Online Education
New Program Performance Item
Program/Unit:
Online Education

Data Trend Summary:
For fall 2018/spring 2019, MiraCosta College offered 724 distance education (DE) course sections, 24.7% of MCC FTES were from DE, 56.8% of MCC students took at least one DE class, and 22.2% of MCC students took only DE classes. All of these numbers continue a long-standing upward trend, as DE classes play an ever-more critical role at MiraCosta. MiraCosta continues to be a regional and statewide leader in both the absolute amount of DE enrollments and the portion DE represents within the overall enrollment mix. According to CCCCO Datamart, for 2018-19, MiraCosta had 22,487 DE enrollments, accounting for 30.0% of all enrollments. Just five California Community Colleges exceed MiraCosta in both absolute DE enrollments and percentage of enrollment attributable to DE (Coastline, Foothill, Saddleback, San Joaquin Delta, and West LA).

Student demand for DE clearly continues and faculty have remained willing to expand offerings to meet that demand. Even as DE class offerings increase, DE success and retention rates have also been improving, narrowing the gap between DE and non-DE to near or below 5%, a goal set in 2014, in both success (69.0% vs. 74.2%) and retention (82.5% vs. 85.7%) . Compared to statewide Datamart data, MiraCosta's 2018-19 DE success rates are slightly ahead (69.0% vs. 67.8%), but retention rates are somewhat behind (82.5% vs. 84.1%). It's worth noting that the comparison of local vs. state success and retention rates for non-DE show almost identical gaps (though the rates are higher). In 2018-19, MiraCosta was among 9 California Community Colleges with DE enrollment of over 22,000 and DE representing over 22% of all enrollments. MiraCosta's DE success rate is fourth best among these, and its retention rate is 7th best.

Data Analysis and Use for Improvement:

The MiraCosta data dashboards allow for all faculty and departments to perform important data analyses with data disaggregated by course section modality. This is probably the most important method by which MiraCostans identify areas of concern with DE that are particularly in need of attention/improvement.

College-wide data on DE participation, success, and retention are regularly shared with the Board of Trustees to help inform their understanding and direction of the role of distance education in meeting the mission of the college.

Within the department of Online Education, a variety of data is tracked and analyzed to better inform our activity. This ranges from tracking Canvas usage, to looking at data on areas where support is required, to more detailed tracking of student and faculty participation in workshops and support opportunities such as online tutoring. We also track regional and statewide data to gauge how MiraCosta is performing on DE measures in comparison to our system, region, and identified CCCs which are comparable to MiraCosta in terms of the size and scope of its DE participation. These "DE peer institutions" are often consulted with regard to effective and emerging practices. The college regularly participates in statewide institutional, student-focused, and faculty-focused surveys of satisfaction with distance education facilitated by the CCC

Chancellor's Office as well, though the CO has not consistently provided the data back to colleges for review and analysis.

User Satisfaction:

The department regularly receives a great deal of gratitude for its support of faculty and students involved in Online Education, and for its collaborative work with other departments to continually advance the technical infrastructure and online resources that enhance the online experience of our faculty and students.

While faculty flex workshops are no longer being formally evaluated due to changes in PDP's practices, we do collect feedback from students participating in the Student Orientation to Online Learning, which is very highly rated at an average of 3.85 out of 4.

Improving Student Success:

The Online Education department works with academic departments, academic support areas, AIS, student service areas, and governance groups to ensure that faculty and students are adequately and equitably supported in their participation in online education.

Online Education has continuously worked with academic and student support areas to provide effective online supports for students. The deployment of the Student Support Hub within Canvas in spring 2019 was the first in the state, providing our students with a variety of live support people and key resources one click away in Canvas. Many colleges in the CCC system have since used the resources we have shared to create a similar Hub for their students.

An identified area of need has been for more robust faculty support in preparing and teaching online classes. The Online Education department has continued to seek creative ways to connect faculty with Instructional Design expertise in the absence of a full-time permanent position. In spring 2019, strong workforce funds enabled a significant contract to be established with an Instructional Design expert in support of CE faculty. Expanding instructional design support to all faculty remains an ongoing ideal.

Offering more cohesive and complete local preparation experiences for faculty interested in improving their online teaching skills is also an ongoing area for improvement. While Online Education collaborates with faculty to offer a variety of workshops on a regular basis, it was also noted in the 2015-18 Online Education Plan as a goal to develop a local online certification/preparation resource for MiraCosta faculty. The MiraCosta DE Handbook which the faculty director of online education created while on sabbatical in spring 2019 may help to establish a basis for a certification program.

