Participating Members of Educational Technology Committee:

Belinda Heiden Scott, Faculty Co-Chair
Donna Holts
Pat James, Administrative Co-Chair
Ching-Jung Guu
Wendy Orcajo
Micah Orloff
Sujatha Pamula
Amrik Ranhawa
Corinne Sheltren
Patricia Strate
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The Distance Education (DE) Plan came about during the development and completion of the Technology Plan. It became obvious we needed a separate plan for DE to include all policies, procedures, and processes that have been incorporated since 2001. The DE plan was started several years ago, although, with a multitude of assigned tasks to the Administrator of DE and a lack of DE coordinator support, it was set aside until now. As stated in the Strategic Plan 2011-14, one of the five institutional priorities at MSJC is Student Success by improving course completion rates. Improving course completion rates will be accomplished by developing a comprehensive orientation for online students funded by Title V. The Library and Technology Unit Plan September 2010, goals that are directly tied to DE are to establish a DE Department/Program distinct from Instructional Technology Services (ITS) as a service area and as an instructional center with instructional design capability. The new DE Department will exist as a comprehensive entity for planning, policy development, and professional development. Mt. San Jacinto College Education Plan, 2009-2016, acknowledges the growth of DE and supports plans to implement a feasibility study for the establishment of a “virtual college” that would provide a center point for administration of distance education classes and professional development for faculty who teach online.

Mt. San Jacinto College Mission Statement:

Mt. San Jacinto College, a California Community College, offers accessible, innovative, comprehensive and quality educational programs and services to diverse, dynamic and growing communities both within and beyond traditional geographic boundaries. We support life-long learning and student success by utilizing proven educational methodologies as determined by collaborative institutional planning and assessment. To meet economic and workforce development needs, MSJC provides students with basic skills, general and career education that lead to transfer, associate degrees and certificates. Our commitment to student learning empowers students with the skills and knowledge needed to effect positive change and enhance the world in which we live.

VISION STATEMENT:

Students will have access to educational opportunities anytime, anywhere.

MISSION STATEMENT

In support of the mission and vision for Mt. San Jacinto College, the Distance Learning Program will develop uses of technology in teaching and learning that enable students to access a quality education anytime, anywhere.
OVERALL PROGRAM PHILOSOPHY

Mt. San Jacinto College supports a Distance Learning Program that consists of courses that are offered fully online and partially online (hybrid/blended). This document describes the philosophy and polices that determine the methodologies used to offer distance learning courses at MSJC, while allowing for flexibility in the planning, design, development, implementation and evaluation of any such course offerings as different technology tools emerge and the mission of the college adapts to the needs of the community it serves.

INTRODUCTION

Mt. San Jacinto College (MSJC) will support a distance-learning program that provides courses offered completely online and hybrid (partially online). Members of the MSJC educational community have collaborated within the charge of the Educational Technology Committee (ETC) to create this comprehensive Distance Learning Plan. This plan is designed to include documentation of practices and procedures that were established prior to its creation and adoption of effective standards and practices in use in model distance learning programs across the California Community College System. This plan also makes suggestions for teaching and learning that will strive to improve student success and includes plans for the creation of a Distance Education Department. In addition, at the end of each section there will be an action plan addressing specific items that the committee considers integral to the development of a high quality distance-learning program.

While this plan forms the foundation and basic structure for the MSJC Distance Learning Program, ETC recognizes that technology is always evolving. As a result, this plan is designed to be a fluid document, and it is the intention of the committee that it be reviewed and revised as needed throughout the evolution of the distance education (DE) program. An annual review of this plan will take place every April by the ETC to allow appropriate revisions as needed. Many issues involving the development of a distance learning program require consideration by the Board of Trustees, Academic Senate, online teaching faculty, students, administration, and the MSJC Faculty Association; therefore, the Educational Technology Committee will be responsible for conducting review and revision sessions and will work in consultation with all stakeholders in a participatory governance setting.

DISTANCE EDUCATION PROGRAM STATUS, FALL 2011:

Overview: MSJC currently hosts approximately 330 online and hybrid course sections per regular semester. Capacity for additional courses was accomplished along with the upgrade from Blackboard 9 to Blackboard 9.1 and the implementation of new server architecture. There are approximately 150 faculty members involved in online teaching during any given semester. Both part-time and full-time faculty teach online at the ratio of 46/54%. According to the MSJC Research Department, in fall 2011 32% of MSJC students took DE courses that account for 16% of the college’s FTE. There are over 150 distinct courses in the inventory of DE courses and several degrees are fully available online. All GE and IGETC areas are represented by online courses and there are four full degrees and over ten certificate/employment concentration in which programs have over 50% of their courses available via distance education.
Faculty Support Issues:

- Property Rights and Working Conditions: The MSJC Faculty Association will be the negotiating body that addresses all issues regarding intellectual property rights and working conditions on behalf of the faculty. Issues regarding class size for distance education courses, which are not only working condition related but also are conditions that affect student success, will be reviewed in collaboration with the academic senate, ETC, faculty association, administrators, and the district. As of fall 2011, negotiations were underway to update some of the policies as referenced above.

- Terms: The table below identifies descriptive terminology used throughout this plan and in the marketing of the program. The identifier “technology mediated education” will be a term for internal use, primarily in reference to faculty and staff training, and will not be used in marketing. Rather, there is a disclaimer in the MSJC schedule that notifies students that most MSJC courses require the use of Blackboard and lets students know where resources for Blackboard can be accessed.

- Other support responsibilities are listed later in this document under the district standards.

DEFINITIONS

Title 5 Section 55200. Definition and Application

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

**MSJC 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 critical that online and hybrid courses are clearly defined and identified. In an effort to be clear with students, functional descriptions have been agreed upon by the faculty (Academic Senate/ETC) and the administration. When a DE course appears in the schedule of classes it is identified as Online or as Hybrid as described in the table below:

