



DISTANCE EDUCATION PLAN 2012 - 2017



MJC Distance Education Plan

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MJC's Distance Education Plan was reviewed by all Campus Constituencies, It was approved by Academic Senate on March 29th, 2012 and by the College Council on April 16, 2012.

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PROGRAM PHILOSOPHY

One out of every five Modesto Junior College students currently takes at least one fully online course, making the Distance Education Program a major part of the academic experience at MJC. The DE Program supports fully online, hybrid, and enhanced face-to-face courses. The DE Program strives to deliver high-quality learning experiences to its students. While this document describes the DE Program Plan, remaining current with rapidly improving technologies demands flexibility. As technologies and fiscal resources evolve so will the DE Program and the practices described here. When making decisions and adopting new best practices, MJC always puts student best interests first.

INTRODUCTION

A recent study conducted by the Pew Internet & American Life Project identified two important issues that affect teens and young adults. Respondents were divided nearly fifty percent each way regarding two important skills:

- 1) They do not suffer notable cognitive shortcomings while multitasking. In effect, they are more adept at finding answers to difficult questions because of their access to and collective intelligence of the internet.
- 2) They lack deep-thinking abilities and face-to-face social skills, and they depend too much on the internet and mobile devices to function (Anderson & Raine, 2012).

Both views describe circumstances that will have long-term impacts on higher education. Community colleges must respond to the strengths and challenges associated with a technology-prevalent economy through ongoing investigation, implementation, assessment, and refinement of distance education in a new learning paradigm.

Goals, procedures, and the operational structure for the MJC Distance Education (DE) plan were developed to address student need for effective, flexible learning in the 21st Century. This plan aligns with the MJC Technology Plan and the mission and vision of both the College and the Yosemite Community College District. MJC acknowledges the growth of distance education as well as the diverse needs of the students enrolled in DE courses requiring specific and ongoing development and assessment.

Development Approach and Methodology: Thorough research has been undertaken in order to develop an evidence-based DE plan for MJC. Two primary surveys were conducted in the last year: 1) a college-wide technology survey given to faculty and students; and 2) a state-wide telephone survey of community colleges system-wide to collect and analyze information about distance education staffing structures, services, and technical tools. Teams attended a variety of conferences and webinars to discover best practices in distance learning. Institutional and state-wide data related to DE student demographics, success and retention rates have been analyzed. The State Chancellor's Office Distance Education Guidelines, Report, and DE Surveys (Student Survey and Program Survey) have informed and shaped this plan. Additionally, DE strategic plans from several colleges and universities with notable DE practices have been reviewed. A full list of sources is included in the references section at the end of this document.

Campus stakeholders from administration, student services, and a variety of academic disciplines engaged in multiple discussions to identify the priorities of an effective Distance Learning plan for the college. Workgroups developed the objectives and activities outlined in this plan, which will receive additional review and refinement from all College constituencies.

VISION AND MISSION

MJC Distance Education Vision

MJC will be a leader in the delivery of distance education by using innovative instructional technologies and online services to help students meet their education and career goals.

MJC Distance Education Mission Statement

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

The MJC Distance Education Vision and Mission support the District, College, and Technology statements that drive the initiatives of the college:

	YCCD DISTRICT VISIONS	YCCD DISTRICT MISSIONS
YCCD	The Yosemite Community College District will enrich lives through exemplary stewardship and accessible, high-quality education.	The Yosemite Community College District is committed to responding to the needs of our diverse community through excellence in teaching, learning and support programs contributing to social, cultural, and economic development and wellness.
MJC	As the first choice for educational excellence in our community, Modesto Junior College will enrich lives by challenging all students to become successful, lifelong learners who strengthen their community in a diverse and changing world.	Modesto Junior College provides a comprehensive student-centered learning community for all who can benefit by offering innovative instructional and student support programs that respond to the educational needs of our diverse community.
MJC Technology	To contribute to a culture of academic excellence, lifelong learning, and civic engagement through the acquisition and support of new technology and technology-enabled learning for faculty, staff, and students.	Modesto Junior College provides current and innovative technology, training and support to its faculty, staff and diverse student population to enhance learning and prepare users for a technology-based society.
MJC Distance Ed	MJC will be a leader in the delivery of distance education by using innovative instructional technologies and online services to help students meet their education and career goals.	MJC uses current best practices to update and deliver challenging, dynamic distance learning opportunities that meet the needs of students in remote locations with diverse home, family and career demands.

EXECUTIVE SUMMARY

The purpose of the Modesto Junior College Distance Education Plan is to provide a roadmap for the growth and sustainability of instructional and student support services through online, hybrid (partially online), and other technology-enhanced educational modalities.

Strategies in four fundamental categories have been identified to address the needs of distance learning at the college: **1) Student Support; 2) Faculty Support; 3) Technology and Infrastructure; and 4) Governance, Guidelines and Budget.** The plan recommends creating a Distance Education Office that provides training and support for teaching and learning approaches that improve student success. Other recommendations include integration of student services through online delivery; high-quality assessment tools for course design evaluation; faculty mentors; and ongoing, aggressive exploration of effective new technologies, including Learning Management System evaluations.

Goals and objectives were developed to provide activities, measures and outcomes leading to effective distance education and support for students who seek flexible methods of learning.

Goal #1: Student Support Deliver online support services for students, including those enrolled in Distance Education courses, to persist and succeed in their educational goals.

- 1.1 Establish online and face-to-face services to assist DE students with instructional and technical support at MJC.
 - Expanded telephone support hours, Orientations, Tier One knowledge base
- 1.2 Develop an intuitive portal to provide students with online access to instructional and student support services and technical assistance.
 - Online tutorials; Checklist of essential steps to register, add, and log-in to DE courses; Online learning student readiness assessment; Online-faculty profiles
- 1.3 Develop specific instructional support services students can access online
 - Online tutoring (possible consortium solution)
- 1.4 Integrate online library services
 - 24/7 Tier I reference and consultation; Document delivery; Electronic access to reserve materials; Work with YCCD to develop District copyright policies; Library user instruction program; Online tutorials; Embedded librarian
- 1.5 Expand the number of degrees and certificates that are 100% available online.
 - Degrees, certificates, and university transfer programs; Investigate fully online speech and science lab courses
- 1.6 Develop online access to student counseling and advising.
- 1.7 Provide current on-campus student services through online delivery
 - Financial aid, assessment/placement, student petitions, degree audit, online education plans, financial and economic literacy, college/life management skill development
- 1.8 Provide appropriate matriculation/orientation services via DE technology for all students

Goal #2: Faculty Support Establish minimum standards and provide initial and ongoing faculty training and support to effectively teach online and hybrid courses.