Closing the Equity Gap:

National, state, and local data raises equity concerns about gaps in DE outcomes for some populations, though DE outcomes for Black/African-American and Hispanic/Latino populations have improved in recent years. For Black/African-American students, the DE success rate has improved from 49.0% in 2013-14 to 56.7% for 2018-19. The Hispanic/Latino student DE success rate improved from 57.2% in 2013-14 to 63.7% in 2018-19. These outcomes still significantly lag the 2018-19 72.6% success rate for White students and 77.7% for Asian students. While these gaps are not surprising, given state and national research indicating on-ground achievement gaps between different community college populations are often exacerbated online, it is important to note that those gaps are narrowing at MiraCosta. Online Education workshops need to consistently include equity-minded practices, and equity workshops need to specifically consider online teaching and learning. The DE Handbook developed in spring 2019 includes a section on equity-minded practices for online instructors to adopt.

Internal Processes and Procedures:

Since our department is composed of just two folks, the Faculty Director of Online Education and the Online Instructional Technologist, it is fairly straightforward for us to ensure that we complete our tasks efficiently and coordinate on innovative efforts.

Role Within the Division:

The Online Education department works collaboratively within Instructional Services as well as with other divisions and departments throughout the college. The Student Support Hub development mentioned earlier is just one example of this collaboration. Within the Hub, resource providers include the Library, Counseling, Writing Center, and TASC. Online Education worked with staff and faculty from these areas from the early conceptual development of this resource through to the design and deployment of the Hub.

The Faculty Director of Online Education remains involved in numerous governance bodies and student success/guided pathways steering groups in order to ensure that online education issues are integral to college-wide improvement efforts.

Regulatory Requirements:

The Online Ed program leads MiraCosta's engagement with DE regulations and effective practices, not only in terms of compliance but also toward continuous improvement. The Faculty Director of Online Education works within the governance process to ensure that MiraCosta practices and procedures for online education - especially AP 4105 - remain in alignment with state and federal regulations as well as accreditor expectations.

Start:

7/1/2019

End:
6/30/2020

New Course and Program Learning Outcomes Item
Program/Unit:
Online Education

Summary of Course Learning Outcome Results:

Online Education does not have specific learning outcomes that it is responsible for.

Action Plan Progress:

N/A

Areas for Improvement:

N/A

Program Student Learning Outcomes:

N/A

Start:
7/1/2019

End:
6/30/2020

New Learning, Service Area and/or Administrative Unit Outcomes Item
Program/Unit:
Online Education

Summary of Key Outcomes Trends:
The 2015-18 Online Education Plan established the following Service Area Outcomes (SAOs)
for the Online Education program:

1. Develop, implement, evaluate, and refine initiatives designed to improve online education access and equity at MiraCosta College.
2. Develop, implement, evaluate, and refine initiatives designed to improve distance education class and program success and retention.
3. Develop, implement, evaluate, and refine initiatives designed to improve student and faculty satisfaction with online education.
4. Develop, implement, evaluate, and refine initiatives designed to ensure compliance with government regulations and accreditor expectations with regard to distance education.

Regarding #1 and #2, online education offerings and participation continue to steadily expand. The development of the Student Support Hub and continued expansion of online student support services are intended to provide equitable support for online students. Support for adoption of Open Educational Resources course material also helps provide more equitable access to classes which use digital learning materials. The narrowing gap between campus and DE success and retention rates indicates that the college's efforts to enhance online teaching, learning, and support services are making a difference. Continued attention to disaggregated data, and expansion of intentional practices to support disproportionately impacted populations online, are necessary to continue to close gaps and improve outcomes for all. Research on one important student support initiative, the Student Orientation to Online Learning, shows that students who participate subsequently have a success rate about 8 percentage points higher in DE classes than students who do not participate.

Regarding #3, as mentioned earlier, the annual faculty and student DE satisfaction surveys conducted by the Chancellor's Office seem to have been discontinued. It may be important for the college to establish its own regular method for gathering feedback from students and faculty about online education.

Regarding #4, the college received full re-accreditation in its most recent accreditation visit without any issues raised regarding distance education, while many other California Community Colleges have had DE accreditation concerns to deal with. The college continues to update practices and policies to be aligned with changes in California Title 5 and federal regulations. The development of the MiraCosta DE Handbook in spring 2019 now provides one clear and authoritative source for faculty to consult to ensure that their online classes are in compliance with external and internal requirements and guidelines for quality online education.