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>MSJC Definition</th>
<th>Processing</th>
<th>Notes:</th>
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<tbody>
<tr>
<td>Fully Online</td>
<td>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 MSJC learning center 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.</td>
<td>Requires separate Curriculum Committee approval with Distance Education Addendum (DEA) form and follows all quality measures as outlined in the Distance Education Guidelines (i.e. Regular Effective Contact)</td>
<td>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.</td>
</tr>
<tr>
<td>Hybrid (Blended)</td>
<td>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 MSJC site for any reason (testing, orientation, etc).</td>
<td>Requires separate Curriculum Committee approval with Distance Education Addendum (DEA) form and follows all quality measures as outlined in the Distance Education Guidelines (i.e. Regular Effective Contact)</td>
<td>If students are required to come to an MSJC site for any reason, the course is declared a hybrid course to notify students of this requirement.</td>
</tr>
<tr>
<td>Virtual Hybrid:</td>
<td>All course activities take place online. Online Synchronous activities are scheduled along with asynchronous online activities. Dates and times for online synchronous activities are</td>
<td>Curriculum Committee approval with Distance Education Addendum (DEA) form and follows all quality measures as outlined in the</td>
<td></td>
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</table>
posted in the schedule of classes. | Distance Education Guidelines (i.e. Regular Effective Contact) | These courses at a minimum will declare the required online use in the course syllabus. An informational note appears in the MSJC schedule as follows: In many MSJC courses, students are expected to be able to access the internet and the MSJC Blackboard infrastructure either at home or from the campus learning resource centers where assistance for using these technologies is available. | This definition will be used for staff development planning and may be seen by students if needed. |

| Web Mediated | Face-to-face courses that require the student to access the Internet and/or Blackboard as part of the course work. | These courses at a minimum will declare the required online use in the course syllabus. An informational note appears in the MSJC schedule as follows: In many MSJC courses, students are expected to be able to access the internet and the MSJC Blackboard infrastructure either at home or from the campus learning resource centers where assistance for using these technologies is available. | This definition will be used for staff development planning and may be seen by students if needed. |

**ORGANIZATIONAL STRUCTURE:**

The following is a listing of the positions that relate to the administration and implementation of the MSJC Distance Education Program:

- **Vice President of Instruction:** Supervises the Dean of Instruction: Library and Technology and is ultimately responsible for the administration of the Distance Education Program.
- **Dean of Instruction: Library and Technology:** Directly supervises the Distance Education Program and support staff, administers the DE budget, reports to the Board of Trustees on a yearly basis, co-leads planning efforts for professional development activities related to DE, monitors compliance with state and federal regulations and guidelines, and supports faculty in their course design and development efforts.
- **Faculty Distance Education Coordinator:** (District-wide full-time faculty member with reassigned time). Serves as liaison between faculty and administration in distance education matters, co-leads planning efforts for DE professional development, co-chairs the Educational Technology Committee, reviews and recommends for approval DE courses through the Curriculum Committee as needed. Assists faculty with a variety of technical and pedagogical matters related to DE, and is responsible for the designated faculty resource centers and equipment.
- **DE Educational Project Coordinator**: Functions as a college employee on 50% assignment to the Chancellor’s Office @One Project, (this percentage may change as TTIP funding of @ONE is revised), assists in all MSJC DE training efforts and planning, provides leadership and expertise for MSJC DE projects as needed.

- **Online Learning Web Site Developer**: Develops and maintains the online learning web site in collaboration with the DE Network Coordinator and district web master.

- **Curriculum Committee Liaison**: As a member of the Educational Technology Committee, serves as liaison to the Curriculum Committee.

**The Role of the Curriculum Committee in Determination and Approval of DE Course Offerings:**

The Curriculum Committee uses the following criteria when determining whether a course will be approved for online delivery:

1. Students benefit from having access to the course via a distance offering.
2. The Course Outline of Record has been approved or revised according to guidelines and timelines established by the MSJC Curriculum Committee.
3. A DE addendum has been submitted to the Curriculum Committee adequately designating the following:
   - Sufficient consideration has been given to adaptations of methods of instruction and methods of evaluation to ensure regular and effective contact as required in Title 5 and the approved MSJC Regular Effective Contact Policy (See Appendix 1: Regular Effective Contact Policy and DE Addendum)
   - Necessary technical requirements are available.
   - Accessibility is ensured as required by Section 508 guidelines.
   - All Title 5 mandates have been met and followed.
4. The Curriculum Committee recommends class size: Class size as set by the curriculum committee is whatever the face-to-face class size is, not to exceed 35 students.

**Additional Support Services:**

- **Instructional Technology Services**
  - Distance Education Network Coordinator (2)
  - Help Desk Technician (1)
  - Presidium 24/7 Help Desk for Blackboard Assistance
  - Captioning and Rich Media Deployment Assistance
- Online Student Orientation Course (online students only, currently a partially facilitated Blackboard course. There are also face-to-face orientations offered each semester.)

- Student Services
  - Financial Aid
  - Counseling/Advising Action Item-in process of changing from phone to online service Fall 2011
  - Enrollment and Registration
  - Title V Grant: Funding, Development and Implementation of a Comprehensive Orientation Process for All Students Action Item-In process Fall 2011

- Learning Resource Centers
  - Tutoring (via CCCConfer, SkillsTutor, Face-to-Face Tutoring, and Smarthinking)
  - Student Support in Learning and Accessing Blackboard
  - Supplemental Instruction. Action Item Pilot completed Spring 2011

- Library Online Services (Access to the catalog, e-books, electronic data bases, librarian support, orientations and specific library research documents http://www.msjc.edu/Libraries/MenifeeValleyCampusLibrary/Pages/Library-Research-Guides.aspx)

- Business Services
  - Bookstore

- DSPS department
  - Accessibility Review and Assistance
  - Captioning Assistance

- Information Technology Services
  - Connectivity Infrastructure

- Marketing Department
  - Web Master

- Institutional Planning and Development
  - Research Department

- Staff Development and Flex Committees

- Basic Skills Committee
  - Professional Development

Development and Support Team: At least three Members* this team will be developed upon approval and implementation of this document. Action Item

Shared Governance: Educational Technology Committee:

Co-Chairs: Faculty Distance Education Coordinator (if there is no DE Coordinator, the committee will elect a Faculty Co-Chair from the membership)

Dean of Library and Technology

Membership:
- Administration (1)
- Distance Education Network Coordinator (Classified)
- Classified at large (1)
- Instructional Technology Services Network Supervisor
- Faculty (6)
- Students (2)

The committee recognizes the input from non-voting faculty members appointed by the Academic Senate not to exceed five additional faculty members.

Charge:

- The committee will address the evolving technology needs of Mt. San Jacinto College in a variety of areas related to the use of technology for instructional purposes.
- The committee will be the recommending body for curriculum, policies, procedures, systems, and purchases that relate to distance education and technology used for teaching and learning.

As a shared governance body, the Educational Technology Committee shall:

- Meet once per month and submit an agenda and minutes for each meeting to each of the ETC Committee members and to the Academic Senate
- Assist in the development and deployment of curriculum for distance education including review of distance education addenda for both fully online and hybrid courses either through selecting a liaison to serve on the Curriculum Committee or through full committee review of addenda, as requested by the Curriculum Committee.
- Work cooperatively with administration and the bargaining unit as appropriate in the recommendation and development of policies related to the MSJC distance education program.
- Work cooperatively with other pertinent committees in developing and implementing staff development activities for the use of instructional technology.
- Work cooperatively with other pertinent committees in developing and maintaining a comprehensive Technology Plan for MSJC.
- Work cooperatively with other pertinent committees in the development and integration of the MSJC Technology Plan with the College’s Educational Master Plan.
- Identify potential needs for technology as they relate to instruction.
- Develop a list of recommendations for purchases and utilization of technology as it relates to instruction.
- Develop long-term goals for MSJC’s utilization of technology in instructional venues.