2.1 Develop an application process to manage the training and eligibility of faculty interested in teaching online.

2.2 Develop a tiered approach to faculty training to better match training with faculty needs, through accredited online instruction programs and/or MJC training.

2.3 Establish a faculty academy that provides faculty training in the technological and pedagogical best practices for online instruction.

- Minimum standards, faculty Drop-in Center, Advanced Academy for online teaching

2.4 Develop a Faculty Website for Online Instructors

- Best Practices repository, online chat for faculty

2.5 Provide Instructional Design Support to Online Faculty

- Instructional delivery templates, peer review of courses, faculty mentoring

Goal #3: Technology and Infrastructure Acquire, maintain, and support technologies that increase the effectiveness of distance learning.

3.1 Provide software or LMS solutions to enhance student interaction and improve outcomes

- Lecture capture, SLO tracking, embedded web 2.0 tools, web cams, video and voice student interaction, online degree audit & e-advising, online math/English assessment, online career assessment, online student collaboration capacity

3.2 Provide technology that enables students with disabilities to achieve the same level of communication and course-taking experiences as students without disabilities.

Goal #4: Governance, Guidelines and Budget Establish governance, guideline, and budget standards to effectively implement and monitor the college Distance Education Program.

4.1 Develop a staffing structure to carry out the activities and support related to a successful DE program

- Dean whose duties include overseeing Distance Education
- Instructional Design Coordinator (faculty) – (with Faculty Mentors)
- Instructional Technologist (classified)
- Online Student Services Specialist – (Help Desk workers)

4.2 Work with YCCD to develop formal policies and procedures that address federal and state regulations and ensure the highest level of integrity, access, and assessment for distance learning

4.3 Develop regular methods and timeframes in which to evaluate DE delivery and student outcomes and satisfaction

4.4 Develop clear guidelines and procedures regarding copyright clearance of instructional materials

4.5 Identify minimum budget levels to support an effective DE program

DISTANCE EDUCATION PROGRAM STATUS, SPRING 2012

Distance Education offerings at MJC have grown “organically” based on faculty interest over a long period, with the first few online courses being offered in 1997. Since that time, distance education course offerings have grown exponentially to the point where MJC now offers over 220 online/hybrid sections each semester. While the course offerings have grown, support services to faculty and students involved in teaching or taking distance education courses has lagged behind the needs of users. From a historical perspective, administrative and support services have evolved as follows:

- The position of Coordinator of Distance Education was created in 1999. The position has “evolved” over the past thirteen years beginning as a 40% re-assigned time position; expanding to 70% re-assigned time in 2001; contracting to 20% in 2003 (due to budget constraints) and re-expanding to 100% re-assigned time in 2004. The position currently remains at a 100% re-assigned level. An additional 40% re-assigned time “Online Faculty Development” position was temporarily added in 2010 in an attempt to bolster services to faculty teaching online.
- A Classified Library Support Staff position was created in 2003 to provide support to students taking distance education courses. This position answers student questions using a dedicated “Help Desk” phone number and via a dedicated email address. The position is shared within the library such that the individual assigned is also given other library duties when Help Desk call-volume and emails drop. The position currently is configured as one FTE with the Help Desk answering calls/emails via a forty-hour/week schedule. After-hour and limited weekend assistance is provided during the first two weeks of every semester or session using additional funding.
- Administrative oversight and support for DE has varied over the past fifteen years with the program initially reporting to the Dean of Instructional Services. After this position was eliminated in 2005 during an administrative re-organization, the program was moved under the auspices of the Dean of the Library and Technology. This is its current location; however, the position has been re-configured such that Technology and Distance Education are no longer included in this Dean’s portfolio.

In the 2010-2011 academic year sixteen percent of MJC students (2387 FTES) were enrolled in Distance Education Courses in a duplicated headcount. This number has increased over sixty percent since 2005. Unduplicated student headcount data shows that **one out of every five students enrolled at MJC is taking at least one online course**. With the likelihood that this number will increase, the college is committed to developing an effective DE program model that improves teaching and learning and increases the number of students who succeed in DE courses.

Highlights from the California Community College Chancellor’s Office Distance Education Report, 2011:

- The number of DE courses in the California Community College System nearly doubled in the five year period between 2005-06 and 2009-10, from 21,414 to 40,038
- Forty percent of community colleges in the state System offer degrees and certificates that can be obtained exclusively through distance education (total 449 degrees)

- The top three areas rated as very important in the Chancellor's Office 2011 DE Program Survey were (p. 19):
 - Faculty training (80%)
 - Curriculum development/approval (78.5%)
 - Regular personal contact between student and faculty (77.5%)
- The most important resource (as ranked in the "Program Survey") related to developing DE courses and curriculum is the faculty's own initiative (14%) followed at 13% by training provided by college staff.
- As the number of students taking DE courses continues to grow over the next five years, the importance of closing the retention gap must become a priority of colleges (p. 29).

Best Practices

The MJC Distance Education Plan addresses the five best practice strategies recommended by the WICHE Cooperative for Educational Technologies (WCET) included in the WASC Distance Education Policy revised for 2011:

- Institutional Context and Commitment
- Curriculum and Instruction
- Faculty Support
- Student Support
- Assessment and Evaluation

Campus-wide Impact of Enhanced Distance Education Services: It is important to note that the structure and services described in this plan do not fully address the collateral impact of a Distance Education Office. With enhanced delivery of online services, other departments and personnel will require additional support. In particular, Counselors, Librarians, and Tech Services will be called on to add significant duties to already heavy workloads. Online advising, distance delivery of library services, and the ever-changing requirements of technology must be considered when assessing current staffing levels in these and other departments.

Annual Review

The Distance Education Committee will annually review the Distance Education Plan beginning in the fall of each year, amending the document as necessary.