Use of Outcomes Data for Improvement:

The development of the data dashboards has made it easier than ever for departments, faculty, and the college to obtain rich data on student outcomes in distance education. Many departments have developed internal initiatives to improve DE outcomes. One example of a disciplinary department working with the Online Education department to support their internal improvement efforts is Math. The math department invited the faculty director of online education to present DE outcomes data in math courses showing change over time and comparing MiraCosta data

with statewide data. The gaps displayed in the data led the department to create an internal committee dedicated to improving online math education practices.

Start:
7/1/2019

End:
6/30/2020

New Program Resources Item
Program/Unit:
Online Education

Facilities Improvements:
The department is housed in the former Teaching/Technology Innovation Center (TIC), OC 1253. In summer of 2018, the TIC was remodeled in order to serve as the C3 Teaching and Learning Center (C3TLC), with heavy involvement of both members of the Online Education department. The area includes the offices of the two Online Ed staff; a small lab with four workstations, scanners, printer, phone, office supplies; a lounge area for informal discussions among faculty; and a larger classroom-like space (1253B) with smart classroom capabilities for faculty meetings and workshops related to instructional improvement. The C3TLC also includes equipment storage, laptops, and a specialized workstation in a soundbooth for faculty to use in creating instructional materials. Online Education continues to support the C3TLC in coordinating maintenance of the technology and physical space with AIS and facilities staff as needed.

Ultimately, it is hoped a new Teaching and Learning Center will be developed as part of bond-related construction, and it will remain very important that the Online Education department continue to be physically and operationally well-connected.

The Online Education website (http://tic.miracosta.edu) is a valued, useful source of information and tutorial resources, about Canvas and other key online education technologies supported by MiraCosta Online Education (some in conjunction with AIS or CCC system-wide initiatives). As of summer 2018, Canvas became the sole course management system used at MiraCosta, and Blackboard and Moodle were retired. This transition was managed effectively and faculty and students were well-prepared. Additional online education tools include: Respondus, for managing question pools for online tests; Turnitin, supporting plagiarism prevention and effective grading and feedback of written work; 3C Media Solutions for storing and streaming video, and the CCCConfer web conferencing tool. A pilot of PlayPosit, a tool for creating assessments within videos for use within the course management system, is continuing on a limited basis. A college-wide pilot of Studio, the video creation, management, and engagement tool by Instructure, began in spring 2019.

As the Online Education Initiative progresses, it is important to determine which tools and resources provided by the OEI should be considered for use at MiraCosta. NetTutor, an online tutoring provider, is currently available for any of our classes, enhancing the online tutoring we already have available through the Western eTutoring Consortium. Proctorio enables computer-based online proctoring and security for high-stakes online assignments. Cranium Cafe is an online conferencing tool especially useful for online counseling and other student service areas.

Optimize Departmental Performance:

The physical and operational coordination of Online Education with the C3 Teaching and Learning Center is key in further integrating effective online teaching, learning, and support practices into the MiraCosta culture.

Impacts on Processes and Procedures:

With the establishment of C3 Teaching and Learning Center coordinator, some of the facilities management responsibilities (e.g. approving room scheduling) previously delegated to Online Education staff may be removed. But as mentioned above, it is anticipated that Online Education staff would continue to take the lead in ensuring that technologies available for faculty use in the facility are up-to-date, and will continue to support faculty who are using the computers. With the potential for increased use of the space once the C3TLC begins operation, this could require more time than when the space was in operation as the TIC.

Correlation to Program Efficiencies:

Increased engagement with faculty through increased usage and programming associated with the development of the C3TLC will help Online Education staff to have a greater impact upon online teaching and learning.

Supplies, Software and Equipment:

Online education staff need modern, updated computer hardware and office equipment to ensure that they can efficiently and effectively maintain online education technologies and engage faculty and students in effective supports.

The equipment described above in the C3 Teaching and Learning Center also needs to be kept updated so that users have the best experiences in doing their work.

The online education technologies described above need to be continuously supported and updated to ensure efficient and secure operation. Faculty and students need to be aware of the hardware and software minimum requirements for the tools. On-campus computer labs should also be kept up-to-date in order to allow users effective access to the tools. One area for consideration may be helping all students to access online education even if their computer and network resources are not optimal.