It is recommended that a liaison be appointed by the ETC to maintain close communication with the FLEX Committee to coordinate professional development opportunities for administration, faculty (full-time and part time) and classified staff.
ETC Sub Committee: Course Development and Support Team (DST)

Faculty members who serve on the Course Development and Support Team as a standing sub-committee of ETC may use their participation as a team member in lieu of participation in a shared governance committee during the semester(s) in which they serve on a support and development team.

The team members are selected by the faculty developer and should include one member of the ETC plus one or more faculty mentors. The role of the team members is to provide the faculty developer with assistance throughout the initial development and offering of a new course. In addition, the team will review the course organization and content and assist the faculty member in meeting quality standards as outlined in this plan, and submit the course for review by an accessibility specialist.*

*At the time of the writing of this document, an ad hoc compliance review team is actively participating in a review of all courses for compliance with accessibility, authentication, regular effective contact, and other ACCJC (state and federal) and Title 5 regulation issues. A comprehensive survey has been conducted and faculty are actively working with the team to bring their courses completely into compliance with all regulations and laws.

ETC Sub Committee: Remote Desktop Services Committee (RDS)

Remote Desktop Services (RDS) provides online, hybrid, and face-to-face students and faculty with a remote virtual interface to a uniform digital desktop, equipped with course software and a personal storage space available from any computer with Internet accessibility anywhere, anytime. The RDS started as a vision in spring 2010, built by the ITS in summer 2010, implemented and tested in fall 2010 with Business and CIS students and faculty with success. The RDS committee was established to set guidelines and processes for adding more software as more departments and programs join the system. The RDS committee identifies and obtains funding sources to support the growth of the system.
**ORGANIZATIONAL STRUCTURE ACTION PLAN**

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<th>WHO</th>
<th>DATE</th>
<th>COST</th>
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<tr>
<td>Provide DE students with access to Counseling and Advising Services comparable to FTF Students.</td>
<td>Develop a process that counselors can use to meet with DE students in a secure environment using e-conferencing or other related web based tools.</td>
<td>Student Services administration and staff in collaboration with the DE Coordinator and Dean of Library and Technology.</td>
<td>February 2012</td>
<td>CCCConfer $0</td>
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<tr>
<td></td>
<td></td>
<td>Trainings by DE Coord. and Dean of L &amp; T $0</td>
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<tr>
<td>Update and expand our online orientation process</td>
<td>Design and implement a new web based DE Orientation that will be used with face-to-face students</td>
<td>Counseling Faculty, Learning Center Faculty, DE Team (Ed Program. Coord., DE Coord., L&amp;T</td>
<td>May 2012</td>
<td>Title V Grant</td>
</tr>
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<td>for DE students.</td>
<td>and/or DE Students.</td>
<td>Dean, LC Coordinators)</td>
<td>Provide faculty who are developing DE courses with review support that results in quality online course offerings.</td>
<td>Create a team of peer reviewers and experienced online instructors to assist faculty in developing their courses and implement the process for assistance.</td>
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<td>Provide DE students with access to online tutoring and supplemental instruction that is both through our Tutoring Center as well as through Smarthinking.</td>
<td>Set up the method for in-center tutors and SI Leaders to use e-conferencing methods to provide tutoring and Supplemental Instruction to DE Students</td>
<td>LC Coordinators, DE Team</td>
<td>December 2011</td>
<td>Training for Tutors and SI Leaders $1000 Possible Title V and BSI and STEM Funding</td>
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<tr>
<td>Provide faculty with professional instructional design support (see staff dev. chart in DE Dept., Plan)</td>
<td>Propose a new position for an instructional designer.</td>
<td>Hire 1 Instructional Designer</td>
<td>Dean of L&amp;T</td>
<td>Spring 2011 (has been part of planning process since 2007)</td>
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**PROGRAM AND COURSE DEVELOPMENT PROCESS**

Courses are developed by faculty who are interested in teaching the courses online. There is a readiness criteria developed by ETC that recommends training for faculty members who wish to teach online, and a
mentoring program would be developed. The Faculty DE Coordinator and the Distance Education Program Coordinator currently provide instructional design support on an as needed basis; however, instructional design support is needed on a regular basis. There are two faculty resource technology rooms and space available for development work. One is located in room 159 on the San Jacinto Campus and the other is located in room 355B on the Menifee Campus. The initial purchase of equipment for the resource technology was funded by a Title V grant and has subsequently been funded by the discretionary funds from the Dean of Library and Technology. The development of a separate Distance Education Department should have development equipment and software as a budget item. **Action Item**

After Curriculum Committee approval of the program or course for DE delivery, the following process is followed: **Action Item**

1. The initiating faculty member, after meeting the faculty readiness standard as outlined in this document, will begin the actual course development with the assistance of instructional support staff and a Development and Support Team (DST). A formative review process will take place after at least two weeks of course content has been developed for DE delivery and a general timeline has been completed. (See course standards later in this document.)
2. The DST will verify that all support services that are needed for the course offering are in place (library, testing accommodations, etc.).
3. At the course mid-term point, faculty member will meet with the Development and Support Team who will assist the instructor in making any necessary revisions as the course develops.

The following areas will be among those considered when doing a formative review (consider Teaching and Learning Standards as listed in this document):

- Curriculum alignment
- Rigor, depth, and breadth of content
- Regular Effective Contact instructor to student, student to instructor and student to student
- Opportunities for student participation and interaction
- Appropriate technical design
- Effective policies including drop policy, schedules, due dates, plagiarism/cheating, etc.
- Variety of learning activities considerate of all learning styles
- Student assessment activities appropriate to the content
- Compliance for authentication, Title 5, and accessibility
- Online vs. Hybrid category for marketing (i.e. are synchronous activities required in a fully online course?)
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<tr>
<td>Provide faculty who are developing DE courses with review support</td>
<td>DST: Create a team of peer reviewers and experienced online instructors</td>
<td>ETC, Ed. Program. Coordinator, DE Coordinator</td>
<td>November 2011</td>
<td>$0</td>
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<td>that results in quality online course offerings.</td>
<td>to assist faculty in developing their courses and implement the process</td>
<td>for assistance.</td>
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<tr>
<td>Provide faculty with professional instructional design support</td>
<td>Propose a new position for an instructional designer.</td>
<td>Dean of L&amp;T</td>
<td>Spring 2011</td>
<td>$95,000 yearly</td>
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<td>(see staff dev. chart in DE Dept., Plan)</td>
<td>Hire 1 Instructional Designer</td>
<td></td>
<td>(has been part of</td>
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<td></td>
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<td></td>
<td>planning process since</td>
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<td>Fall 2012</td>
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**MSJC DISTANCE LEARNING POLICIES AND STANDARDS**

- **Mandatory:** All distance learning courses (fully online and hybrid) offered must be approved by the MSJC Curriculum Committee. Please see Title 5 Regulations and the MSJC Curriculum Committee’s Distance Education course approval process for additional details.