Title 5 Section 55200. Definition and Application

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

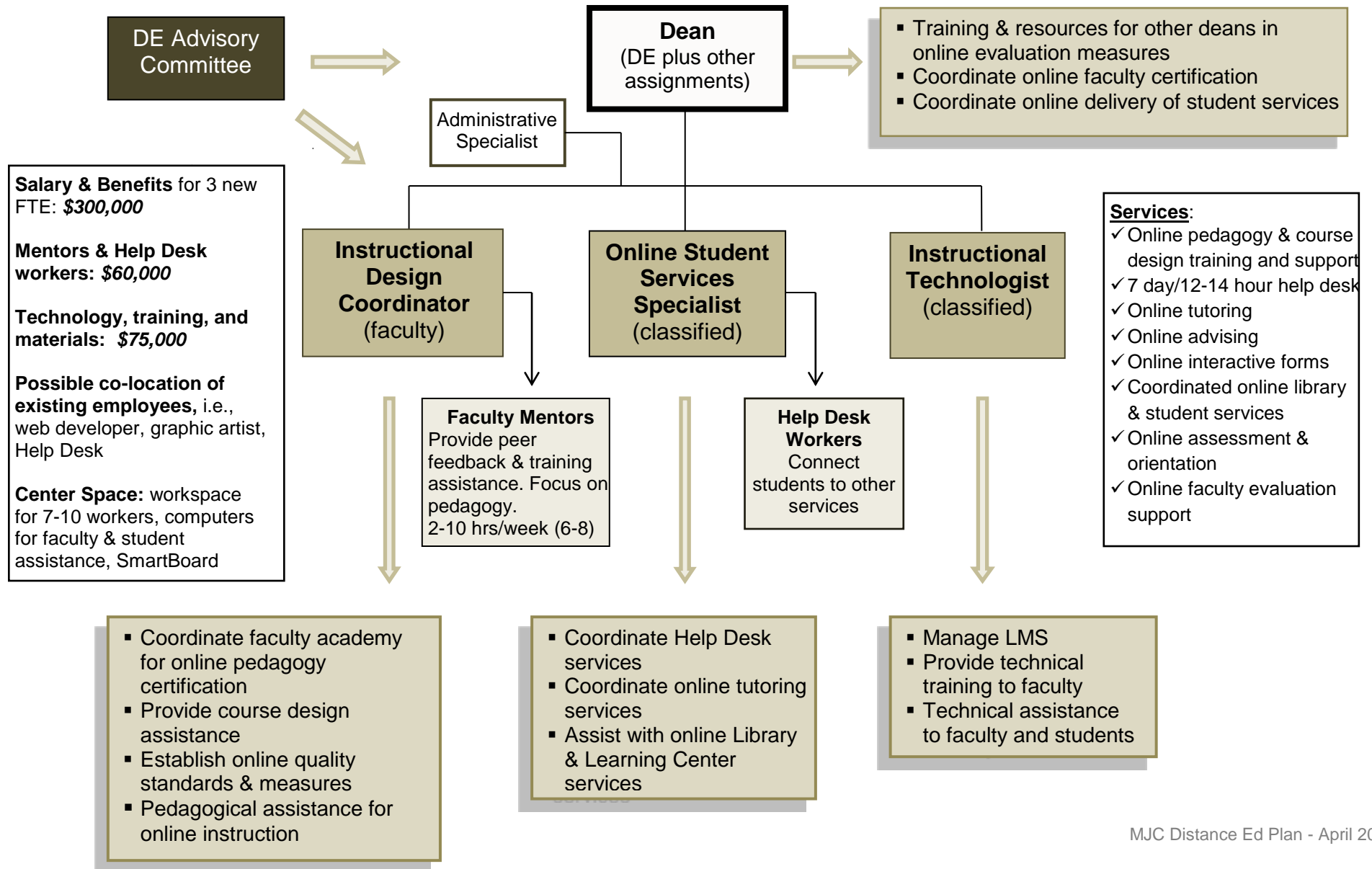
<http://cccco.edu/Portals/4/AA/2011%20Distance%20Education%20Accessibility%20Guidelines%20FINAL.pdf>

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

Descriptor	MJC Definition	Processing	Notes
Fully Online	Courses in which students work entirely without having to come to any college facility. Arranged proctored tests are available in this modality (students do not have to come to an MJC to take tests); orientations and/or face-to-face class meetings are optional. Synchronous activities are not required but if synchronous events are scheduled, they may be posted as required archives for asynchronous access.	Requires separate Curriculum Committee approval with Technology mediated instruction form (TMI) and follows all quality measures as outlined in the Distance Education Guidelines	Requires faculty readiness standards are met prior to online teaching. If proctoring is required, it cannot be required that students come to campus. Rather, instructors must arrange for a proctoring location in collaboration with the student.
Hybrid (Blended)	Anytime distance education is offered in lieu of face-to-face class time, where planned face-to-face time is formally scheduled. This designation is also given whenever students are required to come to an MJC site for any reason (testing, orientation, etc).	Requires separate Curriculum Committee approval with Distance Education Addendum TMI form and follows all quality measures as outlined in the Distance Education Guidelines	If students are required to come to an MJC site for any reason, the course is declared a hybrid course to notify students of this requirement.
Enhanced (Face-to-face with web enhancement)	Face-to-face courses that require the student to access the Internet and/or LMS as part of the course work.	Students are expected to be able to access the internet and the LMS infrastructure either at home or from the campus learning resource centers where assistance for using these technologies is available.	

(Model: Mt. San Jacinto DE Plan, August 2011)

Modesto Junior College Distance Education Structure & Services



AREA I: STUDENT SUPPORT

GOAL 1: Deliver online support services for students, including those enrolled in Distance Education courses, to persist and succeed in their educational goals.

“For more than a century, the higher education model had remained relatively stable. But, with the growth of the information age and globalization along with changing demographics, technology is driving today’s trends in student services”. (CCC DE Report, 2011)

OBJECTIVES:

Technical Assistance

1.1 Establish online and face-to-face services to assist DE students with instructional and technical support.

- a. Expand the current telephone support hours to include evenings and weekends.
- b. Develop and conduct regularly-scheduled face-to-face and online orientations for distance learning success.
- c. Develop robust online 24/7 “tier one” knowledge base (i.e., LMS tutorials) and investigate intrusive help chat widgets.

1.2 Develop an intuitive web page to provide students with online access to instructional and student support services and technical assistance.

- a. Develop series of online tutorials that provide media-rich instruction for basic, necessary tasks for online students.
- b. Create checklist of essential steps in order to register, add, & login to DE courses.
- c. Create a student readiness assessment (also available for individual courses.)
- d. Develop and maintain current list of online-teaching faculty profiles with video to enable students to evaluate online teaching philosophies and styles.
- e. Develop and regularly update an online help knowledge base.

Instructional Assistance

1.3 Develop specific instructional support services students can access online

- a) Provide DE students with access to online tutoring and supplemental instruction that is offered through MJC Integrated Learning Center.
 - i. Enable in-center tutors and SI Leaders to use e-conferencing methods to provide tutoring and Supplemental Instruction to DE Students.
- a) Investigate the effectiveness of commercial and consortium-based online tutoring services such as those available from MyWritingLab, Smarthinking, and e-Tutoring Consortium.

