancelled classes. With courses such as those in English literature where there is interest and need but not sufficient to offer the courses every semester, the frequency of offering these courses can improve thereby providing greater access to a greater diversity of topics.



# CALIFORNIA COMMUNITY COLLEGES ONLINE EDUCATION INITIATIVE

## SECTION II: TECHNICAL REQUIREMENTS

*The information in this section should be completed by the college's Chief Technology Officer (CTO).*

### Student Information System:

- Banner
- Peoplesoft
- Colleague
- Other:

### Other Requirements:

- Canvas fully implemented for all online courses

Date of implementation completion (previous CMS/LMS deactivated): May 1, 2017

- Open CCC Apply enabled

- Implemented eTranscript California

- SSO/federated ID enabled for students enabled

Please advise if SSO/federated ID is not implemented but is on a near-term roadmap In progress. ETA end of Spring 2018

**Our CTO has attended and/or viewed the January 2018 OEI/CCC Tech Center webinar, which presented a summary of the tasks required of the college/district IT staff once admitted into the OEI Consortium.**

Chief Technology Officer initials: \_\_\_\_\_



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**SECTION III: COLLEGE PLANNING TEAM**

*Please include name and title for each entry.*

Single Point of Contact (SPOC) Patrick Bettencourt

Academic Senate Representative Curtis Martin

Distance Education Coordinator Michael Smedshammer, PhD

Chief Student Services Officer James Todd, PhD

Chief Instructional Officer Jennifer Zellet, PhD

Chief Technology Officer Roger Clague

IT Representative (responsible for SIS) Edward Berner and Fiodir Eissayou

CMS/LMS Administrator Michael Smedshammer, PhD



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**SECTION IV: REQUIRED SIGNATURES**

*You may have individuals sign digitally using Adobe Acrobat.*

President signature: \_\_\_\_\_

Chief Instruction Officer signature: \_\_\_\_\_

Chief Student Services Officer signature: \_\_\_\_\_

Chief Technology Officer signature: \_\_\_\_\_

Distance Education Coordinator signature: \_\_\_\_\_

Academic Senate President signature: \_\_\_\_\_