All distance education courses are recommended to be developed with the following standards in mind. These standards are followed when evaluating the growth and success of the programs herein described. Administrators and department chairs will support these standards as clear objectives necessary for student success. As faculty develop courses in fully or partially online methodologies, they should be aware of these standards as their rubric for success. For any distance education program to be successful, all constituencies involved must agree about their roles in the program development, implementation, and evaluation processes. Collaboration regarding the decisions confirmed in the resulting documentation is essential.
These standards are divided into the following areas: Institutional Support, Student Integrity and Authentication, Technical Program and Course Development, Teaching and Learning Standards, Accessibility and Security, Program Review, Departmental and/or Discipline Specific.

**INSTITUTIONAL SUPPORT STANDARDS**

The institution provides for the following:

1. Funding for the maintenance and adherence to the following standards allocated from the MSJC general fund.
2. The technical infrastructure for the courses attempt to maintain an up time of 99.5% or greater for all courses.
3. 24/7 monitoring of all technical systems related to online program delivery. *Action item*
4. A centralized system providing support for building and maintaining the DE infrastructure, such as web space and course management system access.
5. Regularly offered, comprehensive training for faculty, staff and administrators, as well as web based tutorial assistance with the Blackboard course management system, and help desk support. (See the description of the @MSJC Academy in the Faculty Readiness Criteria later in this plan.)
6. Orientation and readiness material for students available prior to their enrolling in DE courses (that remain available for the balance of the course term) as well as 24/7 help desk support for Blackboard use.
7. Scalable hardware and software needed for course development and course implementation.
8. Instructional design support for faculty developers. *Action Item*
10. Communication systems for informing and orienting students to distance learning.
11. Easily accessible schedule and catalog copy for students seeking distance-learning opportunities.
12. Support for course development and delivery particularly in the area of accessibility compliance. *Action item-in process Spring 2011*
13. Appropriate levels of technical support staffing that include a collaborative working environment for the technicians and other personnel in the eventual creation of a Distance Education Department. *Action Item*
14. An online communication system between the institution and the DE faculty (DSPS notification, changes in professional responsibility policies, semester calendar updates, notifications of impending evaluations, etc)
15. A system for designating which states our enrolled online student are residents of and detailing where and how MSJC can obtain approval to offer courses to students in those states. *Action Item*
16. Appropriate substantive change report to the ACCJC when programs reach the ability to offer 50% or more of their degree or certificates via distance education.
### INSTITUTIONAL SUPPORT STANDARDS

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<thead>
<tr>
<th>GOAL</th>
<th>ACTIVITY</th>
<th>WHO</th>
<th>DATE</th>
<th>COST</th>
</tr>
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<tbody>
<tr>
<td>Provide staffing to monitor all DE services for up time.</td>
<td>Provide a mechanism for 24/7 on-call support for DE Network Staff by submitting request through the budget development process.</td>
<td>Dean of L&amp;T</td>
<td>Spring 2012</td>
<td>TBD</td>
</tr>
<tr>
<td>Provide DE student access to Counseling and Advising Services comparable to FTF Students.</td>
<td>Develop a process that counselors can use to meet with DE students in a secure environment using e-conferencing or other related web based tools.</td>
<td>Student Services administration and staff in collaboration with the DE Coordinator and Dean of Library and Technology.</td>
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<td>CCCConfer $0 Training by DE Coord. and Dean of L &amp; T $0</td>
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<tr>
<td>Provide DE students access to online tutoring and supplemental instruction that is both through our Tutoring Center as well as through Smarthinking.</td>
<td>Set up the method for in-center tutors and SI Leaders to use e-conferencing methods to provide tutoring and Supplemental Instruction to DE Students</td>
<td>LC Coordinators, DE Team</td>
<td>Decemer 2011</td>
<td>Training for Tutors and SI Leaders $1000 Possible Title V and BSI Funding</td>
</tr>
<tr>
<td>Ensure that all DE Courses meet all compliance requirements of ACCJC, Title 5 and HEA (Federal)</td>
<td>Continue reviewing courses based on faculty self-assessment surveys. Complete triage and assistance plans and implementation.</td>
<td>ETC, DSPS Staff, Captioning Technician, ITS staff, Deans of DE and Matriculation and DE Team</td>
<td>Ongoing</td>
<td>Approximately $6500 per year for three years (DE Development Budget)</td>
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<tr>
<th>Task</th>
<th>Description</th>
<th>Responsible Department/Enrollment Services</th>
<th>Timeframe</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfill Federal requirements for application for state approval of MSJC online programs.</td>
<td>Produce a report that determines residency of our out-of-state DE students. Research approval process for other states</td>
<td>Information Technology Department/Enrollment Services Dean of L &amp; T</td>
<td>October 2011</td>
<td>$0</td>
</tr>
<tr>
<td>Provide faculty with regular instructional design support.</td>
<td>Hire dedicated instructional designer for each campus. Currently instructional design assistance is available from personnel who do other elements of DE support.</td>
<td>Proposal by Dean of L&amp;T Hire at MVC Hire at SJC</td>
<td>Fall 2011</td>
<td>$80,000</td>
</tr>
<tr>
<td>Develop a comprehensive Virtual College Plan that begins with the designation of a separate DE Department and includes a staffing plan for DE Network and other required staff members.</td>
<td>Develop a plan for a virtual college.</td>
<td>Dean of L&amp;T, Academic Senate President, ETC Members, DE Coord., Ed. Programs Coord., representatives from all sectors.</td>
<td>Spring 2013</td>
<td>TBD</td>
</tr>
</tbody>
</table>
STUDENT INTEGRITY AND AUTHENTICATION STANDARDS*

- Students access the Course Management System through a college administered authentication process (student ID related password protection).
- Password updates take place on a regular basis via a password aging policy. Action Item
- Students officially check-in to each DE course via the MSJC check-in policy. A check-in discussion forum is available for every online and hybrid course from five days before until two days after the start of the class. If a student does not check-in to the course, the faculty member may drop them and add additional students.
- Instructors are encouraged to use multiple methods of assessment in their course design. (see http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf )
- Assessment, grading and interactive activities will take place within an authenticated, copyright appropriate, and Section 508 compliant environment.
- Instructors monitor students’ continuous active participation in the course to determine necessity of the instructors’ drop procedure implementation beyond the check-in provision.
- To protect the integrity of the teaching/learning process in courses that do not feature a proctored test environment, the students will be required to formally acknowledge and pledge adherence to MSJC’s Student Conduct Board Policy and Acceptable Use Policy.
- Instructors are encouraged to clearly define plagiarism and cheating in online course policies.