1.4 Integrate online Library Services including reference and consultation, document delivery, access to reserve materials, and information competency instruction.

The 2008 ACRL *Standards for Distance Learning Library Services* provide a list of library services deemed essential for the **equitable** provision of library services to students who access the library remotely. This list includes:

- A. Reference assistance;
- B. Online instructional and informational services in formats accessible to the greatest number of people, including those with disabilities;
- C. Reliable, rapid, secure access to online resources;
- D. Consultation services;
- E. A library user instruction program designed to instill independent and effective information literacy skills while specifically meeting the learner support needs of the distance learning community;
- F. Reciprocal or contractual borrowing, or interlibrary loan services using broadest application of fair use of copyrighted materials;
- G. Access to reserve materials in accordance with copyright fair use policies or permissions;
- H. Adequate service hours for optimum user access;
- I. Promotion of library services to the distance learning community, including documented and updated policies, regulations and procedures for systematic development, and management of information resources;
- J. Prompt delivery to users of items obtained from the institution's collections, or through interlibrary loan agreement via courier or electronic delivery system; and
- K. Point of use assistance with and instruction in the use of nonprint media and equipment.

While the library already provides many of these services, four core services need development:

a. **Reference and Consultation**

- Provide online reference and consultation service during the hours the library is open.
- Investigate efficacy and cost-effectiveness of providing 24/7 Tier I reference service via a reference services consortium, like OCLC's QuestionPoint.

b. **Document Delivery**

Investigate efficacy and cost effectiveness of the following recommended service options:

- Use snail mail at no cost to student.
- Provide electronic delivery of articles and portions of scanned text to eligible researchers.

c. **Implement E-Reserves (Electric Access to Reserve Materials)**

- Develop District copyright policies and procedures in consultation with colleges and YCCD.
- Educate faculty regarding copyright law and obtaining clearance.
- Implement electronic reserves using either the LMS or other e-reserves software.

d. **Library user instruction program**

- Create information competency online tutorials.
- Develop an embedded Librarian program: Librarian embedded in LMS who can answer questions, suggest resources, and be available for instruction and orientations.
- Create and teach online section of MLIBR 100.

1.5 Expand the number of degrees and certificates that can be completed 100% via distance learning.

- a. Identify courses that can be developed for online delivery that lead to fully online degrees when combined with existing online courses (see Appendix A)
- b. Develop an online degree completion program targeted towards re-entry students
- c. Investigate and pilot a university prep degree program
 - Investigate online courses that include lab science, speech, and transfer level math

Student Services Assistance

1.6 Develop online access to student counseling and advising.

- a. Develop process for counselors to meet with students in a secure environment using e-conferencing or other related web based tools.
- b. Provide staff development/training to counseling faculty to be properly prepared prior to online counseling.

1.7 Provide current on-campus student services through online delivery

- a. Develop a webpage with easy online access to student services
 - Administer a survey to campus stakeholders to identify how to prioritize online student services. (See CCC Chancellor's Office Appendix D).
 - Financial Aid
 - Assessment/Placement
 - Student Petition Process
 - Student Grievance Process
 - Health Information
 - Student Development
 - Information Services
 - Degree Audit
 - Online Ed Plans
 - Bookstore Services
 - Online student modules for self-directed college/life management skill development

1.8 Provide appropriate online matriculation/orientation services

- a. Provide online or mediated orientation for counseling, student activities, special services, email and LMS accounts, etc.
- b. Develop student tutorials for success in DE
- c. Identify and provide appropriate testing/assessment options
- d. Identify processes for accessing support services (available online alternatives)
- e. Integrate Early Alert Counseling with the LMS

AREA II: FACULTY SUPPORT

Goal #2: Establish minimum standards and provide initial and ongoing faculty training and support to effectively teach online and hybrid courses.

“The passage of the Federal Higher Education Opportunity Act of 2008 places new responsibilities on regional accrediting commissions to assure that colleges are providing quality distance education instructional services for students.”
(CCC Distance Education Report, 2011, p. 7)

OBJECTIVES:

2.1 Application Process for Online Teaching: Develop an application process to manage the training and eligibility of faculty interested in teaching online that assures all faculty teaching online are properly prepared prior to being assigned an online or hybrid course.

- a. Develop a comprehensive diagnostic tool to determine the training needs of faculty who are interested in teaching online or who are currently teaching online.

2.2 Levels of training certification: Develop a tiered approach to faculty training to better match training with faculty needs. Certification can be completed by using the MJC-approved process (described below) or via an equivalent process. Equivalent training must take place through a recognized online instruction program such as MJC Online Instructional Academies; the @ONE Certification Program; UCLA Online Teaching Program; “Quality Matters” Certified Courses, or the Cerro Coso Online Teaching Program. The MJC approved training will include the following two required courses:

- a. **Introduction to Online Teaching & Learning** – (pedagogical understanding and theory)
This course will be four weeks in length, requiring approximately 40 hours of time in order to complete all elements of the course. The course will be offered at least once every semester and once during the summer.
- b. **Introduction to LMS** – (How to use the Learning Management System)
This course will follow the preceding course and will also be four weeks in length. The course will be offered at least once every semester and once during the summer.

2.3 Establish a faculty academy that provides faculty training in the technological and pedagogical best practices for online instruction.

- a. Develop **minimum standards** for continued online teaching
 - Because technology changes so quickly, online teaching certifications must be kept current through continued professional development. Certified online instructors are strongly encouraged to participate in the MJC Online Academy, present at and attend MJC FLEX workshops focusing on online instruction, apply for funding to attend DE related conferences and webinars, and take continuing education courses in online instruction through recognized online institutions such as MJC Online Instructional Academies; the @ONE Certification Program; UCLA Online Teaching Program; “Quality Matters” Certified Courses, or the Cerro Coso Online Teaching Program.

- MJC faculty teaching online courses are expected to participate annually in at least one continuing education activity related to online teaching.
 - The area dean will consider these guidelines when assigning online courses to faculty. These guidelines may also be considered in the evaluation of online faculty.
- b. Establish DE Faculty Drop-In Center** to provide year-round assistance to faculty
- The offices of the MJC Instructional Design Coordinator and support staff will be centrally located in a faculty drop-in center for easy access to faculty by web, phone, or in person.
 - The center will be equipped as a functioning computer lab, with necessary equipment such as a smart-board, projector, and document camera.
 - The center will also provide a welcoming space furnished with conference tables and chairs where faculty can share ideas and develop new strategies for online teaching and learning.
 - The center will have open hours in advance of the fall semester so that faculty can receive help with their fall online courses.
 - The student drop-in area (see below) will be located with the faculty drop in area, so that all DE support takes place in a central location.
- c. Implement Advanced Online Academy** for faculty to learn new skills and best practices in DE
- Immediately following the spring semester's end, the MJC Online program will host an advanced academy for online instructors. This timing will allow online instructors to apply what they learn to their courses over the summer, as they revise and prepare for the fall semester.
 - The academy will take place over one day and will have a morning and afternoon session.
 - The academy will focus on current best practices in online instruction and on using innovative online tools to meet student needs and achieve learning outcomes.