Start:
7/1/2019

End:
6/30/2020

New Program Personnel Item
Program/Unit:
Online Education

Staff/Faculty Contributions:
The two members of the Online Education department are the Faculty Director of Online Education (FDOE) and a classified Online Instructional Technologist (OIT).

Both were key leaders in the successful transition to Canvas. The OIT provided exemplary leadership on the technical side of implementing Canvas successfully at MiraCosta, collaborating with a variety of stakeholders from AIS, Canvas, and the OEI at the state level. The OIT also developed (and continues to develop) important Canvas tutorials and resources specific to the operation of Canvas at MiraCosta, especially its integration with SURF. The FDOE led the evaluation process which included faculty, students, staff and administrators. The process led to the selection of Canvas and development of an implementation plan. The implementation process led by the FDOE included a team of faculty with release time, who conducted numerous workshops and 1-1 support sessions. They also facilitated an online course about Canvas, in Canvas, which engaged nearly 300 faculty between March 2017 and May 2018.

The FDOE worked with leaders from the statewide Online Education Initiative to enable MiraCosta to be the first college to develop a Student Success Hub. This process brought together OEI directors, MiraCosta equity leaders, pioneers in online student services, and academic support areas in a lengthy visioning, designing, and iterating approach that culminated in the OIT's implementation in Canvas of the Student Support Hub in spring 2019.

The OIT and FDOE each offer numerous Flex workshops, often in collaboration with teaching faculty. These have transitioned to being either offered completely online, or being simulcast online when offered in a physical location such as a computer lab. This allows wider participation, as well as the capture of an archived version for ongoing availability. The FDOE also offers the Student Orientation to Online Learning workshop for students; by spring 2019 nearly 3000 students had participated since its inception in 2014.

As mentioned elsewhere, the OIT and FDOE were key members of the team that worked with architects, facilities staff, and contractors in the redesign of the TIC into the C3 TLC in 2018.

The FDOE engaged with statewide opportunities to support the expansion of the use of Open Educational Resources that began in 2016-17. The FDOE authored grants that brought nearly $100,000 to MiraCosta in support of faculty adoption of OER, and worked with two departments which won additional grants to develop OER programs totaling nearly $150,000. The FDOE led the process for MiraCosta to be compliant with SB 1359, requiring designation of Zero Textbook Cost classes in the course schedule, which MiraCosta chose to expand to also designate Low Textbook Cost classes.

In addition to these highlights, the FDOE and OIT engage with faculty and staff from throughout the college on a daily basis in a variety of venues in support of student success.

Currency in Field:

The budget for Online Ed includes sufficient funds for travel and professional development opportunities. This has enabled the OIT and FDOE to attend and present at important regional and national conferences, as well as supporting the attendance of many faculty at the annual CCC Online Teaching Conference in June. Both the OIT and FDOE also actively participate in online learning opportunities such as webinars and professional communities connected by listservs, discussion groups, and social media. The FDOE also builds and maintains professional networks with other CCC DE Coordinators through monthly meetings and online communications of the OEI Consortium, the SDICCCA DE committee, and the statewide CCC DE Coordinators organization.

Professional Development Needed:

The FDOE and OIT, as noted above, regularly participate in conferences, webinars, and professional networks to maintain currency in their fields. This should continue; there is no particular area of need outside of continuing to take advantage of opportunities as they currently do.

Changes in Staffing:

The OIT requested a reclassification that was completed in fall 2017. No other changes.

Personnel Changes Needed:
It has been noted for some time that the Online Education department would be more effective with the inclusion of a professional instructional designer. At present both the FDOE and OIT can and do provide some instructional design support to interested faculty, though the OIT's expertise is primarily technical, and the FDOE's time is limited in offering 1-1 support to faculty. Pilot efforts providing Instructional Design support for faculty proved fruitful in 2014-15 and 2015-16. Recruiting volunteer faculty for the 2015-16 project resulted in far more interest than could be accommodated. And the 2014-15 project was presented at a fall 2015 Flex workshop attended by 23 faculty; at the close of the workshop, a poll was taken of how many in attendance would be interested in having the support of an instructional designer; everyone present raised their hand. The Online Ed 2014-15 Program Review included a plan for an instructional design position. This was not funded, but widespread support for this position continued to be acknowledged, particularly given increasing needs to support the Canvas transition, interest in the use of Open Educational Resources, and significant challenges in ensuring that online education materials and tools are fully accessible to students with disabilities. In 2015-16, the office of the Vice President of Instruction submitted the Instructional Designer position as a program review plan, with support from the Office of Online Education, and did so again in the 2016-17 cycle. Online Education has continued to propose this through Program Review since then.