*All of these standards are communicated to instructors via the Online Learning web site instructor resources pages and in an email announcement that is sent each semester by the Dean of Library and Technology as an update. They are also covered in depth during MSJC Technology training activities. Resources for accomplishing compliance are available on the faculty resources page at https://my.msjc.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_24_1 and an Effective Practices Web Site located at http://my.msjc.edu/web/ol

<table>
<thead>
<tr>
<th>STUDENT INTEGRITY AND AUTHENTICATION STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>GOAL</td>
</tr>
<tr>
<td>Blackboard Users will be mandated to change their passwords on a regular basis.</td>
</tr>
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</table>
TEACHING AND LEARNING STANDARDS

In order to develop quality distance education courses, the following standards will be applied.

**General Standards**

1. All Distance Education courses will follow the approved course outline of record.
2. Distance education students will be given advance information about course requirements, expectations regarding course work standards, equipment needs, and techniques for succeeding in a distance learning environment, as well as technical training and support throughout the course via the Blackboard portal, Online Learning web site, and within individual courses (syllabi, etc.).
3. Students will be required to be active learners in presenting, organizing, applying, and constructing information, ideas, and knowledge. They are prepared and expected to participate in collaborative activities throughout the length of their course of study.
4. All course objectives, Course Learning Outcomes (CLOs) and requirements are clearly presented in each course.
5. Courses will maximize the opportunities for regular and ongoing interaction between teacher and students, among students, and between students and the learning environment (Regular Effective Contact). Students are held accountable for the communication activities within courses. Instructors will initiate contact with all students. (See the MSJC Regular Effective Contact Policy.)
6. All student assignments and their due dates, as well as tests and test dates, will be explained and posted at the beginning of the course, or in a way to give reasonable preparation time for the student.
7. Any special testing (i.e., proctoring) and laboratory situations and/or arrangements will be clearly described to the student in the syllabus and announcements area of the course. Fully online courses do not require the students to come to an MSJC site for any reason.
8. Course design will address multiple learning styles of students.
9. Student assessment and evaluation methods will be relevant to the activities, reading assignments, and other learning materials presented in the course.
10. Instructor feedback to student assignments and questions will be constructive and provided in a timely manner. Instructors will clearly define feedback response time.
11. Instructors will keep back-up copies of their digital grade books.
12. The course documents or a similarly defined course area (i.e. “Start Here”) will describe the functions of the course website to the student (e.g., how to post assignments, communicate with the instructor, etc.).
13. The instructor will make frequent announcements regarding the progress and processing of the course. (See the Regular Effective Contact Policy)
14. A policy for due date leniency due to institution-inflicted technical difficulties will be communicated in the syllabus or overview of the course.
15. Faculty will post cheating and plagiarism policies in the online syllabus.
16. Course Media and Materials Standards will be posted in the syllabus.
17. All external links and internal functionality of DE courses will be available and operational when the class starts.
18. The course content will be kept current term by term and will open by five working days prior to the start date, and remain open at least until the closing date of the course as listed in the schedule.
19. Technology will be appropriate to the course pedagogy.
20. The course contents will adhere to the Academic Senate course syllabus checklist and the DE course design checklist. [http://my.msjc.edu/web/ol/ol/Successful%20Course%20Design%20Check.docx]

**FACULTY READINESS CRITERIA**

In an effort to maintain a high standard of quality both in technology and DE pedagogy, all faculty are recommended to participate in the following professional development activities prior to teaching an online or hybrid course at MSJC:

1. Complete an MSJC Introduction to Online Teaching & Learning Workshop as defined by the Educational Technology Committee; or
2. Receive a certificate of completion in online teaching from a reliable institution such as UCLA online Teaching Program, Cerro Coso Online Educators Certificate Program, or @One Teaching Certification Program (approved by the California Community Colleges Academic Senate and the CCC Chancellor’s Office); or
3. Demonstrate prior successful experience in teaching distance education course(s) at MSJC or another similar institution; and
4. Participate in one online professional development activity per academic year. (MSJC Tech Academy, or @One Course Development)

Actual determination that a faculty member is ready to teach online will be accomplished in consultation between the appropriate dean and department chair.

@MSJC Academy:

The history of the @MSJC Academy goes back to 1999-2000 when the first multi-day professional development event was held that addressed the technology learning needs of 40 full-time faculty members. Today, two Academy events are held each year and draw over 170 participants at each academy. Over 2000 MSJC and community faculty members (from local high schools and other colleges) have participated in this professional development event. The @MSJC Academy name came from the original name “Advancing Technology at MSJC.” Its purpose was to give faculty and staff technology related skills. In 2008, the @MSJC Technology Academy was combined with the Teaching and Learning Academy, and in 2010, FLEX activities were also combined under the @MSJC Academy banner. In the 2010 and 2011 Academy, sessions were offered face-to-face as well as broadcast through e-conferencing technology (CCCConfer). Those sessions are archived and available online.

The ETC in collaboration with administration and other student services organizations and committees (FLEX, BSI, STEM, SI, etc.) will continue to offer a semi-annual event in conjunction with ongoing professional
development activities, to provide instructors with the technical and pedagogical training needed to become effective distance education instructors. The goal of this academy program is to ensure high quality educational opportunities for all MSJC students, especially those who are receiving instruction at a distance.

### ACCESSIBILITY AND SECURITY STANDARDS

1. DE courses provide accessibility with screen readers. Images and links contained in the course website must show alternate text upon cursor contact.
2. Courses provide ample written instructions for every task the student has to perform: taking tests or quizzes, posting contributions to the online discussion, downloading files/software, finding supplementary reading, returning to the website, etc.
3. DE students have access to sufficient library resources that may include a “virtual library” accessible through the Web.
4. Academic counseling and advising will be available to distance learning students at the same level as it is for students in on-campus environments. (See institutional support standards action plan.)
5. Privacy and Protection Standards from FERPA are followed.
6. Procedures are in place to help ensure security of student work.
7. Students receive clear instructions to save and retain copies of all work submitted electronically.
8. Instructors back-up all grade book data.