Participating in the academy is encouraged for all online faculty. Attending or presenting at the academy is one way to satisfy the standard for continued online teaching

2.4 Develop a Resource Website for Online Instructors

- a. Repository of LMS Best Practices**
- The MJC Online program will simplify and organize media related to best practices for faculty access.
 - The best practices media may come from the LMS itself, but it may include other high-quality sources, such as videos instructors have posted to YouTube, web blogs, and other online sources that provide best practices tools and instruction.
 - The repository will include "how to" videos and other materials, in addition to best practices ideas.
 - The repository will be maintained by the Instructional Design Coordinator and housed on the MJC Online website.
- b. Online chat for faculty**
- The MJC Online website will include a chat feature where faculty can ask questions in real time. The chat tool will be staffed by the MJC online help desk whenever it is open so that faculty and students can choose to phone or chat as they prefer.

- The MJC Online website will include links to social media where faculty can post questions, make suggestions, and offer ideas. Using tools such as Facebook, MJC online faculty will build a community network whose members help each other become better online instructors.

2.5 Provide Instructional Design Support to online faculty

a) Instructional delivery templates

- Because students benefit from consistency as they move between courses, the MJC Online program will develop a suggested basic template for online courses.
- The MJC Instructional Design Coordinator will develop the template with help from support staff and input from faculty who teach online.
- The suggested template will be simple, flexible, and completely customizable to allow instructors to adapt its use in individual courses.
- The suggested template will be presented to faculty during training sessions and particularly emphasized in any program that certifies MJC faculty to become online instructors.

b) Peer review of courses

- On an informal, volunteer basis, MJC online faculty may choose to open their courses for peer review. If they choose, MJC online faculty may embed as students or faculty in one another's online courses.
- This informal, voluntary peer review process will take place entirely outside and apart from formal evaluation.
- The reviews benefit instruction because it helps to see new and different ways of presenting content put into practice.

c) Faculty mentoring

- Faculty who are willing, have gone through a recognized process and become fully certified online instructors, and who have successfully taught online for at least two semesters will acquire "Master Online Instructor" status. In this role, they agree to mentor new faculty who have never taught an online class.
- With help from the Instructional Design Coordinator, the online faculty mentor will be responsible for contacting the new online faculty and for supporting that person and answering questions and concerns, particularly during the first semester of teaching.
- Part of the mentorship may include an informal peer review of the new instructor's online course.

d) DE Teaching Award (awardee to share teaching approaches)

- Each year, the MJC Instructional Design Coordinator and MJC Online staff, in consultation with online faculty, deans, and administrators, will nominate and select an instructor to receive the "Outstanding Online Instructor" award.
- The recipient of the award agrees to showcase an online course as part of the award ceremony, which may take place during the Advanced Academy.
- The instructor and course will be highlighted and displayed on the MJC Online Faculty website.

AREA III: TECHNOLOGY AND INFRASTRUCTURE

Goal #3: Acquire, maintain and support technologies that increase the effectiveness of distance learning.

“Smart phones have 17 to 20 times the computing power of the rocket that put man on the moon. At the current growth rate, half of all students will be taking at least one online course by 2014” (Josh Jarrett, Deputy Director, Bill and Melinda Gates Foundation, Instructional Technology Conference, February 2012).

OBJECTIVES:

3.1 Integrate face-to-face Distance Ed support into the DE Drop-In Center

- a. Designate a space with computers for students to receive help in DE courses. It is recommended that the student drop-in area be located with the faculty drop in area, so that all DE support takes place in a central location.

3.2 Provide tools (LMS modules/services and others) to enhance student interaction and improve outcomes.

The DE Committee identified the functional needs of effective online course delivery. It is acknowledged that there are multiple solutions to address these needs, including solutions built into the LMS, add-ons or modules, or external (to the LMS) technology solutions. The list below includes possible solutions as a starting point. As technology evolves quickly, the committee will continue to seek student-friendly, cost-effective solutions that provide long-term assistance.

- a. Regularly investigate and evaluate alternate Learning Management Systems
- b. Investigate and acquire tools for effective online instruction:
 - Lecture capture (e.g., Camtasia, Jing, Echo 360)
 - Web cams to interact with students
 - Online degree audit and Ed Plans
 - Online collaboration
 - Real-time chat tools (video)
 - Student Learning Outcomes tracking (e.g. *Blackboard “Outcomes”*)
 - Embedded Web 2.0 tools (e.g. *Connect Yard*)
 - Online student math/English assessment and placement
 - Video and voice student interaction (e.g. *Voice-Thread*)
 - Online career assessment and job readiness (e.g. *Perfect Interview*)
 - Live cams located around campus to share campus life with distance students

3.3 Provide technology that enables students with disabilities to achieve the same level of communication and course-taking experience as students without disabilities.

- a. Ensure electronic media in all DE courses can be accessed by Assistive Technology
 - Text -- (html format is generally accessible)
 - Image -- (textual equivalent, alt tags)
 - Audio – (transcript of spoken dialogue)
 - Video – (closed captioning)
 - Complex – (e.g., VoiceThread, Facebook, Twitter, Elluminate)

3.4 Provide online access to all necessary processing forms

- a. Gather and prioritize college forms required for students and intercampus procedures
- b. Develop fully online, interactive forms, with the ultimate goal of a “paperless” campus.

AREA IV: GOVERNANCE, GUIDELINES AND BUDGET

GOAL 4: Establish governance, guideline and budget standards to effectively implement and monitor the college Distance Education Program.

GOVERNANCE/ADMINISTRATION:

4.1 Develop a staffing structure to carry out the activities and support related to a successful DE program.

- Dean whose duties include overseeing Distance Education
 - Coordinates training and resources for deans in online evaluation measures
 - Coordinates online faculty certification
 - Coordinates online delivery of student services

- Instructional Design Coordinator (faculty)
 - Provides training and support in online pedagogy and course design
 - Develops online quality standards and measures
 - Helps coordinate MJC Advanced Online Academy
 - Assists in developing and approving FLEX activities related to online teaching.