In the interim, Online Education has sought to identify funding which can support temporary instructional design assistance. In recent years, grant funding related to Open Educational Resources initiatives has allowed for some instructional design support to faculty and departments working to transform courses

around OER. In spring 2019, strong workforce grant funds were secured to provide contract instructional design support to Career Education faculty developing and teaching online classes.

Start:
7/1/2019

End:
6/30/2020

New Program Curriculum Item
Program/Unit:
Online Education

Curriculum Currency:
DE curriculum is subject to the same processes of review and approval as all curriculum at MiraCosta. The Faculty Director of Online Education is a permanent member of the Courses & Programs Committee (CPC). This helps ensure that DE issues are thoroughly considered in the approval of courses and programs. The DE addendum (Form A) is regularly reviewed for compliance with regulatory requirements and updated as needed.

Online Education is not directly responsible for creating or delivering curriculum.

Curriculum and Equity Gaps:
The responsibility for curriculum content associated with courses offered via DE lies at the academic department level. As noted elsewhere, the ability to disaggregate outcomes data by modality and demographic groups provides departments with the ability to identify areas of concern, particularly regarding equity.

Start:
7/1/2019

End:
6/30/2020

New Dialogue and Collaboration Item
Program/Unit:
Online Education

Dialogue Within Program/Unit:

As mentioned earlier, with just two positions in the Online Education department, dialog is continuous and ongoing regarding the effectiveness of our work and in potential areas for improvement and/or innovation.

Collaboration:

As mentioned previously, the Online Education department collaborates with stakeholders from across the college to ensure that our online technologies, support services, and learning environments are as effective as possible. Especially vital areas are:

- collaboration with AIS to ensure that Canvas is operating correctly in tandem with SURF, and that other online education technologies are fully supported
- collaboration with PDP and the new C3 Teaching and Learning Center to coordinate faculty development efforts and to integrate online teaching support within larger faculty support initiatives
- collaboration with faculty and departments seeking to improve student outcomes in DE classes
- collaboration with student service areas and academic support areas seeking to enhance their online presence for MiraCosta students
- collaboration with statewide and regional DE efforts such as the CVC-OEI and the SDICCCA DE coordinators group, and coordination with MiraCostans who may need to be engaged in MiraCosta's partnerships with these external collaborators
- collaboration with college-wide student success initiatives such as Guided Pathways and student equity to ensure that issues related to online education are included and carefully considered
- collaboration with governance groups and administrators to ensure the college is in compliance with regulations and accreditor expectations for distance education

Start:
7/1/2019

End:
6/30/2020

New Reflection and Goal Development Item
Program/Unit:
Online Education

Overall Program Review Summary:
Online Education is a small but powerful department that collaborates with stakeholders across MiraCosta and beyond to enhance student success in a variety of ways. Highlights of accomplishments from the last several years demonstrate the scope and importance of the work we do:

- Leading the successful evaluation, selection, implementation, and transition to Canvas
- Developing the first Student Support Hub in the CCC system
- Helping to lead college-wide efforts to adopt Open Educational Resources
- Providing and coordinating dozens of Flex workshops
- Serving thousands of students through the Student Orientation to Online Learning
- Playing a key role in the development of the C3 Teaching and Learning Center
- Helping MiraCosta to remain fully accredited with no concerns regarding Distance Education

We know that despite steady gains, there remains room for improvement in DE student outcomes, especially for disproportionately impacted student populations. Adding more faculty support capacity in the form of instructional design expertise could further enhance the efforts we are undertaking to help faculty improve online learning environments and experiences for students.

Continuing to work with student support providers to enhance their online presence is also important and must continue. Great work has been done, but it is not complete.

Strategic Goals:

- Improve online student success and retention through continuous improvement of online course design for equity and accessibility
- Hire an Instructional Designer

Start:
7/1/2019

End:
6/30/2020

New Program/Unit Rating Item
Program/Unit:
Online Education

Program Rating By Chair:
1

Program Rating By Dean:

OPTIONAL: Comments on Program Rating:

Start:
7/1/2019

End:
6/30/2020