### DISASTER PLANNING

**Background:** In 2006 during upgrade of the MSJC Blackboard System, the database was compromised and grades and other data base related items in course shells were lost. At that time, the district, in collaboration with the faculty, developed the standards listed below. These standards were again tested in 2007 when a dust storm caused a power outage for several days in the City of San Jacinto. The college now has an alternative web site, hosted off campus, that gives students instructions about accessing their courses, in cases like this.

In the event that a major disruption occurs in the delivery of the MSJC Blackboard system, the following standards will be followed:

1. Faculty will have previously posted technology failure policies in their syllabi that include failures caused by the district delivery system and disruptions that are a result of the student’s personal technology access. This policy will describe the steps to be taken if the disruption is a college problem as well as which steps will be take if the disruption is a result of a failure in the student’s technology.
2. Faculty will agree to not penalize students regarding missed due dates and assignments resulting from a college caused disruption.
3. Faculty members are responsible for keeping back-up copies of their digital grade books.
4. Faculty members are encouraged to establish an alternative “virtual meeting place” to use in the event of a disruption. (i.e. Facebook, Ning, etc.)
5. Any major disruption of the college system will be reviewed by both ICTC and ETC to determine what improvements can be made to the system.

**PROGRAM REVIEW STANDARDS**

1. An approved evaluation instrument is provided within the course to ensure student feedback on the organization and content of the course and the instructor performance. (Appendix A)
2. Reviews of student outcomes include assessment of student products and exams, as well as student evaluations of the course.
3. Data on enrollment, costs, and successful/innovative uses of technology are used when reviewing program effectiveness.
4. Intended learning outcomes are reviewed regularly to ensure clarity, utility, and appropriateness.
5. Courses meet or exceed MSJC’s academic standards.
6. Courses are reviewed on a regular basis and revisions documented. Instructional materials are reviewed periodically to ensure they continue to meet program standards. Course evaluation includes technical design, curriculum alignment, rigor, depth, breadth, student performance, and student participation and interaction.
7. Peer Evaluation of the Instructor will be accomplished via approved methods as agreed to by the Academic Senate, Faculty Association, and District. (See Peer Evaluation Guidelines [http://msjconline.com/PeerEvaluationGuidelines.pdf](http://msjconline.com/PeerEvaluationGuidelines.pdf))
9. Program review for courses takes place in the individual discipline areas as do creation and maintenance of Course Learning Outcomes.

**STUDENT SUPPORT STANDARDS**

1. All Students will have 24/7 access to the Blackboard Course Management System.
2. DE Students will have the same access to both academic and student services resources as traditional students.
3. All courses have Blackboard course shells that are populated at the time of enrollment through the Data-tel system.
4. Assistance for students who need help with Blackboard is located on each campus in the Learning Centers and is available through the Instructional Services Help Desk at help@msjc.edu. 24/7 help desk support is also provided as outsourced to Presidium services.
5. The Online Learning web site from the main college web site, and the Blackboard portal, have assistance opportunities and information for students about accessing Blackboard, course schedules, orientations, help desk and all other virtual support services.
6. Supplemental Instruction opportunities are available to distance education students. **Action Item Pilot completed Spring 2011**
7. Readiness information for students wanting to become DE students will be available in the form of information and readiness tests for self-evaluation, available at the Online Learning web site.

8. Preparedness opportunities will be available for students wanting to become DE students via a not-for-credit online orientation course in Blackboard. These courses are facilitated by a faculty member at the beginning of each semester and at the eight-week point for late start courses. In addition, face-to-face orientations are offered prior to each semester start, one on each main campus (SJC and MVC). DE student preparedness is addressed in the general orientations delivered by the counseling department. An update to the original online orientation was completed in summer of 2011. A re-design of the online orientation is funded by Title V and will be completed by May 2012.

### STUDENT SUPPORT STANDARDS ACTION PLAN

<table>
<thead>
<tr>
<th>GOAL</th>
<th>ACTIVITY</th>
<th>WHO</th>
<th>DATE</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student success in online courses will be improved by 20%</td>
<td>Re-design the online orientation to address the needs of all students including basic skills students.</td>
<td>Dean of L&amp; T, Title V Instructional Coordinator, Counselors, DE Coordinator, Educational Programs Coordinator, Online Web Site Developer, Learning Center Coordinators, SI Coordinator.</td>
<td>May 2012</td>
<td>Funded by Title V.</td>
</tr>
<tr>
<td>DE Students will have access to Counseling and Advising Services comparable to FTF Students.</td>
<td>Develop a process that counselors can use to meet with DE students in a secure environment using e-conferencing or other related web based tools.</td>
<td>Student Services administration and staff in collaboration with the DE Coordinator and Dean of Library and Technology.</td>
<td>February 2012</td>
<td>CCCConfer $0, Training by DE Coord. and Dean of L&amp; T $0</td>
</tr>
<tr>
<td>DE students will have access to online tutoring and supplemental instruction that is</td>
<td>Set up the method for in-center tutors and SI Leaders to use e-conferencing methods to provide tutoring and Supplemental Instruction to</td>
<td>LC Coordinators, DE Team</td>
<td>December 2011 SI Pilot completed in</td>
<td>Training for Tutors and SI Leaders $1000</td>
</tr>
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</table>
both through our Tutoring Center as well as Smarthinking.

<table>
<thead>
<tr>
<th>DE Students</th>
<th>Spring 2011</th>
<th>Possible Title V and BSI Funding</th>
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</table>

**DEPARTMENTAL OR DISCIPLINE-SPECIFIC STANDARDS**

1. The course adheres to the integrated Course Outline of Record and is the virtual equivalent to the traditional course.
2. The course is offered with rigor, depth, and breadth consistent with its face-to-face counterpart.
3. It is the responsibility of the discipline/department to maintain the quality of delivery of all classes offered regardless of modality.
4. Student learning meets the standards set within the discipline, especially about sequenced and/or transfer courses.
5. DE courses incorporate department’s official course CLOs into the course design.
6. Faculty teaching in DE modalities will have met minimum qualifications for the discipline and have met the MSJC Faculty Readiness Standards.

**OTHER FACULTY RELATED ITEMS (CLASS SIZE, WORKLOAD, OFFICE HOURS, ETC.)**

**General Recommendations:**

This plan allows faculty to grow into distance education at their own pace and comfort level. The administration has assured the Senate and the faculty association that no faculty member will be penalized for not offering distance education courses or forced to convert courses to the online environment. One priority of the college will be to look for candidates for new faculty hire who are willing and/or able to incorporate technology resources into their teaching and learning. Current faculty members are given the opportunity to offer courses at a distance based on the need as appropriate to the discipline.

In accordance with Title 5 guidelines, which designate online and partially online courses as equivalent in credit status with regular courses, the Administration and Faculty of MSJC, consider distance education courses the same in content and credit as regular courses. Online and partially online course assignments are considered equal in status to regular courses when faculty load is considered. It is to be determined through bargaining what percentage of the instructor’s load can be conducted in distance education mode.