- Instructional Technologist (classified)
 - Manages Learning Management System (LMS)
 - Provides technical training to faculty
 - Participates in MJC Online Advanced Academy
 - Provides technical assistance to faculty and students

- Online Student Services Specialist (classified)
 - Coordinates Help Desk services
 - Coordinates online tutoring services
 - Assists with online library and Learning Center services

GUIDELINES:

4.2 Work with the District to investigate and recommend formal policies and procedures that address federal and state regulations and ensure the highest level of integrity, access, and assessment for distance learning.

- a. Course standards equivalent to on-campus offerings
 - Online, hybrid, and other distance learning modalities that meet the same objectives and outcomes and are assessed with the same rigor as traditional courses. DE faculty and staff will vigorously pursue knowledge and application of effective technology and pedagogy that support student learning.

- b. Authentication Practice for Students
 - Specific practices for student authentication (Higher Education Act of 2008, Part H):
 - Secure credentialing/login and password
 - Review LMS procedures for login and password verification

 - Proctored or other authenticated examinations
 - Explore programs that include personal identification questions
 - Explore live or recorded video/audio exams

 - Technology authentication systems

- c. Academic Integrity Policy for DE
 - Establish and communicate academic integrity as a fundamental value of teaching, learning and scholarship.
 - Develop methods that encourage student involvement in personalizing and honoring standards of academic integrity and honesty
 - Ensure equitable implementation of college and district academic integrity policies
- d. Minimum qualifications for faculty to teach online
 - MJC faculty will demonstrate competency in online pedagogy and course design in order to teach online. Multiple training opportunities will be available, including Faculty Academy training and workshops.
 - MJC faculty teaching online courses are expected to participate annually in at least one continuing education activity that is related to online teaching.
- e. Copyright clearance of instructional material
- f. SLO/PLO Assessment in DE
 - Develop assessment measures that provide rigorous and meaningful assessment data
- g. Online course evaluation tools
Identify elements by which online courses can be assessed as recommended in the Higher Education Opportunity Act of 2008 (Sec. 1107, p. 418).
 - Subject; Interactivity; Course design; Student assessments
 - Assessment of DE Program success with respect to student achievement
 - Identification of benefits and limitations of distance education programs including student demographics, including: access, job placement rates, and graduation rates

4.3 Develop regular methods and timeframes in which to evaluate DE delivery and student outcomes and satisfaction.

- a) Assess impact of online education on college infrastructure, particularly student services and counseling. Provide effective best practices to address identified needs.
- b) Ensure that all online courses are in compliance with requirements of the ADA Section 508 guidelines for accessibility.
- c) Ensure that all online courses are delivered in compliance with FERPA.
- d) Regularly evaluate DE in terms of faculty and student satisfaction.
- e) Analyze institutional data relative to distance learning as part of program review.

4.4 Develop standards for test administration at off-campus locations

- a) Identify potential agencies and institutions to proctor tests for students in remote locations
- a) Develop written procedures for contacting, acquiring, and verifying proctors and proctored exams

4.5 Develop regular methods and timeframes in which to evaluate DE delivery and student outcomes and satisfaction.

- a) Assess the impact of online education on the college infrastructure, particularly student services and counseling. Provide effective practices from other institutions that address identified needs.
- b) Ensure that all online courses are in compliance with requirements of the ADA Section 508 guidelines for accessibility.
- c) Encourage faculty to work with staff to ensure that all online courses are delivered in compliance with FERPA.
- d) Regularly evaluate DE in terms of faculty and student satisfaction.
- e) Analyze institutional data relative to distance learning as part of program review.

Budget:**4.6 Identify minimum budget levels to support an effective DE program.**

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

The budget outlined below is only a general estimate:

Category	Title/Item	Description	Cost
Personnel 3.5 FTE	Instructional Design Coordinator (faculty)	Develops and coordinates faculty academy; Course design assistance, design assessment standards	\$100,000
	Instructional Technologist (classified)	Manages LMS, provides technical training and assistance	\$100,000
	Online Student Support Services Specialist	Coordinates online delivery of student services	\$100,000
	Help Desk	Responds to general LMS questions	\$ 50,000
Software	Tegrity	Lecture Capture system	\$ 14,000
	ConnectYard	Allows Web 2.0 tool integration to Blackboard	\$ 24,000
	Respondus Lockdown Browser License	Provides increased test security within Blackboard	\$ 4,500
	Pre-paid Respondus Test Creation Licenses		\$ 700
	SoftChalk	Easy-to-use method to create structured learning modules in online courses	\$15,000
Training	Faculty Academy training and support	Includes stipends for Faculty Mentors	\$20,000
Professional Development	Conferences	Stay current with effective practices	\$10,000
Total			\$438,500
Current Funds allocated (approximate) – staff, software			\$160,00
TOTAL NEW FUNDING			\$278,500

PRIORITIES:

The Work Plan below includes specific activities and target dates for accomplishment. All activities were identified as an integral to an effective Distance Education plan. Specific objectives are prioritized as initial work:

- Establish a staffing structure to carry out plan objectives
- Develop a faculty training academy for online instruction
- Expand telephone hour support to include evenings and weekends
- Investigate consortium-based help desk and tutoring services
- Administer a survey to campus stakeholders to identify online student service priorities
- Work with YCCD to develop formal policies and procedures relative to DE
- Develop methods to evaluate DE delivery and student outcomes and satisfaction

AREA I: STUDENT SUPPORT			
Goal #1: Deliver online support services for students, including those enrolled in Distance Education courses, to persist and succeed in their educational goals.			
Objective	Activities	Outcome Measure	Timeframe
Technical Assistance			
1.1 Establish online and face-to-face services to assist DE students with instructional and technical support.	d. Expand telephone support hours to include evenings and weekends.		Jan 2013
	e. Regularly conduct face-to-face and online orientations.		Jul 2013
	f. Develop robust online 24/7 “tier one” knowledge base and help chat widgets.		Aug 2013
1.2 Develop an intuitive web page to provide students with online access to instructional and student support services and technical assistance.	f. Develop online, media-rich tutorials for basic, necessary tasks for online students.		Jul 2013
	g. Create checklist of essential steps in order to register, add, & login to DE courses.		Jul 2013
	h. Create a student readiness assessment		Jul 2013
	i. Develop online-teaching faculty profiles		Jul 2013
	j. Develop and maintain online help knowledge base		Aug 2013
Instructional Assistance			
1.3 Develop specific instructional support services students can access online	a. Provide DE students with access to online tutoring and supplemental instruction. b. Investigate the effectiveness of commercial and consortium-based online tutoring services.		Aug 2013