**Visitation Protocol for Online Courses:** The administration has developed a protocol for visiting DE Courses that allows for the same degree of oversight that is available in face-to-face classes. This ensures that administrators, who have an expressed need to visit a DE course, do so with the general knowledge of the instructor.
Classroom Visitation Protocol for Online Courses:

Background: It is common practice for administrators to visit on-ground classes occasionally to offer support to instructors as well as to observe students in class settings on campus and to stay connected to the actual practice of instruction. Instructional Administrators also have the responsibility to ensure that classes are meeting as posted in the schedule of classes and that the instructor is providing the instruction agreed upon as contracted. When an administrator visits an on-ground class in session, the instructor is present in the room and aware of the visitation. It is appropriate to assume that the same situation should exist during visitations in the virtual classroom. Because it is possible for administrators to observe an online course without the instructor’s knowledge, the following protocol has been prepared and will be followed by MSJC instructional administrators.

Visitation of online courses by administrators may occur for the purposes listed below. The course instructor will be notified via email and/or phone prior to the visitation.

Visitation of online courses may occur by the discipline dean and/or the department chair:

1. To ensure that the course is appropriately available to students in the course management system.

2. To ensure that regular effective contact is taking place according the established MSJC Regular Effective Contact Policy (see attached.) and compliance with Section 508 of the Federal Rehabilitation Act (accessibility for disabled students) and the Higher Education Act.

3. In response to a request from the instructor in the course. (questionable student conduct, technical problems, course development review, and recommendation.

4. In response to student complaints about the instructor, the course, or the course management system infrastructure.

This visitation does not constitute a formal evaluation; however, a formal evaluation may be planned because of the visit. An informal email summary of the visitation will be forwarded to the instructor upon the conclusion of the visitation.

Negotiation Process Recommendations:

Faculty Online Load: It is the hope of the Educational Technology Committee (ETC) that flexibility is exercised in the development of this policy. It is recommended that administrators responsible for faculty assignment to online courses understand that load and regular effective contact are connected issues. Having more than 120 students to teach in a given semester may negatively affect the teacher’s ability to achieve regular effective contact as required by Title 5 and the MSJC Regular Effective Contact Policy.

If consideration is given to allow full time faculty to teach 100% of their annual load online, it is recommended that the following policy be adopted by the Academic Senate (as a pedagogical issue) and by the Faculty Association (as a workload issue) to ensure that regular effective contact is maintained. Courses
offered fully online by a full time faculty member teaching 100% of load online, will be evaluated for compliance with all Title 5 and MSJC DE Policies, by the approved peer evaluation process. In addition, it is recommended that no overload (online, hybrid, or face-to-face) be allowed in this situation. Furthermore, if a 100% online teaching load is negotiated between the district and faculty, ETC should be allowed to participate in the development of guidelines for this condition. Additionally, determining what percentage of online load in a hybrid course should be considered in the calculation of allowable online teaching should also be decided in collaboration with ETC.

Other faculty related items that should be considered by the appropriate negotiating and governing bodies as recommended below include but are not be limited to: virtual office hours, class size relative to working conditions, compensation for course development, rights of first refusal, and percentage of load online.

Recommendations and historical perspective regarding each of these issues are as follows:

**Virtual Office Hours:** Past practice has been that office hours for online instruction are conducted at the same ratio of course hours to office hours as face-to-face courses. Online office hours should be conducted at times that are accessible to students who are enrolled in distance education for scheduling issues. Faculty does not have to be on campus to conduct online office hours. When instructors teach both online and face-to-face courses, they will offer office hours in face-to-face and online formats to all students.

**Class Size:** This item is not a negotiations matter unless changes are suggested that raise the cap substantially over the effective practice condition that may result in a problem related to working conditions. In 2002, it was researched and decided that all online courses be capped based on whatever the face-to-face course is not to exceed 35. This decision was agreed upon when the ETC was a subcommittee of the Curriculum Committee. This practice has been consistently followed with good results and should remain within the purview of the Curriculum Committee because it is a quality matter.

**Compensation and Property Rights for Course Development:** This item is a negotiations matter; however, past practice is that when a faculty member who is not compensated develops the course, content belongs to the faculty member solely. When it has been developed using the colleges fiscal resources (district equipment, software, and/or compensation), both the district and the faculty member own it jointly. This item should be considered within realistic enforcement guidelines and should be as flexible and lenient as possible. Compensation has been determined based on availability of funding.

**Peer Observation and Evaluation Processes:** The evaluation process for DE courses is negotiated with the appropriate governing bodies; however, ETC should be consulted when designing the criteria by which DE courses and faculty are evaluated. Because this matter is both related to working conditions and course quality, it should be addressed by both the bargaining unit and the Academic Senate via ETC.
Right of First Refusal: This item should likely be dealt with in negotiations; however, the administration has the right to assign faculty members to classes. The 2002 MOU stated that if a course was offered and developed by a full-time faculty member, a part-time faculty member could only subsequently teach it if the original developer was first offered the section and declined.

Marketing Plan

Marketing of the MSJC Distance Education Program will be accomplished through the maintenance of the Online Learning web site, through the main college web site and through the Blackboard portal.

DISTANCE EDUCATION TECHNOLOGY AND INFRASTRUCTURE

The Instructional Technology Services (ITS) department under the direction of the Dean of Library and Technology and the supervision of the Instructional Services DE Network Coordinator, is responsible for the operation of the Blackboard course management system. Two DE Network Coordinators staff the Blackboard CMS and related systems, assist faculty with problems as noted by the Help Desk Technician for technology support, and provide other infrastructure support issues as needed. Technicians in the ITS department support the DE area as needed.

There is a central student support desk hosted at MSJC at help@msjc.edu and available by phone. Additionally, help desk support is available for Blackboard issues via Presidium Services on a 24/7 basis.

Technology that hosts the Blackboard system is purchased through the college Technology Reserve account and is managed by both the deans of Informational Technology (IT) and ITS. Connectivity for the Blackboard system is managed by the IT department of the college and is funded through the State Chancellor’s Office TTIP grant that pays for the CENIC Connection.

Additional human resources are needed as the DE program continues to grow. See the “positions needed” plan in the DE Department Plan area of this document right below.