AREA I: STUDENT SUPPORT (Goal 1 cont.)			
Objective	Activities	Outcome Measure	Timeframe
1.4 Integrate online Library Services including reference and consultation, document delivery, access to reserve materials, and information competency instruction.	a. Provide reference and consultation services <ul style="list-style-type: none"> • Online reference and consultation service • Investigate 24/7 Tier I reference service (consortium-based) 		Completed Jan 2013
	b. Enable Document Delivery <ul style="list-style-type: none"> • snail mail (no cost to student) • Electronic delivery of articles and portions of scanned text 		Jul 2013
	c. Implement E-Reserves <ul style="list-style-type: none"> • Develop District copyright policies and procedures in consultation with colleges and YCCD. • Educate faculty regarding copyright law • Implement electronic reserves. 		Aug 2014 Aug 2015
	d. Library user instruction program <ul style="list-style-type: none"> • Information competency online tutorials. • Institute Embedded Librarian program • Create/teach online section of MLIBR 100. 		Completed Aug 2014 Aug 2014
1.5 Expand the number of degrees and certificates that can be completed 100% via distance learning	a. Identify courses that can be developed for online delivery leading to fully online degrees		Jul 2014
	b. Develop an online degree completion program targeted towards re-entry students		Jan 2015
	c. Investigate a university prep degree program <ul style="list-style-type: none"> • Online courses that may include lab science, speech and transfer level math 		Jan 2015

AREA I: STUDENT SUPPORT (Goal 1I, cont.)			
Objective	Activities	Outcome Measure	Timeline
Student Services Assistance			
1.6 Develop online access to student counseling and advising.	a. Develop process for counselors to meet with students in a secure environment using e-conferencing or other related web based tools.		Jan 2015
	b. Provide staff development/training to counseling faculty to be properly prepared prior to online counseling.		Jan 2015
1.7 Provide current on-campus student services through online delivery	a. Administer a survey to campus stakeholders to identify how to prioritize online student services. <ul style="list-style-type: none"> • Financial Aid • Assessment/Placement • Student Petition Process • Student Grievance Process • Health Information • Student Development • Degree Audit • Online Ed Plans • Bookstore Services • Financial and economic literacy • Self-directed college/life management skills 		Jan 2013
1.8 Provide appropriate online matriculation/orientation services	a. Online student services orientation		completed
	b. Student tutorials for success in DE		Jan 2014
	c. Appropriate testing/assessment options		Jan 2015
	d. Processes for accessing support services		Jan 2014
	e. Integrate Early Alert Counseling into LMS		Jan 2015

AREA II: FACULTY SUPPORT			
Goal #2: Establish minimum standards and provide faculty training, ongoing certification and support to effectively teach online/hybrid courses.			
Objective	Activities	Outcome Measure	Timeline
2.1 Develop application process to manage the training and eligibility of online faculty.	a. Develop a comprehensive diagnostic tool to determine the training needs of faculty who are interested in teaching online or who are currently teaching online.		Jul 2013
2.2 Develop a tiered approach to faculty training with multiple certification options (online programs or MJC Academy).	a. Introduction to Online Teaching & Learning Pedagogical understanding & theory course.		Jul 2013
	b. Introduction to LMS – (How to use the Learning Management System)		Jul 2013
2.3 Establish a faculty academy that provides faculty training in the technological and pedagogical best practices for online instruction.	a. Develop minimum standards for continued online teaching <ul style="list-style-type: none"> • Participate in the MJC Online Academy, and other Prof Development opportunities. • Minimum continuing education activities. 		Jul 2013
	b. Establish DE Faculty Drop-In Center <ul style="list-style-type: none"> • Centrally located w/open hours before fall • space for faculty to share and develop ideas 		Jul 2013
	c. Implement Advanced Academy to update and learn new online teaching skills		Aug 2013
2.4 Develop a resource web page for online instructors	a. Repository of LMS Best Practices b. Online chat for faculty c. Social media links		Jan 2014
2.5 Provide Instructional Design Support to online faculty	a. Instructional delivery templates		Jul 2013
	b. Peer review of courses (volunteer basis)		Jan 2014
	c. Faculty mentoring program		Jan 2014
	d. Annual DE Teaching Award		Aug 2013

AREA III: TECHNOLOGY AND INFRASTRUCTURE			
Objective	Activities	Outcome Measure	Timeline
3.1 Integrate face-to-face Distance Ed support into the DE Drop-In Center	a. Designate a space with computers for students to receive help in DE courses.		Jul 2013
3.2 Provide tools (LMS modules/services and others) to enhance student interaction and improve outcomes.	a. Regularly investigate alternate Learning Management Systems b. Investigate and acquire tools for effective online instruction: <ul style="list-style-type: none"> • Lecture capture • Web cams to interact with students • Online degree audit and Ed Plans • Online collaboration • Real-time chat tools (video) • Student Learning Outcomes tracking • Embedded Web 2.0 tools • Online student math/English assess • Video and voice student interaction • Online career assessment and job readiness 		Jul 2013
3.3 Provide technology that enables students with disabilities to achieve the same level of communication and course-taking experience as students without disabilities.	a. Ensure electronic media used in all DE courses can be accessed by Assistive Technology <ul style="list-style-type: none"> ▪ Text -- (html format is generally accessible) ▪ Image -- (textual equivalent) ▪ Audio – (transcript of spoken dialogue) ▪ Video – (captioning) ▪ Complex – (e.g., VoiceThread, Facebook, Twitter, Elluminate) 		Jul 2013
3.4 Provide online access to all necessary processing forms	a. Gather and prioritize all college forms used students and intercampus procedures b) Develop fully online, interactive forms		Jan 2014

AREA IV: GOVERNANCE, GUIDELINES AND BUDGET			
Goal #4: Establish governance, guideline & budget standards to effectively implement and monitor the college DE Program.			
Objective	Activities	Outcome Measure	Timeline
Governance/Administration			
4.1 Develop a staffing structure to carry out the activities and support related to a successful DE program	<ul style="list-style-type: none"> • Dean overseeing Distance Education • Instructional Design Coordinator • Instructional Technologist • Online Student Services Specialist 		Jan 2013
Guidelines			
4.2 Work with the District to investigate and recommend formal policies and procedures that address federal and state regulations.	<ul style="list-style-type: none"> a. Course standards b. Authentication practices c. Academic Integrity Policy for DE d. Minimum qualifications for faculty to teach online e. Copyright clearance of instructional material f. SLO/PLO Assessment in DE delivery g. Faculty and course evaluation 		Jan 2014
4.3 Develop regular methods and timeframes in which to evaluate DE delivery and student outcomes and satisfaction.	<ul style="list-style-type: none"> a. Assess impact of online education on college infrastructure, particularly student services and counseling. Provide effective practices from other institutions that address identified needs. b. Ensure that all online courses are in compliance with requirements of the ADA Section 508 guidelines for accessibility. c. Ensure all online courses are delivered in compliance with FERPA. d. Evaluate DE (faculty & student satisfaction). e. Analyze institutional data relative to distance learning as part of program review. 		Jul 2014
4.4 Develop standards for test administration off-campus	<ul style="list-style-type: none"> a. Identify agencies for proctored tests b. Develop written procedures proctors 		Jul 2014
4.5 Develop methods and timeframes to evaluate DE delivery and student outcomes and satisfaction.	<ul style="list-style-type: none"> a. Ensure ADA Section 508 compliance b. Ensure FERPA compliance c. Evaluate student satisfaction d. Analyze institutional data relative to DE 		Jan 2013
Budget			
4.7 Identify minimum budget levels to support DE.	<ul style="list-style-type: none"> a. Staffing, operational, technology, Professional Development budget estimates for DE Office 		Aug 2012

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APPENDIX A: Potential Online Degree Pathways

MJC Career and Technical Pathway Degree Programs - 2012

Assume the following:

Math placement above Math 90

English placement at English 101

Areas A-E on General Education Pattern completed with current online options

1. Career and Technical Pathway Degree Programs currently offered fully online:

- ADJU AA degree
- ADJU AS degree
- AA General Studies, Emphasis in Humanities
- AA General Studies, Emphasis in Social and Behavioral Sciences

2. Career and Technical Pathway Degree programs not available fully online requiring 6 or less:

- **AA General Studies, Emphasis in Language and Rationality** (Need **1 course**-CMPGR 265 or Spcom from list)
- **AA General Studies, Emphasis in Natural Sciences** (Need **3 courses** for 18 units total but must cover 6 units in 2 disciplines, which may be a challenge). An additional Natural Science course must also be taken for Area A for General Education--can't double count with this AA degree.
- **AA in Human Services** – would require **6 more courses** offered online
- **AA in Accounting** –would require **5 more courses** offered online
- **AA or AS in Business Administration** – would require **4 more courses** offered online
- **AA or AS in Business Operations**-would require **5 more courses** offered
Note: Degrees in Accounting, Business Administration, and Business Operations have 3 required courses in common (BUSAD 201, 202, 218, CMPSC 202) that are not currently offered online. If we added BUSAD 203 and BUSAD 200 for (Acct) and BUSAD 245 for Business Operations: Management, students would have the option to complete 3 Associate Degrees if we added 7 additional online courses.
- **AA English** – would require **3 more courses** offered online (Engl 102 and 2 Engl courses from electives list if Engl 157 and Engl 172 are still offered online)

University Prep Degree Programs

Assume the following: CSU or IGETC GE pattern completion required (would need Spcom Area A.1; Life Science area B.2 with lab; and transfer level Math in B.4)

1. University Prep Degree Programs currently offered fully online:
 - None at this time
2. University Prep Degree Programs not available fully online, requiring 6 courses or less overall.
 - **AA University Prep Emphasis: Geography** (Need **2 courses** -Geog 102 and 105) in major
 - **AA University Prep, Emphasis in Humanities** (Need **3 courses** in major-Human 105, 106, and one from Engl 116 or 131 or 132 or 135 or 136)

Certificates Programs - None are offered completely online.

- **Computer Applications Specialist** would need **3 courses**:
 - Cmpsc 202; Cmpsc 278; and Cmpsc 275
- **Computer Network Technician** would require **3 courses** to be added
 - Cmpet 206; Cmpet 210; Cmpsc 263
- **Associate Teacher** would require **1 course** to be added
 - CLDDV 107
- **Teacher Certificate** would require **4 courses** to be added
 - CLDDV 107
 - CLDDV 126 or 127 or 128
 - Two of the following CLDDV 121; 125; 163; 167; 262
- **Retail Management** would require **4 courses** to be added
 - Math 50
 - Spcom 100 or 101 or 102 or 106
 - Busad 310 or 201
 - Busad 377

Skills Recognition Award – None are offered completely online

- Ethnic Studies would need **1 course** from:
 - Anthr 140; Anthr 150; Geog 102; Human 130; Socsc 105

APPENDIX B: ACCJC Accreditation Standards relative to Distance Education

Standard II: Student Learning Programs and Services

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

A. Instructional Programs

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

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.
 - b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.
 - d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

B. Student Support Services

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

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

- 3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

C. Library and Learning Support Services

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

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

Standard III: Resources

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

C. Technology Resources

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

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

APPENDIX C: Prioritized Challenges

The table below summarizes the original planning session where critical areas of need related to distance teaching and learning were identified.

Prioritized Challenges and Gaps in Distance Education

Student Preparation	Faculty Preparation	Infrastructure & Services
<ul style="list-style-type: none"> • Inability to self-direct • Tendency to over-commit • Tendency to procrastinate • Lack of pre-requisite reading/writing skills • Navigating the online system • False perception of course difficulty • Lack of time management skills • False sense of technology literacy • Basic communication skills (especially for ESL students) • Additional challenges for students with disabilities • Lack of personal motivation • Client-side technology unavailable 	<ul style="list-style-type: none"> • Lack of content and design assistance • Lack coordination of online support services • Lack of training on online pedagogy • Lack of support in summer and irregular hours (24/7) • No central repository for best practices • Inadequate instructional feedback to students • Inconsistent administration of online programs • No coordinated process to pilot new ideas and technology • Inconsistent knowledge of issues related to specific populations • Lack of technology fluency • Lack of ongoing training 	<ul style="list-style-type: none"> • No online readiness assessment for students • No single entry point or “one-stop” • Lack of online tutoring and instructional support • Lack of student support (24/7) • No physical, central location for online students and faculty to be trained • Lack of <u>human</u> guidance, especially in the beginning • Need stronger early intervention • Lack of online career guidance • Lack of fully online guidance • Lack of fully online forms and ability to submit

APPENDIX D: Distance Education Committee Charge and Membership

Charge:

The Distance Education (DE) Committee provides ongoing coordination of the College's activities related to distance education policies, priorities, standards, resource allocation, planning, and implementation. The Committee also provides input to the YCCD Technology Coordinating Committee and the College Technology Committee.

Areas of Responsibility:

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

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

Meetings:

Monthly during academic year and as needed.

Membership:

Administrative oversight: Dean overseeing Distance Ed

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

The Committee will include:

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

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