DE DEPARTMENT DEVELOPMENT PLAN

This section is an entire Action Item: As the Distance Education Program at MSJC grows; it makes sense to develop the program within its own department. Courses are currently offered from within each discipline at the college, and the eventual development of a Virtual College is likely. As a first step towards a Virtual College concept, a DE Department should be created as follows:

1. Separate the ITS technical staff from the DE Network staff and provide a separate supervisor. (Spring 2013)
2. Develop an Office of Technology and Distance Education within the instructional division. (Fall 2013)

Office of Technology and Distance Education: This department would be responsible for assuring that the standards addressed in the DE Plan are met and focus on quality distance education program offerings. The department would be responsible for procuring and managing the hardware and software involved in the
delivery of DE courses, take a lead role in professional development for faculty, and provide instructional design support. Planning for the growth and development of the DE program would emanate from this department. Eventually, a virtual college with its own faculty and courses could be developed out of this department. This new department would be staffed as seen in the staffing plan that follows and would focus on the instructional technology and DE needs of the district. Current staff who would be part of the department would be the current Dean of Library and Technology, the two DE Network Coordinators, the Help Desk Technician, the faculty DE Coordinator, the Distance Education Program Coordinator, and the entire Instructional Technology Services staff.

New or Re-organized positions needed:

<table>
<thead>
<tr>
<th>Priority</th>
<th>Position Needed</th>
<th>Duties</th>
<th>Date Needed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DE Networks Supervisor</td>
<td>Supervise the DE Network Coordinators and general infrastructure needs.</td>
<td>Fall 2012</td>
<td>Elevate the Tech IV to Supervisor/Program Analyst</td>
</tr>
<tr>
<td>2</td>
<td>DE Network Coordinator</td>
<td>Allow for 24/7 on call monitoring of DE infrastructure</td>
<td>Fall 2012</td>
<td>New hire</td>
</tr>
<tr>
<td>3</td>
<td>Faculty Instructional Designer MVC</td>
<td>Assist Faculty with development of course materials</td>
<td>Summer 2013</td>
<td>New hire</td>
</tr>
<tr>
<td>4</td>
<td>Dean of Technology &amp; DE</td>
<td>Administrate DE Program and Instructional Technology Services</td>
<td>Fall 2013</td>
<td>Re-organize current instructional administration</td>
</tr>
</tbody>
</table>
Preview Survey: Course Evaluation

Description: Course Evaluation

Instructions: The purpose of this evaluation is to measure your views of the value, success, and quality of the instructor and course although this evaluation does not measure your views of the Blackboard course management system. Additional comments may be written in the field provided in Question 22. Thank you for participating in our course evaluation! Your feedback is valued by Mt. San Jacinto College.

Multiple Attempts: Not allowed. This Survey can only be taken once.

Force Completion: This Survey can be saved and resumed later.

Question 1
The instructor provided contact information, i.e. e-mail address, phone number.


Question 2
The instructor provided office hour information.


Question 3
The instructor provided updated information regarding the course on a regular basis.


Question 4
The instructor provided a clear grading policy.
Question 5
The instructor provided feedback on assignments you submitted in a timely manner.

- 1. Strongly Agree
- 2. Agree
- 3. Neither Agree nor Disagree
- 4. Disagree
- 5. Strongly Disagree
- 6. Not Applicable

Question 6
The feedback provided by the instructor assisted you with understanding the areas where you failed to meet the stated course objectives.

- 1. Strongly Agree
- 2. Agree
- 3. Neither Agree nor Disagree
- 4. Disagree
- 5. Strongly Disagree
- 6. Not Applicable

Question 7
The instructor responded to email and phone calls in a timely manner.

- 1. Strongly Agree
- 2. Agree
- 3. Neither Agree nor Disagree
- 4. Disagree
- 5. Strongly Disagree
- 6. Not Applicable

Question 8
The instructor explained how the different tools within the online course would be used, i.e. threaded discussions, student tools, etc.

- 1. Strongly Agree
- 2. Agree
- 3. Neither Agree nor Disagree
- 4. Disagree
- 5. Strongly Disagree
- 6. Not Applicable

Question 10
for the course?


Question 11
The instructor provided examples or online resources to help explain ideas, concepts, theories, etc..


Question 12
The instructor provided outside references for further study.


Question 13
The instructor used a variety of teaching methods to facilitate the learning process.


Question 14
The instructor seemed knowledgeable of the material presented in the course.


Question 15
The instructor planned and conducted effective and appropriate online discussions during the course.

The information provided on the instructor’s web site was useful in knowing the expectations for the online course.


**Question 17**

The instructional and presentation materials offered by the instructor addressed the stated course objectives.


**Question Completion Status:**

**Question 18**

The assignments in this class were properly aligned with the stated course objectives.


**Question 19**

The assessments in the course were aligned with the stated course objectives.


**Question 20**

Please provide any additional comments here.
MSJC Regular Effective Contact Policy

Regulations:

Title 5 and the Distance Education Guidelines for the California Community Colleges state:

55202. 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, 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.

NOTE: Authority cited: Section 66700 and 70901, Education Code.
References: Sections 70901 and 70902, Education Code.

Guideline for Section 55202

This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of DE courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 which it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.

55204. Instructor Contact.

In addition to the requirements of section 55002 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.
Guideline for Section 55204

This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.

Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

The last published Distance Education Guidelines, March 2004, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define “effective contact” including how often, and in what manner instructor-student interaction is achieved. 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.

Background:

In hybrid or fully online courses, ensuring Regular Effective Instructor/Student Contact guarantees that the student receives the benefit of the instructor’s presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face to face course the instructor is present at each class meeting and interacts via all class announcements,
lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face to face office visits.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Therefore, it is assumed that those qualities of regular effective contact described above for the face to face environment, should also be applied to the distance education situation. The DE Guidelines require colleges to develop a policy regarding regular effective contact that addresses “the type and frequency of interaction appropriate to each DE course/section or session”.

**MSJC Policy:**

All DE courses at MSJC, whether hybrid or fully online will include regular effective contact as described below:

- **Initiated interaction:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Providing students with an open ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.

- **Frequency:** DE Courses are considered the “virtual equivalent” to face to face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face to face course. At **the very least**, the number of instructor contact hours per week that would be available for face to face students, will also be available, in asynchronous and/or synchronous mode, with students in the DE format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course.
• Establishing expectations and managing unexpected instructor absence: An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.

Type of Contact: Regarding the type of contact that will exist in all MSJC DE courses, instructors will, at a minimum, use the following resources to initiate contact with students:

• Threaded discussion forums with appropriate instructor participation. (“Questions for the instructor” forums are good but should be used in conjunction with other forums.)
• General email
• Weekly announcements in the Course Management System
• Timely feedback for student work.
• Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face to face class.

Suggestions:

• Instructors should also choose to use other forms of communication, as mentioned in section 55204 of Title 5. (“...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.”) and/or CCCConfer, video conference, pod cast, or other synchronous technologies may also be included. CCCConfer is a web conferencing tool that is free to the California Community College System. http://www.cccconfer.org
It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.

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